

00:00:00:00 00:15:07:00 HI, COUNCILOR CAMPBELL.
00:15:07:00 00:15:16:00 HI, DID YOU GET THE POWER ALL
00:15:16:00 00:15:16:00 BACK?
00:15:16:00 00:15:20:00 I DID SO SCARY TOO BECAUSE THIS
00:15:20:00 00:15:21:00 MORNING THE POWER WENT OUT AT
00:15:21:00 00:15:24:00 LEAST TWO OR THREE TIMES AND
00:15:24:00 00:15:27:00 THAT WAS LIKE WHAT IS GOING ON
00:15:27:00 00:15:27:00 ?
00:15:27:00 00:15:28:00 AND THEN THEY SENT A MESSAGE
00:15:28:00 00:15:30:00 SAYING WE'LL BE CUTTING YOUR
00:15:30:00 00:15:31:00 POWER OFF ABOUT FOUR OR FIVE
00:15:31:00 00:15:31:00 HOURS.
00:15:31:00 00:15:34:00 SO WE LIKE WHAT?
00:15:34:00 00:15:36:00 SO THEY TURNED IT OFF AND THEN
00:15:36:00 00:15:38:00 BECAME ON RELATIVELY QUICKLY
00:15:38:00 00:15:42:00 BUT LOOKING FORWARD TO THAT
00:15:42:00 00:15:42:00 HEARING IT MIGHT BE COUNCILOR
00:15:42:00 00:15:43:00 FLYNN WHO'S HOSTING IT LIKE
00:15:43:00 00:15:46:00 WHEN YOU GIVE NOTICE, WHEN DO
00:15:46:00 00:15:47:00 YOU LET FOLKS KNOW WHAT'S GOING
00:15:47:00 00:15:49:00 ON?
00:15:49:00 00:15:54:00 IT'S LIKE SO BUT IT SHOULD BE
00:15:54:00 00:15:55:00 FINE HOPEFULLY FOR THE REST
00:15:55:00 00:15:56:00 OF THE DAY.
00:15:56:00 00:15:57:00 HOW ARE YOU DOING?
00:15:57:00 00:16:01:00 OBVIOUSLY THIS IS GOING TO BE A
00:16:01:00 00:16:01:00 MARATHON.
00:16:01:00 00:16:01:00 YEAH.
00:16:01:00 00:16:04:00 YOU AND YOUR TEAM.
00:16:04:00 00:16:06:00 YEAH, IT'S LOTS OF LOTS OF WORK
00:16:06:00 00:16:06:00 AHEAD.
00:16:06:00 00:16:08:00 I HAVE TO ADMIT THAT I HAD EVEN
00:16:08:00 00:16:09:00 THOUGH WE PLANNED FOR IT I'M
00:16:09:00 00:16:13:00 I'M LIKE FULLY REMEMBERED HOW
00:16:13:00 00:16:13:00 IT CROWDS OUT THE REST OF THE
00:16:13:00 00:16:16:00 THINGS ON MY CALENDAR.
00:16:16:00 00:16:16:00 YEAH.
00:16:16:00 00:16:20:00 SO I'M GETTING ADJUSTED TO THAT
00:16:20:00 00:16:21:00 AND THAT'S THE CHALLENGE JUST
00:16:21:00 00:16:24:00 OBVIOUSLY LOTS OF LOTS
00:16:24:00 00:16:25:00 OF THINGS GOING ON AND LOTS
00:16:25:00 00:16:28:00 OF PEOPLE WANT TO TALK SO AND
00:16:28:00 00:16:28:00 YOU'RE LIKE CAN YOU TELL
00:16:28:00 00:16:31:00 CONSTITUENTS I'M IN THE
00:16:31:00 00:16:31:00 HEARINGS INTO AND YOU'RE
00:16:31:00 00:16:32:00 CHEERING RIGHT.
00:16:32:00 00:16:35:00 WELL I THINK IT'S MORE PEOPLE
00:16:35:00 00:16:35:00 YOU TELL PEOPLE WELL I'M IN
00:16:35:00 00:16:36:00 BUDGET HEARING STRAIGHT FOR SIX
00:16:36:00 00:16:39:00 WEEKS THEY'RE LIKE SURELY NOT
00:16:39:00 00:16:42:00 LITERALLY AND YOU'RE LIKE WELL
00:16:42:00 00:16:46:00 ACTUALLY YES, BECAUSE YOU GUYS
00:16:46:00 00:16:47:00 HAVE TO DO ALL THE FOLLOW UP TO

00:16:47:00 00:16:50:00 GET YOU CAN T YEAH YEAH.
00:16:50:00 00:16:51:00 BUT I GOT A GREAT TEAM AND
00:16:51:00 00:16:53:00 CENTRAL STAFF IS AWESOME.
00:16:53:00 00:16:54:00 SO YOU KNOW THE CENTRAL STAFF
00:16:54:00 00:16:57:00 WE LOVE CENTRAL STAFF AND SHOUT
00:16:57:00 00:16:58:00 OUT WE'VE GOT A SONG ON HERE
00:16:58:00 00:17:01:00 AND KNOW IT IT IS A VERY
00:17:01:00 00:17:02:00 IMPORTANT THING THAT WE DO SO
00:17:02:00 00:17:05:00 HAPPY TO BE DOING.
00:17:05:00 00:17:05:00 THAT'S RIGHT.
00:17:05:00 00:17:06:00 WELL I'LL BE BACK I'M ACTUALLY
00:17:06:00 00:17:09:00 GOING TO GET SOME TEA.
00:17:09:00 00:17:10:00 I'LL BE RIGHT BACK.
00:17:10:00 00:17:10:00 THAT'S GOOD.
00:17:10:00 00:18:11:00 I JUST GOT MYSELF SOME AT THE
00:18:11:00 00:19:54:00 BY COUNCILOR ESSAIBI GEORGE
00:19:54:00 00:19:55:00 WELCOME BACK MATE.
00:19:55:00 00:19:59:00 GOOD TO SEE YOU AGAIN.
00:19:59:00 00:20:02:00 YOU GET SOME LUNCH.
00:20:02:00 00:20:02:00 I DID INDEED.
00:20:02:00 00:20:03:00 THANK YOU.
00:20:03:00 00:20:08:00 AND I REALLY MICKEY AS IT WAS
00:20:08:00 00:20:16:00 FAR ENOUGH AWAY AND DO OUR BEST
00:20:16:00 00:20:17:00 NOT TO I FEEL LIKE LAST YEAR WE
00:20:17:00 00:20:20:00 DEFINITELY HAD ONE STRAIGHT
00:20:20:00 00:20:24:00 INTO THE OTHER KIND OF DAY SO
00:20:24:00 00:20:25:00 TRYING FOR A SLIGHTLY MORE
00:20:25:00 00:20:27:00 CIVILIZED PACE I I HAVE A
00:20:27:00 00:20:31:00 STRICT POLICY ON NOT TALKING
00:20:31:00 00:20:32:00 DURING A NO HITTER SO I FEEL
00:20:32:00 00:20:35:00 LIKE WHENEVER WE GET BREAKS
00:20:35:00 00:20:36:00 THAT I DON'T WANT TO GIVE ABOUT
00:20:36:00 00:20:39:00 BASEBALL THEY ARE VERY, VERY
00:20:39:00 00:20:43:00 AWARE I'M SIMILAR SUPERSTITIOUS
00:20:43:00 00:20:44:00 SO I WAS LIKE THINKING I WASN'T
00:20:44:00 00:20:45:00 GOING TO MENTION THAT WE'VE GOT
00:20:45:00 00:20:47:00 TO BREAK.
00:20:47:00 00:21:08:00 I SAID YES YEAH.
00:21:08:00 00:21:09:00 NOW WE'VE JINXED IT NOW
00:21:09:00 00:21:09:00 HOPEFULLY NOT.
00:21:09:00 00:21:10:00 YEAH NO I'M SKINT AND THE MEDIA
00:21:10:00 00:21:11:00 IS REALLY LIKE LATELY THEY JUST
00:21:11:00 00:21:12:00 THEY JUST BLAST OUT OF THE FACT
00:21:12:00 00:21:13:00 THAT IT'S A NO HITTER ALL THE
00:21:13:00 00:21:14:00 TIME AND TALK ABOUT IT LIKE THE
00:21:14:00 00:21:15:00 TABOO IS DYING WHICH IS SAID
00:21:15:00 00:21:15:00 YOU KNOW THEY SAY SO CAUSE I'M
00:21:15:00 00:21:16:00 COACHING EIGHT AND NINE TEN
00:21:16:00 00:21:18:00 ELEVEN YEAR OLDS IT'S LIKE NO
00:21:18:00 00:21:19:00 HITTERS ARE NOT IN OUR
00:21:19:00 00:21:22:00 REPERTOIRE.
00:21:22:00 00:21:26:00 YEAH YEAH THAT'S LIKE OR WALKS
00:21:26:00 00:21:27:00 IN A LIVING.
00:21:27:00 00:21:30:00 THAT'S WHAT WE AIM FOR.

00:21:30:00 00:21:31:00 I'VE BEEN UNWINDING BY CATCHING
00:21:31:00 00:21:35:00 THE SOCKS ON TV AT THE END
00:21:35:00 00:21:38:00 OF THE DAY FAIRLY FREQUENTLY
00:21:38:00 00:21:39:00 LATELY AND JORDAN'S FURNITURE
00:21:39:00 00:21:42:00 IS ADVERTISING LIKE ALL YOUR
00:21:42:00 00:21:43:00 FURNITURE FREE IF THERE IS A NO
00:21:43:00 00:21:47:00 HITTER AFTER AUGUST 3RD AND I'M
00:21:47:00 00:21:47:00 JUST LIKE SOMEONE COULD DO A
00:21:47:00 00:21:49:00 STATISTICAL PROBABILITY
00:21:49:00 00:21:50:00 CALCULATION ON THAT AND I'M
00:21:50:00 00:21:50:00 SURE THEY DID.
00:21:50:00 00:21:58:00 I SO I THINK IT WAS THE 07 FOX
00:21:58:00 00:22:02:00 WORLD SERIES IS WHAT PAID FOR
00:22:02:00 00:22:02:00 MY SISTER'S LIVING ROOM
00:22:02:00 00:22:02:00 FURNITURE.
00:22:02:00 00:22:05:00 OH NICE.
00:22:05:00 00:22:07:00 YEAH ACTUALLY WHEN SHE TOLD ME
00:22:07:00 00:22:07:00 SHE'S LIKE I THINK THEY'VE GOT
00:22:07:00 00:22:10:00 IT THIS YEAR AND THEY WON THE
00:22:10:00 00:22:13:00 WORLD SERIES THAT I GOT A TEXT
00:22:13:00 00:22:15:00 TEN MINUTES LATER THAT'S WILD.
00:22:15:00 00:22:19:00 THAT'S AMAZING.
00:22:19:00 00:22:20:00 ALL RIGHT.
00:22:20:00 00:22:24:00 DOES THIS PART OF THE
00:22:24:00 00:22:24:00 CONVERSATION BROADCAST LIVE?
00:22:24:00 00:22:27:00 IT MAY HAVE STARTED TO BE AT
00:22:27:00 00:22:28:00 ONCE THE LIVE ON YOUTUBE THING
00:22:28:00 00:22:32:00 GOES UP WHATEVER WE'RE NOT
00:22:32:00 00:22:32:00 ASHAMED TO BE.
00:22:32:00 00:22:38:00 RED SOX FANS SAY OK, WHERE ARE
00:22:38:00 00:22:42:00 WE AT IN TERMS OF YOUR TEAM
00:22:42:00 00:22:43:00 BECAUSE PRETTY SHORTLY RIGHT IN
00:22:43:00 00:22:47:00 TERMS OF THE PRESENTATION IT'S
00:22:47:00 00:22:48:00 ME AND MIRIAM AND I THINK THE
00:22:48:00 00:22:51:00 SUPERINTENDED MENTIONED THAT
00:22:51:00 00:22:55:00 SHE'S DONE NONE OF THAT WILL BE
00:22:55:00 00:22:57:00 ABLE TO JUMP RIGHT IN AND OK.
00:22:57:00 00:22:58:00 SO FROM YOUR PERSPECTIVE YOU
00:22:58:00 00:23:01:00 ARE READY TO GO AT THIS?
00:23:01:00 00:23:02:00 YES.
00:23:02:00 00:23:05:00 OK, GREAT.
00:23:05:00 00:23:09:00 SO LET ME JUST PULL UP MY
00:23:09:00 00:23:28:00 STATEMENT.
00:23:28:00 00:23:28:00 ALL RIGHT.
00:23:28:00 00:23:36:00 OH, AND WE'RE ALL SET AS IT
00:23:36:00 00:23:44:00 CARRY HERE ARE YOU MICHELLE YOU
00:23:44:00 00:23:48:00 GUYS JUST GIVE ME THE HEADS UP.
00:23:48:00 00:23:49:00 ARE WE GOOD TO GO READY TO GO
00:23:49:00 00:23:51:00 WHEN YOU ARE MANAGER.
00:23:51:00 00:23:51:00 ALL RIGHT FANTASTIC.
00:23:51:00 00:23:55:00 OK, I'M CALLING THIS HEARING
00:23:55:00 00:23:55:00 OF THE BOSTON CITY COUNCIL'S
00:23:55:00 00:23:58:00 WAYS AND MEANS COMMITTEE TO
00:23:58:00 00:23:59:00 ORDER FOR THE RECORD MY NAME IS

00:23:59:00 00:23:59:00 COUNTY BLOCK.
 00:23:59:00 00:24:00:00 I'M THE DISTRICT EIGHT CITY
 00:24:00:00 00:24:02:00 COUNCILOR AND ALSO THE CHAIR
 00:24:02:00 00:24:03:00 OF THE WAYS AND MEANS
 00:24:03:00 00:24:03:00 COMMITTEE.
 00:24:03:00 00:24:04:00 THIS HEARING TODAY IS BEING
 00:24:04:00 00:24:06:00 RECORDED.
 00:24:06:00 00:24:07:00 IT'S BEING LIVE STREAMED AT
 00:24:07:00 00:24:08:00 BOSTON DUCOBU CITY COUNCIL DASH
 00:24:08:00 00:24:10:00 TV AND IT'S ALSO BROADCAST ON
 00:24:10:00 00:24:11:00 XFINITY CHANNEL EIGHT HOURS AND
 00:24:11:00 00:24:14:00 CHANNEL EIGHTY TWO FILES
 00:24:14:00 00:24:15:00 CHANNEL NINE SIXTY FOUR THIS IS
 00:24:15:00 00:24:18:00 ONE IN A LARGE NUMBER
 00:24:18:00 00:24:19:00 OF HEARINGS THAT WE'RE HAVING
 00:24:19:00 00:24:20:00 AS PART OF THE CITY COUNCIL'S
 00:24:20:00 00:24:21:00 BUDGET REVIEW PROCESS BOTH
 00:24:21:00 00:24:22:00 HEARINGS AND WORKING SESSIONS
 00:24:22:00 00:24:25:00 AND WE ENCOURAGE YOU TO GET
 00:24:25:00 00:24:26:00 INVOLVED BY TESTIFYING AT THESE
 00:24:26:00 00:24:29:00 HEARINGS YOU CAN TESTIFY PERSON
 00:24:29:00 00:24:30:00 YOU CAN SUBMIT A VIDEO TO US TO
 00:24:30:00 00:24:33:00 ADD TO THE HEARING AND YOU CAN
 00:24:33:00 00:24:34:00 ALSO SEND IN COMMENTS THE BEST
 00:24:34:00 00:24:35:00 PLACE TO FIND OUT HOW TO DO ALL
 00:24:35:00 00:24:36:00 OF THOSE THINGS IS BOSTON DOT
 00:24:36:00 00:24:40:00 GOV SLASH COUNCIL DASCH BUDGET
 00:24:40:00 00:24:41:00 THAT'S BOTANICA SLASH COUNCIL
 00:24:41:00 00:24:41:00 DASCH BUDGET.
 00:24:41:00 00:24:45:00 BUT YOU CAN ALSO SHOOT AN EMAIL
 00:24:45:00 00:24:48:00 TO C.C.C. W.M. AND THAT'S THEM
 00:24:48:00 00:24:50:00 AS IN WAYS AND MEANS THAT UM AT
 00:24:50:00 00:24:53:00 BOSBACH OF EMAIL THERE OR GO TO
 00:24:53:00 00:24:55:00 BOSNIAC OUTSIDE COUNCIL BUDGET
 00:24:55:00 00:24:56:00 AND YOU CAN FIND OUT ALL THE
 00:24:56:00 00:24:57:00 WAYS TESTIFY AND WE'LL WE'LL
 00:24:57:00 00:25:00:00 HAVE YOU IN AND WE'RE ALSO
 00:25:00:00 00:25:00:00 GOING TO BE HAVING A DEDICATED
 00:25:00:00 00:25:03:00 PUBLIC TESTIMONY HEARING
 00:25:03:00 00:25:04:00 FOCUSED ON WHAT FOLKS WANT TO
 00:25:04:00 00:25:07:00 SEE IN A CITY BUDGET AND
 00:25:07:00 00:25:08:00 FEDERAL FUNDS FOR AN EQUITABLE
 00:25:08:00 00:25:08:00 RECOVERY .
 00:25:08:00 00:25:09:00 WE'LL HAVE ONE OF THOSE
 00:25:09:00 00:25:12:00 TOMORROW NIGHT AT 6PM AND A
 00:25:12:00 00:25:13:00 COUPLE OF MORE 6:00 P.M.
 00:25:13:00 00:25:15:00 DEDICATED PUBLIC TESTIMONY
 00:25:15:00 00:25:16:00 HEARINGS MORE TOWARDS THE END
 00:25:16:00 00:25:17:00 OF THE PROCESS ON MAY 25TH AND
 00:25:17:00 00:25:19:00 JUNE BOTH AT 6:00.
 00:25:19:00 00:25:20:00 SO LIKE I SAID, WE'D LOVE TO
 00:25:20:00 00:25:22:00 HAVE YOU INVOLVED.
 00:25:22:00 00:25:24:00 YOU CAN ALSO TESTIFY AT THE END
 00:25:24:00 00:25:27:00 OF ANY OF THESE HEARINGS AND IF

00:25:27:00 00:25:28:00 YOU WANT TO INFORMALLY TWEET US
00:25:28:00 00:25:29:00 YOUR QUESTIONS, USE THE HASHTAG
00:25:29:00 00:25:30:00 BOSS BUDGET US BUDGET.
00:25:30:00 00:25:35:00 TODAY'S HEARING IS ON DOCKET
00:25:35:00 00:25:36:00 ZERO FIVE TO FOUR TO ZERO FIVE
00:25:36:00 00:25:38:00 TO SIX OR FOR THE FBI TWENTY
00:25:38:00 00:25:39:00 TWO OPERATING BUDGET INCLUDING
00:25:39:00 00:25:40:00 ANNUAL APPROPRIATIONS FOR
00:25:40:00 00:25:42:00 DEPARTMENTAL OPERATIONS FOR THE
00:25:42:00 00:25:43:00 SCHOOL DEPARTMENT AND FOR OTHER
00:25:43:00 00:25:44:00 POST BENEFITS.
00:25:44:00 00:25:47:00 DOCKET ZERO FIVE TO SEVEN TO
00:25:47:00 00:25:48:00 ZERO FIVE TO EIGHT ORDERS FOR
00:25:48:00 00:25:48:00 CAPITAL FUND TRANSFER
00:25:48:00 00:25:51:00 APPROPRIATIONS AND DOCKET ZERO
00:25:51:00 00:25:52:00 FIVE TWO NINE ZERO FIVE THREE
00:25:52:00 00:25:53:00 ONE ORDERS FOR THE CAPITAL
00:25:53:00 00:25:54:00 BUDGET INCLUDING ONE ORDERS AND
00:25:54:00 00:25:55:00 LEASE PURCHASE AGREEMENTS.
00:25:55:00 00:25:58:00 THAT'S THE WHOLE SET OF OUR
00:25:58:00 00:25:58:00 BUDGET DOCKETS AND THE SCHOOL
00:25:58:00 00:26:02:00 DEPARTMENT WHICH IS WHERE THIS
00:26:02:00 00:26:03:00 HEARING IS REALLY FOCUSED ON
00:26:03:00 00:26:08:00 HAS FUNDS THAT ARE SPREAD
00:26:08:00 00:26:09:00 TODAY'S HEARING WILL BE THE
00:26:09:00 00:26:10:00 BAPS SCHOOL BUDGETS SO SOME
00:26:10:00 00:26:12:00 OF OUR SUBTOPICS ARE WEIGHTED
00:26:12:00 00:26:13:00 TO SCHOOL FUNDING, STUDENT
00:26:13:00 00:26:15:00 FUNDING, ENROLLMENT PROJECTIONS
00:26:15:00 00:26:16:00 FOR SCHOOLS WITH DECLINING
00:26:16:00 00:26:17:00 BUDGETS, THE OPPORTUNITY INDEX,
00:26:17:00 00:26:20:00 NEW INVESTMENTS TRANSFORMATION
00:26:20:00 00:26:21:00 SCHOOLS HUBS, SCHOOLS AND WE'LL
00:26:21:00 00:26:24:00 BE TALKING TODAY AS THROUGHOUT
00:26:24:00 00:26:25:00 OUR PROCESS ABOUT THE USE
00:26:25:00 00:26:28:00 OF FEDERAL FUNDS FOR RETURNING
00:26:28:00 00:26:29:00 RECOVERY PLANS AND SCHOOLS AS
00:26:29:00 00:26:32:00 WELL PRESENTING ESSAIBI CHIEF
00:26:32:00 00:26:32:00 FINANCIAL OFFICER NATE KHUTOR
00:26:32:00 00:26:35:00 AND ALSO THE BUDGET DIRECTOR
00:26:35:00 00:26:36:00 AARON RUBIN.
00:26:36:00 00:26:39:00 AND I'M PLEASED TO BE JOINED BY
00:26:39:00 00:26:39:00 MY COLLEAGUES COUNSELOR ANDRE
00:26:39:00 00:26:43:00 CAMPBELL DISTRICT FOR COUNSELOR
00:26:43:00 00:26:44:00 AND ESV GEORGE AT LARGE
00:26:44:00 00:26:47:00 COUNSELOR ED FLYNN, DISTRICT TO
00:26:47:00 00:26:48:00 COUNCILOR LISBET AND DISTRICT
00:26:48:00 00:26:51:00 NINE CHANCELLOR MICHELLE WU AT
00:26:51:00 00:26:52:00 LARGE AND COUNCILOR JULIAN HERE
00:26:52:00 00:26:54:00 AT LARGE.
00:26:54:00 00:26:55:00 SO AS WE'VE BEEN DOING I THINK
00:26:55:00 00:26:58:00 WE'LL JUMP STRAIGHT INTO THE
00:26:58:00 00:26:59:00 PRESENTATION AND THEN SO THAT
00:26:59:00 00:27:02:00 WE MAXIMIZING TIME FOR OUR

00:27:02:00 00:27:03:00 QUESTIONS.
00:27:03:00 00:27:06:00 SO WITHOUT FURTHER ADO I'LL
00:27:06:00 00:27:06:00 PASS IT OVER TO STEPHANIE
00:27:06:00 00:27:09:00 CUTTER TO START.
00:27:09:00 00:27:10:00 THANK YOU VERY MUCH.
00:27:10:00 00:27:14:00 AND AS I OPEN THE PRESENTATION
00:27:14:00 00:27:15:00 WE THANK YOU AND THE COUNCIL
00:27:15:00 00:27:18:00 HAVING US BACK AGAIN TO HAVE
00:27:18:00 00:27:19:00 THE OPPORTUNITY PRESENTED ON
00:27:19:00 00:27:21:00 THE BAPS BUDGET.
00:27:21:00 00:27:22:00 AS YOU MENTIONED, TODAY'S FOCUS
00:27:22:00 00:27:23:00 IS GOING TO BE ON SCHOOL
00:27:23:00 00:27:25:00 BUDGETS AND WE ALWAYS TRY AND
00:27:25:00 00:27:26:00 PROVIDE ENOUGH CONTEXT OUR IN
00:27:26:00 00:27:29:00 OUR PRESENTATIONS SO THAT IF
00:27:29:00 00:27:30:00 THERE IS SOMEBODY WHO IS
00:27:30:00 00:27:31:00 JOINING FOR THE FIRST TIME AND
00:27:31:00 00:27:33:00 TRYING TO LEARN ABOUT THE BAPS
00:27:33:00 00:27:34:00 BUDGET THAT THEY HAVE THE
00:27:34:00 00:27:35:00 OVERALL CONTEXT FOR WHERE WE'RE
00:27:35:00 00:27:38:00 GOING AND HOW SCHOOLS ARE
00:27:38:00 00:27:39:00 FUNDED, HOW THEY'RE GOING TO
00:27:39:00 00:27:41:00 DISTRICT ONE HUNDRED AND TWENTY
00:27:41:00 00:27:44:00 THREE SCHOOLS AND ONE HUNDRED
00:27:44:00 00:27:45:00 OR SO ONE HUNDRED AND FIFTEEN
00:27:45:00 00:27:46:00 OF THEM FUNDED ON WHAT WE REFER
00:27:46:00 00:27:48:00 TO AS WEIGHTED STUDENT FUNDING
00:27:48:00 00:27:48:00 .
00:27:48:00 00:27:49:00 THIS CAN BE ONE OF THE MORE
00:27:49:00 00:27:50:00 COMPLICATED HEARINGS THAT WE DO
00:27:50:00 00:27:53:00 IN EXPLAINING HOW IT WORKS, HOW
00:27:53:00 00:27:53:00 WE HAVE EMBEDDED TRANSPARENCY
00:27:53:00 00:27:57:00 AND EQUITY INTO THE FUNDING
00:27:57:00 00:27:57:00 PROCESS TO ENSURE THAT EVERY
00:27:57:00 00:28:00:00 STUDENT GETS WHAT THEY NEED AND
00:28:00:00 00:28:01:00 THAT IS HOW WE OPEN EVERY
00:28:01:00 00:28:04:00 BUDGET PRESENTATION WITH A
00:28:04:00 00:28:05:00 STATEMENT FROM THE OPPORTUNITY
00:28:05:00 00:28:09:00 ACHIEVEMENT GAP POLICY WHICH IS
00:28:09:00 00:28:09:00 FOCUSED ON EVERY STUDENT IN
00:28:09:00 00:28:12:00 EVERY SCHOOL GETTING WHAT THEY
00:28:12:00 00:28:13:00 AND THIS HAS BEEN A THEME
00:28:13:00 00:28:14:00 THROUGHOUT THE PANDEMIC WHERE
00:28:14:00 00:28:16:00 WE HAVE FOCUSED ON THE ECONOMIC
00:28:16:00 00:28:17:00 HEALTH AND EDUCATIONAL
00:28:17:00 00:28:20:00 DISPARITIES THAT MANY OF US
00:28:20:00 00:28:21:00 KNEW WERE PRESENT BEFORE THE
00:28:21:00 00:28:21:00 PANDEMIC.
00:28:21:00 00:28:24:00 BUT IT'S BEEN REVEALED AND SO
00:28:24:00 00:28:24:00 AS WE THINK ABOUT THIS
00:28:24:00 00:28:28:00 OPPORTUNITY TO INVEST IN NEXT
00:28:28:00 00:28:29:00 YEAR'S BUDGET, HOW DO WE ALIGN
00:28:29:00 00:28:31:00 THAT IN PUTTING STUDENTS FIRST
00:28:29:00 00:28:31:00 AND FOCUSED ON THIS BUDGET TO

00:28:32:00 00:28:33:00 MAKE SURE THEY HAVE WHAT THEY
00:28:33:00 00:28:36:00 NEED TO FIND SUCCESS?
00:28:36:00 00:28:37:00 THE HIGHLIGHTS OF THIS YEAR WE
00:28:37:00 00:28:39:00 ARE COMING OFF A HEARING THIS
00:28:39:00 00:28:40:00 MORNING SO I WON'T SPEND TOO
00:28:40:00 00:28:40:00 MUCH TIME ON THE OPENING
00:28:40:00 00:28:41:00 SLIDES.
00:28:41:00 00:28:43:00 I JUST WANT TO HIGHLIGHT AGAIN
00:28:43:00 00:28:44:00 THIS IS COMING TO THE THIRTY
00:28:44:00 00:28:46:00 SIX MILLION DOLLAR INVESTMENT
00:28:46:00 00:28:47:00 AND AS IT RELATES TO THE TOPIC
00:28:47:00 00:28:48:00 TODAY, ONE HUNDRED PERCENT
00:28:48:00 00:28:50:00 OF THESE NEW INVESTMENTS ARE
00:28:50:00 00:28:51:00 DIRECTLY IN SCHOOL BUDGETS OR
00:28:51:00 00:28:52:00 IN SCHOOL SERVICES BUDGET
00:28:52:00 00:28:54:00 ESSENTIALLY THEY ARE RESOURCES
00:28:54:00 00:28:55:00 THAT YOU WILL SEE IN SCHOOL
00:28:55:00 00:28:57:00 BUILDINGS AND CHANGES TO
00:28:57:00 00:28:58:00 EXPERIENCE OR NEXT FALL.
00:28:58:00 00:29:02:00 THIS OF COURSE IS MADE POSSIBLE
00:29:02:00 00:29:03:00 BY A THREE YEAR ONE HUNDRED
00:29:03:00 00:29:05:00 BILLION DOLLAR COMMITMENT.
00:29:05:00 00:29:06:00 WE'RE IN YEAR TWO WITH A THIRTY
00:29:06:00 00:29:07:00 SIX MILLION DOLLAR INCREASE IN
00:29:07:00 00:29:09:00 FUNDING THIS YEAR GOING TO NEW
00:29:09:00 00:29:09:00 INVESTMENTS.
00:29:09:00 00:29:13:00 THIS IS OVER AND ABOVE OUR
00:29:13:00 00:29:14:00 LEVEL SERVICE COSTS OR THE COST
00:29:14:00 00:29:17:00 OF DOING WHAT WE DID LAST AND
00:29:17:00 00:29:21:00 IT PROVIDED A LOT MORE CONTEXT
00:29:21:00 00:29:22:00 I'M HEARING THIS MORNING BUT IT
00:29:22:00 00:29:24:00 BEARS REPEATING AS CHAIR
00:29:24:00 00:29:25:00 MENTIONED AS WELL.
00:29:25:00 00:29:29:00 WE HAVE MULTIPLE RESOURCE IS
00:29:29:00 00:29:30:00 THAT WE CAN BRING TO BEAR TO
00:29:30:00 00:29:31:00 SOLVE OUR CHALLENGES AND TO
00:29:31:00 00:29:32:00 MEET THE NEEDS OF OUR STUDENTS.
00:29:32:00 00:29:33:00 THE FIRST IS THE THIRTY SIX
00:29:33:00 00:29:36:00 MILLION INCREASE COMING FROM
00:29:36:00 00:29:36:00 GENERAL FUNDS.
00:29:36:00 00:29:37:00 THE SECOND IS THE FEDERAL
00:29:37:00 00:29:38:00 FUNDING AND THE STIMULUS FUNDS
00:29:38:00 00:29:40:00 THAT WE RECEIVED NEARLY FOUR
00:29:40:00 00:29:41:00 HUNDRED MILLION THAT WE CAN
00:29:41:00 00:29:44:00 SPEND FROM 20 TO THREE POINT
00:29:44:00 00:29:45:00 TWENTY FOUR AND THEN OF COURSE
00:29:45:00 00:29:48:00 ANNUALLY OUR CAPITAL BUDGET
00:29:48:00 00:29:50:00 THAT INVESTS IN OUR SCHOOL
00:29:50:00 00:29:54:00 FACILITIES.
00:29:54:00 00:29:55:00 WHILE THE CHALLENGE FACING OUR
00:29:55:00 00:29:56:00 DISTRICT IS DAUNTING, WE ARE
00:29:56:00 00:29:58:00 EXCITED TO PRESENT THE STUDENT
00:29:58:00 00:30:02:00 FOCUSED BUDGET FOCUSED ON THE
00:30:02:00 00:30:06:00 FRAME AROUND RETURN RECOVER AND

00:30:06:00 00:30:07:00 REIMAGINE WHAT WE ARE SEEKING
00:30:07:00 00:30:10:00 TO DO IS RETURN WELL, RECOVER
00:30:10:00 00:30:11:00 STRONG AND REIMAGINE WHAT IS
00:30:11:00 00:30:14:00 POSSIBLE FOR OUR STUDENTS AS
00:30:14:00 00:30:14:00 PART OF THAT.
00:30:14:00 00:30:15:00 THIS MORNING THE DISTRICT
00:30:15:00 00:30:16:00 ANNOUNCED A NEW COMMISSION
00:30:16:00 00:30:18:00 FOCUSED ON THE FOUR HUNDRED
00:30:18:00 00:30:18:00 MILLION IN FEDERAL FUNDING
00:30:18:00 00:30:21:00 THAT'S LED BY MITCHELL, OUR NEW
00:30:21:00 00:30:22:00 CHIEF OF ACCOUNTABILITY WHO
00:30:22:00 00:30:25:00 WILL BE HELPING TO SET THE
00:30:25:00 00:30:26:00 STRATEGIC FOCUS AND ENSURE THAT
00:30:26:00 00:30:28:00 WE ARE MEETING THE NEEDS OF OUR
00:30:28:00 00:30:29:00 STUDENTS AND ALSO ALIGNING THIS
00:30:29:00 00:30:30:00 TO WHAT WE THINK WILL BE THE
00:30:30:00 00:30:33:00 STRATEGIC VISION OF OUR
00:30:33:00 00:30:34:00 DISTRICT IN ORDER TO MEET THE
00:30:34:00 00:30:36:00 NEEDS OF OUR STUDENTS BUT FIRST
00:30:36:00 00:30:40:00 FOCUS OF OUR BUDGET OF COURSE
00:30:40:00 00:30:41:00 IS RETURNING WELL AND HOW DO WE
00:30:41:00 00:30:44:00 GET STUDENTS AND STAFF BACK IN
00:30:44:00 00:30:45:00 THE BUILDINGS AND RETURN TO
00:30:45:00 00:30:48:00 SOME OF THE WORK THAT WE NEEDED
00:30:48:00 00:30:49:00 TO DO TO MEET THEIR NEEDS WHEN
00:30:49:00 00:30:53:00 WE LOOK AT OUR STUDENTS WE'RE
00:30:53:00 00:30:53:00 THINKING ABOUT THEM IN THREE
00:30:53:00 00:30:56:00 BIG AREAS.
00:30:56:00 00:30:57:00 WHAT ARE THE ACADEMIC SUPPORTS
00:30:57:00 00:30:58:00 THAT THEY NEED IN ORDER TO
00:30:58:00 00:31:00:00 ADDRESS SOME OF THE UNFINISHED
00:31:00:00 00:31:01:00 LEARNING AND TEACHING THAT HAS
00:31:01:00 00:31:04:00 HAPPENED DUE TO THE DESTRUCTION
00:31:04:00 00:31:05:00 OR THE HEALTH AND WELLNESS
00:31:05:00 00:31:05:00 SUPPORT?
00:31:05:00 00:31:08:00 HOW DO WE MEET THE WHOLE CHILD
00:31:08:00 00:31:09:00 , CONNECT WITH COMMUNITY
00:31:09:00 00:31:29:00 SERVICES AND UNDERSTAND THAT
00:31:29:00 00:31:30:00 THEY NEED MENTAL HEALTH
00:31:30:00 00:31:30:00 SUPPORT.
00:31:30:00 00:31:31:00 THEY NEED HELP, SUPPORT IN
00:31:31:00 00:31:31:00 ORDER TO GET BACK ON TRACK.
00:31:31:00 00:31:32:00 AND THEN FINALLY THE COMMUNITY
00:31:32:00 00:31:33:00 SUPPORTS THE CHARITY SORT
00:31:33:00 00:31:33:00 OF REFERENCE.
00:31:33:00 00:31:34:00 WHAT WE'RE LOOKING TO DO IS
00:31:34:00 00:31:35:00 BUILD MORE EFFECTIVE
00:31:35:00 00:31:35:00 PARTNERSHIPS ACROSS, LEVERAGES
00:31:35:00 00:31:36:00 THE GREAT RESOURCES AVAILABLE
00:31:36:00 00:31:36:00 IN THE CITY OF BOSTON TO BE
00:31:36:00 00:31:37:00 ABLE TO MEET THE NEEDS OF OUR
00:31:37:00 00:31:38:00 STUDENTS ACROSS ACADEMIC,
00:31:38:00 00:31:38:00 SOCIAL, EMOTIONAL HEALTH IN
00:31:38:00 00:31:39:00 RICHMOND OPPORTUNITIES REALLY

00:31:39:00 00:31:40:00 THE WHOLE PICTURE OF WHAT
00:31:40:00 00:31:40:00 STUDENT LEARNING AND
00:31:40:00 00:31:41:00 OPPORTUNITIES NEED TO BE.
00:31:41:00 00:31:42:00 I MENTIONED THIS MORNING TO
00:31:42:00 00:31:43:00 SOME OF THE QUESTIONS FROM THE
00:31:43:00 00:31:46:00 COUNSELORS FOCUSED ON THE
00:31:46:00 00:31:47:00 MULTIYEAR CHALLENGE THAT WE'VE
00:31:47:00 00:31:50:00 HAD AROUND ENROLLMENT AND THIS
00:31:50:00 00:31:51:00 GRAPHIC IS FROM A CONVERSATION
00:31:51:00 00:31:54:00 WE HAD THAT THE SCHOOL
00:31:54:00 00:31:55:00 COMMITTEE IN DECEMBER AROUND
00:31:55:00 00:31:57:00 OUR PATTERN I'M GOING TO TAKE A
00:31:57:00 00:31:58:00 FEW SLIDES AND JUST GO INTO
00:31:58:00 00:31:59:00 DETAIL ON ENROLLMENT SO YOU
00:31:59:00 00:32:01:00 KNOW THE CONTEXT OF WHICH
00:32:01:00 00:32:05:00 SCHOOLS ARE OPERATING FOR NEXT
00:32:05:00 00:32:06:00 YEAR AND IT'S IT IT'S I'M GOING
00:32:06:00 00:32:09:00 TO MOVE TO TO GO INTO MORE
00:32:09:00 00:32:09:00 DETAIL.
00:32:09:00 00:32:10:00 BUT IT'S ALSO WORTH EMPHASIZING
00:32:10:00 00:32:13:00 EIGHTEEN POINT FIVE MILLION
00:32:13:00 00:32:14:00 OF OUR NEW INVESTMENTS IS GOING
00:32:14:00 00:32:17:00 TO STABILIZE ENROLLMENT AND
00:32:17:00 00:32:17:00 MAKING SURE THAT THOSE SCHOOLS
00:32:17:00 00:32:20:00 HAVE A CHANGED EXPERIENCE.
00:32:20:00 00:32:21:00 YOU PROBABLY WON'T HEAR ALMOST
00:32:21:00 00:32:24:00 THE EXACT PHRASE FROM WHEN SHE
00:32:24:00 00:32:25:00 GOES AND COVERS A SLIDE BUT
00:32:25:00 00:32:25:00 IT'S SOMETHING THAT WE WANT TO
00:32:25:00 00:32:28:00 REALLY EMPHASIZE IN A TYPICAL
00:32:28:00 00:32:29:00 YEAR WHEN YOU HEAR ENROLLMENT
00:32:29:00 00:32:31:00 DECLINES, YOU IMMEDIATELY START
00:32:31:00 00:32:32:00 TO HEAR FROM SCHOOL COMMUNITIES
00:32:32:00 00:32:32:00 THAT ARE TALKING ABOUT CUTS TO
00:32:32:00 00:32:35:00 THE STUDENT EXPERIENCE HAVING
00:32:35:00 00:32:36:00 TO LOSE A LIBRARY OR HAVING TO
00:32:36:00 00:32:39:00 DEAL WITH THE LOSS OF A
00:32:39:00 00:32:40:00 PARTNERSHIP THAT WAS CRITICAL
00:32:40:00 00:32:40:00 THIS YEAR WE'VE GUARANTEED THAT
00:32:40:00 00:32:43:00 WHILE WE HAVE CHANGED THE
00:32:43:00 00:32:44:00 CAPACITY OF SOME OF OUR SCHOOLS
00:32:44:00 00:32:47:00 AND THAT MAY MEAN MORE
00:32:47:00 00:32:47:00 CLASSROOM STAFF HAS CHANGED
00:32:47:00 00:32:48:00 THAT WE HAVE STABILIZED THOSE
00:32:48:00 00:32:50:00 SCHOOLS AND THE STUDENT
00:32:50:00 00:32:51:00 EXPERIENCE SO THAT ALL SERVICES
00:32:51:00 00:32:54:00 ARE MAINTAINED IN EVERY SCHOOL
00:32:54:00 00:32:54:00 .
00:32:54:00 00:32:55:00 SOME IMPORTANT CONTEXT AS I
00:32:55:00 00:32:58:00 MENTIONED THIS MORNING, TOTAL
00:32:58:00 00:32:59:00 ACTUAL ENROLLMENT DECLINED BY
00:32:59:00 00:32:59:00 ABOUT TWENTY THREE HUNDRED
00:32:59:00 00:33:02:00 STUDENTS BETWEEN OCTOBER OF
00:33:02:00 00:33:03:00 TWENTY NINETEEN AND

00:33:03:00 00:33:06:00 OCTOBER TWENTY TWENTY.
00:33:06:00 00:33:07:00 THIS IS AGAIN THE THIRD
00:33:07:00 00:33:07:00 CONSECUTIVE YEAR OF SIGNIFICANT
00:33:07:00 00:33:10:00 DECLINES AND ENROLLMENT HAS
00:33:10:00 00:33:11:00 DROPPED BY NEARLY FIVE THOUSAND
00:33:11:00 00:33:12:00 STUDENTS OVER THE LAST THREE
00:33:12:00 00:33:14:00 YEARS.
00:33:14:00 00:33:15:00 THE MOST SHARP DECLINES HAVE
00:33:15:00 00:33:18:00 BEEN IN THE EARLY GRADES
00:33:18:00 00:33:18:00 ELEMENTARY SCHOOLS WHICH IS
00:33:18:00 00:33:19:00 ABOUT ABOUT SEVEN PERCENT
00:33:19:00 00:33:22:00 DECLINE ABOUT EIGHTEEN HUNDRED
00:33:22:00 00:33:23:00 STUDENTS.
00:33:23:00 00:33:26:00 THIS SLIDE SUMMARIZES THE GRADE
00:33:26:00 00:33:26:00 BY GRADE CHALLENGES COUNSELOR
00:33:26:00 00:33:29:00 BAKER ASKED THIS MORNING ABOUT
00:33:29:00 00:33:30:00 THE HIGH SCHOOLS.
00:33:30:00 00:33:31:00 THERE WAS A LARGE COHORT THAT
00:33:31:00 00:33:33:00 JUST LEFT HIGH SCHOOL.
00:33:33:00 00:33:34:00 THE CLASS OF TWENTY TWENTY WAS
00:33:34:00 00:33:37:00 A LARGE CLASS AND IS NOT BEING
00:33:37:00 00:33:38:00 REPLACED BY A CLASS OF THE SAME
00:33:38:00 00:33:40:00 SIZE BECAUSE OF BROADER
00:33:40:00 00:33:41:00 DEMOGRAPHIC TRENDS IN THE CITY
00:33:41:00 00:33:44:00 STATE IN THE NATION AS A WHOLE
00:33:44:00 00:33:45:00 WHICH IS THAT PEOPLE ARE HAVING
00:33:45:00 00:33:46:00 LESS CHILDREN.
00:33:46:00 00:33:47:00 THEY'RE HAVING THEM LATER IN
00:33:47:00 00:33:49:00 LIFE AND SO AS THEY START TO
00:33:49:00 00:33:52:00 AGE IN PLACE WE'RE NOT SEEING
00:33:52:00 00:33:53:00 TOO MANY STUDENTS ENROLL IN THE
00:33:53:00 00:33:54:00 BOSTON SCHOOLS BECAUSE THERE
00:33:54:00 00:33:57:00 AREN'T AS MANY STUDENTS IN THE
00:33:57:00 00:33:59:00 CITY.
00:33:59:00 00:34:00:00 ONE OF THE THINGS THAT WAS
00:34:00:00 00:34:03:00 IMPORTANT FOR US AS PART OF OUR
00:34:03:00 00:34:04:00 EQUITY STRATEGY IN OUR ANALYSIS
00:34:04:00 00:34:08:00 AT THE START OF THIS WAS WE
00:34:08:00 00:34:08:00 WANTED TO LOOK AT ENROLLMENT BY
00:34:08:00 00:34:12:00 RACE AND WHAT WE IDENTIFIED WAS
00:34:12:00 00:34:12:00 THAT STUDENTS OF COLOR ARE MORE
00:34:12:00 00:34:14:00 LIKELY TO BE IN A SCHOOL
00:34:14:00 00:34:15:00 EXPERIENCING HIGH ENROLLMENT
00:34:15:00 00:34:19:00 DECLINES THAT IS A TREND THAT
00:34:19:00 00:34:19:00 HAS HAPPENED IN PAST YEARS.
00:34:19:00 00:34:22:00 BUT IT WAS MORE PRONOUNCED
00:34:22:00 00:34:23:00 DURING THIS LAST YEAR.
00:34:23:00 00:34:27:00 SO GIVEN THAT THE CHANGE IN
00:34:27:00 00:34:30:00 ENROLLMENT IS CORRELATED WITH
00:34:30:00 00:34:31:00 RACE THIS YEAR, STABILIZING
00:34:31:00 00:34:32:00 SCHOOLS WITH DECLINING
00:34:32:00 00:34:35:00 ENROLLMENT WE SAW AS AN
00:34:35:00 00:34:35:00 EXPLICIT RACIAL EQUITY STRATEGY
00:34:35:00 00:34:38:00 IN PARTICULAR YOU'LL NOTICE

00:34:38:00 00:34:39:00 THAT THERE WAS A SHARP DECLINE
00:34:39:00 00:34:41:00 IN BLACK STUDENTS.
00:34:41:00 00:34:43:00 THIS IS RELATED TO A TOP AGAIN
00:34:43:00 00:34:46:00 I'M REPEATING WHAT WE TALKED
00:34:46:00 00:34:46:00 ABOUT THIS MORNING BUT
00:34:46:00 00:34:49:00 EMPHASIZED THAT WE DO SEE LESS
00:34:49:00 00:34:50:00 FAMILIES MOVING OUT, FEWER
00:34:50:00 00:34:53:00 FAMILIES MOVING TO BOSTON THAN
00:34:53:00 00:34:54:00 IN PRIOR YEARS.
00:34:54:00 00:34:55:00 THAT IS LEADING TO OUR
00:34:55:00 00:34:57:00 DECLINING ENROLLMENT.
00:34:57:00 00:34:58:00 THAT'S MORE THAN FAMILIES
00:34:58:00 00:34:59:00 LEAVING BOSTON AND GOING
00:34:59:00 00:35:02:00 ELSEWHERE.
00:35:02:00 00:35:05:00 OF COURSE WE ALSO LOOK CROSS
00:35:05:00 00:35:06:00 GRADE SPAN AND PROGRAM TYPE.
00:35:06:00 00:35:09:00 SO WE WANT TO LOOK AND SEE
00:35:09:00 00:35:10:00 WHERE THE PRONOUNCED I ALREADY
00:35:10:00 00:35:11:00 TALKED ABOUT THE HIGHLIGHTS IN
00:35:11:00 00:35:12:00 THE ELEMENTARY GRADES ACROSS
00:35:12:00 00:35:17:00 CERTAIN PROGRAMS WE SEE ABOUT
00:35:17:00 00:35:17:00 AN EIGHT PERCENT DECLINE IN
00:35:17:00 00:35:21:00 GENERAL EDUCATION PROGRAMING WE
00:35:21:00 00:35:22:00 SEE AND ARE PROJECTING FAIRLY
00:35:22:00 00:35:25:00 STABLE AND IN SPECIAL EDUCATION
00:35:25:00 00:35:28:00 AND THEN ENGLISH LATER PROGRAMS
00:35:28:00 00:35:29:00 WHERE DO YOU SEE THE LARGEST
00:35:29:00 00:35:30:00 DECLINE?
00:35:30:00 00:35:32:00 AND THIS WAS A QUESTION FROM
00:35:32:00 00:35:33:00 COUNCILOR BAKER THIS MORNING ON
00:35:33:00 00:35:34:00 THE NEXT SLIDE WE TALK ABOUT
00:35:34:00 00:35:36:00 ENGLISH LEARNER DECLINES BUT WE
00:35:36:00 00:35:40:00 ARE SEEING ABOUT A TWENTY FIVE
00:35:40:00 00:35:41:00 STUDENT DECLINE OVERALL IN
00:35:41:00 00:35:41:00 TERMS OF STUDENTS WHO ARE
00:35:41:00 00:35:44:00 KATEGAYA CATEGORY AS ENGLISH
00:35:44:00 00:35:45:00 LEARNERS AND D LEVEL AS THE
00:35:45:00 00:35:48:00 ENGLISH LANGUAGE DEVELOPMENT
00:35:48:00 00:35:48:00 LEVEL.
00:35:48:00 00:35:52:00 IT'S BASICALLY HOW HOW THEY
00:35:52:00 00:35:53:00 HAVE PROGRESSED ON LEARNING
00:35:53:00 00:35:56:00 ENGLISH AS AN ACADEMIC LANGUAGE
00:35:56:00 00:35:57:00 LEVEL ONE BEING THOSE WHO ARE
00:35:57:00 00:36:00:00 NEWEST TO LEARNING ENGLISH AND
00:36:00:00 00:36:00:00 LEVEL FIVE THOSE WHO ARE ALMOST
00:36:00:00 00:36:03:00 READY TO PROGRESS OUT THE
00:36:03:00 00:36:04:00 ENGLISH LEARNER SUPPORT
00:36:04:00 00:36:04:00 PROGRAMS WHAT WE SOMETIMES
00:36:04:00 00:36:07:00 REFER TO AS FORMER LIMITED
00:36:07:00 00:36:08:00 ENGLISH PROFICIENCY STUDENTS OR
00:36:08:00 00:36:12:00 BLACK STUDENTS OR FORMER OR
00:36:12:00 00:36:13:00 ELSE THE SECOND CHART ON THIS
00:36:13:00 00:36:15:00 PAGE SHOWS ENROLLMENT BY
00:36:15:00 00:36:19:00 PROGRAM AND YOU SEE THE

00:36:19:00 00:36:20:00 DIFFERENCE BETWEEN THE PROGRAM
00:36:20:00 00:36:22:00 ENROLLMENT AND THE LEVEL
00:36:22:00 00:36:23:00 ENROLLMENT IS THAT YIELD LEVELS
00:36:23:00 00:36:24:00 FOUR AND FIVE TEND TO NOT BE
00:36:24:00 00:36:27:00 ENROLLED IN ENGLISH LEARNER
00:36:27:00 00:36:28:00 PROGRAMS.
00:36:28:00 00:36:30:00 BUT WE DO SEE THIS DECLINE
00:36:30:00 00:36:31:00 OVERALL IN OUR ENGLISH LEARNERS
00:36:31:00 00:36:34:00 FOR NEXT YEAR.
00:36:34:00 00:36:35:00 THE REASON IT'S IMPORTANT FOR
00:36:35:00 00:36:36:00 US TO TALK ABOUT ENROLLMENT
00:36:36:00 00:36:38:00 OF COURSE AS I MENTIONED AS A
00:36:38:00 00:36:39:00 WEIGHTED STUDENT FUNDING
00:36:39:00 00:36:40:00 DISTRICT ALSO KNOWN AS A SCHOOL
00:36:40:00 00:36:43:00 BASED BUDGET, OUR STUDENT BASED
00:36:43:00 00:36:47:00 BUDGET ENROLLMENT REALLY DRIVES
00:36:47:00 00:36:47:00 OUR OUR PROCESS.
00:36:47:00 00:36:48:00 AND SO I'M GOING TO HAND OFF TO
00:36:48:00 00:36:50:00 MIRIAM RUBIN OUR BUDGET
00:36:50:00 00:36:51:00 DIRECTOR TO TALK ABOUT THE
00:36:51:00 00:36:53:00 RELATIONSHIP BETWEEN ENROLLMENT
00:36:53:00 00:36:54:00 AND FUNDING FOR SCHOOLS AT THE
00:36:54:00 00:36:56:00 BOSTON PUBLIC SCHOOLS.
00:36:56:00 00:37:00:00 THANK YOU.
00:37:00:00 00:37:04:00 SO AS WE JUST MENTIONED, THESE
00:37:04:00 00:37:05:00 ENROLLMENT TRENDS MATTER FOR A
00:37:05:00 00:37:05:00 LOT OF REASONS.
00:37:05:00 00:37:09:00 BUT WHEN YOU THINK ABOUT
00:37:09:00 00:37:09:00 BUDGETING WITHIN OUR DISTRICT
00:37:09:00 00:37:10:00 AND USING OUR WEIGHTED STUDENT
00:37:10:00 00:37:13:00 FUNDING MODEL, THEY MATTER A
00:37:13:00 00:37:13:00 LOT AND IN PARTICULAR THEY
00:37:13:00 00:37:15:00 MATTER A LOT THIS YEAR.
00:37:15:00 00:37:16:00 SO AGAIN WEIGHTED STUDENT
00:37:16:00 00:37:20:00 FUNDING JUST TO RECAP IS ALSO
00:37:20:00 00:37:20:00 KNOWN AS STUDENT BASED
00:37:20:00 00:37:24:00 BUDGETING FOR STUDENT FUNDING
00:37:24:00 00:37:25:00 OR STUDENT CENTERED FUNDING.
00:37:25:00 00:37:28:00 IT'S BECOME A POPULAR FUNDING
00:37:28:00 00:37:29:00 MODEL FOR DISTRICTS WITH
00:37:29:00 00:37:30:00 COMPLEX AND CHANGING STUDENT
00:37:30:00 00:37:33:00 DEMOGRAPHICS WHO SEEK TO
00:37:33:00 00:37:33:00 ALLOCATE RESOURCES IN AN
00:37:33:00 00:37:36:00 EQUITABLE AND TRANSPARENT WAY.
00:37:36:00 00:37:37:00 IT SUPPORTS SCHOOLS AND BEING
00:37:37:00 00:37:39:00 ABLE TO BUILD THEIR BUDGETS TO
00:37:39:00 00:37:40:00 MEET THE UNIQUE NEEDS OF THEIR
00:37:40:00 00:37:41:00 STUDENTS.
00:37:41:00 00:37:44:00 AND SO THE WAY THAT IT WORKS IS
00:37:44:00 00:37:44:00 INSTEAD OF ALLOCATING STAFF OR
00:37:44:00 00:37:47:00 RESOURCES DIRECTLY TO A SCHOOL
00:37:47:00 00:37:48:00 , THE MODEL ALLOCATES DOLLARS
00:37:48:00 00:37:51:00 THAT ARE TIED TO STUDENTS.
00:37:51:00 00:37:51:00 STUDENTS GET SPECIFIC WEIGHTS

00:37:51:00 00:37:52:00 THAT ARE DIFFERENTIATED BASED
 00:37:52:00 00:37:55:00 ON DIFFERENT STUDENT
 00:37:55:00 00:37:55:00 CHARACTERISTICS.
 00:37:55:00 00:37:58:00 THIS MEANS IN ITS SIMPLEST FORM
 00:37:58:00 00:37:59:00 THE DOLLARS FOLLOW STUDENTS THE
 00:37:59:00 00:38:03:00 DOLLAR AMOUNT PER PUPIL GETS
 00:38:03:00 00:38:03:00 MULTIPLIED BY THE NUMBER
 00:38:03:00 00:38:04:00 OF STUDENTS WE'RE EXPECTING TO
 00:38:04:00 00:38:07:00 ATTEND A PARTICULAR SCHOOL AND
 00:38:07:00 00:38:08:00 THAT THEN IS TRANSLATED INTO
 00:38:08:00 00:38:11:00 THE ALLOCATION A SCHOOL
 00:38:11:00 00:38:12:00 RECEIVES IN THEIR BUDGET.
 00:38:12:00 00:38:14:00 SO RATHER THAN STARTING
 00:38:14:00 00:38:15:00 SERVICES AND STAFF WE'RE
 00:38:15:00 00:38:16:00 STARTING BY GAINING AN
 00:38:16:00 00:38:19:00 UNDERSTANDING OF WHO THE
 00:38:19:00 00:38:20:00 STUDENTS ARE THAT WE'RE SERVING
 00:38:20:00 00:38:23:00 THROUGH ENROLLMENT PROJECTIONS
 00:38:23:00 00:38:23:00 AND WHAT THEIR UNIQUE NEEDS ARE
 00:38:23:00 00:38:24:00 AND THEN WE'RE PROVIDING
 00:38:24:00 00:38:27:00 FUNDING ACCORDINGLY.
 00:38:27:00 00:38:30:00 AND AS FOR ENROLLMENT CHANGES
 00:38:30:00 00:38:31:00 THE STUDENT MAKEUP AND NEEDS
 00:38:31:00 00:38:34:00 CHANGE AND THEN WE CAN EXPECT
 00:38:34:00 00:38:35:00 THAT FUNDING LEVELS CAN CHANGE
 00:38:35:00 00:38:37:00 THROUGH IT AND STUDENT FUNDING
 00:38:37:00 00:38:41:00 ACCORDINGLY.
 00:38:41:00 00:38:45:00 WEIGHTED STUDENT FUNDING IS
 00:38:45:00 00:38:46:00 STRUCTURED TO FUND SCHOOLS
 00:38:46:00 00:38:46:00 BASED IN EIGHT STUDENT
 00:38:46:00 00:38:49:00 CATEGORIES STUDENT CATEGORIES
 00:38:49:00 00:38:49:00 LISTED HERE.
 00:38:49:00 00:38:53:00 STUDENTS AT EACH GRADE GET BASE
 00:38:53:00 00:38:54:00 LEVEL PER PUPIL ALLOCATION
 00:38:54:00 00:38:57:00 WHICH YOU CAN SEE IN THE FIRST
 00:38:57:00 00:38:58:00 ROW OF THIS TABLE WHERE IT SAYS
 00:38:58:00 00:39:01:00 GRADE LEVEL WE GO THEN SEE THE
 00:39:01:00 00:39:02:00 STUDENTS IDENTIFIED IN
 00:39:02:00 00:39:02:00 DIFFERENT CATEGORIES GET
 00:39:02:00 00:39:05:00 ALLOCATIONS THAT ARE ADDED ON
 00:39:05:00 00:39:06:00 TO THEIR INITIAL GRADE LEVEL
 00:39:06:00 00:39:09:00 ALLOCATION.
 00:39:09:00 00:39:10:00 EVERY STUDENT IN THE DISTRICT
 00:39:10:00 00:39:12:00 STARTS OUT WITH AN ALLOCATION
 00:39:12:00 00:39:13:00 AND THEN THE WAITS JUST TO BE
 00:39:13:00 00:39:16:00 CLEAR ADDITIVE.
 00:39:16:00 00:39:17:00 SO THAT MEANS THAT A STUDENT
 00:39:17:00 00:39:18:00 WITH DISABILITIES GETS A GRADE
 00:39:18:00 00:39:21:00 LEVEL WEIGHT AND THEN ALSO GETS
 00:39:21:00 00:39:21:00 THE WEIGHT FOR STUDENTS WITH
 00:39:21:00 00:39:24:00 DISABILITIES.
 00:39:24:00 00:39:25:00 IT'S IMPORTANT TO US THAT THE
 00:39:25:00 00:39:28:00 CATEGORIES LISTED HERE REMAIN
 00:39:28:00 00:39:29:00 REFLECTIVE OF THE WAYS THAT WE

00:39:29:00 00:39:31:00 WANT TO ENSURE WE ARE
00:39:31:00 00:39:32:00 SUPPORTING STUDENTS THROUGH
00:39:32:00 00:39:35:00 THOROUGH FUNDING AND SO WE
00:39:35:00 00:39:36:00 STRIVE TO REGULARLY REEVALUATE
00:39:36:00 00:39:39:00 AND MAKE ADJUSTMENTS TO THEM IN
00:39:39:00 00:39:40:00 ORDER TO ENSURE THIS AND ARE
00:39:40:00 00:39:41:00 CONTINUING TO DO SO THIS YEAR
00:39:41:00 00:39:46:00 AS WELL AS WE KNOW AND AS WE'VE
00:39:46:00 00:39:47:00 SEEN VERY CLEARLY THIS YEAR
00:39:47:00 00:39:50:00 WHILE THE USF CAPTURES THE
00:39:50:00 00:39:53:00 BASIC LEVEL OF DIFFERENTIATION
00:39:53:00 00:39:54:00 DIFFERENTIATION NEEDED TO MOVE
00:39:54:00 00:39:57:00 US TOWARDS EQUITABLE FUNDING,
00:39:57:00 00:39:57:00 WE RECOGNIZE THAT THERE ARE
00:39:57:00 00:39:58:00 OTHER FACTORS SUCH AS FAMILY
00:39:58:00 00:40:01:00 CHOICE AND ASSIGNMENT AND
00:40:01:00 00:40:01:00 OVERALL ENROLLMENT TRENDS THAT
00:40:01:00 00:40:04:00 WE MUST ACCOUNT FOR OUTSIDE
00:40:04:00 00:40:05:00 OF WEIGHTED STUDENT FUNDING IN
00:40:05:00 00:40:08:00 ORDER TO ENSURE EQUITABLE
00:40:08:00 00:40:09:00 ACCESS TO EDUCATIONAL
00:40:09:00 00:40:09:00 OPPORTUNITIES ACROSS THE
00:40:09:00 00:40:19:00 DISTRICT NEXT THINK IT IS FOR
00:40:19:00 00:40:20:00 THIS REASON THAT WE HAVE BEGUN
00:40:20:00 00:40:21:00 INVESTING IN A FOUNDATION FOR
00:40:21:00 00:40:24:00 QUALITY THAT ENSURES THAT
00:40:24:00 00:40:25:00 SCHOOLS HAVE POSITIONS AND
00:40:25:00 00:40:27:00 FUNDING THEY NEED OUTSIDE
00:40:27:00 00:40:28:00 OF WEIGHTED STUDENT FUNDING TO
00:40:28:00 00:40:29:00 ESTABLISH A STRONG FOUNDATION
00:40:29:00 00:40:32:00 FOR OUR STUDENTS.
00:40:32:00 00:40:33:00 THE CONCEPT OF THE FOUNDATION
00:40:33:00 00:40:35:00 FOR QUALITY WAS BUILT OFF
00:40:35:00 00:40:36:00 OF PREVIOUS MODEL WE CALLED
00:40:36:00 00:40:40:00 SUSTAINABILITY FUNDING WHICH
00:40:40:00 00:40:40:00 WENT TO PROVIDING ADDITIONAL
00:40:40:00 00:40:44:00 FUNDING TO SCHOOLS BUT CANNOT
00:40:44:00 00:40:44:00 MEET THEIR MINIMUM STAFFING
00:40:44:00 00:40:45:00 REQUIREMENTS WITH THEIR
00:40:45:00 00:40:47:00 WEIGHTED STUDENT FUNDING
00:40:47:00 00:40:48:00 ALLOCATION ALONE STARTING IN
00:40:48:00 00:40:51:00 FISCAL TWENTY ONE WE WANTED TO
00:40:51:00 00:40:52:00 GO BEYOND SUSTAINABILITY AND
00:40:52:00 00:40:55:00 THINK ABOUT WHAT SCHOOLS TRULY
00:40:55:00 00:40:56:00 NEED IN ORDER TO BUILD A STRONG
00:40:56:00 00:40:59:00 FOUNDATION.
00:40:59:00 00:41:02:00 SO NOW SCHOOLS RECEIVE
00:41:02:00 00:41:03:00 ALLOCATION TO PAY FOR PRINCIPAL
00:41:03:00 00:41:07:00 AND HEADMASTER IN SCHOOL
00:41:07:00 00:41:08:00 SECRETARY AS WELL AS A
00:41:08:00 00:41:08:00 COORDINATOR.
00:41:08:00 00:41:10:00 A SPECIAL EDUCATION AND A FULL
00:41:10:00 00:41:11:00 TIME NURSE.
00:41:11:00 00:41:14:00 WE ALSO PROVIDE SUPPLEMENTAL

00:41:14:00 00:41:15:00 FUNDING TO SCHOOLS TO ENSURE
00:41:15:00 00:41:16:00 THAT THEY HAVE A BASELINE LEVEL
00:41:16:00 00:41:18:00 OF GUARANTEED FUNDING BEYOND
00:41:18:00 00:41:19:00 WHAT THEY TYPICALLY NEED TO
00:41:19:00 00:41:23:00 MEET STAFFING REQUIREMENTS.
00:41:23:00 00:41:24:00 EACH SCHOOL'S BASE AMOUNT
00:41:24:00 00:41:26:00 VARIES BY ENROLLMENT AND NEED
00:41:26:00 00:41:27:00 WITH HIGHER NEEDS SCHOOLS
00:41:27:00 00:41:30:00 HAVING A HIGHER PER BASE PER
00:41:30:00 00:41:31:00 PUPIL BASELINE AMOUNT IN FY
00:41:31:00 00:41:51:00 TWENTY FOR EVERY TWENTY ONE
00:41:51:00 00:41:52:00 WE'VE THIS FOUNDATION IS MORE
00:41:52:00 00:41:53:00 IMPORTANT THAN EVER AND AS WE
00:41:53:00 00:41:54:00 MOVE TO OUTLINE OUR INVESTMENTS
00:41:54:00 00:41:55:00 IN OUR RECOVERY SECTION OF THIS
00:41:55:00 00:41:55:00 PRESENTATION WE'LL FOCUS ON HOW
00:41:55:00 00:41:56:00 WE HAVE NOT ONLY BUILT OUT THE
00:41:56:00 00:41:57:00 SCOPE OF THE FOUNDATION THROUGH
00:41:57:00 00:41:57:00 OUR INVESTMENT IN A FULL TIME
00:41:57:00 00:41:58:00 FAMILY LIAISON ON AND A PART
00:41:58:00 00:41:59:00 TIME SOCIAL WORKER AND EVERY
00:41:59:00 00:42:00:00 SCHOOL BUT ALSO INCREASE THE
00:42:00:00 00:42:00:00 SCALE OF ITS IMPACT THROUGH
00:42:00:00 00:42:01:00 GREATER SUPPLEMENTS FOR SCHOOLS
00:42:01:00 00:42:02:00 TO MAINTAIN SERVICES FOR
00:42:02:00 00:42:05:00 STUDENTS.
00:42:05:00 00:42:09:00 THIS SLIDE SHOWS A BREAKDOWN
00:42:09:00 00:42:10:00 OF ALL THE DIFFERENT FUNDING
00:42:10:00 00:42:13:00 SOURCES WE USE TO ENSURE THAT
00:42:13:00 00:42:14:00 WE ARE FUNDING SCHOOLS
00:42:14:00 00:42:14:00 EQUITABLY AND GUARANTEEING
00:42:14:00 00:42:17:00 ACCESS TO STUDENTS SUPPORTS
00:42:17:00 00:42:18:00 INCLUDES WEIGHTED STUDENT
00:42:18:00 00:42:18:00 FUNDING AS WELL AS THE
00:42:18:00 00:42:21:00 FOUNDATION FOR QUALITY
00:42:21:00 00:42:22:00 POSITIONS AND SUPPLEMENTS THAT
00:42:22:00 00:42:25:00 I JUST SPOKE ABOUT.
00:42:25:00 00:42:26:00 YOU WILL NOTE HERE THAT THE
00:42:26:00 00:42:29:00 FIRST LINE DESIGNATED FOR A
00:42:29:00 00:42:30:00 WEIGHTED STUDENT FUNDING IS THE
00:42:30:00 00:42:34:00 LARGEST LINE AND ALSO SHOWING A
00:42:34:00 00:42:34:00 SIGNIFICANT REDUCTION FROM F
00:42:34:00 00:42:37:00 TWENTY ONE TO F TWENTY TWO DUE
00:42:37:00 00:42:37:00 TO THE ENROLLMENT DECLINES WE
00:42:37:00 00:42:40:00 DISCUSSED EARLIER.
00:42:40:00 00:42:41:00 YOU WILL ALSO SEE HOWEVER AN
00:42:41:00 00:42:45:00 INCREASE IN BOTH THE FOUNDATION
00:42:45:00 00:42:45:00 FOR QUALITY POSITIONS AND
00:42:45:00 00:42:48:00 SUPPLEMENT AMOUNTS WHICH ARE
00:42:48:00 00:42:49:00 INTENDED TO OFFSET THIS DECLINE
00:42:49:00 00:42:52:00 AND ALSO TO PROVIDE ADDITIONAL
00:42:52:00 00:42:53:00 SUPPORT TO STUDENTS AND DPS
00:42:53:00 00:42:57:00 ALSO REFLECTED IS FUNDING WE
00:42:57:00 00:42:58:00 PROVIDE ON TOP OF THE

00:42:58:00 00:43:00:00 FOUNDATION WE HAVE A SET
00:43:00:00 00:43:01:00 OF DESIGNATED RESOURCES UNDER
00:43:01:00 00:43:02:00 TURNAROUND AND TRANSFORMATION
00:43:02:00 00:43:04:00 THAT ARE TARGETING OUR
00:43:04:00 00:43:05:00 TRANSFORMATION SCHOOLS AND
00:43:05:00 00:43:08:00 ANOTHER ALLOCATION TO SCHOOLS
00:43:08:00 00:43:08:00 RUNNING PROGRAMS THAT HAVE
00:43:08:00 00:43:12:00 UNIQUE NEEDS OUTSIDE OF WSF
00:43:12:00 00:43:16:00 SUCH AS FUNDING FOR VOCATIONAL
00:43:16:00 00:43:19:00 PROGRAMS AND ALSO INCLUSION
00:43:19:00 00:43:20:00 SCHOOLS ALSO RECEIVE FEDERAL
00:43:20:00 00:43:22:00 FUNDS THROUGH TITLE ONE AND
00:43:22:00 00:43:23:00 GRANTS WHICH PROVIDE ADDITIONAL
00:43:23:00 00:43:24:00 SUPPORT FOR STUDENTS FACING
00:43:24:00 00:43:27:00 ECONOMIC DISADVANTAGES AND
00:43:27:00 00:43:35:00 STUDENTS IN SPECIAL EDUCATION.
00:43:35:00 00:43:36:00 BRINGING US BACK TO OUR FOCUS
00:43:36:00 00:43:36:00 FOR THIS YEAR'S BUDGET ON
00:43:36:00 00:43:39:00 RETURN RICKOVER AND REIMAGINE
00:43:39:00 00:43:40:00 OUR FOCUS FOR RICKOVER IS TO
00:43:40:00 00:43:42:00 ENSURE THAT SCHOOL COMMUNITIES
00:43:42:00 00:43:43:00 HAVE WHAT THEY NEED NOT ONLY TO
00:43:43:00 00:43:47:00 REPAIR THE DAMAGE DONE BY
00:43:47:00 00:43:48:00 COVID-19 BUT ALSO TO CREATE THE
00:43:48:00 00:43:50:00 CONDITIONS IN STUDENTS AND
00:43:50:00 00:43:51:00 FAMILIES CAN THRIVE IN ORDER TO
00:43:51:00 00:43:54:00 DO THIS WE SEE IT AS ESSENTIAL
00:43:54:00 00:43:55:00 TO PROVIDE STABILITY TO SCHOOL
00:43:55:00 00:43:58:00 COMMUNITIES DESPITE DECLINING
00:43:58:00 00:43:59:00 ENROLLMENT AND TO INVEST IN
00:43:59:00 00:44:00:00 SOCIAL, EMOTIONAL AND FAMILY
00:44:00:00 00:44:05:00 SUPPORTS AS THEY ALLUDED TO
00:44:05:00 00:44:09:00 EARLIER, OUR FIRST PRIORITY IN
00:44:09:00 00:44:10:00 THE AREA OF RECOVERY IS TO
00:44:10:00 00:44:12:00 MITIGATE THE IMPACT OF STUDENT
00:44:12:00 00:44:13:00 ENROLLMENT DECLINES ON THE
00:44:13:00 00:44:16:00 STUDENT EXPERIENCE OVER THE
00:44:16:00 00:44:17:00 LAST TEN YEARS WE'VE BECOME
00:44:17:00 00:44:20:00 CAUGHT IN A DIFFICULT CYCLE
00:44:20:00 00:44:21:00 OF ENROLLMENT DECLINES LEADING
00:44:21:00 00:44:24:00 TO DECREASES IN FUNDING THEM
00:44:24:00 00:44:25:00 LEADING TO REDUCTIONS IN
00:44:25:00 00:44:27:00 STAFFING AND PROGRAMS
00:44:27:00 00:44:28:00 OF FAMILIES WHICH THEN LEADS TO
00:44:28:00 00:44:31:00 LESS FAMILIES PICKING SCHOOLS
00:44:31:00 00:44:32:00 WITH DECLINING ENROLLMENT AND
00:44:32:00 00:44:35:00 LEADING TO MORE DECLINES IN
00:44:35:00 00:44:36:00 ENROLLMENT AND ON AND ON THESE
00:44:36:00 00:44:39:00 DECLINES AND THE ASSOCIATED
00:44:39:00 00:44:40:00 CUTS HAVE HISTORICALLY HAD A
00:44:40:00 00:44:43:00 DISPROPORTIONATE IMPACT ON OUR
00:44:43:00 00:44:44:00 BLACK AND LATINO STUDENTS,
00:44:44:00 00:44:45:00 ENGLISH LEARNERS AND STUDENTS
00:44:45:00 00:44:47:00 WITH DISABILITIES.

00:44:47:00 00:44:48:00 THIS YEAR WE ARE MAKING AN
00:44:48:00 00:44:51:00 INVESTMENT TO STOP THIS CYCLE.
00:44:51:00 00:44:52:00 OUR STUDENTS HAVE SEEN ENOUGH
00:44:52:00 00:44:55:00 INSTABILITY WITHIN THE CURRENT
00:44:55:00 00:44:56:00 CONTEXT OF OUR WORLD AND WE
00:44:56:00 00:44:57:00 KNOW THAT IT IS OUR
00:44:57:00 00:44:59:00 RESPONSIBILITY TO MITIGATE THAT
00:44:59:00 00:45:03:00 INSTABILITY AS MUCH AS POSSIBLE
00:45:03:00 00:45:03:00 .
00:45:03:00 00:45:07:00 TO THAT END WE HAVE COMMITTED
00:45:07:00 00:45:08:00 TO ENSURING THAT SCHOOLS DO NOT
00:45:08:00 00:45:09:00 HAVE TO MAKE THE CUTS THAT YOU
00:45:09:00 00:45:11:00 WOULD TYPICALLY SEE WITH THESE
00:45:11:00 00:45:12:00 TYPES OF DECLINES.
00:45:12:00 00:45:15:00 INSTEAD WE HAVE INVESTED
00:45:15:00 00:45:16:00 EIGHTEEN POINT FIVE MILLION
00:45:16:00 00:45:16:00 DOLLARS BEYOND OUR TYPICAL SOFT
00:45:16:00 00:45:19:00 LANDING SUPPORT TO PROVIDE
00:45:19:00 00:45:20:00 SCHOOLS WITH SUPPLEMENTS
00:45:20:00 00:45:23:00 OUTSIDE WAITING STUDENT FUNDING
00:45:23:00 00:45:24:00 IN ORDER TO MAINTAIN SERVICES
00:45:24:00 00:45:26:00 FOR STUDENTS.
00:45:26:00 00:45:27:00 WHILE WE HAVE STILL HAD TO MAKE
00:45:27:00 00:45:30:00 SOME DIFFICULT DECISIONS AROUND
00:45:30:00 00:45:31:00 THE CAPACITY OF OUR SCHOOLS AND
00:45:31:00 00:45:32:00 HAVE CLOSED CLASSROOMS IN
00:45:32:00 00:45:35:00 PLACES WHERE LONGER TERM
00:45:35:00 00:45:35:00 ENROLLMENT TRENDS INDICATED IT
00:45:35:00 00:45:39:00 WAS NECESSARY TO DO SO.
00:45:39:00 00:45:39:00 THIS INVESTMENT HAS GONE TO
00:45:39:00 00:45:42:00 ENSURING THAT SCHOOLS DON'T
00:45:42:00 00:45:43:00 HAVE TO CUT THE SUPPORT FOR
00:45:43:00 00:45:46:00 STAFF AND PROGRAMS THAT ARE SO
00:45:46:00 00:45:47:00 ESSENTIAL TO THE EDUCATIONAL
00:45:47:00 00:45:53:00 EXPERIENCE OF OUR STUDENTS AND
00:45:53:00 00:45:54:00 ON TOP OF THIS AS WE SPOKE
00:45:54:00 00:45:55:00 ABOUT IN OUR LAST HEARING, WE
00:45:55:00 00:45:58:00 ALSO PROPOSED AN ACCELERATION
00:45:58:00 00:45:58:00 OF OUR ROLL OUT OF CRITICAL
00:45:58:00 00:46:01:00 SUPPORTS FOR STUDENTS AND
00:46:01:00 00:46:02:00 FAMILIES BY INVESTING IN EIGHTY
00:46:02:00 00:46:05:00 ONE ADDITIONAL FAMILY LIAISON
00:46:05:00 00:46:06:00 POSITIONS AND NINETY FIVE
00:46:06:00 00:46:07:00 SOCIAL WORK POSITIONS FOR NEXT
00:46:07:00 00:46:13:00 YEAR.
00:46:13:00 00:46:13:00 JUST GOING INTO A LITTLE BIT
00:46:13:00 00:46:17:00 MORE DETAIL ABOUT OUR FAMILY
00:46:17:00 00:46:17:00 LEAVE ON POSITIONS AND SOCIAL
00:46:17:00 00:46:21:00 WORK POSITIONS, OUR NEW
00:46:21:00 00:46:21:00 INVESTMENT IS BUILDING ON THE
00:46:21:00 00:46:24:00 INVESTMENT WE MADE LAST YEAR
00:46:24:00 00:46:25:00 AND OUR TRANSFORMATION SCHOOLS
00:46:25:00 00:46:27:00 BY ENSURING THAT ALL SCHOOLS
00:46:27:00 00:46:28:00 HAVE ONE FULL TIME FAMILY

00:46:28:00 00:46:31:00 LIAISON IN THEIR BUILDING FOR
00:46:31:00 00:46:32:00 TWENTY TWO.
00:46:32:00 00:46:33:00 THE REASONS THAT WE'RE HIRED
00:46:33:00 00:46:36:00 THIS PAST YEAR ARE TRULY
00:46:36:00 00:46:37:00 REFLECTIVE OF THE RACIAL,
00:46:37:00 00:46:39:00 CULTURAL AND LINGUISTIC
00:46:39:00 00:46:40:00 DIVERSITY OF THE BAPS COMMUNITY
00:46:40:00 00:46:41:00 AND HAVE BEEN ABLE TO BUILD
00:46:41:00 00:46:44:00 DEEP AND AUTHENTIC
00:46:44:00 00:46:44:00 RELATIONSHIPS WITH OUR FAMILIES
00:46:44:00 00:46:47:00 THROUGHOUT THIS DIFFICULT YEAR
00:46:47:00 00:46:48:00 THEY'VE BEEN CRITICAL ASSETS TO
00:46:48:00 00:46:49:00 THE SCHOOL COMMUNITIES THAT
00:46:49:00 00:46:52:00 THEY WORK AS THEY'VE HELPED
00:46:52:00 00:46:53:00 FAMILIES NAVIGATE CHALLENGES
00:46:53:00 00:46:55:00 PRESENTED BY THE PANDEMIC AND
00:46:55:00 00:46:56:00 CONNECTED THEM TO COMMUNITY
00:46:56:00 00:46:59:00 RESOURCES RELATED TO HOUSING,
00:46:59:00 00:47:00:00 FOOD ACCESS, COUNSELING AND
00:47:00:00 00:47:03:00 MORE.
00:47:03:00 00:47:04:00 WE BELIEVE IT IS ESSENTIAL FOR
00:47:04:00 00:47:06:00 FAMILIES AT ALL SCHOOLS TO HAVE
00:47:06:00 00:47:07:00 TRUSTED POINTS OF CONTACT
00:47:07:00 00:47:08:00 REFLECTIVE OF THE SCHOOL
00:47:08:00 00:47:11:00 COMMUNITY TO GO TO WHEN
00:47:11:00 00:47:12:00 QUESTIONS ARISE AND THAT THIS
00:47:12:00 00:47:14:00 INVESTMENT IS AN IMPORTANT STEP
00:47:14:00 00:47:18:00 IN THAT DIRECTION.
00:47:18:00 00:47:22:00 OUR INVESTMENT IN SOCIAL
00:47:22:00 00:47:23:00 WORKERS ALSO BUILDS UPON THAT
00:47:23:00 00:47:26:00 FIVE TWENTY ONE INVESTMENT BY
00:47:26:00 00:47:27:00 MOVING BEYOND OUR INITIAL
00:47:27:00 00:47:27:00 INVESTMENT AND TRANSFORMATION
00:47:27:00 00:47:30:00 SCHOOLS TO BRING AT LEAST A
00:47:30:00 00:47:30:00 POINT FIVE SOCIAL WORKER INTO
00:47:30:00 00:47:34:00 EVERY SCHOOL.
00:47:34:00 00:47:35:00 AS WITH FAMILY LIAISON, WE HAVE
00:47:35:00 00:47:37:00 WORKED HARD TO ENSURE SOCIAL
00:47:37:00 00:47:38:00 WORKERS ARE CULTURALLY,
00:47:38:00 00:47:38:00 LINGUISTICALLY AND RACIALLY
00:47:38:00 00:47:41:00 REFLECTIVE OF OUR STUDENTS AND
00:47:41:00 00:47:42:00 ARE RECEIVING THE NECESSARY
00:47:42:00 00:47:46:00 TRAINING TO BE CULTURALLY
00:47:46:00 00:47:47:00 RESPONSIVE TO OUR SCHOOL
00:47:47:00 00:47:47:00 COMMUNITIES.
00:47:47:00 00:47:49:00 SOCIAL WORKERS WILL BE
00:47:49:00 00:47:50:00 PROVIDING BOTH INDIVIDUAL
00:47:50:00 00:47:53:00 STUDENT AND FAMILY SUPPORT THAT
00:47:53:00 00:47:53:00 HONORS DIFFERENT METHODS
00:47:53:00 00:47:54:00 OF HEALING WHILE WORKING TO
00:47:54:00 00:47:57:00 ADDRESS RACIST AND HARMFUL
00:47:57:00 00:47:58:00 STRUCTURES AND CONDITIONS IN
00:47:58:00 00:48:01:00 SCHOOLS AND CONTRIBUTING TO THE
00:48:01:00 00:48:02:00 DESIGN AND IMPLEMENTATION

00:48:02:00 00:48:04:00 OF SCHOOL WIDE CULTURAL AND
00:48:04:00 00:48:04:00 LINGUISTICALLY SUSTAINING
00:48:04:00 00:48:08:00 PRACTICES.
00:48:08:00 00:48:09:00 AND WITH THAT WE'LL GO BACK TO
00:48:09:00 00:48:10:00 CHIEF KHUTOR TO TALK ABOUT
00:48:10:00 00:48:12:00 REIMAGINE.
00:48:12:00 00:48:17:00 THANK YOU AS WE START TO THINK
00:48:17:00 00:48:18:00 ABOUT THE THIRD PART OF OUR OUR
00:48:18:00 00:48:21:00 FRAMEWORK AROUND REIMAGINING
00:48:21:00 00:48:21:00 WHAT IS POSSIBLE FOR STUDENTS.
00:48:21:00 00:48:24:00 WE'RE HAVING A CONVERSATION
00:48:24:00 00:48:25:00 WITH OUR COMMUNITY ABOUT WHAT
00:48:25:00 00:48:26:00 THIS COULD MEAN AND WHAT IT
00:48:26:00 00:48:27:00 COULD MEAN TO REIMAGINE IT
00:48:27:00 00:48:29:00 COULD MEAN THAT WE'RE TALKING
00:48:29:00 00:48:29:00 ABOUT THINGS THAT ARE ALREADY
00:48:29:00 00:48:30:00 IMAGINED BUT WE HAVE NOT YET
00:48:30:00 00:48:33:00 COMPLETED IN SOME OF THE TALK
00:48:33:00 00:48:33:00 ABOUT FACILITIES.
00:48:33:00 00:48:36:00 WE'RE NOT TALKING ABOUT NEW
00:48:36:00 00:48:37:00 INNOVATIVE WAYS.
00:48:37:00 00:48:37:00 WE'RE TALKING ABOUT FULFILLING
00:48:37:00 00:48:38:00 A PROMISE TO OUR STUDENTS THAT
00:48:38:00 00:48:40:00 WE'VE BEEN TALKING ABOUT FOR
00:48:40:00 00:48:40:00 YEARS.
00:48:40:00 00:48:41:00 WE'RE GOING TO TALK ABOUT
00:48:41:00 00:48:44:00 IMAGINING NEW THINGS THAT HAVE
00:48:44:00 00:48:44:00 NOT HAPPENED YET AND WE'RE
00:48:44:00 00:48:47:00 GOING TO BE ASKING THEM TO
00:48:47:00 00:48:48:00 THINK ABOUT NEW AND INFORMATIVE
00:48:48:00 00:48:49:00 WAYS WE START THINKING ABOUT
00:48:49:00 00:48:52:00 THAT FOUR HUNDRED MILLION
00:48:52:00 00:48:52:00 DOLLARS OF NEW FEDERAL FUNDING.
00:48:52:00 00:48:55:00 IT IS AS A SUPERINTENDENT
00:48:55:00 00:48:56:00 MENTIONED THIS MORNING, REALLY
00:48:56:00 00:48:57:00 A ONCE IN A GENERATION KIND
00:48:57:00 00:49:00:00 OF OPPORTUNITY SO THAT WE CAN
00:49:00:00 00:49:01:00 START TO PLANT THE SEEDS IN A
00:49:01:00 00:49:02:00 BETTER FUTURE FOR ALL OF OUR
00:49:02:00 00:49:03:00 STUDENTS.
00:49:03:00 00:49:04:00 WE TALKED ABOUT THIS
00:49:04:00 00:49:08:00 REIMAGINING WORK THROUGHOUT THE
00:49:08:00 00:49:08:00 DISTRICT AND THROUGHOUT OUR
00:49:08:00 00:49:09:00 SCHOOLS AND THINKING ABOUT IT
00:49:09:00 00:49:11:00 IN THE THREE CATEGORIES I
00:49:11:00 00:49:12:00 MENTIONED THIS MORNING THINKING
00:49:12:00 00:49:13:00 ABOUT FACILITIES AND LEARNING
00:49:13:00 00:49:16:00 ENVIRONMENTS, HOW WE FACILITATE
00:49:16:00 00:49:16:00 THE CONVERSATIONS AROUND THE
00:49:16:00 00:49:19:00 DISTRICT FOR INCLUSION
00:49:19:00 00:49:20:00 STRATEGIES FOR SPECIAL
00:49:20:00 00:49:21:00 EDUCATION AND ENGLISH LEARNERS
00:49:21:00 00:49:23:00 AND OF COURSE SCHOOL BASED
00:49:23:00 00:49:24:00 INVESTMENTS TO HAVE THEM

00:49:24:00 00:49:27:00 REIMAGINE THEIR PARTNERSHIPS,
00:49:27:00 00:49:27:00 REIMAGINE WHAT OPPORTUNITIES
00:49:27:00 00:49:28:00 THEY HAVE AS A COMMUNITY
00:49:28:00 00:49:34:00 SERVING COMMUNITY TOGETHER.
00:49:34:00 00:49:35:00 WHAT ARE YOU TALKING ABOUT?
00:49:35:00 00:49:38:00 THE CAPITAL BUDGET IS THE CITY
00:49:38:00 00:49:38:00 IS PRESENTING THE CAPITAL
00:49:38:00 00:49:39:00 BUDGET ON THURSDAY AND THEN WE
00:49:39:00 00:49:42:00 WILL COME BACK ON I BELIEVE
00:49:42:00 00:49:43:00 IT'S THE 18TH TO TALK ABOUT
00:49:43:00 00:49:46:00 BOOKS AND SOME OF THE SPECIFIC
00:49:46:00 00:49:47:00 WHAT WE ARE TALKING ABOUT WHAT
00:49:47:00 00:49:47:00 WILL BE INCLUDED IN THIS IS
00:49:47:00 00:49:50:00 LAUNCHING A PREDICTABLE CYCLE
00:49:50:00 00:49:50:00 OF NEW CONSTRUCTION PROJECTS
00:49:50:00 00:49:51:00 ANNOUNCING NEW ELEMENTARY
00:49:51:00 00:49:54:00 SCHOOLS AND BEGINNING TO START
00:49:54:00 00:49:55:00 TO KEEP UP OUR SCHOOLS SO THAT
00:49:55:00 00:49:57:00 PEOPLE KNOW THAT THIS IS NOT A
00:49:57:00 00:49:58:00 ONE TIME BLIP AND HOW WE
00:49:58:00 00:50:01:00 APPROACH NEW BUILDINGS THAT WE
00:50:01:00 00:50:02:00 HAVE A MORE PREDICTABLE PATH.
00:50:02:00 00:50:05:00 THE SECOND IS RECONFIGURING OUR
00:50:05:00 00:50:05:00 BUILDINGS.
00:50:05:00 00:50:06:00 WE'VE TALKED ABOUT THE
00:50:06:00 00:50:07:00 STANDALONE MIDDLE SCHOOLS AND
00:50:07:00 00:50:10:00 THE NEED TO MOVE THEM INTO NEW
00:50:10:00 00:50:10:00 CONFIGURATIONS, CONTINUE TO USE
00:50:10:00 00:50:13:00 THEM AS AS BUILDINGS
00:50:13:00 00:50:13:00 POTENTIALLY FOR ELEMENTARY
00:50:13:00 00:50:16:00 SPACE OR TO SUPPLEMENT OUR
00:50:16:00 00:50:17:00 SEVEN THROUGH TWELVE VISION
00:50:17:00 00:50:20:00 MOVING SCHOOLS TO SIX, SEVEN,
00:50:20:00 00:50:24:00 12 PATHWAY AND THEN OF COURSE
00:50:24:00 00:50:25:00 FOR THOSE SCHOOLS THAT WILL NOT
00:50:25:00 00:50:29:00 BE REBUILT ON A ON A ON THE
00:50:29:00 00:50:32:00 NEAR TERM THINKING ABOUT HOW TO
00:50:32:00 00:50:32:00 REINVIGORATE OUR EXISTING
00:50:32:00 00:50:33:00 BUILDINGS BUILDINGS FOR
00:50:33:00 00:50:36:00 REIMAGINES TO EXPERIENCE AND
00:50:36:00 00:50:37:00 LEVERAGING TARGETED PROJECTS TO
00:50:37:00 00:50:38:00 GET US OUT OF THE DEFERRED
00:50:38:00 00:50:40:00 MAINTENANCE.
00:50:40:00 00:50:41:00 THIS IS THE PRIOR
00:50:41:00 00:50:43:00 ADMINISTRATION TO ALSO
00:50:43:00 00:50:44:00 RESTORATION HAD DONE MORE TO
00:50:44:00 00:50:45:00 LIVELY'S MSBA AND INVEST IN OUR
00:50:45:00 00:50:47:00 SCHOOL BUILDINGS HIPPIEDOM IN
00:50:47:00 00:50:48:00 THE DECADES PRIOR BUT WE STILL
00:50:48:00 00:50:51:00 HAVE A LOT OF WORK TO BE DONE
00:50:51:00 00:50:52:00 AND SO WE THINK ABOUT
00:50:52:00 00:50:53:00 POSSIBILITIES WERE PROPOSED TO
00:50:53:00 00:50:55:00 OUR COMMUNITY.
00:50:55:00 00:50:56:00 SOME OF THE THINGS THAT WE'RE

00:50:56:00 00:50:57:00 THINKING ABOUT ONE OF THEM IS
00:50:57:00 00:50:59:00 REIMAGINING OUR SCHOOLS TOWARDS
00:50:59:00 00:51:00:00 SEX.
00:51:00:00 00:51:01:00 MANY OF YOU MAY KNOW THAT THE
00:51:01:00 00:51:03:00 PERRY SCHOOL IN SOUTH BOSTON
00:51:03:00 00:51:04:00 USED TO BE A STATE SCHOOL AND
00:51:04:00 00:51:06:00 IS NOW A TO SIX SCHOOL.
00:51:06:00 00:51:07:00 WHAT WE CAN THINK ABOUT DOING
00:51:07:00 00:51:10:00 IS UTILIZE THE UNDER UNFILLED
00:51:10:00 00:51:12:00 SEVEN EIGHT GRADE SEAT AND SOME
00:51:12:00 00:51:15:00 OF OUR EIGHT AND INSTEAD EXPAND
00:51:15:00 00:51:18:00 K ZERO AND ONE SEAT FULFILLING
00:51:18:00 00:51:19:00 A PROMISE TO THREE AND FOUR
00:51:19:00 00:51:20:00 YEAR OLDS THROUGHOUT THE CITY
00:51:20:00 00:51:22:00 TO HAVE BETTER ACCESS TO PUBLIC
00:51:22:00 00:51:23:00 SCHOOLS WHILE ALSO THEN
00:51:23:00 00:51:26:00 THINKING ABOUT HIGH SCHOOLS AND
00:51:26:00 00:51:26:00 RECONFIGURING OUR MIDDLE
00:51:26:00 00:51:29:00 SCHOOLS AS WE EXPAND THE SEVEN
00:51:29:00 00:51:30:00 TWELVE HIGH SCHOOLS AND DEVELOP
00:51:30:00 00:51:31:00 A COHESIVE STRATEGY TO REALLY
00:51:31:00 00:51:35:00 REIMAGINE WHAT OUR PROMISES
00:51:35:00 00:51:36:00 AROUND SEVENTH GRADE IF WE IF
00:51:36:00 00:51:39:00 WE EXPAND AS IN HIGH SCHOOL AS
00:51:39:00 00:51:42:00 WE'RE DOING AT CHARLESTOWN HIGH
00:51:42:00 00:51:43:00 SCHOOL AND IN EAST BOSTON HIGH
00:51:43:00 00:51:45:00 SCHOOL WE PROVIDE STUDENTS
00:51:45:00 00:51:46:00 SEVENTH EIGHTH GRADE WITH
00:51:46:00 00:51:49:00 ACCESS TO MORE RIGOR, MORE
00:51:49:00 00:51:50:00 CONTENT SPECIFIC TEACHING AND
00:51:50:00 00:51:54:00 MORE CURRICULAR CURRICULAR AND
00:51:54:00 00:51:54:00 EXTRACURRICULAR ACTIVITIES AS
00:51:54:00 00:51:55:00 WELL.
00:51:55:00 00:52:15:00 AND SO WE'RE PLANNING TO ROLL
00:52:15:00 00:52:16:00 OUT A TIMELINE TO BE ABLE TO
00:52:16:00 00:52:16:00 SAY TO THE COMMUNITY WHEN YOU
00:52:16:00 00:52:17:00 CAN SEE THE CHANGES TO OUR
00:52:17:00 00:52:18:00 SCHOOLS, THE SCHOOL BUILDINGS
00:52:18:00 00:52:19:00 SO THAT WE CAN FULFILL THIS
00:52:19:00 00:52:19:00 COHESIVE PATHWAY.
00:52:19:00 00:52:20:00 A LOT OF THIS WORK HAS BEEN
00:52:20:00 00:52:21:00 PAUSED BECAUSE IT HAS BEEN
00:52:21:00 00:52:21:00 DIFFICULT FOR US TO HAVE A
00:52:21:00 00:52:22:00 COMMUNITY CONVERSATION.
00:52:22:00 00:52:23:00 BUT STARTING ON THE 12TH THAT
00:52:23:00 00:52:23:00 SCHOOL COMMITTEE WE'RE GOING TO
00:52:23:00 00:52:24:00 BE KICKSTARTING RELAX IN THAT
00:52:24:00 00:52:25:00 CONVERSATION A MUCH MORE
00:52:25:00 00:52:25:00 RIGOROUS WAY OF COURSE OUR PLAN
00:52:25:00 00:52:26:00 IS TO HAVE A CONVERSATION
00:52:26:00 00:52:28:00 AROUND THIS.
00:52:28:00 00:52:29:00 WE MENTIONED AT THE START
00:52:29:00 00:52:30:00 OF THIS THAT WE HAVE LAUNCHED A
00:52:30:00 00:52:33:00 COMMISSION TO TO EVALUATE THE

00:52:33:00 00:52:36:00 PROPOSAL AND SET ASIDE FIGURE
00:52:36:00 00:52:40:00 OUT HOW MUCH OF THE THE THE
00:52:40:00 00:52:40:00 FEDERAL FUNDING SHOULD BE
00:52:40:00 00:52:41:00 TARGETED TOWARDS US REIMAGINE
00:52:41:00 00:52:44:00 WE KNOW THE TWENTY PERCENT
00:52:44:00 00:52:44:00 OF THE FEDERAL FUNDING NEEDS TO
00:52:44:00 00:52:45:00 BE SET ASIDE SPECIFICALLY FOR
00:52:45:00 00:52:48:00 TARGETED ACADEMIC SUPPORT.
00:52:48:00 00:52:49:00 THAT IS OF COURSE THE FLOOR.
00:52:49:00 00:52:51:00 IT IS NOT THE CEILING OF HOW
00:52:51:00 00:52:52:00 THAT SHOULD BE INVESTED
00:52:52:00 00:52:52:00 DIRECTLY.
00:52:52:00 00:52:53:00 WE'VE ALREADY DONE SIGNIFICANT
00:52:53:00 00:52:55:00 INVESTMENTS IN MENTAL HEALTH
00:52:55:00 00:52:56:00 SUPPORT AND COMMUNITY BASED
00:52:56:00 00:52:59:00 PARTNERSHIPS OR FAMILY LIAISON
00:52:59:00 00:53:00:00 .
00:53:00:00 00:53:01:00 WE'RE LOOKING REALLY TO FOSTER
00:53:01:00 00:53:03:00 INNOVATION AND PARTNERSHIP FOR
00:53:03:00 00:53:04:00 SCHOOLS SO THAT THOSE WHO ARE
00:53:04:00 00:53:05:00 CLOSEST TO THE STUDENTS HAVE
00:53:05:00 00:53:08:00 THE STRONGEST VOICE AND DOING
00:53:08:00 00:53:08:00 SO MEANS THAT WE NEED TO
00:53:08:00 00:53:11:00 DEVELOP THE PROCESS AND BUILD
00:53:11:00 00:53:12:00 OUT THE TEAMS TO BE ABLE TO
00:53:12:00 00:53:13:00 SUPPORT SCHOOLS AND REIMAGINING
00:53:13:00 00:53:15:00 WHAT IS POSSIBLE FOR THEIR
00:53:15:00 00:53:15:00 FAMILIES.
00:53:15:00 00:53:19:00 WITH THAT I JUST WANT TO KNOW
00:53:19:00 00:53:20:00 AGAIN ONE OF THE THINGS THAT WE
00:53:20:00 00:53:21:00 DO TO ENSURE EQUITY AND
00:53:21:00 00:53:23:00 TRANSPARENCY IN OUR BUDGET
00:53:23:00 00:53:24:00 PROCESS IS BY PUBLISHING ALL
00:53:24:00 00:53:27:00 OF OUR RESOURCES ONLINE.
00:53:27:00 00:53:28:00 YOU CAN GO TO BOSTON PUBLIC
00:53:28:00 00:53:31:00 SCHOOLS DOT OR SLASH BUDGET
00:53:31:00 00:53:32:00 AFTER EACH OF THESE HEARINGS
00:53:32:00 00:53:34:00 WILL BE POSTING THESE
00:53:34:00 00:53:35:00 PRESENTATIONS AND TRANSLATING
00:53:35:00 00:53:38:00 THESE PRESENTATIONS AND YOU CAN
00:53:38:00 00:53:39:00 FIND ALL OF OUR BUDGET
00:53:39:00 00:53:40:00 DOCUMENTS TRANSLATED INTO THE
00:53:40:00 00:53:43:00 NINE LANGUAGES AVAILABLE
00:53:43:00 00:53:43:00 ONLINE.
00:53:43:00 00:53:46:00 AND AS COUNSELOR ARROYO ASKED
00:53:46:00 00:53:47:00 THIS MORNING, BOSTON PUBLIC
00:53:47:00 00:53:51:00 SCHOOLS DOG FOR BUDGET IS A
00:53:51:00 00:53:54:00 TOOL THAT ALLOWS YOU TO DOVE IN
00:53:54:00 00:53:55:00 DEEPLY TO THE DATA TO FIND OUT
00:53:55:00 00:53:58:00 HOW WE ARE USING ALL OF OUR
00:53:58:00 00:53:59:00 RESOURCES AND IT TRACKS IT DOWN
00:53:59:00 00:54:02:00 TO THIS TO HOW MANY STUDENTS
00:54:02:00 00:54:02:00 ARE SERVED AND WHAT THE COST
00:54:02:00 00:54:03:00 PER PUPIL IS FOR ALL OF OUR

00:54:03:00 00:54:03:00 SERVICES.

00:54:03:00 00:54:06:00 SO I ENCOURAGE YOU ALL TO TO

00:54:06:00 00:54:10:00 SPEND SOME TIME ON THAT WEBSITE

00:54:10:00 00:54:13:00 AND WITH I WILL TURN IT OVER TO

00:54:13:00 00:54:16:00 A COUPLE BY GREAT.

00:54:16:00 00:54:17:00 THANK YOU SO MUCH.

00:54:17:00 00:54:18:00 ALL RIGHT.

00:54:18:00 00:54:21:00 WE'RE GOING TO GO STRAIGHT INTO

00:54:21:00 00:54:21:00 COUNSEL QUESTIONS ON THE FIRM

00:54:21:00 00:54:22:00 ON TO THE END OF THE ORDER FOR

00:54:22:00 00:54:24:00 COLLEAGUES CAMPBELL ESSAIBI,

00:54:24:00 00:54:28:00 GEORGE FLYNN, BRADEN WU MAYOR

00:54:28:00 00:54:29:00 COUNCILOR CAMPBELL, YOU HAVE

00:54:29:00 00:54:39:00 THE FLOOR THERE WE GO.

00:54:39:00 00:54:40:00 THANK YOU, COUNCILOR BOCK.

00:54:40:00 00:54:41:00 THANK YOU, MIRIAM.

00:54:41:00 00:54:43:00 THANK YOU FOR THE PRESENTATION.

00:54:43:00 00:54:43:00 WE'LL JUMP RIGHT IN.

00:54:43:00 00:54:46:00 I THINK THERE'S A TIME LIMIT

00:54:46:00 00:54:47:00 HERE IS WHAT'S THE TIME LIMIT?

00:54:47:00 00:54:51:00 SO I AM MINDFUL I USUALLY RAISE

00:54:51:00 00:54:54:00 MY GAVEL ABOUT FIVE MINUTES IN

00:54:54:00 00:54:54:00 .

00:54:54:00 00:54:56:00 I GIVE YOU ALL ANOTHER COUPLE

00:54:56:00 00:54:56:00 OF MINUTES AFTER THAT.

00:54:56:00 00:54:57:00 SO GOD BLESS YOU.

00:54:57:00 00:54:58:00 THANK YOU, COUNCILOR.

00:54:58:00 00:54:59:00 SO ON THIS FIRST OF ALL, I

00:54:59:00 00:55:03:00 APPRECIATE THE LENGTH OF THE

00:55:03:00 00:55:03:00 PRESENTATION WITH RESPECT TO

00:55:03:00 00:55:06:00 THIS ISSUE AROUND DECLINING

00:55:06:00 00:55:06:00 ENROLLMENT.

00:55:06:00 00:55:09:00 I'M JUST SORT OF JUMP IN WITH

00:55:09:00 00:55:10:00 QUESTIONS GIVEN THE LIMITED

00:55:10:00 00:55:14:00 TIME DO WE SURVEY FAMILIES WHEN

00:55:14:00 00:55:15:00 THEY'RE ACTUALLY LEAVING BPS TO

00:55:15:00 00:55:16:00 GET A SENSE OF WHY THEY'RE

00:55:16:00 00:55:18:00 LEAVING?

00:55:18:00 00:55:18:00 BECAUSE OBVIOUSLY MANY FAMILIES

00:55:18:00 00:55:21:00 ARE LEAVING THE DISTRICT

00:55:21:00 00:55:22:00 BECAUSE THEY ARE NOT SATISFIED

00:55:22:00 00:55:23:00 WITH THE LEVEL OF SERVICE, THE

00:55:23:00 00:55:25:00 QUALITY OF THE PROGRAMING

00:55:25:00 00:55:26:00 INSTRUCTION OR THEY DON'T GET A

00:55:26:00 00:55:29:00 PREXY OR THEY DON'T GET INTO AN

00:55:29:00 00:55:29:00 EXAM SCHOOL.

00:55:29:00 00:55:30:00 RIGHT.

00:55:30:00 00:55:31:00 WE KNOW IT HAS TO DO WITH THAT

00:55:31:00 00:55:33:00 TOO AND SO CURIOUS IF WE SURVEY

00:55:33:00 00:55:34:00 PARENTS TO GET A SENSE FROM

00:55:34:00 00:55:36:00 THEM AS TO WHY THEY'RE LEAVING

00:55:36:00 00:55:37:00 .

00:55:37:00 00:55:40:00 MY SECOND QUESTION IS AROUND

00:55:40:00 00:55:40:00 MORE DATA.

00:55:40:00 00:55:41:00 SO DO WE HAVE A LIST OF THE
00:55:41:00 00:55:45:00 SCHOOLS THAT ARE SEEING THE
00:55:45:00 00:55:47:00 GREATEST ENROLLMENT DECLINES
00:55:47:00 00:55:49:00 AND IF SO, WHAT ARE THOSE
00:55:49:00 00:55:52:00 SCHOOLS AND AND WHERE THEY THEY
00:55:52:00 00:55:53:00 NOT ONLY WHERE WHAT ARE THE
00:55:53:00 00:55:56:00 SCHOOLS WHERE THEY LOCATED?
00:55:56:00 00:56:00:00 AND THEN MY THIRD QUESTION IS
00:56:00:00 00:56:01:00 HAVING TO DO WITH THE EDWARDS
00:56:01:00 00:56:01:00 SCHOOL EARLIER TODAY WE TALKED
00:56:01:00 00:56:04:00 ABOUT IT CLOSING.
00:56:04:00 00:56:05:00 I DIDN'T KNOW THAT I KNEW THAT
00:56:05:00 00:56:08:00 IT WAS SLATED TO BE CLOSED
00:56:08:00 00:56:09:00 BECAUSE I'D GONE TO VISIT AND
00:56:09:00 00:56:09:00 HAD A WONDERFUL EXPERIENCE
00:56:09:00 00:56:12:00 ACTUALLY VISITING THE PRINCIPAL
00:56:12:00 00:56:15:00 THERE AND THE TEAM THERE AND
00:56:15:00 00:56:15:00 WE'RE WERE TALKING ABOUT THIS
00:56:15:00 00:56:16:00 DIFFICULT CHOICE AND WHERE I
00:56:16:00 00:56:19:00 THINK I WAS A BIT FRUSTRATED
00:56:19:00 00:56:20:00 WAS IN A COUPLE OF BUDGET
00:56:20:00 00:56:23:00 CYCLES BEFORE WE WERE TALKING
00:56:23:00 00:56:24:00 ABOUT STABILIZING GREAT SCHOOLS
00:56:24:00 00:56:27:00 THAT ARE EXPERIENCING DECLINING
00:56:27:00 00:56:27:00 ENROLLMENT.
00:56:27:00 00:56:28:00 BUT WHAT WAS MADE CLEAR IS THAT
00:56:28:00 00:56:29:00 IT'S VERY DIFFICULT FOR THE
00:56:29:00 00:56:31:00 DISTRICT FRANKLY TO GIVE THOSE
00:56:31:00 00:56:32:00 SCHOOLS EXPERIENCING DECLINING
00:56:32:00 00:56:35:00 ENROLLMENT THE RESOURCES THEY
00:56:35:00 00:56:36:00 WOULD NEED TO BE ABLE TO
00:56:36:00 00:56:39:00 PROVIDE AN EXCELLENT EDUCATION.
00:56:39:00 00:56:40:00 AND I INCLUDE NOT JUST GREAT
00:56:40:00 00:56:44:00 ACADEMICS, WRAPAROUND SERVICES,
00:56:44:00 00:56:45:00 SPORTS, ALL THE THINGS A PARENT
00:56:45:00 00:56:47:00 WOULD WANT FOR THEIR CHILD.
00:56:47:00 00:56:48:00 SO REALLY WOULD LOVE TO HEAR
00:56:48:00 00:56:50:00 MORE ABOUT THE PROCESS WITH
00:56:50:00 00:56:51:00 RESPECT TO THE EDWARDS, IT WAS
00:56:51:00 00:56:55:00 SLATED TO GO IN THAT DIRECTION
00:56:55:00 00:56:56:00 FOR YEARS DIDN'T HAPPEN HOW
00:56:56:00 00:56:59:00 MUCH MONEY WAS POURED INTO THAT
00:56:59:00 00:57:00:00 SCHOOL TO KEEP IT STABILIZED
00:57:00:00 00:57:03:00 BEFORE ULTIMATELY CLOSING IT?
00:57:03:00 00:57:03:00 AND WHAT HAS BEEN THE
00:57:03:00 00:57:04:00 ENGAGEMENT WITH FAMILIES AND
00:57:04:00 00:57:07:00 PARENTS WITH RESPECT TO THAT
00:57:07:00 00:57:07:00 VERY DIFFICULT DECISION?
00:57:07:00 00:57:10:00 HOW WERE THEY ENGAGED IN THAT
00:57:10:00 00:57:10:00 PROCESS?
00:57:10:00 00:57:11:00 AND THEN MY LAST QUESTION
00:57:11:00 00:57:15:00 OBVIOUSLY THIS IS GOING TO BE A
00:57:15:00 00:57:18:00 CONTINUING TREND.
00:57:18:00 00:57:19:00 ENROLLMENT DECLINES AND I THINK

00:57:19:00 00:57:21:00 WE'RE SEEING THAT IN THE MIDST
00:57:21:00 00:57:22:00 OF OF COVID AND IT'S GOING TO
00:57:22:00 00:57:25:00 NEED AN IMMEDIATE RESPONSE
00:57:25:00 00:57:26:00 RATE.
00:57:26:00 00:57:27:00 IT CAN'T BE FIVE OR TEN YEARS
00:57:27:00 00:57:30:00 AND WHILE WE OF COURSE ARE
00:57:30:00 00:57:30:00 GOING TO HAVE TO PUSH TO
00:57:30:00 00:57:33:00 IMPROVE THE QUALITY OF SCHOOLS
00:57:33:00 00:57:34:00 , ET CETERA AND MUCH OF WHAT
00:57:34:00 00:57:35:00 WAS IN THE REIMAGINING SLIDE
00:57:35:00 00:57:38:00 AND WITH ALL DUE RESPECT, THERE
00:57:38:00 00:57:38:00 ARE SO MANY GREAT PLANS AND
00:57:38:00 00:57:41:00 STUDIES THAT HAVE BEEN DONE AND
00:57:41:00 00:57:42:00 WORKING GROUPS WITH RESPECT TO
00:57:42:00 00:57:43:00 REIMAGINING I THINK WHERE THE
00:57:43:00 00:57:46:00 FRUSTRATION IS IS THAT PARENTS
00:57:46:00 00:57:47:00 AND FOLKS WANT TO SEE THESE
00:57:47:00 00:57:47:00 THINGS IMPLEMENTED.
00:57:47:00 00:57:50:00 WE WANT TO SEE UNIVERSAL PRE-K.
00:57:50:00 00:57:51:00 WE WANT TO SEE THREE YEAR OLDS
00:57:51:00 00:57:52:00 AND FOUR YEAR OLDS HAVE SEATS.
00:57:52:00 00:57:53:00 WE WANT TO KNOW WHAT THE
00:57:53:00 00:57:54:00 BARRIERS ARE AND WE WANT TO
00:57:54:00 00:57:57:00 CLOSE THOSE IMMEDIATELY.
00:57:57:00 00:57:58:00 SO HOW ARE WE GOING TO DEAL
00:57:58:00 00:58:00:00 WITH AND GRAPPLE WITH DECLINING
00:58:00:00 00:58:01:00 ENROLLMENT THIS TREND IN A
00:58:01:00 00:58:02:00 TIMELY MANNER.
00:58:02:00 00:58:05:00 IT CAN'T JUST BE THE
00:58:05:00 00:58:05:00 STABILIZING PIECE REALLY
00:58:05:00 00:58:08:00 WANTING TO HEAR SOME MORE
00:58:08:00 00:58:09:00 THOUGHTS AND SPECIFICS ON THAT
00:58:09:00 00:58:11:00 AND THOSE TRENDS.
00:58:11:00 00:58:15:00 THANK YOU COUNTERPART.
00:58:15:00 00:58:15:00 THANK YOU, RENEE.
00:58:15:00 00:58:19:00 YEAH, GREAT QUESTIONS.
00:58:19:00 00:58:23:00 I'LL START WITH THE I SUPPOSE
00:58:23:00 00:58:24:00 THE EASIEST ONE WHICH IS WE
00:58:24:00 00:58:27:00 DON'T CURRENTLY SURVEY FAMILIES
00:58:27:00 00:58:30:00 WHEN THEY ARE LEAVING FOR FOR
00:58:30:00 00:58:31:00 HIGH SCHOOL STUDENTS WHEN THEY
00:58:31:00 00:58:32:00 WITHDRAW.
00:58:32:00 00:58:33:00 WE DO HAVE WITHDRAWAL CODES
00:58:33:00 00:58:35:00 WHERE WE GO WHERE WE'RE
00:58:35:00 00:58:38:00 RESPONSIBLE FOR TRACKING IF A
00:58:38:00 00:58:38:00 TRANSFER TO ANOTHER
00:58:38:00 00:58:39:00 MASSACHUSETTS SCHOOL OR IF THEY
00:58:39:00 00:58:42:00 TRANSFER OUT OF COUNTRY.
00:58:42:00 00:58:43:00 THAT'S PART OF OUR DROPOUT
00:58:43:00 00:58:46:00 TRACKING BUT WE DON'T HAVE ANY
00:58:46:00 00:58:47:00 FORMAL EXIT SURVEY.
00:58:47:00 00:58:48:00 THAT'S SOMETHING THAT WE HAVE
00:58:48:00 00:58:50:00 TALKED ABOUT BECAUSE I THINK
00:58:50:00 00:58:51:00 YOU'RE ASKING FOR A LOT OF THE

00:58:51:00 00:58:54:00 SORT OF QUALITATIVE PIECE ABOUT
00:58:54:00 00:58:55:00 WHAT FAMILIES ARE CHOOSING AND
00:58:55:00 00:58:57:00 WHY.
00:58:57:00 00:58:58:00 AND I THINK I THINK THAT'S AN
00:58:58:00 00:58:59:00 AREA THAT WE WE DON'T HAVE A
00:58:59:00 00:59:02:00 LOT THE INFORMATION AND WE NEED
00:59:02:00 00:59:02:00 IT.
00:59:02:00 00:59:05:00 SO WE'RE GOING TO CONTINUE TO
00:59:05:00 00:59:06:00 THINK ABOUT THAT.
00:59:06:00 00:59:07:00 BUT WE DON'T HAVE PLANS IN
00:59:07:00 00:59:08:00 PLACE TO DO THE SORT OF EXIT
00:59:08:00 00:59:11:00 SURVEYS.
00:59:11:00 00:59:12:00 THE SECOND QUESTION YOU WERE
00:59:12:00 00:59:15:00 ASKING ABOUT THE LIST
00:59:15:00 00:59:16:00 OF SCHOOLS THAT ARE SEEING
00:59:16:00 00:59:16:00 INCREASED ENROLLMENT DECLINES
00:59:16:00 00:59:19:00 AND WHERE THEY'RE LOCATED.
00:59:19:00 00:59:20:00 WE DO PUBLISH ON OUR WEBSITE
00:59:20:00 00:59:24:00 SCHOOL BY SCHOOL IN THE SCHOOL
00:59:24:00 00:59:27:00 BY SCHOOL COMPARISON SHOWS
00:59:27:00 00:59:28:00 EVERY SCHOOL WHAT THEIR CHANGE
00:59:28:00 00:59:31:00 IN PROJECTED ENROLLMENT IS AND
00:59:31:00 00:59:32:00 THEN ALSO THE CHANGE IN SORT
00:59:32:00 00:59:35:00 OF WHAT WE CALL WAITING SHOWS
00:59:35:00 00:59:36:00 SORT OF THE COMPOSITION
00:59:36:00 00:59:39:00 OF STUDENT CHANGE FOR EACH
00:59:39:00 00:59:40:00 OF THOSE WE CERTAINLY COULD
00:59:40:00 00:59:43:00 ATTACH TO THE NEIGHBORHOODS
00:59:43:00 00:59:44:00 THAT THEY'RE ASSOCIATED WITH.
00:59:44:00 00:59:45:00 I DID PRESENT THE SIDE OF THE
00:59:45:00 00:59:46:00 STORY.
00:59:46:00 00:59:47:00 WE SORT OF HIGHLIGHTED THAT
00:59:47:00 00:59:48:00 STUDENTS OF COLOR ARE MORE
00:59:48:00 00:59:51:00 LIKELY TO BE IN A SCHOOL THAT
00:59:51:00 00:59:54:00 IS EXPERIENCING DECLINING
00:59:54:00 00:59:55:00 ENROLLMENT.
00:59:55:00 00:59:56:00 OF COURSE YOU KNOW BETTER THAN
00:59:56:00 00:59:59:00 ANYONE PROBABLY RACE AND
00:59:59:00 01:00:00:00 GEOGRAPHY ARE OUR THAT'S RIGHT
01:00:00:00 01:00:03:00 TIGHTLY LINKED IN BOSTON.
01:00:03:00 01:00:04:00 SO THE NEIGHBORHOOD THAT WE'VE
01:00:04:00 01:00:07:00 SEEN DECLINING ENROLLMENT AND
01:00:07:00 01:00:08:00 I'LL JUST SAY IT'S A IT'S IT'S
01:00:08:00 01:00:10:00 A TROUBLING TREND.
01:00:10:00 01:00:11:00 RIGHT?
01:00:11:00 01:00:12:00 NOT ONLY ARE STUDENTS OF COLOR
01:00:12:00 01:00:14:00 LARGELY IN SCHOOLS OF LESSER
01:00:14:00 01:00:18:00 QUALITY AND LIMITED IN TERMS
01:00:18:00 01:00:19:00 ACCESS TO HIGH QUALITY SCHOOLS,
01:00:19:00 01:00:20:00 DEFINITELY RACIAL BREAKDOWNS
01:00:20:00 01:00:21:00 THERE THEN YOU GET INTO
01:00:21:00 01:00:22:00 DECLINING ENROLLMENT
01:00:22:00 01:00:22:00 CONVERSATION.
01:00:22:00 01:00:23:00 SO WE'LL LOOK FOR THAT LIST AND

01:00:23:00 01:00:26:00 ANY OTHER DETAILS YOU CAN
01:00:26:00 01:00:26:00 PROVIDE AND I APPRECIATE YOUR
01:00:26:00 01:00:29:00 CANDIDNESS ON THAT.
01:00:29:00 01:00:31:00 AND THEN I THINK I THINK YOU'RE
01:00:31:00 01:00:33:00 RIGHT TO HIGHLIGHT ONE OF THE
01:00:33:00 01:00:34:00 THINGS THAT WE HIGHLIGHTED IN
01:00:34:00 01:00:35:00 TERMS OF THIS EIGHTEEN POINT
01:00:35:00 01:00:38:00 FIVE MILLION STABILIZATION WAS
01:00:38:00 01:00:42:00 JUST SORT OF HOLDING CONST THE
01:00:42:00 01:00:42:00 STUDENT EXPERIENCE.
01:00:42:00 01:00:43:00 BUT NONE OF US ARE LOOKING THE
01:00:43:00 01:00:44:00 WHOLE CONCEPT THIS NEW
01:00:44:00 01:00:46:00 EXPERIENCE WE WANT TO
01:00:46:00 01:00:46:00 ACCELERATE THIS EXPERIENCE
01:00:46:00 01:00:47:00 GOING TO EXPAND IT.
01:00:47:00 01:00:50:00 AND SO IF WE CONTINUE TO INVEST
01:00:50:00 01:00:51:00 IN MAKING SURE THERE ARE NO
01:00:51:00 01:00:53:00 CHANGES TO ANY SCHOOLS THAT'S
01:00:53:00 01:00:54:00 CONTINUING TO SPREAD OUR
01:00:54:00 01:00:54:00 RESOURCES.
01:00:54:00 01:00:57:00 AND SO WE DO NEED TO TAKE SOME
01:00:57:00 01:01:01:00 OF THESE STRUCTURAL CHANGES AND
01:01:01:00 01:01:01:00 WE NEED TO THE STANDALONE
01:01:01:00 01:01:05:00 MIDDLE SCHOOLS OR THE ONES WE
01:01:05:00 01:01:06:00 HAD HIGHLIGHTED AS A BIG
01:01:06:00 01:01:06:00 PROBLEM.
01:01:06:00 01:01:07:00 THEY TEND TO BE THE SCHOOLS
01:01:07:00 01:01:09:00 WHERE WE SAW THE LARGEST
01:01:09:00 01:01:09:00 DECLINES INITIALLY AND
01:01:09:00 01:01:10:00 PARTICULARLY GENERAL EDUCATION
01:01:10:00 01:01:13:00 ENROLLMENT AND SO WE ANTICIPATE
01:01:13:00 01:01:17:00 ANNOUNCING THE TIMELINES ON THE
01:01:17:00 01:01:19:00 OTHER STANDALONE MIDDLE SCHOOLS
01:01:19:00 01:01:21:00 AND WHAT THEIR TRANSITION PLANS
01:01:21:00 01:01:24:00 WILL BE BECAUSE THERE ARE TWO
01:01:24:00 01:01:25:00 PARTS TO STABILIZING THE
01:01:25:00 01:01:28:00 STUDENT EXPERIENCE THERE IS
01:01:28:00 01:01:29:00 MAKING SURE THAT THE RESOURCES
01:01:29:00 01:01:30:00 ARE THERE, THAT YOU HAVE THE
01:01:30:00 01:01:32:00 TEACHERS THAT CAN TEACH SCIENCE
01:01:32:00 01:01:35:00 AND MATH OR FUNDING A PROGRAM
01:01:35:00 01:01:36:00 OR FUNDING AN ATHLETIC PROGRAM
01:01:36:00 01:01:39:00 AND THEN THERE'S HAVING ENOUGH
01:01:39:00 01:01:40:00 STUDENTS ACTUALLY PARTICIPATE
01:01:40:00 01:01:41:00 IN A ROBUST COMMUNITY AND WHAT
01:01:41:00 01:01:43:00 WE'RE SEEING SOME OF OUR MIDDLE
01:01:43:00 01:01:44:00 SCHOOLS IS DESPITE THE FACT
01:01:44:00 01:01:45:00 THAT WE HAVE MAINTAINED THEIR
01:01:45:00 01:01:47:00 IN THEIR THEIR FUNDING
01:01:47:00 01:01:48:00 ENROLLMENTS ARE DECLINING TO
01:01:48:00 01:01:51:00 THE POINT THAT THE PLAYERS ARE
01:01:51:00 01:01:52:00 SAYING WE'RE HAVING A HARD TIME
01:01:52:00 01:01:53:00 MAINTAINING THE STUDENT
01:01:53:00 01:01:55:00 EXPERIENCE AND THERE'S NO

01:01:55:00 01:01:56:00 AMOUNT OF MONEY THAT CAN FIX IT
01:01:56:00 01:01:56:00 BECAUSE THERE JUST AREN'T
01:01:56:00 01:01:58:00 STUDENTS THERE AND SO WE NEED
01:01:58:00 01:01:59:00 TO MAKE THOSE CHANGES TO MAKE
01:01:59:00 01:02:02:00 SURE THAT WE'RE INVESTING
01:02:02:00 01:02:03:00 SMARTLY BUT ALSO THAT WE'RE
01:02:03:00 01:02:03:00 WE'RE MAKING SURE SCHOOLS OUR
01:02:03:00 01:02:06:00 STUDENTS ARE IN SCHOOLS WITH A
01:02:06:00 01:02:07:00 ROBUST COMMUNITY OF THEIR PEERS
01:02:07:00 01:02:11:00 AND ARE IN A HIGH SCHOOL
01:02:11:00 01:02:14:00 EXPERIENCE THAT IS ROBUST AND I
01:02:14:00 01:02:15:00 ALSO FEEL THE PRESSURE THAT GO
01:02:15:00 01:02:16:00 SO I'M GOING TO STOP TALKING
01:02:16:00 01:02:37:00 ABOUT WELL AT LEAST I MEAN WE
01:02:37:00 01:02:37:00 CAN GET BACK TO THE LARGER
01:02:37:00 01:02:38:00 TREND QUESTION.
01:02:38:00 01:02:39:00 I WOULD LIKE TO AT LEAST HAVE A
01:02:39:00 01:02:40:00 RESPONSE ON HOW MUCH MONEY WAS
01:02:40:00 01:02:40:00 INVESTED IN THE EDWARDS SCHOOL
01:02:40:00 01:02:41:00 BEFORE IT WAS ULTIMATELY CLOSED
01:02:41:00 01:02:42:00 AND WHAT WAS THE ENGAGEMENT
01:02:42:00 01:02:42:00 WITH PARENTS WITH RESPECT TO
01:02:42:00 01:02:43:00 THAT DECISION?
01:02:43:00 01:02:43:00 HOW WERE THEY ENGAGED?
01:02:43:00 01:02:44:00 WHAT IS GOING TO HAPPEN TO
01:02:44:00 01:02:45:00 STUDENTS AND I CAN SAVE
01:02:45:00 01:02:46:00 EVERYTHING FOR THE NEXT ROUND.
01:02:46:00 01:02:46:00 THANK YOU.
01:02:46:00 01:02:47:00 YEAH, WE CAN PULL UP THE AMOUNT
01:02:47:00 01:02:48:00 THAT WAS SUBMITTED SO ON AS AN
01:02:48:00 01:02:49:00 ADMITTEDLY MEGAPOLIS UP AS I
01:02:49:00 01:02:53:00 EXPLAINED WHEN WE DO WE PUBLISH
01:02:53:00 01:02:53:00 A REPORT THAT SHOWS
01:02:53:00 01:02:56:00 SUPPLEMENTAL ALLOCATIONS TO
01:02:56:00 01:02:57:00 SCHOOLS.
01:02:57:00 01:02:58:00 THAT'S THE AMOUNT OF MONEY OVER
01:02:58:00 01:02:58:00 AND ABOVE WEIGHTED STUDENT
01:02:58:00 01:03:01:00 FUNDING FOR THE STANDALONE
01:03:01:00 01:03:01:00 MIDDLE SCHOOLS.
01:03:01:00 01:03:02:00 WHEN WE ANNOUNCED THE TIMELINE
01:03:02:00 01:03:05:00 FOR CLOSURE WE COMMITTED TO
01:03:05:00 01:03:05:00 MAINTAINING THE STUDENT
01:03:05:00 01:03:08:00 EXPERIENCE AND SO ON THAT SHOWS
01:03:08:00 01:03:09:00 THE SUPPLEMENTS TO SCHOOLS,
01:03:09:00 01:03:12:00 THAT SHOWS THE AMOUNT OF MONEY
01:03:12:00 01:03:13:00 EACH YEAR THAT WE GAVE TO THE
01:03:13:00 01:03:16:00 SCHOOL WITH THE EDWARDS IS ALSO
01:03:16:00 01:03:17:00 WE PHASED OUT THE SIXTH GRADE
01:03:17:00 01:03:20:00 AT THE START OF THE SCHOOL YEAR
01:03:20:00 01:03:20:00 AND ANNOUNCE THAT THEY'RE
01:03:20:00 01:03:21:00 CLOSING AT THE END OF THE
01:03:21:00 01:03:21:00 SCHOOL YEAR.
01:03:21:00 01:03:24:00 SO THEY ACTUALLY PHASED OUT ONE
01:03:24:00 01:03:27:00 GRADE AND CLOSE THAT PROGRAM

01:03:27:00 01:03:28:00 CAPACITY THIS YEAR IN TERMS
01:03:28:00 01:03:32:00 OF FAMILY ENGAGEMENT THERE YOU
01:03:32:00 01:03:32:00 MENTIONED THE MAJORITY LEADER
01:03:32:00 01:03:36:00 WHO IS A FANTASTIC SCHOOL
01:03:36:00 01:03:39:00 LEADER HAS DONE A GREAT JOB
01:03:39:00 01:03:40:00 OF COMMUNICATING WITH FAMILIES
01:03:40:00 01:03:41:00 AND SUPPORTING STAFF AND SHE
01:03:41:00 01:03:44:00 LED A NUMBER OF OF ENGAGEMENTS
01:03:44:00 01:03:47:00 WITH THE FAMILIES AND AND WE
01:03:47:00 01:03:48:00 HAD A NUMBER OF OTHER MEETINGS
01:03:48:00 01:03:49:00 I CAN GET THE LIST OF MEETINGS
01:03:49:00 01:03:51:00 THAT WE HELD WITH THE SCHOOL
01:03:51:00 01:03:55:00 COMMUNITY SO THAT YOU HAVE SORT
01:03:55:00 01:03:56:00 OF ALL THE INFORMATION THAT WE
01:03:56:00 01:03:56:00 ARE PROVIDING AND THEN ALSO
01:03:56:00 01:03:59:00 SUPPORT THE STUDENTS AND STAFF
01:03:59:00 01:04:00:00 TO BE ABLE TO HELP THEM
01:04:00:00 01:04:03:00 TRANSITION TO THE NEXT SCHOOL.
01:04:03:00 01:04:04:00 THERE'S BEEN TIMES WHERE WE'VE
01:04:04:00 01:04:07:00 MET WITH HIGH SCHOOLS THAT ARE
01:04:07:00 01:04:08:00 EXPANDING SEVENTH GRADE NEXT
01:04:08:00 01:04:08:00 YEAR AND SEVENTH GRADE NEXT
01:04:08:00 01:04:11:00 YEAR TO MEET THE NEEDS OF THE
01:04:11:00 01:04:11:00 STUDENTS AS WELL.
01:04:11:00 01:04:12:00 I DON'T HAVE THAT LIST WITH ME
01:04:12:00 01:04:14:00 RIGHT NOW BUT I WILL ALSO BE
01:04:14:00 01:04:21:00 OPEN TO THANK AND WE WILL
01:04:21:00 01:04:22:00 DEFINITELY FOLLOW UP WITH THE
01:04:22:00 01:04:25:00 DETAILED INFO ON THE EDWARDS
01:04:25:00 01:04:26:00 FOR COUNCILOR CAMPBELL.
01:04:26:00 01:04:27:00 WE WOULD LOVE THAT AND YEAH,
01:04:27:00 01:04:29:00 JUST TO COUNSELORS AND WE WILL
01:04:29:00 01:04:30:00 DEFINITELY DO A SECOND ROUND.
01:04:30:00 01:04:31:00 I'M NOT TRYING TO CURTAIL
01:04:31:00 01:04:33:00 PEOPLE'S CHANCES TO ASK
01:04:33:00 01:04:34:00 QUESTIONS IN THE HEARING BUT I
01:04:34:00 01:04:35:00 DO WANT TO LET EVERYBODY GET TO
01:04:35:00 01:04:37:00 THEIR FIRST ROUND BEFORE WE
01:04:37:00 01:04:37:00 EXTEND.
01:04:37:00 01:04:42:00 SO NEXT UP I THINK IS COUNCILOR
01:04:42:00 01:04:42:00 ESSAIBI GEORGE AND THEN
01:04:42:00 01:04:44:00 COUNCILOR FLYNN AND THEN TO
01:04:44:00 01:04:44:00 COUNCILOR SAVAGE.
01:04:44:00 01:04:48:00 THANK YOU VERY MUCH MADAM CHAIR
01:04:48:00 01:04:49:00 .
01:04:49:00 01:04:50:00 AND I KNOW THAT WE'LL PROBABLY
01:04:50:00 01:04:50:00 SPEAK ABOUT THIS AND AGAIN,
01:04:50:00 01:04:52:00 GREATER DETAIL IN ANOTHER
01:04:52:00 01:04:56:00 HEARING BUT I'M CURIOUS ABOUT
01:04:56:00 01:04:57:00 THE IMPACT OF WEIGHTED STUDENT
01:04:57:00 01:05:00:00 FORMULA AND THE DECREASES BUT
01:05:00:00 01:05:01:00 ESPECIALLY IN STUDENTS
01:05:01:00 01:05:01:00 EXPERIENCING HOMELESSNESS.
01:05:01:00 01:05:05:00 I'M OBVIOUSLY SPENT ALL OF MY

01:05:05:00 01:05:05:00 TIME ON THE COUNCIL ESPECIALLY
01:05:05:00 01:05:09:00 THROUGH THESE BUDGET SEASONS
01:05:09:00 01:05:10:00 AND SERIES TALKING ABOUT
01:05:10:00 01:05:10:00 STUDENTS WHO ARE EXPERIENCING
01:05:10:00 01:05:13:00 HOMELESSNESS THE DOG AND
01:05:13:00 01:05:16:00 LOOKING TO MAKE SURE THAT WE
01:05:16:00 01:05:17:00 CONTINUE TO SUPPORT THOSE
01:05:17:00 01:05:17:00 STUDENTS.
01:05:17:00 01:05:18:00 I'M CURIOUS WHAT EFFORTS HAVE
01:05:18:00 01:05:21:00 BEEN MADE BY THE ADMINISTRATION
01:05:21:00 01:05:22:00 TO INCREASE SUPPORT OF THIS
01:05:22:00 01:05:24:00 PARTICULAR POPULATION AND
01:05:24:00 01:05:25:00 ESPECIALLY THROUGH WEIGHTED
01:05:25:00 01:05:28:00 STUDENT FORMULA GIVEN THAT MANY
01:05:28:00 01:05:29:00 OF OUR FAMILIES WHO ARE
01:05:29:00 01:05:30:00 EXPENSIVE AND WHO ARE
01:05:30:00 01:05:32:00 EXPERIENCING HOMELESSNESS ARE
01:05:32:00 01:05:33:00 STRUGGLING ESPECIALLY RIGHT NOW
01:05:33:00 01:05:36:00 DURING THE PANDEMIC AND THEN
01:05:36:00 01:05:37:00 WHAT ARE WE DOING TO TRACK
01:05:37:00 01:05:38:00 FAMILIES EXPERIENCING
01:05:38:00 01:05:40:00 HOMELESSNESS AND OBVIOUSLY THE
01:05:40:00 01:05:41:00 CHILD IS THAT IS THE STUDENT
01:05:41:00 01:05:44:00 THAT WE'RE MOST CONCERNED ABOUT
01:05:44:00 01:05:45:00 AND ARE WE SEEING ANY INCREASES
01:05:45:00 01:05:47:00 IN THAT POPULATION DURING THIS
01:05:47:00 01:05:51:00 TIME?
01:05:51:00 01:05:55:00 I BRIEFLY MENTIONED THAT WE DID
01:05:55:00 01:05:56:00 CONTINUE TO INVEST IN OUR HOME
01:05:56:00 01:05:59:00 THIS THANK YOU FOR YOUR
01:05:59:00 01:06:02:00 ADVOCACY ON THAT.
01:06:02:00 01:06:03:00 IT IS AN IMPORTANT GROUP FOR US
01:06:03:00 01:06:04:00 TO BE ABLE TO MONITOR AND
01:06:04:00 01:06:05:00 SUPPORT THE FAMILY.
01:06:05:00 01:06:07:00 THE AGENTS HAVE BEEN A CRITICAL
01:06:07:00 01:06:07:00 RESOURCE FOR BEING ABLE TO
01:06:07:00 01:06:10:00 CONNECT FAMILIES TO DIFFERENT
01:06:10:00 01:06:10:00 SERVICES AND SUPPORT
01:06:10:00 01:06:10:00 THROUGHOUT.
01:06:10:00 01:06:14:00 WE WE DO HAVE STUDENTS, MORE
01:06:14:00 01:06:15:00 STUDENTS EXPERIENCING FOOD
01:06:15:00 01:06:18:00 INSECURITY, HOUSING INSECURITY
01:06:18:00 01:06:19:00 THROUGHOUT THIS PANDEMIC AND IN
01:06:19:00 01:06:22:00 PARTICULAR FOCUS FOR THE FAMILY
01:06:22:00 01:06:25:00 IS ON MY SIDE.
01:06:25:00 01:06:26:00 YEAH, I WAS JUST GOING TO ADD
01:06:26:00 01:06:27:00 BECAUSE OF THE PROCESS THIS
01:06:27:00 01:06:29:00 YEAR WHERE WE ARE REALLY
01:06:29:00 01:06:30:00 FOCUSING ON UNDERSTANDING WHAT
01:06:30:00 01:06:30:00 SCHOOLS NEEDED IN ORDER TO
01:06:30:00 01:06:34:00 MAINTAIN SERVICES.
01:06:34:00 01:06:35:00 WE HAD A LOT OF CONVERSATIONS
01:06:35:00 01:06:36:00 THROUGHOUT THE BUDGET CYCLE
01:06:36:00 01:06:37:00 PROCESS OF SCHOOLS TO

01:06:37:00 01:06:38:00 UNDERSTAND MORE SPECIFICALLY
01:06:38:00 01:06:41:00 WHAT THE FUNDING FOR HOMELESS
01:06:41:00 01:06:42:00 STUDENTS WAS GOING TO SO THAT
01:06:42:00 01:06:43:00 WE COULD KIND OF EARMARK IT FOR
01:06:43:00 01:06:45:00 THAT ON THE FRONT END.
01:06:45:00 01:06:49:00 SO I THINK THAT THERE IS A LOT
01:06:49:00 01:06:50:00 OF EFFORT BEING MADE TO KIND
01:06:50:00 01:06:50:00 OF STRATEGICALLY PLAN HOW TO
01:06:50:00 01:06:53:00 USE THAT FUNDING GOING FORWARD
01:06:53:00 01:06:54:00 AND BE ABLE TO MAINTAIN IT FOR
01:06:54:00 01:06:57:00 NEXT YEAR.
01:06:57:00 01:06:58:00 NO, GO AHEAD, MIRIAM.
01:06:58:00 01:07:01:00 I TRIED TO CUT YOU OFF.
01:07:01:00 01:07:02:00 I DO HAVE A FOLLOW UP.
01:07:02:00 01:07:03:00 NO, NO GO FOR IT.
01:07:03:00 01:07:04:00 SO YOU ARE A NUMBER OF YEARS
01:07:04:00 01:07:05:00 AGO WE STARTED TO REALLY LOOK
01:07:05:00 01:07:08:00 AT THE NUMBERS OF STUDENTS IN
01:07:08:00 01:07:09:00 EACH ONE OF OUR BUILDINGS TO
01:07:09:00 01:07:09:00 MAKE SURE THAT SOME OF THAT
01:07:09:00 01:07:10:00 FUNDING WOULD FOLLOW THE
01:07:10:00 01:07:12:00 STUDENTS OF THAT BUILDING THIS
01:07:12:00 01:07:13:00 LAST YEAR WE AND ESPECIALLY AT
01:07:13:00 01:07:16:00 THE END OF LAST SCHOOL YEAR
01:07:16:00 01:07:17:00 INTO THE START OF THIS CURRENT
01:07:17:00 01:07:20:00 SCHOOL YEAR WE DID YOU ALL DID
01:07:20:00 01:07:20:00 A REALLY GOOD JOB AT
01:07:20:00 01:07:23:00 UNDERSTANDING WHAT YOUR STUDENT
01:07:23:00 01:07:24:00 NEEDS WERE IN EACH OF THOSE
01:07:24:00 01:07:27:00 PARTICULAR BUILDINGS.
01:07:27:00 01:07:28:00 ARE WE USING THAT INFORMATION
01:07:28:00 01:07:31:00 TO BETTER CALCULATE THE
01:07:31:00 01:07:32:00 WEIGHTED STUDENT FORMULA OR
01:07:32:00 01:07:34:00 PERHAPS ADD LIKE AN ADDED
01:07:34:00 01:07:38:00 CATEGORY?
01:07:38:00 01:07:39:00 YEAH, WE HAVE NOT WE HAVEN'T
01:07:39:00 01:07:41:00 REVISED HOW WE SORT
01:07:41:00 01:07:45:00 OF CALCULATE IT AND FUND IT
01:07:45:00 01:07:46:00 FROM WHERE THE FUNDING
01:07:46:00 01:07:53:00 PERSPECTIVE AND BUT WE HAVE USE
01:07:53:00 01:07:54:00 THAT INFORMATION ABOUT HOW WE
01:07:54:00 01:07:55:00 USE THAT FUNDING TO SUPPORT
01:07:55:00 01:07:56:00 THOSE STUDENTS.
01:07:56:00 01:07:58:00 AND I WOULD NOTE THAT I BELIEVE
01:07:58:00 01:08:00:00 THAT THE FIVE ELEVEN HEARING
01:08:00:00 01:08:01:00 THAT HOMELESSNESS AND HURN WILL
01:08:01:00 01:08:05:00 BE PART OF THE HEARING TOPIC
01:08:05:00 01:08:06:00 AND THAT THE STAFF WILL BE
01:08:06:00 01:08:06:00 THERE TO ANSWER MORE DETAILED
01:08:06:00 01:08:07:00 QUESTIONS.
01:08:07:00 01:08:09:00 BUT I THINK ONE OF THE THINGS
01:08:09:00 01:08:13:00 THAT WE ALWAYS THAT ONE OF OUR
01:08:13:00 01:08:13:00 CHALLENGES WITH WEIGHTED
01:08:13:00 01:08:14:00 STUDENT FUNDING IS THAT WE ARE

01:08:14:00 01:08:17:00 ALWAYS LOOKING FOR OBJECTIVE
01:08:17:00 01:08:17:00 MEASURES FOR DIFFERENT DATA
01:08:17:00 01:08:20:00 POINTS WHEN WE GO TO FUND
01:08:20:00 01:08:23:00 SCHOOLS AND SO THAT COMES IN
01:08:23:00 01:08:24:00 SORT OF CONFLICT SOMETIMES WITH
01:08:24:00 01:08:28:00 SOME OF THE MORE QUALITATIVE
01:08:28:00 01:08:29:00 INFORMATION THAT SCHOOLS KNOW
01:08:29:00 01:08:29:00 ABOUT THEIR STUDENTS.
01:08:29:00 01:08:31:00 AND SO ONE OF THE THINGS WE'RE
01:08:31:00 01:08:32:00 COMMITTED TO IS A STUDENT WITH
01:08:32:00 01:08:33:00 A PARTICULAR NEED OR EXPERIENCE
01:08:33:00 01:08:36:00 AT ONE SCHOOL IS GETTING THE
01:08:36:00 01:08:37:00 SAME PER PUPIL ALLOCATION AS A
01:08:37:00 01:08:40:00 STUDENT IN ANOTHER SCHOOL.
01:08:40:00 01:08:41:00 AND SO AS WE START TO LEARN
01:08:41:00 01:08:43:00 MORE ABOUT STUDENTS, WHAT WE
01:08:43:00 01:08:44:00 TRY AND DO IS REPLICATE THAT
01:08:44:00 01:08:45:00 INFORMATION ACROSS THE SUPPOSED
01:08:45:00 01:08:47:00 TO SEE IF THERE ARE BETTER WAYS
01:08:47:00 01:08:48:00 .
01:08:48:00 01:08:51:00 I ALSO JUST SAY AFTER THIS I'M
01:08:51:00 01:08:52:00 GOING TO THE OPPORTUNITY WITH
01:08:52:00 01:08:55:00 THE TASK FORCE TO TALK ABOUT
01:08:55:00 01:08:56:00 THE FINANCE TEAM'S GOALS FOR
01:08:56:00 01:08:59:00 THIS NEXT SCHOOL YEAR AND AS
01:08:59:00 01:09:00:00 PART OF THAT WE ARE COMMITTED
01:09:00:00 01:09:01:00 TO DOING ANOTHER COMPREHENSIVE
01:09:01:00 01:09:03:00 REVIEW OF WEIGHTED FUNDING.
01:09:03:00 01:09:04:00 WE'RE IN SOMETHING LIKE THE 11
01:09:04:00 01:09:06:00 TO 12 YEAR WAY TO FUNDING.
01:09:06:00 01:09:07:00 SO WE'RE GOING TO WE'RE GOING
01:09:07:00 01:09:08:00 TO REVISIT THAT AND IDENTIFY
01:09:08:00 01:09:10:00 ARE THERE WAYS THAT WE CAN
01:09:10:00 01:09:14:00 EITHER IMPROVE OR MODIFY ITS
01:09:14:00 01:09:15:00 FUNDING AND THIS IS AN AREA
01:09:15:00 01:09:15:00 THAT WE WILL DEFINITELY BE
01:09:15:00 01:09:18:00 LOOKING AT AS WELL.
01:09:18:00 01:09:19:00 WELL, ONE THING THERE'S SOME
01:09:19:00 01:09:19:00 CONVERSATION TODAY ABOUT
01:09:19:00 01:09:22:00 ENROLLMENT NUMBERS AND
01:09:22:00 01:09:22:00 PROJECTED ENROLLMENT.
01:09:22:00 01:09:23:00 WE SEE THE DECLINE FOR SURE AND
01:09:23:00 01:09:25:00 THE NUMBER OF STUDENTS BPS
01:09:25:00 01:09:26:00 WITHIN THOSE CERTAIN CATEGORIES
01:09:26:00 01:09:30:00 I IMAGINE STUDENTS EXPERIENCING
01:09:30:00 01:09:30:00 HOMELESSNESS ESPECIALLY OVER
01:09:30:00 01:09:33:00 THIS LAST YEAR.
01:09:33:00 01:09:34:00 THAT'S AN ADDED VULNERABILITY
01:09:34:00 01:09:38:00 ADDED UNSTABILITY INSTABILITY.
01:09:38:00 01:09:42:00 SO IF WE'RE LOOKING AT AND I
01:09:42:00 01:09:43:00 DON'T KNOW WHETHER THIS WILL
01:09:43:00 01:09:43:00 PROVE OR DISPROVE SOME POINT
01:09:43:00 01:09:46:00 THAT I'M TRYING TO MAKE, BUT IF
01:09:46:00 01:09:47:00 WE'RE LOOKING AT WHO ARE THE

01:09:47:00 01:09:49:00 STUDENTS THAT ARE ON ENROLLING
01:09:49:00 01:09:53:00 FROM SCHOOL OR NOT LOGGING IN
01:09:53:00 01:09:54:00 OR WE'LL TALK ABOUT THE
01:09:54:00 01:09:58:00 PERSISTENT ABSENTEEISM, YOU
01:09:58:00 01:10:02:00 KNOW, CAN WE CREATE A WEIGHT
01:10:02:00 01:10:02:00 WITHIN THAT GROUP UNDERSTANDING
01:10:02:00 01:10:03:00 AND REALIZING THAT THAT STUDENT
01:10:03:00 01:10:05:00 PARTICULAR THAT TYPE
01:10:05:00 01:10:06:00 OF STUDENT, THAT PROFILE THAT
01:10:06:00 01:10:07:00 STUDENT NEEDS ADDITIONAL
01:10:07:00 01:10:09:00 SUPPORTS AND IF THEY ARE
01:10:09:00 01:10:10:00 EXISTING AT HIGHER NUMBERS IN
01:10:10:00 01:10:13:00 CERTAIN SCHOOLS AND THAT WOULD
01:10:13:00 01:10:14:00 THAT WOULD DEMONSTRATE THAT TO
01:10:14:00 01:10:17:00 ME THE ABSOLUTELY WE HAVE WAYS
01:10:17:00 01:10:20:00 IN FUNDING STARTED WITH HIGH
01:10:20:00 01:10:21:00 RISK WEIGHT IN THE HIGH RISK WE
01:10:21:00 01:10:24:00 STARTED INITIALLY AS A NINTH
01:10:24:00 01:10:28:00 GRADE WAIT FOR STUDENTS WHO ARE
01:10:28:00 01:10:32:00 AT RISK OF DROPPING OUT USING
01:10:32:00 01:10:33:00 RESEARCH THAT CAME OUT AT JOHNS
01:10:33:00 01:10:33:00 HOPKINS AROUND OF COURSE TAKING
01:10:33:00 01:10:36:00 ATTENDANCE AND BEHAVIOR AND
01:10:36:00 01:10:37:00 THEN WE'VE ADDED THE HOMELESS
01:10:37:00 01:10:38:00 WEIGHT OF COURSE IN THE LAST
01:10:38:00 01:10:40:00 FEW YEARS THERE'S BEEN
01:10:40:00 01:10:41:00 CONVERSATIONS AROUND FOSTER
01:10:41:00 01:10:44:00 CARE IS ANOTHER SORT OF BIG
01:10:44:00 01:10:47:00 CHALLENGE WHEN WE LAUNCHED THE
01:10:47:00 01:10:48:00 OPPORTUNITY INDEX IT WAS MEANT
01:10:48:00 01:10:51:00 TO GET A MORE ROBUST CATEGORY
01:10:51:00 01:10:52:00 NEED THAT COMPLEMENTED STUDENTS
01:10:52:00 01:10:55:00 EXPERIENCING ECONOMIC
01:10:55:00 01:10:56:00 DISADVANTAGE WHICH WAS MEASURED
01:10:56:00 01:10:59:00 BY OUR POVERTY RATES AND OUR
01:10:59:00 01:11:00:00 HOMELESS RATES.
01:11:00:00 01:11:01:00 AND SO THAT IS THOSE ARE ALL
01:11:01:00 01:11:04:00 SORT OF THINGS THAT WE LOOK FOR
01:11:04:00 01:11:05:00 AND SAY WHAT ARE THESE
01:11:05:00 01:11:05:00 INDICATORS?
01:11:05:00 01:11:07:00 WHAT IS THEIR CORRELATION TO
01:11:07:00 01:11:08:00 ACADEMIC CHALLENGES AND THEN
01:11:08:00 01:11:11:00 CAN WE TRACK IT CONSISTENTLY
01:11:11:00 01:11:12:00 AND SHOULD WE FIND IT
01:11:12:00 01:11:12:00 DIFFERENTLY?
01:11:12:00 01:11:15:00 AND WE HAVE REALLY ENGAGED IN
01:11:15:00 01:11:16:00 FUNDING.
01:11:16:00 01:11:17:00 THERE ARE REALLY IF I WERE TO
01:11:17:00 01:11:20:00 OVERSIMPLE TWO CATEGORIES THERE
01:11:20:00 01:11:23:00 ARE THOSE WAVES THAT PAY FOR
01:11:23:00 01:11:24:00 THE STAFFING THAT'S NEEDED TO
01:11:24:00 01:11:28:00 RUN THE PROGRAM SO YOUR GRADE
01:11:28:00 01:11:28:00 LEVEL WITH THE ENGLISH LEARNER
01:11:28:00 01:11:31:00 WEIGHTS THE SPECIAL EDUCATION

01:11:31:00 01:11:32:00 ARE MEANT TO FUND THE STAFFING
01:11:32:00 01:11:36:00 MODEL ON A PER PUPIL BASIS AND
01:11:36:00 01:11:36:00 THEN THERE'S THOSE THAT WEIGHTS
01:11:36:00 01:11:39:00 THAT ARE NOT DIRECTLY LINKED TO
01:11:39:00 01:11:40:00 A SPECIFIC INTERVENTION
01:11:40:00 01:11:43:00 HOMELESSNESS, ECONOMIC
01:11:43:00 01:11:44:00 DISADVANTAGE.
01:11:44:00 01:11:45:00 THOSE ARE MEANT TO JUST BE ABLE
01:11:45:00 01:11:48:00 TO PROVIDE MORE RESOURCE TO
01:11:48:00 01:11:48:00 SCHOOLS AND PARTICULARLY THE
01:11:48:00 01:11:51:00 OPPORTUNITY INDEX WITH OUR
01:11:51:00 01:11:52:00 ORIGINAL TARGET WAS TO SAY WHAT
01:11:52:00 01:11:53:00 ARE THE SCHOOLS THAT ARE
01:11:53:00 01:11:54:00 UNLIKELY TO BE ABLE TO
01:11:54:00 01:11:56:00 FUNDRAISE OR UNLIKELY TO HAVE A
01:11:56:00 01:11:57:00 LOT OF COMMUNITY RESOURCES THAT
01:11:57:00 01:11:59:00 THEY CAN BRING TO BEAR?
01:11:59:00 01:12:00:00 LET'S LET'S TARGET THOSE
01:12:00:00 01:12:02:00 SCHOOLS AND THAT'S WHY WE FUND
01:12:02:00 01:12:03:00 PARTNERSHIPS THROUGH THAT
01:12:03:00 01:12:03:00 OPPORTUNITY INDEX.
01:12:03:00 01:12:04:00 AND SO THESE ARE ALL THE
01:12:04:00 01:12:07:00 DIFFERENT WAYS AND THOSE ARE
01:12:07:00 01:12:07:00 TIED TO A SPECIFIC SERVICE
01:12:07:00 01:12:08:00 EXPECTATION BUT IT'S MORE MEANT
01:12:08:00 01:12:11:00 TO PROVIDE RESOURCES TO
01:12:11:00 01:12:12:00 STUDENTS WE THINK NEED MORE
01:12:12:00 01:12:15:00 RESOURCES AND THEN TO GIVE
01:12:15:00 01:12:16:00 THOSE RESOURCES TO SCHOOLS AND
01:12:16:00 01:12:19:00 SAY TAILOR THIS TO THE NEEDS
01:12:19:00 01:12:20:00 OF THE STUDENTS BECAUSE YOU DO
01:12:20:00 01:12:21:00 THE BEST THEY CAN.
01:12:21:00 01:12:23:00 I SEE THE GAVEL JUST CLOSE WITH
01:12:23:00 01:12:24:00 THIS ROUND WITH A COMMENT THAT
01:12:24:00 01:12:26:00 WE SEE THE DECLINING ENROLLMENT
01:12:26:00 01:12:27:00 WHICH MEANS WE'RE HOLDING
01:12:27:00 01:12:30:00 SCHOOLS HARMLESS.
01:12:30:00 01:12:31:00 SO WE'RE STILL WE'RE FUNDING
01:12:31:00 01:12:34:00 NOW PER PUPIL AT BASICALLY A
01:12:34:00 01:12:35:00 HIGHER RATE BECAUSE WE'RE
01:12:35:00 01:12:37:00 HOLDING SCHOOLS HARMLESS YET
01:12:37:00 01:12:38:00 STILL UNABLE TO GIVE OUR KIDS
01:12:38:00 01:12:58:00 THE THINGS WE NEED.
01:12:58:00 01:12:58:00 SO FINDING A BETTER BALANCE
01:12:58:00 01:12:59:00 BETWEEN CREATING THAT
01:12:59:00 01:12:59:00 FOUNDATIONAL BUDGET AT EVERY
01:12:59:00 01:13:00:00 SCHOOL AND THEN ADDING ON TOP
01:13:00:00 01:13:01:00 OF IT SOME OF THAT WEIGHTED
01:13:01:00 01:13:02:00 STUDENT FORMULA I THINK HAS TO
01:13:02:00 01:13:02:00 BE WE SEE THESE DECLINING
01:13:02:00 01:13:03:00 ENROLLMENTS HAS TO BE THE WAY
01:13:03:00 01:13:04:00 THAT WE LOOK FORWARD AND MUCH
01:13:04:00 01:13:05:00 MORE IN A BIGGER AND MORE REAL
01:13:05:00 01:13:05:00 WAY.

01:13:05:00 01:13:06:00 THANK YOU FOR BOTH THE
01:13:06:00 01:13:06:00 THOUGHTFUL PRESENTATION AND THE
01:13:06:00 01:13:07:00 CONVERSATION.
01:13:07:00 01:13:07:00 THANK YOU, MADAM CHAIR.
01:13:07:00 01:13:08:00 THANK YOU SO MUCH.
01:13:08:00 01:13:11:00 COUNCILOR SAVAGE.
01:13:11:00 01:13:12:00 NEXT UP, COUNCILOR FLYNN AND
01:13:12:00 01:13:13:00 THEN I'LL BE COUNCILOR BRADIN
01:13:13:00 01:13:15:00 AND MY COUNCILOR COUNCILOR
01:13:15:00 01:13:16:00 FLYNN.
01:13:16:00 01:13:19:00 THANK YOU, COUNCILOR AND THANK
01:13:19:00 01:13:20:00 YOU.
01:13:20:00 01:13:22:00 THANK YOU.
01:13:22:00 01:13:23:00 I GUESS MY COMMENTS OR
01:13:23:00 01:13:26:00 QUESTIONS REVOLVE AROUND SOME
01:13:26:00 01:13:27:00 OF THE INFRASTRUCTURE
01:13:27:00 01:13:31:00 IMPROVEMENTS THAT MIGHT BE
01:13:31:00 01:13:31:00 INCLUDED IN SOME OF THAT
01:13:31:00 01:13:34:00 FEDERAL FUNDING THAT IS COMING
01:13:34:00 01:13:38:00 IN AND SPECIFICALLY MANY OF THE
01:13:38:00 01:13:40:00 SCHOOLS AS WE AS WE HEAD INTO
01:13:40:00 01:13:43:00 THE INTO THE SPRING AND SUMMER
01:13:43:00 01:13:45:00 WITH THE WEATHER TEMPERATURES
01:13:45:00 01:13:46:00 GOING UP.
01:13:46:00 01:13:49:00 TELL ME ABOUT THE VAISSE
01:13:49:00 01:13:50:00 SYSTEMS IN GENERALLY SPEAKING
01:13:50:00 01:13:53:00 THROUGHOUT THE THROUGHOUT BAPS.
01:13:53:00 01:13:55:00 WILL SOME OF THAT MONEY BE USED
01:13:55:00 01:13:57:00 FOR AC SYSTEMS?
01:13:57:00 01:14:01:00 THAT'S A CRITICAL ISSUE THAT
01:14:01:00 01:14:02:00 THE COUNCIL ALWAYS DEALS WITH,
01:14:02:00 01:14:04:00 ESPECIALLY AT THE END OF THE
01:14:04:00 01:14:05:00 AND THE BEGINNING OF THE YEAR
01:14:05:00 01:14:10:00 THE HEAT MIGHT BE ON THE AC IS
01:14:10:00 01:14:11:00 NOT ON TALK ABOUT THAT FOR
01:14:11:00 01:14:12:00 NIGHT.
01:14:12:00 01:14:13:00 YEAH.
01:14:13:00 01:14:14:00 WHEN WE THINK ABOUT THE THE
01:14:14:00 01:14:17:00 CONVERSATIONS I'VE BEEN HEARING
01:14:17:00 01:14:18:00 OR REQUEST THAT WE'VE GOT
01:14:18:00 01:14:24:00 AROUND THE AC IN SCHOOLS THERE
01:14:24:00 01:14:25:00 ARE REALLY TWO CATEGORIES
01:14:25:00 01:14:27:00 OF SCHOOLS.
01:14:27:00 01:14:28:00 THERE ARE SCHOOLS WITH EXISTING
01:14:28:00 01:14:31:00 HVAC SYSTEMS.
01:14:31:00 01:14:32:00 WE DO HAVE MONEY IN PART OF OUR
01:14:32:00 01:14:36:00 CAPITAL REPAIRS PROGRAM THAT IS
01:14:36:00 01:14:37:00 INTENDED TO BE ABLE TO UPGRADE
01:14:37:00 01:14:39:00 THOSE SYSTEMS AND MAINTAIN
01:14:39:00 01:14:43:00 THOSE SYSTEMS.
01:14:43:00 01:14:44:00 THE SECOND CATEGORY OF REQUEST
01:14:44:00 01:14:47:00 THAT WE GET OUR SCHOOLS THAT DO
01:14:47:00 01:14:50:00 NOT HAVE SORT OF CENTRALIZED
01:14:50:00 01:14:51:00 HVAC SYSTEMS, AIR CONDITIONING

01:14:51:00 01:14:55:00 OR SOME OF OUR OLDER BUILDINGS
01:14:55:00 01:14:56:00 BUILDINGS BUILT BETWEEN BEFORE
01:14:56:00 01:14:59:00 WORLD ONE OR TWO SOME OF OUR
01:14:59:00 01:15:00:00 BUILDINGS WERE BUILT BEFORE
01:15:00:00 01:15:02:00 WORLD WAR ONE AS WELL,
01:15:02:00 01:15:03:00 INCLUDING THE SCHOOL THAT MY
01:15:03:00 01:15:06:00 CHILDREN ATTEND THOSE BUILDINGS
01:15:06:00 01:15:10:00 TO RETROFIT AND PUT THEM IN.
01:15:10:00 01:15:11:00 THE COSTS ARE PROHIBITIVE AND
01:15:11:00 01:15:14:00 SO WE WOULD WE WE WOULD LOOK TO
01:15:14:00 01:15:15:00 THOSE SCHOOLS TO BE UPGRADED AT
01:15:15:00 01:15:18:00 A TIME WE WOULD BE ABLE TO DO A
01:15:18:00 01:15:22:00 FULL RENOVATION OR A NEW BUILD
01:15:22:00 01:15:22:00 FOR THOSE SCHOOL COMMUNITIES
01:15:22:00 01:15:25:00 AND THAT'S WHY WE HAVE FOCUSED
01:15:25:00 01:15:25:00 THE CAPITAL BUDGET THIS YEAR
01:15:25:00 01:15:29:00 NOT ONLY TO HAVE CAPITAL
01:15:29:00 01:15:30:00 REPAIRS BUT TO TO BEGIN THE
01:15:30:00 01:15:33:00 LAUNCH OF THE PROGRAM TO BUILD
01:15:33:00 01:15:34:00 NEW ELEMENTARY SCHOOLS TO BE
01:15:34:00 01:15:37:00 ABLE TO GET OURSELVES OUT
01:15:37:00 01:15:38:00 OF THOSE OLD AND AGING
01:15:38:00 01:15:38:00 INFRASTRUCTURE BUILDINGS THAT
01:15:38:00 01:15:41:00 CAN'T BE UPGRADED TO BE TWENTY
01:15:41:00 01:15:42:00 FIRST CENTURY SCHOOLS.
01:15:42:00 01:15:43:00 THEY CAN GET THE BASIC
01:15:43:00 01:15:44:00 EDUCATION.
01:15:44:00 01:15:45:00 THEY CERTAINLY CAN'T GET GYMS
01:15:45:00 01:15:48:00 AND AUDITORIUMS AND LIBRARIES
01:15:48:00 01:15:49:00 AND THINGS THAT HAVE COME UP
01:15:49:00 01:15:50:00 TIME AND TIME AGAIN IN OUR
01:15:50:00 01:15:52:00 CONVERSATIONS OBVIOUSLY.
01:15:52:00 01:15:53:00 YOU KNOW, I I APPRECIATE THAT
01:15:53:00 01:15:56:00 AND I UNDERSTAND THE CHALLENGE
01:15:56:00 01:15:57:00 THAT YOU HAVE.
01:15:57:00 01:15:58:00 BUT WHAT I'M SAYING THOUGH IS
01:15:58:00 01:15:59:00 IF WE HAVE SEVERAL HUNDRED
01:15:59:00 01:16:00:00 MILLION DOLLARS FEDERAL MONEY
01:16:00:00 01:16:06:00 GOING INTO BP'S CHILDREN, STILL
01:16:06:00 01:16:07:00 OUR STUDENTS STILL GOING TO BE
01:16:07:00 01:16:09:00 LEARNING AND ROOMS THAT ARE
01:16:09:00 01:16:13:00 THAT ARE HOT DURING THE SPRING
01:16:13:00 01:16:17:00 OR EARLY EARLY FALL, IT SEEMS
01:16:17:00 01:16:18:00 LIKE THAT'S STILL THAT WILL
01:16:18:00 01:16:19:00 STILL BE THE CASE IS THAT
01:16:19:00 01:16:20:00 RIGHT?
01:16:20:00 01:16:23:00 YEAH.
01:16:23:00 01:16:27:00 THERE'S NOT ADDITIONAL UPGRADES
01:16:27:00 01:16:28:00 THAT WILL BE IN PLACE FOR
01:16:28:00 01:16:29:00 SPRING AND SUMMER OF THIS YEAR
01:16:29:00 01:16:32:00 THAT THE EXISTING BUT WE DID A
01:16:32:00 01:16:35:00 LOT AROUND AIR CIRCULATION FOR
01:16:35:00 01:16:36:00 TO RESPOND TO IT BUT NOT THERE
01:16:36:00 01:16:39:00 NO ADDITIONAL IN THE WORKS.

01:16:39:00 01:16:42:00 OK, HERE'S MY QUESTION THEN
01:16:42:00 01:16:43:00 WHAT ARE WE GOING TO DO FOR
01:16:43:00 01:16:44:00 THOSE STUDENTS SO WE MAKE THE
01:16:44:00 01:16:47:00 ENVIRONMENT ACCEPTABLE FOR THEM
01:16:47:00 01:16:51:00 TO LEARN THEY THEY DESERVE TO
01:16:51:00 01:16:51:00 LEARN IN A HEALTHY AND HEALTHY
01:16:51:00 01:16:55:00 ENVIRONMENT AND YOU CAN'T LEARN
01:16:55:00 01:16:56:00 IN A HEALTHY ENVIRONMENT WITH
01:16:56:00 01:16:58:00 THE HEAT THE HEAT ON OR THE AC
01:16:58:00 01:17:01:00 NOT ON.
01:17:01:00 01:17:03:00 SO WHAT DO WE SAY TO THOSE
01:17:03:00 01:17:05:00 STUDENTS AND THEIR PARENTS?
01:17:05:00 01:17:09:00 HOW ARE WE GOING TO HELP THEM?
01:17:09:00 01:17:13:00 AND I APPRECIATE THE DIRECTNESS
01:17:13:00 01:17:13:00 OF THAT QUESTION.
01:17:13:00 01:17:14:00 IT'S A VERY DIFFICULT ONE.
01:17:14:00 01:17:17:00 I WOULD SAY THERE THERE THERE
01:17:17:00 01:17:21:00 IS A WE HAVE AN ENVIRONMENTAL
01:17:21:00 01:17:22:00 MANAGEMENT SYSTEM THAT IS HOW
01:17:22:00 01:17:25:00 WE MONITOR THE TEMPERATURE IN
01:17:25:00 01:17:26:00 SCHOOL BUILDINGS AND RESPOND TO
01:17:26:00 01:17:29:00 THAT THAT THAT IS SOMETHING
01:17:29:00 01:17:30:00 THAT IS IN THE CAPITAL BUDGET
01:17:30:00 01:17:30:00 FOR AN UPGRADE FOR US TO BE
01:17:30:00 01:17:33:00 ABLE TO DO BETTER ENVIRONMENTAL
01:17:33:00 01:17:33:00 MANAGEMENT.
01:17:33:00 01:17:34:00 AND SO IF IT'S A MATTER
01:17:34:00 01:17:35:00 OF TURNING UP THE HEAT OR
01:17:35:00 01:17:36:00 TURNING DOWN THE HEAT, THAT'S
01:17:36:00 01:17:40:00 SORT OF AN EASIER WHEN THE
01:17:40:00 01:17:44:00 BIGGER CHALLENGE WHICH IS IF
01:17:44:00 01:17:45:00 YOU WANT AS WE AS WE APPROACH
01:17:45:00 01:17:47:00 THE HOTTER MONTHS OR AS WE
01:17:47:00 01:17:48:00 THINK ABOUT SUMMER SCHOOL WE
01:17:48:00 01:17:51:00 HAVE TRIED TO PLACE OUR SUMMER
01:17:51:00 01:17:52:00 SCHOOL PROGRAMS IN BUILDINGS
01:17:52:00 01:17:55:00 THAT HAVE AIR CONDITIONING TO
01:17:55:00 01:17:56:00 BE ABLE TO FACILITATE THOSE
01:17:56:00 01:17:56:00 PROGRAMS.
01:17:56:00 01:17:59:00 OBVIOUSLY WE DON'T HAVE ENOUGH
01:17:59:00 01:18:00:00 BUILDINGS AND NOT ALL OF OUR
01:18:00:00 01:18:00:00 BUILDINGS HAVE THOSE SYSTEMS
01:18:00:00 01:18:03:00 AND UNFORTUNATELY THE ONLY WAY
01:18:03:00 01:18:07:00 TO GET THERE IS IS NEW SCHOOL
01:18:07:00 01:18:08:00 BUILDINGS WHICH TAKES
01:18:08:00 01:18:10:00 SIGNIFICANT TIME RESOURCES.
01:18:10:00 01:18:14:00 BUT WE ARE WE IN THE PROCESS
01:18:14:00 01:18:14:00 IDENTIFIED THE SCHOOLS THAT
01:18:14:00 01:18:18:00 NEED UPGRADES BUT EVEN WE'RE
01:18:18:00 01:18:19:00 NOT ABLE TO GET HVAC SYSTEMS
01:18:19:00 01:18:22:00 NOW ARE WE ABLE TO GET THEM
01:18:22:00 01:18:23:00 TEMPORARY ASSISTANCE SUCH AS
01:18:23:00 01:18:26:00 FANS OR OR STRONGER AIR
01:18:26:00 01:18:27:00 CONDITIONED SYSTEMS, PORTABLE

01:18:27:00 01:18:32:00 AC SYSTEMS?
01:18:32:00 01:18:33:00 WE DEFINITELY HAVE FANS FOR
01:18:33:00 01:18:34:00 EVERY SCHOOL THAT WAS PART
01:18:34:00 01:18:36:00 OF THE ROLLOUT OF OUR EXCHANGE
01:18:36:00 01:18:37:00 ON THE BUILDING.
01:18:37:00 01:18:41:00 SO WE HAVE A SIGNIFICANT NUMBER
01:18:41:00 01:18:44:00 OF FANS THAT WE PURCHASED THIS
01:18:44:00 01:18:44:00 YEAR.
01:18:44:00 01:18:45:00 WE HAVE NOT LOOKED AT PORTABLE
01:18:45:00 01:18:48:00 AIR CONDITIONING.
01:18:48:00 01:18:51:00 WE HAVE NOT PLANNED TO ROLL OUT
01:18:51:00 01:18:52:00 PORTABLE AIR CONDITIONING THAT
01:18:52:00 01:18:55:00 RUNS INTO MULTIPLE CHALLENGES
01:18:55:00 01:19:00:00 AROUND NOT JUST SIMPLY THE THE
01:19:00:00 01:19:04:00 COST OF OPERATING THOSE BUT
01:19:04:00 01:19:05:00 ALSO THE ELECTRICAL
01:19:05:00 01:19:08:00 INFRASTRUCTURE OF THE EXISTING
01:19:08:00 01:19:09:00 BUILDING AND ITS ABILITY TO
01:19:09:00 01:19:12:00 WITHSTAND THAT MANY AIR
01:19:12:00 01:19:12:00 CONDITIONING SORT OF EITHER
01:19:12:00 01:19:16:00 WINDOW MOUNTED OR IN THE ROOM
01:19:16:00 01:19:16:00 AIR CONDITIONING.
01:19:16:00 01:19:20:00 SO I THINK WHAT I THINK WE
01:19:20:00 01:19:23:00 ALWAYS HAVE A BALANCE.
01:19:23:00 01:19:24:00 COUNCILOR GEORGE, SORRY ABOUT
01:19:24:00 01:19:25:00 THE BALANCE BETWEEN THE
01:19:25:00 01:19:27:00 FOUNDATION FOR QUALITY AND THEN
01:19:27:00 01:19:28:00 WEIGHTED STUDENT FUNDING AND
01:19:28:00 01:19:29:00 HOW DO WE BALANCE THAT?
01:19:29:00 01:19:32:00 THERE IS A BALANCE BETWEEN HOW
01:19:32:00 01:19:33:00 MUCH OF OUR CAPITAL BUDGET GOES
01:19:33:00 01:19:34:00 TOWARDS SORT OF UPGRADING THE
01:19:34:00 01:19:35:00 EXPERIENCE OF OUR OLD BUILDINGS
01:19:35:00 01:19:39:00 AND HOW MUCH GOES TOWARDS
01:19:39:00 01:19:39:00 INVESTING IN NEW BUILDINGS AND
01:19:39:00 01:19:40:00 GETTING OURSELVES OUT
01:19:40:00 01:19:43:00 OF OPERATING BUILDINGS THAT ARE
01:19:43:00 01:19:43:00 ONE HUNDRED PLUS YEARS OLD.
01:19:43:00 01:19:46:00 AND SO I THINK FAMILIES CURRENT
01:19:46:00 01:19:50:00 FAMILIES OBVIOUSLY ARE GOING TO
01:19:50:00 01:19:51:00 BE FOCUSED ON HOW DO WE UPGRADE
01:19:51:00 01:19:54:00 THIS EXPERIENCE NOW BUT WE
01:19:54:00 01:19:54:00 CAN'T LET THAT CROWD OUT OUR
01:19:54:00 01:19:57:00 INVESTMENT IN NEW MAJOR
01:19:57:00 01:19:58:00 INNOVATIONS SO THAT IN FIVE,
01:19:58:00 01:20:02:00 10, 15 YEARS WE'RE IN A
01:20:02:00 01:20:03:00 DIFFERENT PLACE AS A DISTRICT.
01:20:03:00 01:20:05:00 I THINK THAT'S THE SORT
01:20:05:00 01:20:06:00 OF DEFERRED INVESTMENTS IN NEW
01:20:06:00 01:20:07:00 BUILDINGS THAT WE FELL INTO
01:20:07:00 01:20:09:00 TEN, FIFTEEN YEARS AGO THAT HAS
01:20:09:00 01:20:10:00 CREATED THE PROBLEM THAT WE'RE
01:20:10:00 01:20:10:00 IN NOW.
01:20:10:00 01:20:13:00 IT I APPRECIATE THAT.

01:20:13:00 01:20:14:00 I JUST I WANTED TO STAY ON TOP
01:20:14:00 01:20:17:00 OF THIS ON TOP OF THIS TOPIC
01:20:17:00 01:20:21:00 BECAUSE ALL OF US ON THE CITY
01:20:21:00 01:20:22:00 COUNCIL ALWAYS RECEIVE CALLS
01:20:22:00 01:20:24:00 ABOUT THIS ISSUE AND WE'RE
01:20:24:00 01:20:25:00 ALWAYS TRYING TO FIGURE OUT HOW
01:20:25:00 01:20:28:00 WE CAN HELP SO KNOW PREPARING
01:20:28:00 01:20:32:00 FOR IT NOW GETTING FANS GETTING
01:20:32:00 01:20:33:00 AC SYSTEMS, GETTING GETTING
01:20:33:00 01:20:36:00 WATER AVAILABLE TO STUDENTS.
01:20:36:00 01:20:37:00 I WAS IN AN ENVIRONMENT IN THE
01:20:37:00 01:20:40:00 MIDDLE EAST THAT ONE ONE DAY
01:20:40:00 01:20:41:00 WAS ONE HUNDRED AND FORTY
01:20:41:00 01:20:44:00 DEGREES BUT WHAT I'M SAYING
01:20:44:00 01:20:45:00 ABOUT THE SCHOOLS THOUGH IS IF
01:20:45:00 01:20:48:00 THE SCHOOL BUILDING IS ONE
01:20:48:00 01:20:49:00 HUNDRED DEGREES AND 90 DEGREES
01:20:49:00 01:20:55:00 AT WHAT POINT IS IT NOT NOT
01:20:55:00 01:20:55:00 HELPFUL OR HARMFUL TO THE
01:20:55:00 01:20:59:00 STUDENT REALLY TO LEARN SO JUST
01:20:59:00 01:21:00:00 TRYING TO THINK ABOUT WAYS THAT
01:21:00:00 01:21:03:00 WE CAN REALLY BE PROACTIVE AND
01:21:03:00 01:21:04:00 HELP THESE STUDENTS BECAUSE
01:21:04:00 01:21:07:00 IT'S A IT'S A PROBLEM WE DEAL
01:21:07:00 01:21:08:00 EVERY YEAR AND IT DOESN'T GO
01:21:08:00 01:21:11:00 AWAY.
01:21:11:00 01:21:12:00 BUT I KNOW YOU TRY AND I KNOW
01:21:12:00 01:21:13:00 YOU'RE THINKING ABOUT IT.
01:21:13:00 01:21:15:00 I YOU'RE LOOKING AT SOLUTIONS.
01:21:15:00 01:21:16:00 I DON'T I APPRECIATE YOUR
01:21:16:00 01:21:18:00 HONEST ANSWERS AND HOPEFULLY WE
01:21:18:00 01:21:19:00 CAN CONTINUE TALKING ABOUT IT
01:21:19:00 01:21:22:00 AND COME UP WITH A GOOD PLAN.
01:21:22:00 01:21:25:00 OK, THANK YOU.
01:21:25:00 01:21:26:00 COUNCILOR BOK WAS AT THE TIME
01:21:26:00 01:21:30:00 IT WAS RIGHT ON SCHEDULE.
01:21:30:00 01:21:31:00 I PLANNED IT THAT WAY.
01:21:31:00 01:21:33:00 COUNCILOR THANK YOU.
01:21:33:00 01:21:36:00 COUNCILOR FLYNN.
01:21:36:00 01:21:37:00 ALL RIGHT.
01:21:37:00 01:21:40:00 COUNCILOR BRADEN AND THEN
01:21:40:00 01:21:44:00 COUNCILOR WE HAD TO STEP AWAY
01:21:44:00 01:21:45:00 COUNCILOR MEDIA AND THEN WE
01:21:45:00 01:21:46:00 WERE JOINED SOME TIME AGO BY
01:21:46:00 01:21:46:00 COUNCILOR MICHAEL FLAHERTY AT
01:21:46:00 01:21:48:00 LARGE AS WELL.
01:21:48:00 01:21:49:00 COUNCILOR BREADON, THANK YOU.
01:21:49:00 01:21:53:00 I'D LIKE TO EXPLORE THE
01:21:53:00 01:21:53:00 QUESTION OF DECREASED
01:21:53:00 01:21:53:00 ENROLLMENT.
01:21:53:00 01:21:56:00 I'M WONDERING DO WE TRACK THE
01:21:56:00 01:21:57:00 NUMBER OF SCHOOL AGE CHILDREN
01:21:57:00 01:22:00:00 ACROSS THE CITY REGARDLESS
01:22:00:00 01:22:03:00 OF WHAT SCHOOL THEY ATTEND JUST

01:22:03:00 01:22:07:00 TO GET SOME MEASURE OF WHAT THE
01:22:07:00 01:22:10:00 POPULATION IS AND A POTENTIAL
01:22:10:00 01:22:11:00 POTENTIAL SCHOOL POPULATION
01:22:11:00 01:22:17:00 THAT WE HAVE TO WIN THROUGH
01:22:17:00 01:22:18:00 HOLDING UP THE WONDERFUL
01:22:18:00 01:22:22:00 SERVICES BEEPS THAT'S ONE
01:22:22:00 01:22:25:00 QUESTION I ALSO HAVE A QUESTION
01:22:25:00 01:22:25:00 ABOUT THE HARSHMAN ENROLLMENT
01:22:25:00 01:22:29:00 APPARENTLY WE LOOKED AT THE
01:22:29:00 01:22:33:00 NUMBERS FOR FINANCIAL YEAR 2011
01:22:33:00 01:22:33:00 .
01:22:33:00 01:22:34:00 THE ENROLLMENT WAS ONE HUNDRED
01:22:34:00 01:22:36:00 AND ONE HUNDRED AND FORTY TWO
01:22:36:00 01:22:37:00 DEAF STUDENTS AND THEN IN
01:22:37:00 01:22:41:00 FINANCIAL YEAR THIS PROJECTED
01:22:41:00 01:22:42:00 ENROLLMENT FOR NEXT YEAR FOR
01:22:42:00 01:22:45:00 THIS YEAR COMING IS SEVENTY
01:22:45:00 01:22:45:00 TWO.
01:22:45:00 01:22:48:00 THAT'S A DRAMATIC DROP IN
01:22:48:00 01:22:49:00 ENROLLMENT.
01:22:49:00 01:22:50:00 SO I WOULD LOVE TO UNDERSTAND
01:22:50:00 01:22:53:00 WHAT'S GOING ON.
01:22:53:00 01:22:54:00 THERE ARE ARE ARE IS THE
01:22:54:00 01:22:57:00 DECLINE DUE TO OTHER DISTRICT
01:22:57:00 01:23:20:00 PLACEMENTS BEING DECREASING OR
01:23:20:00 01:23:21:00 INWARD IN PLACEMENTS FROM OTHER
01:23:21:00 01:23:21:00 DISTRICTS?
01:23:21:00 01:23:22:00 ARE THEY DECLINING OR WHAT'S
01:23:22:00 01:23:22:00 HAPPENING?
01:23:22:00 01:23:23:00 THAT'S THAT'S A DRAMATIC DROP.
01:23:23:00 01:23:24:00 I ALSO WANTED TO KNOW HOW
01:23:24:00 01:23:25:00 YOU'RE SUPPORTING THE FAMILIES
01:23:25:00 01:23:25:00 OF YOUNG DEAF CHILDREN, INFANTS
01:23:25:00 01:23:26:00 AND TODDLERS.
01:23:26:00 01:23:27:00 I WORKED AT PERKINS FOR THE
01:23:27:00 01:23:27:00 BLIND IN THEIR PRESCHOOL
01:23:27:00 01:23:28:00 PROGRAM AND THEY HAD AN INFANT
01:23:28:00 01:23:29:00 TODDLER PROGRAM WHICH WAS A
01:23:29:00 01:23:30:00 PIPELINE TO SUPPORT FAMILIES TO
01:23:30:00 01:23:32:00 GET THEIR KIDS READY FOR
01:23:32:00 01:23:34:00 PRESCHOOL FIRST OF ALL AND THEN
01:23:34:00 01:23:35:00 LATER AS GETTING READINESS
01:23:35:00 01:23:36:00 SKILLS SO THAT THEIR STUDENTS
01:23:36:00 01:23:38:00 COULD GO INTO AN INTEGRATED
01:23:38:00 01:23:39:00 CLASSROOM.
01:23:39:00 01:23:42:00 I JUST WONDER WE GOT SUCH A
01:23:42:00 01:23:46:00 PIPELINE SUPPORT SYSTEM TO
01:23:46:00 01:23:47:00 SUPPORT FOR INFANTS AND
01:23:47:00 01:23:50:00 TODDLERS WITH DEAFNESS IN IN
01:23:50:00 01:23:50:00 THE CITY.
01:23:50:00 01:23:54:00 AND I ALSO THINK THAT IT'S
01:23:54:00 01:23:55:00 CRITICAL WHEN A BABY IS BORN
01:23:55:00 01:23:58:00 INTO A FAMILY THAT WITH NO
01:23:58:00 01:23:59:00 EXPERIENCE OF DEAFNESS, YOU

01:23:59:00 01:24:02:00 KNOW THAT THE CRITICAL SUPPORT
01:24:02:00 01:24:05:00 FOR THE FAMILY IN TERMS
01:24:05:00 01:24:06:00 OF ORIENTING THEM TO THE DEAF
01:24:06:00 01:24:09:00 CULTURE AND TEACHING THE MASSOW
01:24:09:00 01:24:10:00 AND JUST AND NOT SEEING THE
01:24:10:00 01:24:14:00 DEAFNESS AS A MEDICAL ISSUE TO
01:24:14:00 01:24:17:00 BE FIXED BUT ALSO TO HOLD IT UP
01:24:17:00 01:24:20:00 AS I LOOK AT IT MORE FROM A
01:24:20:00 01:24:21:00 CULTURAL AND SOCIAL PERSPECTIVE
01:24:21:00 01:24:24:00 RATHER THAN A MEDICAL ISSUE AND
01:24:24:00 01:24:28:00 THEN ALSO EVER DEAF STUDENTS
01:24:28:00 01:24:32:00 ARE ATTENDING OTHER BP STUDENTS
01:24:32:00 01:24:33:00 SCHOOLS AND IN THE DISTRICT.
01:24:33:00 01:24:37:00 HOW ARE THEY BEING SERVED?
01:24:37:00 01:24:37:00 DO THEY HAVE A CERTIFIED DO
01:24:37:00 01:24:40:00 THEY HAVE A DEAF A DEAF
01:24:40:00 01:24:40:00 EDUCATION SPECIALIST?
01:24:40:00 01:24:44:00 DO THEY HAVE ONE TO ONE PARA
01:24:44:00 01:24:44:00 PROFESSIONAL SOLDIER?
01:24:44:00 01:24:45:00 THOSE ARE SOME OF THE BIG
01:24:45:00 01:24:47:00 QUESTIONS.
01:24:47:00 01:24:48:00 I ALSO HAD A QUESTION WITH THE
01:24:48:00 01:24:50:00 WINSHIP SCHOOL IN TERMS
01:24:50:00 01:24:51:00 OF THERE WAS SOME QUESTION
01:24:51:00 01:24:54:00 OF ADDING THERE WAS A PARENTS
01:24:54:00 01:24:55:00 ARE VERY KEEN TO ADD A SIXTH
01:24:55:00 01:24:56:00 GRADE OVER THERE.
01:24:56:00 01:24:59:00 I WAS WONDERING ARE THERE PLANS
01:24:59:00 01:25:00:00 TO INCREASE TO ADD A SIXTH
01:25:00:00 01:25:02:00 GRADE TO THE WINSHIP SO AND
01:25:02:00 01:25:09:00 THAT'S FOR THANK YOU.
01:25:09:00 01:25:10:00 SO THE FIRST QUESTION YOU WERE
01:25:10:00 01:25:14:00 ASKING ABOUT TOTAL ENROLLMENT
01:25:14:00 01:25:15:00 IN THE CITY OF BOSTON PRESCHOOL
01:25:15:00 01:25:17:00 AGE YOU AND SO AS THE BUDGET
01:25:17:00 01:25:22:00 THE LEGAL EDUCATION AGENCY IN
01:25:22:00 01:25:25:00 BOSTON WE DO HAVE AN OBLIGATION
01:25:25:00 01:25:26:00 TO TRACK ALL SCHOOL AGE YOUTH
01:25:26:00 01:25:29:00 AND NO WHERE THEY'RE ENROLLED,
01:25:29:00 01:25:30:00 WHETHER IT'S HOME SCHOOL,
01:25:30:00 01:25:32:00 CHARTER SCHOOLS, PAROCHIAL
01:25:32:00 01:25:33:00 MATKO WE HAVE THAT DATA WE GET
01:25:33:00 01:25:37:00 THAT REPORT AND CHECK IT ON AN
01:25:37:00 01:25:37:00 ANNUAL BASIS.
01:25:37:00 01:25:39:00 IT'S NOT SOMETHING THAT WE HAVE
01:25:39:00 01:25:41:00 SORT AS FREQUENTLY AS OUR
01:25:41:00 01:25:45:00 STANDARD ENROLLMENT WE ANALYZE
01:25:45:00 01:25:45:00 THAT AND THE TERM YOU'RE
01:25:45:00 01:25:46:00 LOOKING FOR WE CALL IT THE
01:25:46:00 01:25:48:00 CAPTURE RATE WHICH IS WHAT
01:25:48:00 01:25:49:00 PERCENTAGE OF SCHOOL AGE YOUTH
01:25:49:00 01:25:52:00 DO WE CAPTURE AS BAPS STUDENTS
01:25:52:00 01:25:54:00 AND WE'VE SEEN THE SHIFT IN
01:25:54:00 01:25:56:00 CAPTURE RATE OVER THE LAST TEN

01:25:56:00 01:25:57:00 OR FIFTEEN YEARS AS CHARTER
01:25:57:00 01:26:00:00 SCHOOLS HAVE EXPANDED.
01:26:00:00 01:26:01:00 WE'VE ALSO SEEN AS A RESPONSE
01:26:01:00 01:26:04:00 PAROCHIAL SCHOOL CAPTURE RATE
01:26:04:00 01:26:05:00 DECLINE IN THE CITY OF BOSTON
01:26:05:00 01:26:08:00 BOTH IN RESPONSE TO SOME OF THE
01:26:08:00 01:26:09:00 CONTROVERSIES THAT HAPPENED IN
01:26:09:00 01:26:12:00 THE CATHOLIC CHURCH AROUND 2000
01:26:12:00 01:26:15:00 AND ON THAT TIMEFRAME AND ALSO
01:26:15:00 01:26:16:00 THE EXPANSION OF CHARTER
01:26:16:00 01:26:16:00 SCHOOLS.
01:26:16:00 01:26:20:00 SO IF YOU LOOK IN THE LATEST
01:26:20:00 01:26:21:00 REPORT WE DID WHICH WAS PHASE
01:26:21:00 01:26:23:00 TWO UPDATE WE PUBLISH
01:26:23:00 01:26:24:00 NEIGHBORHOOD STATISTICS AND
01:26:24:00 01:26:27:00 SHOWED THE CAPTURE RATE FOR
01:26:27:00 01:26:31:00 EACH NEIGHBORHOOD BY SCHOOLS
01:26:31:00 01:26:32:00 AND OTHER SCHOOLS AND SO THAT
01:26:32:00 01:26:37:00 IS INFORMATION THAT WE HAVE
01:26:37:00 01:26:38:00 EVEN STARTED ASKING QUESTIONS
01:26:38:00 01:26:39:00 ABOUT THE HORSMAN SCHOOL FOR
01:26:39:00 01:26:41:00 THE DEAF AND HARD OF HEARING AS
01:26:41:00 01:26:42:00 YOU KNOW, I'VE BEEN ABLE TO
01:26:42:00 01:26:45:00 SPEND A LOT MORE TIME WITH THAT
01:26:45:00 01:26:46:00 COMMUNITY OVER THE LAST FEW
01:26:46:00 01:26:47:00 WEEKS AND LEARN A LOT ABOUT
01:26:47:00 01:26:50:00 THEM AND LEARN FROM THEM WHAT A
01:26:50:00 01:26:53:00 TREMENDOUS SCHOOL COMMUNITY ONE
01:26:53:00 01:26:53:00 WE ARE COMMITTED TO.
01:26:53:00 01:26:54:00 WE ARE EXCITED TO BE SUBMITTING
01:26:54:00 01:26:57:00 THEM FOR THE MSBA NEW SCHOOL
01:26:57:00 01:26:58:00 PROGRAM CORPS PROGRAM AND IN
01:26:58:00 01:27:01:00 THIS OPEN PERIOD RIGHT NOW AND
01:27:01:00 01:27:05:00 SO WE ARE LOOKING TO BUILD A
01:27:05:00 01:27:05:00 THE STATE OF THE ART FACILITY
01:27:05:00 01:27:08:00 TO SERVE THEIR STUDENTS.
01:27:08:00 01:27:12:00 THERE HAS BEEN A DECLINE IN
01:27:12:00 01:27:13:00 OVERALL THE NUMBER OF STUDENTS
01:27:13:00 01:27:14:00 WHO HAVE BEEN IDENTIFIED AS
01:27:14:00 01:27:17:00 HAVING A HEARING LOSS OR IN THE
01:27:17:00 01:27:20:00 SPECIAL EDUCATION SYSTEM.
01:27:20:00 01:27:22:00 SO THE ONE HUNDRED AND SIXTY TO
01:27:22:00 01:27:25:00 ABOUT 80 STUDENTS THAT YOU
01:27:25:00 01:27:25:00 MENTIONED OVER THE LAST 10
01:27:25:00 01:27:29:00 YEARS IS A DECLINE IN THAT
01:27:29:00 01:27:32:00 POPULATION IN BOSTON OVERALL IN
01:27:32:00 01:27:35:00 BP'S.
01:27:35:00 01:27:36:00 BUT YOU'RE ALSO NOTICING AND I
01:27:36:00 01:27:39:00 THOUGHT YOU SAID IT WELL AND
01:27:39:00 01:27:40:00 I'M GOING TO DEFER TO THE
01:27:40:00 01:27:41:00 HEARING ON SPECIAL EDUCATION SO
01:27:41:00 01:27:44:00 THAT YOU CAN HEAR FROM ETHAN
01:27:44:00 01:27:44:00 DONELON BIRDS OUR HEAD
01:27:44:00 01:27:47:00 OF SPECIAL EDUCATION MORE ABOUT

01:27:47:00 01:27:48:00 THIS.
01:27:48:00 01:27:51:00 BUT CERTAINLY THERE ARE HEARING
01:27:51:00 01:27:52:00 LOSS AS A SPECIAL EDUCATION
01:27:52:00 01:27:55:00 CATEGORY AS A DISABILITY AND
01:27:55:00 01:27:56:00 THEN THERE'S THE DEAF AND HARD
01:27:56:00 01:27:57:00 OF HEARING COMMUNITY AS A
01:27:57:00 01:27:59:00 COMMUNITY AND A CULTURE DEAF
01:27:59:00 01:28:00:00 CULTURE, PART OF THE DUAL
01:28:00:00 01:28:01:00 LANGUAGE PROGRAM THAT THEY'VE
01:28:01:00 01:28:04:00 TALKED ABOUT IS ABOUT DEAF
01:28:04:00 01:28:04:00 CULTURE AND SUSTAINING THAT AND
01:28:04:00 01:28:06:00 SUPPORTING THAT.
01:28:06:00 01:28:08:00 AND SO WE NEED TO THINK ABOUT
01:28:08:00 01:28:10:00 THE SCHOOL BOTH WAYS.
01:28:10:00 01:28:11:00 AND IT'S IMPORTANT TO TO
01:28:11:00 01:28:12:00 REITERATE THAT BEING IN A
01:28:12:00 01:28:15:00 SCHOOL FOR THAT THAT CELEBRATES
01:28:15:00 01:28:16:00 DEAF CULTURE THAT DOES DUAL
01:28:16:00 01:28:22:00 LANGUAGE ASL AND ENGLISH IS
01:28:22:00 01:28:23:00 IMPORTANT FOR SUPPORTING THOSE
01:28:23:00 01:28:26:00 FAMILIES.
01:28:26:00 01:28:28:00 THEY DO HAVE WHAT THEY CALL THE
01:28:28:00 01:28:30:00 INSTANT PARENTING PROGRAM THAT
01:28:30:00 01:28:31:00 WORKS WITH LOCAL HOSPITALS FOR
01:28:31:00 01:28:35:00 FAMILIES TO IDENTIFY FAMILIES
01:28:35:00 01:28:36:00 WHO HAVE AN INFANT WHO IS BORN
01:28:36:00 01:28:38:00 EITHER DEAF HARD OF HEARING TO
01:28:38:00 01:28:39:00 CONNECT THOSE FAMILIES TO
01:28:39:00 01:28:41:00 SERVICES TO CONNECT THOSE
01:28:41:00 01:28:42:00 FAMILIES TO THE COMMUNITY AND
01:28:42:00 01:28:46:00 TO DO INSTRUCTION AND TEACH ASL
01:28:46:00 01:28:47:00 AND THAT'S PART OF THE PROGRAM.
01:28:47:00 01:28:50:00 AND SO WE LOOK FOR SPACE FOR
01:28:50:00 01:28:51:00 THEIR SWING SPACE.
01:28:51:00 01:28:51:00 WE HAD CONVERSATIONS ABOUT HOW
01:28:51:00 01:28:54:00 DO YOU MAINTAIN THAT SPACE FOR
01:28:54:00 01:28:55:00 THAT PROGRAM WHICH IS WHICH IS
01:28:55:00 01:28:56:00 A CRITICAL SUPPORT FOR THE
01:28:56:00 01:28:57:00 COMMUNITY AND A GREAT SERVICE
01:28:57:00 01:28:58:00 THAT THEY PROVIDE.
01:28:58:00 01:29:01:00 AND SO I DON'T HAVE THE NUMBERS
01:29:01:00 01:29:05:00 RIGHT NOW ABOUT STUDENTS
01:29:05:00 01:29:06:00 LEAVING THE DISTRICT AND BEING
01:29:06:00 01:29:09:00 PLACED OUT DISTRICT WE TUITION
01:29:09:00 01:29:12:00 AND A NUMBER OF STUDENTS AT
01:29:12:00 01:29:12:00 HORSMAN FROM OTHER DISTRICTS
01:29:12:00 01:29:16:00 MOST NOTABLY IN PUBLIC SCHOOL
01:29:16:00 01:29:17:00 SENDS THE MOST STUDENTS TO THE
01:29:17:00 01:29:20:00 HORSEMAN'S.
01:29:20:00 01:29:21:00 SO I DON'T BELIEVE THAT WE ARE
01:29:21:00 01:29:24:00 SENDING MANY IF ANY STUDENTS
01:29:24:00 01:29:25:00 OUTSIDE OF THE DISTRICT.
01:29:25:00 01:29:27:00 BUT I WOULD HAVE TO VERIFY THAT
01:29:27:00 01:29:31:00 GET THAT INFORMATION FOR YOU.

01:29:31:00 01:29:32:00 I THINK I HIT ALL THE QUESTIONS
 01:29:32:00 01:29:35:00 PRETTY THE WINSHIP SIXTH GRADE
 01:29:35:00 01:29:38:00 WINSHIP I APOLOGIZE WE HAVE
 01:29:38:00 01:29:42:00 HELD OFF ON ANNOUNCING SIXTH
 01:29:42:00 01:29:43:00 GRADE AT THE WINSHIP AS WE'VE
 01:29:43:00 01:29:43:00 GONE THROUGH THE CONVERSATIONS
 01:29:43:00 01:29:46:00 AROUND THE TEXT AND AND HORACE
 01:29:46:00 01:29:47:00 MANN I WOULD SAY WE ARE
 01:29:47:00 01:29:50:00 PLANNING TO ANNOUNCE THE NEXT
 01:29:50:00 01:29:51:00 ROUND OF KAITA SIX EXPANSION'S
 01:29:51:00 01:29:54:00 AND SEVEN TO 12 EXPANSION'S
 01:29:54:00 01:29:57:00 NEXT FALL SO THERE A NUMBER
 01:29:57:00 01:29:58:00 OF SCHOOL COMMUNITIES WE'VE
 01:29:58:00 01:29:59:00 HEARD A LOT FROM THE SCHOOLS IN
 01:29:59:00 01:30:01:00 ROSLINDALE.
 01:30:01:00 01:30:02:00 WE'VE HEARD A LOT FROM THE
 01:30:02:00 01:30:02:00 WINSHIP SCHOOL.
 01:30:02:00 01:30:06:00 THEY WILL NOT HAVE A SIXTH
 01:30:06:00 01:30:06:00 GRADE FOR THIS FALL AND OUR
 01:30:06:00 01:30:09:00 PLAN IS TO ANNOUNCE THE NEXT
 01:30:09:00 01:30:10:00 ROUND OF SIXTH GRADE EXPANSIONS
 01:30:10:00 01:30:12:00 WHICH MAY INCLUDE THE WINSHIP
 01:30:12:00 01:30:13:00 IN OCTOBER WHICH GIVES FAMILIES
 01:30:13:00 01:30:16:00 TIME TO CHANGE THEIR ENROLLMENT
 01:30:16:00 01:30:17:00 CHOICES BEFORE SCHOOL CHOICE
 01:30:17:00 01:30:20:00 STARTS SHORTLY AFTER.
 01:30:20:00 01:30:21:00 SO THAT'S THE TIMELINE ON WHICH
 01:30:21:00 01:30:22:00 YOU SHOULD EXPECT TO HEAR MORE
 01:30:22:00 01:30:25:00 INFORMATION ABOUT SIXTH GRADE
 01:30:25:00 01:30:25:00 EXPANSIONS AT OUR ELEMENTARY
 01:30:25:00 01:30:27:00 SCHOOLS.
 01:30:27:00 01:30:28:00 THEY ALSO HAD A QUESTION ABOUT
 01:30:28:00 01:30:32:00 HOW TIMES GOING ABOUT THE
 01:30:32:00 01:30:32:00 ENROLLMENT AT THE BRIGHTON HIGH
 01:30:32:00 01:30:36:00 SCHOOL HAS IT STABILIZED AND
 01:30:36:00 01:30:40:00 YOU KNOW THE SCHOOLS UNDER NEW
 01:30:40:00 01:30:43:00 LEADERSHIP ANDREW AND ITS BOARD
 01:30:43:00 01:30:44:00 IS DOING A FABULOUS JOB OVER
 01:30:44:00 01:30:47:00 THERE UNDER DIFFICULT
 01:30:47:00 01:30:50:00 CIRCUMSTANCES WITH COVID JUST
 01:30:50:00 01:30:51:00 GOING WITH THE WITH BRIGHTON
 01:30:51:00 01:30:51:00 HIGH.
 01:30:51:00 01:30:55:00 YEAH, I WOULD JUST REITERATE
 01:30:55:00 01:30:56:00 THE HEAD OF SCHOOL AND YOUR
 01:30:56:00 01:30:59:00 BOARD IS A TREMENDOUS SCHOOL
 01:30:59:00 01:30:59:00 LEADER.
 01:30:59:00 01:31:00:00 WE'VE GOT A LOT OF STRONG
 01:31:00:00 01:31:02:00 SCHOOL LEADERS IN BRIGHTON AND
 01:31:02:00 01:31:06:00 WE HAVE NOT SEEN AN INCREASE IN
 01:31:06:00 01:31:09:00 ENROLLMENT RIGHT IN HIGH SCHOOL
 01:31:09:00 01:31:10:00 ENROLLMENT AND ASSIGNMENTS ARE
 01:31:10:00 01:31:11:00 DOWN RIGHT NOW BUT WE ARE
 01:31:11:00 01:31:14:00 SEEING NEW REGISTRATIONS DOWN
 01:31:14:00 01:31:14:00 SORT OF ACROSS THE DISTRICT.

01:31:14:00 01:31:17:00 SO IT'S NOT NECESSARILY
01:31:17:00 01:31:18:00 INDICATION OF OF BRIGHTON BUT
01:31:18:00 01:31:21:00 MORE AN INDICATION OF WHAT
01:31:21:00 01:31:22:00 FAMILIES ARE WATCHING.
01:31:22:00 01:31:25:00 I THINK ONE OF THE THEORIES
01:31:25:00 01:31:26:00 THAT WE'VE SORT OF BEEN
01:31:26:00 01:31:26:00 WATCHING IS FAMILIES WERE
01:31:26:00 01:31:29:00 WAITING TO FIND OUT IF WE'D BE
01:31:29:00 01:31:30:00 FULLY IN PERSON IN THE FALL.
01:31:30:00 01:31:33:00 SO A RETURN IN PERSON LEARNING
01:31:33:00 01:31:34:00 THIS WEEK IS IS A BIG SIGNAL
01:31:34:00 01:31:36:00 FOR US AS A COMMUNITY THAT
01:31:36:00 01:31:37:00 WE'RE HOPING WILL TRANSLATE
01:31:37:00 01:31:40:00 INTO NEW REGISTRATIONS.
01:31:40:00 01:31:42:00 BUT ENROLLMENT HAS BEEN DOWN IN
01:31:42:00 01:31:43:00 BRIGHTON AND HAS DECREASED THIS
01:31:43:00 01:31:44:00 YEAR AGAIN AND IT LOOKS LIKE
01:31:44:00 01:31:45:00 IT'S PROJECTED TO DECREASE
01:31:45:00 01:31:48:00 AGAIN NEXT YEAR.
01:31:48:00 01:31:52:00 BUT WE HAVE MADE SIGNIFICANT
01:31:52:00 01:31:52:00 INVESTMENTS TO STABILIZE THE
01:31:52:00 01:31:53:00 STUDENT EXPERIENCE THERE
01:31:53:00 01:31:56:00 PARTICULARLY IS AS HEAD
01:31:56:00 01:31:57:00 OF SCHOOL BOARD TAKES OVER AND
01:31:57:00 01:32:00:00 AND PROVIDES THE LEADERSHIP
01:32:00:00 01:32:04:00 WITH A VERY GOOD THANK YOU.
01:32:04:00 01:32:05:00 I THINK THAT'S ALL I HAVE FOR
01:32:05:00 01:32:05:00 NOW.
01:32:05:00 01:32:06:00 I'M SURE I'LL THINK OF MORE
01:32:06:00 01:32:07:00 LATER AND WE'VE GOT PLENTY
01:32:07:00 01:32:08:00 OF TIME MANY MORE WEEKS TO
01:32:08:00 01:32:09:00 TALK.
01:32:09:00 01:32:09:00 OK, THANK YOU.
01:32:09:00 01:32:11:00 THANK YOU MADAM CHAIR.
01:32:11:00 01:32:15:00 THANK YOU COUNCILOR RAVEN.
01:32:15:00 01:32:16:00 NEXT UP IS COUNCILOR MEJIA.
01:32:16:00 01:32:18:00 THANK YOU MADAM CHAIR.
01:32:18:00 01:32:19:00 OUR OFFICE HAS BEEN WORKING
01:32:19:00 01:32:20:00 CLOSELY WITH A NUMBER
01:32:20:00 01:32:22:00 OF ADVOCATES THE EDUCATION
01:32:22:00 01:32:23:00 SPACE AND I WANTED TO JUST GIVE
01:32:23:00 01:32:24:00 A QUICK SHOUT OUT TO EAT
01:32:24:00 01:32:27:00 OF BASIL WHO HAS BEEN AN
01:32:27:00 01:32:28:00 AMAZING ADVOCATE FOR STUDENTS
01:32:28:00 01:32:30:00 WITH SPECIAL NEEDS.
01:32:30:00 01:32:31:00 WE HAVE A CLEAR NEED TO MAKE UP
01:32:31:00 01:32:32:00 THE LEARNING LOSSES OBTAINED
01:32:32:00 01:32:34:00 THIS YEAR ESPECIALLY AMONG
01:32:34:00 01:32:35:00 STUDENTS WHO ARE OPERATING IN A
01:32:35:00 01:32:36:00 SYSTEM THAT WAS NEVER REALLY
01:32:36:00 01:32:38:00 DESIGNED FOR US TO SUCCEED IN
01:32:38:00 01:32:39:00 THE FIRST PLACE.
01:32:39:00 01:32:42:00 SO I NOTICED THAT IN THE
01:32:42:00 01:32:43:00 APPLICATION OF THE ENROLLMENT

01:32:43:00 01:32:46:00 AND FUNDING CYCLE STARTS WITH
01:32:46:00 01:32:46:00 ENROLLMENT DECLINE AND I THINK
01:32:46:00 01:32:49:00 THIS PLACES THE EMPHASIS
01:32:49:00 01:32:50:00 PARENTS AND STUDENTS WHO ARE
01:32:50:00 01:32:50:00 EITHER AGING OUT OF THE SYSTEM
01:32:50:00 01:32:53:00 OR LOOKING FOR BETTER
01:32:53:00 01:32:53:00 OPPORTUNITIES.
01:32:53:00 01:32:54:00 SO IF WE'RE TALKING ABOUT
01:32:54:00 01:32:55:00 INTERRUPTING THAT CYCLE, I
01:32:55:00 01:32:58:00 THINK IT'D BE A GOOD START FOR
01:32:58:00 01:33:01:00 US BY REFRAMING WHERE THE
01:33:01:00 01:33:01:00 PROBLEM LIES.
01:33:01:00 01:33:03:00 AND I JUST WANTED TO MAKE NOTE
01:33:03:00 01:33:05:00 THAT LAST YEAR DURING THESE
01:33:05:00 01:33:09:00 HEARINGS I I RECOMMENDED THAT
01:33:09:00 01:33:10:00 WE DO EXIT INTERVIEWS SO THAT
01:33:10:00 01:33:11:00 WE CAN DETERMINE WHY OUR
01:33:11:00 01:33:12:00 FAMILIES ARE OPTING.
01:33:12:00 01:33:13:00 SO TO COUNCILOR CAMPBELL'S
01:33:13:00 01:33:16:00 POINT, I DO THINK THAT IT'S
01:33:16:00 01:33:17:00 SOMETHING WORTH CONSIDERING AND
01:33:17:00 01:33:21:00 INVESTING ON A FEW QUESTIONS
01:33:21:00 01:33:21:00 JUST I'M CURIOUS WHAT IS BEING
01:33:21:00 01:33:41:00 DONE TO SUPPORT STUDENTS IN
01:33:41:00 01:33:41:00 PARTICULAR?
01:33:41:00 01:33:42:00 YOU KNOW, IT'S A FEELING IN
01:33:42:00 01:33:43:00 MANY WAYS FOLKS BELIEVE THAT
01:33:43:00 01:33:44:00 IT'S FEEDING THE SCHOOL TO
01:33:44:00 01:33:44:00 PRISON PIPELINE.
01:33:44:00 01:33:45:00 MOST OF THE STUDENTS END UP AND
01:33:45:00 01:33:46:00 THEN S AND SO I'M CURIOUS WITH
01:33:46:00 01:33:47:00 UP TO SEVENTY SEVEN THOUSAND
01:33:47:00 01:33:47:00 PER STUDENT JUST CURIOUS ABOUT
01:33:47:00 01:33:48:00 WHAT OUR RETURN ON THOSE
01:33:48:00 01:33:48:00 INVESTMENTS LOOK LIKE.
01:33:48:00 01:33:49:00 CAN YOU GO FURTHER INTO THE
01:33:49:00 01:33:50:00 DETAIL ABOUT THE EIGHTEEN POINT
01:33:50:00 01:33:51:00 FIVE MILLION BEING SPENT ON
01:33:51:00 01:33:51:00 STABILIZING SCHOOLS WITH
01:33:51:00 01:33:52:00 DECLINING ENROLLMENT WHEREAS
01:33:52:00 01:33:52:00 MOST OF THIS MONEY GOING
01:33:52:00 01:33:55:00 TOWARDS AND IS IT TO SUPPORT
01:33:55:00 01:33:56:00 PROGRAMING OR PERSONNEL WE'RE
01:33:56:00 01:33:57:00 SEEING A REDUCTION ON OF THREE
01:33:57:00 01:34:02:00 POINT FOUR AND A 50 P POSITIONS
01:34:02:00 01:34:05:00 AT MCKINLEY GIVEN THE HIGH
01:34:05:00 01:34:06:00 OPPORTUNITY INDEX IDENTIFIED BY
01:34:06:00 01:34:06:00 BPS.
01:34:06:00 01:34:07:00 CAN YOU TALK ABOUT HOW THAT
01:34:07:00 01:34:10:00 DECISION IMPACT MCKINLEY'S
01:34:10:00 01:34:10:00 OPPORTUNITY INDEX SINCE
01:34:10:00 01:34:13:00 FEBRUARY?
01:34:13:00 01:34:14:00 THIRTY TWO PERCENT
01:34:14:00 01:34:15:00 OF MCKINLEY'S STUDENTS HAVE

01:34:15:00 01:34:18:00 BEEN ABSENT OF ALL LEARNING
01:34:18:00 01:34:18:00 ACCORDING TO SCHOOL DISTRICT
01:34:18:00 01:34:21:00 FIGURES CAN YOU TALK ABOUT HOW
01:34:21:00 01:34:22:00 CHRONIC ABSENCE IMPACTS
01:34:22:00 01:34:25:00 ENROLLMENT FIGURES AND TO
01:34:25:00 01:34:25:00 COUNSEL CAMPBELL'S POINT ABOUT
01:34:25:00 01:34:26:00 PROVIDING SERVICES IN OUR
01:34:26:00 01:34:29:00 SCHOOLS?
01:34:29:00 01:34:29:00 PROFESSIONAL DEVELOPMENT IS AN
01:34:29:00 01:34:30:00 IMPORTANT PART OF THE PROGRAM
01:34:30:00 01:34:33:00 BEING OFFERED IN SCHOOLS WITH A
01:34:33:00 01:34:34:00 LARGE NUMBER OF BLACK AND BROWN
01:34:34:00 01:34:34:00 STUDENTS AND HELP STOPS THE
01:34:34:00 01:34:37:00 CYCLE OF POVERTY.
01:34:37:00 01:34:37:00 IT LOOKS LIKE PROFESSIONAL
01:34:37:00 01:34:38:00 DEVELOPMENT PROGRAMING IS BEING
01:34:38:00 01:34:41:00 CUT BY THIRTY EIGHT PERCENT.
01:34:41:00 01:34:42:00 CAN YOU EXPLAIN THAT CUT AND
01:34:42:00 01:34:44:00 HOW THAT IMPACTS STUDENTS WITH
01:34:44:00 01:34:48:00 HIGH OPPORTUNITY INDEX?
01:34:48:00 01:34:49:00 AND THEN I DO HAVE A QUESTION
01:34:49:00 01:34:52:00 IN TERMS OF THE STAFFING AND
01:34:52:00 01:34:53:00 I'M JUST CURIOUS AS TO WHETHER
01:34:53:00 01:34:56:00 OR NOT ANY INVESTMENTS ARE
01:34:56:00 01:34:57:00 MAKING SURE THAT OUR SCHOOLS
01:34:57:00 01:34:59:00 ARE CULTURALLY REFLECTIVE
01:34:59:00 01:35:00:00 OF THE STUDENTS, ESPECIALLY
01:35:00:00 01:35:03:00 AROUND STAFFING AND HIRING MORE
01:35:03:00 01:35:03:00 EDUCATORS OF COLOR.
01:35:03:00 01:35:06:00 DO YOU THINK THAT THAT WILL
01:35:06:00 01:35:10:00 HELP REDUCE THE DECLINING RATES
01:35:10:00 01:35:11:00 OF TRANSFERRING OUT OF OUR
01:35:11:00 01:35:14:00 SCHOOLS JUST CURIOUS ABOUT WHAT
01:35:14:00 01:35:15:00 THAT WILL LOOK LIKE.
01:35:15:00 01:35:16:00 AND THEN ONE LAST QUESTION HOW
01:35:16:00 01:35:18:00 MUCH WORK IS BEING DONE AS IT
01:35:18:00 01:35:19:00 RELATES TO ENROLLMENT?
01:35:19:00 01:35:22:00 AND MECHEL, SO BLACK STUDENTS
01:35:22:00 01:35:23:00 WON'T HAVE TO CONTINUE TO LEAVE
01:35:23:00 01:35:23:00 THE CITY AND TRAVEL FAR
01:35:23:00 01:35:26:00 DISTANCES FOR QUALITY EDUCATION
01:35:26:00 01:35:27:00 OVER THE LAST FIFTY YEARS THIS
01:35:27:00 01:35:29:00 HAS BEEN DEFINITELY KIND OF THE
01:35:29:00 01:35:30:00 GO TO FOR MANY PARENTS.
01:35:30:00 01:35:34:00 IN FACT, AS SOON AS WE GET OUR
01:35:34:00 01:35:35:00 BIRTH CERTIFICATES WE RUN DOWN
01:35:35:00 01:35:37:00 TO SIGN FOR MECHEL.
01:35:37:00 01:35:38:00 SO I'M JUST CURIOUS ABOUT WHAT
01:35:38:00 01:35:41:00 WE'RE DOING TO COMPETE WITH
01:35:41:00 01:35:41:00 THAT.
01:35:41:00 01:35:42:00 THAT'S A LOT.
01:35:42:00 01:35:43:00 SO LET'S SEE HOW MUCH WE CAN
01:35:43:00 01:35:45:00 GET THROUGH IN SOME WAYS I
01:35:45:00 01:35:50:00 THINK YOU MAY HAVE JUST ASKED

01:35:50:00 01:35:50:00 ABOUT ONE OF THE CORE
01:35:50:00 01:35:52:00 CHALLENGES THE BOSTON HAS WHICH
01:35:52:00 01:35:56:00 IS HOW DO WE CONFRONT ISSUES
01:35:56:00 01:35:57:00 EQUITY AND RACE AS IT RELATES
01:35:57:00 01:36:00:00 TO A SCHOOL CHOICE SYSTEM?
01:36:00:00 01:36:01:00 AND I THINK THAT'S A DIFFICULT
01:36:01:00 01:36:01:00 CONVERSATION.
01:36:01:00 01:36:04:00 I'M NOT SURE I'M THE RIGHT
01:36:04:00 01:36:05:00 PERSON TO TO TO FIELD THAT
01:36:05:00 01:36:08:00 QUESTION, BUT IT DOES PLAY OUT
01:36:08:00 01:36:09:00 IN THE BUDGET PROCESS.
01:36:09:00 01:36:12:00 AND SO WHAT WE KNOW IS THAT
01:36:12:00 01:36:13:00 FAMILIES AND FOR QUITE SOME
01:36:13:00 01:36:16:00 TIME HAVE BEEN CHOOSING SCHOOLS
01:36:16:00 01:36:19:00 BASED ON A NUMBER OF FACTORS,
01:36:19:00 01:36:20:00 SOME OF THEM EDUCATION BASED,
01:36:20:00 01:36:23:00 SOME OF THEM NOT AND THAT WHAT
01:36:23:00 01:36:25:00 WE SEE AS A RESULT WHEN WE
01:36:25:00 01:36:25:00 START TALKING ABOUT ENROLLMENT
01:36:25:00 01:36:28:00 DECLINES IS SCHOOLS OR STUDENTS
01:36:28:00 01:36:28:00 WHO ARE SERVING DISPROPORTIONED
01:36:28:00 01:36:31:00 STUDENTS OF COLOR STUDENTS
01:36:31:00 01:36:32:00 SPECIAL EDUCATION NEEDS.
01:36:32:00 01:36:33:00 WE SEE THOSE SCHOOLS THAT ARE
01:36:33:00 01:36:36:00 CHOSEN LAST AND THAT MAY BE
01:36:36:00 01:36:37:00 REFLECTIVE OF QUALITY OR IT MAY
01:36:37:00 01:36:40:00 BE REFLECTIVE OF OTHER FACTORS
01:36:40:00 01:36:40:00 AT PLAY.
01:36:40:00 01:36:43:00 AND I THINK THE BEST THING THAT
01:36:43:00 01:36:45:00 WE CAN DO IS INVEST IN QUALITY
01:36:45:00 01:36:47:00 TEACHING AND ENSURE SCHOOLS ARE
01:36:47:00 01:36:47:00 GREAT.
01:36:47:00 01:36:48:00 I THINK COUNCILOR ESSAIBI
01:36:48:00 01:36:51:00 GEORGE SAID EVERY CLASSROOM IN
01:36:51:00 01:36:52:00 EVERY SCHOOL THAT IS A BOLD
01:36:52:00 01:36:55:00 TASK IS ONE THAT IS PART AND
01:36:55:00 01:36:56:00 PART OF WHAT WE'RE DOING THE
01:36:56:00 01:36:59:00 WAY THAT WE'RE DOING THAT THIS
01:36:59:00 01:36:59:00 YEAR IS TWOFOLD.
01:36:59:00 01:37:00:00 WE ARE INVESTING ENSURING THAT
01:37:00:00 01:37:03:00 EVERY SCHOOL HAS SOCIAL WORKERS
01:37:03:00 01:37:07:00 AND FAMILY LIAISONS THIS IS
01:37:07:00 01:37:07:00 RAISING THE FLOOR.
01:37:07:00 01:37:09:00 THIS IS RAISING THE FOUNDATION
01:37:09:00 01:37:10:00 FOR QUALITY THAT GUARANTEE THAT
01:37:10:00 01:37:11:00 IF WE'RE OPERATING SCHOOL IT'S
01:37:11:00 01:37:14:00 GOING TO HAVE THESE RESOURCES
01:37:14:00 01:37:14:00 IN IT.
01:37:14:00 01:37:15:00 THE OTHER THING THAT WE'VE DONE
01:37:15:00 01:37:18:00 IS STABILIZING IT SO THAT WHEN
01:37:18:00 01:37:19:00 FAMILIES LEAVE SCHOOL IT
01:37:19:00 01:37:22:00 DOESN'T NECESSARILY THAT WE ARE
01:37:22:00 01:37:23:00 SEEING A DECLINE IN SERVICES
01:37:23:00 01:37:25:00 AND PROGRAMS.

01:37:25:00 01:37:26:00 IN SOME CASES IT IS ABOUT
01:37:26:00 01:37:26:00 PROGRAMING.
01:37:26:00 01:37:29:00 IT'S ABOUT PARTNERSHIPS OR
01:37:29:00 01:37:33:00 FIELD TRIPS AND OTHER ITEMS IN
01:37:33:00 01:37:34:00 THE SCHOOL AND SOMETIMES IT IS
01:37:34:00 01:37:37:00 TO YOUR QUESTION ABOUT
01:37:37:00 01:37:38:00 PERSONNEL AND MAINTAINING
01:37:38:00 01:37:41:00 PERSONNEL COULD BE A SOMEBODY
01:37:41:00 01:37:44:00 WHOSE SERVICES DO STUDENTS OR
01:37:44:00 01:37:45:00 COULD BE SOMEBODY WHO IS
01:37:45:00 01:37:46:00 PROVIDING SOCIAL EMOTIONAL
01:37:46:00 01:37:49:00 SUPPORT OUTSIDE OF THE
01:37:49:00 01:37:49:00 CLASSROOM IN A VARIETY
01:37:49:00 01:37:50:00 OF DIFFERENT ROLES OR IT COULD
01:37:50:00 01:37:52:00 BE A PARTNERSHIP PLAYWORKS OR
01:37:52:00 01:37:53:00 CITY WE'VE MADE SURE THAT WE
01:37:53:00 01:37:56:00 CAN MAINTAIN THOSE PARTNERSHIPS
01:37:56:00 01:37:57:00 ACROSS WHO WOULD BE THE RIGHT
01:37:57:00 01:38:00:00 PERSON TO ANSWER SOME OF THESE
01:38:00:00 01:38:04:00 QUESTIONS IN REGARDS TO THE THE
01:38:04:00 01:38:08:00 RACIAL PERSISTENT LACK
01:38:08:00 01:38:08:00 OF REPRESENTATION IN OUR
01:38:08:00 01:38:09:00 SCHOOLS.
01:38:09:00 01:38:10:00 YEAH, SO THE QUESTION ABOUT
01:38:10:00 01:38:12:00 HIRING AND SO THE RECRUITMENT
01:38:12:00 01:38:15:00 OF CULTURAL DIVERSITY TEAM
01:38:15:00 01:38:16:00 SARAH DAVIES MEETING THAT THAT
01:38:16:00 01:38:20:00 IS THE FOCUS OF ANOTHER
01:38:20:00 01:38:20:00 HEARING.
01:38:20:00 01:38:22:00 BUT I WILL SAY THAT WE THEY DO
01:38:22:00 01:38:24:00 CONTINUE TO MAKE SURE THAT WE
01:38:24:00 01:38:24:00 ARE RECRUITING AND RETAINING
01:38:24:00 01:38:27:00 OUR TEACHERS OF COLOR.
01:38:27:00 01:38:28:00 THAT INCLUDES ENSURING THAT WE
01:38:28:00 01:38:31:00 ARE THE EMPLOYER OF CHOICE FOR
01:38:31:00 01:38:32:00 ANY NEW GRADUATES PROGRAMS.
01:38:32:00 01:38:35:00 THERE IS A PARENT TO TEACHER
01:38:35:00 01:38:39:00 PIPELINE THAT IS INTENDED TO
01:38:39:00 01:38:40:00 HELP SUPPORT OUR EXISTING
01:38:40:00 01:38:44:00 EMPLOYEES AND THEN RETENTION IS
01:38:44:00 01:38:45:00 A HUGE FACTOR AS WELL TO MAKE
01:38:45:00 01:38:47:00 SURE THAT OUR STUDENTS ARE
01:38:47:00 01:38:51:00 TEACHERS OF COLOR ALSO MAINTAIN
01:38:51:00 01:38:52:00 STAY IN DPS AND SO THANK YOU
01:38:52:00 01:38:55:00 AND BEFORE AND BEFORE MY TIME
01:38:55:00 01:38:56:00 IS UP BECAUSE I DON'T WANT TO
01:38:56:00 01:38:58:00 GET THE GAVEL WITHOUT ANSWERING
01:38:58:00 01:38:59:00 THE QUESTION SPECIFICALLY TO
01:38:59:00 01:39:00:00 THE MACKINLEY IS THERE ANY WAY
01:39:00:00 01:39:02:00 WE CAN GET TO SOME OF THOSE
01:39:02:00 01:39:03:00 ANSWERS?
01:39:03:00 01:39:09:00 YEAH SO THE MCKINLEY SCHOOL,
01:39:09:00 01:39:10:00 THE FOUR I KNOW YOU KNOW THIS
01:39:10:00 01:39:14:00 BUT FOR THOSE WHO DON'T IS A

01:39:14:00 01:39:14:00 SCHOOL THAT SERVES STUDENTS
01:39:14:00 01:39:17:00 WITH SEVERE EMOTIONAL
01:39:17:00 01:39:18:00 BEHAVIORAL DISTURBANCES AND SO
01:39:18:00 01:39:19:00 IT'S STUDENTS WHO HAVE
01:39:19:00 01:39:23:00 EXPERIENCED TRAUMA STUDENTS WHO
01:39:23:00 01:39:25:00 HAVE A TRACK RECORD OR SORT
01:39:25:00 01:39:29:00 OF THE HISTORY OF OF ATTENDANCE
01:39:29:00 01:39:30:00 ISSUES OR BEHAVIORAL PROBLEMS.
01:39:30:00 01:39:33:00 AND SO THE SEVENTY THOUSAND
01:39:33:00 01:39:34:00 DOLLARS PER PUPIL THAT WE SPEND
01:39:34:00 01:39:37:00 AT THAT SCHOOL IS ABOUT A
01:39:37:00 01:39:38:00 HIGHER STAFF TO STUDENT RATIO
01:39:38:00 01:39:40:00 TO BE ABLE TO PROVIDE MORE
01:39:40:00 01:39:41:00 MENTAL SUPPORTS, SOCIAL
01:39:41:00 01:39:45:00 EMOTIONAL SUPPORT AT THAT
01:39:45:00 01:39:45:00 SCHOOL.
01:39:45:00 01:39:46:00 AS YOU KNOW, THERE IS A NEW
01:39:46:00 01:39:49:00 SCHOOL LEADER THERE THIS YEAR,
01:39:49:00 01:39:50:00 CINDY NIELSEN WHO IS OUR HEAD
01:39:50:00 01:39:53:00 OF SPECIAL EDUCATION AND AS SHE
01:39:53:00 01:39:57:00 SHE IS SHE KNOWS THE SCHOOL
01:39:57:00 01:39:57:00 WELL AND IS DESIGNING.
01:39:57:00 01:39:58:00 WE HAVE WE DON'T FUND THE
01:39:58:00 01:40:00:00 MCKINLEY HIGH SCHOOL ON
01:40:00:00 01:40:00:00 WEIGHTED STUDENT FUNDING.
01:40:00:00 01:40:01:00 THEY'RE FUNDED IS A PROGRAM
01:40:01:00 01:40:04:00 SCHOOL AND SO ANY CHANGES THAT
01:40:04:00 01:40:05:00 YOU SEE IS DONE IN
01:40:05:00 01:40:07:00 COLLABORATION WITH THE SCHOOL
01:40:07:00 01:40:08:00 LEADER TO MAKE SURE THAT THEY
01:40:08:00 01:40:09:00 HAVE THE RESOURCES THAT THEY
01:40:09:00 01:40:11:00 NEED.
01:40:11:00 01:40:13:00 AND OF COURSE WE KNOW THAT THEY
01:40:13:00 01:40:15:00 ALSO NEED AN INVESTMENT IN
01:40:15:00 01:40:16:00 THEIR PHYSICAL BUILDING THE
01:40:16:00 01:40:17:00 FACILITY AS WELL AS SOMETHING
01:40:17:00 01:40:22:00 THAT THE SUPERINTENDENT HAS
01:40:22:00 01:40:23:00 EMPHASIZED AS WELL.
01:40:23:00 01:40:26:00 YEAH, SO I'M JUST BECAUSE JUST
01:40:26:00 01:40:27:00 REALLY WANT TO GET AT JUST
01:40:27:00 01:40:30:00 HAVING A BETTER UNDERSTANDING
01:40:30:00 01:40:33:00 ABOUT THE ABSENCES THAT WE AT
01:40:33:00 01:40:34:00 THE MACKINLEY AND HOW THAT
01:40:34:00 01:40:38:00 IMPACTS ENROLLMENT FIGURES.
01:40:38:00 01:40:39:00 AND I'M JUST CURIOUS WITH
01:40:39:00 01:40:41:00 THEY'RE GOING TO SEE A CUT
01:40:41:00 01:40:42:00 RIGHT IN THERE.
01:40:42:00 01:40:45:00 I THINK IT'S A THREE PERCENT
01:40:45:00 01:40:46:00 THREE POINT FOUR PERCENT
01:40:46:00 01:40:49:00 REDUCTION AND SO CAN YOU TALK
01:40:49:00 01:40:50:00 ABOUT HOW THAT WILL IMPACT THE
01:40:50:00 01:40:55:00 OPPORTUNITY INDEX FOR MACKINLEY
01:40:55:00 01:40:56:00 ?
01:40:56:00 01:40:57:00 YEAH, THE THREE POINT FOUR FTE

01:40:57:00 01:40:59:00 REDUCTION POSITION REDUCTION AT
01:40:59:00 01:41:03:00 THE MCKINLEY IS A SHIFT IN SOME
01:41:03:00 01:41:04:00 OF THE STAFFING THAT'S PROVIDED
01:41:04:00 01:41:07:00 IN TERMS OF THE OVERALL
01:41:07:00 01:41:07:00 SPENDING.
01:41:07:00 01:41:11:00 IT'S LIKE I SAID, WE'RE DOING A
01:41:11:00 01:41:12:00 PARTNERSHIP WITH THE SCHOOL
01:41:12:00 01:41:12:00 LEADERS.
01:41:12:00 01:41:15:00 SO IT'S IT IS PARTLY A SHIFT IN
01:41:15:00 01:41:18:00 THEIR ENROLLMENT AND PARTLY
01:41:18:00 01:41:19:00 JUST SORT OF LOOKING OVERALL AT
01:41:19:00 01:41:20:00 THEIR STUDENT NEEDS.
01:41:20:00 01:41:23:00 THE OPPORTUNITY INDEX SORT
01:41:23:00 01:41:24:00 OF SCORE FOR THE SCHOOL WOULD
01:41:24:00 01:41:26:00 BE PRETTY HIGH BECAUSE IT IS A
01:41:26:00 01:41:27:00 SCHOOL THAT SERVES KIDS IN OUR
01:41:27:00 01:41:27:00 EXTREMELY HIGH NEEDS.
01:41:27:00 01:41:31:00 SO ON A PER PUPIL BASIS I DON'T
01:41:31:00 01:41:32:00 BELIEVE THAT THEIR FUNDING IS
01:41:32:00 01:41:35:00 GOING DOWN BUT THIS IS
01:41:35:00 01:41:35:00 REFLECTIVE OF SORT OF A SHIFT
01:41:35:00 01:41:41:00 IN IN SOME OF THE ENROLLMENT IN
01:41:41:00 01:41:42:00 THE NEEDS OF THE STUDENTS.
01:41:42:00 01:41:43:00 ERM I DON'T KNOW IF YOU HAVE
01:41:43:00 01:41:44:00 ANY ADDITIONAL DETAILS ABOUT
01:41:44:00 01:41:45:00 RECHANNELING.
01:41:45:00 01:41:46:00 NO I THINK THAT'S PRETTY PRETTY
01:41:46:00 01:41:49:00 ACCURATE BECAUSE SINCE THEY'RE
01:41:49:00 01:41:50:00 NOT A SCHOOL ARE THE CHANGES
01:41:50:00 01:41:51:00 THAT HAVE BEEN REFLECTED VERY
01:41:51:00 01:41:54:00 CLOSELY WE'RE DONE WITH WITH
01:41:54:00 01:41:57:00 THE SCHOOL LEADER.
01:41:57:00 01:41:58:00 IS THERE A DASHBOARD THAT WE
01:41:58:00 01:41:59:00 CAN ALL JUST TAKE A LOOK AND
01:41:59:00 01:42:02:00 SEE JUST KIND OF LIKE WHAT IS
01:42:02:00 01:42:02:00 THE RETURN ON INVESTMENT?
01:42:02:00 01:42:03:00 WE HEAR A LOT ABOUT THE MONEY
01:42:03:00 01:42:05:00 THAT IS BEING SPENT ON ALL
01:42:05:00 01:42:05:00 OF THESE AMAZING INITIATIVES
01:42:05:00 01:42:09:00 BUT JUST KIND OF LIKE WHAT ARE
01:42:09:00 01:42:09:00 THE OUTCOMES?
01:42:09:00 01:42:12:00 YOU KNOW, WHERE IS THE DATA
01:42:12:00 01:42:13:00 THAT GOES TO SHOW YOU KNOW HOW
01:42:13:00 01:42:16:00 MANY I KNOW YOU HAVE REALLY
01:42:16:00 01:42:17:00 GREAT INFORMATION ABOUT STUDENT
01:42:17:00 01:42:19:00 GRADUATION BUT I'M JUST TRYING
01:42:19:00 01:42:20:00 TO SEE WHERE WHERE CAN WE JUST
01:42:20:00 01:42:24:00 KEEP TRACK OF OUR RETURN ON
01:42:24:00 01:42:24:00 INVESTMENT?
01:42:24:00 01:42:27:00 LIKE WHERE IS THAT LIKE CLEARLY
01:42:27:00 01:42:28:00 STATED WE SPENT THREE THOUSAND
01:42:28:00 01:42:32:00 DOLLARS TO DO THIS AND AS A
01:42:32:00 01:42:32:00 RESULT OF THIS WE'VE BEEN ABLE
01:42:32:00 01:42:33:00 TO DO THIS LIKE IS THERE

01:42:33:00 01:42:36:00 ANYTHING LIKE THAT THAT WE CAN
01:42:36:00 01:42:39:00 POINT TO AND SEE AND EXPLORE
01:42:39:00 01:42:40:00 AND DOVE INTO BECAUSE YOU KNOW,
01:42:40:00 01:42:44:00 I HEAR A LOT ABOUT RETURN ON
01:42:44:00 01:42:45:00 INVESTMENTS HERE AND WE FEEL
01:42:45:00 01:42:48:00 LIKE WE HEAR A LOT OF MILLIONS
01:42:48:00 01:42:49:00 OF DOLLARS HERE AND THERE BUT
01:42:49:00 01:42:51:00 JUST KIND OF LIKE WE STILL KEEP
01:42:51:00 01:42:54:00 SEEING THE SAME PROBLEMS AND
01:42:54:00 01:42:56:00 JUST NOT AND I WENT TO BOSTON
01:42:56:00 01:42:56:00 PUBLIC SCHOOLS AND I'M A BOSTON
01:42:56:00 01:42:59:00 PUBLIC SCHOOL PARENT AND I FEEL
01:42:59:00 01:42:59:00 LIKE THE ONLY THING THAT
01:42:59:00 01:43:00:00 CHANGES ARE THE OUTFITS THAT WE
01:43:00:00 01:43:02:00 WEAR.
01:43:02:00 01:43:04:00 BUT IT JUST I DON'T SEE I JUST
01:43:04:00 01:43:07:00 DON'T SEE IT AND I'M JUST
01:43:07:00 01:43:10:00 CURIOUS ABOUT WHERE IS THAT
01:43:10:00 01:43:11:00 WHERE IS IT WHERE WHERE WHERE
01:43:11:00 01:43:14:00 WHERE COULD I FIND SOME REAL
01:43:14:00 01:43:15:00 HARD CORE NUMBERS AND DATA IS
01:43:15:00 01:43:17:00 ON THE RETURN OF EVERY SINGLE
01:43:17:00 01:43:18:00 DOLLAR THAT WE'RE SPENDING ON
01:43:18:00 01:43:19:00 ALL OF THESE AMAZING
01:43:19:00 01:43:21:00 INITIATIVES.
01:43:21:00 01:43:23:00 BUT THE SHORT ANSWER IS THAT WE
01:43:23:00 01:43:26:00 DON'T HAVE THAT KIND
01:43:26:00 01:43:27:00 OF RIGOROUS SORT OF RETURN ON
01:43:27:00 01:43:30:00 INVESTMENT ANALYSIS AND THAT
01:43:30:00 01:43:33:00 WOULD BE IT IS IT IS ONE OF THE
01:43:33:00 01:43:34:00 BIGGER CHALLENGES IN EDUCATION
01:43:34:00 01:43:35:00 AS SUCH AS THE BOSTON ISSUE.
01:43:35:00 01:43:37:00 THERE'S SORT OF STANDARD WAY
01:43:37:00 01:43:38:00 OF THINKING ABOUT RETURN
01:43:38:00 01:43:41:00 OF INVESTMENT MOSTLY BECAUSE
01:43:41:00 01:43:42:00 WHEN YOU IN THE TRADITIONAL
01:43:42:00 01:43:42:00 FINANCE SENSE, WHEN YOU'RE
01:43:42:00 01:44:02:00 TALKING ABOUT RETURN ON
01:44:02:00 01:44:02:00 INVESTMENT, IT'S EASY.
01:44:02:00 01:44:03:00 IT'S ALWAYS TRANSLATED INTO IF
01:44:03:00 01:44:04:00 I SPEND DOLLARS HOW MANY MORE
01:44:04:00 01:44:05:00 DOLLARS DO I GET IN RETURN?
01:44:05:00 01:44:06:00 BUT IN EDUCATION OFTENTIMES WE
01:44:06:00 01:44:06:00 ARE INVESTING ACROSS A SUITE
01:44:06:00 01:44:07:00 OF OUTCOMES THAT WE'RE HOPING
01:44:07:00 01:44:07:00 FOR.
01:44:07:00 01:44:08:00 SO HOW DO YOU COMPARE AN
01:44:08:00 01:44:09:00 INITIATIVE THAT IMPROVES
01:44:09:00 01:44:09:00 ATTENDANCE WITH AN INITIATIVE
01:44:09:00 01:44:10:00 THAT CHANGES THE DROPOUT RATE
01:44:10:00 01:44:10:00 OR ONE THAT IMPROVES ENGLISH
01:44:10:00 01:44:11:00 VERSUS ONE THAT IMPROVES MATH
01:44:11:00 01:44:12:00 AND SCIENCE?
01:44:12:00 01:44:12:00 THE STEPS THAT WE TAKE AND THAT

01:44:12:00 01:44:13:00 I THINK ARE CRITICAL.
01:44:13:00 01:44:14:00 FIRST BOSTON PUBLIC SCHOOL EXAM
01:44:14:00 01:44:18:00 EXPLORE BUDGET I RISK
01:44:18:00 01:44:19:00 OF TURNING OUT IF YOU GO TO
01:44:19:00 01:44:22:00 THAT TOOL YOU CAN REALLY DOVE
01:44:22:00 01:44:22:00 IN.
01:44:22:00 01:44:23:00 I THINK THAT MIGHT BE WHERE YOU
01:44:23:00 01:44:24:00 GOT YOUR SEVENTY SEVEN THOUSAND
01:44:24:00 01:44:26:00 PER PUPIL FOR THE MCKINLEY
01:44:26:00 01:44:27:00 OTHERWISE YOU'RE DOING SOME
01:44:27:00 01:44:30:00 GREAT MATH FOR THE BUDGET
01:44:30:00 01:44:34:00 TABLES BUT THE EXPORT TOTAL
01:44:34:00 01:44:35:00 TAKES EVERY DOLLAR AND BREAKS
01:44:35:00 01:44:36:00 IT DOWN TO ABOUT HOW WE SPEND
01:44:36:00 01:44:38:00 IT SO YOU CAN SEE WHAT
01:44:38:00 01:44:41:00 ACTIVITIES WE'RE SPENDING MONEY
01:44:41:00 01:44:42:00 ON AND HOW MANY STUDENTS THAT
01:44:42:00 01:44:45:00 ACTIVITY SUPPORTS AND THAT
01:44:45:00 01:44:48:00 GIVES YOU A COST PER PUPIL.
01:44:48:00 01:44:49:00 I KNOW I DON'T WANT TO GET YOU
01:44:49:00 01:44:50:00 ALL CHOKED UP IN HERE AND I GET
01:44:50:00 01:44:52:00 VERY EMOTIONAL TALKING ABOUT
01:44:52:00 01:44:52:00 THE DATA.
01:44:52:00 01:44:54:00 NO, THE ONLY THING I'LL SAY IS
01:44:54:00 01:44:56:00 THE DOCTOR DR. HANSEN'S IS
01:44:56:00 01:44:57:00 DOING INCREDIBLE WORK AROUND
01:44:57:00 01:45:00:00 THE STRATEGIC PLAN TO LINEMAN'S
01:45:00:00 01:45:01:00 OUTCOMES AND SPECIFY WHAT
01:45:01:00 01:45:02:00 OUTCOMES WE'RE GOING TO GET FOR
01:45:02:00 01:45:04:00 EACH OF THOSE ACTIVITIES.
01:45:04:00 01:45:05:00 YEAH, AND THEN THE NEXT PHASE
01:45:05:00 01:45:07:00 OF THE WORK AND THEN COMBINING
01:45:07:00 01:45:08:00 TO RETURN ON INVESTMENT IS
01:45:08:00 01:45:09:00 GOING TO BE OUR NEXT CHALLENGE
01:45:09:00 01:45:09:00 AFTER THAT.
01:45:09:00 01:45:12:00 YEAH, AND I KNOW THAT COMES
01:45:12:00 01:45:13:00 BACK IS GOING TO PUT ME ON MUTE
01:45:13:00 01:45:15:00 IN ANY SECOND BUT I DO WANT YOU
01:45:15:00 01:45:16:00 ALL TO KNOW THAT AS MUCH AS I'M
01:45:16:00 01:45:18:00 GOING TO GO HARD ON JUST THE
01:45:18:00 01:45:19:00 PARENT VOICE AND EQUITIES THAT
01:45:19:00 01:45:22:00 I'M REALLY LOOKING ABOUT
01:45:22:00 01:45:27:00 LOOKING AT ACCOUNTABILITY AND
01:45:27:00 01:45:28:00 NOT JUST ACCOUNTABILITY TO THE
01:45:28:00 01:45:30:00 DISTRICT BUT JUST OVERALL AND
01:45:30:00 01:45:31:00 WHILE IT MAY NOT EXIST, IT
01:45:31:00 01:45:32:00 DOESN'T NECESSARILY MEAN JUST
01:45:32:00 01:45:33:00 BECAUSE IT'S HARD DOESN'T
01:45:33:00 01:45:35:00 NECESSARILY MEAN THAT WE CAN'T
01:45:35:00 01:45:36:00 WE CAN'T FIGURE OUT HOW TO AND
01:45:36:00 01:45:39:00 I'M SURE THAT COMES BACK AS THE
01:45:39:00 01:45:42:00 CHAIR WAYS AND MEANS WILL
01:45:42:00 01:45:43:00 PROBABLY ALREADY HAS A TABLE
01:45:43:00 01:45:46:00 THAT WILL HOLD US ACCOUNTABLE

01:45:46:00 01:45:47:00 TO ALLOW EVERY SINGLE DOLLARS
01:45:47:00 01:45:50:00 BEING SPENT AND BPS AND I THINK
01:45:50:00 01:45:51:00 YOU KNOW, WHILE I APPROVED THE
01:45:51:00 01:45:54:00 BUDGET LAST YEAR AND I
01:45:54:00 01:45:55:00 DEFINITELY WANT TO SUPPORT THE
01:45:55:00 01:45:56:00 INVESTMENTS THAT YOU ARE GOING
01:45:56:00 01:45:59:00 TO ADVOCATE FOR THIS YEAR FOR
01:45:59:00 01:45:59:00 ME I'M GOING TO BE HYPER
01:45:59:00 01:46:01:00 FOCUSED ON MAKING SURE THAT
01:46:01:00 01:46:02:00 EVERY SINGLE DOLLAR MATCHES TO
01:46:02:00 01:46:05:00 THE SENSE OF THE IMPACT THAT
01:46:05:00 01:46:07:00 WE'RE GOING TO BE ABLE TO MAKE
01:46:07:00 01:46:10:00 BECAUSE WE JUST PEOPLE ARE
01:46:10:00 01:46:10:00 FRUSTRATED AND IT JUST DOESN'T
01:46:10:00 01:46:14:00 SEEM LIKE THESE INVESTMENTS ARE
01:46:14:00 01:46:14:00 REALLY PRODUCING THE RESULTS
01:46:14:00 01:46:17:00 THAT WE HAVE WE KEEP APPROVING
01:46:17:00 01:46:19:00 EVERY SINGLE YEAR.
01:46:19:00 01:46:23:00 THANK YOU.
01:46:23:00 01:46:24:00 THANK YOU, COUNCILOR MENEER.
01:46:24:00 01:46:27:00 NEXT UP IS COUNCILOR FLAHERTY.
01:46:27:00 01:46:28:00 THANK YOU, MADAM CHAIR.
01:46:28:00 01:46:29:00 GOOD AFTERNOON, EVERYBODY.
01:46:29:00 01:46:32:00 JUST A RAPID FIRE.
01:46:32:00 01:46:34:00 I JUST HAVE A FEW ADDITIONAL
01:46:34:00 01:46:35:00 QUESTIONS.
01:46:35:00 01:46:36:00 BUT FIRST ONE IS HOW ARE WE
01:46:36:00 01:46:39:00 MANAGING SCHOOL ENROLLMENT?
01:46:39:00 01:46:42:00 WE'VE SEEN A DECREASE OBVIOUSLY
01:46:42:00 01:46:43:00 IN YEARS PAST.
01:46:43:00 01:46:44:00 BUT MORE IMPORTANTLY I THINK AT
01:46:44:00 01:46:45:00 THE BEGINNING OF THE YEAR I
01:46:45:00 01:46:47:00 THINK THAT WE SAW THAT WE HAD A
01:46:47:00 01:46:48:00 DROP OF SOMEWHERE IN THE
01:46:48:00 01:46:50:00 VICINITY OF FIVE THOUSAND
01:46:50:00 01:46:51:00 STUDENTS AND AT THE SAME TIME
01:46:51:00 01:46:54:00 OUR PAROCHIAL SCHOOL HAD A FOUR
01:46:54:00 01:46:58:00 THOUSAND UPTICK IN ENROLLMENT.
01:46:58:00 01:46:59:00 PART OF THAT PROBABLY WAS COVA
01:46:59:00 01:46:59:00 DRIVEN AND WHO WAS OPEN AND WHO
01:46:59:00 01:47:00:00 WASN'T.
01:47:00:00 01:47:02:00 BUT I WANT TO KNOW HOW WE'RE
01:47:02:00 01:47:03:00 MANAGING SCHOOL ENROLLMENT AS
01:47:03:00 01:47:05:00 WE CONTINUE TO SEE DECLINE.
01:47:05:00 01:47:06:00 SECOND QUESTION IS THAT WHAT IF
01:47:06:00 01:47:09:00 ANY NEW INVESTMENTS ARE BEING
01:47:09:00 01:47:10:00 MADE TO MADISON PARK HIGH
01:47:10:00 01:47:10:00 SCHOOL?
01:47:10:00 01:47:13:00 I TAKE SORT OF A PERSONAL
01:47:13:00 01:47:14:00 OFFENSE I GUESS AND UMBRAGE TO
01:47:14:00 01:47:16:00 THE FACT THAT THE BEST
01:47:16:00 01:47:18:00 VOCATIONAL SCHOOL IS IN
01:47:18:00 01:47:21:00 WORCESTER, BOSTON WITH A
01:47:21:00 01:47:22:00 CAPITAL WITH A CAPITAL CITY

01:47:22:00 01:47:24:00 HERE IN THE STATE AND WE BOAST
01:47:24:00 01:47:25:00 OF HAVING THE BEST COLLEGES AND
01:47:25:00 01:47:25:00 UNIVERSITIES.
01:47:25:00 01:47:28:00 WE'VE GOT GREAT PARTNERSHIPS
01:47:28:00 01:47:29:00 THAT BUILD TRADES AND WE'VE GOT
01:47:29:00 01:47:29:00 FOLKS COMING HERE BRINGING
01:47:29:00 01:47:32:00 THEIR COMPANIES HERE AND WE
01:47:32:00 01:47:33:00 NEED A PIPELINE AND AT SOME
01:47:33:00 01:47:36:00 POINT MADISON PARK QUITE
01:47:36:00 01:47:37:00 FRANKLY SHOULD BE THE BEST
01:47:37:00 01:47:40:00 VOCATIONAL SCHOOL IN THE STATE.
01:47:40:00 01:47:41:00 SO WHAT IF ANY NEW INVESTMENTS
01:47:41:00 01:47:42:00 ARE GOING TO BE MADE TO MAKE
01:47:42:00 01:47:44:00 THAT FINALLY HAPPEN?
01:47:44:00 01:47:46:00 A THIRD IS WHAT FOUNDATIONS
01:47:46:00 01:47:50:00 STUDENT SERVICES BUDGETED
01:47:50:00 01:47:50:00 CENTRALLY.
01:47:50:00 01:47:54:00 I'D LIKE TO GET SOME FLAHERTY
01:47:54:00 01:47:55:00 THERE AND ALSO WHAT IF ANY NEW
01:47:55:00 01:48:02:00 STRATEGIES ARE BEING UNDERTAKEN
01:48:02:00 01:48:03:00 TO GET THE CHARTER SCHOOL
01:48:03:00 01:48:03:00 REIMBURSEMENT SO WE HAVE A
01:48:03:00 01:48:06:00 STUDENT THAT WILL START A
01:48:06:00 01:48:07:00 CHARTER SCHOOL AND OBVIOUSLY
01:48:07:00 01:48:07:00 THE FUNDING FOLLOWS THAT'S DUE
01:48:07:00 01:48:10:00 TO THE CHARTER SCHOOL AND THEN
01:48:10:00 01:48:11:00 AFTER A RELATIVELY SHORT PERIOD
01:48:11:00 01:48:13:00 OF TIME PARENT CHILD DECIDE TO
01:48:13:00 01:48:14:00 LEAVE THE CHARTER SCHOOL, COME
01:48:14:00 01:48:17:00 BACK TO THE PUBLIC SCHOOL WHICH
01:48:17:00 01:48:18:00 IS GREAT BECAUSE WE TAKE IN
01:48:18:00 01:48:21:00 EDUCATE EVERYBODY BUT THE MONEY
01:48:21:00 01:48:22:00 DOESN'T FLOW WITH THE CHILD AND
01:48:22:00 01:48:25:00 AND WE NEED THAT REIMBURSEMENT
01:48:25:00 01:48:25:00 AGAIN.
01:48:25:00 01:48:29:00 WHAT IF ANY STRATEGIES ARE
01:48:29:00 01:48:30:00 BEING UNDERTAKEN TO GET THAT
01:48:30:00 01:48:30:00 REIMBURSEMENT?
01:48:30:00 01:48:32:00 SO THOSE ARE MY STRAIGHTFORWARD
01:48:32:00 01:48:40:00 FOUR QUESTIONS YOUR FIRST
01:48:40:00 01:48:41:00 QUESTION WAS AROUND WHAT ARE WE
01:48:41:00 01:48:42:00 DOING TO MANAGE THE DECREASED
01:48:42:00 01:48:44:00 ENROLLMENT?
01:48:44:00 01:48:45:00 SO I THINK IN THIS YEAR WE DID
01:48:45:00 01:48:46:00 WORK WITH SCHOOLS TO TAKE
01:48:46:00 01:48:48:00 CAPACITY OFFLINE MEANING IF
01:48:48:00 01:48:51:00 THEY HAD THREE THIRD CLASSROOMS
01:48:51:00 01:48:52:00 LAST YEAR AND THEY ONLY HAVE
01:48:52:00 01:48:56:00 ENROLLMENT FOR TWO THIRD GRADE
01:48:56:00 01:48:56:00 CLASSROOM THIS YEAR, WE WOULD
01:48:56:00 01:48:59:00 CLOSE THAT THIRD THIRD GRADE
01:48:59:00 01:49:00:00 CLASSROOM AND YOU WOULD SEE A
01:49:00:00 01:49:04:00 DECREASE IN TO AT THAT SCHOOL.
01:49:04:00 01:49:07:00 BUT WHAT WE DID WAS MAINTAIN

01:49:07:00 01:49:08:00 STUDENT EXPERIENCE.
01:49:08:00 01:49:09:00 SO OFTENTIMES WE SEE A DECREASE
01:49:09:00 01:49:12:00 IN THERE, SMALLER CHANGES THAT
01:49:12:00 01:49:14:00 SCHOOLS HAVE TO MAKE.
01:49:14:00 01:49:15:00 WE DID MORE TO STABILIZE THAT
01:49:15:00 01:49:18:00 IN YEARS PAST.
01:49:18:00 01:49:19:00 I THINK THAT DOES CREATE A RISK
01:49:19:00 01:49:20:00 FOR US GOING NEXT YEAR AS WE
01:49:20:00 01:49:22:00 START TO THINK ABOUT WHAT
01:49:22:00 01:49:23:00 ENROLLMENT MAY LOOK LIKE.
01:49:23:00 01:49:26:00 AND SO WE ARE MONITORING
01:49:26:00 01:49:27:00 ENROLLMENT PRETTY CLOSELY AS
01:49:27:00 01:49:27:00 ALWAYS.
01:49:27:00 01:49:31:00 BUT WE WILL LOOK NOW THAT WE'VE
01:49:31:00 01:49:32:00 ANNOUNCED THAT FIVE DAY IN
01:49:32:00 01:49:34:00 PERSON WILL BE CONTINUED TRACK
01:49:34:00 01:49:35:00 OUR ENROLLMENT IN REGISTRATION,
01:49:35:00 01:49:38:00 NEW INVESTMENTS IN MEDICINE
01:49:38:00 01:49:39:00 MARKETS SORT OF IT'S FUNNY THAT
01:49:39:00 01:49:42:00 YOU MENTIONED WORCESTER AT THE
01:49:42:00 01:49:46:00 RISK OF OF OUTING MYSELF.
01:49:46:00 01:49:47:00 I'M ORIGINALLY FROM OUTSIDE
01:49:47:00 01:49:47:00 OF WORCESTER AND I WAS SAYING
01:49:47:00 01:49:50:00 TO MIRIAM IN THE BREAK THAT THE
01:49:50:00 01:49:51:00 WORCESTER VOCATIONAL SCHOOL
01:49:51:00 01:49:54:00 THAT HAS BECOME THE SORT
01:49:54:00 01:49:55:00 OF TALK OF THE STATE I THINK
01:49:55:00 01:49:58:00 HAS CAUSED A LOT OF US TO TO
01:49:58:00 01:49:59:00 LOOK AT MADISON PARK QUESTION
01:49:59:00 01:50:00:00 WHAT ARE WE DOING AROUND
01:50:00:00 01:50:02:00 MADISON?
01:50:02:00 01:50:03:00 WE DO HAVE MONEY TO DO A STUDY
01:50:03:00 01:50:06:00 FROM MADISON TO SEE HOW WE
01:50:06:00 01:50:07:00 SHOULD ALIGN IT TO THE
01:50:07:00 01:50:07:00 VOCATIONAL PROGRAMS.
01:50:07:00 01:50:10:00 IT'S IN OUR CAPITAL BUDGET AND
01:50:10:00 01:50:11:00 WE DO NEED A PLAN FOR THE
01:50:11:00 01:50:12:00 CAPITAL INFRASTRUCTURE FOR
01:50:12:00 01:50:13:00 MADISON.
01:50:13:00 01:50:15:00 IT IS ONE OF OUR MORE
01:50:15:00 01:50:15:00 CHALLENGING SCHOOLS TO THINK
01:50:15:00 01:50:18:00 ABOUT REBUILDING BOTH BECAUSE
01:50:18:00 01:50:19:00 IT HAS SUCH A SPECIALIZED
01:50:19:00 01:50:22:00 EDUCATIONAL SPACE AND IT IS SO
01:50:22:00 01:50:22:00 LARGE.
01:50:22:00 01:50:23:00 SO WE THINK ABOUT WHERE MADISON
01:50:23:00 01:50:25:00 PARK WILL GO.
01:50:25:00 01:50:26:00 I DON'T THINK WE CAN
01:50:26:00 01:50:27:00 NECESSARILY THINK ABOUT SWING
01:50:27:00 01:50:27:00 STATES.
01:50:27:00 01:50:29:00 I THINK WE NEED TO FIND THAT
01:50:29:00 01:50:30:00 PARCEL THAT WE'RE GOING TO
01:50:30:00 01:50:33:00 BUILD ON IN TERMS OF NEW
01:50:33:00 01:50:33:00 INVESTMENTS.

01:50:33:00 01:50:34:00 THERE AREN'T ANY NEW
01:50:34:00 01:50:37:00 INVESTMENTS PARTICULARLY IN
01:50:37:00 01:50:37:00 ALLISON PARK FOR THIS YEAR.
01:50:37:00 01:50:39:00 BUT I WILL SAY WE CONTINUE TO
01:50:39:00 01:50:41:00 SEE INCREASED ENROLLMENT AT
01:50:41:00 01:50:42:00 MADISON PARK OVER THE LAST FEW
01:50:42:00 01:50:45:00 YEARS AND IT IS A GOOD SIGN
01:50:45:00 01:50:46:00 THAT STUDENTS ARE RETURNING TO
01:50:46:00 01:50:48:00 WORK THAT THEY'VE DONE TO
01:50:48:00 01:50:53:00 IMPROVE FOUNDATIONAL SERVICES
01:50:53:00 01:50:53:00 STUDENT BUDGET ESSENTIALLY
01:50:53:00 01:50:56:00 THERE'S A LOT THAT FITS TO THAT
01:50:56:00 01:50:56:00 CATEGORY.
01:50:56:00 01:50:57:00 BROADLY SPEAKING THERE ARE SOME
01:50:57:00 01:51:00:00 THE SERVICES THAT WE CONTINUE
01:51:00:00 01:51:01:00 TO CONSIDER IN THAT ARE
01:51:01:00 01:51:04:00 OF COURSE ALL OF THE
01:51:04:00 01:51:04:00 TRANSPORTATION SERVICES OUR
01:51:04:00 01:51:05:00 SCHOOL SERVICES BUDGET
01:51:05:00 01:51:07:00 ESSENTIALLY CUSTODIANS AND
01:51:07:00 01:51:11:00 FACILITIES COST THEY'RE ALL
01:51:11:00 01:51:12:00 BUDGETED SEPARATELY.
01:51:12:00 01:51:13:00 THOSE ARE NOT THINGS THAT ARE
01:51:13:00 01:51:15:00 EXPECTED TO BE ON THE SCHOOL
01:51:15:00 01:51:16:00 BUDGETS SPECIAL EDUCATION COSTS
01:51:16:00 01:51:19:00 PER INDIVIDUAL STUDENTS.
01:51:19:00 01:51:20:00 SO ONE TO ONE PARAPROFESSIONALS
01:51:20:00 01:51:23:00 THINGS LIKE OCCUPATIONAL SPEECH
01:51:23:00 01:51:23:00 THERAPY.
01:51:23:00 01:51:24:00 THOSE ARE THINGS THAT ARE
01:51:24:00 01:51:27:00 ALLOCATED OUT ON A PER PUPIL
01:51:27:00 01:51:28:00 BASIS WITH RESOURCES WE BUDGET
01:51:28:00 01:51:31:00 THEM CENTRALLY.
01:51:31:00 01:51:32:00 WE PROVIDE THEM TO SCHOOLS AND
01:51:32:00 01:51:33:00 MAINTAIN CENTRALLY ALL OF THE
01:51:33:00 01:51:35:00 ALLOCATION THAT SUPPORTS THOSE
01:51:35:00 01:51:36:00 ARE PROBABLY THE BIGGEST
01:51:36:00 01:51:39:00 CATEGORIES.
01:51:39:00 01:51:40:00 WHEN WE START TALKING ABOUT
01:51:40:00 01:51:40:00 SCHOOL SERVICES BUDGETS
01:51:40:00 01:51:41:00 GENERALLY THAT BECOMES
01:51:41:00 01:51:44:00 OFTENTIMES A BLURRED LINE
01:51:44:00 01:51:44:00 OF WHAT IS CONSIDERED WHEN WE
01:51:44:00 01:51:47:00 HAVE CENTRALIZED COACHING
01:51:47:00 01:51:48:00 SUPPORT WE CONSIDER THAT
01:51:48:00 01:51:48:00 CENTRAL OFFICE THAT'S PART
01:51:48:00 01:51:50:00 OF OUR ROLE AS A CENTRAL OFFICE
01:51:50:00 01:51:51:00 IS TO PROVIDE COACHING SUPPORT.
01:51:51:00 01:51:52:00 BUT YOU'LL FIND THOSE COACHES
01:51:52:00 01:51:55:00 IN SCHOOLS PROVIDING DIRECT
01:51:55:00 01:51:58:00 SUPPORT TO STUDENTS.
01:51:58:00 01:52:00:00 I FEEL LIKE I PLUGGED A NUMBER
01:52:00:00 01:52:02:00 OF TIMES BUT IT'S ANOTHER GREAT
01:52:02:00 01:52:03:00 OPPORTUNITY TO SAY THE EXPLORE

01:52:03:00 01:52:06:00 BUDGET TOOL ON OUR WEBSITE IS
01:52:06:00 01:52:07:00 THE BEST WAY FOR YOU TO GO AND
01:52:07:00 01:52:08:00 FIND OUT THE DETAILS ABOUT ALL
01:52:08:00 01:52:10:00 OF THOSE SERVICES AND THEN
01:52:10:00 01:52:20:00 FINALLY TRY TO REIMBURSE THE
01:52:20:00 01:52:21:00 THE BIG CHANGE THAT HAPPENED TO
01:52:21:00 01:52:24:00 CHARTER REIMBURSEMENT IN THE
01:52:24:00 01:52:25:00 LAST FEW YEARS IS IF A STUDENT
01:52:25:00 01:52:29:00 ENROLLS TO A CHARTER SCHOOL AND
01:52:29:00 01:52:30:00 MAY HAVE SPECIAL EDUCATION
01:52:30:00 01:52:31:00 NEEDS AND NEED TO BE SERVICED
01:52:31:00 01:52:32:00 IN A SCHOOL AND THE CHARTER
01:52:32:00 01:52:33:00 SCHOOL CANNOT MEET THOSE
01:52:33:00 01:52:36:00 SPECIAL EDUCATION NEEDS WHEN
01:52:36:00 01:52:36:00 THEY COME BACK TO THE DISTRICT
01:52:36:00 01:52:40:00 WE CAN BUILD THAT CHARTER
01:52:40:00 01:52:40:00 SCHOOL FOR THOSE STUDENTS.
01:52:40:00 01:52:44:00 SO IF A STUDENT GETS A SEAT
01:52:44:00 01:52:45:00 BECAUSE THEY KNOW THAT THEY
01:52:45:00 01:52:46:00 HOLD A LOTTERY AND LET'S SAY A
01:52:46:00 01:52:50:00 STUDENT HAS A STUDENT WITH
01:52:50:00 01:52:51:00 AUTISM WHO NEEDS ABA SERVICES
01:52:51:00 01:52:54:00 APPLIED BEHAVIORAL ANALYSIS IS
01:52:54:00 01:52:58:00 A SERVICE WAY OF PROVIDING
01:52:58:00 01:52:59:00 SERVICES TO STUDENTS WITH
01:52:59:00 01:53:01:00 AUTISM IF THAT CHARTER SCHOOL
01:53:01:00 01:53:02:00 DOES NOT HAVE THOSE SERVICES
01:53:02:00 01:53:06:00 AND CAN'T PROVIDE A PROGRAM
01:53:06:00 01:53:07:00 THAT MEETS THE NEEDS OF THE
01:53:07:00 01:53:09:00 STUDENTS AND ENROLL IN DPS,
01:53:09:00 01:53:10:00 THEY PAY OUR ACTUAL COSTS FOR
01:53:10:00 01:53:13:00 SERVICING STUDENTS.
01:53:13:00 01:53:14:00 THAT'S A BIG SHIFT IN THE WAY
01:53:14:00 01:53:17:00 THAT CHARTERS WERE.
01:53:17:00 01:53:18:00 THE FUNDING WORKED AND AS IT IS
01:53:18:00 01:53:21:00 NOW THERE ARE FOUR DIFFERENT
01:53:21:00 01:53:21:00 CHECKPOINTS IN THE SCHOOL YEAR
01:53:21:00 01:53:22:00 WHERE IF A STUDENT LEAVES A
01:53:22:00 01:53:25:00 CHARTER SCHOOL AND COMES BACK
01:53:25:00 01:53:26:00 TO US, THE CHARTER SCHOOL STOPS
01:53:26:00 01:53:29:00 RECEIVING THE TUITION FOR
01:53:29:00 01:53:29:00 THOSE.
01:53:29:00 01:53:30:00 SO THAT IS IT'S RIGHT NOW I
01:53:30:00 01:53:33:00 BELIEVE IT'S FOUR DIFFERENT
01:53:33:00 01:53:34:00 POINTS IN THE YEAR THAT AFFECTS
01:53:34:00 01:53:36:00 IT AND SO THAT IS ADVOCACY AT
01:53:36:00 01:53:37:00 THE STATE LEVEL AND THE TEAM
01:53:37:00 01:53:40:00 CONTINUES TO WORK TO ADVOCATE
01:53:40:00 01:53:41:00 FOR BETTER MORE FAVORABLE
01:53:41:00 01:53:44:00 FUNDING BECAUSE I DO NOT THINK
01:53:44:00 01:53:45:00 THE CHARTER SCHOOL FUNDING
01:53:45:00 01:53:45:00 MODEL IS AN EQUITABLE FUNDING
01:53:45:00 01:53:48:00 SYSTEM.
01:53:48:00 01:53:49:00 THEY SERVE A DISPROPORTIONATELY

01:53:49:00 01:53:53:00 LOW AND LOWER NEEDS STUDENTS
01:53:53:00 01:53:54:00 AND LESS ENGLISH LEARNERS THAN
01:53:54:00 01:53:56:00 A DISTRICT AND YET THEY RECEIVE
01:53:56:00 01:53:57:00 THE AVERAGE DISTRICT COST.
01:53:57:00 01:53:58:00 SO I THINK THERE'S A LOT
01:53:58:00 01:53:59:00 OF WORK THAT NEEDS TO BE DONE
01:53:59:00 01:54:01:00 WITH TURNER WITH THAT AND
01:54:01:00 01:54:27:00 FACULTY I I GOT ALL THE
01:54:27:00 01:54:27:00 QUESTIONS.
01:54:27:00 01:54:27:00 YES.
01:54:27:00 01:54:28:00 THANK YOU.
01:54:28:00 01:54:28:00 THANK YOU.
01:54:28:00 01:54:29:00 THANK YOU MADAM.
01:54:29:00 01:54:29:00 GREAT.
01:54:29:00 01:54:30:00 THANK YOU.
01:54:30:00 01:54:31:00 COUNCILOR FLAHERTY, THANKS SO
01:54:31:00 01:54:31:00 MUCH.
01:54:31:00 01:54:31:00 ALL RIGHT.
01:54:31:00 01:54:32:00 IT'S IT'S TO ME NOW AND I GUESS
01:54:32:00 01:54:33:00 I WANTED TO START JUST BY
01:54:33:00 01:54:34:00 ASKING YOU ABOUT THE TOBIN
01:54:34:00 01:54:35:00 SCHOOL WHICH IS THE ONE
01:54:35:00 01:54:35:00 ELEMENTARY MIDDLE SCHOOL IN MY
01:54:35:00 01:54:35:00 DISTRICT.
01:54:35:00 01:54:37:00 IT IS IT IS DOWN A LITTLE FOR
01:54:37:00 01:54:38:00 THE YEAR AND I THINK WHEN I
01:54:38:00 01:54:40:00 LOOK AT THAT MAYBE IT'S LOST A
01:54:40:00 01:54:42:00 CLASSROOM BECAUSE IT'S SORT
01:54:42:00 01:54:43:00 OF PROJECTED ENROLLMENT IS DOWN
01:54:43:00 01:54:44:00 FROM FOUR TWENTY NINE FOR A
01:54:44:00 01:54:46:00 THREE.
01:54:46:00 01:54:47:00 BUT I JUST WONDERED IF YOU
01:54:47:00 01:54:50:00 COULD IT LOOKS LIKE THERE THEY
01:54:50:00 01:54:51:00 HAD TWO SOCIAL WORKERS LAST
01:54:51:00 01:54:51:00 YEAR.
01:54:51:00 01:54:54:00 THEY'RE DOWN HALF A SOCIAL
01:54:54:00 01:54:58:00 WORKER AND SO AN I THINK WE
01:54:58:00 01:54:58:00 TALKED LAST YEAR ABOUT THE FACT
01:54:58:00 01:55:01:00 THEY'RE HIGH ON THE OPPORTUNITY
01:55:01:00 01:55:02:00 INDEX AND THEY'RE ONE OF THE
01:55:02:00 01:55:05:00 SCHOOLS HIGHER THE OPPORTUNITY
01:55:05:00 01:55:06:00 INDEX THAT SORT OF WHEN YOU
01:55:06:00 01:55:09:00 THROW EVERYTHING TOGETHER IS A
01:55:09:00 01:55:10:00 LITTLE BIT LOWER PER PUPIL THAN
01:55:10:00 01:55:10:00 SOME.
01:55:10:00 01:55:13:00 SO I JUST WANTED TO CHECK IN ON
01:55:13:00 01:55:14:00 THAT SCHOOL COMMUNITY AND SORT
01:55:14:00 01:55:15:00 OF GET A LITTLE BIT MORE
01:55:15:00 01:55:17:00 CONTEXT ABOUT THEIR BUDGET THIS
01:55:17:00 01:55:20:00 YEAR.
01:55:20:00 01:55:21:00 I'M GOING TO LET MIRIAM TAKE
01:55:21:00 01:55:22:00 THE DETAILS ON THE TOBINS
01:55:22:00 01:55:22:00 QUOTE.
01:55:22:00 01:55:25:00 SHE CERTAINLY DID BETTER THAN I

01:55:25:00 01:55:25:00 DO.
01:55:25:00 01:55:26:00 I WOULD JUST NOTE THAT IN THE
01:55:26:00 01:55:28:00 WHEN YOU LOOK WOMAN FOR TWENTY
01:55:28:00 01:55:31:00 NINE TO FOUR THREE DESPITE THE
01:55:31:00 01:55:33:00 FACT THAT THAT MAY BE ABOUT OUR
01:55:33:00 01:55:33:00 CLASSROOM WORTH OF STUDENTS,
01:55:33:00 01:55:37:00 IT'S LIKELY ACROSS MULTIPLE
01:55:37:00 01:55:37:00 GRADE LEVELS.
01:55:37:00 01:55:38:00 THAT'S A GREAT EXAMPLE OF A
01:55:38:00 01:55:40:00 SCHOOL WHERE THEY WOULD HAVE
01:55:40:00 01:55:41:00 HAD A DECREASE IN ENROLLMENT
01:55:41:00 01:55:43:00 BUT NOT ABLE TO TAKE CAPACITY
01:55:43:00 01:55:44:00 OFFLINE BECAUSE IT WAS IN
01:55:44:00 01:55:45:00 CONCENTRATED DECLINE IN ANY ANY
01:55:45:00 01:55:47:00 SPECIFIC.
01:55:47:00 01:55:49:00 BUT THAT JUST GENERALLY SORT
01:55:49:00 01:55:52:00 OF ONE OF THE THINGS TO TALK
01:55:52:00 01:55:52:00 ABOUT WHEN THE ENROLLMENT.
01:55:52:00 01:55:54:00 BUT I'LL LET ME ASK ANSWER THE
01:55:54:00 01:55:55:00 SPECIFICS ON THE TOPIC.
01:55:55:00 01:55:56:00 YEAH.
01:55:56:00 01:55:59:00 AND I'M I'M JUST DOUBLE
01:55:59:00 01:56:02:00 CHECKING I BELIEVE THE SOCIAL
01:56:02:00 01:56:03:00 VALIDATION HASN'T CHANGED.
01:56:03:00 01:56:04:00 THERE WAS AN ERROR ON ONE
01:56:04:00 01:56:08:00 OF THE DOCUMENTS THAT WAS
01:56:08:00 01:56:09:00 PRODUCED BUT IT SHOULD HAVE
01:56:09:00 01:56:09:00 BEEN UPDATED.
01:56:09:00 01:56:10:00 SO WE'LL MAKE SURE YOU'RE
01:56:10:00 01:56:11:00 LOOKING AT THE RIGHT ONE.
01:56:11:00 01:56:12:00 BUT THEY THEY HAD TO AND THEN
01:56:12:00 01:56:14:00 THEY WERE GETTING TO THIS YEAR
01:56:14:00 01:56:15:00 THEY'RE ACTUALLY WE HAD A
01:56:15:00 01:56:19:00 WAIVER PROCESS FOR SOCIAL
01:56:19:00 01:56:20:00 WORKERS AND SO THEY'RE ONE
01:56:20:00 01:56:23:00 OF THE SCHOOLS WHO IS GOING TO
01:56:23:00 01:56:24:00 BE REALLOCATING A PORTION
01:56:24:00 01:56:27:00 OF THEIR SOCIAL WORKER
01:56:27:00 01:56:27:00 ALLOCATION TO SOMETHING ELSE
01:56:27:00 01:56:28:00 BECAUSE THEY FELT LIKE THEY HAD
01:56:28:00 01:56:31:00 ENOUGH SUPPORT AT THE SCHOOL.
01:56:31:00 01:56:32:00 SO CAN TALK MORE ABOUT THAT IF
01:56:32:00 01:56:33:00 YOU'RE INTERESTED.
01:56:33:00 01:56:35:00 BUT WHAT ARE THEY REALLOCATED
01:56:35:00 01:56:36:00 TO?
01:56:36:00 01:56:41:00 I THINK THEY HAD THERE WERE A
01:56:41:00 01:56:45:00 NUMBER OF SCHOOLS TO REALLOCATE
01:56:45:00 01:56:49:00 TO A COACH COACH WHO'S GOING TO
01:56:49:00 01:56:50:00 BE DOING KIND OF A BRIDGE
01:56:50:00 01:56:53:00 OF WORK BETWEEN SOCIAL
01:56:53:00 01:56:54:00 EMOTIONAL SUPPORT AND THEN ALSO
01:56:54:00 01:56:54:00 INSTRUCTIONAL COACHING FOR
01:56:54:00 01:56:57:00 FIRST TEACHERS AND THAT WAS
01:56:57:00 01:57:01:00 THAT WAIVER PROCESS IS REALLY

01:57:01:00 01:57:02:00 IT WAS A COMPREHENSIVE REVIEW
01:57:02:00 01:57:05:00 OF THE SYSTEMS THAT THEY HAVE
01:57:05:00 01:57:06:00 IN PLACE ARE READY TO DETERMINE
01:57:06:00 01:57:09:00 WHETHER THEY CAN REALLOCATE BUT
01:57:09:00 01:57:10:00 THAT SHOULDN'T AFFECT WHAT YOU
01:57:10:00 01:57:10:00 SEE.
01:57:10:00 01:57:13:00 IT SHOULD BE THE TWO POINT
01:57:13:00 01:57:13:00 ALLOCATION THAT THEY GOT.
01:57:13:00 01:57:16:00 YEAH, I GOT IT.
01:57:16:00 01:57:17:00 THE OTHER THING THAT'S
01:57:17:00 01:57:17:00 HAPPENING AT THE CHILDREN'S
01:57:17:00 01:57:18:00 SCHOOL IS THEY'RE CONTINUING TO
01:57:18:00 01:57:21:00 PHASE AN ENGLISH LEARNER
01:57:21:00 01:57:24:00 PROGRAM IN THIS YEAR.
01:57:24:00 01:57:25:00 THEY NO LONGER HAVE A GRADE TO
01:57:25:00 01:57:26:00 WHAT WE REFER TO AS CIA
01:57:26:00 01:57:28:00 SHELTERED ENGLISH INSTRUCTION
01:57:28:00 01:57:29:00 CLASS AND SO THEY'RE REDUCING
01:57:29:00 01:57:39:00 BY THE THAT THAT THAT TEACHER
01:57:39:00 01:57:40:00 BECAUSE THE CLASS OF A
01:57:40:00 01:57:43:00 PROGRAMMATIC CHANGE IS
01:57:43:00 01:57:44:00 HAPPENING AT THE SCHOOL.
01:57:44:00 01:57:44:00 RIGHT.
01:57:44:00 01:57:45:00 AND THEY DON'T HAVE A SECOND
01:57:45:00 01:57:45:00 YEAR.
01:57:45:00 01:57:47:00 I THINK THAT PROGRAMATIC CHANGE
01:57:47:00 01:57:48:00 WAS HAPPENING LAST YEAR.
01:57:48:00 01:57:50:00 YEAH, IT'S A PHASE OUT SO THAT
01:57:50:00 01:57:51:00 THAT LAST GRADE OF STUDENTS
01:57:51:00 01:57:55:00 MOVES UP WE WILL SORT OF PHASE
01:57:55:00 01:57:56:00 OUT NOT REPLACE IN THE YEARS
01:57:56:00 01:57:59:00 AFTER AND IT STARTED LAST YEAR
01:57:59:00 01:58:02:00 WITH THE GRADE ONE OUT.
01:58:02:00 01:58:08:00 OK, THAT MAKES SENSE AND
01:58:08:00 01:58:09:00 STARTED COMING THROUGH MY
01:58:09:00 01:58:13:00 QUESTIONS HERE AND THEN THE
01:58:13:00 01:58:17:00 MACKINLEY SO AGAIN IT MIGHT
01:58:17:00 01:58:18:00 HAVE TO DO WITH THE FACT THAT
01:58:18:00 01:58:20:00 IT'S A PROGRAM SCHOOL.
01:58:20:00 01:58:21:00 WHEN WE LOOKED AT IT WE DIDN'T
01:58:21:00 01:58:22:00 SEE ANY SOCIAL WORKER
01:58:22:00 01:58:22:00 ALLOCATION THERE.
01:58:22:00 01:58:24:00 I WOULD EXPECT THEY'D HAVE
01:58:24:00 01:58:24:00 SIGNIFICANT BEHAVIORAL
01:58:24:00 01:58:25:00 SPECIALISTS.
01:58:25:00 01:58:26:00 SO I'M JUST I JUST WANTED TO
01:58:26:00 01:58:28:00 CLEAR YEAH.
01:58:28:00 01:58:29:00 SO WITH THE FAMILY LIAISON AND
01:58:29:00 01:58:31:00 SOCIAL WORKER INVESTMENTS WE
01:58:31:00 01:58:36:00 MET WITH EACH NON WSF SCHOOL TO
01:58:36:00 01:58:36:00 KIND OF DETERMINE WHETHER THEY
01:58:36:00 01:58:37:00 THEY NEEDED THAT ADDITIONAL
01:58:37:00 01:58:40:00 ALLEGATIONS THAT THEY HAD THE
01:58:40:00 01:58:40:00 OPTION AND SOME SCHOOLS

01:58:40:00 01:58:41:00 RECEIVED IT.
01:58:41:00 01:58:44:00 BUT THE MCKINLEY'S CASE BECAUSE
01:58:44:00 01:58:45:00 THEY HAD KIND OF THE SUPPORT
01:58:45:00 01:58:47:00 ALREADY BAKED INTO IT THEIR
01:58:47:00 01:58:48:00 SCHOOL MODEL THEY DIDN'T
01:58:48:00 01:58:56:00 RECEIVE AN ADDITIONAL GOT IT.
01:58:56:00 01:58:57:00 AND I'LL JUST SAY I JUST WANT
01:58:57:00 01:58:58:00 TO ECHO I KNOW HE IS PUSHED ON
01:58:58:00 01:59:00:00 THE MACKINLEY OBVIOUSLY TWO
01:59:00:00 01:59:01:00 OF THE THREE CAMPUSES ARE IN MY
01:59:01:00 01:59:03:00 DISTRICT.
01:59:03:00 01:59:04:00 THEY'RE BOTH OLDER BUILDINGS I
01:59:04:00 01:59:08:00 THINK AND AND IT SEEMS LIKE A
01:59:08:00 01:59:11:00 WEIRD MISMATCH OF OLDER
01:59:11:00 01:59:15:00 BUILDINGS ALSO PERHAPS QUITE A
01:59:15:00 01:59:15:00 LOT OF SPACE THOUGH
01:59:15:00 01:59:16:00 PROPORTIONATE TO THE STUDENT
01:59:16:00 01:59:17:00 COMMUNITY WHICH I THINK CAN
01:59:17:00 01:59:19:00 MAKE PEOPLE IT CAN MAKE YOU
01:59:19:00 01:59:20:00 FEEL LIKE YOU'RE SORT
01:59:20:00 01:59:23:00 OF WEIRDLY IN THIS EXTRA SPACE.
01:59:23:00 01:59:24:00 AND I THINK WE REALLY DON'T
01:59:24:00 01:59:25:00 WANT OUR STUDENTS LIKE THAT TO
01:59:25:00 01:59:27:00 FEEL LIKE THEY'RE IN A HOLDING
01:59:27:00 01:59:27:00 PATTERN.
01:59:27:00 01:59:31:00 AND SO AND I DON'T THINK THE
01:59:31:00 01:59:31:00 ISSUES OF THE RECENT NEWSPAPER
01:59:31:00 01:59:35:00 COVERAGE HAS HIGHLIGHTED OUR
01:59:35:00 01:59:38:00 NEW REALLY SO JUST SOMETHING
01:59:38:00 01:59:39:00 THAT I WOULD REALLY LIKE TO
01:59:39:00 01:59:42:00 PARTNER WITH YOU ALL AND
01:59:42:00 01:59:43:00 THINKING ABOUT THAT AS A JOINT
01:59:43:00 01:59:43:00 OPERATING BUT ALSO FACILITATES
01:59:43:00 01:59:47:00 PLAY AND WE DO HAVE THOSE TWO
01:59:47:00 01:59:50:00 SITES.
01:59:50:00 01:59:51:00 SO THINKING ABOUT IS THERE A
01:59:51:00 01:59:52:00 DYNAMIC WAY TO DO SOMETHING FOR
01:59:52:00 01:59:54:00 BOTH THE MIDDLE SCHOOLERS, HIGH
01:59:54:00 01:59:55:00 SCHOOLERS TOGETHER ON A SIDE OR
01:59:55:00 01:59:58:00 THE I DON'T KNOW BUT JUST I
01:59:58:00 01:59:59:00 THINK IT'S SOMETHING WE SHOULD
01:59:59:00 02:00:04:00 BE CREATIVE ABOUT AND THEN
02:00:04:00 02:00:05:00 SORRY I'VE GOT TOO MANY
02:00:05:00 02:00:13:00 QUESTIONS HERE ON THE ON THE
02:00:13:00 02:00:13:00 ENROLLMENT DECLINES FRONT.
02:00:13:00 02:00:14:00 YEAH.
02:00:14:00 02:00:15:00 I JUST WANT TO PUSH BACK A BIT.
02:00:15:00 02:00:17:00 NATE, ON THE IDEA THAT IT'S
02:00:17:00 02:00:19:00 LIKE THE GLOBAL THING AND THE
02:00:19:00 02:00:23:00 LIKE FOLKS HAVING CHILDREN
02:00:23:00 02:00:23:00 LATER.
02:00:23:00 02:00:24:00 I JUST FEEL LIKE THERE ARE
02:00:24:00 02:00:27:00 SCHOOL DISTRICTS IN
02:00:27:00 02:00:28:00 MASSACHUSETTS THAT ARE GROWING

02:00:28:00 02:00:31:00 IN ENROLLMENT AND OURS IS NOT
02:00:31:00 02:00:32:00 AND WE ARE GROWING AT
02:00:32:00 02:00:32:00 POPULATION WHICH HAS SOME
02:00:32:00 02:00:36:00 INTERACTION.
02:00:36:00 02:00:36:00 RIGHT.
02:00:36:00 02:00:37:00 IT'S LIKE OK, YEAH PEOPLE ARE
02:00:37:00 02:00:38:00 HAVING FEWER CHILDREN NOW ON
02:00:38:00 02:00:40:00 THE TRIPLE BACKERS WERE FULL
02:00:40:00 02:00:42:00 OF LIKE FIVE, SIX KIDS.
02:00:42:00 02:00:43:00 BUT WE'RE ALSO LIKE WE'VE ALSO
02:00:43:00 02:00:47:00 GOT A LOT MORE PEOPLE IN BOSTON
02:00:47:00 02:00:48:00 SO I DON'T KNOW HOW THE EXACTLY
02:00:48:00 02:00:51:00 THE MATH ALL CASHES OUT
02:00:51:00 02:00:51:00 CERTAINLY IN MY DISTRICT
02:00:51:00 02:00:54:00 OBVIOUSLY WE'VE GOT SOME VERY
02:00:54:00 02:00:55:00 LOW CAPTURE RATES AND SOME
02:00:55:00 02:00:56:00 OF THE NEIGHBORHOODS THAT I
02:00:56:00 02:01:01:00 REPRESENT AND SO IT'S SORT OF I
02:01:01:00 02:01:02:00 BOTH AGREE WITH COUNCILOR
02:01:02:00 02:01:03:00 CAMPBELL AND THE HERE ABOUT THE
02:01:03:00 02:01:06:00 NEED FOR QUALITATIVE INFO AND I
02:01:06:00 02:01:07:00 ALSO KIND OF FEEL LIKE WE HAVE
02:01:07:00 02:01:09:00 THE QUALITATIVE INFO LIKE WE
02:01:09:00 02:01:10:00 ALL LIKE WE ALL HEAR FROM
02:01:10:00 02:01:14:00 FAMILIES THAT ARE MAKING OTHER
02:01:14:00 02:01:17:00 CHOICES AND SO I DON'T KNOW, I
02:01:17:00 02:01:22:00 JUST I I WORRY I WORRY ABOUT A
02:01:22:00 02:01:25:00 STORY WHERE WE TELL OURSELVES
02:01:25:00 02:01:28:00 THAT DECLINING ENROLLMENT IS
02:01:28:00 02:01:29:00 JUST AN INEVITABLE DEMOGRAPHIC
02:01:29:00 02:01:33:00 FACT BECAUSE I THINK THAT IT
02:01:33:00 02:01:33:00 OBSCURES IT OBSCURES THE THINGS
02:01:33:00 02:01:36:00 THAT I DO.
02:01:36:00 02:01:37:00 IT'S NOT THAT I DON'T HEAR YOU
02:01:37:00 02:01:37:00 GUYS ARE JUST TALKING ABOUT
02:01:37:00 02:01:38:00 THEM.
02:01:38:00 02:01:39:00 WE TALKED ABOUT THAT BIT IN THE
02:01:39:00 02:01:40:00 LAST BUT IT'S LIKE TO ME IT'S
02:01:40:00 02:01:44:00 LIKE MAYBE SOME OF THIS
02:01:44:00 02:01:44:00 DEMOGRAPHIC THAT WE SHOULD JUST
02:01:44:00 02:01:45:00 BRACKET THEN FOCUS ON THE
02:01:45:00 02:01:48:00 LEVERS THAT WE ACTUALLY HAVE
02:01:48:00 02:01:48:00 SOME CAPACITY TO PULL BECAUSE
02:01:48:00 02:01:51:00 BECAUSE OTHERWISE I THINK I
02:01:51:00 02:01:55:00 MEAN WE'RE AT A PRETTY PRETTY
02:01:55:00 02:02:01:00 DIFFICULT LONG TERM POSITION.
02:02:01:00 02:02:01:00 YEAH.
02:02:01:00 02:02:05:00 SORT OF TO TO SORT OF THOUGHTS
02:02:05:00 02:02:08:00 IN THE FIRST PHASE WE DO SEE A
02:02:08:00 02:02:09:00 DECLINE IN THE NUMBER OF LIVE
02:02:09:00 02:02:13:00 BIRTHS TO BOSTON RESIDENTS OVER
02:02:13:00 02:02:16:00 THE LAST FIVE TO TEN YEARS AND
02:02:16:00 02:02:20:00 SO THAT THAT HAS AFFECTED OUR
02:02:20:00 02:02:24:00 CAPTURE RATE AND THE NUMBER

02:02:24:00 02:02:25:00 OF STUDENTS FIVE YEARS LATER
02:02:25:00 02:02:28:00 WHO WE SEE ENROLLING IN KATIE.
02:02:28:00 02:02:29:00 WE HAVE ALSO SEEN A DECLINE IN
02:02:29:00 02:02:29:00 OUR CAPTURE RATE.
02:02:29:00 02:02:32:00 SO THE NUMBER OF STUDENTS THAT
02:02:32:00 02:02:33:00 WE ARE GETTING FROM THOSE
02:02:33:00 02:02:35:00 COHORTS ARE BEING BORN AND WE
02:02:35:00 02:02:39:00 HAVE HEARD THEY STARTED ABOUT
02:02:39:00 02:02:40:00 OVER TEN YEARS AGO THE SAME
02:02:40:00 02:02:43:00 SORT OF STORIES ABOUT WHY
02:02:43:00 02:02:44:00 FAMILIES MOVE OUT OF THE CITY
02:02:44:00 02:02:45:00 AND WHEN THEY MOVE OUT OF THE
02:02:45:00 02:02:45:00 CITY.
02:02:45:00 02:02:47:00 AND SO WE DO SEE FAMILIES
02:02:47:00 02:02:48:00 EXITING THE SYSTEM AT DIFFERENT
02:02:48:00 02:02:51:00 POINTS.
02:02:51:00 02:02:52:00 AND SO IT IS BOTH TRUE THAT WE
02:02:52:00 02:02:55:00 ARE HAVING A DECLINE IN SCHOOL
02:02:55:00 02:02:58:00 AGE POPULATION DENSITY AND THAT
02:02:58:00 02:03:02:00 BECAUSE THERE ARE THERE IS A
02:03:02:00 02:03:03:00 COMPETITION FOR SCHOOL AGE
02:03:03:00 02:03:07:00 YOUTH IN THE CITY OF BOSTON
02:03:07:00 02:03:08:00 THAT DESPITE THIS DECLINE IT'S
02:03:08:00 02:03:10:00 NOT INEVITABILITY WE CAN AND
02:03:10:00 02:03:13:00 SHOULD GET STUDENTS TO ENROLL
02:03:13:00 02:03:14:00 IN VPS.
02:03:14:00 02:03:14:00 WE'RE CHOOSING PAROCHIAL OR
02:03:14:00 02:03:17:00 COMMONWEALTH CHARTER SCHOOLS IN
02:03:17:00 02:03:21:00 OTHER DISTRICTS THAT HAVE
02:03:21:00 02:03:22:00 EITHER NOT AS MANY OR ANY
02:03:22:00 02:03:25:00 PAROCHIAL SCHOOLS OR HAVE NO
02:03:25:00 02:03:26:00 CHARTER SCHOOLS.
02:03:26:00 02:03:29:00 THEY'RE NO EXPERTS AND THERE
02:03:29:00 02:03:30:00 ARE A NUMBER OF KIDS ARE MORE
02:03:30:00 02:03:32:00 DIRECTED RELATED.
02:03:32:00 02:03:33:00 SO I DO THINK THAT THERE'S MORE
02:03:33:00 02:03:36:00 THAT WE CAN AND SHOULD DO TO
02:03:36:00 02:03:37:00 MAKE SURE THAT BAPS IS THE
02:03:37:00 02:03:40:00 FIRST CHOICE FOR FOUR FAMILIES
02:03:40:00 02:03:44:00 IN BOSTON AND WE SEE THAT FOR
02:03:44:00 02:03:45:00 SOME OF OUR SCHOOLS AND NOT
02:03:45:00 02:03:45:00 OTHERS.
02:03:45:00 02:03:48:00 AND SO LEARNING FROM WHAT WE
02:03:48:00 02:03:49:00 ALREADY KNOW WORKS AND
02:03:49:00 02:03:52:00 INVESTING IN SCHOOLS IS PART
02:03:52:00 02:03:52:00 OF WHAT WE'RE DOING AND SO
02:03:52:00 02:03:55:00 THERE IS AN INVESTMENT
02:03:55:00 02:03:56:00 FOUNDATION FOR QUALITY.
02:03:56:00 02:03:57:00 WE NEED TO INVEST THE
02:03:57:00 02:03:59:00 DISBELIEVES WE KNOW THE THINGS
02:03:59:00 02:04:03:00 THAT ARE HAVING FAMILIES LEAVE
02:04:03:00 02:04:03:00 .
02:04:03:00 02:04:04:00 WE ARE SEEING EARLY EVIDENCE
02:04:04:00 02:04:05:00 THAT CHANGE IN GRADE

02:04:05:00 02:04:07:00 CONFIGURATIONS CREATING MORE
02:04:07:00 02:04:07:00 PREDICTABLE PATHWAY B'S KEEPING
02:04:07:00 02:04:11:00 FAMILIES IN BOSTON.
02:04:11:00 02:04:12:00 I WILL SAY IT IS ONE OF THE
02:04:12:00 02:04:13:00 THINGS THAT IS NERVE WRACKING
02:04:13:00 02:04:15:00 HAVING GONE THROUGH IT MYSELF,
02:04:15:00 02:04:15:00 NOT KNOWING WHERE YOUR KIDS
02:04:15:00 02:04:18:00 GOING TO ENROLL IS ANXIETY
02:04:18:00 02:04:19:00 PRODUCING AND SO EVERY TIME WE
02:04:19:00 02:04:22:00 ENTER INTO A LOTTERY IT CREATES
02:04:22:00 02:04:23:00 SOME FAMILIES WHO JUST DON'T
02:04:23:00 02:04:27:00 WANT TO PARTICIPATE BUT WE KNOW
02:04:27:00 02:04:28:00 WHO IS ABLE TO OPT OUT OF THAT
02:04:28:00 02:04:48:00 AND SO IT CREATES AGAIN GOING
02:04:48:00 02:04:49:00 BACK TO THE QUESTIONS AROUND
02:04:49:00 02:04:50:00 RACE AND EQUITY, I THINK THIS
02:04:50:00 02:04:50:00 GETS TO SOME OF OUR CORE
02:04:50:00 02:04:51:00 CHALLENGES IN BOSTON.
02:04:51:00 02:04:52:00 YEAH, NO, ABSOLUTELY.
02:04:52:00 02:04:52:00 AND I THINK THAT I'M JUST
02:04:52:00 02:04:53:00 ALARMED WHEN I LOOK AT THE
02:04:53:00 02:04:54:00 SLIDE WHERE YOU SAY YOU ARE OUR
02:04:54:00 02:04:55:00 K ZERO TO FIVE ENROLLMENT HAS
02:04:55:00 02:04:56:00 NOW DROPPED BY TWELVE POINT
02:04:56:00 02:04:57:00 FOUR PERCENT BECAUSE IT WOULD
02:04:57:00 02:04:58:00 SEEM TO ME LIKE THAT'S A
02:04:58:00 02:05:01:00 LEADING INDICATOR THOSE SMALLER
02:05:01:00 02:05:02:00 CLASS SIZES GET OLDER AND THEN
02:05:02:00 02:05:05:00 WE'VE GOT SO JUST LIKE SO I'M
02:05:05:00 02:05:09:00 THAT'S MUCH SCARIER THAN THE
02:05:09:00 02:05:13:00 AVERAGE NUMBER OVERALL AND I
02:05:13:00 02:05:16:00 GUESS IT JUST FEELS LIKE A KIND
02:05:16:00 02:05:17:00 OF YEAH.
02:05:17:00 02:05:18:00 JUST FEELS LIKE A RED ALERT
02:05:18:00 02:05:23:00 KIND OF THING AND AND AND I
02:05:23:00 02:05:27:00 THINK IT'S WORTH SAYING TO
02:05:27:00 02:05:28:00 COUNCILOR MAKING THIS POINT
02:05:28:00 02:05:31:00 EARLIER I THINK ONE OF THE ONE
02:05:31:00 02:05:35:00 OF THE PROBLEMS THAT I THINK I
02:05:35:00 02:05:36:00 THINK WE SHOULD JUST
02:05:36:00 02:05:39:00 ACKNOWLEDGE RIGHT IS THAT ON
02:05:39:00 02:05:42:00 THE ONE HAND EVERYBODY WANTS
02:05:42:00 02:05:43:00 RETURN ON INVESTMENT IMPACT.
02:05:43:00 02:05:46:00 ON THE OTHER HAND THERE'S A LOT
02:05:46:00 02:05:47:00 OF ADVOCACY FOR INPUTS LIKE
02:05:47:00 02:05:51:00 THERE ARE LIKE THINGS PEOPLE
02:05:51:00 02:05:52:00 WANT TO SEE BECAUSE THEY THINK
02:05:52:00 02:05:54:00 THEY NEED TO IMPACT AND THEN
02:05:54:00 02:05:55:00 THEY MAY OR MAY NOT LEAD TO
02:05:55:00 02:05:55:00 IMPACT.
02:05:55:00 02:05:56:00 RIGHT.
02:05:56:00 02:05:58:00 BUT A LOT OF ADVOCACY AND I'LL
02:05:58:00 02:05:59:00 SAY THIS IS ALSO TRUE ON OUR
02:05:59:00 02:05:59:00 POLITICAL SIDE.

02:05:59:00 02:06:00:00 RIGHT.
02:06:00:00 02:06:02:00 LIKE THE THINGS THAT WE PUSH
02:06:02:00 02:06:05:00 FOR ARE LIKE LIKE THE THINGS WE
02:06:05:00 02:06:06:00 THE THINGS WE THINK WILL MAKE A
02:06:06:00 02:06:09:00 GREAT SCHOOL THAT WILL THEN
02:06:09:00 02:06:09:00 RESULT IN FOLKS DOING.
02:06:09:00 02:06:10:00 AND THERE IS A TENSION RIGHT
02:06:10:00 02:06:17:00 BETWEEN THE FACT THAT THE A
02:06:17:00 02:06:20:00 SYSTEM THAT KIND OF DOUBLED
02:06:20:00 02:06:21:00 DOWN ON THE SCHOOLS THAT WERE
02:06:21:00 02:06:24:00 DRIVING HIGHER ENROLLMENT WOULD
02:06:24:00 02:06:25:00 BE VERY DIFFERENT FROM A SYSTEM
02:06:25:00 02:06:28:00 THAT TRIES TO EVEN THE IMPACTS
02:06:28:00 02:06:29:00 OF DECLINING ENROLLMENT ACROSS
02:06:29:00 02:06:29:00 OUR SCHOOLS.
02:06:29:00 02:06:30:00 RIGHT.
02:06:30:00 02:06:33:00 SO AND I KNOW I THINK YOU KNOW
02:06:33:00 02:06:34:00 THIS AND I THINK THAT FOR
02:06:34:00 02:06:36:00 SEVERAL YEARS NOW WE'VE BEEN
02:06:36:00 02:06:37:00 SAYING THAT THAT HARD
02:06:37:00 02:06:40:00 CONVERSATION IS COMING AND THEN
02:06:40:00 02:06:41:00 WE'VE PUT THAT ON HOLD BECAUSE
02:06:41:00 02:06:44:00 WITH COVID WE'RE HOPEFUL THAT
02:06:44:00 02:06:45:00 PARTICULARLY SCHOOLS LIKE
02:06:45:00 02:06:49:00 DECLINE FROM LAST YEAR IS
02:06:49:00 02:06:49:00 TEMPORARY.
02:06:49:00 02:06:50:00 BUT I DON'T KNOW JUST IT JUST
02:06:50:00 02:06:53:00 FEELS LIKE I GUESS THE REASON I
02:06:53:00 02:06:54:00 REALLY WANT TO HIGHLIGHT IT IS
02:06:54:00 02:06:57:00 BECAUSE IT FEELS LIKE THAT IS
02:06:57:00 02:07:00:00 THE DIRECTION THINGS ARE
02:07:00:00 02:07:04:00 CREATING AND THEN WE HAVE THIS
02:07:04:00 02:07:05:00 LIKE BIG ONE TIME INFUSION
02:07:05:00 02:07:08:00 OF FEDERAL MONEY AND IF THE
02:07:08:00 02:07:09:00 QUESTION OF HOW TO USE THAT BIG
02:07:09:00 02:07:11:00 ONE TIME INFUSION OF FEDERAL
02:07:11:00 02:07:12:00 MONEY IS NOT HOW TO
02:07:12:00 02:07:13:00 FUNDAMENTALLY CHANGE THE
02:07:13:00 02:07:16:00 TRAJECTORY WE'RE ON, WE'RE
02:07:16:00 02:07:16:00 MISSING WE'RE MISSING THE
02:07:16:00 02:07:20:00 ACTUAL CLOCK HERE AND I ALMOST
02:07:20:00 02:07:20:00 WORRY THAT WE COULD BE SO
02:07:20:00 02:07:23:00 FOCUSED ON THE SORT OF LIKE THE
02:07:23:00 02:07:27:00 EFFECTS OF COVID THAT ACTUALLY
02:07:27:00 02:07:31:00 WILL LIKE WILL BE MITIGATED
02:07:31:00 02:07:32:00 WITHIN SIX MONTHS THE KIND
02:07:32:00 02:07:33:00 OF BECAUSE THEY'RE GOING TO BE
02:07:33:00 02:07:34:00 A LOT OF TRANSITIONAL
02:07:34:00 02:07:35:00 CHALLENGES.
02:07:35:00 02:07:35:00 THEN THERE'S THE QUESTION LIKE
02:07:35:00 02:07:36:00 WHAT ARE THE LONGER TERM
02:07:36:00 02:07:36:00 EFFECTS?
02:07:36:00 02:07:37:00 BUT THERE'S ALSO THIS QUESTION
02:07:37:00 02:07:38:00 OF LIKE WHAT'S THIS LONGER

02:07:38:00 02:07:39:00 STORY AROUND IN THE SCHOOL
02:07:39:00 02:07:40:00 SYSTEM?
02:07:40:00 02:07:43:00 I DON'T KNOW THIS THIS IS MORE
02:07:43:00 02:07:44:00 THAN ANYTHING ELSE BUT KNOW
02:07:44:00 02:07:47:00 THAT I JUST WANT THAT.
02:07:47:00 02:07:48:00 SO A COUPLE OF THINGS I WANT TO
02:07:48:00 02:07:50:00 GO ON YOUR LAST POINT THOUGH.
02:07:50:00 02:07:51:00 I THINK THAT'S REALLY AND PART
02:07:51:00 02:07:51:00 OF THE CONVERSATION THE
02:07:51:00 02:07:54:00 STUDENTS AND THE SUPERINTENDENT
02:07:54:00 02:07:57:00 HAVE STARTED AND THE RISK OF OF
02:07:57:00 02:08:02:00 WELL SAY MORE THAN THEY SHOULD.
02:08:02:00 02:08:03:00 BUT YOU TALK ABOUT THAT WE WANT
02:08:03:00 02:08:05:00 TO WE WANT TO USE THIS 400
02:08:05:00 02:08:06:00 MILLION TO MAKE CHANGING AND
02:08:06:00 02:08:09:00 LASTING CHANGES TO OUR DISTRICT
02:08:09:00 02:08:12:00 THAT IS A DIFFICULT
02:08:12:00 02:08:13:00 CONVERSATION TO HAVE IS AN
02:08:13:00 02:08:14:00 IMPORTANT AND STRATEGIC
02:08:14:00 02:08:17:00 CONVERSATION TO HAVE AND SPEED
02:08:17:00 02:08:20:00 OF DECIDING GETS IN THE WAY
02:08:20:00 02:08:21:00 OF THE MORE STRATEGIC.
02:08:21:00 02:08:22:00 SO AS WE GET MORE PRESSURE TO
02:08:22:00 02:08:25:00 GET MORE MONEY OUT THE DOOR TO
02:08:25:00 02:08:26:00 SCHOOLS, THE LESS WE'RE GOING
02:08:26:00 02:08:28:00 TO BE ABLE TO SAY WHAT ARE THE
02:08:28:00 02:08:29:00 REAL MAJOR PIVOTS THAT WE CAN
02:08:29:00 02:08:32:00 MAKE AT THE DISTRICT?
02:08:32:00 02:08:33:00 SO IF YOU WANT TO SUPPORT THAT
02:08:33:00 02:08:36:00 BIG CONVERSATION I THINK IT
02:08:36:00 02:08:37:00 RUNS COUNTER TO SOME OF THE
02:08:37:00 02:08:37:00 CONVERSATION THAT WE HAVE THIS
02:08:37:00 02:08:40:00 MORNING ABOUT WHEN ARE WE GOING
02:08:40:00 02:08:41:00 TO SEE THE FULL PLAN FOR ASSAR
02:08:41:00 02:08:42:00 SPENDING BECAUSE IT TAKES US TO
02:08:42:00 02:08:44:00 HAVE SOME SOME CONVERSATIONS.
02:08:44:00 02:08:45:00 I WOULD ALSO SAY SOME OF THOSE
02:08:45:00 02:08:47:00 DIFFERENT TYPICAL CONVERSATIONS
02:08:47:00 02:08:48:00 WE'VE BEEN TALKING ABOUT
02:08:48:00 02:08:49:00 THEY'RE COMING FOR YEARS AND
02:08:49:00 02:08:51:00 THEN THEY WERE PAUSED BECAUSE
02:08:51:00 02:08:52:00 WE'RE GOING THROUGH A GLOBAL
02:08:52:00 02:08:52:00 PANDEMIC.
02:08:52:00 02:08:55:00 WE'RE NOT WAITING TO SEE IF
02:08:55:00 02:08:56:00 THINGS GET BACK TO NORMAL.
02:08:56:00 02:08:57:00 WE'RE SAYING NOW'S NOT THE TIME
02:08:57:00 02:08:59:00 TO HAVE CONVERSATION AROUND
02:08:59:00 02:09:03:00 LAUNCHING MAJOR CONSOLIDATIONS
02:09:03:00 02:09:04:00 OR SCHOOL CLOSURES, CHANGING
02:09:04:00 02:09:04:00 HIGH SCHOOL STUDENTS LIKE WE
02:09:04:00 02:09:07:00 NEED TO STABILIZE THEIR
02:09:07:00 02:09:08:00 EXPERIENCE BECAUSE EVERYONE'S
02:09:08:00 02:09:10:00 JUST GONE THROUGH A COLLECTIVE
02:09:10:00 02:09:11:00 GLOBAL TRAUMA AND THIS IS NOT

02:09:11:00 02:09:12:00 HOW YOU THEN HAVE A
02:09:12:00 02:09:15:00 CONVERSATION AROUND SCHOOL
02:09:15:00 02:09:19:00 CONFIGURATIONS AND ENGAGE WITH
02:09:19:00 02:09:20:00 THE COMMUNITY.
02:09:20:00 02:09:21:00 WE'RE JUST NOW COMING UP AND
02:09:21:00 02:09:22:00 SORT OF GETTING OUR EYES I
02:09:22:00 02:09:23:00 DON'T THINK OUR OUR NOSES ABOVE
02:09:23:00 02:09:26:00 THE WATERLINE FROM WHAT THE
02:09:26:00 02:09:27:00 COLLECTIVE EXPERIENCE FOR
02:09:27:00 02:09:30:00 FAMILIES ARE AND SO WE WANT TO
02:09:30:00 02:09:31:00 HAVE THAT CONVERSATION WITH
02:09:31:00 02:09:32:00 SCHOOL LEADERS WHO ARE DOING
02:09:32:00 02:09:34:00 EVERYTHING THAT THEY CAN RIGHT
02:09:34:00 02:09:35:00 NOW TO SUPPORT STUDENTS WHO ARE
02:09:35:00 02:09:38:00 BACK IN PERSON THIS WEEK.
02:09:38:00 02:09:39:00 SO IF I TRIED TO HAVE A
02:09:39:00 02:09:39:00 CONVERSATION AROUND
02:09:39:00 02:09:40:00 CONFIGURATIONS WITH SCHOOL
02:09:40:00 02:09:43:00 LEADERS AND WE HAVE A COUPLE
02:09:43:00 02:09:43:00 CONVERSATIONS THAT WE'RE HAVING
02:09:43:00 02:09:46:00 THIS WEEK AND YOU CAN JUST SEE
02:09:46:00 02:09:47:00 THE COLLECTIVE STRESS ON THEIR
02:09:47:00 02:09:50:00 FACE AND SO I JUST THERE IS A
02:09:50:00 02:09:50:00 CERTAIN EXTENT TO WHICH WE ARE
02:09:50:00 02:09:54:00 ASKING FOR TIME NOT BECAUSE WE
02:09:54:00 02:09:55:00 ARE JUST TRYING TO DELAY OR
02:09:55:00 02:09:58:00 OBFUSCATE BECAUSE AS AN
02:09:58:00 02:09:59:00 ORGANIZATION AS A CITY IT IS A
02:09:59:00 02:10:02:00 DIFFICULT TIME FOR US TO LAUNCH
02:10:02:00 02:10:04:00 THESE BIG CONVERSATIONS AND I
02:10:04:00 02:10:05:00 JUST WANT TO SAY IS I THINK
02:10:05:00 02:10:06:00 YOU'RE TALKING ABOUT THE RED
02:10:06:00 02:10:08:00 FLAG OF EARLY ELEMENTARY
02:10:08:00 02:10:09:00 ENROLLMENT.
02:10:09:00 02:10:09:00 YOU ARE 100 PERCENT CORRECT.
02:10:09:00 02:10:13:00 WE DO THAT IS A RED FLAG FOR US
02:10:13:00 02:10:17:00 BECAUSE TO CAPTURE RATE IS THE
02:10:17:00 02:10:18:00 BIGGEST POINT IN WHICH WE GET
02:10:18:00 02:10:21:00 FAMILIES AND GPS IS STARTING TO
02:10:21:00 02:10:24:00 BECOME ONE THAT IF WE DON'T
02:10:24:00 02:10:25:00 HAVE THEM ENROLLED IN ONE THAT
02:10:25:00 02:10:26:00 WE DON'T TEND TO SEE THEM AS
02:10:26:00 02:10:28:00 PART OF OUR COHORT MOVING UP.
02:10:28:00 02:10:29:00 AND SO THOSE DECLINING IN
02:10:29:00 02:10:32:00 ELEMENTARY ENROLLMENTS ARE A
02:10:32:00 02:10:32:00 FORESHADOWING OF WHAT WE'RE
02:10:32:00 02:10:33:00 GOING TO SEE IN THE
02:10:33:00 02:10:36:00 CONVERSATIONS WE'RE GOING TO
02:10:36:00 02:10:37:00 HAVE GOING ON HIGH SCHOOL AND I
02:10:37:00 02:10:40:00 CAN DO THE MATH EIGHT TO TEN
02:10:40:00 02:10:44:00 YEARS AND SO WE NEED TO HAVE A
02:10:44:00 02:10:45:00 ROLE IN THAT STRATEGY AND WE
02:10:45:00 02:10:48:00 NEED TO ALSO RECOGNIZE THAT WE
02:10:48:00 02:10:49:00 NEED TO CAPTURE STUDENTS EARLY.

02:10:49:00 02:10:50:00 WE TRY THE SUPERINTENDENT HAS
02:10:50:00 02:10:52:00 BEEN EMPHASIZING EARLY
02:10:52:00 02:10:52:00 CHILDHOOD THREE AND FOUR YEAR
02:10:52:00 02:10:53:00 OLDS MAKING SURE WE HAVE MORE
02:10:53:00 02:10:56:00 PROGRAMS IN EXPANDING THE
02:10:56:00 02:10:59:00 ACCESS SO OBVIOUSLY THESE ARE
02:10:59:00 02:11:00:00 HUGE CONVERSATIONS AND
02:11:00:00 02:11:00:00 IMPORTANT CONVERSATIONS BUT I
02:11:00:00 02:11:07:00 JUST WANTED TO SORT OF FLAG HOW
02:11:07:00 02:11:07:00 WE'RE THINKING ABOUT SOME
02:11:07:00 02:11:10:00 OF THEM IN THIS IN THIS CONTEXT
02:11:10:00 02:11:11:00 .
02:11:11:00 02:11:12:00 I KNOW AND I AND I TAKE YOUR
02:11:12:00 02:11:13:00 POINT IS IT IS LITERALLY THE
02:11:13:00 02:11:14:00 WEEK WE'RE BACK IN SCHOOL.
02:11:14:00 02:11:15:00 I THINK THAT I MEAN I'LL JUST
02:11:15:00 02:11:18:00 SAY MY QUESTION ON WE NEED TO
02:11:18:00 02:11:19:00 KNOW HOW WE'RE SPENDING THIS
02:11:19:00 02:11:22:00 MONEY IS REALLY MOST FOCUSED ON
02:11:22:00 02:11:25:00 WHY TWENTY TWO FUNDS AND I DO
02:11:25:00 02:11:26:00 THINK THERE IS A DEGREE TO
02:11:26:00 02:11:27:00 WHICH TO THE EXTENT THAT YOU
02:11:27:00 02:11:29:00 ARE GOING TO USE FUNDS TO
02:11:29:00 02:11:29:00 FISCAL YEAR FRANKLY THERE'S
02:11:29:00 02:11:30:00 SOMETHING SLIGHTLY WILD ABOUT
02:11:30:00 02:11:33:00 THE FACT THAT IN TERMS OF THE
02:11:33:00 02:11:34:00 CITY BUDGET CYCLE THAT WE
02:11:34:00 02:11:37:00 APPROVE FUNDS ON JUNE 30TH THAT
02:11:37:00 02:11:38:00 START ON JULY 1ST AS IT IS AND
02:11:38:00 02:11:41:00 TO THEN SAY OH AND THEN SOME
02:11:41:00 02:11:42:00 OF THESE FUNDS LIKE WE'RE NOT
02:11:42:00 02:11:44:00 REALLY READY TO TALK BUT I DO
02:11:44:00 02:11:45:00 THINK THERE'S A POINT AT WHICH
02:11:45:00 02:11:46:00 LIKE IF FUNDS ARE ACTIONABLE IN
02:11:46:00 02:11:49:00 A FISCAL YEAR WE'VE GOT TO BE
02:11:49:00 02:11:49:00 TALKING ABOUT THEM BEFORE THE
02:11:49:00 02:11:52:00 FISCAL YEAR STARTS AND I THINK
02:11:52:00 02:11:53:00 THAT THAT FIRST TRANCHE OF ONE
02:11:53:00 02:11:56:00 TWENTY THREE MILLION I MEAN
02:11:56:00 02:11:57:00 THAT SORT OF ASSAR THAT GOES
02:11:57:00 02:12:00:00 BACK TO DECEMBER WE DIDN'T KNOW
02:12:00:00 02:12:01:00 WE HAD A SECOND TWO THIRDS
02:12:01:00 02:12:01:00 COMING.
02:12:01:00 02:12:02:00 RIGHT.
02:12:02:00 02:12:03:00 BUT THAT ALSO MATCHES UP WITH
02:12:03:00 02:12:04:00 THE FBI TWENTY THREE POINT
02:12:04:00 02:12:05:00 TWENTY FOUR I THINK SO JUST BE
02:12:05:00 02:12:07:00 I WANT TO BE CLEAR ABOUT WHAT
02:12:07:00 02:12:08:00 MY PRESSURE IS ON THIS.
02:12:08:00 02:12:11:00 IT'S ABOUT SPECIFICALLY TWENTY
02:12:11:00 02:12:12:00 TWO AND WE'RE ALSO MAKING AN
02:12:12:00 02:12:12:00 EFFORT.
02:12:12:00 02:12:13:00 TWENTY TWO OVERALL BUDGET
02:12:13:00 02:12:16:00 DECISION NOT HAVING THE FULL

02:12:16:00 02:12:16:00 THANKS.
02:12:16:00 02:12:17:00 I TAKE YOUR POINT YOU'VE GOT TO
02:12:17:00 02:12:19:00 LIKE YOU'VE GOT TO MAKE IT
02:12:19:00 02:12:20:00 ESPECIALLY SINCE IT'S ONE TIME
02:12:20:00 02:12:21:00 FUNDING LIKE YOU'VE GOT TO MAKE
02:12:21:00 02:12:23:00 IT TRANSFORMATIONAL.
02:12:23:00 02:12:24:00 IT ALSO CAN'T SET US UP WITH A
02:12:24:00 02:12:27:00 BUNCH OF CLIFFS FOR PERSONNEL.
02:12:27:00 02:12:28:00 RIGHT.
02:12:28:00 02:12:29:00 SO LIKE WE'VE GOT TO THINK THAT
02:12:29:00 02:12:32:00 THROUGH BUT TO SOME EXTENT IF
02:12:32:00 02:12:32:00 YOU'RE GOING TO GET IT OUT THE
02:12:32:00 02:12:34:00 DOOR NEXT YEAR AT SOME POINT
02:12:34:00 02:12:35:00 LIKE THERE'S GOT TO BE THE
02:12:35:00 02:12:36:00 CLIENT SO BUT I'M SURE WE'LL
02:12:36:00 02:12:39:00 HAVE FURTHER CONVERSATION ON
02:12:39:00 02:12:39:00 THAT.
02:12:39:00 02:12:40:00 I'M MORE THAN EXCEEDED MY TIME
02:12:40:00 02:12:42:00 TOOK TOTAL SHARES DEROGATIVE
02:12:42:00 02:12:46:00 THAT TIME AROUND SO I WILL GO
02:12:46:00 02:12:50:00 BACK TO OUR LIST AND I THINK
02:12:50:00 02:12:53:00 COUNCILOR BRADIN, IF YOU HAD
02:12:53:00 02:12:54:00 ANY FOLLOW UPS IT WOULD GO TO
02:12:54:00 02:12:57:00 YOU AND THEN TO COUNCILOR
02:12:57:00 02:12:58:00 FLAHERTY IF THEY HAVE ANY
02:12:58:00 02:13:00:00 FOLLOW UP QUESTIONS.
02:13:00:00 02:13:04:00 YEAH, I THINK THE THE
02:13:04:00 02:13:05:00 CONVERSATION ABOUT DECLINING
02:13:05:00 02:13:09:00 ENROLLMENT AND CAPTURE WAS A
02:13:09:00 02:13:09:00 BIGGER CONVERSATION THAT WE'RE
02:13:09:00 02:13:15:00 NOT ABLE TO HANDLE THINGS LIKE
02:13:15:00 02:13:20:00 BHP'S PREFERENCES FOR EXAMPLE,
02:13:20:00 02:13:21:00 WILL INCENTIVIZE FAMILIES TO
02:13:21:00 02:13:24:00 STAY IN THE SYSTEM.
02:13:24:00 02:13:24:00 THERE'S ALL SORTS
02:13:24:00 02:13:27:00 OF POSSIBILITIES TO TO ENGINEER
02:13:27:00 02:13:28:00 THAT.
02:13:28:00 02:13:29:00 AND I ALSO FEEL THAT THE COST
02:13:29:00 02:13:30:00 OF HOUSING IN THE CITY
02:13:30:00 02:13:32:00 OF BOSTON FOR FAMILIES AND
02:13:32:00 02:13:36:00 FAMILIES COMPETING FOR HOUSING
02:13:36:00 02:13:36:00 WITH STUDENT RENTALS IN OUR
02:13:36:00 02:13:39:00 DISTRICT PARTICULARLY REALLY
02:13:39:00 02:13:44:00 IMPACTS FAMILY CHOICES ABOUT
02:13:44:00 02:13:45:00 WHERE THEY'RE GOING TO END UP
02:13:45:00 02:13:47:00 STAYING.
02:13:47:00 02:13:48:00 WE SEE A LOT OF STUDENTS
02:13:48:00 02:13:51:00 LEAVING, FAMILIES LEAVING WHEN
02:13:51:00 02:13:52:00 THE KIDS ARE, YOU KNOW, FOUR OR
02:13:52:00 02:13:55:00 FIVE YEARS OLD AND OFF THEY GO.
02:13:55:00 02:13:56:00 WE NEVER SEE THEM AGAIN.
02:13:56:00 02:13:57:00 AND THAT MAKES ME VERY SAD
02:13:57:00 02:13:59:00 BECAUSE I THINK A NEIGHBORHOOD
02:13:59:00 02:14:00:00 OR A CITY WITHOUT FAMILIES IS

02:14:00:00 02:14:03:00 REALLY NOT NOT A GOOD PLACE TO
02:14:03:00 02:14:04:00 BE.
02:14:04:00 02:14:07:00 SO I THINK THAT'S A BIGGER
02:14:07:00 02:14:08:00 CONVERSATION, AN
02:14:08:00 02:14:09:00 INTERDEPARTMENTAL DECISION ON
02:14:09:00 02:14:16:00 STATION THAT I I JUST FEEL THAT
02:14:16:00 02:14:18:00 WE HAVE A BIG WE HAVE A LOT
02:14:18:00 02:14:21:00 OF WORK TO DO AND I'M REALLY
02:14:21:00 02:14:24:00 THANKFUL FOR ALL THE GREAT WORK
02:14:24:00 02:14:25:00 THAT YOU FOLKS ARE DOING AND
02:14:25:00 02:14:26:00 EXCITED TO CONTINUE THIS
02:14:26:00 02:14:29:00 CONVERSATION ABOUT SCHOOL
02:14:29:00 02:14:30:00 BUDGETS AND ALL THINGS RELATED
02:14:30:00 02:14:33:00 TO SCHOOL BUDGETS IN THE NEXT
02:14:33:00 02:14:34:00 IN THE COMING WEEKS.
02:14:34:00 02:14:36:00 THANK YOU SO MUCH.
02:14:36:00 02:14:37:00 THANKS COUNCILOR.
02:14:37:00 02:14:37:00 GREAT AND COUNCILOR.
02:14:37:00 02:14:40:00 YES, THANK YOU.
02:14:40:00 02:14:41:00 I DON'T HAVE A CHAIR
02:14:41:00 02:14:42:00 PREROGATIVE SO YOU CAN MEET ME
02:14:42:00 02:14:44:00 AT ANY TIME COUNCILOR BOQ BUT
02:14:44:00 02:14:48:00 YOU KNOW ANY I REALLY DO
02:14:48:00 02:14:49:00 APPRECIATE YOU BEING HERE AND
02:14:49:00 02:15:09:00 BEING SO PRESENT AND I KNOW
02:15:09:00 02:15:10:00 THAT SOMETIMES I LOOK LIKE I'M
02:15:10:00 02:15:11:00 ABOUT TO FIGHT SOMEBODY BUT
02:15:11:00 02:15:11:00 JUST SO YOU KNOW I'M JUST A
02:15:11:00 02:15:12:00 VERY PASSIONATE INDIVIDUAL BUT
02:15:12:00 02:15:13:00 I AM VERY YOU KNOW THIS
02:15:13:00 02:15:13:00 CONVERSATION IS IS THAT MY
02:15:13:00 02:15:14:00 HEART HAVING GROWN UP HERE IN
02:15:14:00 02:15:15:00 THE CITY OF BOSTON AND SEEING
02:15:15:00 02:15:15:00 ALL OF NAVIGATING EVERY SINGLE
02:15:15:00 02:15:16:00 BOSTON PUBLIC SCHOOL YOU COULD
02:15:16:00 02:15:17:00 IMAGINE AND BEING BOUNCED FROM
02:15:17:00 02:15:18:00 PLACE TO PLACE, I SEE THE
02:15:18:00 02:15:18:00 DISCREPANCIES ACROSS THE ENTIRE
02:15:18:00 02:15:19:00 CITY BECAUSE I WENT TO EVERY
02:15:19:00 02:15:20:00 BOSTON PUBLIC SCHOOL YOU COULD
02:15:20:00 02:15:22:00 IMAGINE AND YOU KNOW, IN MANY
02:15:22:00 02:15:23:00 WAYS WHEN I THINK ABOUT THIS
02:15:23:00 02:15:24:00 CONVERSATION AND THE ONE THAT
02:15:24:00 02:15:26:00 COMES UP I WAS JUST HAVING
02:15:26:00 02:15:27:00 RIGHT NOW, YOU KNOW, IT'S HARD
02:15:27:00 02:15:31:00 FOR ME TO JUST SAY THIS BUT I'M
02:15:31:00 02:15:34:00 GOING TO IT'S JUST IT SADDENS
02:15:34:00 02:15:37:00 ME THAT THE WAY THE WAY THE
02:15:37:00 02:15:38:00 FAMILIES FEEL ABOUT SOME OF THE
02:15:38:00 02:15:42:00 BOSTON PUBLIC SCHOOLS IS IT'S
02:15:42:00 02:15:43:00 LIKE THIS WHOLE IDEA OF TRYING
02:15:43:00 02:15:46:00 TO SQUEEZE US OUT OF HERE.
02:15:46:00 02:15:47:00 WE'RE GOING TO DEplete THESE
02:15:47:00 02:15:50:00 SCHOOLS EVERY SINGLE RESOURCE

02:15:50:00 02:15:50:00 SO THAT FAMILIES WON'T CHOOSE
02:15:50:00 02:15:50:00 THEM.
02:15:50:00 02:15:56:00 WE'RE GOING TO YOU KNOW, JUST
02:15:56:00 02:16:00:00 JUST NOT INVEST IN THEM BECAUSE
02:16:00:00 02:16:01:00 IF WE DON'T INVEST IN THEM THEN
02:16:01:00 02:16:04:00 THEN FAMILIES WILL OPT OTHER
02:16:04:00 02:16:04:00 PLACES.
02:16:04:00 02:16:07:00 IT JUST FEELS TO ME THAT, YOU
02:16:07:00 02:16:08:00 KNOW, EVERY SINGLE EFFORT THAT
02:16:08:00 02:16:11:00 IS MADE TO HELP IMPROVE THE
02:16:11:00 02:16:12:00 QUALITY OF OUR EXPERIENCES,
02:16:12:00 02:16:15:00 THERE'S ALWAYS A LONG PATHWAY
02:16:15:00 02:16:16:00 TO GET THERE.
02:16:16:00 02:16:18:00 IT'S A TEN YEAR PLAN.
02:16:18:00 02:16:19:00 IT'S A 30 YEAR VISION.
02:16:19:00 02:16:22:00 IT'S A COMMUNITY CONVERSATION
02:16:22:00 02:16:23:00 AND THERE'S A WHOLE BUNCH OF A
02:16:23:00 02:16:24:00 LOT AND IT JUST DOESN'T FEEL
02:16:24:00 02:16:27:00 LIKE THINGS ARE CHANGING AND
02:16:27:00 02:16:31:00 MOVING IN A PACE, WHICH IS WHY
02:16:31:00 02:16:32:00 I GET SO FRUSTRATED ABOUT THE
02:16:32:00 02:16:34:00 CONVERSATION AROUND OUR RETURN,
02:16:34:00 02:16:35:00 OUR INVESTMENT IN OUR
02:16:35:00 02:16:35:00 INVESTMENT.
02:16:35:00 02:16:39:00 SO AT SOME POINT WE'RE GOING TO
02:16:39:00 02:16:40:00 HAVE THESE CONVERSATIONS AND IT
02:16:40:00 02:16:43:00 CAN'T BE WE CAN'T LIKE JUST
02:16:43:00 02:16:47:00 HANG OUR COAT COVID AND SAY
02:16:47:00 02:16:48:00 WELL WE CAN'T BECAUSE WE HAVE
02:16:48:00 02:16:48:00 TO ADDRESS THIS.
02:16:48:00 02:16:51:00 WE'RE TIRED.
02:16:51:00 02:16:52:00 WE NEED TO TALK ABOUT IT TODAY.
02:16:52:00 02:16:54:00 THIS CAN BE A CONVERSATION THAT
02:16:54:00 02:16:55:00 WE CAN'T WE CONTINUE TO PUT ON
02:16:55:00 02:16:59:00 PAUSE BECAUSE FAMILIES ARE
02:16:59:00 02:16:59:00 OPTING OUT BECAUSE WE'RE NOT
02:16:59:00 02:17:02:00 GIVING THEM ANY REASON TO
02:17:02:00 02:17:03:00 REALLY FEEL LIKE WHAT THEY'RE
02:17:03:00 02:17:04:00 REALLY IMAGINING THEY'RE GOING
02:17:04:00 02:17:06:00 TO BE ABLE TO SEE FOR THEIR OWN
02:17:06:00 02:17:07:00 CHILDREN.
02:17:07:00 02:17:08:00 AND I THINK THAT THAT'S JUST
02:17:08:00 02:17:10:00 SOMETHING THAT I JUST NEED TO
02:17:10:00 02:17:11:00 SAY.
02:17:11:00 02:17:12:00 IT FEELS LIKE WE'RE BEING
02:17:12:00 02:17:12:00 DISPLACED OUT OF OUR OWN
02:17:12:00 02:17:14:00 SCHOOLS AND WE'RE FORCED TO
02:17:14:00 02:17:18:00 MAKE THESE REALLY TOUGH
02:17:18:00 02:17:19:00 DECISIONS AND I THINK THAT, YOU
02:17:19:00 02:17:22:00 KNOW, ACCOUNTABILITY IS KEY AND
02:17:22:00 02:17:23:00 I DEFINITELY WOULD LIKE TO SEE
02:17:23:00 02:17:26:00 THE THE DISTRICT THINK ABOUT
02:17:26:00 02:17:27:00 HOW WE'RE GOING TO MEASURE UP
02:17:27:00 02:17:30:00 THESE DOLLARS.

02:17:30:00 02:17:31:00 BUT I WANT TO JUST KIND OF ASK
02:17:31:00 02:17:33:00 SOME QUESTIONS ABOUT MADISON
02:17:33:00 02:17:34:00 WHICH IS ONE OF THE REASONS WHY
02:17:34:00 02:17:37:00 I THINK, YOU KNOW, AND I'M
02:17:37:00 02:17:38:00 REALLY GRATEFUL FOR
02:17:38:00 02:17:41:00 KEVIN MCCASKILL AND ALL OF THE
02:17:41:00 02:17:42:00 WORK THAT HE'S DONE OVER THE
02:17:42:00 02:17:46:00 LAST FIVE OR SIX YEARS AND THE
02:17:46:00 02:17:46:00 FRIENDS OF MADISON PARK AND ALL
02:17:46:00 02:17:47:00 OF THE SUPPORT THAT THEY'VE
02:17:47:00 02:17:49:00 BEEN ABLE TO RECEIVE.
02:17:49:00 02:17:50:00 BUT YET, YOU KNOW, THEY'RE NOT
02:17:50:00 02:17:53:00 PART THE INVESTMENT PLAN AND SO
02:17:53:00 02:17:54:00 IT'S HARD FOR PEOPLE TO BELIEVE
02:17:54:00 02:17:57:00 THAT WE'RE GOING TO SUPPORT
02:17:57:00 02:17:57:00 MADISON WHERE WE'RE NOT POURING
02:17:57:00 02:18:00:00 DOLLARS INTO SUPPORTING
02:18:00:00 02:18:00:00 MADISON.
02:18:00:00 02:18:04:00 SO THE RHETORIC IS NOT MATCHING
02:18:04:00 02:18:05:00 UP RIGHT.
02:18:05:00 02:18:07:00 FOR FOR SOME FOLKS.
02:18:07:00 02:18:08:00 AND SO I JUST REALLY WANT TO
02:18:08:00 02:18:11:00 KNOW CAN YOU TALK A LITTLE BIT
02:18:11:00 02:18:12:00 MORE ABOUT HOW THAT STUDY TO
02:18:12:00 02:18:15:00 SEE HOW WE'RE LEANING WITH
02:18:15:00 02:18:16:00 OTHER VOCATIONAL PROGRAMS?
02:18:16:00 02:18:17:00 WHAT WHAT DOES THAT LOOK LIKE
02:18:17:00 02:18:20:00 AND HOW ARE WE LEVERAGING OUR
02:18:20:00 02:18:20:00 NETWORKS HERE?
02:18:20:00 02:18:21:00 YOU KNOW, EVERYBODY COMES TO
02:18:21:00 02:18:24:00 BOSTON TO GO TO SCHOOL TO DO
02:18:24:00 02:18:25:00 BUSINESS.
02:18:25:00 02:18:27:00 BUT HOW ARE WE LEVERAGING THESE
02:18:27:00 02:18:28:00 BUSINESSES THAT ARE DOING
02:18:28:00 02:18:30:00 BUSINESS IN BOSTON AND HOLDING
02:18:30:00 02:18:31:00 THEM ACCOUNTABLE?
02:18:31:00 02:18:32:00 SO HIRING OUR STUDENTS FOR PAID
02:18:32:00 02:18:36:00 ENTRANCE BECAUSE A LOT OF KIDS
02:18:36:00 02:18:37:00 HAVE TO JUGGLE TWO OR THREE
02:18:37:00 02:18:38:00 JOBS JUST TO HELP SUPPORT AND
02:18:38:00 02:18:39:00 TO KEEP A ROOF OVER THEIR OWN
02:18:39:00 02:18:39:00 HEADS HERE.
02:18:39:00 02:18:41:00 SO I WANT TO TALK ABOUT THAT
02:18:41:00 02:18:43:00 LIKE WHAT ARE WE DOING ASIDE
02:18:43:00 02:18:44:00 FROM JUST YOU KNOW, IF WE CAN'T
02:18:44:00 02:18:47:00 HAVE ANY MONEY FOR MADISON,
02:18:47:00 02:18:48:00 WHAT ELSE CAN WE DO BECAUSE
02:18:48:00 02:18:51:00 MADISON IS ON MY TOP PRIORITY
02:18:51:00 02:18:52:00 LIST HERE JUST SO YOU KNOW, HAS
02:18:52:00 02:18:53:00 LOT AND ALSO THE KANANI IN THE
02:18:53:00 02:18:54:00 MCCORMICK.
02:18:54:00 02:18:58:00 I'M CURIOUS ABOUT HOW WE'RE
02:18:58:00 02:18:59:00 GOING TO THIS IS IN REGARDS TO
02:18:59:00 02:19:02:00 L.L.C..

02:19:02:00 02:19:03:00 WE'VE SEEN A DECREASE IN
02:19:03:00 02:19:06:00 ENROLLMENT FOR L'IL STUDENTS IN
02:19:06:00 02:19:07:00 SPECIAL EDUCATION AND HOW ARE
02:19:07:00 02:19:08:00 WE CONDUCTING OUTREACH
02:19:08:00 02:19:10:00 SPECIFICALLY TO PARENTS
02:19:10:00 02:19:10:00 OF THOSE STUDENTS WHO ARE
02:19:10:00 02:19:11:00 EXITING OUR SYSTEMS?
02:19:11:00 02:19:14:00 LIKE WHAT DOES THAT LOOK LIKE?
02:19:14:00 02:19:15:00 AND WHEN YOU SAY THAT STUDENTS
02:19:15:00 02:19:18:00 WILL HAVE ACCESS TO A SOCIAL
02:19:18:00 02:19:19:00 WORKER IN EVERY SCHOOL, WHAT
02:19:19:00 02:19:20:00 DOES THAT LOOK LIKE AND HOW
02:19:20:00 02:19:22:00 QUICKLY ARE STUDENTS BE ABLE TO
02:19:22:00 02:19:23:00 ACCESS THESE SOCIAL WORKERS
02:19:23:00 02:19:26:00 PARTICULARLY IN SCHOOLS WHEN WE
02:19:26:00 02:19:26:00 NEED IT MOST?
02:19:26:00 02:19:27:00 LIKE YOU KNOW, THAT'S REALLY
02:19:27:00 02:19:30:00 BEAUTIFUL THAT WE'RE GOING TO
02:19:30:00 02:19:30:00 HAVE SOCIAL WORKERS IN EVERY
02:19:30:00 02:19:31:00 SCHOOL.
02:19:31:00 02:19:32:00 BUT YOU KNOW HOW MANY STUDENTS
02:19:32:00 02:19:33:00 NEED SUPPORT?
02:19:33:00 02:19:34:00 DO WE HAVE ENOUGH SOCIAL
02:19:34:00 02:19:35:00 WORKERS FOR ALL OF THESE
02:19:35:00 02:19:38:00 STUDENTS WHO ARE GOING TO NEED
02:19:38:00 02:19:39:00 THE SUPPORTS LIKE ONE IN EVERY
02:19:39:00 02:19:42:00 SCHOOL WHEN WE HAVE SCHOOLS
02:19:42:00 02:19:43:00 THAT HAVE TWO OR THREE HUNDRED
02:19:43:00 02:19:44:00 STUDENTS IN ALL NEED HELP LIKE
02:19:44:00 02:19:45:00 HOW ARE WE MANAGING THAT?
02:19:45:00 02:19:50:00 SO BEFORE I GO, WHY DON'T YOU
02:19:50:00 02:19:51:00 ANSWER THOSE QUESTIONS AND I'LL
02:19:51:00 02:19:53:00 TAKE A DEEP BREATH AND ASK ONE
02:19:53:00 02:19:57:00 MORE SO THE THE SIMPLE ANSWER
02:19:57:00 02:20:01:00 TO THE SOCIAL WORKER QUESTION
02:20:01:00 02:20:01:00 THE ALLOCATION FOR SOCIAL
02:20:01:00 02:20:02:00 WORKERS IS BASED ON TOTAL
02:20:02:00 02:20:09:00 ENROLLMENT AND IT WAS A PER PER
02:20:09:00 02:20:09:00 STUDENT ENROLLMENT BUT IT WAS
02:20:09:00 02:20:10:00 ALSO THEN BASED ON STUDENT
02:20:10:00 02:20:10:00 NEED.
02:20:10:00 02:20:13:00 SO WE DID DIFFERENTIATE THE
02:20:13:00 02:20:13:00 NUMBER OF SOCIAL WORKERS AT
02:20:13:00 02:20:17:00 SCHOOLS BASED ON THEIR SIZE AND
02:20:17:00 02:20:17:00 SOME OF THE COMPETITION.
02:20:17:00 02:20:21:00 AND SO THAT WAS THE BASIC PART
02:20:21:00 02:20:22:00 IN TERMS OF THE NUANCES OR SOME
02:20:22:00 02:20:25:00 OF THE IMPLEMENTATION QUESTIONS
02:20:25:00 02:20:25:00 YOU'RE ASKING.
02:20:25:00 02:20:26:00 I'M GOING TO DEFER TO THAT
02:20:26:00 02:20:29:00 HEARING AND I'LL FLAG THOSE
02:20:29:00 02:20:33:00 QUESTIONS FOR FOR THAT TEAM.
02:20:33:00 02:20:34:00 THEY WILL BE ABLE TO PROVIDE
02:20:34:00 02:20:37:00 MUCH MORE DETAILED ANSWERS.

02:20:37:00 02:20:38:00 I DON'T WANT TO GIVE YOU A
02:20:38:00 02:20:40:00 PARTIAL OR MEDIOCRE ANSWER ON
02:20:40:00 02:20:41:00 AND I THINK THE SAME THING IS
02:20:41:00 02:20:42:00 TRUE FOR SOME PART OF SOME
02:20:42:00 02:20:44:00 OF THE OVERALL VISION.
02:20:44:00 02:20:45:00 THE THE STUDY THAT I REFERENCE
02:20:45:00 02:20:49:00 TO THE FIRST THE FIRST PART AND
02:20:49:00 02:20:52:00 SORT OF BUILDING THE VOCATIONAL
02:20:52:00 02:20:53:00 A NEW VOCATIONAL SCHOOL IS
02:20:53:00 02:20:56:00 UNDERSTANDING THE ALIGNMENT
02:20:56:00 02:20:56:00 BETWEEN INDUSTRY.
02:20:56:00 02:21:00:00 THIS IS PART OF WHAT OTHER
02:21:00:00 02:21:00:00 SCHOOLS HAVE DONE.
02:21:00:00 02:21:02:00 SO WE HAVE MONEY IN THE BUDGET
02:21:02:00 02:21:03:00 FOR US TO LAUNCH THAT STUDY.
02:21:03:00 02:21:04:00 IT HAD IT HAS BEEN IN THE
02:21:04:00 02:21:05:00 BUDGET FOR IT WAS IN LAST
02:21:05:00 02:21:08:00 YEAR'S BUDGET AS WELL BUT IT
02:21:08:00 02:21:09:00 DID NOT GET COMPLETED AND SO WE
02:21:09:00 02:21:12:00 NEED TO LAUNCH THAT PROJECT.
02:21:12:00 02:21:13:00 I WANT TO JUST SAY IN TERMS
02:21:13:00 02:21:16:00 OF THE WE'RE NOT SEEING AN
02:21:16:00 02:21:18:00 INVESTMENT IN MADISON PARK.
02:21:18:00 02:21:19:00 THE INTERESTING THING ONCE FOUR
02:21:19:00 02:21:20:00 OR FIVE YEARS AGO WHEN MADISON
02:21:20:00 02:21:22:00 PARK WAS GOING THROUGH
02:21:22:00 02:21:23:00 SIGNIFICANT ENROLLMENT
02:21:23:00 02:21:23:00 DECLINES, THE ENROLLMENT HAD
02:21:23:00 02:21:24:00 BEEN DOWN.
02:21:24:00 02:21:27:00 WE'D GOTTEN A LOT OF ADVOCACY
02:21:27:00 02:21:30:00 PRESSURE TO FUND MADISON PARK
02:21:30:00 02:21:31:00 AT A HIGHER RATE PER PUPIL AND
02:21:31:00 02:21:32:00 GIVE THEM MORE SUPPLEMENTS
02:21:32:00 02:21:35:00 OUTSIDE OF STUDENT FUNDING SO
02:21:35:00 02:21:35:00 THAT THEY HAD THE PROGRAMING
02:21:35:00 02:21:37:00 THAT THEY NEEDED TO START WITH.
02:21:37:00 02:21:38:00 THEY NEED AS ENROLLMENT THEN
02:21:38:00 02:21:41:00 GROWS AND SO AS ENROLLMENT HAS
02:21:41:00 02:21:42:00 GROWN TO SUPPLEMENT THAT WE'VE
02:21:42:00 02:21:43:00 GIVEN MADISON PARK HAS
02:21:43:00 02:21:46:00 DECREASED.
02:21:46:00 02:21:47:00 IT ACTUALLY SHOWS THIS ONE
02:21:47:00 02:21:49:00 OF THE STRATEGIES OF SORT
02:21:49:00 02:21:50:00 OF BREAKING THE CYCLE
02:21:50:00 02:21:51:00 OF ENROLLMENT DECLINES AND SO
02:21:51:00 02:21:54:00 WE MADE THE INVESTMENT SO THAT
02:21:54:00 02:21:55:00 MORE STUDENTS WILL ENROLL AND
02:21:55:00 02:21:58:00 WE HAVE THE CAPACITY AND NOW AS
02:21:58:00 02:21:59:00 THE CAPACITIES INCREASE THEIR
02:21:59:00 02:22:01:00 TUITION FUNDING IS INCREASED
02:22:01:00 02:22:02:00 AND THE SUPPLEMENT HAS
02:22:02:00 02:22:04:00 DECREASED.
02:22:04:00 02:22:05:00 IT'S NOT THAT WE'RE NOT
02:22:05:00 02:22:06:00 INVESTING, IT'S THAT WE ARE

02:22:06:00 02:22:09:00 GETTING A SUPPORT ONE VERSION
02:22:09:00 02:22:10:00 OF A RETURN NOT TO TRY AND SURE
02:22:10:00 02:22:13:00 THAT EXPRESSION BUT WE ARE
02:22:13:00 02:22:13:00 GETTING A RETURN ON THAT
02:22:13:00 02:22:14:00 INVESTMENT WITH THE RETURN
02:22:14:00 02:22:17:00 OF STUDENT I WOULD SAY A LOT
02:22:17:00 02:22:20:00 MORE OF YOUR QUESTIONS.
02:22:20:00 02:22:21:00 I'M GOING TO DEFER TO THE
02:22:21:00 02:22:23:00 ACADEMIC HEARING WHEN THE
02:22:23:00 02:22:24:00 CAREER TECHNICAL EDUCATION TEAM
02:22:24:00 02:22:28:00 WILL BE HERE AS WELL.
02:22:28:00 02:22:29:00 OK, SO CAN YOU TALK TO ME A
02:22:29:00 02:22:31:00 LITTLE BIT THEN ABOUT THIS
02:22:31:00 02:22:32:00 HURRY UP AND WAIT ON SYNDROME
02:22:32:00 02:22:35:00 THAT WE HAVE HERE IN REGARDS TO
02:22:35:00 02:22:36:00 ADDRESSING SOME OF THE DEEP
02:22:36:00 02:22:41:00 RACIAL INEQUITIES THAT WE SEE
02:22:41:00 02:22:41:00 ACROSS ALL OF OUR SCHOOLS AND
02:22:41:00 02:22:44:00 AT WHAT POINT I MEAN I KNOW YOU
02:22:44:00 02:22:48:00 ALL ARE DOING THE BEST THAT YOU
02:22:48:00 02:22:49:00 CAN.
02:22:49:00 02:22:49:00 I'M JUST CURIOUS ABOUT WHAT
02:22:49:00 02:22:52:00 THIS MOMENT IN TIME IS GOING TO
02:22:52:00 02:22:55:00 MEAN FOR THAT WINDFALL THAT ARE
02:22:55:00 02:22:56:00 GOING TO GET INTO COUNSELOR BOX
02:22:56:00 02:22:59:00 POINT.
02:22:59:00 02:23:00:00 I DO THINK THAT IT'S NOT JUST
02:23:00:00 02:23:03:00 ABOUT ADDRESSING IT.
02:23:03:00 02:23:04:00 I THINK WE DO HAVE AN
02:23:04:00 02:23:04:00 OPPORTUNITY TO TO THINK ABOUT
02:23:04:00 02:23:07:00 LONG TERM AND SUSTAINABLE
02:23:07:00 02:23:08:00 INFRASTRUCTURE AND IT SHOULD
02:23:08:00 02:23:11:00 NOT JUST BE INVESTMENTS AND
02:23:11:00 02:23:14:00 THEN WE'RE DONE RIGHT.
02:23:14:00 02:23:15:00 I THINK THAT WE NEED TO REALLY
02:23:15:00 02:23:16:00 PLAN FOR THE FUTURE AND WHAT
02:23:16:00 02:23:18:00 I'M REALLY CONCERNED ABOUT,
02:23:18:00 02:23:19:00 NATE, IS AT THE END OF THE DAY,
02:23:19:00 02:23:20:00 YOU KNOW, THE WAY THE CITY IS
02:23:20:00 02:23:22:00 BUILDING AND THE HOW HOUSING
02:23:22:00 02:23:23:00 PATTERNS ARE WE'RE GOING TO BE
02:23:23:00 02:23:27:00 FIGHTING FOR ALL OF THESE GREAT
02:23:27:00 02:23:27:00 SCHOOLS TO BE FIXED AND THEN
02:23:27:00 02:23:28:00 NONE OF US ARE GOING TO BE ABLE
02:23:28:00 02:23:30:00 TO LIVE HERE AND AFFORD TO REAP
02:23:30:00 02:23:31:00 THOSE BENEFITS.
02:23:31:00 02:23:32:00 SO I'M CONCERNED ABOUT THE
02:23:32:00 02:23:35:00 FAMILIES IN THE HERE AND NOW
02:23:35:00 02:23:35:00 AND DEALING WITH THESE
02:23:35:00 02:23:37:00 SITUATIONS RIGHT NOW.
02:23:37:00 02:23:38:00 WHAT ARE WE GOING TO DO FOR
02:23:38:00 02:23:39:00 THOSE FAMILIES WHO ARE IN THERE
02:23:39:00 02:23:41:00 AND THESE SCHOOLS TODAY AND
02:23:41:00 02:23:45:00 TOMORROW AND NEXT YEAR IN THE

02:23:45:00 02:23:46:00 NEXT THREE TO FIVE YEARS?
02:23:46:00 02:23:47:00 WHAT ARE WE DOING FOR THEM
02:23:47:00 02:23:49:00 RIGHT NOW?
02:23:49:00 02:23:53:00 THE YES I I THAT TENSION THAT
02:23:53:00 02:23:57:00 YOU ARE HIGHLIGHTING IS ONE
02:23:57:00 02:24:00:00 THAT YOU KNOW AS AS A CFO AS
02:24:00:00 02:24:01:00 THE PERSON WHO'S NOW
02:24:01:00 02:24:04:00 COORDINATING THE CAPITAL BUDGET
02:24:04:00 02:24:05:00 AS WELL, BILL, BECAUSE THE
02:24:05:00 02:24:08:00 TENSION BETWEEN THE SORT
02:24:08:00 02:24:13:00 OF URGENCY AND AND INVESTING IN
02:24:13:00 02:24:13:00 THE NOW AND MAKING THOSE
02:24:13:00 02:24:17:00 CHANGES TO RESPOND TO THE
02:24:17:00 02:24:17:00 CONDITIONS THAT WE'RE IN NOW
02:24:17:00 02:24:19:00 AND THEN THE DELIBERATE SORT
02:24:19:00 02:24:20:00 SLOWED DOWN.
02:24:20:00 02:24:21:00 THIS IS GOING TO TAKE US TEN
02:24:21:00 02:24:23:00 YEARS TO DO IT THE RIGHT WAY
02:24:23:00 02:24:24:00 FOR YOU TO REBUILD ALL OF OUR
02:24:24:00 02:24:27:00 SCHOOLS IS GOING TO TAKE US
02:24:27:00 02:24:28:00 DECADES.
02:24:28:00 02:24:32:00 WE NEED TO BALANCE THE TWO AND
02:24:32:00 02:24:33:00 THERE ARE TIMES WHEN WE DO NOT
02:24:33:00 02:24:33:00 BALANCE THEM WELL WE EITHER
02:24:33:00 02:24:36:00 RESPOND ONLY TO THE URGENT OR
02:24:36:00 02:24:37:00 WE SAW EVERYTHING DOWN.
02:24:37:00 02:24:41:00 I WILL SAY THAT WE NEED TO THE
02:24:41:00 02:24:42:00 WE NEED TO BE PLANTING TREES
02:24:42:00 02:24:43:00 FOR THE FUTURE BUT THAT DOESN'T
02:24:43:00 02:24:46:00 MEAN THAT WE CAN'T WAIT TO
02:24:46:00 02:24:46:00 PROVIDE THE RESOURCES.
02:24:46:00 02:24:50:00 SO I THINK IN THE CAPITAL PLAN
02:24:50:00 02:24:51:00 AND IN THIS PLAN YOU ARE SEEING
02:24:51:00 02:24:53:00 INVESTMENTS WHAT STUDENTS NEED
02:24:53:00 02:24:57:00 NOW WHILE ALSO TRYING TO MAKE
02:24:57:00 02:24:57:00 SOME OF THE LONG TERM
02:24:57:00 02:24:58:00 STRUCTURAL AND FIGURING OUT
02:24:58:00 02:25:01:00 THAT RIGHT BALANCE AND I KNOW
02:25:01:00 02:25:01:00 IT'S IT'S SOMETHING THAT THE
02:25:01:00 02:25:04:00 SUPERINTENDENT IS IMPATIENT
02:25:04:00 02:25:08:00 AROUND THE PACE OF CHANGE.
02:25:08:00 02:25:09:00 SHE WANTS US TO BE GREAT NOW
02:25:09:00 02:25:29:00 AND AND CONSTANTLY PUTTING THAT
02:25:29:00 02:25:30:00 PRESSURE ON ALL OF US, SOME
02:25:30:00 02:25:31:00 LEADERSHIP TEAM SO SORT OF WISH
02:25:31:00 02:25:32:00 SHE WAS HERE TO TO HEAR THIS
02:25:32:00 02:25:33:00 AND TO RESPOND TO THIS.
02:25:33:00 02:25:34:00 BUT I WILL SAY THAT THAT YOU'RE
02:25:34:00 02:25:34:00 WHAT YOU'RE HIGHLIGHTING IS
02:25:34:00 02:25:35:00 SOMETHING THAT I SPENT A LOT
02:25:35:00 02:25:36:00 OF TIME WRESTLING WITH AND
02:25:36:00 02:25:36:00 THAT'S NOT A DIRECT ANSWER BUT
02:25:36:00 02:25:37:00 IT IS ONE THAT I THINK THAT
02:25:37:00 02:25:38:00 THERE ARE A LOT OF PEOPLE WHO

02:25:38:00 02:25:39:00 ARE WORRIED ABOUT THE PACE
02:25:39:00 02:25:40:00 OF CHANGE AND NEED TO MAKE
02:25:40:00 02:25:40:00 LASTING CHANGE AND WHEN WHEN
02:25:40:00 02:25:41:00 ARE YOU BEING DELIBERATE VERSUS
02:25:41:00 02:25:43:00 WHEN ARE YOU JUST BEING SLOW OR
02:25:43:00 02:25:44:00 BUREAUCRATIC AND THEN NO ONE'S
02:25:44:00 02:25:46:00 TALKED ABOUT THE BUDGET
02:25:46:00 02:25:47:00 PROPOSED FOR THE MACCORMICK.
02:25:47:00 02:25:50:00 I'M JUST CURIOUS DO WE HAVE A
02:25:50:00 02:25:51:00 CONCRETE NUMBER OF WHAT THAT
02:25:51:00 02:25:53:00 INVESTMENT IS GOING TO LOOK
02:25:53:00 02:25:54:00 LIKE?
02:25:54:00 02:25:55:00 AND I KNOW THAT'S THE LAST
02:25:55:00 02:25:57:00 QUESTION I PROMISE THE THE
02:25:57:00 02:26:02:00 BUDGET FOR THE MACCORMICK IS
02:26:02:00 02:26:09:00 THE THE OPERATING THE SEVEN
02:26:09:00 02:26:10:00 THROUGH 12 AND YOU SEE THE
02:26:10:00 02:26:12:00 COMBINED SCHOOL AND THE
02:26:12:00 02:26:13:00 INVESTMENTS THAT WE'RE MAKING,
02:26:13:00 02:26:13:00 WE ARE MAKING SIGNIFICANT
02:26:13:00 02:26:16:00 INVESTMENTS TO TRANSITION THAT
02:26:16:00 02:26:17:00 SCHOOL TO A SEVEN TO 12 AND TO
02:26:17:00 02:26:18:00 SUPPORT THEM AS THEY OPERATE ON
02:26:18:00 02:26:20:00 TWO CAMPUSES NEXT YEAR THAT
02:26:20:00 02:26:24:00 FUNDING CAN BE FOUND ON HER
02:26:24:00 02:26:25:00 SUPPLEMENTAL SCHOOL ALLOCATION.
02:26:25:00 02:26:29:00 YOU CAN SEE THERE IS A COST
02:26:29:00 02:26:32:00 OF OPERATING SCHOOL IN TWO
02:26:32:00 02:26:33:00 LOCATIONS AND IN LAUNCHING THIS
02:26:33:00 02:26:35:00 NEW PROGRAM.
02:26:35:00 02:26:36:00 IN ADDITION, IN THE CAPITAL
02:26:36:00 02:26:39:00 BUDGET THERE IS FUNDING FOR THE
02:26:39:00 02:26:43:00 MACCORMICK SITE WHICH IS THE
02:26:43:00 02:26:44:00 HOME THAT WILL BE THE FUTURE
02:26:44:00 02:26:45:00 HOME OF DEKLIN MCCORMICKS SEVEN
02:26:45:00 02:26:47:00 TO 12.
02:26:47:00 02:26:48:00 AND I THINK WE'RE ALSO PLANNING
02:26:48:00 02:26:51:00 TO LAUNCH A RENAMING PROCESS
02:26:51:00 02:26:52:00 FOR THAT NEW SEVEN TO 12 SCHOOL
02:26:52:00 02:26:54:00 THAT WE'RE THINKING ABOUT THAT
02:26:54:00 02:26:55:00 PROJECT IN IN MULTIPLE PHASES.
02:26:55:00 02:26:56:00 THERE'S THE FIRST PHASE WHICH
02:26:56:00 02:26:59:00 IS ARE THE BASIC RENOVATIONS
02:26:59:00 02:27:00:00 THAT WE NEED TO HAVE IN PLACE
02:27:00:00 02:27:00:00 TO OPERATE IT AT THE HIGH
02:27:00:00 02:27:02:00 SCHOOL INSTEAD OF JUST A
02:27:02:00 02:27:03:00 STANDALONE MIDDLE SCHOOL AND
02:27:03:00 02:27:06:00 THEN THE BROADER SORT OF WHAT
02:27:06:00 02:27:07:00 IS THE VISION FOR THE SCHOOL
02:27:07:00 02:27:08:00 AND HOW DO WE ROLL THAT OUT
02:27:08:00 02:27:09:00 OVER THE NEXT TWO YEARS?
02:27:09:00 02:27:10:00 IT'S A MULTI-YEAR PROJECT
02:27:10:00 02:27:11:00 THAT'S STARTING DESIGN RIGHT
02:27:11:00 02:27:14:00 NOW FOR RENOVATIONS OVER THE

02:27:14:00 02:27:17:00 SUMMER AND FALL AND THEN EACH
02:27:17:00 02:27:18:00 YEAR WE'RE GOING TO BE MAKING
02:27:18:00 02:27:19:00 UPGRADES AND THEN THE LAST
02:27:19:00 02:27:22:00 THING I'LL JUST SAY ABOUT THIS
02:27:22:00 02:27:23:00 IS THERE IS A THERE'S MONEY IN
02:27:23:00 02:27:24:00 THE BUDGET FOR THE MCCORMICK
02:27:24:00 02:27:25:00 DEVERS SITE BECAUSE WE KNOW
02:27:25:00 02:27:29:00 THAT ARE ISSUES AND HOW DO WE
02:27:29:00 02:27:30:00 USE THE OUTDOOR SPACE ON THE
02:27:30:00 02:27:30:00 SITE AND THEN THERE'S ALSO THE
02:27:30:00 02:27:33:00 PROJECT RELATED FOR THE BOYS
02:27:33:00 02:27:34:00 AND GIRLS CLUB THAT'S GOING
02:27:34:00 02:27:36:00 THERE WHICH WILL HAVE ACCESS TO
02:27:36:00 02:27:40:00 FOR EXTRACURRICULAR ACTIVITIES
02:27:40:00 02:27:47:00 AND OTHER USES.
02:27:47:00 02:27:48:00 GREAT, THANKS.
02:27:48:00 02:27:49:00 THANK YOU SO MUCH.
02:27:49:00 02:27:52:00 NATE AND SYLVIA, DO ALL KINDS
02:27:52:00 02:27:53:00 OF FLAHERTY GET IN FOR A SECOND
02:27:53:00 02:27:53:00 ROUND?
02:27:53:00 02:27:55:00 SO COUNCILOR FLAHERTY THANK
02:27:55:00 02:27:57:00 YOU, MADAM CHAIR AND JUST ONE
02:27:57:00 02:27:59:00 TO DIRECTOR I KNOW YOU WOULD
02:27:59:00 02:28:00:00 TALK TO WE'RE JUST TALKING
02:28:00:00 02:28:03:00 ABOUT DECLINING SCHOOL
02:28:03:00 02:28:03:00 ENROLLMENT SO AND YOU DID
02:28:03:00 02:28:04:00 CONCEDE SO YOU OPEN THE DOOR
02:28:04:00 02:28:07:00 THAT YOU'RE FROM IN WORCESTER
02:28:07:00 02:28:08:00 COUNTY SO I'LL LET YOU KNOW HOW
02:28:08:00 02:28:11:00 IT WORKS AROUND HERE AND HOW IT
02:28:11:00 02:28:12:00 WORKS AROUND HERE AS THE
02:28:12:00 02:28:12:00 PARENTS GET THE SCHOOL
02:28:12:00 02:28:15:00 ASSIGNMENT LETTER IN THE MAIL
02:28:15:00 02:28:16:00 AND IF THEY GET THE SCHOOL
02:28:16:00 02:28:19:00 OF THEIR CHOICE, IT'S LIKE
02:28:19:00 02:28:19:00 HITTING THE LOTTERY AND THEY
02:28:19:00 02:28:21:00 STICK AROUND.
02:28:21:00 02:28:22:00 IF THEY DON'T, THEY OBVIOUSLY
02:28:22:00 02:28:26:00 TRY TO GET THE NEXT BEST SCHOOL
02:28:26:00 02:28:26:00 .
02:28:26:00 02:28:27:00 IN SOME INSTANCES THEY'LL PULL
02:28:27:00 02:28:29:00 OUT, GO TO A CHARTER SCHOOL AND
02:28:29:00 02:28:30:00 OR IF THEY CAN AFFORD IT
02:28:30:00 02:28:31:00 THEY'LL GO TO A PAROCHIAL
02:28:31:00 02:28:33:00 SCHOOL OR WORSE IF THEY'RE ON
02:28:33:00 02:28:34:00 FIND OR GET A CHRONICALLY
02:28:34:00 02:28:38:00 UNDERPERFORMING SCHOOL, IT'S
02:28:38:00 02:28:40:00 PRETTY MUCH HASTA LA VISTA
02:28:40:00 02:28:41:00 BUENO SWEATY.
02:28:41:00 02:28:45:00 SO THAT SAID ALSO IN ADDITION
02:28:45:00 02:28:45:00 THE PROPERTY TAX BILLS THAT
02:28:45:00 02:28:46:00 JUST COME OUT THAT'S ALSO GOING
02:28:46:00 02:28:49:00 TO CHASE PEOPLE OUT OF THE
02:28:49:00 02:28:50:00 CITY.

02:28:50:00 02:28:52:00 YOU COULD CHOKE A HORSE ON
02:28:52:00 02:28:53:00 THOSE PERCENTAGES AT A TIME
02:28:53:00 02:28:54:00 WHEN PEOPLE ARE STRUGGLING
02:28:54:00 02:28:56:00 COMING THROUGH A PANDEMIC
02:28:56:00 02:28:57:00 TRYING TO GET BACK TO WORK AND
02:28:57:00 02:28:58:00 OPEN UP TO BUSINESSES AND ON
02:28:58:00 02:29:00:00 TOP OF THAT THEY GET WALLOPED
02:29:00:00 02:29:05:00 WITH A NICE CROP TWO AND A HALF
02:29:05:00 02:29:07:00 GIFT IN PROPERTY TAXES THAT
02:29:07:00 02:29:08:00 QUITE FRANKLY SHOULD HAVE BEEN
02:29:08:00 02:29:08:00 DEFERRED AND OBVIOUSLY THE
02:29:08:00 02:29:12:00 COMPETITION THAT WE GET IN
02:29:12:00 02:29:13:00 COMPETITION IS GOOD.
02:29:13:00 02:29:13:00 IT'S HEALTHY.
02:29:13:00 02:29:15:00 WE'RE ABOUT TO START OUR
02:29:15:00 02:29:16:00 REELECTION EFFORTS OURSELVES
02:29:16:00 02:29:20:00 FOR DISTRICT UP I'M GOING TO
02:29:20:00 02:29:20:00 RACE FOR MAYOR.
02:29:20:00 02:29:21:00 COMPETITION IS GOOD.
02:29:21:00 02:29:23:00 IT'S HEALTHY TO GET UP EARLY.
02:29:23:00 02:29:24:00 IT KEEPS YOU UP LATER.
02:29:24:00 02:29:25:00 YOU'VE GOT TO BE SHARP.
02:29:25:00 02:29:26:00 YOU HAVE TO BE FOCUSED.
02:29:26:00 02:29:27:00 YOU'RE GOING TO WORK ON ISSUES.
02:29:27:00 02:29:28:00 YOU'VE GOT TO ADDRESS
02:29:28:00 02:29:30:00 CONSTITUENT SERVICE ISSUES ETC.
02:29:30:00 02:29:34:00 TO EARN YOUR OPPORTUNITY TO TO
02:29:34:00 02:29:35:00 TO BE REELECTED AND OR ELECTED
02:29:35:00 02:29:38:00 IN THOSE INSTANCES.
02:29:38:00 02:29:39:00 SO WE'VE GOT CHARTER SCHOOL
02:29:39:00 02:29:39:00 COMPETITION.
02:29:39:00 02:29:40:00 WE'VE GOT PRIVATE SCHOOL
02:29:40:00 02:29:42:00 COMPETITION, PAROCHIAL SCHOOL
02:29:42:00 02:29:46:00 COMPETITION WHEREVER FOLKS HAVE
02:29:46:00 02:29:47:00 THE ABILITY TO HAVE THE MEANS
02:29:47:00 02:29:48:00 TO TO SUSTAIN THAT FOR THEIR
02:29:48:00 02:29:50:00 CHILDREN AND THAT'S THE PRIMARY
02:29:50:00 02:29:51:00 AND FUNDAMENTAL OBLIGATION
02:29:51:00 02:29:52:00 OF PARENTS IS THE EDUCATION
02:29:52:00 02:29:54:00 OF THEIR CHILDREN.
02:29:54:00 02:29:55:00 SO WE MAY NOT SEE THE FAMILIES
02:29:55:00 02:29:58:00 THAT ARE HAVING SEVEN, EIGHT,
02:29:58:00 02:29:59:00 NINE, TEN KIDS WHEN WE WERE
02:29:59:00 02:30:02:00 YOUNGER BUT IT'S REALLY ABOUT
02:30:02:00 02:30:06:00 QUALITY AND IN IT'S IN IT'S THE
02:30:06:00 02:30:07:00 SCHOOL ASSIGNMENT PIECE ON TOP
02:30:07:00 02:30:09:00 OF PROPERTY TAX WHICH IS
02:30:09:00 02:30:10:00 DRIVING PEOPLE FROM FROM THE
02:30:10:00 02:30:14:00 CITY IN SEARCH OF BETTER VALUE
02:30:14:00 02:30:15:00 FOR THEIR TAX DOLLARS IN SEARCH
02:30:15:00 02:30:17:00 OF A GOOD QUALITY SCHOOL.
02:30:17:00 02:30:21:00 AND SO THAT'S THE REALITY OF IT
02:30:21:00 02:30:21:00 .
02:30:21:00 02:30:22:00 THAT'S WHAT HAPPENS WHEN THEY

02:30:22:00 02:30:23:00 GET THE SCHOOL ASSIGNMENT.
02:30:23:00 02:30:26:00 PEOPLE ARE EITHER HUGGING IN
02:30:26:00 02:30:27:00 HIGH FIVES AND JUMPING FOR JOY
02:30:27:00 02:30:30:00 OR THEY'RE LOOKING FOR
02:30:30:00 02:30:32:00 ALTERNATIVES AND SADLY ONE
02:30:32:00 02:30:33:00 OF THE ALTERNATIVES AS THEY
02:30:33:00 02:30:36:00 MOVE OUT OF BOSTON AND SO
02:30:36:00 02:30:37:00 OBVIOUSLY WE NEED TO SORT
02:30:37:00 02:30:38:00 OF CHANGE THAT TRAJECTORY.
02:30:38:00 02:30:40:00 SO I GUESS THE QUESTION FOR ME
02:30:40:00 02:30:41:00 IS HOW ARE WE FUNDING THE
02:30:41:00 02:30:44:00 CHRONICALLY UNDERPERFORMING
02:30:44:00 02:30:45:00 SCHOOLS?
02:30:45:00 02:30:47:00 HOW ARE WE FUNDING SCHOOLS THAT
02:30:47:00 02:30:48:00 THAT CONSISTENTLY HAVE
02:30:48:00 02:30:51:00 DECLINING SCHOOL ENROLLMENT SO
02:30:51:00 02:30:52:00 WE CAN GET THEM OUT OF THAT
02:30:52:00 02:30:55:00 CYCLE, THAT DOWNWARD CYCLE AND
02:30:55:00 02:30:56:00 IF YOU THINK ABOUT THE SCHOOLS
02:30:56:00 02:31:00:00 THAT WE CELEBRATED, WE'VE GOT
02:31:00:00 02:31:00:00 SUCCESS.
02:31:00:00 02:31:01:00 THERE'S SOME COMMON DENOMINATOR
02:31:01:00 02:31:03:00 IS THERE IS THERE'S A STRONG
02:31:03:00 02:31:03:00 SCHOOL LEADERSHIP.
02:31:03:00 02:31:06:00 THERE'S STRONG PARENTAL SUPPORT
02:31:06:00 02:31:08:00 AND THERE'S A POPULAR BUZZ DOWN
02:31:08:00 02:31:11:00 AT THE BALLFIELDS IN THE
02:31:11:00 02:31:11:00 COMMUNITIES AND PEOPLE RALLY
02:31:11:00 02:31:12:00 AROUND OUR SCHOOLS.
02:31:12:00 02:31:15:00 WE'VE HAD GREAT SUCCESS IN
02:31:15:00 02:31:19:00 BOSTON WITH WITH PARENTS AND
02:31:19:00 02:31:19:00 STUDENTS RALLYING FOR THEIR
02:31:19:00 02:31:20:00 SCHOOL AND SCHOOL PRIDE AND I
02:31:20:00 02:31:22:00 THINK THAT'S A BIG ETC. SO
02:31:22:00 02:31:23:00 ANYTHING THAT CAN BE DONE TO
02:31:23:00 02:31:25:00 SORT OF TURN AROUND OUR
02:31:25:00 02:31:26:00 UNDERPERFORMING SCHOOLS AND
02:31:26:00 02:31:30:00 ENCOURAGE FOLKS AND PARENTS IN
02:31:30:00 02:31:34:00 PARTICULAR TO GET INVOLVED AND
02:31:34:00 02:31:37:00 TO HELP CREATE THAT BUZZ IT'LL
02:31:37:00 02:31:38:00 BE A RISING TIDE.
02:31:38:00 02:31:39:00 THAT'S MY TWO CENTS ON IT,
02:31:39:00 02:31:41:00 NATHAN AND APPRECIATE YOUR
02:31:41:00 02:31:42:00 ATTENTION TO DETAIL.
02:31:42:00 02:31:43:00 I KNOW YOU'RE UP TO YOUR
02:31:43:00 02:31:45:00 EYEBALLS AS WE GO THROUGH THIS
02:31:45:00 02:31:46:00 BUDGET PROCESS, BUT THOSE ARE
02:31:46:00 02:31:46:00 THE FACTS.
02:31:46:00 02:31:49:00 I MEAN THAT'S JUST YOU KNOW, AS
02:31:49:00 02:31:50:00 A CITY COUNCILOR AND AS THE
02:31:50:00 02:31:52:00 LONGEST SERVING THOSE ARE THE
02:31:52:00 02:31:53:00 STORIES THAT I HEAR ACROSS THE
02:31:53:00 02:31:54:00 CITY IN EVERY SINGLE
02:31:54:00 02:31:56:00 NEIGHBORHOOD THEY OPEN UP THE

02:31:56:00 02:31:56:00 LETTER.
02:31:56:00 02:31:57:00 THEY GET THE SCHOOL OF THEIR
02:31:57:00 02:31:57:00 CHOICE.
02:31:57:00 02:32:00:00 THAT'S A GREAT DAY IF NOT, THEN
02:32:00:00 02:32:00:00 THEY'RE SEARCHING FOR
02:32:00:00 02:32:01:00 ALTERNATIVES AND ONE OF THE
02:32:01:00 02:32:04:00 ALTERNATIVES IS THAT THEY MOVE
02:32:04:00 02:32:05:00 OUT OF OUR CITY AND THEY CHOOSE
02:32:05:00 02:32:08:00 A NON SCHOOL.
02:32:08:00 02:32:09:00 WE NEED WE NEED TO WE NEED TO
02:32:09:00 02:32:11:00 REVERSE THAT TREND.
02:32:11:00 02:32:15:00 YEAH, I APPRECIATE THAT.
02:32:15:00 02:32:16:00 YOU KNOW, IT IS FUNNY I'VE NOW
02:32:16:00 02:32:19:00 LIVED IN BOSTON LONGER THAN
02:32:19:00 02:32:20:00 I'VE LIVED ANYWHERE ELSE AND IN
02:32:20:00 02:32:21:00 THE HOUSE THAT I CURRENTLY LIVE
02:32:21:00 02:32:23:00 IN LONGER THAN IN ANY HOUSE I
02:32:23:00 02:32:24:00 EVER HAVE BEEN IN.
02:32:24:00 02:32:27:00 BUT I WOULD NEVER CLAIM TO BE A
02:32:27:00 02:32:28:00 BOSTONIAN IN THE SAME WAY I
02:32:28:00 02:32:31:00 WEAR IT WITH PRIDE BUT I THINK
02:32:31:00 02:32:35:00 WE HAVE A LOT OF PEOPLE HERE
02:32:35:00 02:32:36:00 BORN AND RAISED IN BOSTON WHO
02:32:36:00 02:32:38:00 HAVE A PARTICULAR PRIDE IN THAT
02:32:38:00 02:32:38:00 .
02:32:38:00 02:32:39:00 I HAVE TWO CHILDREN OF MY OWN
02:32:39:00 02:32:42:00 AND I REMEMBER GOING THROUGH
02:32:42:00 02:32:43:00 THE PROCESS AND AND KNOW
02:32:43:00 02:32:46:00 EXACTLY WHAT YOU'RE TALKING
02:32:46:00 02:32:49:00 ABOUT AND I THINK YOU KNOW,
02:32:49:00 02:32:53:00 WITH A LOT OF OUR SCHOOLS AND
02:32:53:00 02:32:54:00 ELEMENTARY SCHOOLS WE HAVE A
02:32:54:00 02:32:54:00 LOT OF GREAT SCHOOLS.
02:32:54:00 02:32:55:00 WE'RE DOING GREAT WORK THAT
02:32:55:00 02:32:58:00 FAMILIES SHOULD BE GIVING MORE
02:32:58:00 02:32:59:00 OF A CHANCE AND I THINK
02:32:59:00 02:33:01:00 SOMETIMES THE WAY THAT FAMILIES
02:33:01:00 02:33:02:00 TALK ABOUT SOME OF OUR SCHOOLS
02:33:02:00 02:33:06:00 ARE ARE QUITE HONESTLY THEY'RE
02:33:06:00 02:33:09:00 LOADED WITH WITH IMPLICATIONS
02:33:09:00 02:33:12:00 AROUND NEIGHBORHOODS AND RACE.
02:33:12:00 02:33:13:00 I ALSO THINK WE DON'T DO
02:33:13:00 02:33:16:00 OURSELVES ANY FAVORS WITH THE
02:33:16:00 02:33:17:00 QUALITY OF SOME OF OUR SCHOOL
02:33:17:00 02:33:18:00 BUILDINGS AND I CAN REMEMBER
02:33:18:00 02:33:21:00 WALKING A LOT OF THE SCHOOLS
02:33:21:00 02:33:22:00 AND CHOOSING AND THINKING ABOUT
02:33:22:00 02:33:24:00 IT FOR MY FAMILY AND THINKING
02:33:24:00 02:33:25:00 ABOUT LIKE THE QUALITY OF THE
02:33:25:00 02:33:26:00 SCHOOL BUILDING THE SCHOOL
02:33:26:00 02:33:29:00 FACILITY AND MY SON AND
02:33:29:00 02:33:33:00 DAUGHTER ATTEND I THINK THE
02:33:33:00 02:33:33:00 FOURTH OLDEST SCHOOL BUILDING
02:33:33:00 02:33:34:00 STILL IN USE THAT WAS BUILT

02:33:34:00 02:33:35:00 BEFORE NINETEEN HUNDRED AND
02:33:35:00 02:33:36:00 THERE ARE PARTS OF IT THAT I
02:33:36:00 02:33:37:00 THINK ARE CHARMING AND
02:33:37:00 02:33:39:00 WONDERFUL AND THERE ARE PARTS
02:33:39:00 02:33:40:00 THAT MAKE ME UPSET AS A PARENT
02:33:40:00 02:33:41:00 AND THAT IS MY MOTIVATION AND
02:33:41:00 02:33:44:00 THE SORT OF FIRE I BRING TO
02:33:44:00 02:33:45:00 BUILD BPS TO MAKE SURE THAT WE
02:33:45:00 02:33:47:00 MAKE THOSE CHOICES.
02:33:47:00 02:33:49:00 I DO THINK WE CAN DO MORE TO
02:33:49:00 02:33:51:00 EXPAND OPPORTUNITIES AND LET
02:33:51:00 02:33:55:00 PEOPLE KNOW WHAT GREAT THINGS
02:33:55:00 02:33:56:00 ARE HAPPENING IN DPS AND IN
02:33:56:00 02:33:59:00 TERMS OF SUPPORTING SCHOOLS
02:33:59:00 02:33:59:00 WITH DECLINING ENROLLMENT AND
02:33:59:00 02:34:02:00 AND CREATING AND BUILDING
02:34:02:00 02:34:03:00 QUALITY, I DO THINK PART OF THE
02:34:03:00 02:34:06:00 REASON THAT WE'VE TALKED ABOUT
02:34:06:00 02:34:07:00 OUR FOOTPRINT IS IT IS HARD FOR
02:34:07:00 02:34:08:00 US TO MAINTAIN ONE HUNDRED AND
02:34:08:00 02:34:10:00 TWENTY FIVE SCHOOLS WITH
02:34:10:00 02:34:13:00 DECLINING ENROLLMENT AND
02:34:13:00 02:34:14:00 PROVIDE CONSISTENT RESOURCES
02:34:14:00 02:34:15:00 ACROSS ALL OF THESE BUILDINGS.
02:34:15:00 02:34:17:00 WE NEED TO START THINKING ABOUT
02:34:17:00 02:34:18:00 HOW DO WE CREATE AND
02:34:18:00 02:34:21:00 CONSOLIDATE SOME OF OUR SCHOOLS
02:34:21:00 02:34:22:00 AND THAT IS A DIFFICULT
02:34:22:00 02:34:23:00 CONVERSATION THAT WE'VE BEEN
02:34:23:00 02:34:25:00 USING FOR MULTIPLE YEARS.
02:34:25:00 02:34:27:00 I THINK IT'S BETTER TO DO
02:34:27:00 02:34:27:00 THROUGH NEW SCHOOL BUILDINGS.
02:34:27:00 02:34:28:00 WE BUILD A NEW SCHOOL BUILDING
02:34:28:00 02:34:30:00 AND AND SCHOOL AND AND FAMILIES
02:34:30:00 02:34:33:00 GET TO GO IN AND SHARE IN A NEW
02:34:33:00 02:34:34:00 EXPERIENCE AS OPPOSED TO SOME
02:34:34:00 02:34:34:00 OF THE CONSOLIDATIONS WE'VE
02:34:34:00 02:34:37:00 DONE IN THE PAST WHERE IT'S IN
02:34:37:00 02:34:37:00 RESPONSE TO DECLINING
02:34:37:00 02:34:38:00 ENROLLMENT.
02:34:38:00 02:34:39:00 THEY'RE NOT GETTING ANYTHING
02:34:39:00 02:34:41:00 NEW.
02:34:41:00 02:34:42:00 THEY'RE JUST MOVING INTO A
02:34:42:00 02:34:42:00 DIFFERENT BUILDING.
02:34:42:00 02:34:45:00 SO OBVIOUSLY THAT THIS IS A BIG
02:34:45:00 02:34:46:00 THIS IS A BIG TOPIC IN
02:34:46:00 02:34:49:00 CONVERSATION.
02:34:49:00 02:34:50:00 I APPRECIATE WHAT YOU'RE SAYING
02:34:50:00 02:34:52:00 IN TERMS OF THAT EXPERIENCE.
02:34:52:00 02:34:53:00 THE FAMILY EXPERIENCE IS
02:34:53:00 02:34:56:00 SOMETHING THAT IS IS PRETTY
02:34:56:00 02:34:57:00 INTENSE IN BOSTON FOR SURE.
02:34:57:00 02:34:58:00 AND I WILL JUST ADD OBVIOUSLY
02:34:58:00 02:35:00:00 THERE IS A LOT OF GREAT THINGS

02:35:00:00 02:35:01:00 HAPPENING WITHIN OUR BOSTON
02:35:01:00 02:35:01:00 PUBLIC SCHOOLS.
02:35:01:00 02:35:04:00 WE GET A LOT OF COMMITTED AND
02:35:04:00 02:35:04:00 DEDICATED TEACHERS AND OTHER
02:35:04:00 02:35:05:00 PROFESSIONALS THAT ARE RALLYING
02:35:05:00 02:35:08:00 FOR OUR CHILDREN AND WE ALSO
02:35:08:00 02:35:09:00 GET A LOT OF GREAT THINGS GOING
02:35:09:00 02:35:09:00 ON OUR CITY.
02:35:09:00 02:35:12:00 WE BOAST THE BEST COLLEGES AND
02:35:12:00 02:35:13:00 UNIVERSITIES IN THE WORLD AND
02:35:13:00 02:35:15:00 WE JUST WANT TO MAKE SURE THAT
02:35:15:00 02:35:16:00 THAT WE'RE PREPARING ALL OF OUR
02:35:16:00 02:35:19:00 STUDENTS FOR THE OPPORTUNITY TO
02:35:19:00 02:35:20:00 ACCESS THOSE SCHOOLS AND TO BE
02:35:20:00 02:35:21:00 ABLE TO COMPETE AND GET IN
02:35:21:00 02:35:24:00 THOSE SCHOOLS AND THRIVE IN OUR
02:35:24:00 02:35:26:00 GLOBAL ECONOMY.
02:35:26:00 02:35:26:00 GREAT.
02:35:26:00 02:35:27:00 THANK YOU SO MUCH, COUNSELOR.
02:35:27:00 02:35:30:00 FLAHERTY.
02:35:30:00 02:35:31:00 I JUST HAVE A QUICK SET
02:35:31:00 02:35:32:00 OF THINGS LIGHTNING ROUND
02:35:32:00 02:35:51:00 QUESTIONS WHICH ARE MAINLY HOW
02:35:51:00 02:35:52:00 DO WE THINK ABOUT I HAVE IN MY
02:35:52:00 02:35:53:00 DISTRICT BOTH THE SMK AND THE
02:35:53:00 02:35:54:00 SNOWDEN WHICH HAVE MULTIPLE
02:35:54:00 02:35:54:00 BUILDINGS.
02:35:54:00 02:35:55:00 THEY'RE MULTI BUILDING CAMPUSES
02:35:55:00 02:35:55:00 AND REALLY MULTISITE.
02:35:55:00 02:35:56:00 RIGHT.
02:35:56:00 02:35:57:00 AND I'M JUST CURIOUS, MIRRIAM,
02:35:57:00 02:35:58:00 I MEAN THIS IS ALSO A QUESTION
02:35:58:00 02:35:59:00 FOR NATE BUT I JUST LIKE HOW DO
02:35:59:00 02:36:00:00 YOU FACTOR IN WHEN SOME OF THE
02:36:00:00 02:36:01:00 EFFICIENCIES OF HAVING A
02:36:01:00 02:36:02:00 JANITOR WHO COULD JUST WALK
02:36:02:00 02:36:03:00 DOWN THE HALL VERSUS A JANITOR
02:36:03:00 02:36:05:00 WHO HAS TO BOP AROUND BETWEEN
02:36:05:00 02:36:06:00 DIFFERENT SITES LIKE HOW DO
02:36:06:00 02:36:09:00 THOSE THINGS GET MANAGED AND
02:36:09:00 02:36:10:00 ALONG THE WAY IF THERE'S
02:36:10:00 02:36:10:00 ANYTHING I SHOULD KNOW ABOUT
02:36:10:00 02:36:13:00 THE SNOWDEN THE KENNEDY
02:36:13:00 02:36:14:00 SPECIFICALLY I KNOW FOR THE
02:36:14:00 02:36:15:00 KENNEDY WE HAD TO SORT
02:36:15:00 02:36:18:00 OF RELOCATE OF PART OF IT FROM
02:36:18:00 02:36:18:00 KIND OF THE NORTHEASTERN SIDE,
02:36:18:00 02:36:22:00 THE NETWORK SIDE IF YOU'VE GOT
02:36:22:00 02:36:22:00 MORE DETAILS ON THAT, THAT
02:36:22:00 02:36:23:00 WOULD BE GREAT.
02:36:23:00 02:36:25:00 BUT ALSO BOTH ANYTHING ON
02:36:25:00 02:36:26:00 KENNEDY AND SNOWDEN BUT ALSO
02:36:26:00 02:36:29:00 KIND OF HOW DO WE FACTOR IN
02:36:29:00 02:36:30:00 THAT KIND OF FACILITIES SET UP

02:36:30:00 02:36:36:00 IN OUR BUDGETING?
02:36:36:00 02:36:37:00 I KNOW YOU ASKED YOU KNOW I
02:36:37:00 02:36:38:00 KNOW.
02:36:38:00 02:36:41:00 BUT I THINK I'M GOING TO KICK
02:36:41:00 02:36:42:00 IT BACK TO ME BUT I APPRECIATE
02:36:42:00 02:36:44:00 IT.
02:36:44:00 02:36:45:00 NO, I THINK YOU'RE ABSOLUTELY
02:36:45:00 02:36:48:00 RIGHT IN TERMS OF YOU WHEN WE
02:36:48:00 02:36:48:00 THINK ABOUT SOME OF THESE
02:36:48:00 02:36:51:00 RESOURCES THAT THAT BECOME
02:36:51:00 02:36:52:00 INEFFICIENT WHEN YOU HAVE TO
02:36:52:00 02:36:56:00 OPERATE TWO SITES WE DO GIVE A
02:36:56:00 02:36:56:00 SECOND SITE ALLOCATION TO
02:36:56:00 02:36:59:00 DIFFERENT SCHOOLS BASED ON
02:36:59:00 02:37:00:00 THEIR DISTANCE AND WHETHER OR
02:37:00:00 02:37:03:00 NOT THEY NEED TO HIRE A SECOND
02:37:03:00 02:37:04:00 SECRETARY OR WHETHER THEY NEED
02:37:04:00 02:37:07:00 A SECOND ADMINISTRATOR ON SITE
02:37:07:00 02:37:08:00 FOR THE SECOND SITE.
02:37:08:00 02:37:11:00 THERE'S ALSO CUSTODIAL COSTS
02:37:11:00 02:37:11:00 THAT COME FROM THE INEFFICIENCY
02:37:11:00 02:37:15:00 OF TWO DIFFERENT SITES SO
02:37:15:00 02:37:15:00 CONSOLIDATING ON TO A SINGLE
02:37:15:00 02:37:16:00 SITE FOUR FOR MOST OF OUR
02:37:16:00 02:37:19:00 SCHOOLS WOULD BE A MUCH
02:37:19:00 02:37:20:00 PREFERABLE I THINK FOR THE
02:37:20:00 02:37:21:00 SCHOOL COMMUNITIES THEN
02:37:21:00 02:37:25:00 OPERATING OVER TWO SITES AND
02:37:25:00 02:37:26:00 THAT GOES TRANSPORTATION COSTS
02:37:26:00 02:37:30:00 US MORE MONEY.
02:37:30:00 02:37:32:00 WE HAVE DOUBLE THE COST
02:37:32:00 02:37:33:00 OF SOMETIMES THE FOOD SERVICES
02:37:33:00 02:37:36:00 STAFF AND JUST THE SOCIAL
02:37:36:00 02:37:37:00 WORKERS WE START DOING THIS PER
02:37:37:00 02:37:38:00 PUPIL ALLOCATION NURSES, ALL
02:37:38:00 02:37:41:00 OF THESE THINGS ADD UP SO THAT
02:37:41:00 02:37:42:00 IF YOU CAN CONSOLIDATE INTO A
02:37:42:00 02:37:45:00 MORE EFFICIENT SCHOOL YOU CAN
02:37:45:00 02:37:46:00 PROVIDE YOU CAN REALLOCATE SOME
02:37:46:00 02:37:48:00 OF THOSE RESOURCES AND MAINTAIN
02:37:48:00 02:37:49:00 ACCESS TO NURSE SOCIAL WORKER
02:37:49:00 02:37:53:00 AT THE SAME RATIOS AND ALSO
02:37:53:00 02:37:54:00 THEN PROVIDE SOME OF THE OTHER
02:37:54:00 02:37:56:00 THINGS THAT WE WANT TO DO THE
02:37:56:00 02:38:00:00 SNOWDEN IN TERMS OF OPERATING
02:38:00:00 02:38:00:00 THEY HAVE MULTIPLE SITES.
02:38:00:00 02:38:04:00 THE I DECLARED AND SITE IS
02:38:04:00 02:38:05:00 GOING THROUGH A TRANSFER
02:38:05:00 02:38:05:00 OF OWNERSHIP.
02:38:05:00 02:38:08:00 WE'RE WORKING WITH THEM ON THAT
02:38:08:00 02:38:09:00 TO MAINTAIN A LONG TERM PLAN
02:38:09:00 02:38:12:00 FOR SNOWDEN AT THAT SITE AND
02:38:12:00 02:38:16:00 THEN HE HAS DEVELOPED NEW
02:38:16:00 02:38:17:00 PARTNERSHIP WITH WENT WHERE

02:38:17:00 02:38:20:00 THEY ARE NO LONGER OPERATING
02:38:20:00 02:38:20:00 THE CONCERT HALL AT
02:38:20:00 02:38:24:00 NORTH-EASTERN AND WE'RE MOVING
02:38:24:00 02:38:25:00 TO WENTWORTH THAT IS FOR THIS
02:38:25:00 02:38:25:00 SPRING.
02:38:25:00 02:38:26:00 WE'RE WORKING WITH WHAT WE'RE
02:38:26:00 02:38:27:00 IT THAT'S AN EXCITING
02:38:27:00 02:38:27:00 PARTNERSHIP STILL WORKING WITH
02:38:27:00 02:38:28:00 THEM ABOUT THIS SORT OF LONG
02:38:28:00 02:38:32:00 TERM POTENTIAL FOR AMK BUT THAT
02:38:32:00 02:38:39:00 IS CURRENTLY IN IN DISCUSSION
02:38:39:00 02:38:40:00 AND I DON'T HAVE ANY FURTHER
02:38:40:00 02:38:42:00 UPDATES ON THAT.
02:38:42:00 02:38:43:00 WELL, I WOULD LOVE TO BE IN THE
02:38:43:00 02:38:44:00 LOOP ON THAT.
02:38:44:00 02:38:45:00 I THINK IT'S EXCITING OBVIOUSLY
02:38:45:00 02:38:47:00 WHEN WORK IS ALSO COLLABORATED
02:38:47:00 02:38:48:00 WITH YOU ALL AND COUNCILOR
02:38:48:00 02:38:48:00 FLAHERTY AROUND THE YEAR
02:38:48:00 02:38:51:00 THIRTEEN INITIATIVE AND JUST
02:38:51:00 02:38:55:00 YEAH I GREAT PARTNER I'D ALSO
02:38:55:00 02:38:59:00 LOVE TO BE PART OF I THINK THIS
02:38:59:00 02:38:59:00 HAS BEEN A TOPIC
02:38:59:00 02:39:02:00 OF CONVERSATION AT LARGE LATELY
02:39:02:00 02:39:03:00 BUT LIKE PART OF HOW DO WE GET
02:39:03:00 02:39:07:00 OUR OUR HOSPITALS PARTNERED
02:39:07:00 02:39:10:00 WITH ME IS THE OBVIOUS PLACE
02:39:10:00 02:39:11:00 FOR THAT AND IT JUST FEELS LIKE
02:39:11:00 02:39:12:00 THERE'S UNTAPPED POTENTIAL ON
02:39:12:00 02:39:16:00 THAT FRONT.
02:39:16:00 02:39:17:00 ABSOLUTELY.
02:39:17:00 02:39:18:00 I DO WANT TO KNOW WE'VE BEEN
02:39:18:00 02:39:20:00 REJOINED BY COUNCILOR CAMPBELL
02:39:20:00 02:39:21:00 SO I WANT TO GIVE HER AN
02:39:21:00 02:39:24:00 OPPORTUNITY FOR ANY FOLLOW UP
02:39:24:00 02:39:25:00 QUESTIONS SHE DIDN'T GET TO ASK
02:39:25:00 02:39:26:00 IN HER FIRST ROUND.
02:39:26:00 02:39:29:00 I'LL JUST SAY IT WAS MY CHIEF
02:39:29:00 02:39:31:00 OF STAFF ELLIE WAS ON SO WE'LL
02:39:31:00 02:39:32:00 DEFINITELY CONNECT WITH HER.
02:39:32:00 02:39:33:00 I THINK MANY OF THE QUESTIONS I
02:39:33:00 02:39:36:00 WAS GOING TO ASK YOU ASKED
02:39:36:00 02:39:36:00 COUNCILOR HE ACTUALLY ASKED A
02:39:36:00 02:39:37:00 SERIES OF QUESTIONS ON THE
02:39:37:00 02:39:40:00 MACKINLEY SCHOOLS AS WELL WHICH
02:39:40:00 02:39:40:00 IS NEAR AND DEAR.
02:39:40:00 02:39:43:00 SO WE'LL JUST FOLLOW I DON'T
02:39:43:00 02:39:44:00 WANT TO TAKE TOO MUCH TIME AND
02:39:44:00 02:39:45:00 SAVE QUESTIONS FOR THE
02:39:45:00 02:39:48:00 ADDITIONAL BUDGET YEAR PBS
02:39:48:00 02:39:48:00 BUDGET HEARINGS.
02:39:48:00 02:39:48:00 THANK YOU.
02:39:48:00 02:39:50:00 GREAT EXCELLENT.
02:39:50:00 02:39:51:00 WE'LL DEFINITELY FOLLOW UP FOR

02:39:51:00 02:39:54:00 ANY FURTHER SORT OF INFO.
02:39:54:00 02:39:56:00 I DIDN'T GET AN ANSWER TODAY
02:39:56:00 02:39:59:00 AND OBVIOUSLY WE'LL BE HAVING
02:39:59:00 02:40:00:00 THE COUNCIL WORKING GENERATE
02:40:00:00 02:40:00:00 MORE OF THOSE REQUESTS IN
02:40:00:00 02:40:03:00 ADVANCE OF THE FUTURE HEARINGS
02:40:03:00 02:40:03:00 AS WELL.
02:40:03:00 02:40:03:00 THANK YOU.
02:40:03:00 02:40:04:00 THANK YOU.
02:40:04:00 02:40:05:00 THANKS SO MUCH, COUNCILOR
02:40:05:00 02:40:05:00 CAMPBELL.
02:40:05:00 02:40:07:00 COUNCILOR YEAH.
02:40:07:00 02:40:08:00 IT'S OUT OF YOUR HAND WENT BACK
02:40:08:00 02:40:09:00 UP SO I WANTED TO CHECK WE'RE
02:40:09:00 02:40:10:00 MOVING TOWARDS THE END.
02:40:10:00 02:40:11:00 IF YOU HAD ANOTHER SET
02:40:11:00 02:40:18:00 OF QUESTIONS SO I JUST WHEN ARE
02:40:18:00 02:40:21:00 WE ARE WE DONE FOR THIS HEARING
02:40:21:00 02:40:21:00 ?
02:40:21:00 02:40:22:00 I JUST DON'T WANT TO HOLD
02:40:22:00 02:40:22:00 ANYONE HOSTAGE.
02:40:22:00 02:40:25:00 SO I THINK WE'RE WE'RE NEARING
02:40:25:00 02:40:25:00 THE END.
02:40:25:00 02:40:26:00 I'M GOING TO SEE WHETHER I
02:40:26:00 02:40:29:00 DON'T HAVE ANY SIGN UP FOR
02:40:29:00 02:40:29:00 TESTIMONY.
02:40:29:00 02:40:30:00 I DO HAVE A JANEY ROMANELLI IN
02:40:30:00 02:40:31:00 THE WAITING ROOM.
02:40:31:00 02:40:33:00 I DON'T KNOW IF HE'S ANYBODY'S
02:40:33:00 02:40:34:00 STAFF OR SHE OR THEY.
02:40:34:00 02:40:34:00 YEAH.
02:40:34:00 02:40:37:00 JANEY JAMIE'S OUR DIRECTOR
02:40:37:00 02:40:37:00 OF PLANNING ANALYSIS.
02:40:37:00 02:40:41:00 HE OVERSEES ALL OF OUR
02:40:41:00 02:40:41:00 PROJECTIONS.
02:40:41:00 02:40:44:00 HE'S BEEN HELPING ME SOUND LIKE
02:40:44:00 02:40:45:00 I KNOW WHAT I'M TALKING ABOUT
02:40:45:00 02:40:48:00 ON SOME OF THOSE.
02:40:48:00 02:40:49:00 SO HE'S HE'S BEEN BEHIND THE
02:40:49:00 02:40:52:00 CURTAIN.
02:40:52:00 02:40:52:00 DON'T LET HIM IN.
02:40:52:00 02:40:55:00 PUBLIC KNOWLEDGE IS NOT A
02:40:55:00 02:40:55:00 PUBLIC COUPLE.
02:40:55:00 02:40:56:00 YEAH.
02:40:56:00 02:40:59:00 I JUST HAD A QUICK FOLLOW ABOUT
02:40:59:00 02:41:03:00 YOU KNOW, JUST A LITTLE DETAIL
02:41:03:00 02:41:04:00 THAT I THINK IT'S IMPORTANT FOR
02:41:04:00 02:41:06:00 JUST FOR US TO HIGHLIGHT HERE
02:41:06:00 02:41:07:00 THAT STAFFING CHANGES COULD
02:41:07:00 02:41:07:00 LEAD TO CONTINUING THIS FUNDING
02:41:07:00 02:41:10:00 IN ENROLLMENTS LIKE THE FEWER
02:41:10:00 02:41:11:00 TEACHERS AND STAFF PROGRAMING
02:41:11:00 02:41:14:00 AND OTHER SERVICES MADE IT.
02:41:14:00 02:41:15:00 SO I'M JUST CURIOUS LIKE HOW

02:41:15:00 02:41:22:00 ARE WE RECONCILED WITH THAT
02:41:22:00 02:41:23:00 THAT THE ENROLLMENT CYCLE AND
02:41:23:00 02:41:26:00 THE SORT OF CONSTANT PROGRAMING
02:41:26:00 02:41:27:00 CAN LEAD TO DECLINES IN
02:41:27:00 02:41:30:00 ENROLLMENT CERTAINLY APPLIES TO
02:41:30:00 02:41:31:00 OUR SORT OF TRADITIONAL OR
02:41:31:00 02:41:34:00 TRADITIONAL POSTERS.
02:41:34:00 02:41:35:00 I SUPPOSE THE MCKINLEY IS A
02:41:35:00 02:41:37:00 PROGRAMMATIC SCHOOL AND IT'S A
02:41:37:00 02:41:38:00 ONE OF OUR SPECIAL EDUCATION
02:41:38:00 02:41:42:00 DAY SCHOOLS ENROLLMENT IS IS
02:41:42:00 02:41:45:00 PLACEMENT DRIVEN AND IT'S BASED
02:41:45:00 02:41:49:00 ON A STUDENT'S IEP AND HAS LESS
02:41:49:00 02:41:50:00 TO DO WITH SORT OF DEMAND THAN
02:41:50:00 02:41:53:00 IT DOES ABOUT APPROPRIATE
02:41:53:00 02:41:54:00 PLACEMENT.
02:41:54:00 02:41:55:00 AND I WOULD I'VE NOW PROBABLY
02:41:55:00 02:41:58:00 EXCEEDED MY KNOWLEDGE ABOUT THE
02:41:58:00 02:41:58:00 PROCESS.
02:41:58:00 02:41:59:00 I WOULD DEFER TO OUR SPECIAL
02:41:59:00 02:42:02:00 EDUCATION TO BE ABLE TO GIVE
02:42:02:00 02:42:02:00 BETTER INFORMATION ABOUT
02:42:02:00 02:42:05:00 PLACEMENT WHEN WE HAVE SIX
02:42:05:00 02:42:08:00 SCHOOLS THAT ARE FUNDED OUTSIDE
02:42:08:00 02:42:09:00 WEIGHTED STUDENT FUNDING THEIR
02:42:09:00 02:42:12:00 SCHOOLS THAT ARE NOT FUNDED
02:42:12:00 02:42:13:00 BASED ON THEIR ENROLLMENT.
02:42:13:00 02:42:14:00 THOSE SCHOOLS INCLUDE THE
02:42:14:00 02:42:17:00 MCKINLEY CHARTER SCHOOL AND THE
02:42:17:00 02:42:17:00 HORACE MANN SCHOOL FOR THE DEAF
02:42:17:00 02:42:20:00 AND HARD OF HEARING.
02:42:20:00 02:42:21:00 THOSE ARE THREE CERTIFIED DAY
02:42:21:00 02:42:23:00 SCHOOL SPECIAL EDUCATION
02:42:23:00 02:42:24:00 SCHOOLS THAT ALSO INCLUDES
02:42:24:00 02:42:27:00 COMMUNITY ACADEMY BOFFIN
02:42:27:00 02:42:28:00 TECHNICAL ACADEMY AND THEN
02:42:28:00 02:42:28:00 NEWCOMER'S ACADEMY.
02:42:28:00 02:42:32:00 SO ALL OF THOSE SCHOOLS WHEN WE
02:42:32:00 02:42:33:00 DO THE BUDGETING IT'S A
02:42:33:00 02:42:33:00 CONVERSATION WITH THE SCHOOL
02:42:33:00 02:42:36:00 LEADERS ABOUT WHAT OUR PROGRAM
02:42:36:00 02:42:37:00 NEEDS TO BE AND WHAT STAFF THEY
02:42:37:00 02:42:38:00 NEED TO SERVE THE KIDS THAT
02:42:38:00 02:42:40:00 THEY HAVE AND WE FUND AT
02:42:40:00 02:42:43:00 CAPACITY NOT AT SORT RESPONDS
02:42:43:00 02:42:44:00 TO ENROLLMENT IN THE SAME WAY
02:42:44:00 02:42:47:00 AND SO I'M NOT AS CONCERNED
02:42:47:00 02:42:48:00 WITH ADJUSTMENTS TO THEIR
02:42:48:00 02:42:51:00 BUDGET LEADING THE SAME SORT
02:42:51:00 02:42:52:00 OF DECLINE IN QUALITY BECAUSE
02:42:52:00 02:42:53:00 IT WAS DONE IN PARTNERSHIP WITH
02:42:53:00 02:42:54:00 THE SCHOOL.
02:42:54:00 02:42:55:00 SO MY LAST QUESTION IT'S GOING
02:42:55:00 02:42:58:00 BACK TO MADISON.

02:42:58:00 02:42:59:00 YOU KNOW, I UNDERSTAND THAT
02:42:59:00 02:43:02:00 THERE IS FAMILY THERE ARE
02:43:02:00 02:43:03:00 FAMILIES WHO UNDERSTAND HOW TO
02:43:03:00 02:43:04:00 WORK THE SYSTEM SO THERE MIGHT
02:43:04:00 02:43:07:00 BE A PROGRAM THAT'S NOT
02:43:07:00 02:43:10:00 PROVIDED AT MADISON AND ARE
02:43:10:00 02:43:11:00 ABLE TO OPT OUT OF OUR DISTRICT
02:43:11:00 02:43:11:00 AND THEN THEY GET SHIPPED
02:43:11:00 02:43:14:00 SOMEWHERE ELSE TO GET THAT
02:43:14:00 02:43:14:00 QUALITY EXPERIENCE ELSEWHERE.
02:43:14:00 02:43:18:00 AND SO KNOWING THAT AND THAT
02:43:18:00 02:43:19:00 COST, DOESN'T THAT COST US
02:43:19:00 02:43:22:00 MONEY?
02:43:22:00 02:43:23:00 ARE WE PAYING FOR THOSE OUT
02:43:23:00 02:43:25:00 OF PLACEMENT DISTRICTS AND I'M
02:43:25:00 02:43:26:00 JUST CURIOUS LIKE HOW MANY
02:43:26:00 02:43:27:00 FAMILIES ARE TAKING ADVANTAGE
02:43:27:00 02:43:35:00 OF THOSE OPPORTUNITIES AND DO
02:43:35:00 02:43:36:00 YOU KNOW WHAT THE RACIAL
02:43:36:00 02:43:39:00 BREAKDOWN OF THOSE FAMILIES I
02:43:39:00 02:43:40:00 CAN GET I CAN GET THAT WE
02:43:40:00 02:43:43:00 CERTAINLY HAVE THAT INFORMATION
02:43:43:00 02:43:44:00 THE ONE THAT COMES TO MIND
02:43:44:00 02:43:47:00 BECAUSE I WAS JUST IN A
02:43:47:00 02:43:50:00 CONVERSATION ABOUT THE NORFOLK
02:43:50:00 02:43:51:00 AGRICULTURAL PROGRAM, I THINK
02:43:51:00 02:43:54:00 THERE'S SOMETHING THIRTY
02:43:54:00 02:43:55:00 STUDENTS WHO ARE ENROLLING OUT
02:43:55:00 02:43:59:00 THERE WE DO THEN PAY THOSE FOR
02:43:59:00 02:43:59:00 THOSE VOCATIONAL PROGRAMS
02:43:59:00 02:44:03:00 SIMILAR TO IF A STUDENT WAS
02:44:03:00 02:44:04:00 PLACED IN SPECIAL EDUCATION.
02:44:04:00 02:44:07:00 IT COST US SO I CAN PULL THE
02:44:07:00 02:44:07:00 ENROLLMENT FOR EACH OF THOSE
02:44:07:00 02:44:11:00 OUT OF DISTRICT VOCATIONAL
02:44:11:00 02:44:12:00 PROGRAMS AND THEN THE
02:44:12:00 02:44:14:00 DEMOGRAPHIC BREAKDOWN AND THEN
02:44:14:00 02:44:15:00 HOW THAT IS IMPACTING ON
02:44:15:00 02:44:15:00 FINANCIALS.
02:44:15:00 02:44:15:00 RIGHT.
02:44:15:00 02:44:19:00 SO IF WE'RE ABLE TO OFFER THOSE
02:44:19:00 02:44:22:00 PROGRAMS HERE RIGHT.
02:44:22:00 02:44:23:00 THEN WE COULD KEEP OUR STUDENTS
02:44:23:00 02:44:26:00 HERE AND WE'RE YOU KNOW, I JUST
02:44:26:00 02:44:27:00 THINK IN TERMS OF INVESTMENTS
02:44:27:00 02:44:30:00 AND WE'RE REALLY SERIOUS ABOUT
02:44:30:00 02:44:30:00 HOW WE SUPPORT MADISON THEN
02:44:30:00 02:44:33:00 MAYBE WE NEED TO START THINKING
02:44:33:00 02:44:34:00 ABOUT WHERE WE'RE ALLOWING OUR
02:44:34:00 02:44:37:00 DOLLARS TO BE REALLOCATED AND
02:44:37:00 02:44:38:00 WE CAN KEEP THOSE FAMILIES
02:44:38:00 02:44:38:00 HERE.
02:44:38:00 02:44:41:00 WE CAN KEEP THOSE DOLLARS HERE
02:44:41:00 02:44:42:00 AND WE CAN KEEP MEDICINE HERE

02:44:42:00 02:44:45:00 AND MORE IMPORTANTLY TO COUNSEL
02:44:45:00 02:44:48:00 CLARITIES POINT MAKE MADISON
02:44:48:00 02:44:51:00 THE YOU KNOW, THE GOLD STANDARD
02:44:51:00 02:44:51:00 OF BIOTECH.
02:44:51:00 02:44:55:00 I MEAN WE SHOULD REALLY BE
02:44:55:00 02:44:56:00 STRIVING FOR THAT ESPECIALLY IN
02:44:56:00 02:45:00:00 BOSTON.
02:45:00:00 02:45:01:00 WE'RE SUPPOSED TO BE THE MECCA
02:45:01:00 02:45:02:00 OF EDUCATION AND YET WE CAN'T
02:45:02:00 02:45:03:00 EVEN COMPETE WITH DISTRICT OR
02:45:03:00 02:45:04:00 OTHER DISTRICTS IN TERMS
02:45:04:00 02:45:09:00 OF TEXAS WE HAVE A LOT TO DO
02:45:09:00 02:45:11:00 AND YOU KNOW, I'M HERE ALL
02:45:11:00 02:45:12:00 OF IT I'VE BEEN HERE FOR ALL
02:45:12:00 02:45:13:00 OF IT.
02:45:13:00 02:45:13:00 I'M NOT GOING ANYWHERE WHETHER
02:45:13:00 02:45:15:00 THEY I GET ELECTED.
02:45:15:00 02:45:16:00 I'M HERE FOR ALL OF IT.
02:45:16:00 02:45:17:00 I'M JUST LETTING YOU ALL KNOW
02:45:17:00 02:45:20:00 BECAUSE THIS IS SOMETHING THAT
02:45:20:00 02:45:21:00 IS DEAR AND NEAR TO ME AND I
02:45:21:00 02:45:24:00 THINK THAT YOU KNOW, AS WE
02:45:24:00 02:45:24:00 CONTINUE TO HAVE A CONVERSATION
02:45:24:00 02:45:26:00 ABOUT EDUCATION, I THINK WE
02:45:26:00 02:45:27:00 HAVE AN OPPORTUNITY TO REALLY
02:45:27:00 02:45:31:00 PUT BOSTON ON THE MAP AND AND
02:45:31:00 02:45:32:00 DO OUR DUE DILIGENCE TO SHOW
02:45:32:00 02:45:34:00 WHAT URBAN EDUCATION REALLY
02:45:34:00 02:45:35:00 LOOKS LIKE WHEN WE'RE COMMITTED
02:45:35:00 02:45:38:00 TO FINANCIALLY SUPPORTING THE
02:45:38:00 02:45:39:00 INVESTMENTS AND THE TIME AND
02:45:39:00 02:45:42:00 ENERGY AND HAVING DIFFICULT
02:45:42:00 02:45:43:00 CONVERSATIONS.
02:45:43:00 02:45:44:00 AND WE HAVE TO ALSO LOOK AT THE
02:45:44:00 02:45:46:00 FACT THE MATTER IS IS THAT MY
02:45:46:00 02:45:49:00 DAUGHTER IS AT THE TO YOU AND
02:45:49:00 02:45:53:00 YOU KNOW, I WAITED YEARS TO
02:45:53:00 02:45:54:00 COUNSEL CLARITIES POINT IN
02:45:54:00 02:46:14:00 TERMS OF WHAT IT LOOKS LIKE TO
02:46:14:00 02:46:15:00 TO GET INTO ONE OF THE HIGHER
02:46:15:00 02:46:16:00 PERFORMING SCHOOLS IN THE CITY
02:46:16:00 02:46:17:00 OF BOSTON, ESPECIALLY IF YOU
02:46:17:00 02:46:17:00 LIVE IN THOSE NEIGHBORHOODS.
02:46:17:00 02:46:18:00 RIGHT.
02:46:18:00 02:46:19:00 YOU GET YOU CAN'T AFFORD TO
02:46:19:00 02:46:19:00 LIVE IN THOSE NEIGHBORHOODS
02:46:19:00 02:46:20:00 THEN IT'S A CHANCE OF LUCK IF
02:46:20:00 02:46:21:00 YOU GET TO SEND YOUR CHILD TO
02:46:21:00 02:46:22:00 ONE OF THE HIGHER PERFORMING
02:46:22:00 02:46:22:00 SCHOOLS.
02:46:22:00 02:46:23:00 AND I THINK THAT THAT ALSO WE
02:46:23:00 02:46:23:00 NEED TO LOOK AT THAT.
02:46:23:00 02:46:25:00 WE ALSO NEED TO LOOK AT WHO ARE
02:46:25:00 02:46:26:00 THE FAMILY, HOW ARE WE JUST BY

02:46:26:00 02:46:26:00 THE MERE FACT OF HOW ENROLLMENT
02:46:26:00 02:46:27:00 TRENDS HAPPEN, HOW WE'RE
02:46:27:00 02:46:28:00 CREATING MORE SEGREGATED
02:46:28:00 02:46:29:00 SCHOOLS THIS IS THE FIRST TIME
02:46:29:00 02:46:30:00 THAT MY DAUGHTER IS GOING TO A
02:46:30:00 02:46:32:00 SCHOOL THAT IS SO DIVERSE I'VE
02:46:32:00 02:46:36:00 SEEN MORE WHITE FAMILIES SINCE
02:46:36:00 02:46:41:00 SCHOOLS BACK IN SESSION IN ONE
02:46:41:00 02:46:42:00 AREA THAT IS JUST INCREDIBLY
02:46:42:00 02:46:44:00 LIGHT INSPIRING TO BE IN A
02:46:44:00 02:46:48:00 SPACE OF SO CULTURALLY DIVERSE
02:46:48:00 02:46:48:00 .
02:46:48:00 02:46:49:00 BUT THAT'S NOT THE CASE FOR ALL
02:46:49:00 02:46:52:00 OF THE CITY OF BOSTON AND YOU
02:46:52:00 02:46:53:00 KNOW, NOT TO NOT TO TALK ABOUT
02:46:53:00 02:46:55:00 SEGREGATION BUT THE FACT OF THE
02:46:55:00 02:46:59:00 MATTER IS IS THAT WE ARE AS A
02:46:59:00 02:47:03:00 DISTRICT CONTINUING TO CHANNEL
02:47:03:00 02:47:04:00 PEOPLE INTO CERTAIN AREAS AND
02:47:04:00 02:47:08:00 KEEP THEM THERE AND WE CAN'T
02:47:08:00 02:47:11:00 HAVE A REAL CONVERSATION ABOUT
02:47:11:00 02:47:11:00 EQUITY UNLESS WE'RE REALLY
02:47:11:00 02:47:15:00 READY TO BE HONEST ABOUT HOW
02:47:15:00 02:47:16:00 OUR ENROLLMENT PATTERNS AND HOW
02:47:16:00 02:47:19:00 OUR KIDS GET ASSIGNED EVEN
02:47:19:00 02:47:20:00 THOUGH IT'S SUPPOSED TO BE LIKE
02:47:20:00 02:47:21:00 I DON'T KNOW I DON'T KNOW IF
02:47:21:00 02:47:22:00 IT'S A GENIE IN A BOTTLE OR HOW
02:47:22:00 02:47:23:00 THESE THESE THINGS HAPPEN.
02:47:23:00 02:47:26:00 BUT WHAT I DO KNOW IS THAT
02:47:26:00 02:47:27:00 SEGREGATION IS REAL AND THAT
02:47:27:00 02:47:30:00 ALSO DRIVES EQUITY IN THE
02:47:30:00 02:47:31:00 FINANCIAL INVESTMENTS THAT ARE
02:47:31:00 02:47:34:00 MADE OR NOT MADE IN BOSTON
02:47:34:00 02:47:35:00 PUBLIC SCHOOLS AND WE CAN'T
02:47:35:00 02:47:38:00 TALK ABOUT EQUITY UNLESS WE'RE
02:47:38:00 02:47:39:00 REALLY TALKING ABOUT THE
02:47:39:00 02:47:41:00 REALITIES AND I THINK THAT THE
02:47:41:00 02:47:42:00 CONVERSATION HAS LIVED AN
02:47:42:00 02:47:46:00 EDUCATION BUT I THINK A LOT
02:47:46:00 02:47:47:00 OF THESE ISSUES WE NEED TO
02:47:47:00 02:47:49:00 START THINKING ABOUT THIS
02:47:49:00 02:47:50:00 CONVERSATION THROUGH CIVIL
02:47:50:00 02:47:53:00 RIGHTS BECAUSE AT SOME POINT
02:47:53:00 02:47:54:00 THERE'S GOING TO HAVE TO BE A
02:47:54:00 02:47:55:00 LEVEL OF ACCOUNTABILITY THAT
02:47:55:00 02:47:57:00 GOES BEYOND THE EDUCATION
02:47:57:00 02:47:58:00 COMMITTEE BECAUSE IF WE'RE
02:47:58:00 02:48:01:00 REALLY SERIOUS ABOUT THIS WORK
02:48:01:00 02:48:02:00 THEN WE'RE GOING TO HAVE TO DO
02:48:02:00 02:48:03:00 SOME SERIOUS INTERVENTIONS TO
02:48:03:00 02:48:06:00 GET US TO WHERE WE NEED TO BE.
02:48:06:00 02:48:07:00 OTHERWISE IT'S JUST GOING TO BE
02:48:07:00 02:48:09:00 THE SAME OLD SAME OLD NEXT YEAR

02:48:09:00 02:48:10:00 I'M GOING TO BE ASKING THE SAME
02:48:10:00 02:48:11:00 QUESTIONS AND I'M GOING TO BE
02:48:11:00 02:48:12:00 GETTING THE RESPONSES.
02:48:12:00 02:48:16:00 BUT I DO APPRECIATE ALL THIS
02:48:16:00 02:48:17:00 TIME AND ENERGY THAT YOU DO
02:48:17:00 02:48:18:00 POINT TO ALL OF THOSE FABULOUS
02:48:18:00 02:48:21:00 CHOREOPOEM AND HOW COMMITTED
02:48:21:00 02:48:23:00 YOU ARE TO NO MATTER HOW HARD
02:48:23:00 02:48:24:00 WE GO YOU ALWAYS COME BACK TO
02:48:24:00 02:48:25:00 THE PAGE.
02:48:25:00 02:48:28:00 THANK YOU TO YOU AND YOUR TEAM
02:48:28:00 02:48:29:00 FOR ALL YOUR HARD WORK.
02:48:29:00 02:48:32:00 IT DOES NOT GO NOTICED BUT WE
02:48:32:00 02:48:35:00 NEED MORE OF IT.
02:48:35:00 02:48:36:00 THANK YOU.
02:48:36:00 02:48:40:00 THANK YOU COUNCILOR MEJIA AND I
02:48:40:00 02:48:43:00 THINK I THINK WITH THAT I DON'T
02:48:43:00 02:48:43:00 HAVE ANY PUBLIC TESTIMONY.
02:48:43:00 02:48:47:00 I THINK WE HAVE INDEED OCCUPIED
02:48:47:00 02:48:50:00 THE TEAM'S TIME FOR MUCH OF THE
02:48:50:00 02:48:51:00 DAY.
02:48:51:00 02:48:51:00 I'M LOOKING FORWARD AS
02:48:51:00 02:48:54:00 COUNCILOR AS US TO MORE OF IT
02:48:54:00 02:48:55:00 BUT I DO JUST WANT TO I FEEL
02:48:55:00 02:48:58:00 LIKE WE WOULD BE REMISS NOT TO
02:48:58:00 02:48:59:00 END THE SCHOOL BUDGETS HEARING
02:48:59:00 02:49:03:00 BY NOTING THAT OBVIOUSLY YOU
02:49:03:00 02:49:04:00 KNOW, WE SPENT A LOT OF TIME
02:49:04:00 02:49:06:00 TALKING ABOUT THE DECLINING
02:49:06:00 02:49:07:00 ENROLLMENT.
02:49:07:00 02:49:08:00 YOU GUYS MADE A DECISION TO
02:49:08:00 02:49:10:00 SIGNIFICANTLY BUFFER ALL OF OUR
02:49:10:00 02:49:10:00 SCHOOLS FROM IMPACTS
02:49:10:00 02:49:13:00 OF DECLINING ENROLLMENT AND
02:49:13:00 02:49:14:00 THERE IS A PARALLEL UNIVERSE IN
02:49:14:00 02:49:15:00 WHICH THIS HEARING IS GOING ON
02:49:15:00 02:49:19:00 FOR TEN HOURS AND EVERYONE IN
02:49:19:00 02:49:20:00 THE CITY OF BOSTON IS HERE
02:49:20:00 02:49:22:00 BECAUSE EVERYBODY SCHOOLS ARE
02:49:22:00 02:49:23:00 SEEING THE KIND OF CUTS THAT
02:49:23:00 02:49:26:00 SEND MORE INTO THAT DEATH
02:49:26:00 02:49:30:00 SPIRAL AND SO I I FEEL LIKE
02:49:30:00 02:49:33:00 IT'S IMPORTANT TO SAY YOU GUYS
02:49:33:00 02:49:34:00 MADE A CHOICE AND A DECISION
02:49:34:00 02:49:35:00 THERE.
02:49:35:00 02:49:38:00 I THINK IT WAS THE RIGHT ONE.
02:49:38:00 02:49:39:00 I THINK THAT IN THE LIGHT
02:49:39:00 02:49:40:00 OF THE CURRENT SITUATION THAT
02:49:40:00 02:49:41:00 WE'RE IN AS YOU SAID, NATE,
02:49:41:00 02:49:42:00 WITH SO MANY PEOPLE JUST STILL
02:49:42:00 02:49:46:00 SORT OF TUMBLING THROUGH THIS
02:49:46:00 02:49:47:00 MOMENT AND WHAT IT'S MEANT FOR
02:49:47:00 02:49:48:00 ALL OF OUR FAMILY IS THAT TO
02:49:48:00 02:49:49:00 THEN BE HITTING EVERYBODY WITH

02:49:49:00 02:49:50:00 CUTS ACROSS THE BOARD WOULD
02:49:50:00 02:49:53:00 HAVE BEEN REALLY HARD AND WE
02:49:53:00 02:49:54:00 DON'T HAVE TO LOOK VERY FAR TO
02:49:54:00 02:49:55:00 KNOW WHAT THAT LOOKS LIKE
02:49:55:00 02:49:57:00 BECAUSE IT'S WHAT MOST OF OUR
02:49:57:00 02:49:58:00 URBAN SCHOOL SYSTEMS ACROSS
02:49:58:00 02:50:01:00 AMERICA ARE GRAPPLING AND FOR
02:50:01:00 02:50:05:00 SURE THE AARP FUNDING IS RIDING
02:50:05:00 02:50:06:00 TO THE RESCUE FOR PEOPLE TO
02:50:06:00 02:50:09:00 SOME EXTENT.
02:50:09:00 02:50:12:00 BUT IT'S ALSO PROBABLY WORTH
02:50:12:00 02:50:13:00 PUTTING ON THE RECORD THAT IN
02:50:13:00 02:50:14:00 BOSTON WE'RE ABLE TO TALK ABOUT
02:50:14:00 02:50:16:00 THAT AS THIS POTENTIAL MOONSHOT
02:50:16:00 02:50:21:00 FOR TRANSFORMATION BECAUSE
02:50:21:00 02:50:22:00 WE'RE NOT TALKING ABOUT CURING
02:50:22:00 02:50:23:00 IT ALL INTO THE WHOLE AD
02:50:23:00 02:50:24:00 REVENUE REPLACEMENT BECAUSE
02:50:24:00 02:50:28:00 OF THE FORTUNATE POSITION THAT
02:50:28:00 02:50:29:00 WE'RE IN.
02:50:29:00 02:50:32:00 THESE ARE THE PRETTY RESILIENT
02:50:32:00 02:50:33:00 REVENUES AND AND OBVIOUSLY THE
02:50:33:00 02:50:36:00 THE UPHELD PRE COVID COMMITMENT
02:50:36:00 02:50:40:00 FROM A CITY OPERATING BUDGET TO
02:50:40:00 02:50:43:00 SO YOU KNOW, I JUST I WANTED TO
02:50:43:00 02:50:44:00 REGISTER THAT THERE ARE CHOICES
02:50:44:00 02:50:47:00 THAT HAVE BEEN MADE BOTH BOTH
02:50:47:00 02:50:51:00 BY THIS COUNCIL AND SUPPORTING
02:50:51:00 02:50:52:00 THAT OPERATING BUDGET INFUSION
02:50:52:00 02:50:56:00 LAST YEAR BY MAYOR WALSH, BY
02:50:56:00 02:50:56:00 MAYOR JANIE.
02:50:56:00 02:51:00:00 THE PROPOSAL AND AND BY YOU
02:51:00:00 02:51:03:00 GUYS IN TERMS OF ALLOCATION
02:51:03:00 02:51:04:00 THAT MAKE THIS A VERY DIFFERENT
02:51:04:00 02:51:09:00 HEARING THAN IT COULD BE.
02:51:09:00 02:51:10:00 I APPRECIATE THAT THAT CLOSE ON
02:51:10:00 02:51:14:00 THAT NOTE, I THINK THAT IF
02:51:14:00 02:51:15:00 THERE IS ONE THING THAT I THINK
02:51:15:00 02:51:17:00 WE WE WANTED TO EMPHASIZE GOING
02:51:17:00 02:51:20:00 INTO THIS, IT IS THE AMOUNT
02:51:20:00 02:51:21:00 OF WORK WE DID TO STABILIZE THE
02:51:21:00 02:51:22:00 SCHOOL EXPERIENCE AND I
02:51:22:00 02:51:25:00 APPRECIATE YOU ENDING ON THAT
02:51:25:00 02:51:25:00 NOTE.
02:51:25:00 02:51:26:00 APPRECIATE EVERYONE'S TIME
02:51:26:00 02:51:28:00 TODAY AND THE OPPORTUNITY TO
02:51:28:00 02:51:30:00 PRESENT TO THE SUPERINTENDENT
02:51:30:00 02:51:31:00 OF SCHOOLS.
02:51:31:00 02:51:32:00 GREAT.
02:51:32:00 02:51:33:00 THANK YOU SO MUCH.
02:51:33:00 02:51:34:00 THANK YOU AND THANK YOU JANIE
02:51:34:00 02:51:36:00 AS WELL WITH THAT THIS HEARING
02:51:36:00 02:51:39:00 OF THE BOSTON CITY COUNCIL'S
02:51:39:00 02:51:40:00 WAYS AND MEANS COMMITTEE.

02:51:40:00 02:52:13:00 STAFF SERGEANT, THANK YOU.