

; 04/25/17 2:20 PM

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;;;Boston City Council, 170425 morning

TESTING

APRIL 25, 2017

>> GOOD MORNING.

I'M MARK CIOMMO REPRESENTING

AUSTIN AND BRIGHTON.

THIS IS TUESDAY, APRIL 25.

WE'RE HERE WITH THE

SUPERINTENDENT AND HIS TEAM FROM

BOSTON PUBLIC SCHOOL DEPARTMENT

REGARDING THE BPS BUDGET

OVERVIEW FOR FY-18, DOCKETS 0536

THROUGH 0538.

ORDERS FOR THE FY-18 OPERATING

BUDGET INCLUDING ANNUAL

APPROPRIATIONS FOR DEPARTMENTAL

OPERATIONS, APPROPRIATIONS FOR

THE SCHOOL DEPARTMENT AND

APPROPRIATION FOR OTHER POST

EMPLOYMENT BENEFITS.

DOCKETS 0539-0543, CAPITAL

BUDGET APPROPRIATIONS INCLUDED

LOAN ORDERS AND LEASE AND

PURCHASE AGREEMENTS.

I AM JOINED IN ORDER OF THEIR

ARRIVAL BY MY COLLEAGUES TO MY

LEFT, VICE CHAIRMAN,

ESSAIBI-GEORGE.

TO MY RIGHT, THE CHAIRMAN OF

COUNCILLOR JACKSON AND JOSH ZACH

AND MATT O'MALLEY.

I'D LIKE TO REMIND FOLKS THAT

THIS HEARING IS BEING REPORTED

AND BROADCAST ON RCN 82 AND

COMCAST CHANNEL 8.

ANY ONE WISHING TO PROVIDE

PUBLIC TESTIMONY CAN SIGN IN TO

MY LEFT BY THE FRONT DOOR.

PLEASE STATE YOUR NAME,

AFFILIATION AND RESIDENCE.

AND FINALLY, I ASK EVERYONE TO

PLEASE SILENCE ANY ELECTRONIC

DEVICES AS WE START OFF, I WANT

TO HAND IT OVER TO THE

SUPERINTENDENT JOINED BY THE

EXECUTIVE DIRECTOR OF SCHOOL

FINANCE, ELLEN LORRANTZ.

WELCOME TO THE CHAIRMAN AND LOOK

FORWARD TO YOUR PRESENTATION.

THIS MORNING I'M JOINED BY OUR

CFO OF BOSTON PUBLIC SCHOOLS,

ELEANOR LORENZ THAT WILL SPEAK

AFTER ME AND THE DEPUTY CFO,
NATE GREER.

AGAIN, GOOD MORNING, MEMBERS OF
THE CITY COUNCIL.

WE KICKOFF A TWO-MONTH PROCESS
TO REVIEW THE SCHOOL'S BUDGET
APPROVED BY THE PUBLIC SCHOOL
COMMITTEE.

I WANT TO THANK THE SCHOOL
COMMITTEE AS WELL AS THE
STUDENTS, PARENTS AND TEACHERS
AND OTHERS THAT CARE SO DEEPLY
ABOUT OUR SCHOOL AND PROVIDED A
VALUE FEEDBACK.

OUR BUDGET PROCESS STARTS VERY
EARLY ON IN THE SCHOOL YEAR, AS
EARLY AS SEPTEMBER FROM A SCHOOL
PROCESS AND MOVE TO THE SCHOOL
COMMITTEE.

WE HAVE GREATLY APPRECIATED THE
THOUGHTFUL PUBLIC DIALOGUE WHICH
HAS RESULTED IN A PROPOSAL FOR
NEXT SCHOOL YEAR.

BEFORE DIVING INTO DETAILS, I
WANT TO PROVIDE CONTEXT AGAINST
THIS YEAR'S BUDGET.

FIRST OF ALL, IT'S THE LARGEST
BUDGET IN BPS HISTORY, PROVIDES
THE MOST MONEY EVER TO OUR
SCHOOLS, PROVIDES THE MOST LOAN
TERMS AND THE BIGGEST PER PUPIL
FUNDS.

WE'RE GOING TO MAKE THE
INVESTMENTS FOR OUR STUDENTS.
OUR GRADUATION RATE IS A
HISTORIC RATE.

FOR THE FIRST TIME EVER, 46
SCHOOLS.

THIS 1.061 BILLION BUDGET THAT
WE WILL PRESENT IS NOT JUST
ABOUT FUNDING SUPPORT FOR THE
SCHOOLS, IT'S ABOUT EQUITY,
SUSTAINING A PLAN THAT BELONGS
TO OUR CORE VALUES OF EQUITY,
COHERENCE, INNOVATION AND
ENSURES EVERY STUDENT HAS AN
OPPORTUNITY TO SUCCEED.

WAY TO DO THAT IS THROUGH THE
WEIGHTED STUDENT FUNDING
FORMULA.

WHILE WE'RE MAKING ADJUSTMENTS,
IT'S BY FAR THE MOST EQUITABLE
WAY TO GET DOLLARS TO SCHOOLS.
OUR HIGHEST NEED STUDENTS GET

THE MOST RESOURCES AS THEY SHOULD.

WE HAVE WORKED VERY HARD TO PRODUCE A BUDGET THAT IS FAIR AND EQUITABLE, ONE THAT PROVIDES THE SCHOOLS THE NECESSARY RESOURCES TO OFFER ALL OF OUR STUDENTS A HIGH QUALITY EDUCATION.

I WANT TO THANK THE CITY OF BOSTON, I WANT TO THANK MAYOR WALSH FOR PUTTING ASIDE THE \$40 MILLION MORE FOR NEXT YEAR AS COMPARED TO THIS YEAR, DESPITE DECLINING FEDERAL FUNDING AND SHRINKING STATE AID.

THERE'S A LOT THAT IS UNKNOWN ABOUT OUR FEDERAL FUNDING, SO I WANT TO THANK THE CITY AND THE MAYOR FOR THAT CONFIDENCE IN US TO ALLOCATE THE RESOURCES NEEDED FOR OUR STUDENTS.

I WANT TO STRESS IS THE OVERALL FUNDING DIRECTS AT SCHOOLS IN THE UPCOMING BUDGET HE RISE BY NEARLY 4%.

THIS TRANSLATES TO A \$25 MILLION INCREASE DIRECTLY TO SCHOOLS OR THIS FISCAL YEAR.

A PROPOSED FISCAL YEAR 18 BUDGET WILL MAKE KEY STRATEGIC INVESTMENTS THAT WILL GREATLY IMPROVE THE OUTCOME OF OUR STUDENTS.

WHEN WE SPEAK TO A FEW OF THEM, WE'RE MAKING A HISTORICAL INVESTMENT TO EXTEND THE SCHOOL DAY.

INVESTING \$14 MILLION OF ADDITIONAL FUNDS TO GIVE 15,000 STUDENTS FROM KINDERGARTEN TO EIGHTH GRADE UP TO 120 ADDITIONAL HOURS OF LEARNING TIME THAT IS EQUIVALENT TO 20 ADDED SCHOOL DAYS.

WITH THIS EXPANSION, BPS WILL HAVE EXTENDED LEARNING TIME SERVING 23,000 STUDENTS.

OUR SECOND I BELIEVE VESTMENT IS WE'RE GOING TO CONTINUE TO STRENGTHEN OUR EXCELLENCE FOR ALL.

FOR NEXT YEAR, WE'RE INCREASING OUR INVESTMENT TO \$2 MILLION FOR

THE STUDENTS FOURTH TO FIFTH GRADE, THOSE STUDENTS IN ADVANCED WORK CLASS.

NUMBER 3, WE'RE PROVIDING SIGNIFICANT RESOURCES AND INITIATIVES TO GIVE SPECIALIZED SERVICES TO SOME OF OUR MOST VULNERABLE STUDENTS.

WE HAVE TARGETED A \$1.2 MILLION INVESTMENT TO APPROXIMATELY 3,000 STUDENTS THAT WE HAVE IDENTIFIED IN THE DISTRICT AS EXPERIENCING HOMELESSNESS.

WE KNOW THAT THERE MIGHT BE MORE.

NUMBER 4, WE'RE GOING TO PROVIDE ADDITIONAL SUPPORT FOR LEVEL 3, 4 AND 5 SCHOOLS.

WE'RE PROVIDING A WIDE RANGE OF DIFFERENTIATED SERVICES AND SUPPORTS THROUGH A WORK OF IMPROVING THE LOWEST PERFORMING SCHOOLS TOTALLING APPROXIMATELY \$15 MILLION.

IN ADDITION, WE CREATED A \$1.25 TARGET RESERVE FOR SCHOOLS WITH DECLINING ENROLLMENT.

LASTLY, BPS WILL BE SPENDING APPROXIMATELY \$20,000 PER CHILD ALL IN WHEN COMPARED TO -- WHICH IS MUCH MORE THAN MANY OF OUR LARGE URBAN SCHOOL DISTRICTS.

AT BPS, WE OFFICIALLY BELIEVE IN GIVING PARENTS A VOICE AND WHERE THEIR STUDENTS ATTEND SCHOOL.

TO MAKE THIS POSSIBLE, WE HAVE ADOPTED A STUDENT WEIGHTING FUNDING.

WHEN ENROLLMENT DECLINES AT A SCHOOL, CENTRAL OFFICE WORKS WITH THOSE SCHOOLS TO PROPERLY ADJUST STAFFING.

THERE'S SAFEGUARDS IN PLACE FOR SCHOOLS WITH DECLINING ENROLLMENT, INCLUDING SUSTAINABILITY AND OTHER RESERVES ARE USED THOUGHT THE BUDGETING PROCESS.

WE HAVE SHIFTS IN WHICH -- WE HAVE SHIFTS IN WHICH SCHOOLS OUR STUDENTS ATTEND.

WE'RE PLEASED TO SAY THAT BECAUSE OF SUCH CHANGES, WE ARE ANTICIPATING 600 ADDITIONAL

STUDENTS TO BE ATTENDING LEVEL ONE AND LEVEL 2 SCHOOLS. ULTIMATELY ISN'T THAT WHAT WE WANT?

WE WANT OUR STUDENTS TO ATTEND THE HIGHEST QUALITY SCHOOLS AND WE'RE ANTICIPATING 600 ADDITIONAL STUDENTS ATTENDING LEVEL 1 AND LEVEL TWO SCHOOLS. AT THE SAME TIME, WE'RE MINDFUL THAT WE MUST SUPPORT THOSE SCHOOLS THAT ARE LOSING ENROLLMENT BECAUSE OF WHAT WE HEARD FROM THE SCHOOL COMMITTEE AND OUR COMMUNITY IN FEBRUARY AND MARCH, WE HAVE MODIFIED OUR ORIGINAL PROPOSAL TO INCLUDE A NEW 1.25 MILLION RESERVE FOR SUPPORT BY LOW PERFORMING SCHOOLS, WHICH ARE EXPERIENCING DECLINES IN ENROLLMENT.

MY DISTRICT IS FULLY COMMITTED TO THE SCHOOLS AND THE FUNDS WILL HELP WITH THE SCHOOLS. IN ADDITION IN PAST YEARS, WE HAVE RECEIVED MORE EXTERNAL FUNDS THAN PROJECTED. IF THAT HAPPENS AGAIN, WE ARE COMMITTED TO EVEN FURTHER INVESTING IN OUR LEVEL THREE, FOUR AND FIVE SCHOOLS. IN CLOSING, I'D LIKE TO REITERATE OUR CONFIDENCE IN THIS BUDGET PROPOSAL.

WE BELIEVE INVESTMENTS PROPOSED WILL HELP US CONTINUE OUR SHARED EFFORTS TO CLOSE OPPORTUNITY AND ACHIEVEMENT GAPS.

TURN IT OVER TO ELEANOR.

>> THANK YOU, DR. CHANG.

GOOD MORNING.

I WANT TO START BY SHARING, THAT WE HEARD THE CHAIRMAN'S REQUEST TO KEEP TO TEN MINUTES.

BUT WE WANT TO GIVE YOU A BROAD OVERVIEW OF THE BPS BUDGET.

AS DR. CHANG MENTIONED, MAYOR WALSH'S FY-18 BUDGET PROPOSAL INCLUDES A PROJECTED \$40 MILLION INCREASE FOR BPS.

OUR APPROPRIATION IS \$1.061 BILLION BEFORE COLLECTIVE BARGAINING AND 1.0810 MILLION AFTER.

WE STARTED AFTER TO DESIGN THIS BUDGET WITH TWO VERY SIGNIFICANT AND LARGE FINANCIAL PRIORITIES. FIRST, A MAJOR INVESTMENT TO EXTEND THE SCHOOL DAY AND SECOND MAINTAINING THE CURRENT SCHOOL FUNDING KNOWN AS WSF.

I'M PROUD TO SAY THIS BUDGET ACCOMPLISHES BOTH GOALS.

YOU HEARD US TALK ABOUT OUR LONG-TERM FINANCIAL PLANNING EFFORTS.

WE'RE PLEASED THAT THIS BUDGET BEGINS TO REFLECT SOME OF THE WORK PAYING OFF.

WE HAVE OPERATIONAL EFFICIENCIES.

THAT'S WHAT IS ALLOWING TO US PROPOSE THIS LEVEL OF INVESTMENT.

I WILL REMIND YOU BRIEFLY HOW TO THINK ABOUT THE BILLION DOLLARS THAT WE SPEND AT BPS.

WE THINK OF IT BROADLY IN THREE CATEGORIES.

THE LARGEST, DOLLARS THAT GO TO SCHOOLS AND SCHOOL BUDGETS.

THERE'S A SECOND VERY SIGNIFICANT CATEGORY REPRESENTED HERE ON THE GRAPH IN BLUE OF WHAT WE CALL SCHOOL SERVICES BUDGETED CENTRALLY.

THESE ARE PEOPLE AND THINGS THAT YOU WILL SEE WHEN YOU WALK THROUGH SCHOOLS, BUT THEY HAPPEN TO SIT ON A CENTRAL BUDGET.

THINGS LIKE TRANSPORTATION, PORTIONS OF SPECIAL EDUCATION THAT ARE NOT ON SCHOOL BUDGETS. FACILITIES, ET CETERA.

THE SMALLEST IS CENTRAL OFFICE, WHICH IS ABOUT

HERE ON SLIDE 4, YOU CAN SEE A ONE PAGE SUMMARY, OVERVIEW OF OUR PROPOSED BUDGET FOR NEXT YEAR.

THIS IS A SLIGHTLY DIFFERENT WAY OF LOOKING AT THE BPS BUDGET THAN WE HAVE IN OUR OFFICIAL TABLES. WE'VE PUT THIS TOGETHER BECAUSE WE HOPE THIS IS MORE INTUITIVE FOR BOTH YOU AND THE PUBLIC TO UNDERSTAND.

AGAIN YOU'LL SEE THE THREE BROAD

CATEGORIES THAT I JUST MENTIONED
A MOMENT AGO.

DIRECT SCHOOL SERVICES, AND
CENTRAL ADMINISTRATION, YOU CAN
SEE LAST YEAR'S ADOPTED BUDGET,
SORRY OUR CURRENT YM 17 BUDGET,
THE YM CURRENT AND OUR PROPOSAL
FOR YM 18.

I'LL -- FOR FY 18.

DR. CHANG MENTIONED, THIS IS
DRIVEN OUR IN PART BY OUR
EXTENDED LEARNING ELP AS WELL AS
INVESTMENTS IN STUDENT
EXPERIENCE, HOMELESSNESS,
VOCATIONAL.

THIS WILL GO UP, SCHOOL
SERVICES, ALSO GOING UP AT A
SLIGHTLY MORE MODERATE PACE
OVERALL AT 2.5%.

THIS IS DRAWN MORE SIGNIFICANTLY
BY INCREASE IN TRANSPORTATION.
OUR TRANSPORTATION BUDGET WE
EXPECT TO GO UP DISPIETZ THE
CONTINUED SUCCESS OF OUR COST
SAVING MEASURES.

WE'RE EXPERIENCING A LOT OF
PRESSURE ON THE TRANSPORTATION
BUDGET FROM THINGS LIKE DRIVERS
WAGES, HEALTH CARE COSTS, THE
LEGISLATION AND THE STUDENTS WHO
HAVE DOOR TO DOOR SERVICE.

THE LAST BROAD CATEGORY IS
CENTRAL ADMINISTRATION.

THAT'S THE ONLY CATEGORY WE ARE
PROPOSING A REDUCTION IN
EXPENSES AND OVERALL WE EXPECT
THOSE TO GO DOWN ABOUT 5.5%.

FEST WE'RE OBVIOUSLY OPERATING
IN UNCERTAIN TIMES WHEN IT COMES
TO FEDERAL FUNDING.

THE IMPLEMENTATION OF EVERY
STUDENT SUCCEEDS ACT IS STILL
UNCERTAIN.

AND A HALF DWAITING THESE
UNCERTAIN TIMES, EARLY SIGNALS
FROM THE STATE ALSO INDICATE
STATUS QUO FOR STATE SCHOOL
FUNDING WHICH IS NOT GOOD FOR
BOSTON.

INTOFT CONTINUES TO FILL THE GA
GAP.

YOU'VE HEARD ME TALK ABOUT THIS
AGAIN BUT I JUST NEED TO DRIVE
HOME THE POINT AGAIN OF WHY

EDUCATION FUNDING IN THE STATE OF MASSACHUSETTS DOES NOT WORK FOR CITY OF BOSTON.

ON PAGE 6 YOU CAN SEE BOTH THE CHARTER SCHOOL REIMBURSEMENT ON CHAPTER 70 EDUCATION AID PRACTICALLY FLAT, WHILE INTOFT BPS FUNDING AND OVERALL EDUCATION FUNDING GROW AT SIGNIFICANT PACE.

DESPITE THE CHALLENGES AT THE STATE AND FEDERAL LEVEL, WE ARE PROPOSING IMPACTFUL INVESTMENTS FOR NEXT SCHOOL YEAR.

THEY TOTAL APPROXIMATELY \$20 MILLION, DR. CHANG TOUCHED ON A NUMBER OF THEM AND I'LL GO THROUGH MORE IN DETAIL.

ELT IS OVER \$14 MILLION.

WE HAVE EXTENDED VOCATIONAL PROGRAMMING, WE ARE SUPPORTING OUR LEVEL 3, 4 AND 5 SCHOOL PARTICULARLY THOSE WITH DECLINING ENROLLMENT.

WE ARE INVESTING TO SUPPORT STUDENTS EXPERIENCING HOMELESSNESS, EXPANDING EXCELLENCE FOR FOURTH AND FIFTH GRADE STUDENTS.

WE ARE ADDING MORE K-1 SEATS, WE HOPE MORE WILL BE IN NEXT YEAR AS OPPOSED TO THIS YEAR.

ENSURING CLEAN DRINKING WATER IN EVERY SCHOOL.

ADDING ADDITIONAL CUSTODIANS TO ENSURE STABILITY OF STAFF SUPPORTING SCHOOLS.

MATTAPAN SCHOOLS, UNIVERSAL PRE-K AND OPENING DUAL LANGUAGE CLASSROOMS.

I'M GOING TO TOUCH ON THE HIGHLIGHTS OF SOME OF OUR LARGEST INVESTMENTS NOW.

EXTENDED LEARNING TIME OR ELP.

IN THE NEXT SCHOOL YEAR, WE EXPECT 57 SCHOOLS 23,000 STUDENTS AND MORE THAN 1700 TEACHERS TO BE PARTICIPATING IN THIS PROGRAM.

YOU CAN SEE HERE ON PAGE 9, A SUMMARY OF THE RESEARCH.

WHY DO EXTENDED LEARNING TIME?

IN A REVIEW OF 27 DIFFERENT ACADEMIC STUDIES, 20 FOUND A

POSITIVE RELATIONSHIP BETWEEN A LONGER SCHOOL DAY AND ACADEMIC OUTCOMES.

IN THE GRAPH ON PAGE 10, YOU CAN SEE SOME DATA ABOUT THE SCHOOL DAY LENGTH.

HERE IN BPS IN MASSACHUSETTS AND ACROSS THE COUNTRY.

COMPARED TO A TYPICAL U.S. STUDENT A BPS STUDENT IS SECHG 1-- SEVERING 126 FEWER HOURS OF SCHOOL.

BPS ELEMENTARY SCHOOLS IN LINE WITH STATE AND NATIONAL BENCHMARKS.

EXCELLENCE FOR ALL HAS BEEN A PROGRAM THAT WE'VE BEEN PILOTING.

IN 13 SCHOOLS ACROSS BPS ADDING RIGOR AND ENRICHMENT TO THE FOURTH GRADE EXPERIENCE.

WE'RE EXCITED TO PROPOSE FOR FY 18 THE EXTENSION OF THIS PROGRAM FOR RISING FIFTH GRADERS IN THE SAME SCHOOLS.

YOU CAN SEE THE DATA HIRE ON SLIDE 18.

YOU CAN -- BPS GREAT 4 OVERALL, OUR STUDENTS PARTICIPATING IN AWC, AND THE STUDENTS PARTICIPATING IN EXCELLENCE FOR ALL.

OUR STUDENTS WHO PARTICIPATE IN AWC LOOK LIKE OUR -- ARE REFLECTING -- SORRY, OUR STUDENTS PARTICIPATING IN EXCELLENCE FOR ALL REFLECT THE DIVERSITY OF THE ENTIRE STUDENT BODY WHICH IS THE OBJECTIVE OF THE INITIATIVE.

THE SCHOOLS ARE DOING REALLY EXCITING THINGS, 11 OFFERING ROBOTICS, SIX OFFERING SPANISH, SORRY, NINE SCHOOLS OFFERING SPANISH, 1 SCHOOL OFFERING MANDARIN AND OTHERS OFFERING STEM EDUCATION.

WE ARE ALSO INVESTING \$1.2 MILLION TO SUPPORT STUDENTS EXPERIENCING HOMELESSNESS.

THESE DOLLARS HAVE BEEN ALLOCATED TO SCHOOLS.

REFLECTING OUR BELIEF THAT THE PRINCIPALS AND HEAD MASTERS WHO

ARE CLOSEST TO THOSE STUDENTS SHOULD LEAVE THE DECISION MAKING FOR HOW BEST TO SUPPORT THEM. OUR BPS CENTRAL OFFICE IS CLOSELY PARTNERING WHERE THOSE SCHOOL YEARS OFFERING A SUITE OF RESOURCES TO HELP THEM HAVE MANY DIFFERENT OPTIONS FOR HOW TO SUPPORT AND ENGAGE WITH THEIR STUDENTS.

LAST YEAR THE TASK FORCE, EVERY VOTE THAT WAS PUT IN FRONT OF THE SCHOOL COMMITTEE.

WE WELCOMED THE OPPORTUNITY AND THIS YEAR FOR THE FIRST TIME WE CONDUCTED A VERY EXHAUSTIVE LOOK AT THE EQUITY OF THE BPS BUDGET. THERE'S A SUMMARY OF THAT HERE. I'M GOING TO SPEND A MOMENT GOING INTO DETAIL AND I'M HAPPY TO ANSWER MORE QUESTIONS ABOUT THIS OFFLINE AS THERE IS SOME VERY EXTENSIVE ANALYSIS BEHIND THIS.

WE ASKED OURSELVES FIVE DIFFERENT QUESTIONS TO THINK THROUGH ISSUE OF EQUITY IN BPS. FIRST, WHAT PERCENT OF THE BUDGET IS DISTRIBUTED THROUGH WEIGHTED STUDENT FUNDING? WE BELIEVE WFF IS THE MOST EQUITABLE AND TRANSPARENT WAY. WE WANT THIS NUMBER TO BE HIGH. ALL IN THE NUMBER IS ALMOST TWO-THIRDS OF OUR ENTIRE BUDGET. THIS REFLECTS -- THIS IS HIGH WHEN WE COMPARE OURSELVES TO NATIONAL BENCHMARKS.

WE ALSO LOOKED AT HOW SCHOOLS ARE BEING IMPACTED BY ENROLLMENT SHIFTS.

ALMOST 80% OF OUR STUDENTS ARE ATTENDING SCHOOLS CAN STABLE AND INCREASING BUDGETS, TARGETED AT SPORRSING THOSE SCHOOLS LEVEL 3, 4 AND 5 WHO ARE EXPERIENCING DECLINING ENROLLMENT.

THIRD, WE LOOKED AT WHAT PORTION OF THE BUDGET WHEREAS DEDICATED TO HIGH NEEDS STUDENTS.

SPENDING WITHIN THE SPECIAL EDUCATION, RANGE, RANGES FROM 7 TO 20, OUR NATIONAL BENCHMARK SUGGESTS WE ARE VERY MUCH

INVESTING IN OUR MOST VULNERABLE STUDENTS.

ENGLISH LANGUAGE LEARNING, EL STUDENTS IS HARD TORE BENCHMARK BECAUSE WE HAVE SUCH A HIGH RATE OF STUDENTS LEARNING ENGLISH. WE LOOK AT HOW MUCH WE ARE SPENDING ON A PER PUPIL BASIS. BPS IS SPENDING 26% MORE ON AN EL STUDENT RATHER THAN A NONEL STUDENT.

THE DATA WE ARE ABLE TO GET NATIONALLY SUGGESTS WE ARE INVESTING IN OUR HIGHEST NEEDS STUDENTS.

FOURTH, WE LOOKED AT HOW WE DIERFERRED FUNDING FOR NEED. OUR POVERTY AND AT RISK REPRESENT \$23 MILLION IN OUR PROPOSED FY 18 BUDGET. ADD ANOTHER \$21 MILLION TO OUR HIGH NEEDS STUDENTS AND THIS REMAINS A HIGH NEED FOR LONG TERM FINANCIAL PLANNING FOR MULTIYEAR LENS.

WE WOULD LIKE TO SEE THESE NUMBERS GO FURTHER UP.

AND THEN LASTLY WE CONDUCTED A COMPREHENSIVE REVIEW OF EVERY DOLLAR, AND WE LOOKED AT THE SCHOOLS RECEIVING NEW DOLLARS FROM NEW INVESTMENT.

WE BROKE IT DOWN TO WHO ARE THE STUDENTS BEING SERVED AT THOSE SCHOOLS AND ACROSS THE BOARD, GOING TO HIGH NEED STUDENTS. THE ONE EXCEPTION IS THE MIX BETWEEN COHORTS OF ELT AND WE THINK THAT IS A REFLECTION OF THE FACT THAT OUR LAST COHORT OF ELT, WE FELT COMFORTABLE WITH THAT.

I WANT TO CLOSE BY REMINDING YOU WHERE WE ARE WITH OUR LONG TERM FINANCIAL PLANNING PROCESS WHICH WE LAUNCHED OVER A YEAR AGO NOW. WE'VE PULLED TOGETHER AN ADVISORY COMMITTEE WITH STAKEHOLDERS IN ACROSS OUR COMMUNITY.

WE RELEASED A REPORT IN THE FALL LOOKING AT A COMPREHENSIVE ANALYSIS OF WHERE WE'RE SPENDING MONEY TODAY, HOW IT COMPARES TO

OTHER DISTRICTS, AND WHAT ARE SOME OF OUR CHOICES AS WE CONSIDER A PATH FOR THE FUTURE FOR BPS.

WE'RE NOT DONE WITH THIS PROCESS.

WE'VE MADE A LOT OF PROGRESS. WE'RE AT THE STAGE NOW OF DEVELOPING PROPOSALS AS WE CONTINUE TO GET FEEDBACK FROM THE COMMUNITY.

SO THE REPORT THAT WE RELEASED IN THE FALL HAD A NUMBER OF VERY CONTROVERSIAL AND BOLD IDEAS THAT WOULD HAVE MAJOR POLICY IMPLICATIONS FOR THE BOSTON PUBLIC SCHOOLS.

NONE OF THOSE SUGGESTIONS, IDEAS ARE IN ANY WAY REFLECTED IN THE FY 18 BUDGET.

THOSE ARE ONGOING CONVERSATIONS WITH WILL REQUIRE FURTHER APPROVAL AND VOTES FROM THE SCHOOL COMMITTEE.

WHAT IS REFLECTED ARE THE OPERATIONAL EFFICIENCIES IN CENTRAL OFFICE AND IN TRANSPORTATION.

AND TO REMIND YOU THE AREAS WE CONTINUE TO STUDY INCLUDE TRANSPORTATION, THE DISTRICT FOOTPRINT, SALARIES AND BENEFITS OF OUR STAFF, HOW DO WE SERVE OUR HIGHEST NEEDS STUDENTS AND HOW WE ADVOCATE FOR FUNDS FOR INITIATIVES THAT SUPPORT OUR GOALS.

WE PROUDLY PUT AN ENORMOUS AMOUNT OF DETAIL ON OUR WEBSITE. ANYONE WHO MIGHT BE WATCHING AT HOME CAN GO ONLY IF THEY WANT MORE DETAIL, BOSTONPUBLICSCHOOLS.ORG/BUDGET. THANK YOU.

>> THANK YOU.

SINCE YOU STARTED YOUR PRESENTATION WE'VE BEEN JOINED BY SEVERAL OTHER COUNCILORS, COUNCIL PRESIDENT MICHEL WU, McOSCAR THY, BAKER AND CAMPBELL.

I -- McCARTHY, BAKER AND CAMPBELL.

THIS IS THE FIRST OF MANY

HEARINGS, WE WILL DISCUSS OVER 25 TOPICS AND I'D LIKE TO KEEP TO THE FIVE MINUTE RULE, EACH COUNCILORS.

, IF YOU WOULDN'T MIND LOOKING AT ME FOR A WHILE, WE'LL KEEP IT GOING AROUND THE HORN.

I'LL GIVE YOU THE SIGN.

WITH THAT LET ME START.

LAST YEAR WE CHANGED A LITTLE BIT, MAYBE NOT A LITTLE BIT TO SOME PEOPLE, BUT WE CHANGED THE SPECIAL ED CHILD TEACHER RATIO BY 1, I BELIEVE.

AND FOLKS -- AROUND THEN THERE WAS AN ADDITIONAL I BELIEVE \$9 MILLION INVESTMENT.

CAN YOU GIVE US AN UPDATE ON WHAT'S GOING ON, WITH THAT POPULATION, IT INVOLVES SPED, KIDS ON THE AUTISM SPECTRUM. ET CETERA.

>> YES, I'LL BE HAPPY TO.

OUR SPECIAL EDUCATION DEPARTMENT WORKED VERY CLOSELY WITH EVERY SCHOOL AS WE DID INDEED IMPLEMENT NEW STAFFING GUIDELINES.

AND WE ALSO HAD PUT A RESERVE ASIDE TO MAKE SURE ANY SCHOOLS THAT WERE HAVING ANY BUMPS IN IMPLEMENTATION COULD BE SUPPORTED.

AND AT THIS POINT OUR TREAM REMAINS CONFIDENT THAT WE ARE MEETING THE NEEDS OF EVERY STUDENT IN EVERY SCHOOL AS REFLECTED IN THEIR IEP.

AS OUR TEAM GOT TOGETHER AND CONSIDERED INVESTMENTS FOR FY 18, THE INVESTMENTS WE SUPPOSED WERE THE ONES MOST LEVERAGED TO CLOSE OPPORTUNITY AND ACHIEVEMENT GAPS.

>> SO THE TEAMS THAT -- THE \$9 MILLION FUNDED THE TEAMS, CUZ TBIF US KIND OF AN OVERVIEW OF HOW -- CAN YOU GIVE US AN OVERVIEW OF HOW TEST THAT WAS IMPLEMENTED, HOW THEY WERE DISBURSED TO SCHOOLS AND WHAT OUTCOMES WE WERE LOOKING FOR AROUND.

>> I'M GOING TO INVITE HER TO

JOIN US.

IS THAT ALL RIGHT?

>> THIS WAS A BIG ISSUE IN LAST YEAR'S BUDGET FOR MANY PEOPLE.

>> AND AS DR. ESHAHA IS COMING DOWN I'LL MAKE A SLIGHT CLARIFICATION.

THERE WASN'T A \$9 MILLION INVESTMENT IN THE TEAM, IT WAS SMALLER, I THINK THE \$9 MILLION WAS THE OVERALL INVESTMENT IN SPECIAL EDUCATION.

>> RIGHT.

>> HELLO, HOW ARE YOU.

CARLAEE STRADA.

CARLA ESTRADA.

YOU DID A NICE JOB ELEANOR CLARIFYING HOW WE, IEPS DESIGNED WE CONTINUAL TO OBSERVE SUPPORT BASED ON THE IEP.

SPARSE THE SUPPORTS WE INVESTED IN, FOR OUR INCLUSION SUPPORT TEAMS, WE HAVE BEEN ABLE TO HIRE A GREAT TEAM OF CFCS WHICH ARE COMMUNITY FACILITATORS, THEY HAVE DONE A GREAT JOB OF SUPPORTING SCHOOLS DIRECTLY, ABLE TO BE IN THE GENERAL EDUCATION ENVIRONMENT AS MUCH AS POSSIBLE AND THAT THEY COACH AND SUPPORT TEACHERS AND PARAS, IN THE GENERAL EDUCATION AND IN THE CLASSROOM.

THAT IS A FOCUS FOR US THIS YEAR.

WE CONTINUE TO BUILD THIGHS TEAMS, ADDINGS TEACHERS AS PART OF THE SUPPORT NETWORK.

WE HAVE INTERVIEWS HAPPENING NEXT WEEK SO WE'LL BE CONTINUING TO EXPAND THAT OPPORTUNITY BECAUSE WE SAW SUCH GREAT SUCCESS THIS YEARS.

>> AND NOW YOU'RE JOG MY MEMORY, THE \$9 MILLION PART OF IT WAS FOR NEW SOFTWARE, I BELIEVE.

WHERE ARE WE WITH THAT IMPLEMENTATION?

>> WE CURRENTLY HAVE A CONTRACT THAT WE PUT OUT FOR RFP PROCESS AND WE WERE ABLE TO IDENTIFY THE APPROPRIATE COMPANY THAT WILL BE WORKING WITH US.

WE'VE ALREADY STARTED TO TALK

ABOUT DESIGN PROCESSES AND THE
PROCESS FOR TRANSITION AND
TRAINING, THAT WILL BE STARTING
THEIR FORMAL DESIGN PROCESS IS
STARTING IN MAY AND TRAINING
WILL BE HAPPENING OVER THE
SUMMER TO BEGIN TO TRANSITION.

>> GREAT.

AND WHAT KIND OF FEEDBACK ARE
YOU GETTING IN THE SCHOOLS FROM
THE PARENTS, ESPECIALLY?

DO YOU FEEL IT'S BEEN AS
EFFECTIVE, MORE EFFECTIVE, AGAIN
I KNOW THAT THE ADJUSTMENT WAS
THE ONE STUDENT, BUT THAT IF YOU
HAVE TEN OF THEM -- CORRECT ME
IF I'M WRONG -- TEN STUDENTS IN
THE CLASSROOM WOULD REQUIRE A
TEACHER AND A PARA, RIGHT?

>> SUPPORT WAS ONE TEACHER AND
TWO PARAS FOR NINE STUDENTS.
SPECIALISTS AS WELL, NOR THE
NEEDS SPECIALIZED FOR STUDENT
NOT CLASSROOM.

>> I'M GOING TO SHIFT GEARS,
THANK YOU FOR THAT UPDATE.
LEVEL 4 SCHOOLS TURN AROUND
SCHOOLS, CAN YOU GIVE ME AN
UPDATE PARTICULARLY ON BRIGHTON
HIGH SCHOOL SPECIFICALLY?

>> BRIGHTON HIGH SCHOOL WAS
IDENTIFIED AS PART OF THE
SCHOOL'S TRANSFORMATION PLAN
TURN AROUND PLAN IT DID REQUIRE
A CHANGE IN LEADERSHIP.
ACTUALLY, I APOLOGIZE, BRIGHTON
HIGH SCHOOL DIDN'T REQUIRE A
CHANGE IN LEADERSHIP BUT THE
PRINCIPAL DID MAKE THIS DECISION
TO TRANSITION FOR PERSONAL
REASONS SO AUBREY MEDDY WILL BE
THE NEW PRINCIPAL FOR THE HIGH
SCHOOL.

WE ARE -- I DECIDED TO GO WITH A
MODEL THAT ALLOWED THE SCHOOL
THE MOST FLEXIBILITY IN ITS
RETAFFING.

SO THE SCHOOL CAN REACH OUT
ANYWHERE FROM ZERO TO 100% OF
ITS STAFF.

CURRENTLY WE'RE IN THE
PLAN-WRITING PROCESS.

ONCE THE PLAN IS COMPLETED WE
WILL BE GOING THROUGH A VERY

PUBLIC FEEDBACK PROCESS WHERE I WILL BE ASKING THE -- I WILL BE ASKING THE BRIGHTON COMMUNITY FOR ANY FEEDBACK BEFORE WE FINALIZE A PLAN.

THAT PLAN DOES NOT HAVE TO BE APPROVED BY THE SCHOOL COMMITTEE OR THE COMMISSIONER BUT BOTH BODIES WILL BE GIVING ME FEEDBACK.

ULTIMATELY THE PLAN IS OWNED BY ME AS THE SUPERINTENDENT.

WHAT I'M REALLY EXCITED ABOUT AT BRYANT WE ARE GOING TO BE FORGE TWO PATHWAYS AT THE SCHOOL, WHAT THESE PATHWAYS WILL DO IS COMBINE ACADEMICS ALONG WITH CAREER TECHNICAL EDUCATION.

WE WANT TO MAKE SURE THE LEARNING IS HAPPENING CAN STUDENTS IN NINTH GRADE AND IT WILL AS THEY GO THROUGH NINTH AND 12th A APPROACH CALLED LINK LEARNING.

BOTH INSIDE AND OUTSIDE SCHOOL THEY WILL BE GETTING WORK BASED EXPERIENCES AND THE CURRICULUM THEY ARE LEARNING IN SCHOOL WILL APPLY, WILL NOT ONLY BE ABOUT THE ACADEMIC COURSE WORK OF ENGLISH, SCIENCE, MATH, HISTORY, BUT IT WILL ACTUALLY BRING THOSE -- CONNECT THOSE THEMES FROM THE WORKPLACE TO THE ACADEMICS AS WELL.

THE TWO PATHWAYS THAT WILL BE CREATED AT THIS SCHOOL WILL BE ONE AROUND DIGITAL DESIGN AND COMMUNICATIONS, AND WE PLAN ON WORKING VERY CLOSELY WITH WGBH ABOUT THAT AND ANOTHER ONE AROUND ENTREPRENEURSHIP.

AND WE ARE VERY EXCITED ABOUT DOING THIS SORT OF NEXT PHASE OF HIGH SCHOOL DESIGN AND REALLY FOCUSING OUR SUPPORT ON OUR TWO LEVEL-4 HIGH SCHOOLS.

>> LET ME SAY I APPRECIATE THAT APPROACH VERY MUCH.

AND I'VE BEEN IN COMMUNICATION WITH JONATHAN LANDMAN, I GUESS HE'S YOUR DEPUTY, AND IN REGULAR COMMUNICATION WITH ME IN MY OFFICE.

AND I REALLY APPRECIATE THAT.

I WANT TO OFFER MIS-- YOU KNOW ANY RESOURCES THAT I CAN HELP PROVIDE TO HELP THIS SITUATION MOVING FORWARD.

>> WE GREAT APPRECIATE IT.

>> COUNCILOR ESSAIBI-GEORGE.

>> THANK YOU, MR. CHAIRMAN.

I DID GO BACK LAST TIME ON MY FIVE MINUTES, I WENT 19 MINUTES AND I LERNLD MY LESSON.

>> NOT GOING TO HAPPEN HERE.

>> I THANK YOU FOR BEING WITH US.

I DO WAND TO START BY SAYING THANK YOU REGARDING THE BPS HOMELESS, STUDENTS THAT ARE EXPERIENCING HOMELESSNESS. THERE WAS AGREEMENT THAT WE NEEDED TO DO MORE.

IN THE ENTIRE BUDGET LAST YEAR THERE WERE TWO LINES AND ONE MENTION OF THIS INCREDIBLY VULNERABLE POPULATION.

AND TODAY WE HAVE AN INVESTMENT OF \$1.2 MILLION FOR STUDENTS EXPERIENCING HOMELESSNESS.

I'M PROUD OF THAT AND LOOKING FORWARD TO BPS MAKE SUBSTANTIAL AND SUBSTANTIVE CHANGES NOR THESE KIDS AND THEIR FAMILIES AND THEIR SCHOOL ENVIRONMENT AS A WHOLE.

AND I LOOK FORWARD FURTHER ALONG IN THIS PROCESS TO TALK ABOUT THAT MORE.

I DO WANT TO TALK, SWITCH GEARS AND TALK ABOUT TRANSPORTATION BOTH AS IT PERTAINS TO STUDENTS THAT ARE EXPERIENCING HOMELESSNESS AND THE REGULAR STUDENT POPULATION.

FIRST, WITH THE KIDS THAT ARE EXPERIENCING, STUDENTS THAT ARE EXPERIENCING HOMELESSNESS ONE OF THE THINGS THAT CAME UP QUITE A BIT IN THE PROCESS WAS THE SCHOOL TO -- AND WE CAN TALK ABOUT IT IN MORE DETAIL WHEN WE HAVE THAT PARTICULAR HEARING BUT REALLY REDUCING THE TIME IT TAKES FOR A STUDENT WHO IS IN SHELTER, WHEN THEY MOVE, TO GET TRANSPORTATION, REASSIGNED. IT TOOK SEVEN TO TEN DAYS FOR

THAT KID TO GET BACK TO SCHOOL AND MAKING THAT DOWN TO ZERO WAS SOMETHING THAT WAS REALLY IMPORTANT TO ME.

BUT FOR TRANSPORTATION AS A WHOLE, LAST YEAR WE HAD A PRETTY THOROUGH CONVERSATION, ROBUST AND ACTIVE CONVERSATION AROUND THE \$10 MILLION IN SAVINGS THAT WE WERE HOPING TO REALIZE IN THE TRANSPORTATION BUDGET.

AND I THINK MOST OF US WERE UNDER THE IMPRESSION THAT THAT WAS GOING TO HAPPEN IN THE SCARLET 17, NOW WE'RE HEARING AS PART OF OUR -- IN THE FISCAL YEAR 17, BUT THERE IS AN INCREASE BY 7.5% IN TRANSPORTATION SPENDING.

CAN YOU TALK A LITTLE BIT ABOUT HAD A?

LESS OF AN INCREASE IS NOT SAVINGS, IT'S STILL AN INCREASE. THAT'S THE WAY IT WAS EXPLAINED TO US YESTERDAY BY CHIEF SWEENEY.

>> WHEN WE SAT DOWN TO WORK TON TRANSPORTATION BUDGET REAUTHORIZATION, HOW MUCH IS IT GOING TO COST TO DO THE SAME THING NEXT YEAR THAT WE EXPERIENCED THIS YEAR. THE COST INCREASES HAS BEEN VERY SIGNIFICANT, DRIVERS WAGES, OUR INCREASE IN THE NUMBER OF STUDENTS WHO ARE DOOR TO DOOR, WE'RE HAVING SOME INCREASING COST TO SEARCH SOME OF -- SERVE SOME OF OUR OTHER DISTRICTS, IMPACTS ON THE TRANSPORTATION BUDGET THAT ARE DRIVING COSTS UP.

LAST YEAR WE SET A VERY AGGRESSIVE \$10 MILLION TARGET FOR SAVINGS.

IT WAS THE \$10 MILLION LAST YEAR WAS VERSUS IF WE DIDN'T CHANGE ANYTHING.

IT WAS VERSUS WHAT WE CALL A MAINTENANCE BUDGET.

WE DIDN'T TAKE THE FY 16 BUDGET AND SIMPLY REDUCE IT BY 10 MILLION, WE LOOKED AT A PROJECTED BUDGET AND REDUCED

THAT BY \$10 MILLION.
AND OUR HOPE WAS TO ACCOMPLISH
THE --
>> SO FOR FISCAL YEAR 17 YOU
LOOKED TO REDUCE IT BY 10, NOT
BAD.
>> OUR TARGET WAS 10 FOR THE
CURRENT YEAR AND IT WAS A VERY
AGGRESSIVE TARGET -- WE'RE NOT
GOING TO HIT --
>> WE TALK ABOUT THAT.
>> WE DID.
WE'RE NOT GOING TO HIT IT FOR
THIS YEAR BUT I'M PROUD TO SAY I
THINK WE ARE GOING TO HIT IT FOR
A SPAN OF TWO YEARS.
WE ARE TAKING LESSONS FROM WHAT
WORKED AND DIDN'T WORK THIS YEAR
AND WE HAVE ANOTHER SLEW OF
STRATEGIES WE ARE IMPLEMENTING
ORE THE COURSE OF NEXT SUMMER,
SO THE START OF THE NEW SCHOOL
YEAR WE HAVE EVEN FEWER YELLOW
BUSES ON THE ROAD.
WOULD WE HAVE LIKED TO ACHIEVE
\$10 MILLION IN ONE YEAR, OF
COURSE.
BUT I'M ACTUALLY PROUD WE ARE
GOING TO ACHIEVE IT IF IT TAKES
US TWO YEARS RATHER THAN ONE.
>> I WOULD -- MY INITIAL
RESPONSE TO THAT IS WHEN WE ARE
PLANNING, WE SHOULDN'T BE
PLANNING TO DO THE SAME THING
BUT TO TRY THINGS DIFFERENTLY.
>> YES.
>> I WOULD SAY THAT'S THE ONLY
WAY TO REMOVE SOME OF THOSE
PRESSURES IS TO START TO DO
THINGS DIFFERENTLY AND THAT IS
CERTAINLY A FRUSTRATION I HAVE
SHARED WITH ALL OF YOU OVER THE
COURSE OF THE YEAR AND A HALF.
WE NEED TO DO THINGS
DIFFERENTLY.
I WILL JUST LIKE TO HEAR, THIS
WILL BE MY LAST QUESTION FOR
NOW, WHAT STEPS HAVE WE TAKEN OR
PLANNING TO TAKE ON REMOVING
THOSE PRESSURES ON
TRANSPORTATION IN LAR?
I'M THINKING ABOUT THE OUT OF
DISTRICT PLACEMENTS, I'M
THINKING ABOUT YESTERDAY WE

HEARD ABOUT 876 KIDS THAT ARE
GOING TO CHARTER SCHOOLS.
YOU KNOW WHICH IS ALL -- WHICH
ALL PUTS PRESSURE ON THE BUDGET
AS A WHOLE.
BUT THEN ALSO ON THE
TRANSPORTATION BUDGET IN
PARTICULAR.
>> I'D BE HAPPY TO TALK TO SOME
OF THE STRATEGIES WE'RE
IMPLEMENTING IN TRANSPORTATION
RIGHT NOW FOR THE COMING SCHOOL
YEAR.
SOME OF THEM ARE OUT OF OUR
CONTROL.
SO THE CHARTER TRANSPORTATION,
IT'S PART OF STATE LAW.
WE'VE ACTUALLY BEEN WORKING, I
WANT TO RECOGNIZE THE
PARTNERSHIP, WITH SOME OF THE
LEADERS FROM THE CHARTER SECTOR,
SITTING DOWN BRAINSTORMING WITH
THEM ABOUT HOW WE CAN REDUCE
COSTS THERE.
BUT THERE ARE LIMITS TO HOW
CREATIVE WE CAN BE BECAUSE OF
THE STATE LAW AND CITYWIDE
ENROLLMENT FOR CHARTER SCHOOLS.
AS ENROLLMENT IN CHARTER SCHOOLS
GOES UP IT IS AN UPWARD PRESSURE
ON TRANSPORTATION BUDGET.
SOME THINGS WE ARE DOING, THE
TOP PRIORITY IS REDUCING THE
NUMBER OF ROUTED STUDENTS WHO
NEVER RIDE THE BUS.
WE'VE TALKED ABOUT THIS
EXTENSIVELY.
YOU ARE GOING TO BE SEEING
FLIERS COMING HOME IN BACKPACKS,
A BIK OUTREACH EFFORT FOR
PARENTS TO TELL US IF THEY DON'T
NEED BUS SERVICE.
WE ARE GOING TO BE GOING REALLY
AGGRESSIVELY ON THAT THIS YEAR.
WE ARE ALSO YOU MAY HAVE HEARD
ABOUT OUR TRANSPORTATION HACK
ATHON, ROUTING AND
TRANSPORTATION LOGISTICS ARE A
BIG CHALLENGE, WE ARE BRINGING
IN EXPERTS FROM UNIVERSITIES AND
ANYBODY WHO IS INTERESTED WHO
ARE INTERESTED IN TRYING TO
REDUCE THE NUMBER OF STOPS.
WE ARE ALSO WORK WITH THE

COMMUNITIES ON EQUITABLY
BALANCING BELL TIMES.
>> I'M STARTING TO ACT LIKE A
TEACHER IN HERE, A LOT OF SIDE
CONVERSATIONS, IT IS HARD TO
FOCUS ON YOUR RESPONSE.
SORRY, THANK YOU.
>> 19 MINUTES SLEPT.
LEFT.>> I'M ASKING A DIFFERENT
QUESTION.
>> COUNCILOR JACKSON.
>> SORRY, WE ARE WHEREVER YOU
WANT.
BALANCING BELL TIMES.
>> THANK YOU.
>> WE HAVE TOO MANY BELL TIMES
7:30 AND 8:30.
>> FOR THE RECORD WE HAVE TOO
MANY BELL TIMES AT 9:30, WHICH
WE CAN DO AT ROUND 2.
>> HOUSE THEY EXPERIENCE THEIR
YELLOW BUS SERVICE, WHAT THEY
CAN DO BETTER AND DIFFERENTLY, I
COULD KEEP GOING, WE HAVE A
WHOLE TRANSITION HERE.
TRANSPORTATION-SPECIFIC, THIS
WILL BE RHETORICAL QUESTIONS I
KNOW WE HAVE TO MOVE.
STUDENTS THAT ARE LEAVING THE
DISTRICT FOR OUTSIDE PLACEMENTS
FOR NUMEROUS REASONS NOT
NECESSARILY CHARTER SCHOOLS, HOW
WE ARE REDUCING THAT NUMBER AND
PROVIDING PERHAPS THOSE SUPPORTS
AND SERVICES IN THE CITY SO WE
RETAIN THOSE KIDS IN BOSTON
PUBLIC SCHOOLS.
THAT IS A RHETORICAL QUESTION.
HE'S GOT THE GAVEL.
THAWSMS.
>> COUNCILOR JACKSON.
>> PLEASE DON'T GAVEL ME LIKE MY
VICE CHAIR.
I WANT TO THANKS COUNCILOR
ESSAIBI-GEORGE FOR HITTING THE
GROUND RUNNING AROUND
PARTICULARLY HOMELESSNESS.
THE WORK THAT'S BEEN DONE THERE
TO HELP THE OVER 3,000 THAT ARE
HOMELESS THAT WE KNOW OF.
TO ACTUALLY GET HOMES FOR THESE
YOUNG PEOPLE THAT ARE ATTACHED
TO FAMILIES THAT ARE HOMELESS.
THE FIRST QUESTION I HAVE

THOUGH, I WILL LET YOU KNOW I THINK IT'S INACCURATE AT BEST TO SAVE \$40 MILLION TO THIS BODY AS THE INCREASE.

I DON'T THINK IT'S FAIR TO MY COLLEAGUES OR THE PEOPLE WHO ARE LISTENING TO NOTE THAT THIS IS -- IT IS NOT A \$40 MILLION INCREASE IN THE BUDGET THAT WE ARE ACTUALLY GOING TO BE ABLE TO CONTROL.

SO I WOULD ASK THAT YOU LET US KNOW THE OPERATING ASPECT OF THE BUDGET.

AND IF YOU CAN DISAGGREGATE THE -- USE THE WORD MAINTENANCE BUDGET.

SO YOU HAVE A TOP LINE, \$29 MILLION INCREASE.

CAN YOU BACK OUT THE NEW PROGRAMS THAT ARE INVOLVED IN THAT \$29 MILLION INCREASE, AFNGD SPHIF THIS COUNCIL AN UNDERSTANDING OF WHAT THE ACTUAL MAINTENANCE BUDGET IS FOR THE BOSTON SCHOOL DEPARTMENT?

>> SO I'LL SAY A FEW THINGS FIRST ON THE COLLECTIVE BARGAINING RESERVE.

TO THINK OF ALL THE MONEY WE'RE GOING TO BE SPENDING NEXT YEAR, AND.

>> BUT THAT MONEY IS NOT SPENT. THE COLLECTIVE BARGAINING RESERVE HAS TO COME BACK TO THIS BODY AND BE TAKEN OUT OF RESERVE.

BY THE WAY, YOU ACTUALLY DON'T CLOSE A CONTRACT THEY WON'T GET SPENT IN THIS -- IN THAT FISCAL YEAR.

SO I JUST THINK IT TOP LINE IS MISLEADING.

\$'NOTHER MILLION WOULD MEAN A 4% INCREASE ACROSS THE BOARD.

SO \$29 MILLION IS THE ACTUAL INCREASE.

AND WHAT I'D LIKE TO KNOW OUT OF THAT \$29 MILLION, WHAT IS THE ACTUAL MAINTENANCE BUDGET INCREASE.

BECAUSE THAT GIVES OUR BODY AN UNDERSTANDING YEAR OVER YEAR, KNOWING THAT INFLATION IS 2.22%

SINCE 1928, WHETHER OR NOT WE'RE ACTUALLY ABILITY TO PAY FOR THE SAME THING THAT WE HAD LAST YEAR.

>> SO A LOT OF THE INFLATION EXPENSES WOULD BE REFLECTED IN THE COLLECTIVE BARGAINING AGREEMENT.

WE DID NOT DO IT OVERALL.

>> AGAIN, THIS IS -- OR THIS IS EDUCATION WE'RE TALKING ABOUT SO \$29 MILLION RIGHT?

>> YEP.

>> SO HOW MUCH IS THE EXTENDED LEARNING TIME?

>> TRAIN.

>> 14.

>> WE'RE DOWN TO 15 RIGHT?

HOW MUCH ARE THE NEW SEATS FOR EARLY EDUCATION?

>> THE TOTAL NUMBER OF NEW INVESTMENT TOTALS TO \$20 MILLION, ON PAGE 7, THEY'RE ALL LISTED THERE DOWN TO THE DOLLAR. THE K-1 IS 600, ABOUT. THE K-1 SEATS IS 508 AND THE UPK INVESTMENT, ABOUT \$20 MILLION IN NEW INVESTMENTS.

>> ABOUT 20 MILLION IN NEW INVESTMENTS.

SO DOES THAT MEAN, IEFERRED LIKE THIS ACTUAL NURM BUT IF YOU COULD TELL ME WHAT THE ACTUAL MAINTENANCE NUMBER IS? BECAUSE THE ACTUAL MAINTENANCE NUMBER SO 29 MILLION MINUS 20 IS \$9 MILLION.

SO THAT WOULD LEAVE \$9 MILLION AS THE THE ACTUAL MAINTENANCE BUDGET.

AM I CORRECT?

>> I DIDN'T MEAN TO INTERRUPT YOU COUNCILOR, EHAVE COST SAVINGS WE ARE REFLECTING IN THE -- WE HAVE COST SAVINGS WE ARE REFLECTING IN THE BUDGET. THE COSTS GOING UP WILL BE MORE THAN \$9 MILLION.

WE HAVE HEALTH CARE COSTS GOING UP BY 6 MILLION, TRANSPORTATION, THOSE ARE THE TWO BIG ONES.

>> THE REASON I BRING THAT UP, \$9 MILLION WOULD MEAN LESS THAN A 1% TOTAL INCREASE TO THE TOTAL BUDGET IN MAINTENANCE.

AND AS THE IMPORTANT FOR US TO KNOW AND THE REASON WHY AND YOU ARE SAYING THERE IS A SHIFT IN THE WAY THAT YOU CALCULATE THIS APPROXIMATELY THAT IS PROBLEMATIC FOR THOSE OF US WHO HAVE BEEN HERE OVER THE COURSE OF TIME.

BECAUSE WE'RE NOT COMPARING APPLES TO APPLES.

SO WHAT I WOULD ASK IF WE COULD HAVE AN APPLES TO APPLES COMPARISON YEAR-OVER-YEAR FOR MAINTENANCE BUDGET BACKING OUT RESERVE BECAUSE THAT ALLOWS US TO USE THE PRIOR THINKING IN A WAY WE ARE ABLE TO LOOK AT A BUDGET FROM YEAR TO YEAR DOES THIS BUDGET RESTORE AUTISTIC FUNDING?

>> WE HAVE MAINTAINED OUR STAFFING GLIEDGES FROM THE CURRENT SCHOOL -- GUIDELINES FROM THE CURRENT SCHOOL YEAR.
>> SO IT DOES NOT RESTORE AUTISTIC FUNDING FROM THE PRIOR FISCAL YEAR?

>> CORRECT.

>> FROM THE PRIOR FISCAL YEAR. WHICH IS THE CHANGE COUNCILOR CHANGE COUNCILLORCIOMMO BROUGHT UP.

>> WE'RE PROPOSING THE SAME FUNDING FOR NEXT YEAR AS WE HAVE FOR THIS YEAR.

>> OKAY.

WHAT IS THE DIFFERENCE BETWEEN LAST YEAR'S AND THIS YEAR'S STAFFING?

>> FINANCIALLY OR IN TERMS OF PEOPLE?

IT WAS ABOUT \$5 MILLION CHANGE IN WEIGHTED STUDENT FUNDING.

>> WHAT WAS IT ON FUNDING?

>> ADDING 1 ADDITIONAL STUDENT TO THE CLASSROOM.

IT WAS MOSTLY ONE, ONE TYPE OF CLASSROOM THAT HAD TWO STUDENTS IS THAT RIGHT?

I'M LOOKING AT AND MY COLLEAGUES --

>> I'VE HEARD FROM 8 TO 10 AND THE REASON WHY WHEN WE SPEAK ABOUT EQUITY, AND THE ACHIEVEMENT GAP UNDERSTANDING WHERE WE ARE RELATIVE TO OUR

AUTISTIC STUDENTS AND YOUNG PEOPLE ON THE SPECTRUM, WAS ACTUALLY AT THE EPICENTER LAST YEAR AND I THINK IT'S REALLY IMPORTANT THAT IF WE'RE LOOKING AT THINGS THROUGH AN EQUITY AND OPPORTUNITY LENS, THAT YOU'RE SAYING THAT THERE WAS A CUT TO SOME OF THE MOST VULNERABLE YOUNG PEOPLE IN THE BOSTON PUBLIC SCHOOLS, AND THAT CUT WAS NOT RESTORED IN THIS YEAR.

I'M GOING TO AND I'M FETTING THE SIGN RIGHT NOW, IN ADDITION I ALSO BELIEVE WHEN WE LOOK AT THE CALCULATION AND THIS WILL BE MY LAST QUESTION FOR THIS ROUND?

WHY SIT THAT IN THE SCHOOL BUDGET, UNLIKE ANY OTHER MAJOR DEPARTMENT BUT, WHY ARE BENEFITS CALCULATED IN THE SCHOOL BUDGET?

>> THAT'S A GOOD QUESTION.

>> THE ANNALS IS HOW WE CLAIT OUR CHARTER, TO FULLY INCORPORATE THE AMOUNT.

MORE CONTROL OVER FTES THAN OTHER CITY DEPARTMENTS, THE WAY THE STATE LAW IS WRITTEN, PARTLY THE CONTROL OF OUR INTERNAL COST IS TO MAKE SURE WE PAY THE FULL COST OF ALL EMPLOYEES IN A WAY THAT OTHER CITY DEPARTMENTS DON'T HAVE THE SAME AUTONOMY OVER OTHER FTES.

>> WHEN WE ARE ADDING FUNDING TO OTHER DEPARTMENTS WE ARE ACTUALLY ADDING FUNDING DIRECTLY TO THAT DEPARTMENT, WITH THEIR BENEFITS BEING ACTUALLY CENTRALLY BUDGETED.

AND I THINK THAT IT KIND OF DETRACTS FROM BPS RELATIVE TO THE ACTUAL ADDITION OF FUNDING AND REALLY IS NOT AN APPLES TO APPLES COMPARISON RELATED TO OTHER DEPARTMENTS.

I'LL TAKE THE NEXT ROUND OF QUESTIONS.

>> COUNCILOR FLAHERTY.

>> I KNOW THIS IS JUST AN OVERVIEW SO I'M GOING TO LET FOLKS KNOW, MY THEMES THROUGHOUT THE BUDGET WILL BE CONSISTENT WITH THE YEARS PAST, TAKE A LOOK

AT WASTEFUL SPENDING, TAKE A
LOOK AT THE TEACHER
CERTIFICATIONS, TAKE A LOOK AT
THAT TRANSPORTATION DRT WITH
RESPECT TO FLEET MAINTENANCE AND
REPAIR, KEEPING AN EYE TOWARDS
THAT AND I KNOW THAT THE
SCHEDULE IS VERY SPECIFIC AS TO
WHEN WE'LL BE DEALINGS WITH
THOSE ISSUES.

SO JUST WANTED TO PUT THAT ON
THE FOREFRONT.

JUST A COUPLE OF QUICK
QUESTIONS.

WE RAISED THIS YESTERDAY WITH
THE CFO AROUND CURRENT HOME RULE
PETITIONS THAT ARE PENDING AND
ONE THAT PASSED THROUGH COUNCIL
RECENTLY WAS THE BCC SURCHARGE
SURPLUS POOL FUNDS.

AS OF THIS PAST FEBRUARY WE WERE
TOLD THAT 600,000 WAS SET UP NOR
UNIVERSAL PREK, 422 SEATS WILL
BE ADDED.AND WE ALSO ANTICIPATE
AN ADDITIONAL 100 MORE K-1
STUDENTS.

MY QUESTION IS IF FOR SOME
REASON THE HOME RULE PETITION
DOESN'T GAIN APPROVAL, UP AT
BEACON HILL, WHAT IS THE BACKUP
PLAN?

I DON'T WANT TO COUNT THE
CHICKENS BEFORE THEY ARE
HATCHED.

WE KNOW THE MAYOR HAS SIGNED IT
BUT SOMETIMES IT GETS UP THERE
AND STRANGE THINGS CAN HAPPEN
SOW I DON'T KNOW WHAT THE FALL
BACKS IS.

WE WERE PROMISED THE UNIVERSAL
K-1. OF HOME RULEPETITIONS UP THERE.
A LOT OF AVERAGES.

I JUST WANT TO MAKE SURE THAT
THIS IS IF IT'S NOT UP THE
BLOCK, HOW ARE WE GOING TO BACK
END IT.

THE LAST QUESTION IS WE BUDGET
THE 1.3 FOR VIDEO INDICATION
EDUCATION OPPORTUNITY IN ENGLISH
HIGH AND AT THE KENNEDY HEALTH
CAREER.

WHAT WERE THE FACTORS IN SORT OF
DETERMINING AND CATEGORIZING
THOSE SCHOOLS AS VOCATIONAL.

WHAT RESOURCES ARE WE GIVING
THOSE SCHOOLS AND IS THERE ANY
SORT OF PUBLIC PRIVATE PART
SHINE THAT WAS TO CONNECT WITH
THOSE SCHOOLS.

AGAIN, IT'S NOT GOOD ENOUGH
ANYONE THAT WE'RE GRADUATING
KIDS.

WE'RE IN A GLOBAL ECONOMY.
WE HAVE THE BEST COLLEGES AND
UNIVERSITIES IN THE WORLD.
IF OUR KIDS ARE NOT GETTING INTO
THOSE GREAT SCHOOLS THAT'S A
DISAPPOINT.

IF OUR KIDS CAN'T COMPETE
GLOBALLY THAT WILL BE A
DISAPPOINT.

I WANT TO TAP INTO THESE PRIVATE
PARTNERSHIPS WHETHER IT'S GE OR
OTHERS.

WE KNOW GE BUT PUT SOME PRESSURE
ON OTHER BOSTON COMPANIES TO
STEP UP TO THE PLATE AND TO
PARTNER WITH US SO IT'S NOT JUST
ABOUT GETTING THE STUDENT INTO
HIGH SCHOOL, GETTING THE STUDENT
OUT OF HIGH SCHOOL, IT'S THE
LIVES AHEAD FOR THESE KIDS
PARTICULARLY IN A GLOBAL
ECONOMY.

WAY GET SOME INNOVATIVE STUFF
HAPPENING.

COUNCILOR ESSAIBI GEORGE
MENTIONED STUFF.

SHE LIKES DOING THINGS NEW AND
DIFFERENT BASED ON HER
EXPERIENCE IN THE CLASSROOM,
BEING ABLE TO EVEN BRACE THAT
AND PREPARING FOR THE NEXT WAVE
OF THE GLOBAL ECONOMY WOULD BE
SOMETHING I WOULD LIKE TO SEE IN
THIS \$1 BILLION SCHOOL COLLEGE.
>> ABSOLUTELY.

IT'S NOT ABOUT THE LESSONS WE'RE
MAKING IT'S ABOUT THE
INVESTMENTS WE'RE ENCOURAGING
OTHERS TO MAKE.

I'M A BIG BELIEVER THAT
VOCATION, EDUCATION AND ACADEMIC
HAS TO GO SIDE BY SIDE AND IT'S
THE RIGOR OF THE HIGH SCHOOL
EDUCATION AND THE RELEVANCE OF
THE HIGH SCHOOL EDUCATION.

I WANT TO CONFER CONFIRM

EVERYTHING YOU SAID.
THE REASON HIGH SCHOOL AND EMK
WERE THE TWO CHOSEN THIS YEAR
FOR THIS INVESTMENT, THEY WENT
THROUGH A PRETTY EXTENSIVE
PROCESS WITH THE STATE TO BE
CERTIFIED AS CAREER VOCATIONAL
TECHNICAL EDUCATION PROGRAM.
VERY EXCITED ABOUT THE
PROTECTIVE SERVICES PATHWAY AT
ENGLISH HIGH SCHOOL.
THEIRS CAN BE A FOCUS ON CYBER
SECURITY AS WELL AS THE
TRADITIONAL PROTECTIVE SERVICES
AS WELL.
AND THEN EMK OF COURSE, MEDICAL
SERVICES.
THEY HAVE HAD A HISTORY OF
WORKING WITH A LOT OF HOSPITALS
IN THAT AREA AND WE'RE GOING TO
CONTINUE BUILDING ON THAT.
VERY PROUD WITH WHAT THEY HAVE
BEEN DOING.
>> THANK YOU VERY MUCH.
COUNCILOR WU.
SORRY, SORRY, COUNCILOR
O'MALLEY.
>> I'LL DID -- DEFER AFTER MICHELLE.
>> I WANT TO KNOW HOW THE LONG
TERM STUFF, I DON'T NECESSARILY
SEE IT IN HERE.
LAST TIME WE WERE TALKING ABOUT
SCHOOLS GETTING A LITTLE MORE
SORT OF ONE WAY AND SEEING DOWN
THE PIKE WHAT THE CHANGES WOULD
BE EITHER TO DEFENDING
ESPECIALLY WITH GRANTS COMING
AND GOING.
WE ALL SORT OF REALLY UNDERSTAND
HOW TIGHT THE BUDGETS ARE WITH
COSTS GOING UP.
AND IT SEEMS EVERY YEAR CENTRAL
OFFICE SORT OF SQUEEZED MORE AND
MORE TO TRY TO MAKE ROOM FOR
SCHOOLS.
BUT THEN LONG TERM PICTURE
STARTS TO MANIFEST ITSELF IN
MORE THAN JUST THIS IS WHAT'S
HAPPENING THIS YEAR SO THEY CAN
PLAN AHEAD, ONE, THREE, FIVE
YEARS.
>> OVER THE LAST 18 MONTHS,
WE'VE BEEN DOING A LOT OF
PLANNING DOCUMENTS.

WE HAVE THREE MAJOR PLANNING DOCUMENTS, ONE ON A STRATEGIC IMPLEMENTATION PLAN.

THAT'S ALL INITIATIVES OUT THERE, THESE ARE THE THINGS WE'RE WORKING ON THE NEXT THREE TO FIVE YEARS.

FINANCIAL PLANNING DOCUMENT THAT YOU SPOKE ABOUT AND THEN MOST RECENTLY BILL PBS FOR THE CONDITIONS OF OUR BUILDINGS, WHERE OUR SCHOOLS ARE RELATIVE TO OTHER HUBS IN OUR CITY. HOUR CLOSE THEY ARE TO OUR TRANSPORTATION HUBS.

BASICALLY ALL THE INFORMATION WE NEED TO BEGIN DOING SOME OF THE KIND OF THE HARD LIST OF THE CONFIGURING SCHOOLS, MAKING SURE BUILDING SCHOOLS WHERE FAMILIES ARE GOING TO BE GROWING IN. AND SO WE'RE VERY AUNTISTIC AS WE MOVE INTO NEXT YEAR SOME OF THESE MAJOR CRITICAL POLICY SHIFTS.

WE'LL BE ABLE TO SEE THE FRUITS OF OUR LABOR AND OUR PLANNING. AND SO WITH RECONFIGURING OUR SCHOOLS, WE'LL ALSO DO A BETTER JOB WITH OUR TRANSPORTATION. THOSE ARE ALSO INTERLOCKED.

WE'RE IN THE MIDDLE OF NEGOTIATIONS WITH OUR COLLECTIVE BARGAINING PARTNERS AND THE BOSTON TEACHER'S UNION IS THE BIGGEST BODY AND WE'RE STILL WORKING VERY VIGOROUSLY TO MAKE SURE THAT WE GET CONTRACT THAT IS BOTH RESPONSIBLE TO RESPECTFUL TO OUR TEACHERS, RESPONSIBLE TO OUR CITY AND SO ALL THOSE ALL WORKING INTERLOCKED TO BE ABLE TO UNLOCK THE RESOURCES WE NEED TO INVEST MORE INTO SCHOOLS T

>> DOES THAT MEAN THAT FOR EXAMPLE ONCE THE CONTRACT IS SETTLED, THERE'S LITTLE MORE CERTAINTY ABOUT SALARY AND BENEFIT-RELATE COSTS FOR THE NEXT TWO YEARS, THEN NEXT YEAR WE CAN START TO SEE ACTUAL MULTIYEAR BUDGETING.

>> WE'RE WORKING ON THE

MULTIYEAR BUDGETING RIGHT NOW.
ONE OF THE THINGS THAT CAME OUT
LOUD AND CLEAR FOR THE LONG TERM
WORK IS HOW MUCH SCHOOLS ARE
CRAVING THAT MULTIYEAR STABILITY
SO THEY CAN PLAN THEIR OWN
INSTRUCTIONAL PROGRAM AND
SUPPORT FOR KIDS.

WE HOPE THIS YEAR ACTUALLY IS
THE START OF THAT PROCESS.
I THINK OUR SCHOOL LEADERS HAVE
APPRECIATED, WE DON'T OFFER
STUFF IN THE BUDGET TO PARTNER
WITH THEM SO THEY CAN USE THAT
IN THEIR PLANNING AND WE'RE
GETTING POSITIVE FEEDBACK FROM
THERE.

WE'RE HONING THERE'S MORE TO SAY
PUBLICLY WHAT A MULTI-YEAR
PICTURE WOULD LOOK LIKE.
WE'RE NOT CLEAR THERE YET.
THE BIG ROCKS WE NEED TO TACKLE
ARE COMPLEX POLICY QUESTIONS
THAT TOUCH SO MANY MEMBERS OF
OUR COMPLEUNITY.

IT'S BEEN HARD TO GO AS FAST ON
THOSE ITEMS AS I UNDERSTAND
FOLKS MIGHT WANT.

>> THANK YOU.

THIS WILL HAPPEN OVER THE NEXT
COUPLE WEEKS.

THANK YOU.

>> COUNCILOR O'MALLEY.

THANK YOU MR. CHAIR AND GOOD
AFTERNOON OR GOOD MORNING
SUPERINTENDENT.

I JUST WANTED TO BEGIN BY
ACKNOWLEDGING OUR GOOD WERE
BYRON CONSALVA.

ELT IS A LEARNING TIME.

IT'S BRILLIANT, IT MAKES SENSE,
GIVING OUR KIDS MORE CLASSROOM
TIME.

IT'S OFTEN TIMES USED FOR GOOD
ENRICHMENT.

WE'VE SEEN HOW IT WORKS WELL.
IN PRACTICE THERE CAN BE SOME
UNINTENDED CONSEQUENCES THAT
MAKE IT LESS DESIRABLE AND
CERTAINLY LESS EFFECTIVE THAN WE
WOULD LIKE AND NOT THE LEAST OF
WHICH IS THE FACT WE HAVE MANY
OF OUR ELEMENTARY SCHOOLS THAT
START AT A LATER START TIME,

9:00, 9:30AM WHICH MEANS THE
EXTRA HOUR OF TIME CAN OFTEN
LEAD TO KIDS BEING PROHIBITED
FROM DOING AFTER SCHOOL SPORTS
OR AFTER SCHOOL ACTIVITIES.
COUNCILOR ESSAIBI GEORGE AND I
MET WITH SOME PARENTS AT SCHOOLS
IN OUR DISTRICT ABOUT OTHER
INTENDED CONSEQUENCES.

I WOULD AGAIN LIKE TO REITERATE
THE CALL COUNCILOR ESSAIBI
GEORGE AND I HAVE BEEN MAKING
FOR QUITE SOMETIME AS WE START
TALKING ABOUT HIGH SCHOOL START
TIMES.

YOU MAY ARGUE THAT MOST OF OUR
KIDS, HIGH SCHOOL STUDENTS DO
NOT RECEIVE TRANSPORTATION.
THAT'S NOT NECESSARILY RELATED
TO THE LATER START TIME FOR
SCHOOLS.

BUT MANY HIGH SCHOOLS, IN FACT
ALL HIGH SCHOOLS HAVE AT LEAST
SOME BUSES BECAUSE OF DIFFERENT
SERVICES THAT THOSE KIDS NEED.
SO AGAIN, I WOULD ARGUE TODAY
THAT THE WAY WE CAN AGAIN
ADDRESS A BETTER AND MORE
IMPACTFUL AND EVEN EXTENDED
LEARNING TIME IN OUR ELEMENTARY
SCHOOLS IS TO BEGIN THE PROCESS
OF PUSHING AN EARLIER START TIME
FOR THOSE SCHOOLS AND A LATER
START TIME FOR THE HIGH SCHOOLS
WHERE IT'S CONCLUSIVE EVIDENCE
AFTER EVIDENCE AFTER EVIDENCE.
LAST MONTH'S BOSTON MAGAZINE,
THE DOCTOR WHO TESTIFIED AT OUR
HEARING WITH COUNCILOR ESSAIBI
GEORGE WROTE THIS PIECE ON THAT.
AN INTERVIEW ON SLEEPING HABITS
AND HALF THE ARTICLE WAS ABOUT
THE IRREFUTABLE EVIDENCE OF A
LATER START TIME AND MORE SLEEP
FOR HIGH SCHOOL STUDENTS MAKES
MORE SENSE.

THAT'S WHAT WE NEED TO DO.
WE HAVE CONVERSATIONS WITH THE
SUPERINTENDENT AND WE'LL
CONTINUE THE CONVERSATIONS BUT I
JUST WANT TO MAKE IT CRYSTAL
CLEAR THAT MY CONCERN WITH ELT
IS A CONSENT THAT MAKES SENSE IN
CLASSES WE'RE NOT DOING IT THE

RIGHT WAY AND WE HAVE A REAL OPPORTUNITY TO DO SO. THAT'S ONE STATEMENT. MY SECOND STATEMENT IS ON THE FACILITIES PLAN. I BROUGHT THIS UP AT EVERY BUDGET HEARING SINCE I'VE BEEN ELECTED TO THIS SEAT. IN MARCH OF 2011 I CALLED FOR MY FIRST HEARING ORDER ON BOSTON FACILITIES. NONE OF YOU WERE WORKING FOR BPS AT THIS TIME. COUNCILOR CIOMMO WAS THE ONLY OTHER COUNCILOR WAS SERVING AT THAT TIME. EVERYBODY ELSE HAS COME SINCE. WE'VE BEEN TOLD IT'S COMING AND AN OPPORTUNITY FOR ROBUST PUBLIC DIALOGUE BUT THE CAN KEEPS GETTING KICKED DOWN THE ROAD. AND IT'S A MISSED OPPORTUNITY. WE KNOW THERE ARE GOING TO BE SOME TOUGH CONVERSATIONS AND CONTINUE KICKING BALL. WE HAVE TO WORK WITH OUR SCHOOL COMMUNITIES AND HAVE THESE TOUGH CONVERSATIONS. WE WAITED LONG ENOUGH FOR THIS. I RAN INTO A FELLOW OVER WEEK END WHO RUNS A MAKER'S LAB AND WANT TO DONATE SOME OF HIS, IN EXCHANGE FOR USE OF SPACE WANTS TO DONATE HIS MATERIAL, THESE CUTTERS, LASER CUTTERS, 3D PRINTERS AND OTHER WORK STATIONS. CALLED A NUMBER OF SCHOOLS IN MY DISTRICT WE COULDN'T FIND. IT JUST SORT OF REITERATED MY DESIRE TO HAVE A REAL FACILITIES PLAN BECAUSE I THINK WE'RE ALSO MISSING OUT ON THESE PUBLIC PRIVATE PARTNERSHIPS WE'VE BEEN TALKING ABOUT. THAT SAID I WANTED TO GO THROUGH SOME OF THE LINE ITEMS THAT ARE SEEING SOME DECREASES. ON PAGE 202 OF THE BUDGET BOOK IT'S ALSO IN YOUR HANDOUT. YOU CAN JUST GIVE ME THE SORT OF EXPLAIN, IF YOU LOOK AT LINE ITEM 522200 UTILITIES, ABOUT IS THAT PRIMARILY --

>> WE WORKED THROUGH THE CITY'S BUDGET OFFICE TO DO PRODUCTION FOR UTILITY USAGE TO GO DOWN NEXT YEAR.

>> IS THAT SOME OF THE CHANGES OR SORT OF THE MARKET DICK FAKES GAS WAS CHEAPER THAN FOUR YEARS AGO.

>> IT'S A LITTLE BIT OF BOTH. IT'S MOSTLY THE COST OF OIL. WE'VE HAD A NUMBER OF YEARS WHERE WE HAVE ACTUALLY COME IN UNDER BUDGET IN THAT CATEGORY.

>> I APPRECIATE THAT. AGAIN, TO REITERATE THE DESIRE FOR THE FACILITIES PLAN AS WAS PROVEN YESTERDAY WITH DAVE SWEENEY'S OVERVIEW THE CITY SAVED \$6 MILLION WITH STREET LIGHTS.

WE COULD BE BUILDING BETTER AND GREENER SCHOOLS.

THERE'S A DECREASE ON CONTRACTORRUAL SERVICES, 52900. JUST TELL ME WHAT THAT IS.

>> OUR CONTRACTORS SERVICES BUDGET INCLUDES A NUMBER OF DIFFERENT CATEGORIES.

I JUST WANT TO GIVE YOU A SENSE OF WHERE THEY ARE.

THE LARGEST CATEGORY IN THAT WHERE WE SEE A DECREASE IS WHAT WE CONSIDER PURCHASE SERVICES. THOSE ARE SPREAD ACROSS SCHOOLS AND DEPARTMENTS FOR USE IN ANY TIME WE'RE WORKING WITH AN OUTSIDE AGENCY OR PARTNER. OF THE REDUCTIONS THAT WE SEE IN CONTRACTED SERVICES.

1.8 MILLION IS AT THE COOL LEVEL.

DESPITE THE FACT THAT BUDGETS FOR SCHOOLS IS INCREASING BY 1.8 MILLION.

WE DO SEE A SHIFT AWAY FROM CONTRACTOR SERVICES AND NON-PERSONNEL IN GENERAL FOR SCHOOLS.

THERE'S A LOT OF REASONS WHY THAT MAY BE HAPPENING. PART OF IT COULD BE THE RECOGNITION OF SCHOOL-BASE INTERVENTIONS FOR ESL OR FOR OTHER FTE'S.

WE SEE SCHOOLS ADDING FTE'S SO
THE CONVERSE OF CONTRACTOR
SERVICES INTO POSITIONS AT THE
SCHOOL LEVEL.

>> SO THESE WOULD BE FOR A
SPECIALIST BROUGHT ON TO HELP A
STUDENT.

THESE CONTRACTED SERVICES.

>> CONTRACTING SERVICES COULD BE
USED FOR ANY NUMBER OF THINGS.
IT COULD BE FOR THINGS LIKE PLAY
WORK WHICH IS A PARTNER THAT
COMES IN AND RUNS A STRUCTURED
RECESS.

>> YES YES, VERY SUCCESSFUL.
IT'S WORKED GREAT AT THE MANNING
SCHOOL.

>> SURE.

>> ELIMINATE OR PHASE OUT.

>> I THINK SCHOOL BASE THERE'S
NOT AN ELIMINATION OF PHASE OUT.
THAT WAS AN EXAMPLE FOR USING
CONTRACTOR SERVICES.

SCHOOL-BASED DECISIONS ARE
ROLLING A UP TO WHERE WE SEE IT
AT AN AGGREGATE LEVEL.

WE SEE SCHOOLS ARE SHIFTING FROM
NON-PERSONNEL TO PERSONNEL.
WITH 125 SCHOOLS AND \$1.8
MILLION DECREASE THAT MEANS ONE
IN FOUR SCHOOLS MAKING A
DECISION TO ADD AN INTERVENTION
INSTEAD OF THEIR PLANNED
PURCHASE OF A CONTRACT.

>> LIKE READING RECOVERY COME
UNDER THAT SORT OF CONTRACTUAL
SURVEYS WELL.

>> THAT'S HOW THEY WOULD, THEY
COULD FAY FOR -- PAY FOR IT.

1.4 WE SEE REDUKIONS IN
CONTRACT IN THE FINANCE OFFICE.
THE FINANCE OFFICE TENDS TO BE A
HOLDING PLACE FOR EXPENDITURES
THAT ARE PLANNED IN OTHER
PLACES.

AS MUCH AS I WOULD LOVE LARGE
CONTRACTS TO BE ABLE TO SPEND --
11.4 MILLION WAS CONVERTED.

A LARGE PORTION OF IT WAS TO PAY
FOR WHAT'S CALLED SPECIAL
EDUCATION AUTONOMY FUNDING AT
THE UP SCHOOLS.

THEY HAVE THE ABILITY TO RECEIVE
THE AMPLIFICATION FOR THINGS

LIKE ITINERATE SERVICE PROVIDERS.

AT THIS TIME LAST YEAR WE HAD NOT FINALIZE THE AMOUNT THEY HADDIVE FOR SPECIAL EDUCATION AUTONOMY FUNDING SO IT WAS HELD IN A FINANCE CONTRACT LINE AND ALLOCATED LATER IN THE YEAR. THIS YEAR WE'VE DONE THE WORK WITH THEM TO ALLOCATE THE MONEY TO THEM.

SO THAT'S A LARGE PORTION OF THE DECREASE IN THE FINANCE CONTRACTOR'S OFFICE.

THERE'S ALSO 300K REDUCTION IN INNOVATION, THE SUPERINTENDENT CUT 330 K.

YOU SEE A LOT OF DEPARTMENTS AS WE START TO LOOK AT PRIORITIES FOR THE NEXT YEAR, PLACES WHERE WE HAVE EITHER OVER OR UNDER BUDGETED IN THE PAST.

>> I JUST WANT TO BE CLEAR. SO PEOPLE PAYING ATTENTION, WHEN YOU TALK ABOUT 330 SPES K CUT IN PURCHASE SERVICES, THAT COULD BE SOMETHING LIKE CATERING FOR STAFF MEETINGS OR SOMETHING, RIGHT.

>> IT COULD BE CATERING FOR STAFF MEETINGS BECAUSE THAT'S PAID OUT OF A DIFFERENT ACCOUNT, BUT --

>> I'M TRYING TO RECONCILE THIS IS THE BIGGEST DECREASE WE'VE SEEN IN OUR BUDGET.

YOU KNOW, YOU ALL HAVE SAID ANYWHERE FROM \$20 MILLION TO MILLION DEPENDING ON WHICH FIGURES YOU SORT OF INCORPORATE IN TERMS OF AN INCREASE.

I JUST WANT TO MAKE IT CLEAR THAT THESE DECREASES AREN'T AFFECTING OR I WANT TO KNOW THESE DECREASES AREN'T AFFECTING OUR STUDENTS.

>> WE HAVE TAKEN A NUMBER OF STEPS TO RUN VERY TIGHT AT THE CENTRAL OFFICE.

PRESIDENT WU IS ACKNOWLEDGING THE FACT THAT WE'VE DONE THIS FOR A NUMBER OF YEARS SO IT'S NOT WITHOUT ANY CONSEQUENCES BUT YOU WILL SEE REFERENCE IN OUR

DOCUMENTS THE FACT WE HAVE DONE
ACROSS THE BOARD CUTS TO TYPEN
FOOD TRAVEL.
WE'VE DONE SELECTIVE ADJUSTMENTS
TO STAFFING, PERSONNEL CHANGES.
WE'RE GOING TO BE RUNNING TIGHT
ESSENTIALLY AND I DON'T WANT TO
PRETEND THAT HAS NO
CONSEQUENCES.

IT CONTAINS OUR ABILITY TO SOLVE
MID YEAR PROBLEMS IN PARTICULAR
THAT COME UP AT THE SCHOOL
LEVEL.

BUT AGAIN, WE FEEL LIKE IT WAS
THE RIGHT THING TO DO BECAUSE
IT'S ENABLING US TO SEND MORE
MONEY TO SCHOOLS AND TO ENABLE
THAT LIST OF \$20 MILLION OF
INVESTMENTS WHICH WERE SO PAXATE
ABOUT.

>> THANK YOU.

THE FINAL QUESTION FOR THIS
ROUND IS LINE ITEM 55900,
MISCELLANEOUS EQUIPMENT UNDER
EQUIPMENT A CAN YOU TELL OF \$1
0EU9 5 MILLION, ESSENTIALLY THE
CUT OF THE EQUIPMENT LINE.

WHAT IS THAT?

ARE THOSE VEHICLES?

>> WE'RE JUST PULLING UP THE
DETAIL.

559 APPROPRIATION LEVEL
EQUIPMENT TENDS TO BE COMPUTER
EQUIPMENT, COMPUTER DESKTOPS AND
PHOTOCOPY EQUIPMENT ARE THE
LARGEST CATEGORIES.

THE BIGGEST DECREASE IN THIS IS
\$1.3 MILLION DECREASE IN
COMPUTER EQUIPMENT LINE.

WE JUST COMPLETED THE ROLL OUT
OF A BOOK PURCHASE THAT'S NOT
PLANNED TO CONTINUE NEXT YEAR.
WE JUST PURCHASED CHROME BOOKS
COST SHARING WITH SCHOOLS SO THE
REDUKION IS IN OUR OFFICE OF
INSTRUCTIONAL TECHNOLOGY PART OF
THEIR ROLL OF STUDENT CHROME
BOOKS.

>> THAT'S BECAUSE YOU WOULDN'T
NEED NEW CHROME BOOKS EVERY
YEAR, THEY LAST THREE OR FOUR,
FIVE.

>> THAT'S RIGHT SORT OF THE
PLANNED END OF THE CHROME BOOK

FOR THIS YEAR.
>> ALL RIGHT, THANK YOU.
THANK YOU MR. CHAIRMAN.
A COUPLE THINGS.
I'LL JUST KEEP TO WHAT MARK SAID
ORIGINALLY TRYING TO STAY AT
\$30,000 FEET.
I'LL TALK ABOUT DISTRICT FIVE IN
PARTICULAR.
WE DON'T HAVE ENOUGH SEATS AND
WE HAVE SEATS THAT ARE EITY.
SO I'LL GIVE YOU A PERFECT
EXAMPLE.
ROOSEVELT SCHOOL, WE HAVE
INCLUSION SEATS THAT ARE EMPTY
WHERE WE HAVE PEOPLE WAITING TO
GET INTO THE ROOSEVELT.
SO WE CAN'T JUST CREATE
INCLUSION KIDS, WE'RE JUST GOING
TO LEAVE THE SEATS EMPTY.
REALLY MAKES NO SENSE.
THE BIGGEST PHONE CALLS WE'RE
GETTING IN MY OFFICE IS A
CONSTANT.
I'VE APPLIED FOR FOUR SCHOOLS, I
GOT NONE OF THEM.
I'M GETTING STUFF FROM
ROSLINDALE OR MATT PAWN HIDES
PARK, I'M GOING TO DORCESTER OR
SOMEWHERE ELSE.
THIS IS MY THIRD, FOURTH BUDGET
WITH BPS AND EVERY YEAR WE TALK
ABOUT PEOPLE PUTTING FOR SALE
SIGNS UP, GOING TO NORWOOD,
GOING TO WALPOLE, GOING TO
WHEREVER BECAUSE THEY DON'T WANT
TO DEAL WITH THIS EVERY YEAR.
AND WHEN I FIRST STARTED
KNOCKING DOORS, THE FIRST TIME I
AFTER RAN, EVERYBODY WHO HAD
KIDS SAID THE SAME THING TO ME.
PLEASE FOR THE LOVE OF GOD JUST
GET ME FROM K TO 6.
AND I'LL FIGURE IT OUT.
MY KIDS SMART ENOUGH TO GET INTO
AN EXAM SCHOOL, HE'LL GO OR
SHE'LL GO.
IF WE WANT TO SEND THEM TO A
CATHOLIC SCHOOL OR PRIVATE
SCHOOL WE'LL DO IT BUT CAN YOU
JUST GET ME TO SIXTH GRADE.
EVERY YEAR I STILL SAY THE SAME
THING TO THE PEOPLE WHO CALL ON
THE PHONE.

THE STAFF IS AWESOME, CAROL AND ROBBIE, THEY'VE BEEN SO RESPONSIBLE AND SO REIF HE CAN TFL OF OUR REQUESTS BUT THEY'RE JUST THAT, REQUESTS. I MIGHT AS WELL ROLL THEM UP AND THROW THEM AWAY IN THE RECYCLE BIN BECAUSE YOU CAN'T DO ANYTHING WITH THEM. I WANT TO GET INTO THAT IN A LATER DATE. SO BE PREPARED FOR THAT ONE. TO THE ELT. A LOT OF THE SCHOOLS AREN'T BIG FANS. IS THERE AN OPT OUT OR IS EVERYBODY DOING THIS? >> IT'S A CONTRACTUAL AGREEMENT WITH BTU. SO EVERYBODY IS DOING IT UNDER THE 15 HIGH SCHOOLS OR PART OF THE ORIGINAL AGREEMENT. >> OKAY. NO OPT OUT. OKAY. K THROUGH 12K THROUGH 8. WHERE ARE WE WITH THAT. >> I KNOW THIS WAS THE YOUR CREATION BUT WE HAVE TO FIX IT. >> WE HAVE CONFIGURATIONS. WE NEED FEWER. YES WE'RE HEARING THE SAME THING WE NEED. MORE SEATS IN SOME MAKES. THERE IS A DEMAND. AND ALL THAT IS PART OF THE MASTER PLANNING PROCESS. K6, 7 AND 12 GRADE CONFIGURATIONS IS ONE TRANSITION AND MANY OF OUR PARENTS TRANSITION TWO, THREE, FOUR TIMES FROM K THROUGH 12. SO WE WANT TO CREATE A MORE COHERENT SCHOOL SYSTEM. WE'VE STARTED THAT PROCESS OF PLANNING FOR THIS AND OUR GOAL OVER THE NEXT THREE TO FIVE YEARS IS TO GET MORE COHERENCE INTO THE SCHOOL SYSTEM. THAT WILL HAPPEN. >> THANKS. TRANS PORTATION. YOU GUYS KNOW LIKE REALLY THE

THORN IN MY SIDE.

LAST YEAR WE TALKED ABOUT A
STUDY REGARDING SAVING \$10
MILLION.

IS THERE AN ACTUAL DOCUMENT WITH
THAT, WHERE ARE WE WITH THAT
WITH THE PROFESSIONALS THAT WE
HIRE?

DID WE HIRE ANYBODY OR IS IT AN
INTERNAL STUDY THAT WE TAKE.

>> YES.

I HAVE A LOT OF INFORMATION ON
TRANSPORTATION.

I'M HAPPY TO GO INTO IT NOW.

>> NO, I'LL TALK ABOUT THAT
BECAUSE I ALSO WANT TO TALK
ABOUT THE LAND, LIKE WHO OWNS IT
AND THE LEASE AND ALL THAT.

DO WE OWN IT OR DOES THE BUS
COMPANY OWN THAT?

DO WE KNOW?

>> MY THOUGHT IS WE TALK ABOUT
TRANSPORTATION HERE AN AWFUL
LOT.

AND IT SEEMS LIKE THE SUBURBS GO
OUT TO THE SUBURBS THEY ENJOY
THEIR LIVES AND DURING WORK DAYS
THEY COME IN HERE AND CLUD US
WITH CARS AND EVERYTHING ELSE.
I WOULD LIKE TO FLOOD THEM WITH
BUSES.

WE SHOULD MOVE THESE YARDS AND
PUT THEM WHEREVER.

I'LL NEVER WIN THOSE TOWNS, I
JUST SAID THAT BUT THAT'S OKAY.
PUSH THEM OUT OF THE CITY AND
LET THEM COME IN BECAUSE WE GO,
AS ROBBIE NEWS, LITERALLY YOU
CAN'T GET ANY FARTHER AWAY FROM
DOWNTOWN THAN WHERE I LIVE.
YOU CAN'T.

SO I THINK WE SHOULD PROBABLY
SAVE SOME MONEY AND MOVE SOME OF
THESE BUS YARDS OUT OF THE CITY
AND HAVE THEM DRIVE INTO THE
CITY LIKE EVERYBODY ELSE DOES.
JUST A THOUGHT.

MY LAST QUESTION, I KNOW THERE'S
SOME JURISDICTION ISSUES AND I'M
NOT REALLY CLEAR ABOUT THIS.
BUT THE NEW MISSION AND BCLA.
THERE'S A SPACE ISSUE GOING ON.
AND IT'S GETTING A LITTLE BIT
NASTY SO I THINK WE'RE GOING TO

HAVE A SIDEBAR AND JUST KIND OF TALK ABOUT IT AND SEE HOW WE'RE GOING TO PUT THAT TO BED BEFORE IT BECOMES A MAJOR ISSUE FOR EVERYONE.

OKAY.

MS. CHAIR, THANK YOU.

>> THANK YOU.

COUNCILOR BAKER.

>> THANK YOU, MR. CHAIRMAN.

GOOD MORNING EVERYONE.

CAN WE TALK A LITTLE BIT ABOUT THE WORK IN THE EXCELLENCE FOR ALL.

SO DOES EXCELLENCE FOR ALL MEAN WE'RE GOING TO BE PHASING OUT THE ADVANCED WORK.

>> ABSOLUTELY NOT.

THE 13 PROGRAMS FOR EXCELLENCE FOR ALL THIS YEAR WERE FOURTH GRADE CLASSROOMS SOLELY AND 13 SCHOOLS.

THREE OF THOSE SCHOOLS HAVE PREVIOUSLY HAD ADVANCED WORK IN THE SCHOOL COMMUNITIES MADE THE DECISION TO GO TO EXCELLENCE FOR ALL.

I BELIEVE THOSE WERE THE CURLY, EDISON AND BATES.

TEN THE SCHOOLS NEVER DID HAVE ADVANCED WORK CLASS AND THEY DROPPED THE EXCELLENCE OF ALL AT FOURTH GRADE FOR THIS YEAR.

AS WE'RE MOVING INTO NEXT YEAR IT WILL BE THOSE 13 SCHOOLS MOVING FROM FOURTH GRADE TO FIFTH GRADE.

WE'RE ADDING A GRADE BASICALLY AND THAT WILL CONTINUE ON FOR THREE YEARS UNTIL THOSE SCHOOLS HAVE ENRICHMENT THROUGH SIXTH GRADE FOR ALL STUDENTS.

>> [INDISCERNIBLE].

>> THAT'S CORRECT.

IT'S A CHANGE IN THE CURRICULUM, MORE ENRICHMENT, MORE PROFESSIONAL DEVELOPMENT FOR TEACHERS.

>> [INDISCERNIBLE].

>> EXACTLY.

THOSE SCHOOLS, IN THREE OF THOSE SCHOOLS, THE EDISON, THE BATES AND THE CURLY, THEY WOULD HAVE CONSTRUCTION FOR FOURTH THROUGH

SIXTH GRADER AT THE END OF THE FOLLOWING SCHOOL YEAR.

SO THE TEN SCHOOLS, THEY NEVER HAD ADVANCE CLASS.

THESE WERE SCHOOLS THAT WERE JUST GENERAL EDUCATION.

>> OKAY.

SO THAT'S WHERE THE EXCELLENCE FOR ALL IS GOING TO GO INTO THE SCHOOLS THAT NEVER HAD ADVANCE WORK.

>> THAT'S CORRECT.

>> SO ADVANCE WORK WOULD BE STAND-ALONE AND THOSE PROGRAMS WILL CONTINUE INTO THE FUTURE? WHAT DO YOU SEE WITH THOSE.

>> THE VAST MAJORITY OF OUR ADVANCE WORK CLASSES, THEY RESIDE IN SCHOOLS WHERE FOUR THROUGH SIX GRADERS ARE SEPARATED.

STUDENTS WHO ARE IN ADVANCED WORK AND THERE ARE STUDENTS WHO ARE IN GENERAL EDUCATION.

FOR EXAMPLE THE MURPHY, THE LEE SCHOOL.

THEY HAVE SUCH MODELS.

MY HOPE IS AS WE ARE BECOMING MORE INCLUSIVE IN OUR PRACTICES.

SO WE ARE NOT SEPARATING STUDENTS FROM FOUR THROUGH SIXTH GRADE IN THESE SORT OF SETTINGS. HOWEVER, THIS HAS TOOK PLACE IN PART SHINE WITH SCHOOLS.

SCHOOL COMMUNITIES.

WE NEED TO MAKE SURE THAT THERE'S A CAPACITY.

IN ALL THOSE SCHOOLS TO BE ABLE TO SERVE ALL STUDENTS AND THAT INCLUDES SETTING.

THAT'S WHY OUR VENT WAS MADE IN THOSE TEN SCHOOLS.

>> OKAY.

SO THAT IN EIGHT YEARS IS ADVANCED WORK A THING OF THE PAST.

>> I DO HOPE THAT WE DO GET TO POINT WHERE ALL FOUR THROUGH SIXTH GRADERS IN THIS CITY IS GETTING RIGOROUS INSTRUCTION AND GETTING ENRICHMENT.

I HOPE THAT IS THE GOAL.

>> WHAT HAPPENS, BECAUSE THERE ARE KIDS, THERE ARE KIDS THAT ARE AT A HIGHER LEVEL OF

LEARNING AND THEN THE KIDS THAT ARE AT THE LOWER LEVEL OF LEARNING, THEY'RE IN THE SAME CLASS.

WHAT HAPPENS.

>> WE ALL HAVE ASSETS AND WE NEED TO FIGURE OUT HOW TO HELP OUR STUDENTS, THOSE ACADEMICALLY STRUGGLING, THOSE WITH BEHAVIOR ISSUES.

HOW WE HELP THEM, HOW WE HELP THEM INTERSECT WITH THE CURRICULUM AND WITH THE LEARNING PROCESS.

WITH ANY OF THE VENT RIGHT NOW, UNIVERSAL DESIGN OF LEARNING, IT'S A PHILOSOPHY.

YOU CAN DESIGN A LEARNING EXPERIENCE IN CLASSROOMS WHERE EVERY STUDENT, NO MATTER WHAT THEIR STRENGTH MAY BE, FINDS A WAY TO ENTER INTO THE LEARNING PROCESS.

AND SO THAT PARTICULARS TIME.

IT TAKES A LOT OF TRAINING.

IT TAKES A LOT OF DEVELOPMENT.

BUT THAT IS OUR GOAL MUCH.

OUR GOAL IS TO HAVE MORE INCLUSIVE CUSTOMERS.

>> UNIVERSAL DESIGN OF LEARNING, DOES THAT HAVE ANYTHING TO DO WITH THE FACILITIES PLAN.

LISTENING TO THE MASS SPEAK A COUPLE TIMES ABOUT THE VENT, A BILLION DOLLARS IN THE NEXT TEN YEARS AND HE TALKS ABOUT, AND IT SOUNDS GREAT, AND I BELIEVE IT CAN WORK.

LIKE SO THE DESIGN OF BUILDING.

WE'RE GOING TO LOOK AT THE CLASSROOM DIFFERENTLY SO MAYBE WE'RE NOT ALL STANDING IN ROWS.

>> YOU'RE ABSOLUTELY RIGHT, COUNCILOR.

OF OUR CLASSROOMS DO HAVE KIND OF A TRADITIONAL SET UP WHERE THE STUDENTS ARE LINED UP IN ROWS.

AND SOME STUDENTS FLOURISH IN THAT ENVIRONMENT.

OTHER STUDENTS DON'T.

SO WE HOPE TO HAVE MORE FLEXIBLE USE OF FURNITURE.

OUR INITIAL \$13 MILLION WORTH OF

CAPITAL INVESTMENTS GOING TO BPS
WILL BE TO FURNITURE AND
TECHNOLOGY THAT WILL SUPPORT
MORE INCLUSIVE SETTINGS.

>> OKAY.

ARE WE GOING TO HAVE A HEARING
ON THE FACILITIES PLAN OR NOT
REALLY.

>> WELL, THERE'S HEARINGS AROUND
CAPITAL.

>> OKAY.

WE CAN GET INTO THAT THEN.

CAN YOU TALK A LITTLE BIT ABOUT
THE, IT'S 1.3 MILLION GOING INTO
NOUVEAU CASUAL.

IS THAT JUST THAT 1.3 GOING
ENGLISH EMK FOR THOSE TWO
PROGRAMS YOU WERE TALKING ABOUT.

>> THAT IS CORRECT.

WE HAVE A WAIT AND STUDENT
FUNDING THAT GIVES AN ADDITIONAL
DOLLAR FOR EVERY STUDENT
PARTICIPATING IN A VOCATIONAL
PROGRAM.

SO IT'S BASES ON THE ADDITIONAL
NUMBER OF STUDENTS SERVING IN
THOSE PROGRAMS.

BOTH SCHOOLS ARE OFFICIALLY PART
OF CHAPTER 74 AT THE STATE LEVEL
WHICH DESIGNATES THEM AS
VOCATIONAL PROGRAMS.

>> WE TALKED ABOUT --

>> THERE'S CURRENTLY VOCATIONAL
PROGRAM AT BRYANT HIGH SCHOOL
BUT I DON'T BELIEVE IT'S CHAPTER
74 APPROVED.

IS THAT RIGHT?

IT'S NOT, RIGHT.

BUT WHAT WE DO HOPE IS OVER TIME
BECAUSE IT'S A PRETTY EXTENSIVE
PROCESS THAT WE CAN CREATE
PATHWAYS TO THE SCHOOL.

NOW ALSO APPROVED BY THE CBTE
PROCESS.

THAT WOULD MAKE THEM CHAPTER 74.

>> ARE WE HAVING TALKS AT ALL
INTERNALLY ABOUT MAYBE A BROADER
VOCATIONAL DISCUSSION?

BECAUSE IF ANYBODY'S DOING WORK
IN THE CITY THEY KNOW HOW
DIFFICULT IT IS TO FIND ANYBODY.

WHAT'S THE INVESTMENT AND WHAT
DOES MADISON PARK LOOK IN THE
NEXT COUPLE YEARS.

IS THERE INVESTMENT THERE?
THERE'S A PROGRAM OVER THERE.
I KNOW PEOPLE THAT TEACH THERE
AND I KNOW THEY ARE TRYING TO
CONNECT STUDENTS WITH THE SAME
SORT OF JOB PLACEMENT.
ARE WE LOOKING AT MADISON PARK
IN THAT LITTLE OR ARE WE SALLOW
LOOKING AT PLACES LIKE SOUTH
BOSTON HIGH LIKE MAYBE BRING TWO
VOCATIONAL CLASSES OVER THERE.
WHAT'S THE THOUGHT IN THE NEXT
THREE, FOUR, FIVE YEARS.
>> SO WE ARE, WE STARTED THIS
YEAR PRETTY EXTENSIVE PROCESS,
ONGOING PROCESS TO EVALUATE ALL
VOCATIONAL PROGRAMS THROUGHOUT
THE SYSTEM.
WHETHER THEY ARE CHAPTER 74
PROGRAMS OR NON-CHAPTER 74
PROGRAMS.
WE DO HAVE A LOT OF OVERLAP IN
PROGRAMMING, VISUAL DESIGNS ARE
VERY POPULAR PATHWAY.
YOU HAVE THEM AT ABOUT TEN
DIFFERENT SCHOOLS.
>> IS THAT LIKE GRAPHIC DESIGN.
>> YES.
MISSING THE PATHWAY SUCH AS
BIOTECHNOLOGY.
THERE IS BIOTECHNOLOGY IN
PATHWAY.
>> DOES IT GO.
>> WE DON'T HAVE A PLACE FOR IT
BUT WE THINK IT'S GREAT TO
CREATE IN BOSTON SCHOOLS.
>> IS THAT DEAR BORNE.
>> I DON'T KNOW AT THIS TIME BUT
WE DO HAVE A PERSON THAT WORKS
WITH THE SUPERINTENDENT OF
STRATEGIC WHOSE NAME IS MICHELLE
YOUR SHE WORKS CLOSELY WITH
KEVIN.
THOSE ARE TWO LEADS ON CBTE
PROGRAMMING IN BOSTON PUBLIC
SCHOOLS AS A SYSTEM.
>> CBTE.
>> VOCATIONAL TECHNICAL
EDUCATION.
WEALTHY HAVE A STRATEGY THAT
WILL BRING THIS SORT OF
PROGRAMMING TO VAST MAJORITY OF
OUR HIGH SCHOOLS.
AGAIN, I BELIEVE IN THIS

INTERSECTION BETWEEN CAREER
TECHNICAL EDUCATION AND
ACADEMIC.

HIGH SCHOOL IS A NEED TO PROVIDE
THAT FOR OUR STUDENTS TO DO BOTH
THINGS.

>> ALL RIGHT, THANK YOU.

THANK YOU MR. CHAIR.

>> COUNCILOR CANALLABLE.

>> THANK YOU, MR. CHAIR.

THANK YOU GUYS FOR ALL YOUR HARD
WORK.

GREAT TO SEE YOU AGAIN AND I
LOOK FORWARD TO THIS LONG
PROCESS WITH YOU OVER THE LOVELY
SUMMER.

I JUST HAVE SOME BIG QUESTIONS
AND OTHER QUESTIONS I'LL LEAVE
FOR WHEN WE GET INTO ACTUAL
SPECIFIC SUBJECT MATTERS.

BUT I SHARE COUNCILOR MCCARTHY'S
CONCERNS ABOUT TRANSPORTATION
AND FRANKLY HOW WE'RE GOING TO
BLOW THAT BUDGET UP BECAUSE IT'S
JUST FRANKLY TOO MUCH WHEN YOU
THINK ABOUT THE NEEDS THAT OUR
SCHOOLS ARE CONSTANTLY CALLING
US ABOUT.

IT'S NOT SUSTAINABLE AND FRANKLY
EVEN THOUGH WE HAVE THAT \$10
MILLION, REALIZE \$5 MILLION IN
SAVINGS AND THEN HOPEFULLY TO
REALIZE THAT SECOND \$5 MILLION
IN SAVINGS, OUR TRANSPORTATION
BUDGET IS STILL GOING UP AND
WILL PROBABLY CONTINUE TO GO UP.
SO WHAT IS THE REAL STRATEGY OUT
SIDE OF COST AVOIDANCE MEASURES
TO MAKE SURE AT THAT TIME WE DO
SOMETHING DRASTIC TO ACTUALLY
REDUCE IT.

I'LL SAVE THAT FOR THE LONGER
DISCUSSION WHEN IT COMES TO
TRANSPORTATION.

I ALSO CARE ABOUT THAT ASSIGNING
PROCESS, SPECIFICALLY OPEN SEATS
AT SCHOOLS WITH WAITING LISTS.

I OBVIOUSLY ARE IN DISTRICT
FOUR, I CALL IT THE SCHOOL WITH
A TALE OF TWO CITIES ALMOST.
THERE ARE SOME HIGH PERFORMANCE
SCHOOLS AND LOW PERFORMANCE
SCHOOLS OUR STUDENTS ATTEND.
PARENTS WHO GET ASSIGNED TO

SCHOOLS THEY DON'T WANT TO
STLENLD KIDS TO BECAUSE THEY
JUST DON'T HAVE THE REPUTATION
OF EXCELLENCE WHO ARE LOOKING AT
OTHER SCHOOLS EVEN IF IT'S
OUTSIDE THEIR NEIGHBORHOOD THAT
HAVE OPEN SEATS BUT WAITING
LISTS.

SO IT'S A FRUSTRATING
CONVERSATION TO EXPLAIN WHY THEY
CAN'T GET INTO THOSE SCHOOLS.

SO I SHAIR WHAT COUNCILOR
MCCARTHY WAS SAYING AND LOOK
FORWARD TO A CONVERSATION AROUND
THAT.

QUICK QUESTION ABOUT THE ELT.
RIGHT NOW NOT EVERY SCHOOL HAS
EXTENDED LEARNING TIME.

IF A SCHOOL DOES HAVE IT THAT
DOESN'T WANT IT, THEY CAN'T OPT
OUT OF IT.

>> THAT'S CORRECT.

>> SO EVEN IF WE HAVE A SCHOOL
THAT DESPERATELY WANTS IT, THEY
CAN'T GET IT.

>> WELL, THE ELT APPLIES TO ALL
OF OUR K SCHOOLS THAT ARE NOT --
IN OUR LINGO WE HAVE DIFFERENT
CATEGORIES OF AUTONOMOUS SCHOOL,
WHETHER THEY ARE CHARTERS, IT'S.
DOES THAT ANSWER YOUR QUESTION.

>> IT DOES.

I HAVE ONE SCHOOL IN MY DISTRICT
THAT FELL THROUGH THE LOOPHOLE
AND TOOK ADVANTAGE OF THAT LOOP
HOLE TO GET ELT WHILE ACTUALLY
PURSUING AUTONOMY AND I SAID
GOOD FOR THEM BECAUSE FRANKLY
THEY WIN FOR BOTH SIDES.

THEY WIN FROM HAVING SOME OF
THAT AUTONOMY THAT THEY WANT TO,
THAT THEIR TEACHERS WANTED AND
ALSO FROM GETTING ELT.

I KNOW THAT'S AN INTERESTING
STORY AND IT'S GREAT TO SEE THEM
GET IT BUT 59 SOME POINT THERE'S
TREMENDOUS VALUE IN ELT.

WE DON'T NEED ANOTHER STUDY OR
DATA SET TO TELL US THAT KIDS
THAT HAVE ELT AND EARLY
EDUCATION AND CARE AND QUALITY
FOR EDUCATION AND CARE AND SOME
OF THE OTHER THINGS DO WELL AS
JUST A BASE, BASELINE.

SO I WAS JUST CURIOUS ABOUT THAT
ELT OPTION AND KNOWING THAT
THERE ARE SCHOOLS WHO WANT IT
BUT CAN'T NECESSARILY GET IT AND
HOW THAT WOULD WORK.

>> WE DID A REVIEW AND DR. MONTY
PLEASE CORRECT IF I'VE GOT THESE
NUMBERS WRONG ALL BUT OR TWO OF
OUR AUTONOMOUS SCHOOLS ALSO HAVE
AN EXTENDED DAY.

WITH THE IMPLEMENTATION WE WILL
HAVE NEAR COMPLETE COVERAGE OF
EVERY K SCHOOL.

>> OKAY.

IF WE WANT TO REVISIT THIS TO
OPEN IT ALL FOR MORE SCHOOLS
IT'S GOING BACK TO THE
COLLECTIVE BARGAINING TABLE.
WE CAN'T UNILATERALLY DO THIS
OURSELVES.

>> YOU MEAN FOR THE AGREEMENT TO
COVER THE AUTONOMOUS SCHOOLS AS
WELL.

>> TO COVER MORE SCHOOLS THAT
WANT IT.

WHAT ARE DEFINED IN THOSE 50
PLUS SCHOOLS.

>> AUTONOMOUS SCHOOLS CURRENTLY
HAVE A LONG SCHOOL DAY.
THEY HAVE DIFFERENT PAY
AGREEMENTS.

I CAN SEE LOTS OF DIFFERENT
AGREEMENTS BUILT UP OVER TIME.
SO WE ARE GOING TO GET ALMOST
COMPLETE COVERAGE WITH THE
EXCEPTION I THINK OF ONE OR TWO
SCHOOLS MAYBE THAT HAVE A
ELECTED TO NOT BE AN AMMAN
SUBSTITUTION SCHOOL.
SO NEXT YEAR WE WILL BE THERE IS
OUR IMPRESSION.

IF THERE'S A MISUNDERSTANDING
LET ME KNOW I IS THERE A SCHOOL
THAT HAS EXTENDED LEARNING TIME
AND THEN THOSE WHO HAVE THE
AUTONOMY STRUCTURE WHO GETTATE
-- GET IT THROUGH THAT
MODEL.

THAT'S A DIFFERENT QUESTION
BECAUSE I MAY BE AN AUTONOMOUS
SCHOOL AND NOT GET THIS BUT I
GET SOMETHING DIFFERENT THAN
THAT SCHOOL.

>> YES.

THE DIFFERENT KINDS ARE HORACE MANN CHARTERS AND DIFFERENT CHARTERS HAVE MORE AUTONOMY TO CONSTRUCTION THEIR SCHOOL DAY. WHAT CAME IN THE EARLY 90'S ALLOWS FOR BOTH AN EXTENDED DAY AND A MORE PROFESSIONAL DEVELOPMENT TIME ALLOTTED TO US OUT OF VERY SAVE KNOWLEDGE RATE. IT'S ALL ABOUT THE COMPELLIZATION RATE FOR THE NUMBER OF HOURS WE HAVE. SO THE PILOT SCHOOL AGREEMENT BEEN HAS A DIFFERENT STRUCTURE THAT SAYS THE FIRST 0 HOURS -- 0 HOURS IS FREE TO THE DISTRICT AND ANYTHING BEYOND THAT CAN BE PAID BY THE SCHOOL AT A SPECIFIC RATE. INNOVATION SCHOOLS TENDED TO COME IN AT THE SAME RATES WHAT WE DID WITH OUR ORIGINAL CO-HOIRTS OF TURN AROUND SCHOOLS WHICH WAS AN AGREEMENT THROUGH THE JOINT RESOLUTION COMMITTEE HOW WE WENT THROUGH AND A SPECIFIC COMPENSATION RATE. THE FINAL CLASS CAME IN WITH THE SCHEDULE A SCHOOLS WHICH WAS THE NEGOTIATED RATE AND IT'S DIFFERENT FROM THE OTHER TWO. >> SO THIS COULD COST SCHOOLS DIFFERENT LEVELS OF MONEY OUTER OF THEIR BUDGET FOR THESE DIFFERENT. >> NO, THE EXTENDED LEARN TIME PRIMARILY IS PAID FOR CENTRALLY AND NOT PAID FOR BY SCHOOL BUDGET. >> AN AUTONOMOUS, SCHOOL, ONE OF THOSE CLASSIFICATIONS AND NOT IN THE ELT THAT'S PAID FOR IN THE CENTRAL HOW WAS. YOU COULD BE PAYING MORE OUT; OF YOUR INDIVIDUAL SCHOOL BUDGET FOR THE AUTONOMY WHICH INCLUDES EXTENDED DAY. >> THERE'S TWO CASES IN THIS WE WOULD SEE AN AUTONOMOUS SCHOOL PAY OUT OF THEIR BUDGET. THE MAJORITY, IF THEY WENT TO EXTENDED DAY BEYOND EVEN WHAT WE NEGOTIATED WOULD MAKE THE DAY SIGNIFICANTLY LONGER THAN WHAT

WE'RE DOING IN SCHEDULE A.
THE OTHER IS THAT THE BOSTON
UNION SCHOOL HAVE A SEPARATE
WORK AGREEMENT WHERE THEY
COMPENSATE THEIR TEACHERS FOR
THE UNCOMPENSATED TIME THAT WE
SEE AT U PILOT SCHOOLS.
THAT'S PART OF THEIR ORIGINAL
SCHOOL AGREEMENT.
>> TOPIC FOR ANOTHER DISCUSSION
BUT I WOULD LOVE TO KNOW HOW
IT
SORT OF SHOWS UP IN DIFFERENT
SCHOOLS, LEARNING DAY WHETHER
IT'S COMING THROUGH YOUR
AUTONOMY STRUCTURE OR THROUGH
THE ELT CONTRACT, JUST HOW IT
MIGHT SHOW UP.
I THINK THAT WOULD BE
INTERESTING TO KNOW.
I JUST HAD A COUPLE QUICK
QUESTIONS.
ONE IS ON THIS SHEET HERE, THE
STANDOUT, DO YOU GUYS HAVE THIS?
SO THIS KINDERGARTEN IS 1.8
MILLION.
IT'S ZEROED OUT.
CAN YOU EXPLAIN THAT.
>> OVER THE SUMMER WE GOT THE
NEWS THAT THE DATE HAD
DISCONTINUED OUR FUNDING ON THAT
AND WE PICKED UP THE DIFFERENCE
THIS YEAR.
THAT MADE POSSIBLE IN PART OF
THE FACT WE GOT NEW NEWS AND
OTHER STORES OF EXTERNAL FUNDS
NAMELY TITLE ONE.
>> SO THIS 1.8 FROM THE STATE IS
CUT SO THIS HAS BEEN PUT
SOMEWHERE ELSE IN THE BUDGET.
>> YES.
>> WHERE WAS IT PUT?
>> IT WAS MOVED ON TO GENERAL
FUNDED DOLLARS.
THOSE ARE GRANTS AND ALLOCATIONS
THAT ARE DIRECTLY TO
SPECIFICALLY OUR EARLY EDUCATION
CENTERS AND EARLY LEARNING
CENTERS.
SO WHEN YOU LOOK AT THEIR ALL
FUNDS BUDGET FROM YEAR TO YEAR,
YOU'LL SEE A CONSISTENT AMOUNT.
>> AND SO THAT CAN YOU TELL 1.8
WAS PUT -- CUT 1.8 WAS PUT BACK.

>> THIS IS A FINE EXAMPLE OF THIS.
YOU KEEP HEARING MYSELF AND DAVE SWEENEY HITTING ON THE POINT OVER AND OVER AGAIN.
THE STATE FAILED TO COME THROUGH WITH FUNDING THAT WE WERE EXPECTING AND THE CITY ONCE AGAIN IS FILLING THE VOID.
I KNOW WE'RE A LITTLE BIT OF A BROKEN RECORD ON IT AND THERE'S LOTS OF DISCUSSION WE CAN HAVE ABOUT THE BPS BUDGET AND WHATNOT.
BUT THE CITY DOES CONTINUE TO PICK UP THE SLACK WHEN WE MOVE FUNDING FROM THE STATE.
>> THAT'S A REAL CONCERN WHERE BPS AND OTHER DEPARTMENTS SO YOU'RE EXACTLY RIGHT.
JUST A COUPLE MORE QUESTIONS.
ONE IS, THE LEVEL THREE, LEVEL FOUR, LEVEL FIVE.
WHAT IS THAT SORT OF INVESTMENT THAT YOU'RE MAKING.
BIG PICTURE, WHAT DOES THAT LOOK LIKE.
YOU'RE FOCUSING AND TARGETING JUST THOSE SCHOOLS.
>> WE'VE CREATED A RESERVE THAT OUR INSTRUCTIONAL SPEUNLTS ARE PARTNERING WITH OUR BUDGET TEAM.
WE'RE REACHING OUT TO THE SCHOOLS WHO ARE LOSING ENROLLMENT AND ASKING THEM ABOUT THE SUPPORT THEY NEED AND THEN PARTNERING WITH THEM TO MAKE SURE THEY HAVE WHAT THEY NEED.
I'M GOING TO TALK ABOUT THIS A LITTLE BIT MORE IN OUR NEXT HEARING BUT WE HAVE A LOT OF CONCERNS ABOUT THIS ISSUE IN OUR SCHOOL COMMITTEE PROCESS AND BE REALLY LOOK ADD AT IT WITH A LOT OF CARE.
OUR 15 SCHOOLS IN PARTICULAR THAT WE WERE WORRIED ABOUT LOW LEVEL 3, LEVEL 4, LEVEL 5 SCHOOLS THAT HAD BUDGETS DECLINING.
THEY COLLECTIVELY LOST \$4 MILLION AND WHAT WERE THOSE \$4 MILLION PAYING FOR.
ABOUT THREE QUARTERS IT WAS

CLASSROOM CAPACITY.
THERE WAS ABOUT A QUARTER OF
THAT MONEY THAT WAS FOR THE
DISCRETIONARY THINGS THAT WOULD
HAVE SUPPORTED THE SCHOOL
OVERALL.

WE ADJUSTED THE PROPOSAL TO A
THE RESERVES TO MAKE SURE WE
WERE SUPPORTING THEM AS THEY HAD
THOSE SUPPORTS AND EN ENRICHMENTS
THAT THE SCHOOLS SHOULD HAVE T
WE ARE RUNNING A ROLS THAT
INVITES ALL LEVEL THREE, FOUR
AND FIVE SCHOOLS WITH DELINING
ENROLLMENT TO PARTICIPATE AND WE
HAVE ONE OF THOSE PARTS PUNTS IN
THE AUDIENCE IF YOU WANT TO HEAR
MORE.

>> THERE ARE 15 SCHOOLS THAT
IDENTIFIED THIS 1.25 MILLION
DEDICATED TO THEM SPECIFICALLY
LOOKING AT BRIGHTON AND WHAT CAN
BEE DONE THERE.

>> EXACTLY.

>> I LOOK FORWARD TO THAT
CONVERSATION.

LASTLY, ON PAGE 13, WHICH I
THINK THE NUMBERS STOP BUT THE
PAGE AFTER 12.

THIS IS THE LATEST STUDENT
FORMULA.

ACTUALLY BEFORE WE GET TO THAT
PAGE, THE SCHOOL BUDGET BREAK
DOWN THAT YOU HAVE HERE, IT WAS
63%.

THIS 63% IS GOING DIRECTLY TO
SCHOOLS IN ITS ENTIRETY.

>> THE SHADED LIGHT ORANGE WHICH
IS BENEFITS.

THEY WILL NOT SEE THAT APPEAR ON
THEIR BUDGET BUT IT'S PAYING FOR
THE STAFF THERE ARE ON THEIR
BUDGETS.

>> THE 63%, THAT'S 537 MILLION.

>> THE 36% IS THE 531 PLUS THE
112 PLUS THE ELT.

>> SO 537 LESS 112.

PLUS.

IS GOING TO SCHOOLS BUT SCHOOLS
WON'T SEE THAT 112.

>> THE SCHOOLS WILL DIRECTLY SEE
THE 537.

>> THE WEIGHTED STUDENT FORMULA,
ON SLIDE 13 YOU TALK ABOUT, AND

THIS IS MY LAST QUESTION, THANK YOU.

I GOT THE EYE.

SO OBVIOUSLY BPS ALLOCATES 45% OF ITS BUDGETED THROUGH THE STUDENT WEIGHTED FORMALLY LAW. THERE'S AN ADDITIONAL 8% THROUGH OTHER RULE BASED ALLOCATIONS. WHAT IS THAT?

>> WE HAVE A SERIES OF OTHER THINGS THAT GO TO SCHOOLS IN A FORMULA THAT AREN'T TECHNICALLY PART OF, FOR INSTANCE NURSES OR A POSITION WE CALL -- WHO SUPPORT SPECIAL EDUCATION. AND WE HAVE WHAT'S CALLED AN ALLOCATION TRACKER THAT LOOKS LIKE THIS, SITS ON OUR WEBSITE AND TRACKS EVERY SINGLE DOLLAR THAT GOES TO A SCHOOL. AND YOU CAN SEE WHERE IT COMES FROM AND WHY IT GOES THERE. THIS IS WHAT WE'RE TALKING ABOUT WHEN WE SAY HE CAN THEY AND TRANSPARENCY.

I'M HAPPY TO TAKE YOU THROUGH ALL THE THINGS THAT HAPPEN.

>> I IMAGINE AT SOME POINT THERE WILL BE A DEEPER DISCUSSION TO THE WEIGHTED STUDENT FORMULA AT SOME POINT.

>> YES, THAT WILL BE AT OUR NEXT HEARING.

>> THANK YOU.

>> THANK YOU.

I'M JUST GOING TO TAKE YOU THROUGH A COUPLE QUICK THINGS. FIRST AND FOREMOST TRANSPORTATION HAS COME UP A LOT OBVIOUSLY WHICH WE'LL GET INTO IN A SEPARATE HEARING, BUT I WOULD LIKE TO ACKNOWLEDGE THE WORK OF JOHN -- WHO IS NOT HERE. HE'S GOT A VERY DIFFICULT JOB AND I JUST WANT TO ACKNOWLEDGE HIM AS WELL AS ROB AND CAROLYN MCNEIL WHO HAS BEEN RESPONSIVE. I'M NOT LOOKING FOR ANSWERS NECESSARILY RIGHT NOW. WHEN WE CLUNK THE STUDENT ASSIGNMENT PROCESS TO BE MORE CONDUCIVE TO WALK ZONES, WE KNEW THAT THERE MIGHT NOT BE SAVINGS RIGHT AWAY.

BUT AS I'M TRACKING ENROLLMENT
JUST IN MY BRISK, I'M SEEING A
REAL TRANSFORMATION IN
ENROLLMENT NUMBERS.

SCHOOLS THAT WERE FORMALLY 50/50
SCHOOLS ARE NOW 85% IN THOSE
THREE GRADES.

WHEN WILL WE REAP THE REWARDS OF
HAVING SCHOOLS OR FAMILIES
CLOSER TO THE SCHOOLS THEY
ATTEND.

AGAIN WE FROM A TRANSPORTATION
HEARING.

I JUST WANT TO UNDERSTAND
BECAUSE WE SHOULD BE REAPING
SOME REWARDS AND I KNOW
LOGISTICALLY IT'S REALLY
DIFFICULT BUT I DON'T SEE ANY
REDUCTION IN BUSES.

WILL WE EVER SEE THAT, QUESTION
ONE.

WE GOT INTO LITTLE BIT ABOUT
WEIGHTED STUDENT FORMULA AND I
BELIEVE ACCORDING TO YOUR UNTIL
OUT OF 125 SCHOOLS LIKE 70
SOMETHING, 80 SOMETHING ACTUALLY
BUDGETS GO UP.

SO YOU KNOW, A THIRD OR LESS,
BUDGETS GO DOWN, ONE OF THEM
BEING THE WINTHROP IN MY
DISTRICT IF NOT MORE.

I THINK IT WAS LIKE \$83 CUT.
FIRST LET ME PREFACE THIS BY
SAYING I BELIEVE IN WEIGHTED
STUDENT FORMULA AS A WAY TO FUND
BUDGETS.

THE FUNDS FOLLOWING THE KIDS
BASED ON NEED AND CIRCUMSTANCES.
I TEA THAT'S GOOD FOR EQUITY.
AND OTHER ISSUES.

BUT I WANT TO KNOW WHAT THAT
ACTUAL EFFECT OF THAT \$83,000
CUT IS GOING TO BE ON THE
SCHOOLS, ONE LESS TEACHER, ONE
LESS AID WITH WHAT IS THAT CUT.
AND THEN WE TALK A LOT ABOUT
LEVEL ONE THROUGH FIVE.

I HAVE MANY THREE'S AND TWOS
WAKE.

WHAT IS THE DIFFERENCE BETWEEN A
TWO AND THREE.

OUR CAN WE GET OUR THREE'S TO
TWO'S IN A STRATEGIC WAY AND
WHAT IS THAT GOING TO TAKE FOR

US TO GET THERE.
BECAUSE I SAY WHEN WE GET THERE,
ESPECIALLY IN MY DISTRICT.
MY DISTRICT'S KIND OF ISOLATED
IN A LOT OF WAYS, RIGHT.
WE'RE CONNECTED TO THE BOSTON
PROPER AND THE REST OF BOSTON BY
CON ED AND GEOGRAPHICALLY WE'VE
ALWAYS BEEN KIND OF OUT THERE.
SO I REALLY WANT TO KNOW WHEN WE
CAN EXPECT THE STRATEGY THAT
REALLY TARGETS LEVEL THREE'S TO
LEVEL TWO'S.
AND THEN I'M PASS IT ON TO MY
COLLEAGUE COUNCILOR ESSAIBI
GEORGE.
>> NO ANSWER.
>> I'LL ASK HIM WHEN WE HAVE --
>> THANK YOU.
AGAIN, SO I HAVE SOME QUESTIONS
ABOUT SCHOOLS WITH DECLINING
ENROLLMENT.
SCHOOL WITH DECLINING ENROLLMENT
RECEIVE THE SOFT LANDING FUNDS
TO OR NOT TRUE.
>> THERE WAS NO SOFT LANDING
FUNDS FOR DECLINING SCHOOLS THIS
YEAR BUT IT WILL BE THROUGH
THREE FOUR ALLOCATIONS.
>> CAN YOU JUST REMIND ME WHAT
ARE SOFT LANDINGS FOR.
>> YES.
SO SOFT LANDINGS FOR WHEN WE
IMPLEMENTED WSF WE ARE AT BPS,
THERE'S A LOT OF ACRONYMS, WE
INSTITUTED SPECIFIC RULE-BASED
ALLOCATIONS TO SCHOOLS WHO ARE
EXPERIENCING CHANGES IN POLICY.
WHAT THAT MEANS IS IF IN THE
CHANGE TO WEIGHTED STUDENT
FUNDING, A SCHOOL SAW A DECREASE
IN FUNDING.
IT'S A STRAIGHTFORWARD FORMULA
FOR SAYING YOU LOST 120 THOUSAND
YOU'RE DEFENDANTING THIS MUCH
BACK TO INTEGRATE BACK INTO THE
NEW MODEL.
WE DID SPOT LANDING FOR THE
FIRST COUPLE YEARS.
ANY TIME WE MADE ADJUSTMENTS TO
POLICIES WE'VE EVALUATED WHETHER
OR NOT WE WANT TO DO THAT.
STRAIGHT FORMULAIC SOFT LANDING
AS A WAY TO TRANSITION.

THE OTHER WAY THAT WE MIGHT GIVE MONEY TO SCHOOLS THAT ARE EXPERIENCING CUTS IS THROUGH EITHER PROGRAMMATIC SUPPORTS, SUSTAINABILITY ALLOCATIONS FOR COOPERATING EXPENSE AND THEN THE LEVEL OF THREE FOUR SUPPORTS WE'RE TALKING ABOUT THIS YEAR IN TERMS OF SUSTAINABILITY OR PROGRAMMATIC SUPPORT TO A COOL. THAT'S WHY WHEN YOU SET SOFT LANDING, IT'S A VERY SPECIFIC THING FOR ME.

>> WE DO SOFT LANDINGS. IS THERE ANY SCHOOL THAT RECEIVED SOFT LANDING SUPPORT FOR THE SUSTAINABILITY ALLOCATIONS.

>> WE HAVE ONE SOFT LANDING BASED ON TITLE ONE THAT WENT TO ONE SCHOOL IT'S STON FOR SUSTAINABILITY ALLOCATIONS WE DO HAVE A UNTIL OF SCHOOLS THAT RECEIVE SUSTAINABILITY ALLOCATIONS.

I DON'T HAVE THE NUMBER OF SCHOOLS THAT RECEIVED IT. THERE'S EIGHT OR NINE OF THEM. I DON'T KNOW HOW MANY HOW FAR THOSE SCHOOLS HAVE RECEIVED THEM IN MULTIPLE YEARS.

>> I'M MAKING SURE WE ARE DOING SOMETHING ELSE OTHER THAN JUST PUTTING CASH INTO SCHOOLS. OBVIOUSLY THAT'S IMPORTANT FOR WHATEVER THE PENDING SCHOOL YEAR.

BUT ANYTHING THAT'S A REPEAT, THERE'S SOMETHING ELSE GOING ON AT THAT SCHOOL.

>> WE HAVE TEN SCHOOLS WHO DID RECEIVE THE SUSTAINABILITY ALLOCATIONS FOR A AMOUNT TOTALLY \$1.3 MILLION.

>> BUT YOU DON'T KNOW IF ANY OF THOSE ARE REPEATS.

IT SORT OF TYPES INTO MY FOLLOW UP QUESTION, DO WE KNOW WHAT SCHOOLS ARE AT CAPACITY AND WHAT SCHOOLS, WHAT THE PERCENTAGE OF SCHOOLS ARE THAT ARE AT CAPACITY BUT THEN MORE SPECIFICALLY WHAT ARE THE NUMBER OF CLASSROOMS THAT ARE AT CAPACITY.

>> YES, THIS YEAR, THANKS TO NATE AND HIS TEAM, NATE HAS RECENTLY TAKEN OVER RESPONSIBILITY FOR PROJECTIONS OFFICE.

WE HAVE MUCH BETTER DATA NOW THAT TELLS US ABOUT YOUTHIZATION AT THE CLASSROOM LEVEL.

>> WHAT PERCENTAGE OF SCHOOLS AT CAPACITY AND WHAT ARE THE PERCENTAGE OF CLASSROOM AT CAPACITY.

>> WE WILL BE HAPPY TO TAKE A LOOK AT THAT AND GET BACK TO YOU.

>> BECAUSE THEN I WANT TO UNDERSTAND OR I THINK IT WOULD BE HELPFUL FOR US TO UNDERSTAND WHY SCHOOLS AT CAPACITY ARE NOT AT CAPACITY AND WHY THERE ARE SHIFTS IN POPULATIONS.

IS IT A GREAT CONFIGURATION PROBLEM.

IS IT A LOCAL CHARTER SCHOOL. THERE'S BEEN A SIGNIFICANT CHANGE AT THAT SCHOOL LIKE THE PENDING LOSS OF ADVANCED WORK OR A NEIGHBORING SCHOOL HAS ADDED EXCELLENCE FOR ALL OR SOMETHING LIKE THAT.

SO I THINK IT'S REALLY IMPORTANT TO UNDERSTAND THOSE BUT ALSO HAS THE DATA BACK UP WHY KIDS ARE EITHER LEAVING OR NOT, FAMILIES ARE LEAVING ARE NOT SELECTING A PARTICULAR SCHOOL.

BECAUSE I THINK THAT HELPS US MAKE BETTER DECISIONS FOR ALL OF OUR SCHOOL COMMUNITIES GOING FORWARD.

DO WE LOOK AT THAT DATA AT ALL. HAVE WE DONE ANY EXIT SURVEYS OR SOMETHING LIKE THAT?

>> YES.

THERE'S A COUPLE DIFFERENT WAYS WE'RE THINKING ABOUT IT EXACTLY THE WAY THAT YOU'RE MENTIONING IT.

IN LOOKING AT PROGRAM DESIGN FOR SPECIFIC SCHOOLS.

WE DID A DESIGN WORK SEAN WITH THE SCHOOLS IN EAST BOSTON TO TALK ABOUT HOW THEY'RE STRUCTURED AND WHERE WE SEE

CHALLENGES IN A WAY THAT STUDENTS FLOW THROUGHOUT THE SCHOOL.

VERY SIMPLE EXAMPLE WE TALKED A LOT ABOUT, IN A SCHOOL WHERE THEY HAVE A SINGLE STRAND PROGRAM FOR ELL STUDENTS. THE STUDENTS SHOULD BE EXITING THAT PROGRAM AS THEY PROGRESS IN THEIR LANGUAGE DEVELOPMENT. AND SO IF YOU HAVE ONE CLASSROOM IN K2, ONE CLASSROOM IN GRADE ONE, BY GRADES THREE AND THREE, KIDS ARE LEAVING THAT PROGRAM AND MOVING INTO THE GEN ED SETTING.

THERE'S THERE'S EAST BOSTON WHERE THERE'S PREMIUM FOR A SPACE HALF FULL OR THREE QUARTERS FULL.

WE'RE STARTING TO THINK WITH THOSE SCHOOLS HOW WE MIGHT DESIGN OR CONFIGURE EACH OF THE SCHOOLS IN CONCERT AS A NEIGHBORHOOD OR AS PAIRING SCHOOLS TOGETHER TOO GET BETTER YOUTHIZATION.

THEN THERE ARE ALWAYS PLACES WHERE WE SEE EXTERNAL FACTORS LIKE CHARTER SCHOOLS OPENING UP THAT THEN CAUSE A ONE TIME SHIFT IN THE ENROLLMENT PATTERNS OF THOSE SCHOOLS.

A BETTER JOB OF COLLECTING HIS THEY ARE CULL ENROLLMENT PATTERNS -- HIS THEY ARE CULL PATTERNS.

IS IT ONE THING SCHOOLS ARE EXPERIENCING AND WILL STABILIZE OR IS THIS MATT YOU WERE OF A SCHOOL STRUGGLING.

IS THERE DIFFERENT WAYS IN WHICH A SCHOOL CAN BE EITHER SET UP TO COMPETE AGAINST CHARTER SCHOOLS OR SOME OF OUR SCHOOLS IN SOUTH BOSTON WE SEE CHALLENGES WITH THE HOME BASE PLAN AND LEADING TO NOT ENOUGH FAMILIES SELECTING THE SCHOOL OR HAVING THE ABILITY TO SELECT THE SCHOOL.

AND BRIGHTON, THERE WERE A NUMBER OF CHANGES THIS YEAR INCLUDING THE JACKSON MANN. JUST SORT OF THINKING SMARTLY

ABOUT HOW WE CAN EVALUATE SPACE,
CLASSROOM SPACE AND SORT OF A
BIG AREA SYSTEM HERE IN BOSTON
THAT WE'RE GETTING BETTER DATA
ON.

>> SPEAKING OF THAT, AS YOU KNOW
MY KIDS GO TO THE PERRY.

HE HAS A PROBLEM WITH THE WATER
FRONT AS DOES THE BTU SCHOOL
WITH CEMETERIES SURROUNDING IT.
HAVE WE FIXED THAT?

>> WE DID MAKE A CHANGE TO WHAT
WE CALL OUR OPTION SCHOOL POLICY
THIS YEAR AND THE OPTION SCHOOLS
ARE IN THE STUDENT ASSIGNMENT
PLAN.

YOU'RE GUARANTEED A NUMBER OF
TIER ONE SCHOOLS, TIER TWO OR
TIER THREE SCHOOLS AND WHAT WE
CALL OPTION SCHOOLS WHERE WE
THINK WE HAVE AVAILABLE EITHER
CATCHMENT ISSUES OR THROUGH
SPACE WHERE MORE FAMILIES CAN
CHOOSE THOSE SCHOOLS.

BOTH THE BTU SCHOOL AND THE
PERRY SCHOOLS WERE DEMONSTRATED
NAIFTD AS OPTION SCHOOLS THIS
YEAR BECAUSE OF SMALL CATCHMENT
AREAS.

WHAT WE FOUND, THE STUDENT
ASSIGNMENT PLAN IS A FUNCTION OF
YOUR STATUS OF THE SCHOOL,
EITHER OPTION OR TIER AND THEN
THE NUMBER OF SCHOOLS IN THE
AREA.

BASIS THE BLACK THEN AND THE
PERKINS ARE -- BLACKSTONE AND
THE PERKINS -- LEVEL ONE SCHOOL
HIGHLY CHOSEN IS RIGHT IN THE
MIDDLE OF SOUTH BOSTON.

BUT IT'S THE BLACKSTONE THAT
ACTUALLY CAUSES PROBLEMS FOR THE
PERRY BECAUSE FAMILIES THAT LIVE
ON THE WEST SIDE OF SOUTH BOSTON
END UP GETTING THE BLACKSTONE AS
AN OPTION BECAUSE IT'S CLOSER
THAN THE PERRY AS AN OPTION JUST
THE WAY THE ALGORITHM BECAUSE
THERE'S A STRAIGHT LINE.

AND SO AS I MENTIONED IT'S A
PRETTY COMPLICATED SYSTEM.

THERE WERE SOME THINGS WE
THOUGHT WERE GOING TO SOLVE THE
PROBLEMS AT THE PERRY AND WHEN

WE GO TO IMPLEMENTATION WE SEE IT DIDN'T ACTUALLY ADD THAT MANY FAMILIES TO THE LIST TO CHOOSE IT IN K1 OR K2, THE ENTRY LEVEL GRADE.

BECAUSE OF THE NUMBER OF SCHOOLS THAT ARE IN THE CENTRAL PART OF CITY THAT YOU'RE ACTUALLY CLOSER TO IF YOU LIVE ON THE WESTERN SITE OF SOUTH BAY.

>> BLACKSTONE IN THAT SCENARIO IS A SCHOOL THAT HAS A WAIT LIST WITH OPEN SEATS?

I FEEL LIKE THAT'S A HIGHLY CHOSEN SCHOOL.

>> IT'S A BIG SCHOOL AND THERE ARE A LOT OF FAMILIES THAT CAN CHOOSE IT SO I THINK THERE ARE A LOT OF PEOPLE THAT DO CHOOSE IT. BUT IT IS A SCHOOL WHERE YOU HAVE A PRETTY GOOD CHANCE OF GETTING IN AROUND ONE AND TWO IN THE ASSIGNMENT PLAN.

I CAN GET THE EXACT NUMBERS IN TERMS OF WAIT LIST FOR THE SCHOOLS.

>> I'M CURIOUS HOW WE CAN GO ABOUT FIXING THIS WITH SOME INCREMENTAL CHANGES BECAUSE I THINK SOMETIMES THAT'S ALL WE NEED.

NOW, YOU'RE TALKING ABOUT FAMILIES LEAVING THE DISTRICT NOT CHOOSING THE DISTRICT. I'M A HUGE PROMOMENT OF OWC. IT'S GREAT WE'RE ADDING EXCELLENCE.

MY KIDS HAVE BEEN INVITED TO AWC BUT HAVE BEEN WAIT LISTED AND NEVER ACTUALLY SAT IN A 15E9. I'M A HUGE PROPONENT OF IT. AND TO HIGHER THAT THERE ARE STEPS TO HAVE IT DISAPPEAR OVER TIME AND BE REPLACED WITH EXCELLENCE FOR ALL.

I THINK THAT WE CAN EXTEND THAT CONVERSATION TO ADVANCED WORK OR PLACEMENT ON THE HIGH SCHOOLS TO PASS THE EXAM SCHOOLS IN THE THOUSAND OF BOSTON WHICH REQUIRES AN APPLICATION PROCESS. I THINK WE HAVE TO GIVE OPPORTUNITIES TOS FOR DIFFERENTIATED EXPERIENCES FOR

THEIR KIDS.

I NOW COUNCILOR BAKER BROUGHT IT UP IN HIS ROUND OF QUESTIONING AND IT'S A CONCERN OF ME AND A SIGNIFICANT CONCERN TO HEAR THAT WE'RE LOOKING TO REPLACE ADVANCED CLASSROOMS OVERTIME IN EXCELLENCE FOR ALL.

>> I DIDN'T SAY WE WERE GOING TO REPLACE A.W.C.

>> I DOESN'T SOUND LEER CLEAR TO ME BUT MY OPINION IS TOWARDS PHASING IT OUT.

>> I KNOW YOU'RE LOOK FOR EVERY CLASSROOM FOR EVERY KID AND A SUPPORT INCLUSION IN ALL OF OUR CLASSROOMS BUT ADVANCED WORK IS A TRACK, I'LL CALL IT A TRACK, THAT WE NEED TO SUPPORT OVER TIME AS A DISTRICT.

IF YOU WANT TO RE-ARTICULATE CLEARER FOR ME WHERE DO ADVANCED WORKS CLASSROOMS EXIST IN THE CITY OF BOSTON?

>> I THINK IT'S CRITICAL TO UNDER SCORE CURRENTLY WE HAVE A SYSTEM WHERE YOU HAVE 10% OF STUDENTS IN BOSTON PUBLIC SCHOOLS FOURTH THROUGH FIFTH GRADE PRIOR TO EXCELLENCE FOR ALL AND 10% OF STUDENTS THAT WENT TO ADVANCED WORK CLASSROOMS AND 90% THAT WENT TO GENERAL EDUCATION.

THE 10% THAT WENT TO -- IF YOU LOOK AT THE DIFFERENCE IN AT DEMOGRAPHICS IT'S CUT ALONG SOCIOECONOMIC LINES AND OUR GOAL IS TO PROVIDE MORE INCLUSIVE SETTINGS IN ALL OF OUR SCHOOLS WHERE PARENTS WILL WANT THEIR KIDS BECAUSE OF THE CURRICULUM, IT'S RIGOROUS AND THERE'S A LOT OF ENRICHMENT.

NOW I'VE HAD MANY PARENT COME TO ME AND SAY I'M ACTUALLY NOT CHOOSING TO GO TO ADVANCED WORK CLASS.

I WANT TO KEEP MY CHILD IN HIS OR HER CURRENT SCHOOL BECAUSE WE KNOW FOURTH THROUGH SIXTH GRADE WILL BE AS RIGOROUS AS AN ADVANCED WORK CLASS.

THAT'S A CHOICE A PARENT IS

MAKING.

IF PARENT ARE STILL CHOOSING TO MOVE THEIR KIDS TO ADVANCED WORK CLASS AND IF THERE IS THAT DEMAND WE'LL CONTINUE OFFERING ADVANCED WORK CLASS BUT ALL I'M SAYING IS THAT IF WE RAISE THE RIGOR AND PROVIDE LEARNING OPPORTUNITIES FOR STUDENTS ACROSS THE CHILDREN PARENTS WOULDN'T HAVE TO MORE THEIR CHILD TO AN A.W.C. CLASS. ULTIMATELY IT WILL BE DRIVEN BY THE QUALITY OF PROGRAMMING WE CAN PROVIDE AND A PARENT'S CHOICE.

THAT'S WHY I CAN'T ANSWER AT THIS TIME WHETHER THERE'LL BE ADVANCED WORK CLASS IN TEN YEARS.

>> JUST TELL ME AND YOU MENTIONED BEFORE HOW MANY EXCELLENCE FOR ALL CLASSROOMS DO WE HAVE IN THE DISTRICT?

>> WE HAVE 13 EXCELLENCE FOR ALL FOURTH GRADE CLASSROOMS AND WILL HAVE 13 EXCELLENCE FOR ALL FIFTH GRADE CLASSROOMS.

WE HAVE -- HOW MANY WILL WE HAVE IN THE COMING SCHOOL YEAR AND A HEARD CONVERSATIONS ABOUT SOME SCHOOLS NOTIFYING PARENTS THAT A CLASSROOM AFTER A SCHOOL YEAR '17-'18 WILL GO TO EXCELLENCE FOR ALL.

>> WE HAVE PROGRAMS IN CLASSROOMS THIS YEAR AS WE HAD LAST YEAR.

>> I'M ASKING WHAT WE'LL HAVE NEXT YEAR WILL WE HAVE THE YEAR AFTER?

>> WE DON'T HAVE ANY PLANS OF MAKING CHANGES.

>> DO YOU HAVE THE NUMBERS?

>> PERFECT.

ALSO I'VE SAVE REMAINING ANSWERS FOR ROUND THREE.

>> THANK YOU VERY MUCH.

SO AT WHAT POINT WILL WE DISCUSS THE 50 BOSTON SCHOOLS?

I THINK THAT'S SIGNIFICANT FOR OUR BODY TO KNOW.

IS THAT AN ACCURATE NUMBER?

THE NEXT HEARING WE'D BE HAPPY

TO TALK ABOUT NOW SCHOOL.

>> SINCE WE'RE 30,000 FEET TO HAVE 50 OF OUR 124, 125 SCHOOLS LOSING FUNDING I THINK THAT'S SOMETHING THAT ALL OF THE COUNCILORS SHOULD KNOW GOING IN AND ANY PARTICULAR WHO ARE DISTRICT COUNCILORS FOR PEOPLE TO UNDERSTAND THAT THIS BUDGET IS ACTUALLY GOING TO EFFECT A SIGNIFICANT NUMBER OF SCHOOLS POSSIBLY 40% OF SCHOOLS IN THE DISTRICT.

>> I BELIEVE THE NUMBER 50 CAME FROM THE TABLE RELEASED FEBRUARY 1 WITH OUR SCHOOL COMMITTEE. A COUPLE THINGS HAVE CHANGED. THE NORMAL COURSE OF BUSINESS WE'RE RELEASING RESERVES TO SCHOOL WHICH INCREASES THE MONEY IN THEIR BUDGETS.

THE TABLE I BELIEVE YOU WERE LOOKING AT WERE THE WF ONLY AND THERE ARE ALLOCATIONS TO OTHER SCHOOLS ON TOP OF THAT SO WHEN YOU PULL THOSE THINGS TOGETHER IT'S SOMETHING AROUND 90 -- WHEN YOU FULLY LOAD EVERYTHING A SCHOOL WOULD BE GETTING, WSF AND OTHER RULES-BASED ALLOCATIONS AND WHAT APPEARS ON THEIR BUDGET THE FUNDING INCREASES TO 96 OF OUR SCHOOLS.

>> BUT THAT'S NOT ACCURATE BECAUSE WHEN -- E.L.T. IS A NEW PROGRAM.

>> THAT'S CORRECT.

>> SO IF YOU ADD E.L.T. IN IT DOESN'T ALLOW US FROM YEAR TO YEAR TO DETERMINE IF THERE'S AN ACTUAL INCREASE IN THE AWARD YOU USED EARLIER AROUND MAINTENANCE BUDGET, RIGHT?

SO THE ISSUE HERE IS IF YOU HAVE AN ALREADY UNDER FUNDED SCHOOLS THAT DOESN'T HAVE THE SUPPLY IT NEEDS YOU HAVE A STUDENT SPENDING AN ADDITIONAL 40 MINUTES IN CAN YOU BACKTRACK THAT?

I JUST THINK -- AND THIS WILL BE MY LAST BUDGET CYCLE IN THIS WAY, I THINK IT'S IMPORTANT THAT WE USE WHAT WE'VE USED IN THE

PAST I DON'T KNOW WHAT THE CONVERSATION IS WITH THE CHAIR BUT FOR ME IN EDUCATION WE'VE LOOKED AT NUMBERS ESTABLISH SPECIFIC WAY AND I'LL TELL YOU WHAT HAPPENS IS YOU SAY 97% SCHOOLS ARE OK AND WE'LL GET CALLS AND WE NEED TO KNOW THE TRUTH IS IT 49 SCHOOLS ARE GETTING CUT AND THIS MAY -- YOU MAY NOT HAVE THIS DATA BUT I THINK IT'S IMPORTANT THE COUNCIL UNDERSTAND THE NUMBER OF SCHOOLS NET-NET, YEAR OVER YEAR FOR PROGRAMS GETTING CUT BECAUSE IT DISTORTS WHAT SCHOOLS ARE GETTING ADDITIONAL FUNDING.

>> WE'D BE HAPPY TO PROVIDE THE FUNDS WITH AND WITHOUT E.L.T.

>> SO WHAT'S IT SAY?

>> IF YOU LOOK AT THE ALL-FUND BUDGET ON THE SCHOOL LEVEL AND TOTAL NUMBER OF SCHOOLS WITH DECLINING BUDGETS ARE 49

>> THAT INCLUDES THE FORMER MATTAPAN SCHOOL AND SCHOOLS THAT LOOK AT THE TOTAL BUDGET AND SEE IT GO DOWN IN A SIMPLE CASE. YOU WILL GET CALLS FROM FAMILIES AND PARENTS SAYING THINGS ARE GETTING CUT FROM MY SCHOOL EVEN WHEN BUDGETS GO UP BECAUSE PRINCIPALS MAY CHANGE FROM ART TO MUSIC.

ONE PARENT WAS UPSET ABOUT THE LOSS OF A MUSIC TEACHER BECAUSE THEY DECIDED TO HIRE A MUSIC TEACHER.

>> IT SHOULDN'T BE AN OR IT SHOULD BE AN AND OUR YOUNG PEOPLE BELIEVE THAT AND WHY I BELIEVE THE BUDGET IS UNDERFUNDED.

I ALSO WANT TO KNOW WHAT WAS BROUGHT UP EARLY THE OPPORTUNITY IN ACHIEVEMENT GAP TASK FORCE OPPOSED THIS BUDGET AS IT STOOD. I THINK IT'S IMPORTANT FOR US TO DRAW DOWN ON A TOPIC FROM TWO YEARS AGO.

I AM NOT HEARING CONVERSATIONS ON ADULT EDUCATION AND I'M HEARING IT'S BEEN CUT. IT'S NOT TOP LINE AS OTHER

EDUCATION IN THE CITY OF BOSTON
BUT IT'S EXISTED IN 140 YEARS
AND A CRITICAL COMPONENT.
MOST OF THE INDIVIDUALS THAT ARE
PART OF THE PROGRAM HAVE
CHILDREN IN THE SCHOOLS AND MOST
OF THEM ARE INDIVIDUALS WHO NEED
ACCESS TO LANGUAGE -- SORRY,
SECOND LANGUAGE OPPORTUNITIES.
I THINK IT'S REALLY IMPORTANT
THAT ENGLISH LANGUAGE LEARNERS
IN A CITY WE'RE SPEAKING ABOUT
SANCTUARY STATUS AND THINGS OF
THAT SORT THAT WE'RE CONSISTENT
ACROSS THE BOARD RELATIVE TO
THOSE COMPONENTS.

SO CAN I GET AN UNDERSTANDING OF
WHERE WE ARE IN ADULT EDUCATION?

>> OUR EDUCATION DEPARTMENT ALL
FUNDS BUDGET IS INCREASING BY
\$35,000 A ROUGHLY 3% INCREASE.
THERE'S NO PLANS TO DECREASE
ADULT EDUCATION BUDGET.

>> WHAT'S THE BUDGET?

>> THE TOTAL BUDGET IN THE ADULT
EDUCATION BUDGET IS \$1.1
MILLION.

>> PLUS THE \$35,000?

>> THAT'S INCLUSIVE OF THE
\$35,000.

>> OK.

I THINK IT'S ALSO IMPORTANT TO
LOOK AT BRIGHTON HIGH SCHOOL AND
EXCEL.

WHAT PERCENTAGE OF TEACHERS WERE
HIRED AND WHAT IS THE
DEMOGRAPHIC DATA OF THOSE
TEACHERS.

>> WE'LL HAVE THAT INFORMATION
FOR YOU BUT IT'S IMPORTANT TO
KNOW WE'RE AT THE BEGINNING OF
OUR HIRING PROCESS FOR BRIGHTON
HIGH SCHOOL.

>> BECAUSE I'M VERY WORRIED SO
FAR BECAUSE MY UNDERSTANDING IS
FEW TEACHERS OF COLOR HAVE BEEN
REHIRED.

WE CAN DRILL BACK TO THE
DIVERSITY COMPONENT AND WE'LL
HAVE THOSE -- WE'LL LOOK FORWARD
TO HAVING THAT DATA SO WE HAVE
AN UNDERSTANDING AND I WOULD
LOVE FOR YOU TO BREAK THAT OUT.
I ALSO WOULD LIKE TO GET AN

UNDERSTANDING OF WHAT TYPE OF FINANCIAL SUPPORT THAT BOTH THE SCHOOL COMMUNITIES WILL BE RECEIVING TO HELP THEM IN THEIR TURNAROUND STATUS.

WE HAD CONVERSATIONS WE DON'T WANT TO LOSE MORE SCHOOLS TO THE STATE.

IS THERE A FINANCIAL COMPONENT ATTACHED TO BOTH THE SCHOOLS?

>> WE'LL PROVIDE THE DATA ON THE DEMOGRAPHICS OF STAFFING PROCESS AND TEACHERS WHO COME BACK TO BRIGHTON WILL HAVE THAT AND WE'LL HAVE THAT AVAILABLE FOR EXCEL AS WELL.

AS I SAID WE'RE AT THE BEGINNING AND WE'RE OPTIMISTIC WE'LL HAVE A MORE DIVERSE BRIGHTON ALLSTON STAFF.

I ASKED FOR A POOL OF TEACHERS BEING CONSIDERED 60% OF TEACHERS BEING CONSIDERED ARE TEACHERS OF COLOR.

WE'VE BEEN VERY TARGETED IN OUR OUTREACH FOR DIVERSE CANDIDATES FOR THOSE SCHOOLS BUT WE'LL HAVE THAT DATA ONCE STAFFING IS COMPLETED.

IN TERMS OF FINANCIAL SUPPORT --

>> WE HAVE FINANCIAL DATA NOW.

DO YOU WANT TO GO EVER IT NOW OR HOLD IT TO THE NEXT MEET

>> IF YOU CAN GET IT TO US NEXT WEEK TO MY OFFICE BEFORE WOULD BE HELPFUL.

>> SURE THING.

>> THE OTHER THINGS WE WANTED TO BRING TO YOUR ATTENTION IS WE KNOW WE'RE NOT GOING TO SAVE \$10 MILLION IN A YEAR.

IT'S NOT OK TO SAY HEY, WE MEANT TWO YEARS.

WE PASSED THE HOMEWORK AND NOW YOU SAY IT'S NOT WHAT WE WANTED TO SUBMIT.

I JUST THINK IN TERMS OF THE INTEGRITY OF THE BUDGET PROCESS IT'S A LOT OF MONEY.

WE KNEW THE SAVINGS -- I CAN'T SPEAK FOR MY COLLEAGUES BUT MY CHAIR AND VICE CHAIR QUESTIONED THAT COMPONENT AND NOW WE'RE BACK THIS YEAR AND WE'RE ASKING

TO INCREASE THE TRANSPORTATION BUDGET.

I JUST THINK THAT THAT IT IS CRITICAL WE HAVE ACCURATE DATA IN FRONT OF US AND WHEN WE QUESTION THIS AND DRILL DOWN AND NOW WE COME BACK AND WE KNOW THAT YOU DID NOT SAVE \$10 MILLION IN THAT ONE ACCOUNT A YEAR.

THAT'S PROBLEMATIC IN TERMS OF THE INTEGRITY OF THIS PROCESS. I THINK -- I WON'T SIT IN THIS SEAT TO ASK THAT QUESTION NEXT YEAR BUT I THINK IT'S REALLY IMPORTANT THAT WE HAVE ACCURATE DATA RELATIVE TO WHAT'S GOING ON AND BY THE WAY, WE ALSO KNOW YOU GET HURT BY THE NUMBER OF CHARTER SCHOOL SEATS.

SO WHEN THAT NUMBER GOES UP THAT ALSO MEANS THAT YOU'RE TRANSPORTATION BUDGET IS PROBABLY GOING TO GO UP AND WE'RE NOT RECEIVING THE REIMBURSEMENT.

WE NEED TO CALCULATE THAT AND THERE'S NO GAIN THERE. THAT'S HOW IT WORKS.

WE NEED IN TERMS OF OUR BUDGETING PROCESS TO BE ABLE TO HAVE THAT UNDERSTANDING.

I GUESS ONE OTHER --

>> DO YOU MIND IF I RESPOND TO THAT.

>> SURE.

>> I DIDN'T MEAN TO INTERRUPT BUT BUT THERE'S MORE THAN THE INTEGRITY AND HONESTY WE TAKE IT SERIOUSLY.

WE HAD A FRANK CONVERSATION LAST YEAR THAT WE WERE SETTING AN AGGRESSIVE TARGET FOR THE TRANSPORTATION DEPARTMENT.

I'M PROUD WE'RE GOING TO HIT IT THOUGH IT'S GOING TO TAKE US TWO YEARS AND SOMETIMES IT'S CALLED OUR EQUITY LINE OF OUR BUDGET BECAUSE IT'S HOW WE THINK ABOUT WHAT THE SCHOOLS -- OUR STUDENTS HAVE ACCESS TO.

WHEN WE SAT UP HERE AND SAID LAST YEAR IS THAT WE WERE TRYING TO WRING EVERY POSSIBLE SAVINGS

OUT OF TRANSPORTATION BEFORE WE
CHANGE STUDENT ASSIGNMENT
POLICIES.

AND TO BE ABLE TO SAVE \$10
MILLION WITHOUT CHANGING WHAT
SERVICES WE OFFER TO FAMILIES I
THINK IS A REAL ACCOMPLISHMENT.
OF COURSE I WISH WE'D
ACCOMPLISHED IT IN OUR FIRST
YEAR BUT I THINK WE'LL BE ABLE
TO ACCOMPLISH IT AND WE'LL KNOW
BY SEPTEMBER WE'RE ON TRACK TO
HIT IT WITHOUT HAVING TO MAKE
ANY CHANGES TO THE STUDENT
ASSIGNMENT ACCOMPLISHMENTS.

>> BUT WE SAT AND YOU WEREN'T
HEAR AT THE TIME AND NEITHER WAS
THE SUPERINTENDENT.

WE KNEW IN YEAR SEVEN THERE'S
GRANDFATHERING IN THIS PROCESS,
IT WASN'T UNTIL YEAR SEVEN THERE
WOULD BE A 10%, I THINK \$9
MILLION AT THE TIME.

WHAT WE'VE SEEN OVER THAT COURSE
OF TIME IS THE BUDGET GO UP AND
THE QUOTE, UNQUOTE SAVINGS GO
DOWN BELOW OUR 10%.

SO THE REASON WHY THIS IS
SIGNIFICANT IS BECAUSE WE KNEW
YOU WEREN'T GOING TO SAVE IT AND
WE BROUGHT IT UP LAST YEAR AND A
GOAL IS NOT -- HITTING A GOAL
ACTUALLY THAT'S NOT SUCCESSFUL
IF IT TAKES AN ADDITIONAL YEAR.
GOALS ARE IMMEASURABLE AND HAVE
A TIME FRAME ATTACHED TO THEM.
I THINK THAT'S IMPORTANT.
I THINK IT'S HELPFUL FOR US TO
UNDERSTAND.

BY THE WAY, MOST OF THE BUDGET
THAT YOU HAVE TO SPEND ON
TRANSPORTATION YOU DON'T
CONTROL.

YOU WERE STATUTORILY MANDATED TO
MAKE SURE SPECIAL EDUCATION
STUDENTS WERE TAKEN BACK TO
SCHOOL AND MANDATE TO MAKE SURE
CHARTER STUDENTS ARE TAKEN BACK
AND FORTH.

WE JUST WANT ACCURACY HERE.
THERE'S NO BLAME THERE.
ONE OTHER COMPONENT IS THE
BUDGET STILL DOESN'T INCLUDE BUS
PASSES FOR ALL HIGH SCHOOL

STUDENTS WHICH WHEN YOU SPEAK ABOUT MAKING DECISIONS ABOUT WHERE YOUNG PEOPLE GO TO SCHOOL IT IS SIGNIFICANT THAT MANY YOUNG PEOPLE MIGHT EVEN AND FAMILIES MIGHT EVEN BE MAKING THE DECISIONS BASED ON NOT THE PROBLEMATIC OFFERING BUT HOW FAR THE SCHOOL IS AWAY FROM THEM SO THEY CAN GET A BUS PASS AND A REFLECTION OF BUS PASSES FOR ALL HIGH SCHOOL STUDENTS IS NOT IN HERE.

ARE THERE EMPTY EARLY ED SEATS?

>> WHAT DO YOU MEAN?

>> THE REASON I'M BRINGING THIS UP, THE PERRY SCHOOL, RIGHT. SO THIS BECOMES AN ISSUE WHERE IF THERE ARE SEATS AND WHAT I'VE HAD PARENTS SAY TO ME, I'LL TAKE MY CHILD ANYWHERE RELATIVE GETTING THEM INTO AN EARLY EDUCATION SEAT.

SO A PLACE LIKE THE PERRY, ARE THERE SEATS THAT WEREN'T USED COULD MEAN WE'LL SEE A LARGE INCREASE.

>> I WANT TO DIFFERENTIATE BETWEEN TWO TYPES.

THE FIRST OF THOSE WE HOLD AVAILABLE FOR UNIDENTIFIED SPECIAL EDUCATION STUDENTS. THIS IS PREVALENT AT THE 6-0 LEVEL.

WE HAVE A RESPONSIBILITY TO FIND THOSE FOR SPECIAL EDUCATION AND FIND A SEAT AVAILABLE.

IT ALSO EXISTS IN OUR INCLUSION CLASSROOMS WHERE STUDENTS SEE AN EMPTY SEAT AND PARENTS GET FRUSTRATED BUT IT COULD BE FOR MARCH OR APRIL AND WE NEED TO HAVE IT AVAILABLE.

AND YOU HAVE K-1 GENERAL EDUCATION SEATS THROUGHOUT THE DISTRICTS.

WE'VE DONE A BETTER JOB OF FILLING K-1

WE'LL SERVE 100 MORE STUDENTS IN K-1 CHEN -- THEN THE WERE ANTICIPATED AROUND IT SHOWS WE'RE DOING A BETTER JOB OF

PLACING CLASSROOMS WHERE PARENTS

ARE DEMANDING THEM AND FOR PARENTS WILLING TO DRIVE THAT TENDS TO BE SKEWED TO HIGHER INCOME AND A LESS RACIALLY DIVERSE GROUP.

SO WHEN WE THINK OF GIVING STUDENTS ACCESS TO K-1 CLASSROOMS THAT ARE QUOTE, UNQUOTE NOT ON THEIR LIST THERE'S EQUITY IMPLICATION AS IT COME INTO PLAY AND I DON'T THINK THAT SHOULD BE OUR STRATEGY. WE SHOULD THINK BETTER ABOUT THE STUDENTS IN THE NEIGHBORHOOD WHERE'S THEY'RE AVAILABLE WHERE THEY'RE IN THE ACCESSING THOSE SEATS.

>> IN ADDITION TO THE FUNDING YOU'RE PUTTING FORWARD IF THERE'S A CLASSROOM WITH EMPTY SEATS AND THERE ARE CHILDREN NOT IN THE SEATS WE'RE FAILING THOSE FAMILIES BY NOT CONNECTING THEM AND NEED TO BE SMARTER AND NIMBLE IN ALLOWING FOR THERE TO BE A CONNECTION.

I UNDERSTAND AROUND THE CLASS

STRATA THERE BUT THOSE FAMILIES HAVE AN OPPORTUNITY AND THEY WANT TO BE PART OF THE BOSTON PUBLIC SCHOOLS.

COUNCILOR FLAHERTY WITH US TALKING ABOUT PARENTS LEAVING THE DISTRICT AND WE KNOW THERE'S HIGH DEMAND AT K-1 AND YOU'LL PROBABLY KEEP THOSE FAMILIES TO FIFTH GRADE AT LEAST.

WE HAVE TO FIGURE THIS PART OUT BECAUSE IT SHOULDN'T BE CLASSROOMS THAT DON'T HAVE THE REQUISITE NUMBER OF STUDENTS IN THAT AREA.

WE ALSO KNOW THE DATA SHOWS YOU DO BETTER

>> OUR UTILIZATION RATE IS UPWARDS OF 60%.

THERE'S ALWAYS TRANSITIONARY TIMES WHERE WE HAVE TRANSITIONARY SEATS BUT IT'S NOT AN AREA WHERE WE HAVE A LOT OF LARGELY UNUTILIZED CLASSROOMS.

>> YOU HAVE IT FOR LEVEL THREE, FOUR AND FIVE.

WHICH IS I THINK HELPING LEVEL
THREES.

SCHOOLS LIKE THE CURLEY THERE'S
MANY REASONS AND THE BEST WAY IS
FOR THE STATE TO CHANGE THE WAY
THEY CALCULATE.

I THINK BOSTON HAS BECOME
DISABLED BY THE FACT THAT THEY
DO GREAT WORK ON THE CHANGE SIDE
WHICH REPRESENTS 25% AND THE 75%
IS REPRESENTED BY ACHIEVEMENT.
IT SHOULD BE RESTRUCTURED TO IT
SHOULD BE 50/50 BECAUSE YOU'RE
TEACHING PEOPLE SO THEY SHOULD
BE GETTING BETTER AND MANY
SCHOOLS IF WE WERE TO REWORK THE
DATA WE'D SEE IN PARTICULAR FOR
SCHOOLS WITH ENGLISH LANGUAGE
LEARNERS WE'D SEE MORE BOSTON
PUBLIC SCHOOLS ELEVATE IN THAT
SPACE AND THERE'S GREAT WORK
HAPPENING IN MANY OF OUR SCHOOLS
BASED ON THE STATE DATA WE'RE
NOT ABLE TO REALIZE THAT.

I WANT TO KNOW THE McCORMICK
SCHOOL IS LOSING THE \$950,000.
THE LINE IS FOR \$1.25 MILLION TO
THE ONE SCHOOL IS LOSING
\$950,000, RIGHT?

SO HOW ARE THOSE DOLLARS GOING
TO BE SPENT AND BY THE WAY,
THERE'S AMAZING TEACHERS DOING
GREAT WORK WITH STUDENTS WITH
MANY OBSTACLES.

I WANT TO UNDERSTAND HOW THE
FUNDING WILLING GET ALLOCATED
WHEN HAVE YOU A SCHOOL THAT IS
SITTING ON FUNDING THEY'RE NOT
USING.

>> FOR MCCORMACK PARENTS ARE
USING THEM AS THEY IS IN THE
PAST AND THE EXPANSION FOR
CONDON HAS AFFECTED THE NUMBER
OF STUDENTS ENROLLING AT THE
MCCORMACK.

AND COUNCILOR ESSAIBI GEORGE
WHEN YOU TALKED ABOUT SCHOOLS
AND THINKING ABOUT UTILIZATION
WE WANT TO WORK WITH SCHOOLS TO
THINK THE RIGHT SIZE AND WE PUT
FIVE COHORTS OF MIDDLE STUDENTS
TO THEIR SIXTH GRADE ONE YEAR.
FOR SCHEDULES PURPOSE IT'S A BAD
NUMBER TO HAVE BECAUSE IF YOU

HAVE FIVE IN SIXTH GRADE AND FIVE IN SEVENTH GRADE AND FIVE IN FIFTH AND YOU END UP HAVING HALF A TEACHER OR AN INEFFICIENT TEACHER.

WORKING WITH THE MCCORMACK OVER A COUPLE YEARS WE UNDERSTAND WE WANT TO BE AT FOUR, SIX OR EIGHT COHORTS IN THE ENTRY-LEVEL GRADE.

SO PART WAS TO MAKE THE SCHEDULE WORK MORE EFFICIENTLY.

SO THEY MAY BE LOSING CLASSROOMS FAST AND THAT IS DIFFICULT YOU HAVE TO THINK ABOUT LOSE TEACHER OR WHO IS RETURNING BUT IT'S NOT DISCRETIONARY SPENDING IT'S LESS CLASSROOMS WE WERE TRYING TO IDENTIFY WHEN IS IT THEY LOST THE ABILITY TO HAVE AN ASSISTANT PRINCIPAL IN THE CASE OF THE

MCCORMACK SCHOOL OR LOST DOLLARS TO THE QUESTION YOU ASKED EARLIER.

THE MCCORMACK IS PROBABLY OUR BIGGEST DECLINING SCHOOL. THEY HAVE A LARGE EIGHTH GRADE COHORT THAT WILL BE LEAVING AND GOING ONTO NINTH GRADE AND BACKFILLED WITH A SIXTH GRADE COHORT THAT'S MUCH SMALLER. THEY'LL HAVE TO RIGHT-SIZING OF CLASSROOM STAFF.

>> THE ENROLLMENT DOESN'T WORK THE WAY CHARTERS WORK.

YOU HAVE A SITUATION SUCH AS MADISON PARK WHEN THEY WERE MAKING CHANGES THERE WAS AN ARTIFICIAL PAUSE IN TERMS OF THEIR ENROLLMENT.

I SO THINK IT WILL BE IMPORTANT WE FIGURE OUT THE ENROLLMENT I THINK FOR ANOTHER TIME.

LASTLY, MADISON PARK, WE HEARD OF FUNDING AND COUNCILOR BAKER BROUGHT UP THE FACT THAT IT'S HARD TO FIND A PLUMBER RIGHT NOW.

IT'S HARD TO FIND AN ELECTRICIAN.

A PIPE FITTER MAKES \$52 IN THEIR ENVELOPE MEANING THEIR TAKE-HOME.

THERE'S AMAZING OPPORTUNITIES
FOR OUR YOUNG PEOPLE AND
COMPUTING IN 2020.

WHAT'S GOING ON AT MADISON PARK
AND WHAT'S GOING ON RELATIVE TO
FUNDING IN THIS BUDGET?

>> WE CONTINUE TO SUPPORT
MADISON PARK WELL ABOVE
TRADITIONAL W.F. FUNDING.
IF YOU LOOK AT THE TABLES IT CAN
APPEAR THERE'S A \$700,000 CUT
BUT IF YOU COMPARE THE PROPOSED
BUDGET TO LAST YEAR IT'S
\$100,000 AND THAT STUDENT
ENROLLMENT SHIFT.

THEY CONTINUE TO HAVE DECLINING
ENROLLMENT AND WE CONTINUE TO
SUPPLEMENT THEIR BUDGET.

>> THEY'RE RUNNING TWO SCHOOLS
THE ACADEMIC ASPECT AND THE
VOCATIONAL ASPECT AND FRANKLY WE
NEED TO STEP OUR GAME UP IN THIS
SPACE.

WE HAVE A HUGE MARKET IN BOSTON
AND OPPORTUNITIES AND WE'RE NOT
MEETING THE ACTUAL MARKET TO
HOPE OUR YOUNG PEOPLE AS WELL AS
FOR THE BUSINESSES AND TALENT
AND LESS YOUNG PEOPLE WILL BE
GRADUATING FROM THESE VOCATIONAL
SCHOOLS.

WE NEED THAT ALIGNMENT IN OUR
PUBLIC SCHOOL SYSTEM WITH THE
JOB MARKET THAT'S OUT THERE.

>> SO MADISON RECEIVING FUNDING
IN THE SAME WAY ANY HIGH SCHOOL
RECEIVES AND THEY HAVE AN EQUAL
VOCATIONAL WEIGHT FOR \$3400 PER
STUDENT AND OVER AND ABOVE THAT
THEY RECEIVE A SUPPLEMENT AT
\$1.8 MILLION LARGER THAN OTHER
SCHOOLS.

THERE'S SIGNIFICANT INVESTMENTS
OVER WHAT A TRADITIONAL HIGH
SCHOOL WOULD RECEIVE.

I WANT TO TAKE A MOMENT TO
HIGHLIGHT THAT BECAUSE WE OFTEN
TALK ABOUT YEAR TO YEAR CHANGES
WE'RE NOT SEEING THE WHOLE
PICTURE.

>> I MAY SHARE EXPERIENCES WITH
STUDENTS IN PARTNERSHIP WITH OUR
UNION TRADE PARTNERS WHERE
THEY'RE CREATING A FEEDER

PATTERN TO THEIR APPRENTICESHIP PROGRAM FROM MADISON PARK AND IT'S AN INCREDIBLE PARTNERSHIP WITH US AND WE HAVE OUR STUDENTS GAINING EXPERIENCES.

THE WORK IS THE HEAVY LIFT OF KEVIN McCASKILL THE EXECUTIVE DIRECTOR IN CONJUNCTION WITH THE CENTRAL OFFICE.

BUT GREAT WORK IS BEING DONE AT MADISON PARK.

WE'LL BE MOVING TO YEAR TWO OF THE TURN-AROUND PROCESS.

THEY SAID IN ALL THE YEARS AS COMMISSIONER OF MASSACHUSETTS HE'S NEVER SEEN THE SCHOOL MOVE IN THE DIRECTION IT'S MOVING IN NOW.

SO A LOT OF PROPS TO MADISON MARK.

-- PARK.

>> WE NEED TO SUPPORT THEM BECAUSE IT SHOULDN'T HAVE FALLEN TO A LEVEL FOUR SCHOOL AND WE OWE IT TO THE YOUNG PEOPLE AND STAFF THERE TO SUPPORT THEM.

>> COUNCILOR McCARTHY.

>> A GREAT RELATIONSHIP BETWEEN MADISON PARK AND PUBLIC WORKS WITH THE BODY SHOP AND PAINTING AND THAT STUFF.

SO IMPORTANT.

AND THE NEW PRINT SHOP I JUST GOT WIND OF.

I'D LIKE TO PLUG THAT AND GET MORE INFORMATION ON THAT IF YOU DON'T MIND BECAUSE WITH AN ELECTION YEAR I'D LOVE TO HAVE THEM DO MY STUFF IF THAT'S LEGAL.

>> YOU DON'T LOOK GOOD IN ORANGE.

>> ORANGE IS NOT THE NEW McCARTHY.

MY FIRST QUESTION IS ABOUT THE TEACHERS' POOL AND HOW MANY PEOPLE ARE IN THAT AND HOW MUCH WE'RE SPENDING.

>> LAST YEAR IN THE PROPOSED BUDGET WE HAD A \$300 MILLION SAVING S.P.M. IS AN ACRONYM. WE HAD BEEN SPENDING \$11 MILLION ON THE COMPENSATION FOR THOSE TEACHERS.

WE SET A BUDGET THIS YEAR FOR \$8 MILLION AND WE'RE GOING TO COME IN UNDER BUDGET FOR THAT SO WE HAVE MORE THAN HIT IT.

YOU ASKED ABOUT THE NUMBER OF TEACHERS.

I DON'T KNOW AS OF TODAY.

THE WAY IT WORKS IS THE POOL NATURALLY GETS LARGE AND GOES NORTH OF 400 THIS TIME OF YEAR AND THE MAJORITY OF TEACHERS ARE PLACED AND SO I THINK THIS YEAR WE WERE SOMEWHERE IN THE TERRITORY OF 100 -- I'M LOOKING AT DAVID AND HE'S NODDING YES. ABOUT 100 AT THE START OF THE SCHOOL YEAR AND GOES DOWN AS WE PLACE QUALIFIED TEACHERS AND HAVE A PACKAGE THAT TEACHERS CAN ELECT IF THEY WANT TO DISCONTINUE THEIR EMPLOYMENT WITH THE DISTRICT.

>> THE SECOND QUESTION IS B.P.S. ATHLETICS.

PERSONALLY I ALWAYS DID BETTER IN SCHOOL WHEN I WAS IN SEASON WHETHER IT WAS FOOTBALL OR BASEBALL.

I KNOW YOU'RE WORKING DILIGENTLY ON TRYING TO HELP THE ATHLETIC DEPARTMENT.

WHAT YOU HAVE TO BE HONEST, SUPERINTENDENT WAS A TOUGH SHOT. THERE WERE SOME POSITIVE BUT WE ALL REALIZE IT CAN USE WORK. AND THIS IS A LITTLE BIT OFF TRACK, NOT THE 30,000 BUT A DIRECT ISSUE WITH SOME OF ANY CONSTITUENTS I HAVE A BUNCH OF FOR INSTANCES BUT I'LL GIVE YOU ONE.

A YOUNG GENTLEMAN THAT WANTS TO PLAY LACROSSE, CAN'T THOUGH THERE'S NOT A TEAM.

IT DOESN'T MAKE SENSE WE HAVE STUDENTS IN OUR OWN POOL NOT PURSUING A SPORT HE OR SHE WANTS BECAUSE IT'S NOT OFFERED AT THEIR SCHOOL YET IT'S DOWN THE STREET.

THINGS LIKE THAT -- I'D LIKE -- WHEN THE BUDGET -- WHEN WE START ADDRESSING THE ATHLETICS THAT'S A QUESTION I'LL BE ASKING.

I FEEL IF ONE PERSON HAS A
BETTER CAREER BECAUSE WE PUT HIM
OR HER ON THE FIELD, WE SHOULD
BE PUTTING THEM ON THE FIELD
WHETHER IT'S SOCCER, LACROSSE OR
WHATEVER.

I KNOW IN OTHER TOWNS THEY DO
THAT.

THEY HAVE THE REGIONAL SCHOOLS.
ONE SCHOOL HAS LACROSSE.
EVERYBODY FROM SCHOOL A GOES TO
SCHOOL B TO PLAY LACROSSE.
IT'S ASHAME IF WE HAVE ONE
PERSON SUFFERING WE NEED TO
ADDRESS THAT.

THE SECOND PROBLEM I HAVE WITH
THE ATHLETIC PROBLEM THE PLAY
BALL PROGRAM, I HEARD IT'S
GIVING MONEY TO MIDDLE SCHOOLS
PARTICULARLY THE ROOSEVELT AND
MILDRED AVE AND I HEARD THEY
DROPPED THE BALL ON THIS, NO PUN
INTENDED AND THERE'S A CONTRACT
THAT'S NOT BEEN SIGNED.

IF YOU CAN LOOK INTO THAT AND
HOW FAST WE CAN GET THAT DONE
BECAUSE I KNOW THE MIDDLE
SCHOOLS IN DISTRICT FIVE RELY ON
THAT FOR EQUIPMENT AND COACHING.
I THINK SOMEWHERE ALONG THE LINE
THERE'S A MISCOMMUNICATION.

THANKS.

>> TO PICK UP ON THE LACROSSE
THING A LITTLE BIT, SO WHAT
NEEDS TO HAPPEN THERE I THINK
THE O'BRYANT AND LATIN ECONOMY
COULD OWN A COOPERATIVE BECAUSE
THEY HAVE THEIR OWN TEAM IS WHAT
I WAS TOLD.

I HAVE TO AGREE WITH TIM IF
THERE'S A KID THAT WANTS TO PLAY
LACROSSE, LATIN'S OUR ONLY
LACROSSE TEAM WE HAVE.

I THINK IF THAT GENTLEMAN IS
ALLOWED TO PLAY LACROSSE I THINK
WE WOULD GENERATE MORE PLAYERS.
IT WASN'T AVAILABLE TO ME WHEN I
WAS A KID.

I HEAR IT'S A GREAT SPORT.
DR. CHANG, CAN YOU TALK ABOUT
THE PRINCIPLES AND IS IT AN
ACTUAL DOCUMENT WE CAN LOOK AT
OR WHAT'S BEHIND THE UNIVERSAL
DESIGN OF LEARNING.

WHERE'S IT COME FROM?
>> IT'S AN APPROACH TO
CURRICULUM DESIGN.
IT'S ABOUT DESIGNING THE
LEARNING EXPERIENCE SO STUDENTS
WITH DIFFERENT STRENGTHS AND
ASSETS CAN PARTICIPATE.
LET ME GIVE YOU AN EXAMPLE.
SAY YOU'RE IN A TRADITIONAL
CLASSROOM THE TEACHER MAY ASK
STUDENTS TO READ A PARTICULAR
BOOK AND COME BACK AND ANSWER A
SET OF QUESTIONS AND WRITE AN
ESSAY IS A TRADITIONAL WAY OF
TEACHING A NOVEL.
WITH THE UNIVERSAL DESIGN
LEARNING YOU CAN COMMUNICATE
YOUR UNDERSTANDING OF THE THINGS
IN OTHER WAYS.
MAYBE IT'S THROUGH SOME SORT OF
ROLE PLAY, MAYBE IT'S DONE
THROUGH SOME SORT OF
PERFORMANCE.
THE LEARNING EXPERIENCE INSTEAD
OF IT BEING ANSWERING QUESTIONS
SO STUDENTS CAN PARTICIPATE
ORALLY AS WELL.
THERE WAS A PRINCIPLE WHERE I
HAD A STUDENT WITH CEREBRAL
PALSIA AND THE STUDENT COULDN'T
VOCALIZE HIS COMMENTS BUT COULD
PREPARE WITH THE QUESTIONS THE
NIGHT BEFORE AND PREPPED HIS
ANSWERS AND WAS ABLE TO SAY THAT
THROUGH HIS ASSISTED TECHNOLOGY.
YOU'RE DESIGNING A LEARNING
EXPERIENCE THAT ALLOWS MULTIPLE
STUDENTS TO ENTER INTO THE
LEARNING PROCESS.
WE CAN GET YOU MORE INFORMATION
BUT THAT'S THE BASIS.
>> THAT'S THE WAY BPS WILL BE
ON.
WHAT I'M LOOKING AT IS WHAT ARE
THE DESIGNS OF LEARNING?
WHAT CAN WE EXPECT FROM THE NEXT
TEN YEARS BECAUSE NOT TO BRING
IT BACK TO ADVANCED WORK, WE
TALKED ABOUT 10% OF WHOEVER'S IN
THERE AND IT'S NOT REFLECTIVE OF
THE STUDENT POPULATION.
I GOT A LITTLE OFF TRACK BUT
WHERE DO WE LOOK INTO THIS TO
SEE WHERE OUR SCHOOLS WILL BE

GOING IN THE FUTURE?

>> WE'RE IN THE PROCESS OF CREATING AN INSTRUCTIONAL POSITION PAPER FOR HOW LEARNING SHOULD TAKE PLACE IN OUR SCHOOLS.

THAT SHOULD BE COMPLETED BY AUGUST.

WE WILL PROVIDE THAT FOR YOU BUT WE CAN ALSO GET YOU INFORMATION FOR UNIVERSAL DESIGN LEARNING. IT'S NOT JUST WORK WE'RE DOING IN BPS BUT WORK HAPPENING NATIONALLY AS WELL.

AS WE GET BETTER AS A SOCIETY GET MORE INCLUSIVE IN OUR LEARNING SPACES.

>> AND IS THAT DESIGN WE'RE ALSO TALKING ABOUT THE ENVIRONMENTS WE'RE IN AND THE BUILDINGS WE'RE IN WHICH IS PART OF THAT WHOLE CAPITAL PLAN?

DOES THAT FIT IN WITH THIS HERE?

>> IT'S ABOUT THE CAPITAL AND THE CULTURES WE CREATE IN OUR SCHOOLS AND BEING MORE SAFE IN SCHOOLS AND CLASSROOMS FOR ALL STUDENTS.

>> OK.

YOU TALKED ABOUT 10% OF THE POPULATION.

I'VE SEEN ONE STUDENT TAKE UP RESOURCES FROM FIVE DIFFERENT CLASSES IN THE SCHOOL MY CHILDREN GO TO AND TO NOW SAY WELL IT'S ALMOST SAYING THAT 10% THEY'RE GOING TO BE ABLE TO LEARN ANYWAYS SO LET'S TURN OUR BACK ON THEM.

I'M VERY CONCERNED ABOUT IT BECAUSE THE ADVANCE WORK MY EXPERIENCE WITH ADVANCED WORK HAS BEEN FABULOUS.

MY KIDS ARE BOTH IN ADVANCED WORK AND ONE WEEK THEY DID MORE HOMEWORK THAN I DID IN MY WHOLE CAREER AND I DON'T KNOW IF THAT'S WHAT IT'S ABOUT AND HOWEVER WE'RE LOOKING TO DO IT PHASING IT OUT OR EXCELLENCE FOR ALL ALMOST SAYS TO ME WE'RE LOOKING AT CLOSING -- LIKE SOME KIDS WILL NOT BE ABLE TO KEEP UP THE PACE IN ADVANCE WORK OR

EXCELLENCE FOR ALL.
SIT EXCELLENCE FOR ALL OR IS THE
CURRICULUM GOING TO BE
EXCELLENCE FOR ALL?

IT'S NOT CLEAR.

>> WE HAVE A PLAN FOR THE NEXT
THREE YEARS RIGHT NOW.
THE NEXT TWO YEARS WHICH IS
FOCUSSED ON THE SCHOOLS WHERE WE
HAVE MORE INCLUSIVE SETTINGS AND
WE DON'T HAVE A PLAN BEYOND THAT
AT THIS POINT BUT AS THE
SUPERINTENDENT MY GOAL I HOPE WE
CAN RAISE THE BAR FOR EVEN MORE
STUDENTS ACROSS THE BOARD.

I DON'T WANT TO COMMUNICATE AT
ALL IT'S ADVANCED WORK CLASS
THAT'S NOT THE INTENTION.
WE HAVE 18E.W.C. PROGRAMS AND 11
OF THE A.W.C. PROGRAMS ARE
OFFERED ONLY GRADES FOUR THROUGH
FIVE AND FIVE OF THOSE A.W.C.
PROGRAMS ONLY OFFER SIXTH GRADE.
WE'RE ALSO EXPERIENCING A
DECREASE IN OUR ADVANCED CLASS
ENROLLMENT OVERALL.

IT'S A TREND WE'VE SEEN IN
RECENT YEARS BUT DON'T WANT TO
GENERALIZE WHY THAT IS AT THIS
POINT.

>> CAN I SEE DATA ON THAT NOT
HERE BUT OFFLINE -- WHERE THE
DECLINES ARE.

AND IN THE SCHOOLS MY CHILDREN
ARE IN AND WITH THE ADVANCED
WORK THERE'S PEOPLE WOULD WOULD
PROBABLY PAY FOR IT AND THE
POSSIBILITY OF THAT NOT BEING,
COUNCILOR McCARTHY TALKED ABOUT
PEOPLE LEAVING.

THE 10% IS THERE BECAUSE OF
ADVANCED WORK.

NOW WE HOSE THAT.

I THINK THE 10% ADDS VALUE TO
BPS.

>> WE'LL PROVIDE THAT DATA FOR
YOU.

>> THANK YOU, MR. CHAIR.

>> COUNCILOR ESSAIBI GEORGE.

>> I HAVE A FOLLOW-UP AND WHERE
YOU DON'T USE THE SEAT IN A.W.C.
ONE OF MY CHILDREN WAS CALLED
OFF THE A.W.C. AND WE DECIDED TO
KEEP ALL THE KIDS IN ONE SCHOOL

OPPOSE TO SPLIT THEM UP.
OUR DESIRE FOR ALL THE KIDS WAS
TO GO TO A.W.C. AND WE WERE
HAPPY AT THE SCHOOL WE WERE AT
BUT WE NEED TO UNDERSTAND THAT
DATA.
WHY FAMILIES CHOOSE TO TAKE THE
SEAT OR DON'T CHOOSE TO TAKE THE
SEAT OR LEAVE THE DISTRICT.
THAT'S THE MOST TELLING
INFORMATION TO HAVE THAT DATA
AND CONDUCT THOROUGH EXIT
INTERVIEWS WITH FAMILIES.
AND SPEAKING OF FAMILIES WHO
LEAVE, WE HEARD THERE'S 876 KIDS
LEAVING BPS FOR THE CHARTER
SCHOOLS AND COSTS US \$16,300 PER
KID THAT FOLLOWS THEM OUT THE
DOOR.
HAVE WE CRUNCHED THE NUMBER OF
THE VALUE OF THAT KID BECAUSE
WITH THE FORMULA WE KNOW WHAT
EACH KID'S FINANCIAL VALUE OF
THE DOLLAR IS.
WHAT'S THE ACTUAL IF THAT KID
WERE TO REMAIN IN BPS WOULD THEY
BE \$16,300 KID OR --
>> WE PROTECT SCHOOLS FROM SOME
OF THE COST SWINGS THAT HAPPEN
WITH ENROLLMENT.
W.S.F. IS NOT TO BE LOADED 100%
OF BPS COSTS.
WE EXCLUDE TRANSPORTATION,
FACILITIES THE COST OF A
PRINCIPAL AND SCHOOL SECRETARY.
OUR BASE FUNDING IS \$4,100.
WE HAVE A SERIES OF WEIGHTS
BASED ON NEED AND IT CAN GET
QUITE HIGHER.
SO IT DEPENDS ON THE NEEDS OF
OUR STUDENTS WHAT DOLLARS FOLLOW
THEM WITH W.S.F. AND WE
INTENTIONALLY PROTECT SCHOOLS
KNOWING NOT ALL THE COSTS ARE
VARIABLE.
>> I KNOW IT'S A COMPLICATED
NUMBER BUT I'M VERY CURIOUS WHAT
THAT KID WOULD USE UP ACTUALLY
IN ONE OF OUR SCHOOLS BECAUSE
THE MAJORITY OF THOSE KIDS ARE
NOT \$16,000 KIDS.
I CAN USE MY TRIPLETS AS AN
EXAMPLE THEY EACH TAKE THREE
KIDS, THREE SEATS IN THE SAME

CLASSROOM, THEY ABSORB -- THEY EACH HAVE A DIFFERENT VALUE. THEY'RE NOT ALL \$16,000 KIDS BUT THAT'S WHAT WE'RE LOSING TO THE CHARTER SCHOOLS AS PART OF THE PROCESS.

I'M TRYING TO UNDERSTAND WHAT THE REAL VALUE OF THAT KID IS LEAVING OUR SYSTEM.

>> WE'VE DONE SOME LOOKING AT THE PATTERNS.

PART HAS IT DO WITH THE WEIGHTED STUDENT FUNDING MODEL AND HAS TO DO WITH DATA ON STUDENTS IN OUR SYSTEM WE WOULDN'T HAVE ABOUT CHARTER STUDENTS.

>> BUT THEY'RE LEAVING US.

>> WE KNOW WHAT THEY LEFT, SPECIAL EDUCATION STATUS WHEN THEY LEFT OR IF THEY'VE RETURNED TO US WITH THEIR SPECIAL EDUCATION STATUSES ARE AND WE LOOKED AT THE COSTS AND WHO EXITS AND WHO RETURNS.

THERE WAS A MEETING LAST SPRING WITH PRELIMINARY DATA.

WE HAVE SOME STUDENTS WHO LEAVE PAROCHIAL SCHOOLS TO CHARTER SCHOOLS AND GO FROM PRIVATELY FUNDED EDUCATION TO NOW THINGS THAT COME OUT OF OUR CHAPTER 70 FUNDING.

THEN WE'D HAVE TO LOOK -- WE DON'T HAVE AS SOPHISTICATED OF A WAY OF LOOKING AT THE TOTAL COST INCLUDING TRANSPORTATION COST.

IF I ATTEND SCHOOL WHERE I'M NOT ELIGIBLE FOR TRANSPORTATION AND SWITCH TO A CHARTER SCHOOL EVEN IF MY FUNDING IS AT THE \$15,000 I'M NOW MORE EXPENSIVE.

I WILL SAY THE CHARTER SCHOOL FUNDING MODEL AND THE LACK OF DIFFERENTIATING AROUND STUDENT NEED IS ONE OF THE BIGGEST AREAS IN WHICH IT IS BROKEN AND WHERE THE CITY IS AT A SIGNIFICANT DISADVANTAGE.

IF OUR LOWER-NEED AND LOWER-COST TO SERVE STUDENTS ARE GOING TO CHARTER SCHOOLS IT DRIVES UP OUR AVERAGE STUDENT COST AND THEY DON'T HAVE THE INCREASED MARGINAL COST FOR SERVING THE

STUDENT.

>> THAT'S A PERFECT WAY TO PUT IT.

THE LOWER COST TO SERVE.

THAT'S IMPORTANT.

WE TALKED ABOUT THAT YESTERDAY WITH CHIEF SWEENEY AND I ARTICULATED AND COUNCILORS ARTICULATED YESTERDAY OUR DESIRE TO PLAY A MORE ACTIVE ROLE FOR ADVOCACY IN THE STATE HOUSE AND I HOPE YOU'RE PLAYING AN ACTIVE ROLE IN LOBBYING AT THE STATE HOUSE TO CHANGE AND IMPROVE THE FUNDING MODEL.

I PROMISE THAT WAS MY LAST QUESTION.

OTHER THINGS I'LL ASK ABOUT AND THERE'S A LIMITED LIST BUT THERE'S QUESTIONS AROUND SCHOOL SAFETY.

WE HAVE A NATIONAL AWARENESS ABOUT SCHOOL SAFETY ISSUES IN ALL OF OUR SCHOOLS AND THAT'S SOMETHING WE NEED TO TALK ABOUT MORE ACTIVELY AND SOMETHING THAT IS NO FUN TO TALK ABOUT.

WE WILL HAVE CONVERSATIONS AROUND MORE BILINGUAL PROGRAMS AND I WANT TO GET TO THE POINT WHERE WE TALK ABOUT SCHOOL START TIMES AND THE PROBLEMS I HAVE WITH THE 9:30 START AND HIGH SCHOOL AND THE GRADE RECONFIGURATION.

THAT'S A SAMPLING OF WHAT I DIDN'T GET TO TODAY.

THANK YOU, CHAIR.

AND THANK YOU FOR YOUR TIME TODAY.

>> JUST ONE INFORMATION REQUEST. COULD YOU GET THE BREAKDOWN OF ENROLLMENT BY GRADE?

I'M CURIOUS.

MANY YEARS I'VE SEEN SOME OF WHAT OF A DROP OFFS.

>> WE SEE AN INCREASE AGAIN AT NINTH.

>> OK.

WE HAVE REVOLVING FUNDS.

I DON'T KNOW WHO'S STAYING FOR THAT.

WE'LL TAKE A TEN MINUTE BREAK AND COME BACK RIGHT AT 2:00.

OK.
THIS PORTION OF THE HEARING IS
ADJOURNED.

>> I'D LIKE TO REMIND FOLKS THIS
IS A PUBLIC HEARING BROADCAST
AND RECORDED ON RCN CHANNEL 82
AND COMCAST CHANNEL 8.
I'D ASK FOLKS IN THE CHAMBER TO
SILENCE THEIR ELECTRONIC
DEVICES.

AT THE CONCLUSION OF THE
QUESTION AND ANSWER PERIOD FROM
THE COUNCIL WE'LL TAKE PUBLIC
TESTIMONY.

THE SIGN-IN SHEETS ARE TO THE
LEFT THE DOOR AND ASK YOU STATE
YOUR NAME, AFFILIATION AND
RESIDENCE.

WE'RE HEAR TO DISCUSS THE BOSTON
PUBLIC SCHOOLS RESOLVING FUNDS
DOCKET 0550 AND 0 551 AND 0552
AND 055 9.

I'D LIKE TO INTRODUCE THE VICE
CHAIR OF EDUCATION, COUNCILOR
ANNISSA ESSAIBI GEORGE AND LET
ME READ THE DOCKETS INTO THE
RECORD.

DOCKET 0500 MESSAGE IN ORDER A
LIMIT FOR THE BOSTON PUBLIC
SCHOOLS RESOLVING FUND FOR
FISCAL YEAR 2018 TO SUPPORT THE
MAINTENANCE AND REPAIR OF BPS
FACILITIES INCLUDING CUSTODIAL
AND UTILITY COSTS FOR FINISHING
LANDSCAPING AND BUILDING
REPAIRS.

RECEIPTS FROM LEASE PERMIT FOR
USE AND PARKING FEES FOR BOSTON
PUBLIC SCHOOL FACILITIES WILL BE
DEPOSITED IN THE FUND AND BPS
WILL BE THE ONLY UNIT TO TAKE
FROM THE FUND AND EXPENDITURES
NOT TO EXCEED \$276,000.

DOCKET 0551.

MESSAGE IN ORDER AUTHORIZING A
LIMIT FOR THE BOSTON PUBLIC
SCHOOLS RESOLVING FUND FOR
FISCAL YEAR 2018 TO REPAIR AND
PURCHASE BOSTON PUBLIC SCHOOLS
COMPUTER TECHNOLOGY, COMPUTERS,
DEVICES AND INSTRUCTIONAL
SOFTWARE AND RECEIPTS FROM
EQUIPMENT SALES AND REPAIR FEES

FROM BPS TECHNOLOGY.
RECEIPTS AND RESULTING
EXPENDITURES SHALL NOT EXCEED
\$1.5 MILLION AND DOCKET 0552 A
MESSAGE AND ORDER FOR THE
RESOLVING FUND FOR YEAR FISCAL
2018 FOR TRANSPORTATION COSTS
BUS AND PUBLIC TRANSPORTATION
COST.

THE RESOLVING FUND WILL BE
CREDITED FOR REVENUE RECEIVED
FOR THE PROVISION OF
TRANSPORTATION TO GROUPS AND
ENTITIES FOR FIELD TRIPS AND
ACTIVITIES OTHER THAN
TRANSPORTATION TO AND FROM
SCHOOL.

RECEIPTS AND RESULTING
EXPENDITURES FROM THIS FUND
SHALL NOT EXCEED \$125,000.
AND DOCKET 0559.

MESSAGE IN ORDER AUTHORIZING A
LIMIT FOR THE BOSTON PUBLIC
SCHOOLS FOR 2018 FOR FACILITIES
INCLUDING CUSTODIAL AND BUILDING
COSTS FOR REFINISHING LAND
SCAPING AND BUILDING REPAIRS,
REPAIRS FROM LEASE PERMIT FOR
USE AND PARKING FEES FOR BPS
FACILITIES WILL BE DEPOSITED IN
THE FUND.

BPS WILL BE THE ONLY UNIT
AUTHORIZED TO EXPEND FROM THE
FUND AND SUCH EXPENDITURES SHALL
NOT EXCEED \$2.6 MILLION.

I WANT TO EXPLAIN THAT LAST
DOCKET IS AN AMENDED DOCKET
REFERRING TO THE MAINTENANCE AND
REPAIR BPS FACILITIES FUND FROM
\$1.8 MILLION TO \$2.6 MILLION.
AT THIS POINT LET ME TURN IT ORE
TO BPS.

THANKS, NATE.

>> THANK YOU, CHAIRMAN.

WE HAVE FOUR REVOLVING FUNDS TO
PROVIDE THE FLEXIBILITY TO
COLLECT REVENUE FROM NON-CITY
SOURCES AND SPEND THE REVENUE
COLLECTED FOR SPECIFIC PURPOSE
DESIGNATED IN THE RESOLVING FUND
ACCOUNTS.

WE HAVE THREE REQUESTS FOR FY18.
WE HAVE ELIMINATED THE USE OF
ONE OF OUR RESOLVING FUNDS

BECAUSE IT'S NOT AN ACTIVE ACCOUNT WE'RE USING SO WE DO CONTINUOUSLY REVIEW THE FUNDS AND WITH THE FACILITIES RESOLVING FUND IT ALLOWS US TO COLLECT REVENUE WHEN A THIRD PARTY RENTS A SPACE AT NIGHT OR FOR A LONG-TERM LEASE WE CAN COLLECT REVENUE FROM THAT. WE USE THE REVENUE IN THAT ACCOUNT TO PAY FOR MAINTENANCE AND REPAIRS FOR OUR BUILDING SO IT'S A DIRECT BENEFIT TO OUR FACILITIES.

THE TECHNOLOGY ACCOUNT IS USED PRIMARILY FOR COLLECTION OF FEES IN THE EVENT AN EMPLOYEE LAPTOP OR PHONE GETS DAMAGED THIS IS A WAY TO COLLECT THAT.

ANOTHER LARGE SOURCE OF FUNDS FOR THIS IS AT THE END OF OUR THREE YEARS WE HAVE OUR LAPTOP FOR LEARNING PROGRAM WHICH PROVIDES LAP TOPS AND THERE ARE APPLE PRODUCTS AFTER THREE YEARS WE SOLD THE FLEET OF LAPTOP AND USE THAT MONEY TO START THE NEXT REFRESH OF THE LAPTOPS.

THAT'S THE LARGEST PORTION IN THE EXISTING FUNDING UNDER TECHNOLOGY AND THE FINAL ONE IS FOR TRANSPORTATION FOR FIELD TRIP AND ATHLETICS WHEN A SCHOOL FUND RAISES OR HAVE FUNDING IN THEIR NONPROFIT TO PAY FOR THAT AND THAT'S THE MECHANISM AND IT'S A SMALLER FUND \$100,000 IS THE LIMIT BECAUSE WE DON'T DO THAT HIGH OF A VOLUME OF THOSE TRANSACTIONS BUT WE WANT IT TO MAKE IT AVAILABLE TO ALL SCHOOLS AND THE LAST ONE IN WORKING WITH CITY PARTNERS AND UNDERSTANDING THE USE OF REVOLVING FUNDS IT ALLOWS THE FLEX ABILITY -- FLEXIBILITY AND WE NEED TO PUT A LIMIT TO COLLECT SO THE BODY UNDERSTANDS THE REVOLVING ACCOUNTS SET AT A SPECIFIC AMOUNT.

IN THE CASE OF THE FACILITIES FOR VARIOUS REASONS WE ROLLED FORWARD MONEY TO FY17 AND STARTED TO COLLECT ADDITIONAL

REVENUE TO EXCEED OUR SET LIMIT
AND REQUESTING WE INCREASE THE
LIMIT TO CONTINUE COLLECTING THE
REVENUE UNTIL WE HAVE OUR
PLANNED EXPENDITURES IN PLACE.

>> GREAT.

LET ME INTRODUCE MY FRIEND FROM
DISTRICT 6, MATT O'MALLEY AND
FROM DISTRICT 3, FRANK BAKER.
I'LL TURN IT OVER TO COUNCILOR
ESSAIBI GEORGE.

>> THANK YOU.

I'LL BE VERY QUICK.

ON THE FACILITIES FUND AND
INCREASING IT TO \$2.6 MILLION,
HOW MUCH ARE WE ROLLING OVER?
HAVE WE MAXIMIZED THE \$1.8
MILLION?

IS THAT WHY WE'RE LOOKING TO
DOUBLE IT?

>> WE HAVE.

PART OF THE REASON WHEN WE LOOK
AT THE END OF THE YEAR IT'S THE
END OF THE PROGRAM WE HAVE THE
OPPORTUNITY TO -- WE WANT TO
MAKE SURE WE'RE FULLY EXPENDING
OUR GENERAL FUND DOLLARS.

WE MADE THE DECISION TO NOT
EXPEND SOME OF THE REVOLVING
FUND DOLLARS FOR SOME OF THE
SUMMER MAINTENANCE LIKE THE
FLOOR SCREENING FOR THE
BASKETBALL COURT AND WE ROLL
FORWARD THE MAXIMUM AMOUNT.

>> I GOT YOU.

IS THERE A MAXIMUM INDIVIDUAL
EXPENDITURES OUT OF THE
FACILITIES FUND, FOR EXAMPLE, OR
COULD ONE PROJECT USE THE WHOLE
FUND POTENTIALLY?

IS THIS MORE FOR SMALLER
REPAIRS?

>> THIS TENDS TO BE FOR SMALLER
MAINTENANCE PROJECT.

THE LIMIT IS NOT IN HOW MUCH WE
COULD SPEND IN A SINGLE PROJECT
BUT IN THE PURPOSE OF WHAT WE'RE
USING IT FOR.

AND WHEN WE GET INTO LARGE
SCREEN EXPENDITURES.

>> HOW WILL THE ADMINISTRATORS
IN THE SCHOOLS AWARE OF THE
ABILITY TO ACCESS SOME OF THE
FUNDING.

>> AND THIS WOULD MAKE REQUESTS FOR OTHER BASIC MAINTENANCE AND REPAIRS FOR OUR FACILITIES DEPARTMENT SO THE FACILITIES DEPARTMENT IS TASKED WITH PRIORITIZING PROJECTS. AND WE'LL TRY TO USE THE MONEY IN ADDITION PART OF THE COLLECTION IS FEES FOR PARKING. AND THE MCKINLEY SCHOOL BY FENWAY PARK WE HAVE AN AGREEMENT TO SHARE THE REVENUE AND WE PROVIDE THEM WITH A GENERAL FUND SUPPLEMENT TO HELP SERVE THEIR STUDENTS TO USE THAT MONEY AT THEIR DISCRETION SO IT DOESN'T SHOW AS PART OF THE REVOLVING FUND.

>> ONE OF THE THINGS WE'LL HEAR SOME QUESTIONS FROM ME AND FROM OTHERS IN THE BUDGET PROCESS IN THE YUM -- UPCOMING CYCLE AND THE REST ROOMS AND SOME SMALLER DOLLAR FIXES. THIS WOULD MAYBE BE A GREAT FUND TO ACCESS SOME OF THAT. THAT'S IT FOR ME. THANK YOU VERY MUCH.

>> THANK YOU.

>> COUNCILOR O'MALLEY.

>> COUNCILOR CHAIR.

THIS IS A LESS CONTROVERSIAL FUND THE REVOLVING FUND. THEY'RE DIFFERENT FROM THE BUDGET IN THAT THEY'RE POCKETS OF MONEY CONTINUALLY REPLENISHED BY A SIMILAR MECHANISM BE IT A SCHOOL RENTS OUT A GYMNASIUM TO A CHURCH FOR EXAMPLE. I KNOW THAT HAPPENS WITH MORE RECENCY AND A PARKING LOT AND THE MONEY REMAINS IN THAT SCHOOL.

SO IF JANE DOE SCHOOL IN WEST ROXBURY RENTS OUT THEIR AUDITORIUM FOR AN ADULT LEAGUE DURING NON-SCHOOL HOURS THE MONEY STAYS WITH THE JANE DOE SCHOOL?

>> IT'S NOT ONE FOR ONE WE USE THE FUNDS FOR THE DESIGNATED PURPOSE.

IN THE CASE OF THE FACILITIES ONE WE COLLECT FEES FOR THE

USAGE OF OUR SCHOOLS WITH THE IDEA IT WILL INCREASE THE WEAR AND TEAR ON THE BUILDING AND THEN WE WILL REINVEST IN SCHOOLS.

IT'S NOT NECESSARILY THE EXACT SAME SCHOOLS BUT LOOKING TO USE IT TO IMPROVE THE SORT OF REPAIRS OVERALL.

>> ARE WE BEING COMPETITIVE IN OUR PRICING?

McKINLEY IS AN EXAMPLE.

DO WE CONTRACT WITH AN INDEPENDENT OPERATOR TO RUN THE PARKING LOT FOR THE SPOTS?

>> I CAN FIND OUT TWO THINGS. ONE, IF WE EVER DO AN EXTERNAL OUTSOURCE I DON'T SEE THE EXPENDITURES IN THE ACCOUNT TO PAY THAT VENDOR BUT I'LL FIND OUT MORE.

IN TERMS OF COMPETITIVE PRICING FOR OUR FACILITIES I KNOW IT'S SOMETHING WE TALKED TO THE FACILITIES TEAM ABOUT AND HOW DO WE EVALUATE SORT OF OUR STRUCTURE FOR OUR BASIC PERMIT FOR ONE A NIGHT.

WE HAVE NOT ADJUSTED THE COSTS RECENTLY SO I DON'T KNOW HOW WE WOULD GAUGE THAT COMPETITIVE NATURE OF THE RENTING THE IRVING SCHOOL ON SUNDAY MORNING FOR EXAMPLE.

I DON'T KNOW HOW WE SORT OF STACK UP.

>> I'M CONFLICTED ON THIS. I DON'T WANT TO PUNISH OR DAMAGE SOME OF THE PARTNERSHIPS THAT HAVE ENDURED FOR MANY MANY YEARS.

ON THE OTHER HAND, I UNDERSTAND BPS BEEN GOOD NEIGHBORS WHEREAS THERE'S A SNOWSTORM IN THE NORTH DAKOTA AND I'D LIKE TO EX

>> NEIGHBORHOOD AND I'D LIKE TO BETTER THE RELATIONSHIP WITH OUR SCHOOLS.

PARK IS A RARITY PARTICULARLY WITH OUR BUSINESS DISTRICTS AND I'M THINKING OF THE MORE CONGESTED NEIGHBORHOOD COULD BENEFIT TAKING ADVANTAGE OF AN AMENITY THAT WOULD ALSO GENERATE

REVENUE FOR A SCHOOL.
I DO THINK THERE'S AN
OPPORTUNITY THERE FOR EXPLORING
AND MY COLLEAGUES AND I MAY TAKE
THAT UP AT SOME TIME.
THANK YOU, MR. CHAIRMAN.
>> COUNCILOR BAKER.
>> WELL, I THINK THAT CONCLUDES
THE RESOLVING FUNDS.
I WANT TO THANK YOU FOR YOUR
LENGTHY TESTIMONY TODAY.
WE'LL SEE MORE OF YOU IN THE
COMING WEEKS.
>> I LOOK FORWARD TO IT.
>> AND THIS HEARING STANDS
ADJOURNED.