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; 05/01/17 12:19 AM
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;;;Boston City Council 170501, morning

>> GOOD MORNING EVERYONE.
I'M MARK CIOMMO.
TODAY IS MONDAY MAY 1.
WE'RE HERE WITH BOSTON PUBLIC
SCHOOL DEPARTMENT AND
SUPERINTENDENT CHANG AND HIS
TEAM REGARDING EXTENDED LEARNING
TIME FOR VPS.
IT PERTAINS TO DOCKETS 0536
THROUGH 0538.
ORDERS FOR THE FISCAL YEAR 18
OPERATING BUDGET INCLUDING
DEPARTMENTAL APPROPRIATIONS FOR
THE SCHOOL DEPARTMENT AND
APPROPRIATIONS OTHER
POST-EMPLOYMENT BENEFITS.
AND DOCKETS 0539 THROUGH 0543,
CAPITAL BUDGET APPROPRIATIONS
INCLUDING LEASE AND PURCHASE
AGREEMENTS.
I'M JOINED IN ORDER OF THEIR
ARRIVAL BY DISTRICT 5 CITY
COUNCILOR TIM McCARTHY AND
COUNCILOR ANNISSA ESSAIBI
GEORGE, DISTRICT 4 COUNCILOR
ANDREA CAMPBELL AND AYANNA
PRESSLEY AND DISTRICT COUNCILOR
JOSH ZAKIM.
THE HEARING IS BEING RECORDED.
I'D ASK ALL IN THE CHAMBER TO
SILENCE THEIR ELECTRONIC
DEVICES.
AT THE CONCLUSION OF THE
PRESENTATION BY BPS AND QUESTION
AND ANSWER PERIOD FROM MY
COLLEAGUES WE'LL HAVE PUBLIC
TESTIMONY.
THERE ARE SIGN-IN SHEETS TO MY
LEFT BY THE DOOR.
WE ASK THAT YOU SIGN IN, STATE
YOUR NAME, RESIDENCE AND ANY
AFFILIATION YOU MAY HAVE.
WITH THAT I'D LIKE TO TURN IT
OVER TO DR. CHANG AND HIS TEAM.
THANKS FOR BEING HERE TODAY.
>> GOOD MORNING.
THANK YOU MR. CHAIRMAN AND

COUNCILORS.

LAST WEEK I MADE OPENING COMMENTS I WANT TO REITERATE AGAIN THIS MORNING.

I'M EXCITED TO SAY THIS IS BPS'S LARGEST BUDGET BY FAR IN ITS HISTORY AND PROVIDES THE MOST MONEY TO OUR SCHOOLS WHEN WE LOOK AT DIRECT SCHOOL EXPENSES AND SCHOOL SERVICES BUDGETED CENTRALLY IT IS NEARLY \$1 BILLION WHICH IS AN INCREASE OF OVER \$30 MILLION FROM PREVIOUS YEARS.

WITH THESE DOLLARS WE'LL BE ABLE TO EXTEND OUR LEARNING TIME FOR OUR YOUNG PEOPLE AND PROVIDE MORE TIME FOR PROFESSIONAL DEVELOPMENT FOR TEACHERS.

THIS INVESTMENT IN E.L.T. WHICH IS \$14 MILLION THIS YEAR WILL GIVE 15,000 STUDENTS FROM KINDERGARTEN TO EIGHTH GRADE 20 ADDITIONAL HOURS EQUIVALENT TO 20 ADDITIONAL DAYS AND WE'LL HAVE IMPLEMENTED EXTENDED LEARNING TIME TO 57 SCHOOLS SERVING OVER 23,000 STUDENTS IN JUST A SHORT THREE YEARS.

THIS BUDGET ALSO THE RIGHT INVESTMENT FOR OUR KIDS. OUR GRADUATION RATE HAS CLIMBED TO 72.4%.

FOR THE FIRST TIME WE NOW HAVE 46 SCHOOLS DESIGNATED LEVEL ONE AND TWO.

IT'S ABOUT A SUSTAINABLE FINANCIAL PLAN THAT ALIGNS WITH OUR CORE VALUES AND ENSURING EVERY STUDENT WILL HAVE THE OPPORTUNITY TO SEE.

TODAY WE'LL TALK ABOUT THE THREE TOPICS, EXTENDED LEARNING TIME WHICH WE WILL START WITH.

WE'LL ALSO TALK ABOUT SCHOOL BUDGETS AND THEN MOVE ON TO HUMAN CAPITAL AND THE OFFICE OF EQUITY THIS AFTERNOON.

THIS MORNING THIS MORNING WE'LL GET KICKED OFF WITH A PRESENTATION AROUND LATER ON THIS MORNING WE'LL BE TALKING ABOUT SCHOOL BUDGETS AND WE'RE JOINED BY OUR INSTRUCTIONAL

SUPERINTENDENTS THERE ARE EIGHT
OF THEM IN THE AUDIENCE TODAY AS
WELL.

LOOKING FORWARD TO TODAY'S
CONVERSATION.

THANK YOU VERY MUCH.

I'LL TURN IT OVER.

>> THANK YOU, SUPERINTENDENT.

>> THANK YOU, DR. CHANG.

THANK YOU CHAIRMAN AND COUNCILOR
MEMBERS.

IT'S A PLEASURE TO BE HERE THIS
MORNING.

>> I'M SORRY, LET ME INTRODUCE
THE CHAIRMAN OF EDUCATION HAS
ARRIVED COUNCILOR TITO JACKSON.
THANK YOU.

>> THANK YOU.

GOOD MORNING.

MY NAME ISSAN MANFRIDE IN
EXPANDED LEARNING TIME AND UNDER
DR. CHANG'S LEADERSHIP WE PULLED
TOGETHER OUR PROGRAMMING THAT
EXISTS BEYOND THE ACADEMIC DAY
AND I HAVE A TEAM OF SIX
INDIVIDUALS WHO WORK WITH
PROGRAM ATTIC DELIVERY TO OUR
SCHOOLS K THROUGH 12 AND I'M
READING IT OFF MY LAPTOP WE HAVE
FIVE DIVISIONS.

THE SUMMER AND VACATION
ACADEMIES WHICH WE RECONFIGURED
THIS YEAR AND 21st CENTURY AND
MATH EXPANDED LEARNING TIME
WHICH ARE STATE AND FEDERAL
GRANT FUNDS THAT COME DOWN TO
THE DISTRICT TO PROVIDE OUT OF
SCHOOL TIME FUNDS TO OUR MIDDLE
SCHOOLS, SCHEDULE A, E.L.T.
WHICH ALL OF YOU ARE FAMILIAR
WITH I THINK.

WE'RE IN OUR THIRD YEAR OF
COHORT IMPLEMENTATION.

THIS WILL BE A FULL 59 SCHOOLS
BY BEGINNING IN SEPTEMBER WE'LL
HAVE IMPLEMENTED EXPANDING
LEARNING TIME.

WE HAVE AN ONLINE AND BLENDED
LEARNING DELIVERY SYSTEM WITHIN
OUR PROGRAMS.

WE SERVE SENIORS WHO ARE TRYING
TO GRADUATE THROUGH A TWILIGHT
PROGRAM AND THEN WE ALSO HAVE
ONLINE AND BLENDED LEARNING THAT

GOES ON IN THE HIGH SCHOOL AND MIDDLE SCHOOLS.
WE ARE ALSO FORTUNATE TO HAVE A RESEARCH GRANT IN PARTNERSHIP WITH THE AMERICAN INSTITUTE IN RESEARCH AND WE'LL HAVE DISCUSSION ABOUT THAT A LITTLE LATER WHICH IS LOOKING AT THE IMPACT OF EXPANDED LEARNING TIME ON STUDENT PERFORMANCE.
SO I'M GOING TO TURN IT OVER TO ARIANNA WILSON OUR PROGRAM MANAGER FOR SUMMER AND VACATION ACADEMIES AND SHE'LL GO THROUGH THE BUDGET FOR THAT.
THANK YOU.
>> THANKS, JAN.
MY NAME IS ARIANNA WILSON.
I OVERSEE OUR SUMMER LEARNING AND VACATION ACADEMIES.
THANK YOU FOR BEING HERE.
THANK YOU FOR ALLOWING US TO BE HERE.
SO OUR PROGRAMMING IS BROKEN UP AS YOU CAN SEE INTO TWO SECTIONS.
OUR VACATION ACADEMIES WHICH WE CALL ACCELERATION ACADEMIES ARE OFFERED TO LOWER-PERFORMING SCHOOLS DURING FEBRUARY AND APRIL VACATION.
OVER THE PAST FEW YEARS WE'VE HAD AN APPLICATION PROCESS AS WE HAVE SO MANY SCHOOLS THAT ARE IN NEED AND HAVE DESIRING THOSE ACADEMIES WE OFFER FOUR-DAY ACADEMIES TO THIS YEAR 26 SCHOOLS DURING FEBRUARY THAT ARE SIX-HOUR DAYS WITH BOTH ACADEMICS AND ENRICHMENT.
THIS APRIL WE WERE FORTUNATE ENOUGH TO HAVE SUPPORT FROM OUR TURNAROUND OFFICE WHO ALSO OFFERED THIS PROGRAMMING TO SIX LEVEL 4 SCHOOLS IN THE DISTRICT.
NEXT YEAR WE DO HAVE A LITTLE BIT LESS FUNDING THAT'S ALLOCATED ALTHOUGH WE HOPE THE TURNAROUND OFFICE WILL BE ABLE TO SUPPORT THOSE SITES AS WELL.
AS THIS YEAR WE WERE ABLE TO FUND 26, NEXT YEAR WE'RE PROJECTED TO FUND ABOUT 20 SITES.

FOR OUR SUMMER LEARNING PROGRAMMING THIS YEAR WE ISSUED A REQUEST FOR SUBMISSION TO BOTH SCHOOLS AND COMMUNITY-BASED ORGANIZATIONS ACROSS THE CITY. THE IDEA AROUND DOING THIS WAS BASED ON OUR RESEARCH WE'VE BEEN APART OF COMMISSIONED BY THE WALLACE FOUNDATION.

BPS PART -- PARTICIPATED IN A PROGRAM THAT FOUND THERE'S A SIGNIFICANT DIFFERENCE FOR THOSE IN THE PROGRAMMING AND WE PUT OUT REQUEST FOR SUBMISSION TO ORGANIZATIONS AND SCHOOLS TO PROPOSE PROGRAMMING THAT FIT THE STUDENT POPULATIONS AS WELL AS FOLLOW THIS RESEARCH-BASED MODEL.

THE OFFICE OF TURNAROUND AND E.L.L. AS WELL AS THE HIGH SCHOOL FUNDING IS ALSO ALLOCATED TO THAT AS WELL AS EARLY CHILDHOOD.

AND OUR PARTNER INTERMEDIARY IN THE CITY SUPPORTS THE EFFORT BY FUND-RAISING AND THE COMMUNITY-BASED ORGANIZATIONS WHO HAVE PROPOSED PROGRAMMING ALSO CONTRIBUTE TO THE COST SHARING.

SO ON THE SLIDE IT OUR PROJECTED FUNDING BECAUSE THIS MONEY WE FORWARD FUNDED SUMMER WITH OUR TITLE 1 AND TITLE 3 SO WE CAN PLAN OVER THE YEAR AND HAVE THE MONEY SO IT'S IT'S NOT JUST RECEIVED JULY 1.

THE FISCAL YEAR '18 IS PROJECTED FOR SUMMER 2018.

>> THANK YOU, ARRIANA.

>> THANK YOU.

ON TO THE 21st CENTURY AND MATH EXTENDED LEARNING TIME GRANTS AND I ASK OUR PROGRAM MANAGER TO SPEAK ON THIS.

>> GOOD MORNING.

THANK YOU FOR HAVING US.

I'M HEAR TO TALK ABOUT TWO GRANTS WE HAVE BEEN AWARDED FOR SEVERAL YEARS BOTH COMING PERFECT THE STATE, MASSACHUSETTS EXPANDED LEARNING TIME AND 21st CENTURY COMMUNITY LEARNING

CENTER.

THE COMMUNITY LEARNING CENTER
GRANTS WE HAVE BOTH E.L.T.
SITES.

CURRENTLY THERE ARE THREE AND
SIX O.S.T. OUT OF SCHOOL TIME
SITES.

GIVEN THAT THINGS REMAIN KWON
CONSTANT BUDGETS ONE WILL HAVE
BEEN GIVEN A LISTING WITH THE
SITES THERE'LL BE SOME MOVEMENT
WITH O.S.T. SITES.

SOME SITES CHOOSING NOT TO
CONTINUE AND WE'LL BE APPLYING
FOR MORE SITES AS WELL AND I'LL
BE HAPPY TO ANSWER QUESTIONS ON
THAT.

AND FOR THE MASSACHUSETTS
EXPANDED LEARNING TIME GRANT
WE'RE PROJECTING THAT EVERYTHING
WILL STAY CONSTANT.

>> OK.

>> THANK YOU, STEPHANIE.

>> WE ARE AS YOU ARE WELL AWARE
IMPLEMENTING OUR SCHEDULE A THE
CONTRACTUAL AGREEMENT BETWEEN
THE BPU AND BOSTON PUBLIC
SCHOOLS.

EXPANDING LEARNING TIME SIN ITS
THIRD SO ALL OF OUR 59 SCHOOLS
WILL BE IMPLEMENTING IN
SEPTEMBER.

I'LL ASK CHANDRA WHO HAS LED THE
WORK SINCE THE INCEPTION THREE
YEARS AGO TO GIVE YOU BACKGROUND
AND THEN TALK ABOUT THE
IMPLEMENTATION THIS YEAR.

>> GOOD MORNING.

THANK YOU FOR HAVING ME TODAY.
I'M CHANDRA GOLDFINGER THE .Y
A.E.L.T.

FEDERAL A.E.L.T. IS A
PARTNERSHIP TO PROVIDE
ADDITIONAL LEARNING TIME FOR OUR
STUDENTS.

IT WILL ADD 40 MINUTES TO THE
SCHOOL DAY AS WELL AS AN
ADDITION 75 MINUTES PER WEEK OF
TEACHER PLANNING TIME.

40 OF THOSE MINUTES IS
TEACHER-LED COLLABORATIVE TIME
AND 45 IS FOR INDIVIDUAL
PLANNING TIME AND THIS CAME
ABOUT AS A RESULT OF A

NEGOTIATION WITH THE TEACHERS UNION TO FIGURE OUT HOW WE CAN PROVIDE EQUITY ENTIRETY FOR OUR STUDENTS TO RECEIVE MORE HIGH-QUALITY INSTRUCTION AND ENRICHMENT.

THE STUDENTS IN BOSTON AT TRADITIONAL SCHOOLS RECEIVE MUCH LESS INSTRUCTIONAL TIME THAN THE NATIONAL AVERAGE SO THIS IS A WAY TO PROVIDE MORE HIGH QUALITY INSTRUCTION AND WITHIN THE DISTRICT WE HAD AUTONOMOUS SCHOOLS THAT HAD A LONGER DAY AND WE HAD TO BRING TRADITIONAL SCHOOLS INTO PARITY WITH THOSE AUTONOMOUS SCHOOLS.

WE HAD 16 SCHOOLS THAT BEGAN FOR SCHOOL YEAR '15, '16 AND HAD TWO ADDITIONAL SCHOOLS START IN SCHOOL YEAR '16-'17 AND WE'VE GONE THROUGH AN E.L.T. DESIGN PROCESS THAT TAKES INTO ACCOUNT THE STRATEGIC SCHOOL DESIGN MODEL.

SO WE STARTED BACK IN OCTOBER TO IDENTIFY URGENT NEEDS WITH OUR SCHOOLS.

WE USED A USE OF QUALITATIVE AND QUANTITATIVE DATA TO PICK PRIORITY AREAS FOR NEXT YEAR TO SEE WHAT DO THE INDIVIDUAL STUDENTS AND TEACHERS NEED AND CONSTRUCT IF WE IMPROVE THE NEEDS HOW WILL SCHOOLS IMPROVE FOR STUDENTS.

WE THEN CHOSE BUILDING BLOCKS THAT ARE ELEMENTS TO ADD TO THEIR SCHEDULE OR ADDRESS THE NEEDS AND THEY BEGAN TO THINK ABOUT RESOURCES THEY'D NEED IN ORDER TO IMPLEMENT THE BUILDING BLOCKS.

WE THEN CREATED ROUGH DRAFT SCHEDULES FOR THE EXPANDED DAY THAT MEET THE CONTRACTUAL REQUIREMENT AND EFFICIENT MEANING THEY USE AN APPROPRIATE NUMBER OF NEW STAFF TO IMPLEMENT THIS LONGER DAY AND COVER THE ADDITIONAL PLANNING TIME AND THEN WE MADE SURE THE ROUGH DRAFT SCHEDULES WERE READY IN TIME FOR COLLABORATIVE TO STAFF

THE SCHOOL FOR THE FOLLOWING YEAR.

RIGHT NOW WE ARE FINISHING UP PLANNING WITH THESE 39 SCHOOLS AND THEY'RE WORKING ON AN IMPLEMENTATION PLAN FOR HOW THEY'LL IMPLEMENT STARTING IN THE FALL.

THEIR FINAL PLAN THEY SUBMIT TO US WILL INCLUDE THE BUILDING BLOCKS, A DESCRIPTION OF SUCCESS SO IF WE ARE SUCCESSFUL IN DOING EVERYTHING WE NAMED WHAT WILL THAT LOOK LIKE, FEEL LIKE, SOUND LIKE FOR OUR STUDENTS AND TEACHERS.

A WORK PLAN THAT OUTLINES ALL OF THE DISCREET TASKS THE SCHOOL NEEDS TO ACCOMPLISH AND HOPE THEY'LL CONTINUE USE THE WORK PLAN THROUGHOUT THE YEAR AND HOW THEY'LL MEASURE PROGRESS TOWARDS THEIR OWN GOALS.

WE DIDN'T PUT GOALS ON TO THE SCHOOLS.

THEY WERE SELF-DETERMINED AND WE'RE HELPING THEM CREATE A PLAN TO MONITOR THEMSELVES TO SEE IF THEY'RE SUCCESSFUL IN MEETING THEIR GOALS.

NEXT YEAR ONCE WE HAVE ALL OF OUR 57 SCHOOLS ON-BOARDED WE PLAN TO CONTINUE THE COACHING AND SUPPORT FOR THESE SCHOOLS. WE'LL HAVE A ROLE WE CALL SCHOOL DESIGN COACH WITH THE E.L.T. OFFICE AND THEY'LL BE ASSIGNED TO EACH TEACHING AND LEARNING TIME AND PROVIDE LIGHT-TOUCH SUPPORT TO ALL SCHEDULE A SCHOOLS IN THEIR L.T.T. AND WE HOPE -- T.L.T. AND HOPE THEY'LL WORK INTENSIVELY WITH TWO TO THREE SCHOOLS AND GET PERSONALED COACHING THROUGH THE PROCESS AND WE PLAN TO FOCUS ON THE FIRST COHORT OF SCHOOLS IMPLEMENTED BECAUSE THE AGREEMENT WAS SIGNED IN JANUARY 2015 AND IMPLEMENTING IN SEPTEMBER 2015 SO THE FIRST GROUP OF SCHOOLS HAD A SHORT PLANNING PERIOD AND WE WANT TO GO BACK AND GIVE THEM THE ATTENTION THEY DESERVE AND COACH

THEM THROUGH THE STRATEGIC DESIGN PROCESS.
SO IN OUR BUDGET THIS YEAR WE'VE PROVIDED DIRECT SUPPORT IN TERMS OF PROFESSIONAL DEVELOPMENT, COACHING, SUB COVERAGE FOR BRINGING TEACHERS OUT OF THE CLASSROOM TO THE PLANNING SESSIONS.

WE WANT THIS TO BE A COLLABORATIVE APPROACH FOR SCHOOLS.

WE HAVE TEACHERS AS WELL AS THE PRINCIPAL AND EVERY PLANNING TEAM.

EACH SCHOOL RECEIVED A PLANNING GRANT IN THEIR PLANNING YEAR THOUGH THEY WON'T RECEIVE THOSE NEXT YEAR AND THEN WE HAVE ALSO ALLOCATED MONEY FOR PERSON HE WILL GOING THROUGH THE COACHING. NEXT YEAR YOU CAN SEE BECAUSE WE'RE ADDING AN ADDITIONAL 39 SCHOOLS WE HAVE A SIGNIFICANT AMOUNT OF SALARY INCREASES. IT'S CONTRACTUAL AND PROVIDING DISTRICT SUPPORT AND COACHING TO SCHOOLS.

>> A POINT OF CLARIFICATION. YOU SAID ADDITIONAL 39 SCHOOLS AND IT'S SCHOOLS --

>> WE CURRENTLY HAVE 18 SCHOOLS ALREADY IMPLEMENTED SCHEDULE A AND WE WILL ADD 39 FOR A TOTAL OF 57.

>> I'M SORRY.

THANK YOU.

GO AHEAD, SORRY.

>> I'M ALL DONE.

>> I WOULD ADD TO THAT THE SIX PROFESSIONAL DEVELOPMENT DAYS WE HELD THIS YEAR FOLLOWING THAT PROCESS WAS VERY HELPFUL FOR THE SCHOOLS.

THEY WERE ABLE TO BE THOUGHTFUL. EACH TEAM CAME TO THE TABLE WITH TEACHERS AND ADMINISTRATORS AND IDENTIFIED COLLECTIVELY THE AREAS THEY WANTED TO FOCUS AND THEN WE WERE ABLE TO HELP THEM MOVE THROUGH THE PROCESS ALIGNING BOTH PERSONNEL RESOURCES AND SUPPLIES AND MATERIALS RESOURCES TO REACH

THAT GOAL.

AND ON THE SECOND HALF OF THOSE DAYS WE HAVE HELPED THEM AND OUR LAST DAY WILL BE IN JUNE LOOK AT HOW TO PROVIDE CONTINUED PROFESSIONAL DEVELOPMENT NEXT YEAR BASED ON THOSE IDENTIFIED TOPICS AND ALSO HOW TO PROGRESS MONITOR THEIR PROGRESS FOR THEIR GOALS FOR NEXT YEAR.

WE WANT TO GO BACK AND DO THAT FOR OUR COHORT ONE SCHOOLS BECAUSE IT WASN'T IN EXISTENCE AT THE TIME AND WE HOPE TO BRING THEM THROUGH THE SAME PROCESS.

>> OK.

ONLINE AND BLENDED LEARNING IS A COMPONENT OF OUR OFFICE.

THIS IS OUR TENTH YEAR USING A CREDIT RECOVERY SYSTEM IN THE DISTRICT FOR PRIMARILY OUR UPPER SCHOOLS STUDENTS IN HIGH SCHOOL WHO ARE DRAGGING CREDITS, BRINGING CREDITS ALONG THEY HAVE NOT COMPLETED TO GET TO GRADUATION.

IN A LOT OF CASES WE HAVE STUDENTS WHO HAVE FAILED A COURSE FRESHMEN YEAR AND WE PROVIDE THEM AN OPPORTUNITY IN THE EVENING TO RECOVER THE CREDIT FOR A CLASS THAT THEY MAY HAVE FAILED EITHER ONLINE OR THROUGH THE TWILIGHT PROGRAM. WE ALSO THROUGH OUR ONLINE PROGRAM HAVE SEVERAL COURSE ARE AUTHORIZED THROUGH THE DISTRICT'S CREDIT PROGRAMS AND WE OFFER PSYCHOLOGY AND SOCIOLOGY AND OTHER ELECTIVE COURSES.

WE HAD 150 STUDENTS PER SEMESTER ON AVERAGE COMPLETE THE TWILIGHT PROGRAM.

THOSE ARE SENIORS TRYING TRO -- TO GRADUATE AND THE ONLINE AND BLENDED LEARNING HAS WORKED WELL WITH OUR HOME AND HOSPITAL POPULATION.

FOR OUR STUDENTS WHO ARE NOT ABLE TO ATTEND SCHOOL FOR MEDICAL REASONS WE'RE ABLE TO PROVIDE THEM HIGH LEVEL CLASS WORK THEY CAN DO AT THEIR OWN

PACE AT HOME WITH A TEACHER WHO SUPPORTS THEM THROUGH THAT PROCESS.

OUR BUDGET FOR THAT IS PRETTY MUCH LEVEL FUNDED FOR NEXT YEAR. WE HAVE A FULL-TIME PROJECT MANAGER AROUND WE HAVE SCHOLARS THAT GO TO TEACHERS AS STIPENDS AND WE HAVE PARTNERSHIPS WITH THE YMCA WHERE THE STUDENTS ARE ABLE TO GO THERE AND COMPLETE COURSES IN CREDIT RECOVERY. WE USE PRIMARILY TWO PROVIDERS FOR ONLINE WORK THAT IS A NONPROFIT ORGANIZATION THAT PROVIDES SOFTWARE AND APPLICATIONS FOR STUDENTS TO USE AND APEX LEARNING WHICH WE PRIMARILY USE THEIR TUTORIALS FOR REAL-TIME SUPPORT FOR STUDENTS IN THE MIDDLE AND LOWER HIGH SCHOOL GRADES TO HELP THEM WORK THROUGH CONCEPTS OR PROBLEMS THEY MAY NOT GET. SO WE'VE USED IT AS A CLASSROOM SUPPLEMENTAL TOOL AND A CREDIT RECOVERY TOOL.

>> FOR OUR RESEARCH PRACTITIONER PARTNERSHIP IT'S BEEN A TWO-YEAR GRANT AND A PARTNERSHIP WITH THE BOSTON PUBLIC SCHOOLS AND AMERICAN INSTITUTES FOR RESEARCH.

THE FIRST WAS FOR ANY SCHOOL WITH ABLE EXPANDED SCHOOL AND COLLECTIVE QUALITATIVE RESEARCH ON HAVING AND IMPLEMENTING A LONGER DAY.

THE SECOND YEAR OF THE PROJECT WHICH IS CURRENTLY TAKING PLACE IS LOOKING AT QUANTITATIVE DATA LOOKING AT STUDENT OUTCOMES AS WELL AS TEACHER AND PARENT SATISFACTION.

SO BEFORE THE CONCLUSION OF THE PROJECT IN JULY WE WILL HAVE A REPORT OFFERING SOME STATISTICALLY SIGNIFICANT OF THE TIME OF IMPACT E.L.T. IS HAVING IN BOSTON PUBLIC SCHOOLS. WE PLAN TO PURSUE MORE FUNDING AS WELL.

THANK YOU MR. CHAIR.

>> THANK YOU.

I'M JUST GOING TO GO THROUGH A COUPLE QUICK ITEMS AND THEN TURN IT OVER TO MY COLLEAGUES IN ORDER OF THEIR ARRIVAL AND AGAIN I ASK THEM TO KEEP THEIR FIRST-ROUND QUESTIONS TO FIVE MINUTES QUESTION AND ANSWER. ON THE FIRST PAGE OF THE -- OWE ACTUALLY THE SECOND, SUMMER VACATION ACADEMIES WE HAVE THE FY-18 BUDGET AMOUNT OF \$2,317,000 MILLION.

WHAT IS THE FY-17 OR WHAT WAS THE FY-17 APPROPRIATION?

>> WAS IT LEVEL FUNDED, ARIANNA?

>> THE APPROPRIATION DOESN'T INCLUDE THE STRATEGIC TURNAROUND GRANTS OR THE E.L.L. NOTED IN THE GRID BUT IT'S LEVEL-FUNDED.

>> SO THE \$2,317,595 BUT THAT DOESN'T GO AS FAR AS BECAUSE WE HAVE 20 SCHOOLS, 20 SITES NOW VERSUS 26 THIS YEAR IS THAT RIGHT?

>> YES.

WE ARE SUPPLEMENTED BY TURNAROUND GRANT IN ORDER TO GET TO THE 26 SITES.

>> OK.

SIMILARLY ON THE 21st CENTURY STATE GRANTS IS IT BOTH -- SO WE SEE THE GRANTS WERE

LEVEL-FUNDED, RIGHT, THE MASS EXPANDED LEARNING TIME GRANT --

>> IN THE APPENDIX IT HAS THE DISCLAIMERS.

21st CENTURY FUNDING BY SITE TENDS TO BE LEVEL FUNDING AND MASSACHUSETTS EXPANDED LEARNING TIME WILL CHANGE SLIGHTLY USUALLY IF THERE ARE INCREASES IN STUDENT ENROLLMENT AT THOSE SITES.

>> AND AGAIN I'M LOOKING AT -- YOU POINTED OUT THERE'S TWO SITES BUT THE AMOUNT FROM THREE SITES TO TWO SITES ACTUALLY WENT DOWN SIGNIFICANTLY AT LEAST 30% TO 40%.

CAN YOU GIVE US AN IDEA --

>> YEAH, THAT'S DUE TO THE FUNDING PER SITE.

THAT SITE HAD A LARGER AMOUNT OF

STUDENTS.

>> OK.

AND THEN OBVIOUSLY YOU SCALED UP
DRAMATICALLY THE SCHEDULE A,
E.L.T. FROM THE CURRENT SCHOOL
YEAR TO NEXT SCHOOL YEAR.

IN TERMS OF DOLLARS WHAT'S THE
SCALE THAT WE'RE LOOKING AT FROM
THIS CURRENT YEAR?

>> FROM SCHEDULE A?

>> TO THE SCHOOLS TO 59 NOW.

>> TO SEGUE I JUST WANT TO SAY
THAT ONE OF THE SCHOOLS ROLLING
OFF THE GRANT IS BECOMING
SCHEDULE A SO THAT DECREASE YOU
JUST MENTIONED THAT SCHOOL WILL
STILL BE ABLE TO EXPAND ITS DAY
THROUGH SCHEDULE A.

>> OK.

>> THAT'S SARAH GREENWOOD.

>> GOTCHA, OK.

ONLINE AND BLENDED LEARNING,
AGAIN THE FY-17 APPROPRIATION
VERSUS THE FY-18 RECOMMENDED --
DO YOU HAVE THOSE NUMBERS?

>> I CAN ADD THOSE UP.

THEY'RE LEVEL-FUNDED ALL THE WAY
CROSS THE 76 AND 206.

>> OK.

AND LET ME JUST END THAT WITH
APPRECIATE THE MAYOR'S EXPANSION
AND IT'S IMPORTANT TO STUDENTS
AND FAMILIES THE NOT LEAST IS
THE ACADEMIC PROGRESS WE SEE AND
THE ACHIEVEMENT GAP BEING
ADDRESSED THROUGH EXTENDED
LEARNING.

I WOULD ALSO BE REMISS IF I
DIDN'T MENTION THE LATE SCHOOL
TIMES.

I'M SPEAKING FOR MANY PARENT
THIS YEAR WHO GOT EXPANDED
LEARNING TIME WHO GOT A 9:30
START.

I KNOW WE'RE WORKING ON THAT AND
TRYING TO ADDRESS THAT GOING SO
MUCH LATER IN THE DAY BUT I'D BE
REMISS IF I DID NOT MENTION
THAT.

SO THANK YOU.

LET ME NOW RECOGNIZE DISTRICT 5
CITY COUNCILOR McCARTHY.

>> THANK YOU.

WHAT ARE THE COST IMPLICATIONS

FOR STAFF AND CUSTODIANS.
>> FOR SCHEDULE A?
>> YES.
>> ON SCHEDULE A SPECIFICALLY
THE TEACHER STIPENDS ARE LISTED
ON YOUR BUDGET PIECE.
THAT'S AN INCREASE OF \$4,000
APPROXIMATELY PER TEACHER.
THE BUILDINGS IN MOST CASES ARE
STAFFED FOR THE LENGTH OF DAY.
WE'RE NOT CONTRACTED FOR
ADDITIONAL CUSTODIAL SERVICES.
THEY'RE ALREADY IN THE BUILDINGS
FOR THOSE TIMES.
>> I DIDN'T KNOW IF BECAUSE THE
KIDS WERE IN THE CLASSROOM
THEY'D HAVE TO STAY LATER.
>> THEY'VE WORKED WITH US TO
ACCOMMODATE WHERE THEY ARE IN
THE BUILDING VERSUS WHEN KIDS
GET OUT OF CLASS.
>> SO YOU'VE GONE FROM 16
SCHOOLS AND ADDED TWO AND NOW
YOU'LL ADD 39.
>> CORRECT.
>> AS FAR AS THE ROLL OUT WHAT
TYPE OF SPEED BUMPS DID YOU RUN
INTO AS YOU ROLLED OUT AND WHAT
WERE THE FIXES AND HOW DO YOU
MAKE SURE YOU'RE GOING FROM 18
TO AN ADDITIONAL 39 AND HOW ARE
YOU GOING TO MAKE THAT A SMOOTH
TRANSITION?
>> WE'VE ALREADY DONE THAT WITH
OUR PROFESSIONAL DEVELOPMENT
THIS YEAR.
OUR FIRST COHORT WAS REALLY NOT
NOTIFIED UNTIL MARCH THEY WERE
GOING TO IMPLEMENT THE FOLLOWING
SEPTEMBER.
THAT WAS VERY LATE FOR THEM IN
THE YEAR TO WORK WITH TEACHERS
AND STAFF AROUND TRYING TO
IMPLEMENT THE FOLLOWING
SEPTEMBER WITH LITTLE SUPPORT
CENTRALLY.
CHANDRA WAS A TEAM OF ONE AT THE
TIME AND WAS COG HER BEST TO TRY
GET THEM TO ROLL OUT THE
FOLLOWING SEPTEMBER.
WE LEARNED WE HAD TO BE MORE
INTENSIVE IN OUR SUPPORT FOR
SCHOOLS.
THIS YEAR WE BEGAN IN SEPTEMBER

TO ROLL OUT FOR THE FOLLOWING YEAR SO WE HAD A FULL YEAR OF SUPPORTING SCHOOLS, WORKING THROUGH SOME KINKS, SCHEDULING WAS ONE OF THE BIGGEST CHALLENGES WE HAD.

WE BROUGHT ON A FULL-TIME SCHEDULER TO WORK WITH THE 39 SCHOOLS TO COME UP WITH THE BEST SCHEDULE FOR THEM BASED ON WHAT THEY IDENTIFIED AS THEIR BUILDING BLOCKS AND AREAS OF NEED.

SO IT'S BEEN TREMENDOUSLY HELPFUL.

UP UNTIL THIS TIME THE DISTRICT DID NOT HAVE A SCHEDULER ON STAFF AT ALL.

SO THIS WAS AN OPPORTUNITY FOR US CENTRALLY TO PROVIDE A RESOURCE STUDENT OR TEACHERS AND PRINCIPALS TO FIGURE OUT WHAT WAS THE BEST DAY AND WHAT DID THAT LOOK LIKE BASED ON STUDENT NEEDS AND WHAT THEY WANTED TO DO MOVING FORWARD.

SO WE'VE HAD FIVE OF OUR SIX PROFESSIONAL DEVELOPMENT DAYS SO FAR THIS YEAR.

ACTUALLY OUR SECOND TO LAST ONE IS HAPPENING TODAY.

SO WE'RE HOPING OUR VERY CAPABLE STAFF ARE DOING A GOOD JOB WITH THOSE SCHOOLS OVER AT CITIZEN SCHOOLS TODAY AND I'M SURE THEY WILL BE BUT OUR LAST P.D.

SESSION WILL BE IN JUNE AND THAT WILL HELP STUDENTS FOCUS ON MONITORING MOVING FORWARD THIS YEAR.

I THINK THE SCHEDULING AND SUPPORT FROM CENTRAL WERE THE TWO BIG PIECES WE CAN IDENTIFY AND LEARNED LESSONS FROM.

>> AND CHANDRA, DID YOU SAY THE TEACHERS BROUGHT 75 MINUTES OF PREP PER DAY.

>> ADDITIONAL PER WEEK.

USUALLY IN THE ELEMENTARY LEVEL THEY GET FIVE 48-MINUTE PROGRAMMING AND WE'RE ADDING TEACHER-LED COLLABORATIVE TIME THAT THE SCHOOLS REPORT IT'S A HUGE VALUE-ADD AND AN ADDITIONAL

35 MINUTES A WEEK OF PLANNING
TIME FOR TEACHERS.
>> I BROUGHT THIS UP LAST YEAR.
I'M SURE COUNCILOR ESSAIBI
GEORGE WILL TALK ABOUT IT I
DON'T KNOW AN ELEMENTARY TEACHER
THAT DOESN'T GET MUCH TIME OTHER
THAN TO RETURN AROUND AND BE A
PSYCHOLOGIST, NURSE, EVERYTHING
ELSE.
>> COUNCILOR ANNISSA ESSAIBI
GEORGE.
>> THANK YOU.
I JUST HAVE TWO TERMS.
WHAT'S T.L.T. MEAN?
YOU REFERENCED T.L.T. --
>> T.L.T. IT'S CALLING AND
LEARNING TEAM.
IT'S HOW WE DIVIDE UP GROUPS OF
SCHOOLS IN OUR DISTRICT.
EACH TEAM HAS TWO INSTRUCTIONAL
SUPERINTENDENTS AND IT'S KIND OF
HOW WE ORGANIZE OUR DISTRICTS TO
COORDINATE AND HAVE TEAMS WHERE
SCHOOLS CAN WORK TOGETHER.
>> AND WHAT'S LIGHT-TOUCH
COACHING MEAN?
>> SO WE'RE HOPING TO MOVE TO
THIS MODEL NEXT YEAR WHERE WE
HAVE ONE SCHOOL DESIGN COACH PER
TEACHING AND LEARNING TEAM.
SO THE LIGHT-TOUCH COACHING
WOULD BE ON AN AS-NEEDED BASIS
AND DO A COUPLE VISITS A YEAR
OPPOSED TO THE MORE INTENSIVE
COACHING WITH TWO TO THREE
SCHOOLS WHERE THEY'D GO THROUGH
THE SCHOOL DESIGN PROCESS AND
GOING OUT TO THE SCHOOLS FOR
PROBABLY SEVERAL HOURS PER MONTH
TO WORK THROUGH MAKING AN
IMPROVEMENT PLAN SO JUST TO
CONTRACT KIND OF BEING A POINT
PERSON FOR SCHOOLS VERSUS AN
INTENSE COACHING PROCESS.
>> AND TO FOLLOW UP ON COUNCILOR
McCARTHY'S QUESTIONS CAN YOU
NAME SCHOOLS THAT HAVE MODELLED
GREAT TRANSITIONS?
>> I THINK HAVE YOU AN APPENDIX
CALLED BRIGHT SPOT IN YOUR
PACKET.
>> I DON'T HAVE THAT APPENDIX.
>> THE BRIGHTMAN WORKS WELL IN

TRYING TO ACCOMMODATE THE SCHOOL DAY.

WE'LL GET YOU THE BRIGHT SPOT THAT TALKS ABOUT THAT AND BASED ON --

>> HARVARD IS ANOTHER SCHOOL THAT'S BEEN A BRIGHT SPOT. THE PRINCIPAL THERE HAS WORKED WITH THE TEACHERS HAVING IT BE A COLLABORATIVE ROLLOUT AND MADE USE OF THE TIME AND THEY'VE SEEN A LOT OF IMPROVEMENTS WITH T.L.T. AS PART OF THEIR IMPROVEMENT MODEL.

WE ALSO HAVE THE CHITIC HAS USED TEACHER EXPERTISE AND ON FRIDAY THEY DO CLUBS WHERE KIDS GET EXPOSED TO TOPICS THEY MIGHT NOT OTHERWISE BE EXPOSED TO.

>> WHAT ARE THE GREATEST CHALLENGES OUR T.L.T.'S HAVE FACED.

WHAT THE OVERARCHING CHALLENGING THE SCHOOLS HAVE FACED.

>> YOU CAN IMAGINE OF 39 SCHOOLS THERE'S A CONTINUUM OF READINESS.

WE HAVE SOME SCHOOLS THAT HAVE PREPARED WELL AND READY TO IMPLEMENT MOVING FORWARD AND WE HAVE SOME SCHOOLS WHERE WE'LL HAVE TO FOCUS ON REALLY HELPING THEM.

>> OF SCHOOLS THAT HAVE ALREADY TRANSITIONED TO T.L.T. WHAT ARE THE ONE OR TWO MAJOR STRUGGLES WE WANT TO AVOID WITH THE ADDITIONAL 39.

>> SOME OF THAT WAS THE SCHEDULING PIECE.

THEY DIDN'T HAVE THE BENEFIT OF HAVING SOMEONE WORK THROUGH A SCHEDULE WITH THEM SO THEY HAD TO WORK WITH WHAT THEY HAD AND WHAT WE LEARNED IS WE'RE GOING TO GO BACK AND WORK WITH THEM IN REDESIGNING THAT MOVING FORWARD.

>> SO TEACHERS DIDN'T HAVE TIME OFF OR STUDENTS WEREN'T GETTING ACTUAL ENRICHMENT.

>> EVERYBODY WAS GETTING WHAT WAS CONTRACTUALLY REQUIRED IT JUST WASN'T AN OPTIMAL SCHEDULE AND BECAUSE I WAS DONE LATE IN

THE YEAR IT WAS AFTER THEIR
HIRING AND THEY HAD TO GO BACK
AND HIRE ADDITIONAL TEACHING FOR
THE PLANNING TIME AND WE HAVE
CORRECTED THAT BY GETTING OUR
PLANNING ON THE CORRECT TIME
LINE.

>> AS I UNDERSTAND IT THE 39
SCHOOLS DIRECTED THERE'S
DIFFERENT MODELS YOU CAN FOLLOW.
ONE THING WE WERE TRYING TO
AVOID I UNDERSTAND NOW WE'RE
ALLOWING IS SIMPLY ADDING MORE
TIME TO A CLASS PERIOD.
IS THAT HAPPENING?

IS THAT GOING TO BE PRACTICED
THE NEXT SCHOOL YEAR?

>> SO SCHOOLS HAVE A VARIETY OF
WAYS THEY'VE DESIGNED THEIR
SCHEDULES.

MANY ARE MAKING THEIR PERIODS
LONGER BUT THAT'S JUST IN ORDER
FOR WHEN THE KIDS ARE GOING TO
ENRICHMENT CLASSES AND EN
BETWEEN OR AT LUNCH TIME WE'RE
WORKING WITH THEM TO DESIGN
BLOCKS OF TIME TO MEET THEIR
NEEDS.

FOR EXAMPLE, WE'RE WORKING TO
HAVE THREE BLOCKS IN A ROW OF
LITERACY TIME BECAUSE THAT'S
THEIR FOCUS.

SO WHILE THE ACTUAL BLOCK
SCHEDULE MAY LOOK LIKE WE JUST
ADDED TIME, WE'RE WORKING WITHIN
THE TIMES BETWEEN ENRICHMENT
PERIODS OR LUNCH TIME TO CREATE
BLOCKS OF TIMES THAT ADDRESS THE
SCHOOLS NEEDS.

>> IF ANY OF THOSE SCHOOLS ARE
ALREADY RECEIVE SOFT LANDING
FUNDING OR HAVE FINANCIAL
RESTRAINTS OUTSIDE OF E.L.T. HOW
ARE WE SUPPORTING THOSE SCHOOLS
ENSURING THEY HAVE THE
SPECIALISTS OR ADDITIONAL
PERSONNEL ON HAND BECAUSE
THEY'RE ALREADY HAVING FINANCIAL
STRUGGLES AS A SCHOOL BECAUSE OF
ENROLLMENT OR WHATEVER THE CASE
MIGHT BE.

HOW ARE WE SUPPORTING THOSE
SCHOOLS WITH BRINGING IN
SPECIALISTS AND ALL THAT.

>> WE SORT OF THINK OF IT AS A TWO-PHASE APPROACH FOR OUR EXTENDED LEARNING TIME SCHOOLS. FIRST IS WE NEED TO MAKE SURE THEY HAVE SUFFICIENT STAFF TO COVER THE TIME EVEN IF THEY WEREN'T EXTENDING THE SCHOOL DAY AND THEN BEYOND THAT THEY GET SUFFICIENT STAFF TO SUPPORT THE REQUIREMENTS OF THE EXTENDED LEARNING TIME.

THE FACT THAT A SCHOOL IS RECEIVE A SUSTAINABILITY ALLOCATION DOES NOT DECREASE -- DECREASE THEIR FUNDING FOR EXTENDED LEARNING TIME. THEY'D STILL GET THE SAME TIME IN A BETTER ENROLLMENT SITUATION.

>> AND MY LAST QUESTION FOR THIS ROUND HAVE WE DOING FINANCIAL PLANNING TO EXTEND E.L.T. WITHIN OUR SCHOOLS LONG TIME. BECAUSE THIS IS A \$14 MILLION PIECE OF THE PIE.

HOW DO WE MARIANNE -- MAINTAIN THAT FUNDING?

>> IT'S PART OF OUR LONG-TERM INITIATIVE AND EXTENDED LEARNING TIME IS NOW THE STATUS QUO IN OUR DISTRICT AND IT'S WHAT WE DO SO HOW CAN WE MAKE IT WORK LONG TERM.

>> I'M ANXIOUS ABOUT THAT BECAUSE LAST YEAR WE HAD TO ROLLBACK ON EXTENDED LEARNING TIME BECAUSE WE DIDN'T HAVE THE FUNDING SO I WANT TO MAKE SURE WE'RE DOING IT IN A WAY TO FINANCIALLY SUPPORT IT OVER THE LONG TIME.

>> ONE WAY TO THINK ABOUT IT IS THIS IS THE SCHOOL DAY GOING FORWARD AND IT'S NOT REALLY EXTENDED LEARNING ANYMORE.

>> SO WE'RE AT 100% NEXT SCHOOL YEAR.

>> YES.

>> WE'VE BEEN JOINED BY DISTRICT CITY COUNCILOR MATT O'MALLEY. THANKS.

COUNCILOR CAMPBELL.

>> THANK YOU, COUNCILOR CIOMMO. THANK YOU FOR BEING HERE AND

YOUR PRESENTATION.

A QUICK QUESTION ON THE REPORT.
WHEN ARE WE EXPECTED TO RECEIVE
THAT LOOKING AT THE QUALITATIVE
AND QUANTITATIVE EFFECT?

>> IT WILL BE COMPLETE JULY THIS
SUMMER.

>> THIS YEAR?

>> YES.

>> I'LL BE ANXIOUS TO SEE THAT
AND FOLLOWING UP ON COUNCILOR
ESSAIBI GEORGE'S QUESTION WE'LL
BE AT 100% FOR E.L.T. THIS YEAR
OR STARTING IN THE FALL OF --

>> FALL OF '17-'18.

>> I HAVE A QUESTION.

I THINK THERE ARE A COUPLE
AUTONOMOUS SCHOOLS THAT GOT
E.L.T. IF I'M CORRECT, MAYBE ONE
OR TWO.

I THINK ONE IS ACTUALLY IN MY
DISTRICT.

>> THE ONLY AUTONOMOUS SCHOOL WE
HAVE ON SCHEDULE 8E.L.T. IS
MAHOMES.

IF IT'S IN SCHEDULE A AND LATER
DECIDES TO BECOME AN INNOVATION
SCHOOL THEY CAN DECIDE TO STAY
IN SCHEDULE A AND THE REST OF
OUR AUTONOMOUS SCHOOLS USE THEIR
OWN AUTONOMIES TO EXTEND THE
DAY.

>>

>> IT WOULDN'T BE SCHOOLS WE
DIRECTLY WORK WITH BUT WE'D LOVE
TO GET IT TO YOU.

>> IT INCREASES THE NUMBER OF
SCHOOLS WHO HAVE SOME VERSION OF
E.L.T.

IN THE AUTONOMOUS SCHOOLS
OUTSIDE THE HOME DO WE REFER TO
IT AS E.L.T. OR WHAT IS IT
CALLED THE SCHOOL DAY?

>> IT'S THEIR SCHOOL DAY FOR
THEIR STRUCTURE.

THAT SCHOOL DAY -- SO THEY DON'T
GET ANY SUPPORT FROM YOUR
OFFICE.

THEY OPERATE SEPARATELY.

HOW DOES THE EXTENDED SCHOOL DAY
LOOK OR FEEL OR IS IT SIMILAR TO
E.L.T.?

HOW IS IT DIFFERENT?

>> OUR YEAR ONE REPORT WHICH WAS

QUALITATED IT LOOKS AT OTHER
AUTONOMY AND TIME AND TEACHERS
ETCETERA.

WE CAN SEND THE YEAR ONE REPORT
THAT OUTLINES NICELY WHAT THE
SCHOOLS LOOKED LIKE IN TERM OF
HOW MANY AUTONOMOUS SCHOOLS AND
WHETHER OR NOT THEY HAD I LONGER
DAYS AND THE STRENGTHS AND
CHALLENGES THEY HAD IN THEIR
EXPERIENCE.

>> DOES ANYONE KNOW FOR THE
EXTENDED LEARNING DAY SCHOOL --
I GUESS IT'S NOT ALLOCATED LIKE
THE 40 MINUTES SO THEY CAN GET
MORE TIME IN THOSE SCHOOLS THAN
THE SCHEDULE A SCHOOLS?

IS THE COST DIFFERENT?

IF WE JUST LOOK AT THE SCHEDULE
A SCHOOLS FOR A SCHOOL ON THE
LIST?

>> THE AUTONOMOUS SCHOOLS EXACT
PAYMENT TO TEACHERS VARY
DEPENDING ON THE AGREEMENT AT
EVERY SCHOOL.

IT'S LAID OUT IN THE CONTRACT
THE BASICS OF THE STRUCTURE
WHICH IS THAT THE FIRST 95 HOURS
I BELIEVE ARE UNPAID HOURS.

THEY'RE AGREED ON WITH THE STAFF
AND ADMINISTRATION AND THE NEXT
45 HOURS BEYOND THAT ARE PAID
FOR BY THE DISTRICT.

THAT'S AT THE CONTRACTUAL HOURLY
RATE AND ANYTHING BEYOND THAT
145 ADDITIONAL HOURS WOULD BE
PAID FOR BY THE SCHOOL USING
THEIR OWN BUDGET AND MOST
SCHOOLS DO NOT EXERCISE THAT
OPTION BUT STAY SOMEWHERE INSIDE
THE 145 HOURS OR SO THAT ARE
DONE AT NO COST.

>> DONE AT NO COST IN THE
BUDGET?

>> THERE IS COST TO THE DISTRICT
BUT THEY'RE BETWEEN 95 AND 145.

>> AND THE SCHEDULE A SCHOOLS
THEIR E.L.T. IS PAID FOR BY THE
DISTRICT.

>> THE TEACHER STIPEND IS PAID
FOR BY THE TEACHER.

>> IT'S ABOUT \$4,000 PER TEACHER
AND FOR THE SCHOOLS --

>> SAY THAT AGAIN.
>> THE \$18 MILLION FOR NEXT YEAR WOULD BE ALL SCHOOLS, 57 SCHOOLS.
>> MADAME, THAT ONLY INCLUDES THE PAYMENTS TO THE TEACHERS?
>> THAT INCLUDES INCREASING THE SALARIES AND THE INCREASE TO THE PRINCIPLES.
>> INCREASING FROM WHAT TO WHAT?
>> I'D HAVE TO GET THE EXACT SALARY INCREASE FOR THE ASSISTANT PRINCIPLE.
WE HAVE AGREEMENTS SO THE TEACHER INCREASE IS ABOUT \$4500 AND WE HAVE AN AGREEMENT TO INCREASE THE SCHOOL SECRETARY'S SALARY SO THE PERSON IS THERE FOR THE DURATION OF THE SCHOOL DAY AND A BIT BEFORE AND AFTER AND IT INCLUDES SPECIALIST TEACHERS TO PROVIDE ENRICHMENT AND COVER THE TEACHER PLANNING TIME AND ALL THE SALARY INCREASES ASSOCIATED WITH SCHEDULE A.
>> ON AVERAGE ARE THE COSTS HIGHER THAN THE NON-AUTONOMOUS SCHOOLS?
>> IT VARIES PRETTY SIGNIFICANTLY PER SCHOOL. IT'S HARD TO PIN AN EXACT COMPARISON.
>> UNLESS YOU LOOK AT EACH WORK AGREEMENT SEPARATELY.
THERE ARE SOME AGREEMENTS VERY EXPENSIVE BECAUSE THEY HAVE A LOT OF TIME THE 40-MINUTE IS -- ADDING 30 MINUTES A DAY WOULD ADD 90 HOURS AND AUTONOMOUS SCHOOLS CAN GET EXPENSIVE.
>> THANK YOU.
>> THANK YOU.
A NUMBER OF MY QUESTIONS HAVE BEEN ASKED AND ANSWERED.
I'LL BE BRIEF.
SO THE PLAN TO QUANTIFY THOSE OUTCOMES DO YOU HAVE PLANS TO SHARE THAT PUBLICLY?
HOW WILL THAT BE ROLLED OUT?
>> ABSOLUTELY.
WE ALREADY HAVE THE YEAR ONE REPORT ON THE BPS WEBSITE IF YOU GOOGLE EXPANDED LEARNING TIME

YOU CAN FIND IT.

WE HAND-DELIVER REPORTS TO EVERY PRINCIPLE WHEN THAT BECAME PUBLIC.

WE TRY TO GET IT TO SCHOOLS AS MUCH AS POSSIBLE AND THROUGH A.I.R. IT WILL LIKELY BE IN RESEARCH JOURNALS AS WELL AND IF THERE'S ANY OTHER OUTLET TO MAKE THE RESEARCH MORE PUBLIC WE ARE HAPPY TO LISTEN AND GET OUR HAPPY TO LISTEN AND GET OUR REPORT OUT AS MUCH AS POSSIBLE.

>> AND SPECIFICALLY INQUIRING ON BEHALF OF PARENTS.

ON BEHALF OF PARENTS.

YOU KNOW, GIVEN -- ANY PARENT WOULD BE WILLING TO INCONVENIENCE THEMSELVES AND DISRUPT THEIR LIVES IF IT MEANS THEY'RE GOING TO SEE A QUANTIFIABLE IMPROVEMENT OF OUTCOME.

YOU HAVE PARENTS THAT HAVE CHILDREN OF MULTIPLE AGES AND MULTIPLE SCHOOLS.

JUGGLING MULTIPLE JOBS.

SO I'M CURIOUS ABOUT TWO THINGS. ONE, HOW WILL THIS MESSAGE -- HOW WILL THIS INFORMATION BE DISSEMINATED TO THEM AND HOW ARE YOU ACTIVELY ENGAGING PARENTS FOR RECALIBRATING IN REAL-TIME. ARE THEY EMPOWERED IN THIS PROCESS AND ARE THEY NIMBLE.

>> ONE OF THE PIECES WE HAVE NOT TALKED ABOUT IS THE SCHOOL PSYCH COUNSELOR.

EACH COUNSELOR HAD HAD A TRAINER ON THE IMPLICATIONS AND AN OPPORTUNITY TO PROVIDE FEEDBACK TO OUR TEAM WHO HAS ATTENDED THOSE MEETINGS AT ALL OF THOSE SCHOOLS.

SO WE'VE HAD A COLLABORATIVE PROGRAM WITH THE BPU WHERE THEY GO IN AND THEY DO A COMPREHENSIVE TRAINING AND THEY HAVE TO SIGN OFF ON THE AGREEMENT ABOUT THE SCHEDULE.

SO THE PARENTS THAT SIT ON THAT COUNCIL ARE ABLE TO BE PART OF THAT DISCUSSION AND PROBLEM SOLVE WITH US AS WE MOVE

FORWARD.

SO WE HAVE LISTENED FOR A LOT OF THE CONCERNS.

>> IF A PARENT IS INVESTED BUT NOT PARTICIPATING IN THOSE MORE FORMAL AVENUES, HOW WILL WE SHARE THIS INFORMATION WITH THEM OR EMPOWER THEM TO OFFER FEEDBACK?

>> IT'S A WONDERFUL IDEA TO GET THE RECORD OUT TO THEM FOR SURE. I'M CERTAIN WORKING WITH THE SUPERINTENDENT AND OUR COMMUNICATIONS DEPARTMENT WE CAN COME UP WITH OTHER WAYS TO PUT THAT INFORMATION OUT TO FOLKS. I'D ALSO LOOK INTO TRANSLATION.

>> THAT WAS MY NEXT QUESTION. THANK YOU.

>> CAN YOU JUST TELL ME, WHAT DO WE QUALIFY AS PROFESSIONAL DEVELOPMENT OR ENRICHMENT? I WANT TO MAKE SURE WE'RE OPERATING WITH THE SAME DEFINITIONS AND ASUEDE ANY FEWERS OR CONCERNS.

HOW CAN WE --

>> PROFESSIONAL DEVELOPMENT FOCUSES ON THE SCHOOL DESIGN PROCESS, WHAT THEY HAVE IDENTIFIED AS THEIR CRITICAL NEEDS AND HOW WE HELP THEM BUILD PROGMATIC SUPPORT IN THE SCHOOLS.

SO AS AN EXAMPLE, WE MAY HAVE MATH SCORES AND THEY WANT TO DO A DOUBLE BLOCK FOR MATH. SO IT'S VERY CUSTOMIZED FOR EACH SCHOOL.

THE DECISIONS AROUND WHAT TO FOCUS ON HAVE BEEN LED TO THE TEACHERS AND IN A LOT OF CASES THE ASSISTANT PRINCIPAL.

>> OKAY.

SINCE THE FOCUS HAS BEEN TO PREVENT OR TO CLOSE THE ACHIEVEMENT GAP, WILL YOUR REPORT HAVE RACIAL DEMOGRAPHIC OVERLAW?

>> ABSOLUTELY.

>> AND GENDER AS WELL?

>> YES.

>> OKAY.

IS IT POSSIBLE TO GET A LIST OF

THE 39 SCHOOLS?
WE'VE HEARD THE CRITERIA.
I'VE BEEN CURIOUS --
>> SURE.
>> THERE'S A LIST OF ALL OF OUR
SCHOOLS INVOLVED IN THE PROGRAM.
>> OKAY.
>> AND MY FINAL QUESTION FOR
THIS ROUND IS, AGAIN, WITH THE
FOCUS BEING ON PREVENTING
DROPOUT AND BOLSTERING RETENTION
RATES AND GRADUATION.
FOR THE SUMMER AND THE SPRING
BREAK, THE VACATION ACADEMIES,
IS THAT MANDATORY?
WHAT IS THE CRITERIA?
IN OTHER WORDS, IF YOU SEE A
CHILD THAT IS SORT OF ON THE
PRECIPICE IN HEAD AGO CERTAIN
DIRECTION, IS THERE AN
ENGAGEMENT WITH THAT CHILD'S
PARENTS, SAY THEY NEED TO BE IN
THIS ACADEMY OR WAIT UNTIL THEY
FALL OFF?
>> NO, WE WORK WITH THE
PRINCIPALS AT THE SCHOOL WHO
KNOW THE STUDENTS THE BEST.
SO WE TALK TO THEM ABOUT WHO
THEY RECOMMEND FOR SUMMER AND
THEN CONTACT PARENTS ABOUT WHAT
THE OFFERINGS WILL BE --
>> SO THERE'S NOT A STANDARDIZED
TRIGGER THAT IF THEY FALL BELOW
A CERTAIN GPA OR SHOWING CERTAIN
BEHAVIORAL CHALLENGES OR HOME
CHALLENGES THAT WOULD TRIGGER
THE CONTACT?
>> WE GIVE SUGGESTIVE CRITERIA
BASED ON ACHIEVEMENT BENCHMARKS
AS WELL AS ATTENDANCE AND, YOU
KNOW, IDENTIFY SOCIAL EMOTIONAL
ISSUES.
>> THAT'S WHAT I WAS LOOKING
FOR.
THANK YOU VERY MUCH.
>> THANK YOU.
WE'VE BEEN JOINED BY CITY
COUNCILLOR AT LARGE MICHAEL
FLAHERTY.
>> THANK YOU, MR. CHAIRMAN FOR
YOUR PRESENTATIONS.
MY COLLEAGUES HAVE ALREADY ASKED
QUITE A FEW OF WHAT I WANTED TO
ASK.

I'LL BE BRIEF.

AT THE BEGINNING, WE TALKED ABOUT THE DISPARITY BETWEEN LENGTH OF TIME THAT OUR BPS STUDENTS ARE IN SCHOOL VERSUS THE PEER CITIES.

CAN YOU TALK ABOUT WHAT THAT DELTA IS?

BROADLY SPEAKING, WHAT IS THE DEFICIT THERE.

>> SO THE NATIONAL AVERAGE FOR THE SCHOOL DAY IS ABOUT SEVEN HOURS.

OUR ELEMENTARY SCHOOLS ARE SIX HOURS.

GETTING THE 40 MINUTES IS GETTING CLOSER --

>> IT WOULD EQUAL ONE LESS SCHOOL MONTH A YEAR.

>> SO DO WE HAVE A TIMETABLE OR COST ESTIMATE OF WHAT IT WOULD TAKE TO GET TO OUR SCHOOLS TO THE NATIONAL AVERAGE OR IS THAT IN THE WORKS?

>> GETTING THESE AND PROVIDED WITH THE AUTONOMOUS SCHOOLS WITH THE LONGER DAY WE'RE UP THERE.

>> THE NATIONAL AVERAGES ARE GOOD.

DO WE HAVE OTHER CITIES OR COMMUNITIES THINKING OF OUR PEERS AND SIMILARLY SITUATED CITIES WITH THE INFORMATION AT THE FINGER TIPS?

>> NOT AT MY FUNKER TIPS. WE'VE LOOKED AT OUR GOALS. THE CITIES THAT WE HAVE A WORKING RELATIONSHIP WITH.

>> AND ARE THEY TYPICALLY LONGER IN YOUR UNDERSTAND SOMETHING.

>> YES.

>> I THINK -- I SAY QUITE A BIT THAT BOSTON PUBLIC SCHOOLS DO A GREAT JOB.

JUST THINK ABOUT THE BETTER JOB WE COULD DO IF WE HAD OUR STUDENTS IN SCHOOL AS LONG AS THEY ARE.

SO THAT'S IT.

I LOOK FORWARD TO FURTHER SEEING THE WORK.

WE NEED TO CONTINUE TO ACHIEVEMENT AND GIVE THEM THE OPPORTUNITY TO SUCCEED IN THE

CITY.

THANK YOU, MR. CHAIRMAN.

>> THANK YOU.

>> THANK YOU SO MUCH, MR. CHAIR.
I DO WANT TO KNOW, IT'S SOMEWHAT
DISTURBING THAT WE ARE -- THAT A
STUDY WAS QUOTED SAYING THE
ACCELERATION ACADEMIES WORK AND
SUMMER LEARNING LOSS IS ACTUALLY
HELPED BY HAVING FOLKS IN THOSE
PROGRAMS.

SO WE HAVE DATA FOR BOSTON,
WHICH IS GREAT.

THE BUDGET CUTS SCHOOLS RATHER
THAN ADD SCHOOLS.

SO WE HAVE 26 SCHOOLS THAT ARE
CURRENTLY INVOLVED BUT NOW WE'RE
MOVING TO 20 SCHOOLS.

SO IF WE'RE GOING TO ACTUALLY
USE THE DATA THAT IS BEFORE US,
WHEN YOU'RE GOOD ENOUGH TO BE A
PART OF THE STUDY AND WE SEE
THAT THAT WORKS, WE SHOULD
EMPLOY THAT DATA IN REAL TIME IN
THE NEXT YEAR RATHER THAN CUT
THE PROGRAMS THAT WORK FOR THE
MOST VULNERABLE STUDENTS.

THE PEOPLE MOST OFTEN CAUGHT IN
ISSUES AROUND SUMMER LEARNING
LOSS AND LOSS DURING THE BREAKS,
THERE'S A CORRELATION WITH
POVERTY, IF I'M NOT MISTAKEN.
SO I WANT -- I NEED TO CALL THAT
OUT.

>> SO WE'RE ABLE TO -- IT'S
LEVEL FUNDED AND NOT CUT.

WE'RE ABLE TO ADD ADDITIONAL
SCHOOLS BY USING TURN-AROUND
FUNDS FOR SOME OF THE LOWER
PERFORMING SCHOOLS.

>> HOW MANY ON THE WAITING LIST?

>> WE HAD AN APPLICATION
PROCESS.

AND I ACTUALLY BELIEVE THAT WE
FUNDED --

>> WE FOUNDED ALL THAT SUBMIT
ADD PROPOSAL.

WE WORKED WITH SOME THAT DIDN'T
HAVE FULLY-FLUSHED OUT PROPOSAL.

>> WE OFFERED IT TO ALL LEVEL 3,
4 AND 5 SCHOOLS.

>> YOU SHOWED US THE DATA THAT
WORKS.

THAT MAKES SENSE.

THE OTHER AREA THAT IS ALSO IMPORTANT IS WHEN WE LOOK AT HOW THE ELT MONEY IS ACTUALLY ALLOCATED, THERE'S A PROBLEM IN TERMS OF THE ALLOCATION AND HOPEFULLY YOU CAN HELP ME UNDERSTAND THIS.

SO THERE'S PARENTS COUNSELS -- THE ISSUE IS THE MONEY DOESN'T COME AROUND OCTOBERISH. IT'S TIED TO ENROLLMENT MONEY. SO YOU HAVE PARENT COUNCILS THAT FRONT THE MONEY IN THE FRONT END.

MY QUESTION IS ELT RELATED CRICK LIMB MATERIAL, IS THERE ENOUGH SUPPORT FOR ELT SCHOOLS THAT DON'T HAVE PARENT COUNSELS THAT CAN FRONT THE MONEY?

THIS COULD FURTHER EXPAND THE OPPORTUNITY AND ACHIEVEMENT GAP BASED ON HOW MUCH MONEY THE PARENTS AT THAT SCHOOL ARE ACTUALLY ABLE TO PUT FORWARD. SO WHERE ARE WE AT RELATIVE TO THAT ISSUE.

>> SO THE PLANNING THAT IS TAKING PLACE THIS YEAR WILL IDENTIFY WHAT THOSE RESOURCES ARE THAT THEY NEED.

I THINK WHAT YOU'RE ASKING IS, IS IT -- ARE THEY COMPARED TO START IN SEPTEMBER.

IS THAT --

>> SO THERE'S SCHOOLS WITHOUT PARENT COUNSELS THAT CAN FUND IT IN THE FIRST MONTH.

THE QUESTION IS, ARE WE IN VIOLATION OF OUR OPPORTUNITY AND ACHIEVEMENT GAP POLICY, WHICH IS THE LENS IN WHICH ALL OF YOUR POLICIES ARE SUPPOSED TO BE VIEWED.

DOES THIS FURTHER -- IF I'M AT A SCHOOL WHERE THE PARENT COLOR CAN SAY HEY TO THE LEG GROW PROGRAM AND WE'RE GOING TO FRONT THE MONEY AND WE'LL GET IT BACK VERSUS SOMEONE WHO HAS TO THEN WAIT FOR THE ENROLLMENT NUMBERS AND GET THAT MONEY, IS THIS BEING LOOKED AT AN IS IT BEING ASSESSED THROUGH THE ACHIEVEMENT GAP POLICIES?

>> ALL OF OUR FUNDS IS AVAILABLE
JULY 1.

SO ALL 39 SCHOOLS, THEY WON'T BE
RELYING ON PARENT COUNCILS TO
PROVIDE THAT.

SOME SCHOOLS HAVEN'T FINISHED
THEIR PLANNING YET FOR WHAT
THEY'RE GOING TO SPEND IT ON.
IT'S NOT AVAILABLE THROUGH JULY
1 ANYWAY.

I DON'T THINK WE ANTICIPATE ANY
PROBLEMS THERE IN HAVING FUNDING
AVAILABLE FOR ALL SCHEDULE A
SCHOOLS.

>> AND THERE HAVE BEEN
SIGNIFICANT TRANSPORTATION
ISSUES WITH EXTENDED LEARNING.
I WANT TO KNOW PARTICULARLY
AROUND SCHOOLS SUCH AS THE
QUINCY SCHOOL, YOU HAVE A
SIGNIFICANT POPULATION OF
STUDENTS THAT HAVE MANY PHYSICAL
CHALLENGES.

SOME WHO ARE ON BATTERY POWERED
RESPIRATOR.

SOME ARE ON BATTERY POWERED
WHEELCHAIRS.

WHEN IT COMES TO THAT SCHOOL,
YOU NOW HAVE STUDENTS WHO HAVE
THAT EXTENDED TIME AND LITERALLY
ARE UP AGAINST WHETHER OR NOT
THEIR RESPIRATOR AND HOW THAT
WILL KEEP A BATTERY.

WHERE ARE WE WITH THAT AND HOW
ABOUT THE LONG BUS ROADS AND IN
THE WINTER MONTHS WHEN IT'S DARK
OUT.

THAT BE, A SAFETY ISSUE.

>> SO WE WORK CLOSELY WITH OUR
TRANSPORTATION DEPARTMENTS.

I'M GOING TO ASK OUR CHIEF OF
OPERATIONS TO SPEAK TO THAT.

JOHN HANLEY.

>> THANK YOU.

THANK YOU, COUNCILLOR JACKSON,
FOR THE QUESTION.

RELATED TO THE QUINCY IN
PARTICULAR, I ATTENDED A PARENT
MEETING TWO MONTHS AGO.

I HEARD A LOT OF THE SAME
CONCERNS FROM THE QUINCY UPPER
COMMUNITY.

WE HAD DONE A LOT OF LOOKING
INTO THE AREA AROUND THE QUINCY,

PARTICULAR THE BUS DROP OFF LOCATIONS AND LOOKED AT TRAFFIC PATTERNS AROUND THE CITY AT 3:30 AND 4:10 AND WE ALSO BROUGHT UP TO THE COMMUNITY THE IDEA OF WHAT IS GOING ON WITH THE TRANSPORTATION CHALLENGE AND ADJUST THE START TIMES FOR THE 18-19 SCHOOL YEAR.

A KEEP PIECES OF NOTE.

WE WORK CLOSELY WITH THE BUSSING AND TRANSPORTATION DEPARTMENT IN PARTICULAR WITH AREAS LIKE THAT WHERE WE HAVE BLOCKED OFF ACCESS FROM OTHER VEHICLES OTHER THAN YOUR SCHOOL BUSES AROUND WASHINGTON ROAD AND WASHINGTON STREET.

WE'LL CONTINUE TO WORK WITH BPD TO MAKE SURE WE EXTEND SIGNAGE ALONG THAT AREA.

IN ADDITION TO THAT, WE LOOKED AT TRAFFIC PATTERNS.

IN FACT, WHAT WE DID WAS WE -- WE HAVE THE ABILITY TO CHECK THE SPEED OF OUR BUSES.

WE USE THAT ABILITY TO CHECK TO SEE HOW FAST OUR BUSES TRAVEL THROUGHOUT THE DOWNTOWN CORRIDOR.

I WON'T GO INTO DETAIL FOR HOW WE DEFINE THE DOWNTOWN CORRIDOR.

WE LOOK AT THE AVERAGE TIMES.

SO AS TO APPROXIMATE THE TRAVEL THAT WOULD OCCUR AT 3:30

DISMISSAL TIME THAT THE QUINCY HAS RIGHT NOW TO A 4:10

DISMISSAL TIME.

RUSH HOUR IS NO LONGER 4:00 TO 5:00 OR 5:30.

RUSH HOUR STARTS AROUND 3:00 IF NOT SOONER.

WHAT WE FOUND SURPRISINGLY AND MAKES SENSE FOR THOSE FAMILIAR WITH BOSTON TRAFFIC, A SMALL HANDFUL OF DAYS WHEN WE WON DUCTED THIS SAW THE DID IS THE AVERAGE SPEED OF TRAVEL FASTER BETWEEN 3:30 AND 4:10 THAN 4:10 AND 4:50.

SO TRAVEL FASTER AFTER 4:10.

THAT GIVES US REASON THAT THE COMMUTE HOME FOR THE CHILDREN WON'T BE AS LONG AS IT IS TODAY.

THAT SAID, THIS IS NOT TO SAY
THAT THE SCHOOL DOES NOT HAVE
VALID CONCERNS.

WE ASSURED THE SCHOOL THAT WE
WILL WORK CLOSELY WITH THEM
BEFORE THE SCHOOL YEAR STARTS TO
MAKE SURE THAT THE SIGN MY
KNOWLEDGE IS IN PLACE AND AFTER
SCHOOL STARTS WILL HAVE EXTRA
STAFF ON HAND AT PICKUP TIME TO
MAKE SURE THAT THEY HAVE A VERY
SMOOTH DISMISSAL FROM THE
SCHOOL.

>> I'M GOING TO HAND IT BACK TO
CHAIR.

WHAT WE NEED TO LOOK AT, WHAT WE
NEED TO MONITOR IS WHETHER OR
NOT YOU'LL PUSH PEOPLE TO MAKE
DECISIONS ABOUT SCHOOLS BASED ON
THE TIME THAT THAT STARTS.

RIGHT?

SO WE WANT PARENTS TO MAKE
DECISIONS BASED ON WHAT IS BEST
FOR THEIR CHILD.

ONE OF THE THINGS THAT PARENTS
MAKE DECISIONS ON IS WHAT IS
BEST FOR THEIR CHILD SO THEY CAN
ENSURE THAT THEY'LL BE OKAY.

SO WE NEED TO LOOK AT ALL START
TIMES AND NEED TO LOOK AT HOW
BPS DISTRICT RULES CAN GET
ADDITIONAL EARLIER START TIMES
BECAUSE FROM UNIVERSALLY FROM
THE PARENTS THAT I'VE SPOKEN TO,
THE LATER IN PARTICULAR FOR THE
9:30 STARTS, IT'S VERY, VERY
DIFFICULT FOR MANY PARENTS AS
WELL AS WITH MANY OF THE
ACTIVITIES THAT YOUNG PEOPLE
PARTICIPATE IN THAT ARE ACTUALLY
GOING TO GET CUT OFF.

THANK YOU, MR. CHAIR.

>> WE'VE BEEN JOINED BY
PRESIDENT MICHELLE WU.
COUNCILLOR O'MALLEY.

>> THANK YOU, MR. CHAIR.

I WANT TO FOLLOW UP ON THE LINE
OF QUESTIONING THAT COUNCILLOR
JACKSON BEGAN WITH.

I AGREE WITH HIM ON THIS ISSUE
COMPLETELY.

ELT IS A TERRIFIC MODEL AND
SOMETHING THAT WE SHOULD ALL
ASPIRE TO I GIVE YOU CREDIT FOR

DOING IT.

IT'S INCREDIBLY ATTRACTIVE TO AFFORD OUR STUDENTS AN EXTRA 40 MINUTES AND ALLOW FOR THE SCHOOL COMMUNITIES TO HAVE A REAL SAY IN WHAT THAT TIME IS USED FOR. I GIVE YOU A CREDIT FOR THAT. I DO HAVE SERIOUS CONCERNS AND WILL CONTINUE TO SAY IT UNTIL WE CAN FIX IT.

WHEN YOU HAVE THE LATE START SCHOOLS, IT'S MORE OF A HINDRANCE THAN BENEFIT.

I'VE SEEN THIS AT THE JA MAY -- JAMAICA PLAIN.

YOU'VE SEEN US AT THE GILMER SCHOOL WHERE THIS IS A HUGE CONCERN FOR PARENTS.

LATE START, PUSHING THE END TIME TO 4:10.

THE MERE FACT IS THAT OUR COMMUNITY CENTERS, MANY OF THE PROGRAMS BEGIN BEFORE THESE STUDENTS GET OUT.

NOT ONLY ARE THEY UNABLE TO ATTEND OR TAKE ADVANTAGE OF IT, THEY WOULD BE LEAD SO THEY WON'T BE ABLE TO DO SO.

SO YOU KNOW, I WANT TO AGAIN USE THIS OPPORTUNITY TO BRING UP THE CALL THAT COUNCILLOR

ESSAIBI-GEORGE AND I HAVE BEEN MAKING FOR QUITE SOME TIME ON THE EFFICACY OF A LATER START TIME FOR HIGH SCHOOLS WHICH WOULD BOTH, I BELIEVE ALLOW FOR THE FUNDING TO CREATE AN EARLIER START FOR MANY OF THESE ELEMENTARY SCHOOLS.

THAT'S HOW WE SOLVE THIS ISSUE. SO CURIOUS IF THERE'S BEEN ANY OTHER WORK TOWARDS THE GILMER SITUATION AND LATER START SCHOOLS GOING TO THE ELT.

>> I THINK I'LL RESPOND TO THAT WITH THREE POINTS TO THE QUESTIONS THAT YOU RAISED.

FIRST AS FAR AS THE KILMER SITUATION PARTICULARLY, AS YOU ME FROM A RECENT MEETING, THERE'S ANOTHER SCENARIO THAT OUR TEAM IS MAPPING OUT.

WHEN WE GET THESE SCENARIOS HANDED TO US, THEY'RE OFTENTIMES

VERY -- THEY'RE BORNE FROM PRODUCTIVE THINKING, BUT THEY TAKE A LONG TIME TO RESEARCH AND EXPLORE.

WHAT YOU NEED TO DO IS UNRAVEL A HUGE CHUNK OF THE SYSTEM AND REROUTE MANY SCHOOLS AND BUSES INCLUDING SCHOOLS AND BUSES THAT ARE NOT ACTUALLY A PART OF THAT PARTICULAR SCENARIO.

WE'RE IN THE PROCESS OF INVESTIGATING THE ONE THAT WAS BEFORE.

ALTHOUGH I WOULD STATE AGAIN THAT BECAUSE OF THE COMPLEXITY INVOLVED, THE NUMBER OF SCHOOLS INVOLVED IN THAT PARTICULAR SCENARIO, THE DIFFERENT CAMPUSES AND -- IT'S UNLIKELY THAT WE WOULD DO ANYTHING TO ALLOW THEM TO MOVE TO AN EARLIER TIME.

I WANT TO MAKE SURE I PRESENT THE COUNCIL WITH THE ACTUAL DATA AND NOT JUST MY OWN INTUITION. I DON'T THINK THAT THAT IS THE RIGHT THING TO DO.

IN TERMS OF THE FUTURE, AS WAS MENTIONED BEFORE, WE ARE IN THE PROCESS OF OUR TRANSPORTATION CHALLENGE AND HOPEFULLY WILL YIELD THE START AND ADJUSTMENT TIMES FOR THE SCHOOL YEAR. WE HAVE TO MAKE SURE THAT WE DID THAT IN A MUCH LONGER TIME PERIOD THAN A RUSHED EXERCISE TO ADJUST THE TIMES.

NUMBER 1, IT WOULDN'T ALLOW US TO HAVE THE COMMUNITY INPUT THAN WHAT THE PROCESS IS SEEKING AND NUMBER 2 WOULD LIKE US TO BE EXPOSED TO OTHER FLAWS FOR ADJUSTMENTS FOR THE SCHOOL YEAR. THE THIRD PIECE THAT I'LL RESPOND TO IS YOUR SUGGESTION AROUND HIGH SCHOOLS AND THE LATE-START ELEMENTARY SCHOOLS. IT'S AN IDEA THAT I THOUGHT OF MYSELF.

SEEMS LOGICAL.

IT'S SITTING THERE.

THE FEW CHALLENGES THAT WE RAN INTO WHEN THINKING THROUGH THAT, IF WE MOVED HIGH SCHOOLS TO A 9:30 START TIME, THAT LEADS TO A

NUMBER OF OTHER CONCERNS THAT WE HAD FROM THE HIGH SCHOOL COMMUNITY.

DO WE HAVE LIGHTS AT ATHLETIC FIELDS TO ALLOW GAMES TO TAKE PLACE AFTER THE 4:10 DISMISSAL TIME.

WHAT ABOUT STUDENTS AND EMPLOYMENT.

THERE'S A HOST OF OTHER CHALLENGES THAT WE RUN INTO IF WE NEARLY SWAPPED HIGH SCHOOLS TO THE LATER TIER.

SECOND, BECAUSE MANY OF OUR HIGH SCHOOLS DON'T REQUIRE MUCH TRANSPORTATION IN TERMS OF YELLOW BUSES, WE WOULD NOT BE ABLE TO FREE UP ENOUGH BUSES TO EVEN SERVE A VERY SMALL NUMBER OF ELEMENTARY SCHOOLS IF WE WERE ABLE TO BE MAKE THAT SWITCH.

BECAUSE FOR EVERY ONE HIGH SCHOOL -- FOR EVERY ONE ELEMENTARY SCHOOL THAT WE MIGHT HAVE, IT COULD BE SEVERAL HUSBANDS WORTH OF BUSES THAT WOULD TAKE TO OFFSET THOSE ELEMENTARY SCHOOL BUSES, IF THAT MAKES SENSE.

>> IN THEORY IT MAKES SENSE. I WILL TAKE YOU AT YOUR WORD, JOHN.

JUST SO YOU KNOW WHEN WE HAVE OUR TRANSPORTATION HEARING, I'LL BE ASKING SPECIFICALLY FOR THE NUMBER OF YELLOW BUSES PER HIGH SCHOOL.

I WAS SHOCKED THE NUMBER IS AS HIGH AS IT WAS.

I THOUGHT TO YOUR POINT, THERE WAS A HANDFUL.

THE TWO HIGH SCHOOLS AT -- THERE WAS PROBABLY 20 BUSES WHICH IS A STAGGERING NUMBER.

TO YOUR -- I'M SORRY.

>> I'LL ADJUST THAT.

WHAT HAPPENS WITH THE WEST ROXBURY HIGH SCHOOLS, WE HAVE SHUTTLES BECAUSE ACCESS IS SO CONSTRAINED THAT WE TRY TO MAKE IT AS EASY --

>> AND I APPLAUD THAT.

I'M NOT SUGGESTING THAT WE DO AWAY WITH THAT.

IT'S STILL YELLOW BUSES FOR THE
LATER STARTED.
WE COULD PROVIDE THAT SERVICE
FOR A LATER STOOD.
WE'LL SAVE THAT FOR
TRANSPORTATION.
AND I TAKE YOU AT YOUR WORD.
FORGIVE MY CYNICISM WHEN WE TALK
ABOUT A HACK-A-THON OR SOME PLAN
FOR THE FUTURE.
I'M NOT INDICTING THIS
ADMINISTRATION CERTAINLY, BUT
IT'S -- IT'S FRUSTRATING TO ME
THAT OFTEN TIMES I FEEL THE
DEFAULT FOR BPS IS NO WHEN IN
THE KILMER SITUATION
SPECIFICALLY YOU HAVE EVERYTHING
THAT WE SHOULD WANT.
YOU HAVE A VERY ENGAGED AVERSE
GROUP OF PARENTS WANTING TO MAKE
THIS WORK.
FEELING HELPLESS THAT THEIR
VOICE MATTERS, THIS IS ONE SMALL
EXAMPLE ON ONE SCHOOL.
IT'S A MUCH SMALLER SCHOOL.
SO THE IMPACT IS LESS.
IT STILL EXISTS.
I JUST REMAIN INCREDIBLY HOPEFUL
THAT WE CAN FIGURE THIS OUT
GOING FORWARD.
ELT MAKES SENSE.
I DON'T MEAN TO SOUND CYNICAL
ABOUT WHAT WE ALL SHARE GIVING
OUR KIDS MORE QUALITY TIME IN
THE CLASSROOM.
WE ALSO -- I WANT TO MAKE SURE
IT'S DONE RIGHT AND I STILL HAVE
SOME SERIOUS QUESTIONS ABOUT HOW
IT WOULD BE IMPLEMENTED AND WHAT
THE INTENDED CONSEQUENCES WILL
BE.
THAT'S ALL FOR NOW.
>> COUNCILLOR FLAHERTY.
>> JUST A QUICK OPINE ON THE
SCHOOL TIMES.
BEFORE LITTLE LEAGUE, DANCE
CHANCES, 8:30 TO 2:30 IS THE
TIME ZONES.
THE 9:30 TO 3:30, THAT'S KIDS
TAKING TRANSPORTATION GET HOME
AFTER THOSE PROGRAMS BEGIN.
THEY'RE ON THE SHORT END.
I'LL SO THAT THE TIME SLOTS THAT
ALSO DRIVES TRANSPORTATION AND

THE BLOATED SCHOOL
TRANSPORTATION COSTS THAT
CONTINUE TO DOG OUR SCHOOL
DISTRICT AND HAS FOR TOO LONG.
SO HOPEFULLY WE CAN RESTORE SOME
SANITY AROUND THE TIMES THAT OUR
CHILDREN GO TO SCHOOL AND THOSE
THAT ARE IN NEED OF
TRANSPORTATION.

WE START WAGGING THE TAIL AS
OPPOSED TO THE DOG WAGGING THE
TAIL.

AND HOW MANY PEOPLE WILL -- WHO
WILL ANSWER THE QUESTION, WHO
STAFF THIS OFFICE AND THE ANNUAL
COSTS WILL WITH TO RUN THE
EXTENDED LEARNING TIME OFFICE.
>> SO THE EXTENDED LEARNING TIME
OFFICE IS NOT JUST SCHEDULING.
SO ON YOUR FIRST SLIDE ON THE
PRESENTATION, WE HAVE ENOUGH
DIVISIONS.

SO THE SUMMER AND VACATION
ACADEMY IS ONE FTE.
THE 21st CENTURY AND MATH ELT IS
ONE FTE.
THE SCHEDULE A ELT IS THREE.
ONLINE LEARNING IS ONE FTE.
AND THE RESEARCH PARTNERSHIP, SO
.5.

>> SO THOSE ARE BRAND NEW FTEs
OR ARE WE GOING TO TAKE --
>> ALL OF THOSE PROGRAMS WERE
STAFFED BY THE CURRENT STAFF
THAT IS EMPLOYED THERE.
SO WE HAD -- THE SCHEDULE A,
CHANDRA HAS BEEN ON THAT PROGRAM
FOR THREE YEARS.
WE ADDED TWO STAFF PEOPLE TO
IMPLEMENT THE 17-18-19 SCHOOL
IMPLEMENTATION.

>> WHAT WILL THE ANNUAL COSTS?
>> THE THREE PEOPLE INCLUDING
ALL BENEFITS WILL PROBABLY BE
ABOUT \$350,000.

>> AND THEY FALL UNDER THE
TEACHER'S UNION.

>> NO.

THEY'RE MANAGERIAL POSITIONS.

>> SO RESIDENTS OF THE CITY?

>> YES.

>> SO WE HAVE THE RESIDENCY
REQUIREMENTS?

>> WE DO.

>> OKAY.
VERY GOOD.
>> AND THEN WHAT WILL THEIR
DUTIES BE?
>> THEY'RE GOING TO SUPPORT THE
39 SCHOOLS.
WE HAVE A JOB DESCRIPTION TO
SHARE WITH YOU.
I THINK EARLIER WE PRESENTED
THAT THESE WILL BE ASSIGNED TO
THE TLCs, THE TEACHING AND
LEARNING TEAMS TO INSTRUCT THE
SUPERINTENDENTS TO SUPPORT THE
SCHOOLS IN THAT ELT.
THERE'S THREE TLTs FOR ALL OF
THOSE SCHOOLS.
IT WILL GO -- THEY WILL PROVIDE
OVERALL SUPPORT FOR ALL THE
SCHOOLS IN THE TLT AND DEEP
SUPPORT FOR THE SCHOOLS THAT ARE
IDENTIFIED AS ADDITIONAL HELP.
>> AND THROUGH THE CHAIR
RECOMMENDATION ON THE -- AT THE
HIGH SCHOOL LEVEL, IF WE COULD
INTRODUCE SAT PREP.
>> SO WE DO HAVE SAT PREP
AVAILABLE TO SCHOOL STUDENTS.
THAT'S AVAILABLE TO ANY SCHOOL
IN THE DISTRICT AT NO SCOOP.
>> KIDS TAKING ADVANTAGE OF
THAT?
>> SOME STUDENTS DEPENDING ON
THE SCHOOL.
WE CAN GIVE YOU BACKGROUND ON
THOSE SAT AND -- WE DO SAT, A.P.
EXAMS AND --
>> VERY GOOD.
THANK YOU, MR. CHAIRMAN.
>> THANK YOU.
COUNCILLOR WU.
>> THANK YOU.
I APOLOGIZE FOR BEING LATE.
IN AN ATTEMPT NOT TO BE
REPETITIVE, I'LL ASK ONE
QUESTION AND TELL ME IF THIS HAS
BEEN ASKED ALREADY.
SO LOOKING AT THE OVERALL
BUDGET, I WANTED TO UNDERSTAND
HOW MUCH OF IT IS COMING FROM
EXTEND GRANTS AND HOW LONG THOSE
GRANTS ARE PROJECTED OUT TO
LAST.
SO OUR MATERIAL SAY IT'S \$14
MILLION FY-18 APPROPRIATION.

SO THAT IS FROM THE CITY'S
GENERAL FUND AND THE GRANTS ARE
ON TOP OF THAT.

SO --

>> ELT SCHEDULE A SPECIFICALLY,
THAT \$18 MILLION IS GENERAL
FUND.

>> AND HOW MUCH ADDITIONAL
FUNDING IS BEING USED FROM
EXTERNAL GRANTS?

>> SO THE SLIDE THAT SHOWS
YOU --

>> IS THIS THE ENTIRETY OF THE
GRANT FUNDING USED FOR ELT?

>> THIS IS THE RESEARCH GRANT
THAT WE HAVE.

>> SO FROM THESE TWO GRANTS, THE
21st CENTURY AND MATH ELT
GRANTS, ABOUT \$2.5 MILLION, HOW
LONG --

>> WE ASSESS THEM TO BE LEVEL
FUNDED MOVING FORWARD IN
PERPETUITY OR --

>> NO.

>> OKAY.

AND SO IF FOR EXAMPLE IN THREE
YEARS EITHER THE STATES
PRIORITIES CHANGE OR -- WILL THE
CITY ABSORB THIS COST?

>> ALL OF THOSE PROGRAMS RUN
THROUGH A CONTINUUM OF SORT OF
GROWTH CYCLES OVER TIME.

SO THEY COME IN AS A REFLECTED
PROGRAM AND THEY HAVE THE OPTION
TO MOVE TO EXEMPLARY STATUS.

DOESN'T INCREASE THEIR FUNDS BUT
PUTS THEM IN SORT OF A DIFFERENT
CATEGORY FOR SUSTAIN ABILITY.

THEY GO ON FOR THREE YEARS.

SO IT WOULD BE AN INITIALLY
FUNDED GREAT AND MOVE TO A
STATUS GRANT.

SO THOSE NOT EXEMPLARILY
STATUS -- TAKE ADVANTAGE OF THAT
BY HAVING WORKED WITH OUR OTHER
INDIVIDUAL SITES THAT ARE
IMMERSED.

>> IS THERE COSTS ASSOCIATED
BECAUSE THEY'RE ASKED TO DO MORE
IN TERMS OF INFORMATION SHARING
OR NO?

>> NO.

>> OKAY.

AND THEN THE RESEARCH GRANT, IS

IT JUST THE COST SHARE WITH THE FTE OR IS THERE ADDITIONAL GRANT FUNDING ON TOP OF THAT?

>> THERE'S NO INCURRED COSTS OTHER THAN THE FTE.

SO THE GRANT FUNDS THE RESEARCH AND THE COLLABORATION WITH AIR.

>> GREAT.

SO AS ELT CONTINUES TO EXPAND ACROSS THE DISTRICT IN LATER FISCAL YEARS, IS THE EXPECTATION THAT THE EXTERNAL GRANTS WILL REMAIN A FUNDAMENTAL PIECE OF BEING ABLE TO AFFORD IT?

>> YES.

>> OKAY.

THANK YOU.

>> THANK YOU.

WE'RE GOING TO THE SECOND ROUND OF QUESTIONS.

BUT I'D LIKE TO REMIND FOLKS THAT THE BUDGETS HEARING IS IMMEDIATELY FOLLOWING THIS AS WELL AS HUMAN CAPITAL AND EQUITY AFTER THAT.

SO LET ME NOW RECOGNIZE COUNCILLOR ESSAIBI-GEORGE.

>> JUST TO FOLLOW UP ON COLOR WU'S QUESTION.

THERE'S NO FURTHER EXPANSION. WE WILL BE AFTER NEXT SCHOOL YEAR IN ALL OF THE MIDDLE AND ELEMENTARY SCHOOL YEARS.

THE QUESTION IS AROUND OUR STATE-FUNDED EXTENDED LEARNING TIME GRANTS.

THAT'S WHAT THAT SEPARATE PAGE IS ABOUT.

>> OKAY.

>> SO A FEW OF THE QUESTIONS THAT I RECEIVED OVER THIS LAST YEAR, THE NEW SCHOOL YEAR COMING ON, PARTICULAR CONSTITUENT REQUESTS REGARDING KIDS WITH DIETARY NEEDS.

ARE WE GOING TO GIVE SCHOOL STIPENDS OR FUNDING FOR AN EXTRA SNACK PERIOD OR AN OPPORTUNITY FOR A C.E. IT'S SPECIALLY FOR THOSE WITH MEDICAL NEEDS TO HAVE SORT OF A SNACK TIME?

>> UH-HUH.

WE'VE HAD ONGOING MEETINGS WITH OUR FOOD SERVICES OFFICE AND

WHAT WE HAVE TALKED ABOUT AND THAT WE'RE WORKING WITH THEM ON IS STAGGERING TIMES FOR THEIR STAFF.

SO THAT SOMEONE WILL BE THERE LATE IN THE DAY TO DISTRIBUTE SNACKS FOR STUDENTS.

WE KNOW IT'S A LONG DAME FOR THEM.

SO THEY HAVE BUILT INTO THEIR SCHEDULES WHEN THOSE TIMES FOR SNACKS CAN TAKE PLACE AND FOOD SERVICES IS ADJUSTING THE STAFFING TIMES TO LOOK AT STAGGERING TIMES THAT THEY ARRIVE RATHER THAN HAVING EVERYBODY ARRIVE AT 7:00 AND LEAVE AT 3:00.

>> SO IN THE SCHOOLS THAT HAVE DONE ELT, ESPECIALLY THOSE WITH THE 9:30 TO 4:010.

I'VE HEARD THEY'RE WORRIED ABOUT GETTING TO OTHER COMMITMENT AND THE KIDS ARE RECEIVING SPECIAL ED SOURCES CONTRACTED.

HAVE WE LOOKED AT THAT DATA AT ALL?

>> MOST OF IT IS INDIVIDUAL SCHOOL ISSUES.

I WOULD SAY --

>> I'D SAY THEY'RE ALL INDIVIDUAL SCHOOL ISSUES.

>> RIGHT.

>> THE KIDS BEING -- HAVE WE LOOKED AT THAT DATA AT ALL? AT THE AMOUNT OF KIDS BEING DISMISSED EARLIER.

>> NOT TO MY KNOWLEDGE.

WE CAN TAKE A LOOK --

>> IT'S INTERESTING.

AND I ALSO HEARD ESPECIALLY WITH COLOR O'MALLEY'S CONVERSATIONS WITH THE KILMER AND IN MIND WITH A FEW OTHER SCHOOLS, SOME PARENTS ARE GOING TO TRANSFER SCHOOLS BECAUSE OF THIS CHANGE IN TIME AND I'M WONDERING IF WE'LL DO ANY EXIT INTERVIEWS OF FAMILIES EITHER TRANSFERRING OR LEAVING THE DISTRICT ALTOGETHER AND IF THERE COULD BE A CHANGE IN SCHOOL END TIMES IN PARTICULAR TO COUNCILLOR

JACKSON'S POINT ABOUT SCHOOLS THAT ARE FRONTING SOME OF THE ELT PROGRAMMING EXPENSES, WHAT SCHOOLS ARE FRONTING THOSE COSTS.

>> I'M NOT AWARE OF ANY THAT ARE FRONTING THE COSTS BECAUSE IT'S AVAILABLE JULY 1.

THEY HAVE AMPLE TIME TO DO THAT. THEY HAVE ALREADY DECIDED WHAT THOSE RESOURCES ARE IN JUNE. SO IN MOVING FORWARD, THEY HAVE FROM -- THEY CAN BEGIN TO COMPILE THEIR ORDERS IN JUNE. GIVE THIS TO US ON JULY 1 AND WE ENTER THAT TO THE SYSTEM. IT WOULD SHOW UP IN THE FALL IF SCHOOLS WERE NOT PURCHASING IN ADVANCE.

>> ARE SCHOOLS CONTRACTING ANY SERVICES THROUGH OUR VENDOR APPROVED LIST OR DO THEY -- CAN THEY INDEPENDENTLY CONTRACT WITH AN ORGANIZATION THAT MAYBE ISN'T A BPS SPENDER?

>> SO IF THEY'RE USING OUR GENERAL FUNDS, THEY HAVE TO GO THROUGH A BPS VENDOR. WE'VE BEEN SENDING VENDOR FORMS TO MAKE SURE PEOPLE CAN SIGN UP TO GET THE SERVICES THEY NEED, THIS YEAR WE TRIED A DIFFERENT PROCESS WITH THE FUNDS. SO I THINK THAT MAY BE SOME OF THE SCHOOLS THAT HAVE BEEN DELAYED.

WE PLAN TO RECTIFY THOSE ISSUES FOR NEXT YEAR SO SCHOOLS HAVE ACCESS TO THE FUNDS ON JULY 1.

>> SO THEY'LL HAVE ACCESS JULY 1?

>> YES.

>> THAT'S THE SUPPLIES MONEY SPECIFICALLY.

IT'S \$200 PER TEACHER. BASED ON THE NUMBER OF TEACHERS IN THE SCHOOLS, SOME HAVE POLLED THE MONEY TO ORDER SUPPLIES AND OTHER SCHOOLS IT'S BEEN 40 TEACHERS EACH INDIVIDUALLY SPENDING THEIR \$200.

WE GOT ALL OF THAT INFORMATION SEND TO US.

WE PROCESS THOSE ORDERS THROUGH

OUR OFFICE.
BUT THEY CAME IN VERY STAGGERED
OVER TIME.
SO TO COUNCILMAN JACKSON'S
IMPORTANT, SOME DIDN'T GET THE
MATERIAL ORDERS TILL OCTOBER AND
NOVEMBER.
WE DIDN'T GET THEIR ORDERS UNTIL
AFTER SCHOOL VACATION BREAK.
SO THERE WAS A DELAY THIS YEAR.
NEXT YEAR THE PROCESS WILL BE
DIFFERENT.
SCHOOLS CAN JUST SEND US A LIST
THAT WE'LL AUTHORIZE.
>> THAT'S ON THE SUPPLIES LIST.
WHAT ABOUT FOR THE ACTIVITY?
SO SCHOOLS FOR THEIR EXTRA --
FOR THEIR EXTENDED LEARNING TIME
ARE BRINGING IN VENDORS TO TEACH
A MUSIC CLASS, TO TEACH AN ART
PROGRAM OR A DIFFERENT TYPE OF
PROGRAM WHERE THEY HAVE TO
CONTRACT FOR THE SERVICES.
IS THERE A DELAY IN THAT OR
REQUIREMENT THAT WE'RE USING BPS
VENDORS?
>> THEY WOULDN'T NEED TO USE A
BPS VENDOR BUT WE PROVIDE THE
INFORMATION ON HOW TO BE A
VENDOR AND THEN WE WOULD DO THE
CONTRACTS.
>> AND I DO HAVE A FEW MORE FOR
THE NEXT ROUND.
ONE RIGHT NOW.
JUST VERY QUICKLY.
A NUMBER OF SCHOOLS INCLUDING
THE ONE THAT MY KIDS ATTEND FOR
YEARS HAVE BEEN TOLD THAT THEY
WOULD CHANGE FROM A 9:30 START
TO AN EARLIER START TIME.
MANY YEARS AGO THERE WAS
SUPPOSED TO BE A CYCLE WHERE
THEY DROP OFF THE LESS DESIRABLE
9:30 START.
SO ONCE WE GET SETTLED THROUGH
ELT THIS COMING SCHOOL YEAR, ARE
WE GOING TO START SHIFTING THE
CONVERSATION TO HOW CAN WE WORK
WITH THESE SCHOOLS THAT HAVE
BEEN PROMISED FOR SO LONG THAT
THEY WOULD NOT BE A 9:30 START
TIME TO AN EARLIER TIME?
IS THAT CONVERSATION STARTING OR
IS IT HAPPEN SOMETHING IS IT

ESPECIALLY BECOMING BURDENSOME
FOR A LOT OF COMMUNITIES BECAUSE
OF THE SCHEDULE.

>> I'M GOING TO ASK --

>> SO THANK YOU FOR THE
QUESTION.

I'D SAY AS I WAS MENTIONING
BEFORE TO COUNCILLOR JACKSON AND
COUNCILLOR O'MALLEY'S QUESTIONS,
WE ARE HOPEFUL THAT THE WORK
COMING OUT OF THE TRANSPORTATION
CHALLENGE WILL PROVE BENEFICIAL
FOR THE DISTRICT ON HOW TO MAKE
OUR SYSTEM MORE EFFICIENT.

IF THERE'S NEEDS TO BE A FALL
BACK A FEW YEARS FROM NOW, EVEN
TWO SCHOOL YEARS FROM NOW, WE GO
BACK TO A SYSTEM THAT WE CYCLE
SCHOOLS AROUND THE DIFFERENT
START TIMES EVERY FOUR OR FIVE
YEARS.

WE'LL HAVE TO CONSIDER THAT.
THAT WAS THE SYSTEM IN PLACE A
LONG TIME HERE IN BOSTON AND HAS
ITS OWN PROS AND CONS.

AND IN FACT, A LOT OF CONS, IF
YOU WILL.

THAT SAID, WE HEAR FROM THE
SCHOOLS MOVING FROM 9:00 TO
4:00, WE TAKE THOSE REQUESTS
SERIOUSLY AND HOPING TO
ACCOMMODATE THEM TO SOME EXTENT.

>> WE CAN TALK ABOUT THIS MORE
DURING THE TRANSPORTATION
HEARING.

IT'S MORE A PROBLEM OF THE
POLICY DICTATING THE
TRANSPORTATION PIECE.

WE SHOULD HAVE A POLICY IN PLACE
WHERE WE HAVE MORE REASONABLE
START AND END TIMES FOR ALL
GREAT LEVELS AND THE TRANS
MORETATION SHOULD FOLLOW THAT.

WE'RE DOING IT THE WRONG WAY.

I KNOW IT'S A CHALLENGE WE FACE
AND WE'RE HOPING TO FIND SOME
ANSWERS.

I JUST HOPE WE DO IT IN A TIMELY
FASHION THAT WE CAN SEE CHANGES.

I HOPE THE CHANGES FOR THIS
COMING SCHOOL YEAR ARE
APPARENTLY NOT GOING TO HAPPEN
BUT THAT THEY CAN HAPPEN FOR THE
NEXT SCHOOL YEAR.

THAT'S IT FOR THAT ROUND.
>> COUNCILLOR CAMPBELL.
>> THANK YOU, COUNCILLOR CIOMMO.
JUST PICKING UP ON COUNCILLOR
ESSAIBI-GEORGE'S LINE OF
QUESTIONING RELATED TO START
TIMES.

I HEAR THE SAME THING FROM
SCHOOLS IN MY DIRECT,
PARTICULARLY THE ELEMENTARY
SCHOOLS, WHO FEEL THAT THEY HAVE
BEEN PROMISED SOMETHING OR
WAITING WITH ANSWERS THAT FOR
THEM THAT ARE JUST NOT ADEQUATE
OR RATIONALES THAT ARE NOT
ADEQUATE.

SO I THINK -- MANY THOUGHT THAT
MAYBE THE SCHOOL YEAR THEY WOULD
GO FROM A 9:30 TO AN 8:30 START.
ONE THING I WOULD LIKE TO SEE IS
CURRENTLY THE LISTS OF
ELEMENTARY AND MIDDLE SCHOOLS
AND THEIR CURRENT START TIMES
BECAUSE FROM MY FRIEND, THIS IS
AN EQUITY ISSUE.

THERE'S SOME SCHOOLS THAT FEEL
THAT THEIR SCHOOLS THAT HAVE AN
8:30 START AND HAPPEN IN THE
NEXT CYCLE OF GOING BACK AND
FORTH EVERY FIVE YEARS CHANGED
WHO FEEL AS THOUGH THEY HAVE
BEEN STUCK.

FRANKLY, SOME ARE CALLING FOR US
TO GO BACK TO THE FIVE-YEARS
BECAUSE AT LEAST IT WOULD BE
FAIR.

WHEREAS NOW THEY FEEL AS THOUGH
THEY HAVE BEEN SAYING WE NEED AN
8:30 START AND THEY'RE NOT
GETTING THAT.

SO I THINK THIS NEEDS TO TAKE
PRIORITY IN SOME WAY AND SOME
SCHOOLS NEED TO SEE MOVEMENT ON
THIS.

IT'S A MAJOR CONCERN.
I WANTED TO ECHO THAT.
I KNOW THE COUNCILLORS HAVE
BROUGHT IT UP.

I'D LOVE TO SHE A LIST OF
SCHOOLS CURRENTLY AND THEIR
CURRENT START TIMES.
OBVIOUSLY YOU'RE GOING TO GET A
LIST OF SCHOOLS WITH ELT.
I LOVE TO SEE THE LIST OF

AUTONOMOUS SCHOOLS THAT HAVE
EXTENDED LEARNING DAYS AS WELL.
SO IF WE CAN GET THAT THAT WOULD
BE EXTREMELY HELPFUL.

GOING BACK TO THE COST PIECE.
WHAT IS THE BIGGEST COST WITH
PROVIDING ELT?

IS IT THE STAFF AND THE TEACHER
SALARY INCREASES?

>> YES.

>> JUST WANTED TO CONFIRM THAT.
AND THEN JUST GOING BACK TO ELT
GENERALLY.

WHAT ARE SOME SCHOOLS AND
STUDENTS USING THEIR 40 MINUTES
FOR?

WHAT ARE THEY DOING WITH THE ELT
TIME?

>> SO EACH SCHOOL, THERE'S
SOMETHING DIFFERENT.

IT'S NOT A SEPARATE 40-MINUTE
BLOCK AT THE END OF THE DAY.
THEY HAVE REDESIGNED A SCHEDULE
LOOKING AT THE ENTIRE SCHOOL DAY
AND ALSO INCORPORATING THE NEW
BLOCKS OF TEACHER PLANNING TIME.
SO A LOT OF SCHOOLS ARE ADDING
ENRICHMENT CLAUSES.

SOME SCHOOLS ARE ADDING WIN
BLOCKS.

WHEN STUDENTS GET PERSONALIZED
OR INDIVIDUALIZED ATTENTION.

>> YOU REFER TO --

>> SOME SCHOOLS LIKE TO CALL
THEM WIN BLOCKS, WHAT I NEED.
THAT'S WHEN THERE'S THE
OPPORTUNITY FOR STUDENTS TO HAVE
TARGETED STRUCK ON TOP OF
TRADITIONAL INSTRUCTION.
SOME SCHOOLS ARE FOCUSING ON
SOCIAL AND EMOTIONAL LEARNING.
SO ADDING OPEN CIRCLE.
SO EACH SCHOOL THERE'S SOMETHING
DIFFERENT BASED ON THE
INDIVIDUAL NEEDS OF THE
STUDENTS.

>> I'M ASSUMING THAT THAT ARE --
HOW ARE STUDENTS INVITED TO
PARTICIPATE IN THE PROGRAMMING
THAT THE SCHOOL DECIDES TO USE
THE 40 MINUTES FOR?

>> SO SINCE IT'S PART OF THE
OFFICIAL SCHOOL DAY, ALL
STUDENTS PARTICIPATE IN THE

PROGRAMMING, AND BUILT INTO THEIR SCHEDULE.

>> AND THEN MY LAST QUESTION HAS TO DO WITH THE MATAHUNT AND THE REDESIGN AND HOW ELT PLAYS INTO THAT.

IF SOMEONE CAN TALK ABOUT THAT. THERE'S A NOTE HERE ABOUT SOMETHING.

>> OUR DESIGN WORK FOR THE SCHOOL IS ONGOING AS WE'RE PLANNING FOR THEM TO OPEN THE NEXT SCHOOL YEAR. WHAT IT LOOKS LIKE IS STILL UNDER DESIGN.

>> WHEN WE HAVE A FINAL IDEA OF WHAT THAT LOOKS LIKE -- OBVIOUSLY I CAN'T BELIEVE IT'S MAY BUT WE'RE IN MAY. PARENTS ARE PLANNING DECIDING WHAT THEY WANT TO DO NEXT. FRANKLY A LOT OF THAT DECISION MAKING IS HAPPENING FOR THOSE PARENTS.

IT'S CRITICAL THAT WE GET THAT MOVING AS QUICKLY AS WE CAN I'D BE CURIOUS FOR THE TIME LINE, PARTICULARLY FOR THE COUNSELORS TO KNOW WHAT THAT IS AS WELL.

>> THANK YOU, MARY.

>> GOOD MORNING.

>> GOOD MORNING.

>> SO THE PLAN FOR THE NEW SCHOOL YEAR AT THE MATAHUNT WHICH WE'RE CALLING THE MATTAPAN IS FROM 9:30 TO 4:00. THE PROPOSAL IS FOR THE TEACHERS TO WORK THE SCHEDULE A DAY. SO THE INSTRUCTIONAL DAY WOULD BE SIX HOURS AND 40 MINUTES AS OTHER ELT SCHEDULE A SCHOOLS AND AN ADDITIONAL PERIOD OF TIME THAT WOULD BE THE ENRICHMENT BLOCK THAT WOULD BE STAFFED IN PART BY SOME OF THE PARAPROFESSIONALS IN ADDITION TO PARTNERS THAT ARE CURRENTLY DOING THE AFTER SCHOOL PROGRAMMING AT THE MATAHUNT SCHOOL.

>> SO THIS ALSO INVOLVES NEGOTIATING WITH THE UNION, WHICH ADDS THEIR WRINKLES IN TERMS OF THE TIMELINE.

DO YOU HAVE AN IDEA, MARY, WHEN YOU MIGHT SEE SORT OF THE FINAL VISION FOR WHAT WILL UNROLL THE NEXT SCHOOL YEAR?

>> I BELIEVE WE HAVE A MEETING SCHEDULED THIS WEEK. FOR APPEARANCE AND -- THE SCHOOL DAY, THE 7:30 START TIME AND 4:00 END TIME IS SET. THAT WILL BE THE SCHOOL DAY THERE.

>> AND WHAT IS -- MY LAST QUESTION IS, RIGHT NOW CURRENTLY HOW MANY STUDENTS DO WE HAVE COMMITTED TO ATTENDING THIS NEW SCHOOL IN THE NEW SCHOOL YEAR?

>> I BELIEVE WE'RE SOMEWHERE AROUND 130 AT THIS POINT.

>> GO AHEAD.

>> ROBBY CAN PROBABLY GIVE US A MORE EXACT NUMBER.

>> SO 130 STUDENTS COMMITTED WITH A CAPACITY OF -- OUR INITIAL PROJECTION WAS FOR 300

STUDENTS.

>> THANK YOU.

>> COUNCILLOR JACKSON.

>> THANK YOU VERY MUCH.

JUST A FOLLOW UP.

I HAVE BEEN VERY PUBLIC ABOUT THE FACT THAT I DON'T BELIEVE THAT MATAHUNT SHOULD HAVE BEEN CLOSED.

I DON'T BELIEVE THAT WE GAVE THE PARENTS THE PROPER NOTICE OR OPPORTUNITY TO MAKE THEIR CASE.

I STILL BELIEVE THAT THAT IS A VERY IMPORTANT SCHOOL COMMUNITY IN THE CITY OF BOSTON AND THERE'S SEVERAL YOUNG PEOPLE IN THAT SCHOOL THAT HAVE BEEN AT PRIOR SCHOOLS THAT CLOSE.

SO IF WE'RE GOING TO HAVE A CONVERSATION ABOUT OPPORTUNITY AND ACHIEVEMENT GAP, IT'S CRITICAL THAT WE ACKNOWLEDGE THAT WE HAVE MANY YOUNG PEOPLE IN THAT SCHOOL WHO -- THAT HAS ACTUALLY BEEN A K-4.

49 SCHOOLS CLOSING FUNDING AND WE'LL GET TO THAT IN THE IN GO-ROUND.

WE'RE TALKING ABOUT EXTENDED

LEARNING TIME.

BUT THERE'S SCHOOLS THAT ARE
LOSING FUNDING IN THEIR BASE.
RIGHT?

SO YOU'RE ADDING SOMETHING
ADDITIONAL.

IN MANY SCHOOLS LIKE THE
McCORMICK, THERE'S A \$950,000
CUT.

SO I WANT TO UNDERSTAND HOW IF
WE'RE TAKES AWAY FROM THE BASE,
HOW ARE SCHOOLS GOING TO BE ABLE
TO TAKE CARE OF THEMSELVES WHEN
YOU'RE TAKING -- NEARLY A
MILLION DOLLARS AT ONE SCHOOL.
HOW DO THEY DEAL WITH THAT --
THE NEED TO PROVIDE ADDITIONAL
SERVICES WHEN WE'VE TAKEN AWAY
FROM THE BASELINE AS WELL AS
STAFFING IN THAT SPACE?

SEVERAL OF THESE SCHOOLS HAVE
HAD THREE YEARS OF CUTS IN A
ROW.

HELP ME UNDERSTAND IT.

>> I WAS GOING TO ASK DAVID TO
UNDERSTAND THAT.

OUR FOCUS IS ON EXPANSION.

>> WE CAN TALK ABOUT THAT.

>> WELL, PLEASE BE PREPARED.

I THINK THE ISSUE HERE IS -- I
THINK THAT THE ISSUE HERE IS --
I THINK YOU NEED TO -- THIS IS
VERY IMPORTANT FOR YOU.

IF THEY CAN'T CARRY OUT THEIR
BASE LEVEL OF FUNCTIONING, HOW
DO THEY CARRY OUT AN EXTENDED
LEARNING TIME IF YOU DON'T HAVE
THE BASELINE OF NUMBER OF PEOPLE
THAT YOU NEED IN A BUILDING,
SUPPORT STAFF IN THOSE
BUILDINGS.

SO IF YOU'RE NOT LOOKING AT
THIS, THEN THAT BECOMES A
PROBLEM.

THAT MEANS -- I'LL TELL YOU, IF
YOU'RE IN A BUILDING THAT IS
FAILING AND WE KEEP YOUNG PEOPLE
IN A FAILING BUILDING FOR AN
ADDITIONAL 40 MINUTES, WHAT DOES
THAT -- THAT MIGHT ACTUALLY -- I
DON'T KNOW WHAT THE DATA SAYS,
THAT MIGHT HAPPEN -- HARM
PEOPLE.

THIS IS SOMETHING THAT YOUR

OFFICE NEEDS TO BE LOOKING AT.
THE POTENTIAL FOR A
DISPROPORTIONATE AFFECT.

I WANT TO HEAR IN THE NEXT
GO-AROUND OF McCORMICK SCHOOL,
THEY'RE RECEIVING A \$950,000
CULT AND YOU'RE TELLING THEM TO
STAY IN SCHOOL LONGER.
HOW WILL THAT TRANSLATE IN THAT
SPACE.

I ALSO WANTED TO GET A FEEL
FOR -- THERE'S AN ERS VENDOR
CONTRACT FOR SUPPORTING ELT.
I'D LIKE TO KNOW HOW MUCH IT IS.
AND HOW MANY SCHOOLS DOES IT
SUPPORT.

>> I CAN'T SPEAK TO THE SCHOOL
CLOSURE.

FROM AN ELT STANDPOINT, WE MADE
AN AGREEMENT THAT EACH STUDENTS
CURRENTLY AT THE MATAHUNT SCHOOL
WILL HAVE ACCESS TO ONE OF OUR
BPS SUMMER PROGRAMS AND NOT THE
120 HOURS IN OUR MODEL.
THAT'S ONE OF THE THINGS WE'RE
TRYING TO DO TO SUPPORT THE
STUDENTS THERE.

>> THE ONLY THING I WOULD SAY
THAT AS BPS HAS CONVERSATIONS
ABOUT TRANSITIONS AND HAVING
LESS TRANSITIONS, WE NOW HAVE
YOUNG PEOPLE THAT HAVE BEEN AT
TWO SCHOOLS, SOME THREE, THAT
HAVE BEEN CLOSED.

LET'S FOLLOW OUR OWN DATA AND A
OUR OWN THINKING.

BY CLOSING AN OPPORTUNITY OFF
AND WHEN IT COMES TO MATAHUNT,
ONE OF THEIR ISSUES WAS FEEDER
PATTERNS.

NEAR -- THAT WAS MY --

>> ON THE ERS CONTRACT, THAT
CONTRACT IS \$340,000.

IT WAS AWARDED THROUGH AN RFP
BID PROCESS.

THAT WAS BEFORE I TOOK OVER.
THE ERS HAS HELPED US WITH A
SCHEDULING DESIGN TOOL AND
DESIGNING THE PROFESSIONAL
DEVELOPMENT SESSIONS AND THE
COACHING FOR SIX SCHOOLS TO GIVE
US FEEDBACK ON WHAT THAT LOOKS
LIKE OVER THE YEAR.

NEXT YEAR WE'RE NOT RENEWING

THAT CONTRACT.
PART OF WHAT WE'RE TRYING TO
MOVE TOWARD IS THE
SUSTAINABILITY AND FARMING OUT
THOSE SUPPORTS TO AN EXTERNAL
ORGANIZATION.
DOESN'T MAKE AS MUCH SINCE AS
BRINGING THE RESOURCES IN
INTERNALLY.
ONE OF THE THINGS WE'VE DONE IS
HAVE A ALL OF OUR BPS
DEPARTMENTS PRESENT SO THEY KNOW
WHAT RESOURCES ARE AVAILABLE
ALREADY IN THE DISTRICT.
SO OUR ACADEMICS DEPARTMENT, OUR
WELLNESS DEPARTMENT.
WE'LL BE BRINGING THAT INHOUSE,
THE EXPERTISE AND SUPPORT
INHOUSE.
>> AND I ACTUALLY QUESTION WHAT
THE -- THERE'S \$11 MILLION OF
CUTS TO SCHOOLS IN THOSE 49
SCHOOLS.
THAT \$340,000 IS A THIRD OF WHAT
IS BEING CUT OUT OF THE
McCORMICK SCHOOL.
SO I ABSOLUTELY NOT ONLY
ENCOURAGE BUT DISCOURAGE BPS
FROM NOT BUILDING THE CAPACITY
INTERNALLY RATHER THAN SEEKING
THE CAPACITY EXTERNALLY.
YOU HAVE EFFICIENCIES AND
ECONOMIES OF SCALE THAT CAN
OCCUR INSIDE BPS AND THOSE
DOLLARS INSTEAD OF GOING TO AN
OUTSIDE VENDOR CAN GO TO THE
SCHOOL SIDE AND SCHOOLS THAT ARE
ACTUALLY GETTING CUT THIS YEAR.
SO I JUST THINK IT IS
ILL-ADVISED TO HAVE A CONTRACT
THAT IS DUPLICATING THE SERVICES
THAT WE'RE ACTUALLY BEING ASKED
TO VOTE ON ON A NEW OFFICE.
AT THE SAME TIME THAT MONEY IS
BEING TAKEN AWAY AT THE SCHOOL
SITE LEVEL AT MANY 49 OF THE
SCHOOLS IN OUR DISTRICT.
WHERE ARE WE AT?
DO WE HAVE TO TAKE THAT
\$340,000, ARE WE OBLIGATED TO
SPEND, EXPEND THAT \$340,000?
>> IT WAS FOR THE CURRENT SCHOOL
YEAR.
>> WE'RE NOT CRACKING WITH THEM

NEXT YEAR.

WE'RE DOING EVERYTHING INHOUSE.

>> MR. CHAIR, THE ONLY THING I WOULD ALSO ASK FOR IS -- THIS MIGHT COME AS THE TRANSPORTATION HEARING WHERE ARE WE AT WITH THE TRANSPORTATION AUDIT?

IF WE'RE GOING TO TALK ABOUT EXTENDED LEARNING TIME, WE HAVE TO KNOW HOW MANY PEOPLE ARE ON THE BUSES AND IT'S A CONCERN ABOUT YOUNG PEOPLE IN THE WINTERTIME GETTING ON AND OFF BUSS IN THE DARK AND THAT BECOMES A PUBLIC SAFETY ISSUE ACROSS THE CITY OF BOSTON.

>> THANK YOU SO MUCH,

MR. CHAIRMAN.

>> THANK YOU.

COUNCILLOR ESSAIBI-GEORGE.

>> I DO HAVE A QUESTION ON THE ONLINE AND BLENDED LEARNING.

>> CERTAINLY.

>> I'M WONDERING IF THAT'S HAPPENING DURING THE DAY.

IS SOME OF WHAT IS HAPPENING FOR CREDIT RECOVERY --

>> THE BLENDED COMPONENT, WE'VE DONE QUITE A BIT OF TRAINING WITH TEACHERS TO USE THE ONLINE RESOURCES AS A CLASSROOM SUPPLEMENT OR POSSIBLY ASSIGNING AS A PRECLASS WORK WORK. SO IT ENRICHES THE LESSONS IN A LOT OF WAYS FOR STUDENTS. THE CREDIT RECOVERY IS ONLY USED DURING THE DAY WHERE STUDENTS HAVE A FREE BLOCK AND THEY CAN MAKE UP A COURSE DURING THE BLOCK.

WE HAVE STAFF THAT HAVE BEEN TRAINED ON THE TECHNOLOGY.

>> AND THEN OUR KIDS ON THE JOB LINE PIECE, OUTSIDE OF THE SCHOOL DAY, ARE HEY ABLE TO SORT OF SELF-SELECT THE COURSES THAT THEY WOULD LIKE TO TAKE?

>> ALMOST ALWAYS IT'S A COURSE THEY NEED TO GRADUATE.

>> WITHIN HISTORY, WITHIN ENGLISH, WITHIN CERTAIN PIECES THEY CAN SELF-SELECT.

>> SO IF THEY FAILED ENGLISH 9, THEY'LL NEED TO MAKE UP ENGLISH

9.

THEY HAVE AN OPTION TO TAKE
ENRICHMENT COURSES ONLINE.

WE -- THE O'BRYANT OFFERS
PSYCHOLOGY, SOCIOLOGY.

NEW MISSION DOES A NICE JOB OF
THE ENTREPRENEUR AND MEDIA
CLASSES.

SO DEPENDING ON EACH SCHOOLS --
THOSE ARE TWO SCHOOLS OF CHOICE
AVAILABLE TO THEIR STUDENTS.

>> HAVE YOU LOOKED AT THE
CLASSES, ESPECIALLY THOSE THAT
KIDS ARE SELF-SELECTING TO AND
SHOULD WE OFFER THAT COURSE AS A
REGULAR PART OF THE SCHOOL DAY
WITH A TEACHER AND STUDENTS
BEFORE HIM OR HER?

>> SO WE HAVE LOOKED AT DEMAND
FOR THOSE COURSE; IT'S FOUR OR FIVE STUDENTS HAT A PARTICULAR
SCHOOL.

WHAT WE HAVE INVESTIGATED IS
EMPLOYING SOME SORT OF
TELECOMMUNICATIONS PROCESS WHERE
MULTIPLE SCHOOLS MIGHT BE ABLE
TO TAKE FROM THE TEACHER AT ONE
PLACE.

SO IF PSYCHOLOGY BECOMES A HIGH
DEMAND AT THREE OR FOUR SCHOOLS,
THEN WE CAN COLLECTIVELY PUT
TOGETHER A CLASS.

WE WOULD THEN BE ABLE TO HAVE
ONE TEACHER VIRTUALLY INSTRUCT
STUDENTS.

>> THEN MY LAST QUESTION ON THE
BUDGETING PIECE FOR THAT, FISCAL
YEAR 17 RECITE COORDINATORS
AT 9,000 AND IT WILL GO TO
68,000.

THIS WILL BE IN THE WORK OF THE
TEACHERS AT THE SCHOOL.

THEY SEE IT AS VALUE ADDED.

WE HAVE USED A LOT OF OUR
GUIDANCE FOLKS TO HELP US REALLY
HONE IN ON WHAT STUDENTS NEED
AND THEY CAN ALSO PROVIDE
SUPPORT.

WE'VE BEEN SERVING THE PRODUCTS
THAT WE'VE USED.

I ASK THAT QUESTION BECAUSE
THAT'S ONE OF THE BEST AND
LARGEST DISCREPANCIES.

BETWEEN THE TWO YEARS, YOU
MENTIONED THAT THEY WERE LEVEL

FUNDED.

I'M REALLY CONFUSED GENERALLY ABOUT SOME OF THE DOLLAR AMOUNTS ASSOCIATED HERE WITH FISCAL YEAR 17 COMPARED TO 18.

I WOULD APPRECIATE JUST THIAN DATED VERSION OF THIS BECAUSE THERE DOES SEEM TO BE A NOVEL CATEGORY BUT THAT WAS ONE OF THE BIGGER DISCREPANCY.

THANK YOU, CHAIR.

>> COUNCILOR JACKSON.

>> JUST TO FOLLOW UP ON COUNCILOR ESSAIBI GEORGE'S QUESTIONING AROUND BLENDED LEARNER.

I THINK IN THE DAY AND AGE, ACTUALLY FIRST OFF WE HAVE A COUPLE COLLEGES AND UNIVERSITIES THAT ACTUALLY DO THIS SO WE MIGHT CONSULT THEM AROUND HOW TO DO THIS.

I THINK IT BECOMES PROBLEMATIC IF THE BLENDED LEARN IS ONLY FOR REMEDIAL.

I KNOW THERE ARE SCHOOLS ON THE INDIVIDUAL SCHOOL SITE LEVEL THAT HAVE THOSE OFFERINGS, BUT I THINK IN PARTICULAR, WITH THE INDUSTRY BY 2020, THIS 1.4 MILLION OPENS OUT AND COMPETING. AND THERE'S ONLY 400,000 PEOPLE WHO ARE STUDYING COMPETING.

SO I THINK THIS ASPECT OF TECHNOLOGY NEEDS TO BE YEW BIG ACTUAL ACROSS ALL OF THE SCHOOLS IN THE BOSTON PUBLIC SCHOOLS. AND THAT WE NEED TO BETTER ENABLE OUR YOUNG PEOPLE AROUND THIS AREA OF TECHNOLOGY.

THAT'S PROBABLY WHAT THEY'RE GOING TO END UP DOING AND WE'RE PROBABLY GOING TO END UP WORKING FOR THEM.

SO WE SHOULD BE REALLY GOOD TO THEM RIGHT NOW BECAUSE THOSE ARE THE FOLKS WHO WE'RE PROBABLY GOING TO EVEN UP WORKING FOR.

I JUST BELIEVE THAT BOSTON AS THE PLACE, RIGHT NEXT DOOR WE FIGURED OUT THE INTERNET.

AL DPOAR DIDN'T REALLY DO THAT. AND THE FIRST COMPETER CAME OUT OF BOSTON.

SO I THINK IT'S REALLY CRITICAL
THAT WE EMBRACE THAT TECHNOLOGY
IS HERE AND WE ARE THOUGHTFUL
ABOUT NOT MAKING IT PUNITIVE.
SO IF YOU ONLY HAVE IT AS A
REMEDIAL CLASS, THEN YOU ARE
MAKING A CONNECTION WITH
TECHNOLOGY AS A BAD THING.
INADVERTENTLY AND ALSO AS I
NOTED BEFORE, IT IS CRITICAL WE
HAVE AN ANNUAL CHECK ON ELT
ROLLOUT AROUND THE DEMAND FOR
THESE SCHOOLS.
BECAUSE PARENTS COULD ACTUALLY
END UP MIGRATING.
WE SAW THIS, AROUND BUS PASSES
FOR HIGH SCHOOL STUDENTS.
SOME PEOPLE WERE MAKING THE
DECISION TO GO TO A SCHOOL THAT
IS TWO MILES AWAY BECAUSE THEY
DON'T FEEL IT'S EITHER SAFE OR
THEY'RE ABLE TO ACTUALLY GET TO
AND FROM SCHOOL WITHOUT SEVEN
DAY.
I HAVE A PROPONENT OF SEVEN DAYS
IN SEVEN FOR ALL MIDDLE AND HIGH
SCHOOL.
SO I JUST THINK WE NEED TO BE
THOUGHTFUL.
THANK YOU, MR. CHAIR.
>> THANK YOU.
WE HAVE TWO PEOPLE WHO OUGHT TO
TESTIFY.
SO I'M GOING TO CALL THREE
NAMES.
PLEASE COME TO THE PODIUM AND WE
WILL CALL UP [INDISCERNIBLE]
BRIAN FOSTER AND KATHLEEN
ALVAREZ.
>> THANK YOU FOR THE OPPORTUNITY
TO ADDRESS THE CITY COUNCILOR.
EMPLOYEE MEMBER 913562 STUDENT
VIEW ON -- THE TRANSITION TO --
TO FIRST GRADE.
36, 42, 189.
THESE ARE ALL BPS SCHOOLS.
THE REASON I SPEAK TO YOU THIS
WAY IS BECAUSE THIS IS THE WAY
THIS SPEAKS TO US.
ONLY IN NUMBERS AND DATA.
IT IS AN EMOTIONAL THING FOR US.
MY DAUGHTER HAS GONE TO THE MATT
HUNT SCHOOL SINCE SHE WAS K2.
IT IS HER SECOND HOME.

I SAY IT IS HER SECOND HOME
BECAUSE WE HAVE BEEN HOME LOALS
FOR THE PAST FOUR YEARS.
WE CAN NO LONGER AFFORD TO LIVE
IN THE CITY.
WE ARE HOMELESS BECAUSE I ALSO
WORK FOR A BOSTON PUBLIC
LIBRARY.
EVEN THOUGH I WORKED THERE 18
HOURS A WEEK BECAUSE THE SCHOOL
STARTS AT 9:30 AND ENDS AT 3:30.
I CANNOT AFFORD TO MY DAUGHTER
GO TO THE MORNING PROGRAM THAT
STARTS AT 7:30 AND COSTS \$80
DOLLARS A WEEK AND AFTER SCHOOL
PROGRAM THAT COSTS \$80 A WEEK SO
I MAY HAVE A FULL TIME JOB.
WE STAND BEFORE YOU TO GIVE YOU
A FACE TO THESE NUMBERS.
THE WRITING IS ON THE WALL, MANY
OF OUR SCHOOLS ON THE LIST THAT
ARE SLATED FOR BUDGET CUTS.
THESE BUDGET CUTS MEANS THAT
TEACHERS ARE GOING TO LOSE THEIR
JOBS AND TEACHERS ARE THE ACTUAL
RUBBER THAT MAKES THE ROTDZ,
THAT OUR CHILDREN HAVE FACE TO
TASTE CONTACTS.
OF OUR SCHOOLS ARE LOOKING TO
HAVE 24 CLOSURES AFTER TWO YEARS
FROM NOW WHICH THEY WILL NOT
ADDRESS TO YOU.
EVERYBODY IN THIS ROOM SITTING
IN HERE WILL GET A RAISE.
HOWEVER, TEACHERS WILL LOSE
THEIR JOBS.
CALLED A BLUE PRINT, WE'LL GET A
CONTRACT FROM A CONSULTING FIRM
TO TELL US HOW TO RUN AN ELT.
BPS IS OPENING A NEW
ADMINISTRATION CALLED EXTENDED
LEARNING TIME.
THE PEOPLE IN THE ADMINISTRATION
ACTUALLY NEVER HAVE FACE TO FACE
CONTACTS WITH THE ACTUAL
CHILDREN WHO NEED THE EXTENDED
LEARNING TIME.
IT'S A LOT TO DIGEST.
I AM AN EMOTIONAL PERSON.
MY DAUGHTER WILL ONLY EXPERIENCE
THIRD GRADE ONCE.
THE CITY HAS BEEN ABLE TO FIND
MONEY TO PUT CAMERAS ON POLICE
OFFICERS.

\$800,000 TO INCREASE TECHNOLOGY
IN THE DEPARTMENT OF JUSTICE.
WHICH PLEASES MY COMMUNITY,
MATTAPAN, DORCESTER, ROXBURY,
HYDE PARK.

AS THOUGH WE ARE OCCUPIED
NATION.

THE MATT HUNT SCHOOL IS CLOSING.
ACCORDING TO BPS, IT IS
TRANSITIONING.

THE MATT HUNT SCHOOL CAN HOLD
927 STUDENTS.

THE SCHOOL CURRENTLY HOLDS 627
STUDENTS AND COUNTING.

BECAUSE BPS USES THE MATT HUNT
SCHOOLS AS AN EXCESS SCHOOL,
MEANING WHEN THERE'S NO SEATS
AVAILABLE IN OTHER SCHOOLS, THEY
SEND THEM TO THE MATT HUNT.

MR. HENDERSON OR EVEN THE PEOPLE
CAN TELL YOU THAT THEY OPENED UP
ANOTHER CLASSROOM IN THE MATT
HUNT SCHOOL THIS YEAR.

AFTER THEY HAVE ALREADY
ANNOUNCED THE SCHOOL CLOSURE.
OF THE STUDENTS HAVE SPECIAL
NEEDS OR AS BERGER'S, ADHD.
AND RESOURCES HAVE NOT BEEN
EXTENDED TO THESE STUDENTS AS
THE SCHOOL IS IN TRANSITION.

>> MA'AM, CAN YOU WRAP IT UP,
PLEASE, BECAUSE WE NEED TO HEAR
SOME OTHER SPEAKERS.

>> SIR, I'M SPEAKING FOR ALL THE
PARENTS WHO ARE NOT HERE.

I AM NOT JUST SPEAKING FOR
MYSELF, I'M SPEAKING ON BEHALF
OF THE CITY-WIDE PARENTS
COUNCIL.

I'M SPEAKING ON BEHALF OF ALL OF
THE MATT HUNT STUDENTS AND
PARENTS.

AND PLEASE GIVE ME MY DUE TIME
[INDISCERNIBLE]

>> OKAY.

FIVE MINUTES.

>> MANY OF THE MATT HUNT
STUDENTS ARE BEING WAIT LISTED
FOR THEIR FIRST AND SECOND
CHOICES.

THERE ARE THIRD AND FOUR LEVEL
SCHOOLS AND THE CURRENT SUNDAY
IS UNACCEPTABLE.

THANK YOU FOR YOUR TIME.

>> THANK YOU.
GOOD AFTERNOON.
HOW ARE YOU ALL DOING.
MY NAME IS BRIAN FOSTER.
I WORK FOR BOSTON YOUTH
ORGANIZING.
THE FIRST QUESTION I WANT TO ASK
IS WHAT THE [BLEEP] ARE YOU ALL
DOING.
>> FIRST OF ALL THAT IS NOT A
QUESTION.
IF YOU HAVE A STATEMENT TO MAKE
TO THE KOIRNLDZ, THAT'S WHAT
THIS OPPORTUNITY IS.
SPEAK TO US.
>> IS THAT GOING TO KILL MY
TIME.
>> YOU CAN BEGIN.
PLEASE, DO NOT SWEAR.
>> OKAY.
IT'S ARE YOU TORQUE CULL
QUESTION.
WHAT ARE YOU DOING HERE.
WHAT ARE YOU ALL DOING HERE.
SORRY.
CAN I ASK QUESTIONS?
>> NO.
I JUST SAID YOU CAN MAKE A
STATEMENT.
TRY TO BE RESPECTFUL, PLEASE.
>> OKAY, COOL.
>> THIS IS EATING YOUR TIME,
OKAY.
>> OKAY, COOL.
THERE ARE THREE SPEAKERS TODAY.
THREE SPEAKERS.
WHAT ARE YOU ALL DOING.
SERIOUSLY.
THERE ARE THREE SPEAKERS AND
THERE ARE NO YOUTHS HERE.
WHAT ARE YOU ALL DOING.
DID YOU WAKE UP TO PUT ON A SUIT
TO SUPPRESS YOU SOME MORE.
WHAT ARE YOU DOING HERE.
LEAVE.
IF YOU'RE NOT GOING TO SPEAK FOR
ME, IF YOU'RE NOT GOING TO
DEFEND ME LIKE SHE DID.
GET OUT OF HERE.
WHAT ARE YOU DOING IN THIS
POSITION.
NOW, TO CONTINUE.
THERE ARE NO YOUTHS HERE.
THAT'S A PROBLEM.

WHAT TIME IS IT RIGHT NOW?
IT IS 12:12.
THE STUDENTS ARE IN CLASS ROOMS
AND YOU ARE MAKING DECISIONS FOR
STUDENTS.
WHY AREN'T THOSE STUDENTS HERE
AND WHY ARE YOU STILL IN THIS
ROOM?
WHY AREN'T YOU GIVING YOUR
POSITION TO THESE STUDENTS.
AS A MATTER OF FACT BETTER
QUESTION, WHY AREN'T YOU SETTING
UP THESE STUDENTS TO BE ABLE TO
LEAD IN YOUR POSITIONS.
THAT IS MY QUESTION.
THE REASON WHY I'M SAYING --
SORRY.
LET ME GO INTO DETAIL WITH WHAT
I WANTED TO SAY.
YOU WERE TALKING ABOUT, I HEARD
SOMETHING ABOUT THERE BEING A
NEW PROGRAM TO HELP STUDENTS
WITH TRAUMA AND BEHAVIORAL
ISSUES, RIGHT.
THREE YOUTHS DIED LAST WEEK.
THIS MONDAY, YOUTHS ARE GETTING
A NOTIFICATION FROM THEIR
SCHOOLS TALKING ABOUT SO AND SO
DIED, WE NEED TIME OF SILENCE.
FOR YOUTHS LIKE THAT.
AND SHE BROUGHT UP A GOOD
QUESTION.
I'M SORRY, I DON'T KNOW HER
NAME.
SHE BROUGHT UP A GOOD QUESTION.
WHAT IS YOUR DIRECT ACTION WHEN
YOUTHS ARE TRAUMATIZED, WHEN YOU
HAVE THESE PROBLEMS, RIGHT.
AND IT'S IMPORTANT THAT WE KEEP
IN MIND THAT A LOT OF YOUTHS GO
HOME WITH A LOT OF TRAUMAS THAT
THEY EXPERIENCE AT SCHOOL AND AT
HOME.
THEY STILL GO BACK HOME TO THE
SAME ISSUES INSIDE THE HOUSE AND
OUTSIDE THE HOUSE.
THERE ARE A LOT OF THINGS THAT
GO ON IN THE COMMUNITY THAT
AFFECTS STUDENTS.
IT'S IMPORTANT WE KEEP IN MIND
THAT WHEN YOU'RE THINKING ABOUT
STUDENTS, YOU'RE NOT JUST
THINKING ABOUT HOW CAN WE HELP
THE BROAD BUT ALSO HOW CAN WE

INDIVIDUALLY ATTACK AND HOW DO
WE TRAIN MEMBERS OF STAFF TO
LIKE SHE WAS SAYING, TO FIND,
WHAT IS THE WORD I'M LOOKING
FOR, TO FIGURE OUT KEY POINTS
WHEN YOU SEE STUDENTS ARE
STRUGGLING.
WHEN YOU SEE STUDENTS ARE HAVING
ISSUES.
YOU SEE STUDENTS CRYING DOWN THE
HALLWAY.
IN MY SCHOOL, DON'T GIVE --
SORRY, TEACHERS DON'T CARE.
THE SCHOOL I GO TO, TEACHERS
DON'T CARE.
AS A MATTER OF FACT, MOST
GUIDANCE COUNSELORS HAVE BEEN
FIRED THIS YEAR, AND THEY ADDED
FIVE COPS.
I AM NOT GOING TO GO TO A COP IF
I'M TRAUMATIZED.
IF MY BOY DIED LAST WEEK I'M NOT
GOING TO GO TO A COP AND TALK TO
HIM.
THAT'S JUST FACT, I'M NOT GOING
TO DO THAT.
IT'S ALL ABOUT SETTING UP THE
ENVIRONMENT FOR STUDENTS MAKING
IT FOR THEM BUT ALSO I'M NOT
GOING TO TALK FOR YOUTHS.
I'M 20 YEARS OLD.
MY TIME IS DONE.
I WORK WITH YOUTHS.
I SUPPORT YOUTHS.
I MOVE THEM TO GO FORWARD, TO
LEAD THEM.
AND YOU ALL SHOULD BE DOING THE
SAME AND I'M DISAPPOINTED IN
EVERY SINGLE ONE OF YOU EXCEPT
FOR THAT MAN RIGHT THERE.
BECAUSE YOU ALL SHOULD BE
LISTENING.
HE SAYS TO HIMSELF EVERY SINGLE
TIME AND I DON'T GET IT.
HE SAYS EVERY SINGLE TIME WE ARE
THE, SHE, THEM, THESE THREE
STUDENTS, THESE FOUR STUDENTS,
THESE ARE THE EXPERTS.
THESE BEEN ARE THE MANY EXPERTS
AND THERE'S ONLY THREE PEOPLE
SPEAKING.
THAT'S ALL I WANT TO SAY.
THANK YOU.
>> HELLO, MY NAME'S KATHLEEN --

I HOPE YOU GUYS HAD A GREAT MORNING.
MOST LEASE I WOULD LIKE TO TALK ABOUT THEM FROM THE EDWARDS MIDDLE SCHOOL AND THAT SCHOOL HAD AN EXTENDED LEARNING PROGRAM.
I CAN TELL YOU WHEN ANY PROGRAM GOES AWAY, THE STUDENTS WHO WERE GOING TO BE IN THE STREETS ARE OUT NOW.
I KNOW MULTIPLE STUDENTS WILL RECEIVE BY DEBATE, WHO WERE SAVED BY -- DIFFERENT OPPORTUNITIES HASN'TED THROUGH THIS PROGRAM.
YET YOU GUYS WANT TO TAKE IT AWAY.
MY SCHOOL LOST \$100,000 THIS YEAR.
THERE IS PROBABLY AROUND THE SECOND TIME I HAVE TO TELL THEM. THERE'S NOT GOING TO BE THEATRE NEXT YEAR, YOU CAN'T DEBATE NEXT YEAR AND SEEING THE SADNESS IN THEIR EYES AND THEN SAYING I DON'T KNOW WHAT I'M GOING TO DO. LIKE THE FIRST SPEAK, SHE SAID HERSELF SHE NEEDS THAT PROGRAM FOR HER KIDS.
MY MOM, A SINGLE PAIRMENT, SHE'S WORKING ALL DAY.
SHE HAS NOBODY TO TAKE CARE OF ME.
IN SIXTH GRADE, IF I GET HOME AT 2:30 I AM HOME ALONE ALL DAY. MY MOM HAS TO PUT MORE MONEY GETTING A BABY-SITTER WHEN SHE CAN BARELY AFFORD RENT.
IF WE DID NOT HAVE THE EXTENDED LEARNING PROGRAM, I WOULDN'T HAVE GOTTEN THE CHANCE TO ACTUALLY DO SOMETHING AFTER SCHOOL, HAVE THAT TIME FILLED. AND TO REITERATE WHAT BRIAN FOSTER SAYS, WHERE IS IT FOR FOUR OF US.
WHY DO YOU GUYS PLAN THIS MEETING, THIS IS A ARE YOU TORQUAL QUESTION.
WHY CAN DID YOU PLAN THESE MEETINGS WHEN STUDENTS ARE IN CLASS.
I HAD TO GET AN EARLY DISMISSAL

TO GET HERE TO FIGHT FOR THESE
SCHOOLS.
I DON'T UNDERSTAND HOW MANY
TIMES STUDENTS HAVE TO VOUCH FOR
YOU GUYS.
HOW MANY TIMES STUDENTS HAVE TO
VOUCH THAT OUR PROGRAMS NEED TO
BE HERE.
HOW MANY TIMES -- FIVE NEW
POLICE OFFICERS WHEN THERE ARE
ONLY TWO GUIDANCE COUNSELORS.
HOW MANY TIMES I HAVE TO TELL
YOU IS THERE ONLY TWO DAYS OF
THE WEEK AND IF I'M SUICIDAL I
CAN'T GO TO ANYONE.
HOW MANY TIMES DO WE HAVE TO
TELL YOU THIS, REPEATEDLY
REPEATEDLY.
407B8 TIMES DID TITO JACKSON
HIMSELF TELLS YOU WHAT ARE YOU
GUYS DOING.
HOW MANY TIMES IS BRIAN
FOSTER -- AND MYSELF HAVE TO GO
TO THIS PODIUM AND TUUKKA A YOU
GUYS.
THIS BEEN ISN'T THE FIRST TIME
I'VE TALKED TO YOU GUYS.
PLEASE, WHEN I SCREEN --
OVERALL, I'VE BEEN SAYING ALL
THESE SCHOOLS ARE HURTING.
LOSING BUDGETS AND LOSING THE
PROGRAMS.
I KNOW MULTIPLE FRIENDS ARE
TELLING ME IF SOUTHEAST GETS
CLOSED OUT I'M DROPPING OUT.
IF I'M NOT DOING -- I'M PROBABLY
ON THE STREET AGAIN.
I'M GOING TO JOIN THAT GANG
AGAIN.
YOU GUYS HAVE TO UNDERSTAND.
YOU GUYS ARE PLAYING WITH OUR
LIVES IN THIS ROOM WITHOUT IN
HERE TO FIGHT FOR OURSELVES.
THANK YOU.
>> THANK YOU ALL.
YES, COUNCILOR CAMPBELL.
>> I APOLOGIZE AND I KNOW WE
HAVE TO MOVE ON BUT I'M SORRY, I
CAN'T SIT HERE WHAT JUST
HAPPENED AND NOT SAY SOMETHING
FOR THE RECORD PARTICULARLY ONE
OF MY COLLEAGUES WAS MENTIONED.
I WANT TO THANK THE STUDENTS AND
PARENTS WHO CAME TO TESTIFY

TODAY.

I WANT TO TELL YOU THAT ALL OF US LISTEN.

I'M A PRODUCT OF BOSTON PUBLIC SCHOOLS.

I WENT TO FIVE OF THEM.

MY FATHER WAS BORN IN ROXBURY, 1933.

HE ALSO WENT TO BPS SCHOOLS.

WE DO OUR BEST TO GET OUT OF THIS BUILDING TO VISIT THE SCHOOLS IN OUR DISTRICT, OUR RESPECTED DISTRICT TO LISTEN TO OUR STUDENTS.

IT IS EXTREMELY IMPORTANT THAT WE BRING THE PROSPECTIVE OF OUR YOUTHS INTO THESE HEARINGS.

SO OVER THE COURSE OF THE YEAR WE STARTED THE BUDGET HEARINGS LAST WEEK ON MONDAY.

OVER THE COURSE OF THE YEAR WE'RE SPENDING TIME IN OUR INDIVIDUAL SCHOOLS TO HEAR THE CONCERN, TO DO WHAT WITH THAT? TO BRING IT BACK TO THESE HEARINGS BECAUSE WE KNOW OUR STUDENTS HAVE TO BE IN CLASS. THE PARENTS THAT SPOKE, I KNOW HER WELL.

I FOLLOWED HER, LISTENED TO HER WHEN IT CAME TO THE MATT HUNT SCHOOL.

BECAUSE OF HER AND MANY OTHERS -- BUT I WILL SAY THIS. TO COME INTO A BODY LIKE THIS, WE WANT TO HEAR FROM YOU. WE WANT TO HEAR EVERYTHING YOU HAVE TO SAY AND WE HEAR BEST WHEN WE DON'T SWEAR AT EACH OTHER.

WE HEAR BEST WHEN WE ARE DON'T YELL AT EACH OTHER.

THERE'S A WAY IN WHICH TO DELIVER YOUR MESSAGE WITH PASSION, INTEGRITY AND ENERGY, BUT IN A RESPECTFUL TONE.

I HEARD YOU.

I FEEL SOME OF YOUR PAIN, NOT ALL OF IT BECAUSE! OBVIOUSLY I DON'T STAND IN YOUR SHOES. AND I'M GLAD THAT YOU RESPECT OUR COLLEAGUE COUNCILOR JACKSON. ABOUT I HOPE YOU TOO WILL ECHO THAT WHEN YOU COME INTO A

CHAMBER LIKE THIS IN A WAY YOU SHOULD DELIVER YOUR MESSAGE AND CARRY YOURSELF, THAT IS EXTREMELY IMPORTANT.

I HAD TO SAY THAT FOR THE RECORD BECAUSE MOST OF THE PEOPLE SITTING IN THIS ROOM ARE ADULTS. YOU DON'T HAVE TO LIKE US BUT WE RESPECT YOU WHEN WE STAND UP TO THAT PODIUM.

I LISTEN TO YOU.

WE WILL CONTINUE TO LOOK AFTER THIS HEARING.

I THANK YOU FOR PARTICIPATING IN THIS HEARING.

BUT YOU UNDERSTAND THAT WE RESPECT YOU, YOU ALSO DESERVE THE SAME.

THANK YOU FOR COMING, THANK YOU FOR PARTICIPATING.

THANK YOU COUNCILOR CIOMMO FOR ALLOWING US 30 SECONDS OR A MINUTE TO SAY THAT.

>> SINCE OUR COLLEAGUE WAS MENTIONED, I'LL LET HIM WRAP IT UP.

>> FIRST, I WANT TO THANK THE YOUNG PEOPLE FOR COMING. AND I THINK IT DOES SPEAK TO THE FACT THAT THESE HEARINGS SHOULD NOT BE DURING THE DAY.

WE SHOULD HAVE AN OPPORTUNITY TO HAVE THESE CONVERSATIONS WHEN WE HAVE EXPERT TESTIMONY OF YOUNG PEOPLE WHO ARE ACTUALLY IN OUR SCHOOLS AND WHO CAN BE PART OF THIS PROCESS.

IN ADDITION, MOST OF THE PARENTS IN THE BOSTON PUBLIC SCHOOLS ALSO WORK.

SO I THINK IT IS CRITICAL THAT WE HAVE HEARINGS AND MEETINGS AT TIMES THAT ARE NOT ONLY CONVENIENT TO US BUT ALSO THAT ARE CONVENIENT TO PEOPLE, THE PEOPLE THAT WE SERVE IN OUR ROLES.

I WANTS TO THANK OUR FOLKS THEIR TESTIMONY AND TO DO WHAT NEEDS TO BE DONE TO GET THEIR VOICE HEARD ON THE RECORD.

THANK YOU VERY MUCH.

>> I JUST WANT TO CLARIFY, WE'VE HAD SEVERAL HEAR, AT NIGHT IN MY

TENURE AND WE'VE MONITORED THE ATTENDANCE, AND THERE WAS PROBABLY ABOUT AS MANY AS THESE FOLKS HERE TODAY.

I WOULD ALSO WANT TO MENTION THAT THE SCHOOL COMMITTEE REVIEWS THE BUDGET AND HAS A SERIES OF HEARINGS AT NIGHT AS WELL FOR PEOPLE TO WEIGH IN ON. SO WITH THAT, WE HAVE A RIGOROUS SCHEDULE FOR THE REST OF THE DAY, I'M GOING TO ADJOURN THIS HEARING FOR ABOUT 15 MINUTES. AND WE'LL RECONVENE FOR THE BUDGET PORTION OF THE BPS HEARING TODAY.