

;;;BOSTON CITY COUNCIL  
;;;TUES 12.5.2017 6:00 PM - 9:00 PM (ENDED 7:55)

>> FOR THE RECORD, MY NAME IS TEE KNOW JACKSON I AM CHAIR OF THE BOSTON CITY COUNCIL COMMITTEE ON EDUCATION.  
AND TONIGHT I WANT TO REMIND YOU THAT THIS IS A PUBLIC HEARING, IT'S BEING RECORDED AND BROADCAST ON COMCAST 8, CHANNEL 8 AND RCN CHANNEL 82. AND VERIZON 1964 AND ONLINE.  
PLEASE SILENCE YOUR CELL PHONES AND OTHER DEVICES.  
WE WILL ALSO TAKE PUBLIC TESTIMONY, WOULD APPRECIATE IT IF YOU WOULD SIGN IN IN THE BACK AND PLEASE CHECK OFF THE BOX TO TESTIFY.  
PLEASE STATE YOUR NAME AND AFFILIATION, RESIDENCE AND LIMIT YOUR COMMENTS TO A FEW MINUTES TO ENSURE THAT ALL COMMENTS AND CONCERNS CAN BE HEARD.  
IS TONIGHT'S HEARING IS ON DOCKET NO. 0293 ORDER FOR HEARING TO DISCUSS BOSTON PUBLIC SCHOOLS STUDENT ASSIGNMENT PROCESS.  
THIS IS, I BELIEVE ABOUT FOUR YEARS OVERDUE.  
DURING THE STUDENT ASSIGNMENT PROCESS THAT OCCURRED, THERE WAS A PROMISE FROM THE BOSTON PUBLIC SCHOOLS THAT THIS WOULD BE REVIEWED ANNUALLY. AND A REPORT GENERATED AND PRODUCED FOR THE BOSTON SCHOOL COMMITTEE AND THE BOSTON CITY COUNCIL.  
AND I UNDERSTAND THAT THERE'S A NEW MAYOR IN THAT TIMEFRAME AS WELL AS SUPERINTENDENT.  
BUT THE BOSTON PUBLIC SCHOOLS IS AN INSTITUTION AND IT OWES TO THE PEOPLE OF THE CITY OF BOSTON A REVIEW OF THESE VERY IMPORTANT DECISIONS THAT WERE MADE AND IN PARTICULAR, TO DETERMINE WHETHER OR NOT OUR YOUNG PEOPLE AND OUR FAMILIES ARE BEING BETTER SERVED.  
WHETHER OR NOT THEY ARE BEING SERVED WORSE OR WHAT CHANGES NEED TO OCCUR. ONE OF THE MOST IMPORTANT LAPSES IN THE EAC PROCESS THAT DETERMINED THE HOME BASE WAS A LACK OF EVALUATION OF THE NUMBER OF SEATS AVAILABLE IN EACH NEIGHBORHOOD, IN PARTICULAR IN LEVEL ONE SCHOOLS.  
SO ALTHOUGH THERE IS A BASKET OF SCHOOLS THAT IS PROVIDED TO FAMILIES, WE KNOW THAT THERE ARE NOT SEATS IN ALL OF THOSE HIGHLY CHOSEN SCHOOLS. THAT IS A CRITICAL COMPONENT.  
SO TONIGHT WE LOOK FORWARD TO DEALING WITH THESE ISSUES OF THE ACTUAL ASSIGNMENT PROCESS, THE ALGORITHMS INVOLVED IN IT, HOW WELL IT IS SERVING THE COMMUNITIES.  
BUT WE ALSO WOULD LIKE TO HEAR ALSO ABOUT SOME OF THE ADMINISTRATION'S -- HOW SHOULD I PUT IT.  
CONNECTIONS WITH ORGANIZATIONS AROUND UNIFIED ENROLLMENT AND THE LIKE THAT WOULD ACTUALLY AFFECT THE ASSIGNMENT PROCESS AND THE NUMBER OF STUDENTS IN THE BOSTON PUBLIC SCHOOLS AS WELL AS WHERE THEY GO.  
SO THESE ARE CRITICAL ISSUES THAT I BELIEVE NEED TO BE ADDRESSED AND IT IS CRITICAL THAT THE BOSTON PUBLIC SCHOOLS DEAL WITH THESE ISSUES URGENTLY.  
PARENTS HAVE WAITED WELL OVER -- IN FACT WE PROBABLY HAVE FOLKS WHO STARTED OUT OF HIGH SCHOOL AND MAY BE GRADUATING THIS YEAR THAT WE WAITED SO LONG.  
SO I THINK IT'S LEGALLY IMPORTANT AND URGENT THAT WE DEAL WITH THESE MATTERS TONIGHT.  
I DO NEED TO READ INTO THE RECORD AS I HAVE MONICA ROBERTS COME DOWN A LETTER FROM ANNISSA ESSAIBI GEORGE.  
DUE TO LONG STANDING SCHEDULING CONFLICT I'M UNABLE TO ATTENT TONIGHT'S HEARING ON DOCKET 0293, BPS STUDENT ASSIGNMENT.

THIS SAN ISSUE I AM EXTREMELY PASSIONATE ABOUT HAVE ADDRESSED BEFORE THE BOSTON SCHOOL COMMITTEE.

I PLAN TO REVIEW THE HEARING LOOK FORWARD TO ANY NEW INFORMATION ON THIS TOPIC AS WE PREPARE FOR THE END OF THIS LEGISLATIVE SESSION.

IN ADDITION -- DO WANT TO ACKNOWLEDGE MY COLLEAGUE TIM MCCARTHY JOINED US FROM HYDE PARK.

THIS ALSO ADDITIONAL LETTER FROM COUNCILOR PRESSLEY.

I REGRET THAT DUE TO LONG STANDING SCHEDULING COMMITMENT I WILL NOT BE ABLE TO ATTEND THIS EVENING'S COMMITTEE ON EDUCATION HEARING REGARDING BOSTON PUBLIC SCHOOLS STUDENT ASSIGNMENT PROCESS.

I WANT TO THANK THE CHAIR FOR LOWING THAT IMPORTANT HEARING TO UNDERSTAND THE IMPACT THAT CHANGES IN THE STUDENT ASSIGNMENT PROCESS HAS BEEN EQUITY AND ACCESS OF HIGH PERFORMING SCHOOLS ACROSS THE ENTIRE CITY.

I LOOK FORETOWARD TO REVIEWING THE TAPE HOPE THAT THE GREATER UNDERSTANDING OF THESE IMPACTS WILL MAKE COUNCIL AN EVEN MORE EFFECTIVE ADVOCATE FOR HIGHER QUALITY EDUCATION FOR EVERY CHILD.

I WILL HAVE MY STAFF PRESENT AT THE HEARING AND WILL BE REVIEWING THE RECORDING.

THANK YOU, COUNCILOR PRESSLEY.

COUNCILOR MCCARTHY?

>> THANK YOU, MR. CHAIR.

I'M HERE TO LISTEN, MY CONTINUED DISCUSSION WITH PUBLIC SCHOOLS AND MY NEIGHBORHOOD CONTINUES TO BE -- I CAN THROW PAPER AIRPLANE INTO THE SCHOOL ACROSS THE STREET BUT I GOT SENT TO DORCHESTER.

IT'S THE SAME ISSUE WE HAVE EVERY YEAR, IT'S BEEN GOING ON FOR AWHILE SO I'M HERE TO LISTEN HOPE THAT THE CHANGES THAT HAVE BEEN IMPLEMENTED WILL CONTINUE TO MOVE BOSTON PUBLIC SCHOOLS FORWARD.

>> THANK YOU.

I DO WANT TO NOTE THAT ACCORDING TO THE POLICY THAT THE SCHOOL COMMITTEE 'TOPPED IN 2013, THERE IS SUPPOSED TO BE ANNUAL REPORT BY BPS TO THE BOSTON SCHOOL COMMITTEE AND BOSTON CITY COUNCIL ON OR BEFORE OCTOBER 1. OF EACH YEAR THAT REPORTS ON CHANGES IN EQUITABLE ACCESS TO QUALITY SEATS FOR ALL STUDENTS AS WELL AS CHANGES TO ACADEMIC PERFORMANCE AND OVERALL QUALITY OF SCHOOLS.

I HOPE THAT IN YOUR REMARKS YOU ARE ABLE TO ADDRESS THIS REQUIREMENT WHICH WAS ACTUALLY AGREED TO.

I DON'T VIEW THIS FROM THE PERSPECTIVE OF AN ADMINISTRATIVE -- ADMINISTRATION CHANGE.

BOSTON PUBLIC SCHOOLS HAS BEEN A BUSINESS SINCE 1635.

YOU ARE THE LONGEST STANDING SCHOOL DISTRICT IN THE UNITED STATES OF AMERICA.

SO IT IS INCUMBENT UPON YOU TO MEET THE COMMITMENT, IS THAT ARE MADE REGARDLESS OF WHETHER OR NOT THE SAME PEOPLE ARE IN THOSE ROLES.

AS CHAIR OF EDUCATION, I WILL HOLD YOU TO THAT.

AND SO IF YOU COULD, AGAIN, FRAME YOUR COMMENTS INTO THAT COMPONENT, ALSO THIS ISSUE AROUND THE CHANGES IN EQUITABLE ACCESS TO ABSOLUTELY CRITICAL. BECAUSE THE REASON WHY THE EAC WAS CONVENED WAS PRIMARILY AROUND EQUITABLE ACCESS TO EDUCATION AND THE BEST EDUCATION FOR ALL STUDENTS IN THE CITY OF BOSTON.

IF WE'RE NOT TRACKING THAT THEN HOW CAN WE ACTUALLY MAKE THOSE CLAIMS.

I WILL TURN IT OVER TO MONICA ROBERTS IF YOU COULD INTRODUCE YOURSELF AS WELL AS YOUR TEAM BEGIN YOUR TESTIMONY.

>> GOOD EVENING I'M MONICA ROBERTS, ASSISTANT SUPERINTENDENT OF THE OFFICE OF ENGAGEMENT.

THE BOSTON PUBLIC SCHOOLS I HAVE TO MILEY IS DR. HARVEY, DEPUTY DIRECTOR OF PROGRAMS AND EVALUATION.  
TO MY RIGHT OF HER IS -- OUR SENIOR DIRECTOR OF WELCOME SERVICES.  
TO MY LEFT IS JACOB STERN WHO IS OUR DIRECTOR OF PERFORMANCE MANAGEMENT IN THE OFFICE OF DATA AND ACCOUNTABILITY.  
I WANT TO THANK YOU FOR EVERYTHING US HERE TONIGHT.  
CHAIRMAN AND COUNCILOR MCCARTHY.  
A FEW REMARKS THEN I'M SURE YOU HAVE QUESTIONS.  
ON MARCH 1TH, 2013, THE BOSTON SCHOOL COMMITTEE APPROVED HOME BASE L MODEL OF SCHOOL CHOICE.  
PLAN WAS TO DEVELOP OF THE COMMITTEE ON SCHOOL CHOICE OR EAC AND PARTNERSHIP WITH THE SET OF STUDENTS FROM MIT.  
THEY TOOK ROBUST PROCESS TO GATHER STAKEHOLDER FEEDBACK THAT WOULD INFORM THE PROPOSAL.  
GOAL OF THE NEW MODEL WAS TO INCREASE EQUITABLE ACTION CITIES HIGH QUALITY EDUCATION.  
DRAFTED A DEFINITION OF LATER FINALIZED BY THE WORKING GROUP.  
THIS GROUP, WORKING GROUP CRAFTED THE FRAMEWORK AS DEFINITION OF QUALITY THAT WOULD BE USED IN THE FORM, SCHOOL CHOICE PROCESS.  
AND THAT FRAMEWORK IS GOING TO BE USED IN UPCOMING SCHOOL CHOICE SEASON.  
THE HOME BASE STUDENT ASSIGNMENT SYSTEM RECOMMENDED BY THE EAC WAS TO GIVE FAMILIES ACCESS TO A MINIMUM OF SIX SCHOOLS ON THEIR LIST, TWO TIER ONE SCHOOLS, TWO TIER ONE, TWO OR THREE SCHOOLS.  
IN ADDITION EVERY SCHOOL WITH THE HOME ADDRESS ALL CITY WIDE OPTIONS ARE ON STUDENT'S LIST.  
THE BOSTON PUBLIC SCHOOLS ALSO INCLUDE OPTION SCHOOLS ON SCHOOL CHOICE LIST TO ENSURE THAT -- THE CAPACITY ACROSS THE DISTRICT.  
INCLUDES OTHER PROVISIONS WITH SPECIAL POPULATION, WE HAVE ELA OVERLAY AS WELL.  
AS PART OF THE RECOMMENDATIONS TO THE HOME BASE ASSIGNMENT PLAN THE EAC RECOMMENDED THAT THE DISTRICT APPROVE ANNUAL REPORT TO THE MAYOR SCHOOL COMMITTEE, CITY COUNCIL AND COMMUNITY ON OR BEFORE OCTOBER 1 OF EACH YEAR, THIS RECOMMENDATION WAS ACCEPTED BY THE BOSTON SCHOOL COMMITTEE.  
THERE HAVE BEEN TWO LIMITATIONS TO CONDUCTING ANNUAL ANALYSIS.  
FIRST I'M TOLD THAT THE MIT TEAM ADVISED EAC TO THAT THREE YEARS OF DATA WOULD BE NEEDED.  
ACTIONABLE ANALYSIS.  
THIS WAS IN PART DUE TO THE PHASING IN OF GRADES.  
EARLY ANNUAL REPORT WOULD BE LIMITED TO EXTEND IDENTIFICATION WHICH DISTRICT USED FOR FUTURE OUTCOMES BEFORE DATA FROM SUCH REPORTS WOULD NOT BE CONSIDERED ACTIONABLE.  
SECOND, IN THE INITIAL THREE YEARS OF THE HOME BASE PLAN THE MASS DEPARTMENT OF SECONDARY EDUCATION CHANGED FROM MCAS TO PARK.  
COMPARE DATA FROM YEAR TO YEAR.  
BEAU OF THESE ISSUES HAVE COMPENSATED EASE OF CONDUCTING THE ANALYSIS.  
RECOGNIZE FRUSTRATION THIS HAS CAUSED BOSTON COMMUNITY, WE ARE COMMITTED TO COMPLETING EQUITY ANALYSIS THAT WE HAVE HIRED A STRONG EVALUATE TORE SUPPORT US IN THAT EFFORT.  
WE'RE IN THE PROCESS OF WORKING ON IT FOR THIS YEAR.  
END OF THE 2015-16 MARK, IMPLEMENTATION OF HOME BASE AND TRANSITION OF THE ENROLLMENT SERVICES AND ASSIGNMENT OFFICE UNDER THE LOCAL SERVICES UMBRELLA WITHIN THE OFFICE OF ENGAGEMENT.

AT THE END OF THE 201 CALENDAR YEAR, OFFICE HIRED DEPUTY DIRECTOR OF EVALUATION OF PROGRAMS WHICH IS DR. HARVEY WHO AMONG OTHER THINGS WOULD OVERSEE PROCESS OF CONDUCTING EQUITY ANALYSIS.

WITH THIS MEETING WITH THE SCHOOL WORKING GROUP TO GATHER INPUT TO HELP INVITATION FOR BID.

CHAIRMAN O'NEILL HAD RECOMMENDED THAT WHEN WE WERE THINKING ABOUT WHAT SCHOOL COMMITTEE TASK FORCE OR GROUP WOULD MAKE THE BEST -- WOULD BE BEST TO HAVE OVERSIGHT THE SCHOOL WORKING GROUP WAS THE ONE THAT WAS RECOMMENDED.

IN THE SPRING OF 2017 THE OFFICE OF ENGAGEMENT INVITATION FOR COMMITTEE TO HELP FINALIZE TO REVIEW RESPONDING PROMOS ALLS.

COMMITTEE INCLUDED REPRESENTATION FROM THE OFFICE OF ACHIEVEMENT, SPECIAL EDUCATION OFFICE, ENGLISH LANGUAGE LEARNER OFFICE AND TASK FORCE, FINANCE DEPARTMENT PLANNING AND ANALYSIS DIVISION, EQUITY OFFICE, ACADEMIC OFFICE, SCHOOL WORKING GROUP, MEMBERS AS WELL.

INVITATION FOR BID WAS MANAGED BY THE BOSTON PUBLIC SCHOOLS STUDENT OFFICE -- SERVICES OFFICE WITH THE CITY OF BOSTON.

THE DATE IS SET BY BUSINESS SERVICES GENERALLY BEING OPEN FOR ABOUT THREE WEEKS.

THE EQUITY ANALYSIS PURCHASE OF SERVICES OF VENDOR TO PROVIDE EQUITY ANALYSIS OF HOME BASED ASSIGNMENT PLAN WAS ADVERTISED ON CITY RECORD FROM SEPTEMBER 18 THROUGH OCTOBER 6, 2017.

THE OFFICE OF ENGAGEMENT RESEARCH RECEIVED RECOMMENDATIONS FROM PROSPECTIVE BIDDER FROM A NUMBER OF MEMBERS OF THE SCHOOL WORKING GROUP, HOME BASED EQUITY ANALYSIS ISB COMMITTEE AS WELL AS OTHER BPS OFFICES AND INDEPENDENT PARTIES.

THE LIST OF POTENTIAL BIDDERS WAS SELECTED TO THE BUSINESS SERVICE OFFICE WHICH DIRECTLY INVITED LISTED ORGANIZATION TO RESPOND TO THE BID.

IN ADDITION BID WAS ALSO REQUESTED BY SOME COMMUNITY MEMBERS WHO INDICATED THAT THEY WOULD IN TURN SHARE THE BID WITH PROSPECTIVE EVALUATORS.

SEVERAL ORGANIZATIONS EXPRESSED INTEREST THROUGHOUT THE PROCESS, BPS RECEIVED TWO SUBMISSIONS, BOTH RESPONSIVE AND RESPONSIBLE.

FIRST BID WAS SUBMITTED BY EDUCATIONAL CONSULTANT GROUP LIMITED FOR \$44,750.

SECOND WAS FROM BOSTON AREA RESEARCH INITIATIVE FOR \$56,277.

RECEIVED BOTH BIDS BY E-MAIL FOR REVIEW AND SUBSEQUENT DISCUSSION AT SUBCOMMITTEE CONVENING OCTOBER 11.

AT THIS MEETING COMMITTEE DISCUSSED MERITS OF THE TWO BIDS ON WHETHER THERE WAS SUFFICIENT REASON NOT TO AWARD BIDDER.

GUIDE FRANCE BUSINESS SERVICE OFFICE INDICATED THAT SHOULD BE AWARDED TO THE -- EXTREME CASES WHERE IT WAS NOT RESPONSIBLE.

COMMUNITY DETERMINED THAT LOWEST BID MET THE STANDARDS WAS NOT MATERIALLY WEAKER THAN THE HIGHER BIDDER THERE FOR ACCEPTED THE LOWER BID.

THE BID WAS AWARDED TO THEM ON OCTOBER 26, 2017.

BUSINESS SERVICE OFFICE IN THE PROCESS OF CONTRACTING UPON AWARDED THE BID.

OFFICE OF ENGAGEMENT HELD PRELIMINARY MEETING HAD EXCHANGE NUMEROUS PHONE CALLS AND E-MAILS WITH THE VENDOR TO ESTABLISH WORKING RELATIONSHIP AND PLAN TO MOVE FORWARD AS QUICKLY AS POSSIBLE.

GIVEN REQUIREMENTS OF THE BIDDING PROCESS AND TIME REQUIRED TO GET THE CONTRACT WORK WILL BEGIN LATER THIS MONTH.

BPS WOULD LIKE COLLABORATE WITH THE COMMUNITY AND STANDING OF THE ANALYSIS INCLUDING QUESTIONS WE WERE ASKING AND FEEDBACK REGARDING THE QUESTIONS COMMUNITY MEMBERS WOULD LIKE US TO ASK. BELIEVE THAT INCLUSIVENESS WITH BPS STAKEHOLDERS WILL MAKE THE WORK STRONGER.

WE LOOK FORWARD TO PRESENTING INITIAL ANALYSIS OF THE HOME BASED MOTTO IN THE SPRING OF 2018 AND ANNUALLY THEREAFTER.

THE OFFICE OF ENGAGEMENT HAS BEGUN OTHER OFFICES TO IMPROVE AND INCREASE EFFICIENCY IN SCHOOL CHOICE REGISTRATION AND ASSIGNMENT.

WE HAVE PILOTED EXPAND SYSTEM TO SUPPORT FAMILY USE COMING TOWN REGISTER, HISTORICALLY FAMILIES COULD WAIT UP TO FIVE HOURS WITHOUT ANY CLEAR INDICATION OF WAIT TIME AND KEEP THEIR SPACE IN LINE.

TO MAKE -- GET WAIT TIME ESTIMATE NEED TO CONDUCT, THEY RECEIVED CALL OR TEXT TO PROMPT THEIR RETURN TO THE CENTER SO THEY'RE NOT THERE ALL DAY. FAMILIES COMING TO REGISTER DURING THE SCHOOL YEAR CAN BE WITH THEIR ASSIGNMENT USING SINGLE ASSIGNMENT SYSTEM, WE HAVE STARTED AUTOMATING SOME THINGS.

INSTEAD OF BEING ADMINISTRATIVELY ASSIGNED TO SCHOOL, FAMILIES CAN SELECT THE SCHOOL ON THEIR HOME BASE WITH OPEN AND AVAILABLE SEAT BE PLACED ON WAIT LIST FOR SCHOOLS THAT DO NOT HAVE AN OPEN SEAT.

ADDITIONALLY OFFICE OF ENGAGEMENT HAS PARTNERED WITH CITY HALL PROVIDED POP-UP WELCOME CENTERS TO BRING THE SERVICES TO THEIR NEIGHBORHOOD.

ALSO FOR THIS YEAR'S SCHOOL CHOICE SEASON PROVIDE FAMILIES WITH MORE COMPLETE ASSESSMENT OF QUALITY BEYOND ACADEMICS.

OFFICE OF ENGAGEMENT CURRENTLY DOING REVIEW OF THE SCHOOL CHOICE COMMUNICATION MATERIALS TO FAMILIES TO ENSURE ACCESS AND CLEAR INFORMATION FOR ALL FAMILIES.

HELPING FAMILIES UNDERSTAND THE FORMATION OF THE SCHOOL LIST AND ALLOW THE PROCESSES.

BASED ON RESULTS OF THE ANALYSIS.

>> THANK YOU.

I'M STUMPED.

SO THIS IS 2013 WHEN THIS WAS PUT FORWARD.

AND THERE WAS A COMMITMENT TO DO AN ANALYSIS, AT WHAT POINT WAS THE BOSTON CITY COUNCIL MADE AWARE OF THE MIT THREE-YEAR SUGGESTION?

>> I DO NOT KNOW.

I DO NOT KNOW WHETHER THAT WAS BROUGHT TO THE BOSTON CITY COUNCIL.

I DO KNOW THAT IN PAST YEARS WORKING UNDER MY OFFICE AT SCHOOL COMMITTEE HEARINGS THAT HAVE COME UP ON MULTIPLE OCCASIONS.

>> I FIND IT DIFFICULT -- WE HOLD OUR YOUNG PEOPLE RESPONSIBLE FOR DOING THEIR HOMEWORK.

AND AN AGREEMENT WAS MADE WITH THE BOSTON CITY COUNCIL AND WE'RE HERE HEARING THAT FROM THE TIME THAT THE DECISION WAS MADE IN 201, WE WILL HOF NO DATA UNTIL 2018.

WE NEED TO ACKNOWLEDGE THAT MANY OF OUR CHILDREN ARE ONLY IN THE BOSTON PUBLIC SCHOOLS FOR 12 YEARS.

WE ARE APPROACHING ALMOST HALF OF THE TIME THAT A YOUNG PERSON WOULD BE IN THE BOSTON PUBLIC SCHOOLS TO DETERMINE WHETHER OR NOT WE -- IF THERE'S ONE POSSIBILITY, WHICH IS THAT WE COULD HAVE MADE REALLY BAD MISTAKE.

WE DON'T KNOW OR HAVE DATA -- AND I DON'T KNOW THAT I BUY THE SIGNIFICANT COMPONENT, IF WE KNEW THAT THE DATA WAS GOING TO GET BETTER OVER THE COURSE -- WHAT I'M HEARING IS THAT END OF ONE YEAR DOES NOT GIVE US WHAT WE NEEDED, YOU NEED END OF THREE YEARS BUT THERE IS DATA THAT WE COULD HAVE HAD FROM YEAR ONE.

AND THEN AS DATA YOU WOULD HAVE DERIVED FROM YEAR TWO.  
IN A THIRD YEAR YOU WOULD JUST NEED THAT ONE YEAR OF DATA AND COULD YOU  
TELL US WHAT IS GOING ON.  
SO I THINK THIS PROCESS IS ABSOLUTELY FLAWED THAT BOSTON PUBLIC SCHOOLS  
FROM DAY ONE FOR SOMETHING THAT CAUGHT -- \$1.2 BILLION PLUS BUDGET, THIS  
IS \$56, YOU'RE JUST LETTING IT RIGHT NOW, YOU WON'T BE ABLE TO CODIFY THIS  
CONTRACT UNTIL 2018.  
BY THE WAY I WON'T BE HERE IN 2018.  
THAT'S HOW LONG THAT THIS PROCESS HAS ACTUALLY TAKEN.  
SO I THINK IT'S PRETTY FRUSTRATING AND UPSETTING THAT, YES, THERE ARE  
MODIFICATIONS THAT HAVE HAPPENED AND CHANGES TO M CAST VERSUS PARK.  
COMMON CORE ALL OF THOSE THINGS THAT THAT HAVE HAPPENED BUT WE ARE NOT  
ACKNOWLEDGING THE FACT THAT PARENTS WERE PROMISED THIS.  
MCAS THIS ORGANIZATION THE BOSTON CITY COUNCIL WAS PROMISED THIS.  
I GUESS ONE QUESTION.  
WHY DON'T WE HAVE CAPACITY IN HOUSE TO DO OUR OWN TRACKING?  
>> IN TERMS MUCH DOING AN EQUITY ANALYSIS?  
>> YES.  
>> I WOULDN'T NECESSARILY SAY THAT WE DON'T HAVE THE CAPACITY IN HOUSE.  
I THINK ONE OF THE THINGS FROM OUR PERSPECTIVE IN TERMS OF COMMUNITY  
TRUST AROUND REPORTING WE WANT TO LIKE TO HAVE THIRD PARTY WHO IS DOING  
THAT WORK, ONE OF THE THINGS THAT CAME UP CLEARLY IN RECENT MEETINGS OR  
AT LEAST LAST YEAR WAS CONCERN THAT FOLKS HAD ABOUT TWO ACTUALLY DID THE  
EQUITY ANALYSIS.  
I THINK HAVING A THIRD PARTY WHO IS DOING THE WORK, WHO IS GOING TO BE --  
WITH THE DISTRICT BUT ALSO HAVING CONNECTIONS WITH THE COMMUNITY IS  
CRITICAL.  
>> OKAY.  
CAN THE CITY COUNCIL BE PROVIDED WITH THE ACTUAL ALGORITHM THAT WAS USED.  
>> I HAVE TO TAKE THAT BACK.  
>> I THINK THAT IS CRITICAL THAT PEOPLE -- THERE'S KNOWLEDGE GAP AND  
VACUUM HERE.  
WHICH IS, WE ARE TALKING ABOUT SOMETHING -- I'LL TELL YOU SOMETHING.  
AS MUCH AS I LOVE THE PEOPLE FROM MIT I DIDN'T -- MAYBE I SHOULD HAVE  
GONE A LITTLE BIT FURTHER IN MATH CLASS.  
BUT THE -- WE UNDERSTOOD AT THE END WHEN YOU WERE ABLE TO BREAK IT DOWN  
TO BASKETS AND THE LIKE, BUT THERE'S A GREAT DEAL OF MATH THAT IS IN THE  
BACK END OF THAT.  
ALSO MEANS THAT THERE ARE -- WHAT WE KNOW ARE SEATS.  
THERE ARE SEATS THAT BASED ON SCHOOL ASSIGNMENT, THIS PROCESS MEANS, I'LL  
TAKE THE PERRY SCHOOL, FOR EXAMPLE.  
ONE OF THE MODIFICATIONS THAT HAS NOT BEEN MADE IS THAT A GREAT DEAL OF  
THE AREA AROUND THE PERRY SCHOOL THAT IS PART OF THEIR BASKET IS IN THE  
WATER.  
THAT HAS NOT BEEN MODIFIED.  
SO THERE ARE ACTUALLY SEATS ACROSS THE CITY.  
I'D LIKE TO HEAR IF YOU HAVE ANY INFORMATION ABOUT THOSE NUMBERS, THAT  
ARE UNFILLED IN PARTICULAR WITH KINDERGARTEN SEATS, DO WE HAVE ANY  
INFORMATION ABOUT THAT?  
>> WE CAN PROVIDE THAT.  
>> WE CAN PROVIDE IT.  
I WOULD LIKE TO SAY THAT THE -- THE PERRY ISSUE IS NOT JUST A CATCHMENT  
AREA ISSUE, IT'S REALLY WHEN WE OUR SYSTEM OF TIERING IF YOU LOOK AT WHAT

FAMILIES GET ON THEIR LIST YOU HAVE SEVERAL SCHOOLS IN THE AREA WITH THE SAME TIER.

THAT IS ACTUALLY PART, BECAUSE PERRY IS FURTHER AWAY THAN THE OTHER SCHOOLS, THEY ALL HAVE THE SAME TIER.

THAT IS ACTUALLY THE CHALLENGE.

IF IT HAD SHIFTED IN TIER IT WOULD BE INCLUDED.

>> BUT I THINK ONE OF THE THINGS THAT BPS ACTUALLY IS A COMPETITIVE ENVIRONMENT, I'M LET YOU KNOW, I ACTUALLY HAVE -- NO OF SOMEONE WHO RECENTLY GOT RECRUITED FROM YOUNG ACHIEVERS BY A CHARTER SCHOOL.

YOUNG ACHIEVERS IS PRETTY GOOD SCHOOL.

THEY ARE GETTING RECRUITED.

WHAT WE ALSO KNOW IS THAT THOSE YOUNG PEOPLE WILL GO INTO EARLY EDUCATION SEATS STAY WITH US FOR A GOOD CHUNK OF TIME.

AND IF WE HAVE SEATS THAT ARE OPEN I THINK, THIS IS WHY THIS BECOMES AN ISSUE BY NOT EVALUATING THIS.

BECAUSE THOSE YOUNG PEOPLE WHO COULD HAVE GONE TO -- MAYBE WE CHANGE POLICY SAY, YOU IF YOU'RE WILLING TO PROVIDE TRANSPORTATION FOR YOUR CHILD AND AS EARLY ED SEAT THAT'S OPEN WE'LL LET YOU DO THAT BUT WE DON'T HAVE THAT OPPORTUNITY TO DO THAT.

THAT YOUNG PERSON MISSED OUT ON THAT YEAR.

THAT FAMILY MISSED OUT ON THE OPPORTUNITY TO DO THE THING THAT WE KNOW IS ACTUALLY BEST IN THE DATA THAT I'VE SEEN IS THAT YOUR EARLY EDUCATION PROGRAMS ACTUALLY ARE AWESOME.

AND THEY CLOSE THE GAP.

STUDENTS OF COLOR, POOR KIDS IN BOSTON DO BETTER THAN MOST -- ACTUALLY IN THE COUNTRY.

SO THERE'S A WASTE THERE.

I GUESS WHEN DID YOU LEARN THAT THE MAYOR FILED LEGISLATION TO IMPLEMENT UNIFIED ENROLLMENT AND OVERTURNED OUTCOME OF QUESTION TWO?

>> SO, I HAVE NOT HEARD THAT FROM ANYONE.

I HAVE READ THING IN THE PAPERS THAT INDICATE SUCH BUT I HAVE NOT LOOKED AT ANYTHING OR HEARD OF ANYTHING BEYOND WHAT WAS IN THE MEDIA.

>> BECAUSE I WOULD LOVE A RESPONSE FROM THE BOSTON PUBLIC SCHOOLS TO UNDERSTAND THAT THERE WERE ADVISING THE ADMINISTRATION AROUND THESE ISSUES, AROUND UNIFIED ENROLLMENT.

AND I SEE THIS AS AN ISSUE BECAUSE THE BOSTON PUBLIC SCHOOLS IS IN A COMPETITIVE SITUATION HERE.

THE QUESTION IS, ARE WE COMPETING, ARE WE HANDING IT OVER TO THE PEOPLE WHO ARE COMPETING WITH SO I WOULD LOVE TO HEAR IF -- BUNCH OF EMPLOYEES AT BPS WHO HAVE THIS KNOWLEDGE BASE.

I'M GOING TO ALLOW MY COLLEAGUE TO ASK ANY QUESTIONS THAT HE HAS, I CAN COME BACK AROUND.

>> GREAT.

THANK YOU, MR. CHAIR, THANK YOU FOR YOUR OPENING STATEMENT, MONICA.

IT WAS A BIT LIKE A DISCLAIMER AT THE END OF DRUG COMMERCIAL, IT WAS FAST LIKE I WAS HAVING STRUGGLING FOLLOWING.

BUT WHAT DID I COME OUT IS THAT THE TWO QUESTIONS THAT IT REALLY JUST DEFINITIONS FOR ME.

YOU MENTIONED EQUITY ANALYSIS SEVERAL TIMES.

CAN I HAVE THE DEFINITION OF WHAT BPS BELIEVES IS EQUITY ANALYSIS?

>> SURE.

WHAT WE'RE LOOKING AT IS BOTH -- STUDENTS ACCESS TO BOTH HIGH QUALITY SCHOOLS ON THEIR LIST AS WELL AS ACCESS TO HIGH QUALITY SEATS.

SO WE'RE GOING TO DETERMINE IF ALL STUDENTS HAVE THAT ACCESS.

BOTH TO SEATS AND SCHOOLS, JUST HAVING A SCHOOL ON YOUR LIST DOESN'T NECESSARILY MEAN THAT THERE'S A SEAT IN THAT SCHOOL FOR YOUR CHILD THAT YOU ARE -- AT THAT GRADE WITH THE PROGRAM THAT THEY WANT SO WE'RE REALLY GOING TO LOOK AT BOTH SCHOOLS AND SEATS AND LOOK AT ALL THE VARIABLES, KIDS AND STUDENT VARIABLES WITHIN --

>> CAN I JUST ASK.

WITH THAT SAID, IF THAT IS EQUITY ANALYSIS, WHY DID YOU HAVE TO WAIT THREE YEARS?

THAT'S NOT -- THAT RIGHT THERE IS EXACTLY WHAT WE ALL WANT TO KNOW, RIGHT?

IT DOESN'T TAKE THREE YEARS OF DATA TO KNOW THAT TIM'S SON DIDN'T GET IN TO THE SCHOOL THAT WAS ACROSS THE STREET.

RIGHT?

SO --

>> I THINK THAT IT GOES BACK TO WHAT YOU WERE SAYING IN THE BEGINNING ABOUT, YOU DON'T WANT AN END OF ONE YEAR TO LOOK AT GENERALIZATION. YES, WE COULD HAVE DONE SOMETHING IN THE FIRST YEAR. THAT JUST TELLS US ABOUT ONE YEAR.

WHAT WE'RE DOING IN THE EQUITY ANALYSIS IS LOOKING AT THE ZONE AND THREE YEARS OF ZONE THE LAST THREE YEARS OF ZONE IN THE FIRST THREE YEARS OF HOME BASE TO COMPARE, WE LOOK WITHIN THE HOME BASE ASSIGNMENT PLAN AND HOW EQUITABLE THAT IS IN AND OF ITSELF AND THEN WE'RE ALSO GOING TO COMPARE IT TO THREE YEARS OF ZONE.

>> LET ME JUST GO ALONG.

HOME BASE VERSUS THE ZONE OPINION, HAVE WE GOTTEN BETTER OR WORSE?

>> OPINIONS FROM ME?

>> OPINION FROM ANYBODY.

BECAUSE AGAIN THROUGH BPS PROCESS THIS IS GOING TO BE NOW MY FIFTH BUDGET HEARING, I'VE HAD FAMILIES MOVE OUT OF MY DISTRICT BECAUSE THEY ARE GETTING SHIPPED ACROSS THE CITY.

I DON'T EVEN WANT TO START WITH TRANSPORTATION.

I LITERALLY HAVE HAD FAMILIES NOW WHO LIVE -- ONE IN PARTICULAR WAS VERY ACTIVE IN THE COMMUNITY, RAN THE HOCKEY LEAGUE, DID WONDERFUL THINGS IN THE COMMUNITY, FIRST SON DIDN'T GET IN, SECOND SON DIDN'T GET IN, DAUGHTER DIDN'T GET IN.

FEIGNLY HAD ENOUGH MOVED TO WALLPOLE THEN THIS OCTOBER GOT LETTER, GREAT, YOU'RE IN THE ROOSEVELT SCHOOL.

YOU READ THAT E-MAIL IF YOU WANT TO BE FRUSTRATED.

WE'VE GONE FROM HOME BASE TO ZONE -- ZONE TO HOME BASE HAVE WE GOTTEN BETTER?

>> I THINK THAT THAT'S WHY WE'RE DOING THE ANALYSIS.

WE CANNOT SAY EITHER WAY WITHOUT LOOKING AND DIGGING INTO THE DATA TO SEE WHAT THE IMPACT IS, BECAUSE IT'S NOT JUST HAVE WE GOTTEN BETTER OR WORSE AND IF SO FOR WHO AND HOW AND BECAUSE WE NEED TO DO THAT ANALYSIS TO MAKE ANY SHIFT TO THE POLICY.

I THINK THE ONE THING I DO KNOW IS THAT I BELIEVE TWO YEARS AGO WHEN THE ASSIGNMENT OFFICE WAS UNDER THE OPERATIONS UNIT THEY DID DO INTERIM REPORT TO THE SCHOOL COMMITTEE AND EVIDENCE SUGGESTED THAT THE GOAL OF GETTING STUDENTS CLOSER TO HOME DID SEEM TO BE IMPROVING.

SO THAT WAS JUST PRELIMINARY DATA WITH THE AGAIN AS WE HAVE POOL IN THE ANALYSIS ABLE TO SEE WHAT HAS TAKEN PLACE HOW IT'S IMPACTED OR STUDENT POPULATION.

>> OKAY.



THIS IS -- I'LL GIVE CREDIT WHERE CREDIT IS DO, COUNCILOR FLAHERTY POUNCES ON.  
THAT WE HOLD SEATS FOR PEOPLE, SO THEY CAN MAKE DECISION.  
AND I BELIEVE THAT COUNCILOR FLAHERTY IS ON TARGET.  
I GOT INTO THE MATH SCHOOL, I GOT INTO THE CHANNING SCHOOL, THE MATCH SCHOOL FOR AWHILE, SIX PEOPLE ON WAIT LIST WHO WANT TO GET --  
>> WE DON'T DO THE -- THAT'S NOT US.  
>> I KNOW.  
I'M SAYING THE --  
>> I SEE WHAT YOU'RE SAYING.  
>> THEIR KIDS HAVE CHOSEN BUT THEY HOLD THE SEAT IN CHASE THEY DON'T LIKE THE MATH SCHOOL.  
>> OKAY.  
>> NOW ALL OF A SUDDEN PERSON WHO LIVES ACROSS THE STREET IS WAITING TO GET IN.  
I'D LOVE TO GO TO THE CHANNING, GREAT PRINCIPAL, GOING IN THE RIGHT DIRECTION BUT SEATS ARE OPEN BUT I CAN'T GO THERE BECAUSE SOMEBODY IS AT A DIFFERENT SCHOOL.  
THEN MY LAST QUESTION FOR NOW WOULD BE THE TIER.  
WHAT ARE YOUR DEFINITIONS OF TIERS?  
TALKING ONE TWO,, THREE, FOUR, FIVE.  
>> WE HAVE FOUR TIERS, TIER ONE TWO,, THREE AND FOUR.  
HISTORICALLY WE'VE HAD WHAT WE CALL -- WE'LL IMPLEMENT SCHOOL QUALITY FRAMEWORK WHICH IS MORE MULTI-DIMENSIONAL, LOOKING AT QUALITY AS COME UP BY SCHOOL QUALITY WORKING GROUP IN PARTNERSHIP WITH THE "GREATER BOSTON" COMMUNITY.  
IF YOU HAVE MORE QUESTIONS ABOUT SCHOOL QUALITY FRAMEWORK JAY CAN ANSWER THOSE.  
>> I THINK MY LAST -- WOULD BE MORE OF COMMENT THAN QUESTION I'VE SAID IT BEFORE I'LL CONTINUE TO SAY IT.  
THE PEOPLE IN THE BUILDING ARE TRYING TO DO THEIR BEST, I BELIEVE THAT. BUT WHEN YOU ARE TRYING TO RUN A SCHOOL DEPARTMENT FROM THE BOWLING BUILDING YOU NEED TO GET INTO THE BUILDINGS.  
I THINK THE LACK OF COMMUNICATION WITH THE PRINCIPALS AND HEAD TEACHERS IS REALLY RIDICULOUS, I WAS IN PUBLIC WORKS FOR YEARS.  
AND EVEN THOUGH I WAS IN COMMISSIONER'S OFFICE I WAS IN THE YARDS ALL THE TIME TALKING TO THE GUYS, TALKING TO THE MEN AND WOMEN OF THE BOSTON PUBLIC WORKS DEPARTMENT TO MAKE SURE WHAT WE WERE COMMANDING OR ASKING OF THEM WAS ONE, DOABLE.  
TWO, MADE SENSE.  
AND I THINK THAT A LOT OF PRINCIPALS ARE GETTING VERY FRUSTRATED, I HAVE MANY IN MY DISTRICT AND THEY ARE AUTONOMOUS UNITS I FIND IT HARD TO BELIEVE THAT WE HAVE SEVERAL THAT ARE LEVEL ONES WITH CERTAIN TYPE OF PRINCIPAL.  
THEN SCHOOLS THAT ARE FAILING WITH CERTAIN TYPE OF PRINCIPAL.  
YET THERE'S REALLY NO COMMUNICATION.  
WHAT MAKES -- WHEN PAY IS NOT AWARD FOR -- MAKES ANOTHER SCHOOL IN MY DISTRICT SLIDE.  
WHAT'S THE COMMON DENOMINATOR.  
THAT'S THE WORK OF WHAT THE BOWLING BUILDING SHOULD BE DOING, I BELIEVE, JUST LIKE THE PUBLIC WORKS COMMISSION SHOULD BE SAYING WHY IS DISTRICT YARD 8 CLOSING ALL THEIR 311S ON TIME AND DISTRICT WORKS GREAT.  
DISTRICT 2 DOESN'T.  
WHAT'S THE DIFFERENCE.

WHAT ARE WE DOING?

MORE OF COMMENT BUT IT'S MANAGEMENT STYLE THAT NEEDS TO BE ADDRESSED.  
I THINK.

>> THANK YOU.

YOU BRING UP A VERY IMPORTANT POINT.

I ALSO THINK THAT WE ALSO NEED TO ACKNOWLEDGE ONE OTHER FACTOR THAT HAS NOT BEEN BROUGHT UP IS SCHOOL CLOSURES.

AND SO AS ONE OF THE OTHER FACTORS IN THOSE THREE YEARS HAS BEEN THE FACT THAT, BOSTON PUBLIC SCHOOLS HAS SHUTTERED SOME OF THE SCHOOLS.

WHICH MEANS THAT THERE IS A DIFFERENCE IN THE TRANSPORTATION, THERE ARE YOUNG PEOPLE WHO SOME IN TIM'S DISTRICT WHO ARE NOW -- DON'T HAVE THE SCHOOL IN WALKING DISTANCE AND ARE GOING TO HAVE TO GET ON A BUS, THAT'S ANOTHER VARIABLE THAT WE NEED TO LOOK AT.

NOW, HAS THERE BEEN ANY CHANGE TO WALK TO SCHOOL PREFERENCES WITHIN THE ALGORITHM RECENTLY?

[ INAUDIBLE ]

ONE OF THE THINGS THAT MY FEELS FEELS OFTEN THAT BASED ON THE HOUSING CRISIS, PARENTS WHO ARE OFTEN DISPLACED SO THEY HAVE TO MOVE DURING THE SCHOOL YEAR THEY ARE FORCED TO MOVE, PARENTS TELL US THAT THEY LOSE THEIR BUS TEA SIGNMENTS.

AND SO EVEN THOUGH THEY MAY SIMPLY MOVE AROUND THE CORNER, THEIR SCHOOL IS STILL FURTHER THAN THE ONE MILE DISTANCE TO QUALIFY FOR BUSES.

DOESN'T THIS POLICY OF MOVING BUS TRANSPORTATION BASICALLY UNDERMINE THE IDEA OF PROVIDING QUALITY SEATS FOR EVERY FAMILY?

AND I'LL -- I HAVE A PARENT WHO NOW WHO CAN'T AFFORD IT BUT HAS TO SEND HER DAUGHTER TO SCHOOL EVERY DAY IN AN UBER.

BASED ON THE LATE START OF THE SCHOOL AND HER NEED TO GO TO WORK.

>> SO YOUR QUESTION IS WHETHER THIS PARTICULAR POLICY --

>> ONE, POLICY EXISTING.

TWO, IF WE'RE SPEAKING ABOUT QUALITY, THIS IS COMPONENT, SHE'S IN A SCHOOL THAT SHE CHOSE, IT WAS ONE OF HER TOP TWO CHOICES.

SHE GOT IN TO THE SCHOOL.

HER CHILD IS WELL ADJUSTED AT THE SCHOOL AND IS DOING WELL.

AND WE REMOVE THE BUS, RIGHT?

SO NOW WHAT COULD HAPPEN IS SHE COULD ACTUALLY BE MOVING SCHOOLS TO ANOTHER SCHOOL THAT SHE DIDN'T -- WASN'T IN HER TOP TWO OR SHE CONTINUES TO GO THERE AND HAS TO PAY MONEY OUT OF HER OWN POCKET IN ADDITION TO THE DOLLARS THAT SHE ALREADY SENDS US.

IS THAT CURRENTLY THE POLICY WITH THE MOVE THAT OCCURS IN THE MIDDLE OF A SCHOOL YEAR?

>> I DO --

[ INAUDIBLE ]

>> THANK YOU.

IT DEPENDS ON WHERE THE FAMILY DOES MOVE TO.

IF THE FAMILY MOVES TO AN ADDRESS THAT IS STILL WITHIN THAT SCHOOL'S HOME BASED LIST THEY ARE STILL ELIGIBLE -- STILL ELIGIBLE TO GO TO THAT SCHOOL DEPENDING ON THE DISTANCE FROM THE HOME FOR THEIR TRANSPORTATION ELIGIBILITY.

IF THE FAMILY DOES MOVE OUTSIDE -- MOVE TO NEW ADDRESS WHERE THAT SCHOOL WOULDN'T BE ON THEIR LIST ANY MORE, IN THAT CASE WE OFFER THE FAMILY A LIST OF NEW CHOICES WHICH SOUNDS LIKE THAT FAMILY DID HAVE THAT OPTION TO.

WHICH DOES HAVE HIGH QUALITY SCHOOLS, TIER ONE, TWO AND VICE VERSA.

BUT THEY ALSO DO HAVE ALTERNATIVE OF STAYING AT THE SCHOOL.

WE JUST CAN'T PROMISE THEY WILL GET A BUS.  
REASON FOR THAT IS I GUESS IN THE EXTREME EXAMPLE MOVES FROM ONE CORNER  
OF THE CITY TO THE OTHER, IF WE WERE TO GUARANTEE TRANSPORTATION WE'D BE  
BUSING KIDS ACROSS TWO CORNERS OF THE CITY ALTOGETHER.  
>> I GUESS THE REALITY IS, 2013 THERE WERE 1500 HOMELESS STUDENTS IN  
BOSTON PUBLIC SCHOOLS.  
NOW THERE'S OVER 4,000.  
>> THIS POLICY DOESN'T APPLY FOR HOMELESS STUDENTS.  
>> I UNDERSTAND THAT.  
BUT THAT'S INDICATOR OF WHERE WE ARE RELATIVE TO THE ISSUE OF THE HOUSING  
CRISIS, WHICH MEANS THAT OUR FAMILIES HAVE MORE PERCENTAGE OF STUDENTS  
ELIGIBLE FOR FREE AND REDUCED LUNCH.  
>> IT'S 100% NOW.  
>> I UNDERSTAND WE COVER THAT.  
GENERALLY BEEN WELL OVER 0% OF OUR STUDENTS.  
SO THIS IS A HARDSHIP, IF WE'RE SPEAKING ABOUT QUALITY, THIS ALSO MEANS  
FROM WHAT YOU JUST SAID THAT MEANS YOU NOW TRY TO HIT THE LOTTERY TWICE.  
RIGHT?  
AND THE OTHER ISSUE THAT WE KNOW THERE'S A BASKET BUT THERE'S NOT A SEAT  
AT EVERYONE OF THE TIER ONE SCHOOLS FOR THE CHILDREN WHO ARE APPLYING,  
RIGHT?  
THAT MEANS THAT THIS -- THAT IS A HARDSHIP FOR THAT FAMILY.  
WHAT I'D LIKE TO DO AT THIS POINT SINCE WE HAVE YOU HERE, I WOULD LOVE TO  
BRING DOWN SOME OF THE PARENTS AND COMMUNITY MEMBERS WHILE YOU'RE HERE  
AND I'M GOING TO HAVE THEM LINE UP ON THIS SIDE AND I WOULD LOVE FOR TO  
YOU HEAR FROM THEM.  
BECAUSE I THINK THIS IS A REALLY CRITICAL ISSUE.  
WE ARE -- THIS IS LATE HOMEWORK.  
AND THERE ARE YOUNG PEOPLE WHO ARE NOT SO YOUNG ANY MORE.  
NOT SO LITTLE ANY MORE.  
AROUND THESE ISSUES.  
I THINK BETWEEN MY COLLEAGUE AND I I THINK THERE WERE SOME ISSUES THAT WE  
BROUGHT UP I THINK THERE'S SOME EXPERTS IN THE ROOM.  
I FIND PEOPLE WHO ARE CLOSEST TO THE PROBLEM TO BE THE PEOPLE WHO KNOW  
MOST ABOUT PROBLEM BUT ARE MOST LIKELY TO HAVE SOLUTIONS FOR US.  
SO I WOULD LIKE ANYONE WHO IS NOT SIGNED UP HERE, I HAVE LAUREN PETERS  
AND CHRISTINE, I WOULD LIKE FOR THOSE TWO EXPERT FOLKS TO COME DOWN BUT  
IF THERE ARE OTHERS --  
>> I WOULD LIKE YOU GUYS TO STAY.  
IF THERE ARE OTHERS WHO WOULD LIKE TO TESTIFY IF YOU COULD PLEASE COME TO  
THE SEATS THAT ARE ON OUR RIGHT.  
I'M SORRY.  
WE ACTUALLY DO -- WE HAVE NEW PODIUM IN THE BACK I'M SORRY ABOUT THAT.  
THIS IS ACTUALLY NEW FOR US, THE THE FIRST TIME I GET TO USE THEM.  
IF YOU WANT TO ADJUST THAT.  
AND I BELIEVE IT IS ON.  
>> CAN YOU HEAR ME?  
ALL RIGHT.  
I'M LAUREN PETER I'M RESIDENT OF ROSLINDALE.  
I WAS PREGNANT IN 2013 WHEN THIS CHANGE WAS ENACTED AND MY HUSBAND AND I  
WERE GOING TO BUY A HOUSE AND EVERYONE ASKED US WHY AREN'T YOU LEAVING  
THE CITY.  
WHY WOULD YOU PUT YOURSELF THROUGH THIS WE SAID, WE LOVE LIVING IN  
BOSTON.

I WORK IN THE CITY, I'M IN RESEARCH, MY HUSBAND ALSO WORKS IN THE CITY HE'S STARTING A BUSINESS HERE.  
AND WE DECIDED TO MAKE INVESTMENT, WE THOUGHT -- SURELY BY THE TIME OUR DAUGHTER REACHES K1 THEY WILL HAVE FIGURED THIS OUT.  
GUESS WHAT.  
WE'RE DOING THE PROCESS NOW WE REALLY DON'T FEEL LIKE YOU HAVE.  
WE HAVE MANY GOOD SCHOOLS THAT ARE AVAILABLE IN OUR NEIGHBORHOOD, MOST OF THEM HAVE SIX SPOTS.  
THERE'S NO KNOWLEDGE OF WHETHER THERE IS PREFERENCE FOR THOSE SIX SLOTS.  
WE'RE NOT VERY HOPEFUL THAT WE'RE GOING TO GET A SPOT.  
AGAIN, IT'S K1 WE'RE NOT GUARANTEED, WE KNOW THAT WE'RE NOT GUARANTEED.  
>> I'M SORRY TO INTERRUPT YOU.  
I DON'T BELIEVE THAT WE'RE CATCHING THIS ON THE TAPE.  
IF YOU CAN COME SIT AT THESE SEATS SO THAT YOU HAVE VERY IMPORTANT TESTIMONY.  
IF THERE ARE OTHERS WHO WOULD LIKE TO TESTIFY IF YOU COULD COME AND SIT AT THESE SEATS.  
THERE'S A RED LIGHT THERE.  
>> DO I HAVE TO START OVER?  
>> IF YOU CAN INTRODUCE YOURSELF ONE MORE TIME.  
>> I'M LAUREN PETER I'M RESIDENT OF ROSLINDALE.  
I WAS PREGNANT-1 WHEN YOU BEGAN THE HOME BASED SYSTEM AND EVERYONE ASKED US WHY WE DIDN'T LEAVE THE CITY.  
WHY WE BOUGHT A HOUSE IN BOSTON.  
WE SAID WE LOVE THE CITY, WE WANT TO BE HERE, WE WANT TO INVEST IN BOSTON PUBLIC SCHOOLS BECAUSE I DO BELIEVE THERE ARE LOT OF REALLY WONDERFUL BOSTON PUBLIC SCHOOLS I DO BELIEVE THAT YOU ARE TRYING VERY HARD.  
BUT I'M HERE TO ADD MY VOICE TO SAY THAT, PLEASE FIND A WAY TO MAKE THE SYSTEM WORK A LITTLE BIT BETTER.  
IT'S NOT CLEAR TO THOSE OF US WHO ARE PARENTS, I AM A COLLEGE EDUCATED WHITE WOMAN WHO SPEAKS ENGLISH AS A FIRST LANGUAGE, IT'S REALLY NOT FAIR TO US, WE'RE BAFFLED, WE'RE TERRIFIED AND WE'RE ALSO REALLY CONFUSED HOW WE'RE GOING TO GET OUR CHILD TO SCHOOL AND WHAT WE'RE GOING TO DO BEFORE SCHOOL, AFTER SCHOOL, ALL OF THESE THINGS.  
THERE'S LOT OF MOVING PARTS.  
>> HI, I GUESS I'M JUST SAYING, AS SOMEONE WHO IS ENTERING THIS JUST THE K1 LOTTERY I KNOW THERE'S SO MANY OTHER SCHOOLS THAT WE'LL HAVE TO MAKE THIS DECISION ABOUT GOING DOWN THE LINE.  
PLEASE MAKE THIS PROCESS TRANSPARENT FOR ALL OF US, FOR ALL THE PARENTS. BECAUSE WE LOVE OUR NEIGHBORHOOD AND WE WANT ALL OF THE PEOPLE THAT LOVE LIVING IN BOSTON TO STAY HERE.  
FEEL LIKE THEY'RE CHILDREN ARE GETTING A GOOD EDUCATION HERE.  
THANK YOU.  
>> THANK YOU VERY MUCH.  
>> HI, MY NAME IS CHRISTINE.  
I LIVE IN DORCHESTER.  
I'M BOSTON PUBLIC SCHOOLS SCHOOL GRADUATE MY SCHOOL, GRADUATED FROM HYDE PARK HIGH IN IS THE 1, NOW CLOSED.  
FOUR YEARS LATER I STARTED TEACHING AT THE WOODROW WILSON.  
FIRST YEAR -- SECOND YEAR OF SCHOOL DESEGREGATION, I'M MARRIED TO A BOSTON PUBLIC SCHOOLS TEACHER HE TAUGHT 32, HE TAUGHT 6.  
OUR KIDS GRADUATED BPS WE HAVE SEEN THIS FROM ALL SIDES OF THE DESK AND ALL SIDES FOR MANY YEARS, WHEN I STARTED -- WHEN I WAS IN SCHOOL WE WERE

UNDER OPEN ENROLLMENT PLAN WHERE IF THERE WAS A SEAT COULD YOU GO TO THAT SCHOOL, THAT WAS THE END OF THAT.

THEN OF COURSE WE HAD DESEGREGATION WHERE THE COURT DECIDED, WE LIVED THROUGH THE THREE ZONES, MY KIDS WERE IN ELEMENTARY SCHOOL WE STARTED THREE ZONES WE HAD MANY ADVENTURES.

MY TWINS IN 1995 GOT AN ASSIGNMENT TO THE PERRY SCHOOL, SINCE THEY HAD GONE TO SCHOOL ONE WAS ASSIGNED TO FULL DAY KINDERGARTEN THE OTHER WAS ASTOUND HALF DAY.

BOTH OF US WERE TEACHERS.

SO FORTUNATELY THE SCHOOL WAS ABLE TO WORK IT OUT SO THEY BOTH WENT TO KINDERGARTEN.

YOU ARE NOT SERVING THE PARENTS OF THE CITY OF BOSTON WHEN THAT'S WHAT YOU HAVE.

WE'RE COMMITTED TO BEING IN THE CITY, WE LIVED IN THE SAME HOME FOR 4 YEARS THIS IS OUR CITY.

WE DON'T WANT TO GO AWAY.

BUT IT MAKES PEOPLE CRAZY.

WE LOST FRIENDS, WE LOST NEIGHBORS.

MY FAMILY MEMBERS, ALL OF WHOM GREW UP IN DORCHESTER OF ALL LEFT THE CITY.

NOBODY IN MY FAMILY WHO STAYED IN THE CITY BECAUSE IT'S TOO CRAZY.

YOU CAN'T PLAY A LOTTERY WITH YOUR KIDS EVERY DAY.

EVEN I'M RETIRED I WANT MY NEIGHBORS' CHILDREN TO HAVE SAME ACCESS BECAUSE MY KIDS HAD GREAT EDUCATION, THE YOUNG PEOPLE, FINISHED COLLEGE, OUT IN THE WORLD.

WHAT THEY SAY ABOUT BOSTON EDUCATION IS IS THE DIVERSITY THAT THEY LIVED THROUGH ENABLES THEM TO BE MORE EFFECTIVE IN THEIR JOBS.

THAT'S NOT SOMETHING WE CAN GIVE UP BECAUSE SCHOOL ASSIGNMENT PROCESS IS INSANE THAT NEEDS TO BE FIXED.

YET IT SEEMS TO ME THAT THERE'S PARALLEL UNIVERSE, YOU HAVE THE -- SAYING I NEED TO KNOW, I NEED CERTAINTY AND YOU APPLY THROUGH LOTTERY.

BUT WE HAVE OTHER ACTORS THAT ARE UNDERNEATH WHERE WE DON'T SEE THEM.

I FOUND ONLINE INFORMATION WHICH I HEARD FIRST ON NPR ABOUT SCHOOL CHOICE COACHES.

NOW THERE ARE COACHES THAT YOU HIRE AND THEY HELP TO YOU CHOOSE SCHOOLS.

THIS IS SOMETHING THAT IS GOING ON NATIONALLY.

OF COURSE YOU HAVE TO PAY THOSE COACHES.

SO THERE'S A SOLUTION FOR THAT.

NONPROFIT HAS APPEARED CALLED ED NAVIGATOR, THEY WILL PROVIDE A COACH TO HELP YOU GUIDE YOURSELVES THROUGH THESE CHOICES.

WELL, THE ED NAVIGATOR IS -- ACTUALLY HAVE COME TO BOSTON, BOSTON FOUNDATION HAS GIVEN THEM A GRANT OF HALF A MILLION DOLLARS OVER TWO YEARS AND BOSTON SCHOOL FUND HAS FUNDED THEM \$300,000 OVER 12 MONTHS. IN ORDER TO HELP PARENTS IN BOSTON CHOOSE THEIR WAY THROUGH THIS ROAD CALLED SCHOOL CHOICE.

BUT ED NAVIGATOR PASSED BY CHARTER ADVOCATES.

THEY'RE NOT PUBLIC SCHOOL PEOPLE.

THIS LITTLE BUSINESS IS -- I DON'T THINK THAT THEY'RE ACTING ON BEHALF OF SCHOOLS IN PUBLIC SCHOOLS IN THE TWO PLACES SET UP.

FIRST IS NEW ORLEANS WHICH IS UNMITIGATED DISASTER.

NOW THEY ARE CRUISING INTO BOSTON, BOSTON THEY GO BY THE NAME OF -- LET ME FIND IT.

THEY HAVE DIFFERENT NAME IN BOSTON.

THAN ED NAVIGATOR CALLED BOSTON SCHOOL FINDER.ORG.

THERE'S BEEN NO PUBLICITY ABOUT THIS.

THESE PEOPLE DOVETAIL WITH THE UNIFIED ENROLLMENT GOAL BECAUSE BAR, ONE OF THE FUNDERS OF THE BOSTON SCHOOL FINDER, IS -- WANTS TO UNIFIED ENROLLMENT.

I DON'T UNDERSTAND WHY WE HAVE CHARTER SCHOOLS, PUBLIC SCHOOLS AND CATHOLIC SCHOOLS PROPOSING TO PUT OUT ONE UNIFIED SET OF CHOICES FOR STUDENTS.

MY KIDS WERE -- MY TWINS WERE IN THE 6TH GRADE WHEN PEDOPHILE SCANDAL BROKE ABOUT CATHOLIC CHURCH.

THERE WERE PARENTS IN THE SCHOOL YARD THE DAY AFTER THAT NEWS BROKE SAYING I'M NOT SENDING MY CHILD TO ANY CATHOLIC SCHOOLS.

THAT'S NOT OPTION FOR ME ANY MORE FOR HIGH SCHOOL I'M NOT GOING TO DO THAT.

YET WE ARE SUPPOSED TO ENDORSE A SYSTEM THAT DIDN'T TAKE CARE OF VULNERABLE CHILDREN?

BECAUSE IT WASN'T JUST AT THE SCHOOL LEVEL, THE PEOPLE WHO WERE RUNNING THESE SCHOOLS, PEOPLE WHO WERE IN CHARGE ARE SUPPOSED TO SAFEGUARD THE CHILDREN DID NOT DO IT.

I CAN'T UNDERSTAND WHY THE BOSTON SCHOOLS WHO WE'RE RESPONSIBLE FOR THE SAFETY OF CHILDREN IN OUR SCHOOLS, WOULD ACTUALLY COMBINE WITH ORGANIZATION THAT FAILED TO SECURE CHILDREN WHEN THEY WERE THE MOST VULNERABLE.

SO THAT'S ONE OBJECTION I HAVE TO THAT.

CHARTER SCHOOLS DON'T HAVE TO TAKE ANY STUDENTS.

CHARTER SCHOOLS CHOOSE WHO THEY TAKE.

I KNOW THERE'S LOTTERY THEY HAVE SEATS BUT THEY HAVE ALL SORTS OF MECHANISMS THAT THEY USE TO PUSH THOSE STUDENTS OUT.

I DON'T SEE HOW IT'S ANY BENEFIT TO OUR STUDENTS IN THE PUB SCHOOLS TO COMBINE FOR PARENTS WHO ARE UNAWARE OF THE DIFFERENCES AMONG CHARTER SCHOOLS, PAROCHIAL SCHOOLS AND PUBLIC SCHOOLS.

MOST PARENTS LIKE AS YOU MENTIONED WANT SCHOOL WHERE THEY CAN THROW A PAPER AIRPLANE INTO BECAUSE THAT'S HOW PEOPLE LIVE.

PARENT IS NOT GOING TO CHOOSE THE SCHOOL, MANY OF OUR PARENTS, I KNOW, I'VE WORKED WITH PARENTS FOR A LONG TIME.

IT'S CONFUSING AS LAUREN SAID TO AN ADULT, MIDDLE CLASS, ED CADE, ENGLISH SPEAKING PERSON.

FORGET ABOUT PEOPLE WHO ARE JUST STRUGGLING TO WORK TWO AND THREE JOBS DAY TO GET BY.

THEY DON'T HAVE TIME TO DO THIS NONSENSE.

THEY'RE VERY VULNERABLE.

IT MAKES THEIR KIDS VULNERABLE.

YOU HEAR WHERE TEN SCHOOLS, THEY'RE GOING TO CHOOSE ONE THAT THEY HEARD ABOUT ON THE RADIO.

BOSTON PUBLIC SCHOOLS DOESN'T ADVERTISE.

THESE OTHER AGENCIES ADVERTISE.

I DON'T WHERE THEY GET MONEY TO ADVERTISE BUT THEY DO.

WHAT MOST CONCERNS ME ABOUT ALL OF US, THERE SEEMS TO BE -- I BEGIN QUESTIONING WHETHER THE SCHOOL ASSIGNMENT SYSTEM IS BROKE ON PURPOSE.

IT'S JUST SO HARD.

WHY SHOULD IT BE SO DIFFICULT?

OTHER CITIES DO THIS.

WHY IS IT SO DIFFICULT?

THEN PROPOSAL SAID THAT, UNIFIED ENROLLMENT, CHARTER SCHOOLS, WE'LL COMBINE WITH THE PAROCHIAL SCHOOLS, GET THESE OUTSIDE AGENCIES TO FUND -- FUNNEL PEOPLE INTO THE SCHOOL SYSTEMS, INTO SCHOOL CHOICE. SHOW THAT AS BENEFIT BECAUSE IT'S BEING MARKETED AS THAT WOULD BE EXPENSIVE FOR AN INDIVIDUAL TO PAY.

FOR A SCHOOL CHOICE COACH.

BUT THE BUSINESSES ARE GOING TO OFFER THIS TO THEIR LOW INCOME EMPLOYEES AS A PERK AS ONE OF THEIR BENEFITS.

IF YOU LOOK AND SEE WHO SPONSORED IN NEW ORLEANS, IT WAS ALL OF THESE HIRED HOTELS AND OTHER HOTELS, SO THEY ARE TALKING ABOUT LOW INCOME WORKERS.

THEY GET THE INFORMATION THAT THIS IS SOMETHING SAFE, REPLACES PUBLIC SCHOOL SYSTEM.

AS KNOWLEDGEABLE PERSON ABOUT EDUCATION AND REPLACES IT WITH SOME OUTSIDERS WHO REALLY THEY'RE NOT -- THEY'RE INTERESTED IN SOMETHING OTHER THAN EDUCATION.

THEY'RE NOT EDUCATORS.

WE REALLY SHOULDN'T GO THERE.

MAYBE THERE'S AN ARGUMENT THAT COULD BE MADE.

SEEMS LIKE THE MAYOR WANTS TO MAKE THE ARGUE.

THAT WE DON'T NEED PUBLIC SCHOOL SYSTEM.

MAYBE THERE'S ARGUMENT THAT YOU CAN MAKE IN THAT DIRECTION, I DON'T KNOW HOW YOU WOULD POSSIBLY SUPPORT THAT.

BUT TO HAVE A HIDDEN AGENDA IS WRONG, VIOLATES DEMOCRACY.

>> THANK YOU SO MUCH.

>> YOU'RE WELCOME.

>> GOOD EVENING.

MY NAME IS KAYLA, THIS IS JENNIFER.

JENNIFER'S BIRTHDAY IS SEPTEMBER 25TH, 2013.

AS WE ALL KNOW THAT MEANS THAT SHE DIDN'T GET IN.

I ALSO HAVE THIS -- SAME ISSUES AS LOT OF THE OTHER PARENTS HERE.

I DO STRUGGLE WITH DECIDING IF I WANT TO STAY IN THE CITY OR IF I WANT TO MOVE OUT OF THE CITY.

I DO WORK TWO JOBS AS WELL AND IT'S REALLY HARD.

GET UP AT 6:00 IN THE MORNING, WE GET HOME AT 6:00 AS OPPOSED TO BEFORE WHEN WE GOT UP AT 6:00 IN THE MORNING WE GOT HOME ABOUT 8:00.

I TOOK THE POLICE EXAMINE MARCH 2017, I'M HUMAN SERVICE WORKER I VOLUNTEERED IN THE COMMUNITY AT FOOD PANTRIES.

IT'S HARD.

IT'S REALLY HARDY SIDING IF I WANT TO STAY OR IF I WANT TO GO.

IT'S BETWEEN ME BEING ABLE TO MAKE MONEY TO SUPPORT MY FAMILY OR PUTTING WHAT I THINK THEIR FUTURES ARE GOING TO BE BETTER NOT JUST FOR THE MOMENT, BUT FOR ALL OF US.

AS MANY OF YOU KNOW CUTOFF DATE FOR BIRTHDAY, I BELIEVE THAT BECAUSE OF HER CUTOFF DATE IT'S KIND OF UNFAIR.

MANY OF THE SCHOOLS THAT I CALLED, LOT IN THE BEGINNING DID TELL ME THAT, YES, WE DID HAVE SEATS.

SHE HAS COUSIN WHO HAD TO COME BACK DOWN IN AUGUST TO MAKE SURE THAT SHE WAS PLACED IN THE CORRECT SCHOOL.

THE NEW SCHOOL THAT SHE WAS GOING TO WAS BPS SCHOOL, THEY CALLED, SAID SHE'S ENROLLED, SET UP, ALL READY TO GO.

WE BROUGHT HER DOWN THERE, NO, SHE FOR WHATEVER REASON THEY HAVEN'T SENT OVER HER PAPERWORK YET, SHE'S ON ROSTER WE CAN'T TAKE HER YOU HAVE TO SEND HER BACK TO HER OLD SCHOOL.

SHENDED UP GOING BACK THERE FOR THREE MONTHS, ME MY COUSIN AND ANOTHER ONE OF OUR COUSINS TRYING TO FIGURE OUT HOW ARE WE GOING TO PICK HER UP? I WORK TWO JOBS.

THEY'RE BOTH TEACHERS.

WHAT ARE WE GOING TO DO?

SHE'S GOT TO GO TO WORK.

SHE'S GOT TO GO TO SCHOOL.

I WORK TWO JOBS.

OTHER ONE GOES TO WORK, OTHER ONE GOES TO SCHOOL.

I HAVE THREE KIDS, ONE HAS THREE KIDS, OTHER HAS ONE KID, IT'S HARD.

THERE WERE SCHOOLS THAT HAD OPEN SEATS.

I FOUND IT VERY HARD TO BELIEVE THAT THEY EVEN HAD OPEN SEATS LIKE HOW DID THAT HAPPEN.

WHY ARE THERE OPEN SEATS.

THINK THAT THERE WAS NO WAIT LIST, AND ALL CHILDREN ARE GRACIOUS AND AMAZING EDUCATION, BUT, NO.

IT STRIKES ME AS ODD HOW AGE IS CONSIDERED DISCRIMINATION BUT MY 4-YEAR-OLD CAN'T ATTEND SCHOOL DUE TO HER AGE SO BECAUSE OF HER AGE ALONE SHE CAN'T DO SOMETHING.

BECAUSE OF HER AGE SHE'S BEING DENIED HER PROPER EDUCATION IT FEELS LIKE. IT DOESN'T TAKE MEMBERS TO TELL ME THAT CHILD THAT ENTERS INTO SCHOOL EARLY JUST LIKE ALL HER PEERS IS CAPABLE OF RECEIVING A GREAT EDUCATION UP TO HER FULL POTENTIAL.

ALSO DOESN'T TAKE STAFF TO TELL ME BY MAKING CHILD REPEAT THE SAME GRADE THREE YEARS IN A ROW, WHICH MEANS LAST YEAR, THIS YEAR, PROBABLY NEXT YEAR AGAIN SHE'S GOING TO HAVE TO DO PRESCHOOL.

WOW.

BY THEN SHE'LL BE FIVE.

SHE'LL BE OLDER THAN ALL OF THE OTHER KIDS.

VARIOUS STUDIES SHOW IMPACT BY DELAYING EDUCATION ON CHILDREN DOES HINDER THEM.

VARIOUS STUDIES SHOW THAT GIVING A CHILD AS MANY OPPORTUNITIES TO BE EXPOSED TO EDUCATION BEFORE THE AGE OF FIVE IS ESSENTIAL, THAT'S WHERE THAT WINDOW IS.

THAT'S WHERE THEY'RE RETAINING AS MUCH INFORMATION AS POSSIBLE, HER DOING SAME THING THREE YEARS IN A ROW, SHE'S NOT MOVING FORWARD.

SHE'S JUST DOING THE SAME THING.

SO WHY IS IT THAT MY DAUGHTER BASED OWNED HER AGE CANNOT ATTEND PUBLIC SCHOOLS.

BPS SAID IF THERE'S SPOT SHE CAN BE PLACED IN, SCHOOLS HAVE TOLD ME THAT THEY HAVE OPENINGS AND TOLD ME THEY ARE FULL.

NO ONE HAS OPENINGS.

I WONDER JUST HOW MANY OF THEM HAVE GONE INTO THESE SCHOOLS PULLED THE NUMBERS TO SEE THESE OPENINGS WHICH SEEMS TO BE WHAT WAS DISCUSSED A LITTLE BIT EARLIER THAT IF THAT DATA HAD BEEN PRESENTED TO THE PUBLIC AT ONE YEAR TWO, YEAR, NOT JUST WAIT UNTIL THREE YEARS IT'S LIKE WAITING ON -- SOMEBODY SAYS HI, WE'LL BE WITH YOU.

THEN YOU FEEL A LITTLE LET ANXIOUS IF YOU'RE WAITING FOR AN HOUR AND NOBODY SAYS ANYTHING, BEGINS TO RILE YOU UP A LITTLE BIT.

THAT IS COMMON ISSUE THAT MANY PARENTS FACE IN THE CITY.

I WAS TOLD THEY CAN'T OVERRIDE THE SYSTEM TO ADD MY DAUGHTER EVEN IF THERE WAS AN OPENING BECAUSE OF HER BIRTHDAY.

THIS GOES AGAINST WHAT WAS PREVIOUSLY STATED AND WHAT IT SAYS IN THE WEBSITE AS WELL AS BROCHURE TO PARENTS.



NOW I DON'T GRASP THAT IT'S POSSIBLE WHEN K0 THROUGH K1 PROGRAM WITH PARENTS WITH SPECIAL NEEDS CAN BE ADDED.  
SO MY 4-YEAR-OLD CAN'T BE ADDED BUT YOU CAN ADD 3-YEAR-OLD.  
ONLY ISSUE WITH THAT THAT I HAVE IS THAT YOU CAN OVER WRITE SYSTEM FOR 3-YEAR-OLD THEN YOU CAN OVER WRITE FOR 4-YEAR-OLD IF THERE IS A SEAT.  
WHEN I CALL THEY TELL ME NOTHING THEY CAN D. SYSTEM ERROR THAT IT HAS TO STAY THAT WAY.  
THAT DOESN'T MAKE ANY SENSE TO ME EITHER.  
THE OTHER UPSETTING THING IS DENIAL OF CERTAIN SCHOOLS.  
AS SOUTH BOSTON RESIDENT MY SCHOOL ZONE HAS K0, MY DAUGHTER, MY 4-YEAR-OLD WAS ADDED TO ROXBURY AND DORCHESTER.  
THAT'S WAY TOO FAR.  
I DON'T DRIVE, PAST EXPERIENCES HOUR AND HALF TO PICK UP AND DROP OFF MY OTHER KIDS TO TRAVEL BACK TO MAKE IT TO GET MY OTHER KIDS ON TIME, COMPLETELY UNREASONABLE.  
I CAN'T DO IT.  
EVEN IF I WOULD HIT TRAFFIC NO WAY I'D BE LATE EVERY SINGLE DAY DROPPING THEM OFF, PICK CAN THEM UP THEN WAKE THEM UP EARLIER, AN HOUR EARLIER GET HOME AN HOUR OR TWO HOURS LATER THAN WHEN I GET HOME NOW.  
EARLIER IN THE YEAR WHEN DID I CALL, THE SCHOOL SAID THEY DID HAVE OPENINGS NOW CURRENTLY THEY PROBABLY DON'T.  
BUT THEY DID BEFORE.  
THE THING ABOUT MY COUSIN, BECAUSE THE HALEY SCHOOL HELD A SEAT, SHE WAS IN TWO DIFFERENT PLACES.  
SHE WAS DENYING HER SPOT TO ANOTHER KID BECAUSE HER CHILD WAS IN TWO DIFFERENT PLACES.  
I DON'T GET HOW THAT HAPPENS.  
THERE'S SERIOUS PROBLEM WITH DEPRIVATION OF EDUCATION AND MORE PROBLEM WHEN I BEGIN IMAGINE ALL THE REASONS WHY BPS CLAIMING THAT SCHOOLS ARE FULL WHEN THEY'RE NOT.  
IF ARE CHILDREN NOT BEING SEEN IN CLASSES AND NOT OTHER SCHOOLS ARE TAKING UP SEATS, WHERE ARE THEY?  
WHY IS THE CITY NOT STEPPED IN AND DONE SOMETHING.  
OTHER THING THAT I HAVE IS -- IN REGARDS TO MIT INFORMATION I HAVE CALLED EVERYONE TO FIND THESE STATS, I WAS AWARE THAT THESE -- I WAS AWARE THAT THESE STATS WERE NOT OPEN TO THE GENERAL PUBLIC.  
I CALLED MULTIPLE LOCATIONS AND THIS IS HOW DISCONNECT BETWEEN PARENTS AND BPS COMES INTO PLAY.  
WITHOUT BEING HERE TODAY I WOULD HAVE BEEN UPSET WITH THE CITY COUNCIL NOT WITH BPS BECAUSE THE 2013 AGREEMENT FOR THEM GO MORE AWARE.  
ALMOST LIKE WAITING ON THE PHONE LIKE I SAID AGAIN.  
THAT'S JUST PRETTY MUCH IT.  
>> THANK YOU VERY MUCH.  
I JUST WANT TO NOTE, THIS CASE AND CONNECTION WITH THE FAMILY WHO IS AGGRIEVED BASED ON THIS PROCESS.  
AND THE REASON ONE OF THE BIGGEST ATTRACTIONS TO ANY CITY OR TOWN ARE ITS SCHOOLS.  
AND AS WE CAN HEAR FOLKS DARKS DASH THEY'RE TRYING TO STAY HERE.  
THEY'RE TRYING TO MAKE IT WORK.  
THESE ARE COMMITTED FOLKS WHO, ONE, ALREADY PAID THEIR TAXES, PAID THEIR DUES.  
BUT HAVE THESE IMPEDIMENTS TO BEING ABLE TO CONNECT THEM WITH OUR SCHOOL DISTRICT.

AND I WANT TO THANK YOU, RON WHY I HAVE YOU HERE BECAUSE I REALLY -- I WANT TO YOU HEAR WHAT WE HEAR.

AND ACTUALLY THIS IS NOT USUALLY HOW WE HEAR IT BECAUSE THESE FOLKS ARE BEING REALLY NICE.

WE ACTUALLY HEAR IT USUALLY THE VOLUME IS A LITTLE LOUDER.

IT IS WITH URGENCY BECAUSE A YEAR, AS NOTED, YOU'RE EDUCATORS, YOU KNOW THAT MOST OF THE BRAIN FUNCTION HAPPENS FIRST THREE TO FOUR YEARS.

I THINK 80% UP TO YEAR FOUR.

WE HAVE FOLKS WHO ARE FIGHTING TO ACTUALLY GET IN TO THESE SEATS.

WE'LL HAVE THE NEXT PERSON, IF YOU CAN INTRODUCE YOURSELF.

>> SURE, MY NAME IS NORMA SIMPSON MY DAUGHTER IS K2 STUDENT AT THE BAY IN ROSLINDALE ALSO A MEMBER OF BOSTON PUBLIC SCHOOLS PARENT ADVOCACY GROUP WHICH TAPPED FOR QUALITY EDUCATION FOR EVERY STUDENT.

TONIGHT ALWAYS I CAN ONLY SPEAK ON MY OWN BEHALF, BUT I WOULD LIKE TO THIGH LIGHT SOME OF THE WORK THAT THE GROUP HAS DONE AND BEEN PART OF DOING TO SHINE A LIGHT ON ISSUES SURROUNDING BPS STUDENT ASSIGNMENTS.

FIRST I'D LIKE TO TAKE NOINT EXPLAIN HOW IT CAME TO BE THAT FEW MONTHS INTO MY CHILD'S BEING BPS STUDENT I JOINED EDUCATION ADVOCACY GROUP.

BECAUSE IT'S VERY MUCH CONNECTED TO THE REASON WE'RE ALL HERE TONIGHT.

LIKE THE OTHER YOUNG MOMS HAVE SPOKEN MY DAUGHTER WAS A BABY BUT WE HAD JUST MOVED TO BOSTON WHEN THE SCHOOL ASSIGNMENT SYSTEM WAS MOST RECENTLY CHANGED.

I DON'T RECALL EVEN BEING AWARE OF ANYTHING REGARDING BPS AT THAT TIME.

OVER THE YEARS THAT FOLLOWED I'VE WATCHED MY FRIENDS WITH YOUNG CHILDREN GO THROUGH ENROLLMENT PROCESS AND TRIED TO BUILD UNDERSTANDING OF HOW THE BPS LOTTERY WORKS.

IN TRYING TO FIGURE THAT OUT I ALSO BECAME CURIOUS HOW TODAY'S LOTTERY SYSTEM CAME TO BE.

MY FACT FINDING EFFORTS YIELDED GOOD DEAL OF THINGS TO READ ABOUT THE DESEGREGATION ERA IN THE SCHOOLS BUT I FOUND VERY LITTLE ABOUT WHY STUDENTS ARE ASSIGNED THROUGH THE CURRENT HOME-BASED LOTTERY SYSTEM AND HOW STUDENTS WERE ASSIGNED DURING THOSE INTERVENING YEARS.

THROUGH SOME OTHER EDUCATION ADVOCACY WORK I CONNECTED WITH TEACHERS WHO WERE MEMBER OF QUEST, FROM THEM THAT I LEARNED THAT FOUR YEARS AFTER INSTITUTING THE MOST ITERATION OF BOSTON PUBLIC SCHOOLS POLICY, HOME BAILED SYSTEM THAT WE NOW HAVE, THE CITY HAD YET TO MAKE GOOD ON PROVIDING THE EQUITY ANALYSIS AS THEY HAD AGREED TO DO ANNUALLY.

I LEARN UNDERSTAND ANNUAL ANALYSIS WAS PART OF THE ORIGINAL PROPOSED OF THE EXTERNAL ADVISORY COMMITTEE, EAC THAT DEVELOPED THE HOME BASED SYSTEM AND HAD BEEN AGREED TO BY SCHOOL COMMITTEE BEFORE THE HOME BASED SYSTEM WAS EVER IMPLEMENTED.

THE EAC OUTLINED RESPONSIBILITIES, RECOMMENDING THAT THE DISTRICT SHOULD PREPARE ANNUAL REPORT TO THE MAYOR, SCHOOL COMMITTEE, CITY COUNCIL AND THE COMMUNITY.

REPORT SHOULD BE AVAILABLE TO THE PUBLIC ON OR BEFORE OCTOBER 1 OF EACH YEAR.

TO INCLUDE DATA, ANALYSIS, OUTLINING THE IMPACT OF NEW STUDENT ASSIGNMENT SYSTEM.

WE'RE HERE TONIGHT BECAUSE TODAY NO THOROUGH ANALYSIS HAS BEEN DONE.

QUEST PARENTS WHO WORKED WITH ALLIES WHOSE NAMES I HAVE TO LOOK UP BECAUSE I WAS NOT THERE WHEN THEY WORKED WITH ALL THE ALLIES BUT WANT TO RECOGNIZE THAT THIS WORK WAS NOT DONE ALONE.

THE BLACK EDUCATORS ALLIANCE OF MASSACHUSETTS, MINORITY NEIGHBORHOODS, MASS ADVOCATES FOR CHILDREN, EQUAL QUALITY EDUCATION, BOSTON PARENT

ORGANIZING NETWORK, CITY WIDE PARENT COUNCIL AND MULTI-LANGUAGE PAC WHO HELPED CHINESE PARENTS NAVIGATE BPS, AND PROJECT RATE ARE AMONG SOME QUEST ALLIES WHO ALSO WERE VERY ENGAGED IN WORKING ON THE ADVOCACY DURING 12013.

THAT WAS LONG LIST OF PEOPLE, SORRY.

RECENTLY QUEST PARENTS HAVE SUBMITTED MULTIPLE WRITTEN REQUESTS FOR THE DATA AND ANALYSIS TO BOTH SCHOOL COMMITTEE AND MAYOR'S OFFICE OVER THE LAST FOUR YEARS.

RECENTLY ALONG WITH THE BLACK EDUCATORS ALLIANCE OF MASSACHUSETTS AND MINORITY NEIGHBORHOODS, QUEST PARENTS HOSTED A COMMUNITY FORUM TO SHARE INFORMATION ABOUT HOW BOSTON STUDENT ASSIGNMENT SYSTEM HAS EVOLVED INTO THE ONE WE HAVE TODAY BECAUSE THERE IS KNOWLEDGE AND UNDERSTANDING GAP AS COUNCILOR JACKSON SPOKE ABOUT.

PARENTS ARE SEEKING TRANSPARENCY AROUND THE ASSIGNMENT SYSTEM AND AROUND THE IMPACT THAT THE ASSIGNMENT SYSTEM HAS ON STUDENTS, CLASSROOMS, SCHOOLS AND THE DISTRICT.

AS NEW PARENT I HAVE NOT BEEN ABLE TO WRAP MY BRAIN AROUND HOW IT CAN BE POSSIBLE THAT THIS ANALYSIS WOULD BE PROMISED AND NOT DONE.

WHOSE JOB IS IT TO WORK TOWARDS SCHOOLS THAT AREN'T SEGREGATED BY RACE AND ECONOMIC CLASS AND TO ENSURE THAT ALL CHILDREN IN BOSTON HAVE EQUAL ACCESS TO HIGH QUALITY SCHOOLS.

IT CAN SEEM LIKE IT'S NO ONE'S JOB BUT I WOULD HOPE IT'S ACTUALLY EVERYONE'S JOB.

WITH THE EQUITY ACCESS -- EQUITY ANALYSIS NOW FOURTH COMING AS WE HEARD BOSTON AREA RESEARCH INSTITUTE HAVE GOTTEN A BID TO COMPLETE IT, I WOULD ASK WHAT DO WE AS A CITY NEED TO LEARN FROM THIS RESEARCH IN ORDER TO MAKE INFORMED DECISIONS TOGETHER ABOUT HOW BEST TO PROCEED.

YOU AS CITY COUNCILORS NOW STUDENT ASSIGNMENT SYSTEMS AFFECT YOUR CONSTITUENTS TO BEST ADVOCATED FOR THEM.

WE CAN HOPE THAT WHEN STUDY IS COMPLETE IT INCLUDES THE INFORMATION WE NEED OR WE ASKING THAT IT DOES.

I WOULD URGE YOU TO CONSIDER YOURSELVES, CITY COUNCILORS, EDUCATION COMMITTEE AND OTHER CITY COUNCILORS, URGE YOU TO CONSIDER YOURSELF STAKEHOLDERS IN BPS, ADVOCATE BEFORE THE ANALYSIS IS DONE.

I WOULD ALSO URGE ALL OF US TO ZOOM OUT.

WITH THE ANALYSIS HOME BASED SYSTEM IS DONE UNLESS THEY DETERMINE THAT FAMILIES HAVE SAME AMOUNT OF ACCESS AS THEY DID BEFORE UNDER THE THREE ZONE SYSTEM TO QUALITY SCHOOLS.

DO WE STOP THERE?

WAS THAT ENOUGH?

AS A PARENT I HAVE TO DO BETTER THAN TELLING MY CHILDREN THAT RACIAL AND ECONOMIC SEGREGATION, THAT OPPORTUNITY AND ACHIEVEMENT GAPS ARE OUT OF MY HANDS.

AS YOUR CONSTITUENT I AM IMPLORE THE CITY COUNCIL TO FIND CONCRETE WAYS TO DO BETTER.

EXAMINING THE WAY THAT BOSTON ASSIGNS STUDENTS TO SCHOOLS IS AN OPPORTUNITY TO DO JUST THAT.

THANK YOU.

>> THANK YOU VERY MUCH.

I THINK YOU BRING UP SOME REALLY IMPORTANT POINTS.

I ACTUALLY JUST GOT?

INFORMATION I JUST WANT TO CLARIFY.

SO I'M TOLD THAT THERE WERE SUPPOSED TO BE ANNUAL INTERNAL REPORT THAT LOOKED AT THIS EQUITY GAP AND THEN THERE WAS GOING TO BE A FIVE-YEAR STUDY.

IS THAT WHAT THE EAC STATED, THE ECA -- EAC AGREEMENT?

[ INAUDIBLE ]

>> ONE MORE TIME.

>> WHAT WAS IN MY REMARKS EARLIER WHAT I READ CAME DIRECTLY FROM THE EAC RECOMMENDATION AND WHAT WAS APPROVED BY THE SCHOOL COMMITTEE.

>> SO THE EAC RECOMMENDATION WAS THAT THERE WOULD BE AN ANNUAL REPORT?

>> YES.

>> WAS THERE ANY INFORMATION ABOUT AGGREGATION OF A FIVE-YEAR STUDY?

>> I WOULD HAVE TO GO BACK AND LOOK, I DO NOT RECALL SEEING THAT IN THE -- WHAT WAS ADOPTED BY THE BOSTON SCHOOL COMMITTEE THAT IS THE DOCUMENT THAT WE USE.

>> ONE OTHER QUESTION FROM WHAT SHE BROUGHT UP.

IS THERE A COMPONENT AROUND RACIAL SEGREGATION?

THAT YOU ARE GOING TO ACTUALLY LOOK AT BECAUSE I THINK IT IS ABSOLUTELY CRITICAL IN PARTICULAR WITH BOSTON STORIED HISTORY IN THIS SPACE THAT WE ACTUALLY LOOK AT WHETHER OR NOT THE CURRENT HOME-BASED SYSTEM ACTUALLY MAKES FOR A CHANGE THERE, OR RESEGREGATION OF SCHOOLS.

I THINK ONE OF THE DIFFERENT COMPONENTS VERSUS 1974 DEMOGRAPHIC OF THE SCHOOL DISTRICT IS VERY DIFFERENT BUT I THINK IT'S REALLY CRITICAL TO LOOK AT WHAT THIS HAS DONE IN TERMS OF THE DIVERSITY OF OUR SCHOOLS.

IS THAT A FACTOR THAT IS BEING EXPLORED?

>> IT ABSOLUTELY IS.

IS.

>> ONE LAST COMPONENT I THINK IT'S CRITICAL WHETHER ON THIS SIDE OF THE TABLE OR THAT SIDE OF THE TABLE THAT WE HOLD DISTRICT TO ACCOUNT AND HOLD ELECTED OFFICIALS TO ACCOUNT AROUND WHAT WE WANT TO SEE.

WE ARE HEARING, I GUESS THE QUESTION WOULD BE, IS THE CONTENTS OF THE RFP THAT IN A PLACE WHERE EVERYONE CAN SEE -- I GUESS WE GOT COUPLE OF KIDS TO MAKE SURE THAT PEOPLE KNOW.

ONE, THE RFP, THE SPECS OF THE RFP NEED TO BE -- NEED TO GET TO THE CITY COUNCIL.

AND ALSO I HOPE THEY ARE PLACED VERY -- IN A VERY APPARENT PLACE ON THE WEBSITE IN ADDITION DID WE GET AN ANSWER, ALGORITHM I WOULD LIKE THAT SENT TO THE COUNCIL.

AND ALSO I BELIEVE THAT IT SHOULD BE PUBLICLY AVAILABLE SO PEOPLE KNOW WHAT AND HOW THIS LOTTERY SYSTEM ACTUALLY WORKS, WHICH IS ABSOLUTELY CRITICAL.

ARE WE IN AGREEMENT ON THAT?

>> I WROTE DOWN THAT YOU REQUESTED.

>> JUST WOULDN'T MAKE SURE.

THANK YOU SO MUCH.

[ INAUDIBLE ]

>> THEY WILL WORK IT OUT.

[ INAUDIBLE ]

-- ECONOMIC JUSTICE AS PANEL, COUNCIL AND THIS BODY WELL KNOWS, STUDENT ASSIGNMENT IS AT THE HEART OF BROWN VERSUS BOARD OF EDUCATION AND PROGENY'S EFFORTS TO ASSURE THAT EDUCATION IS A RIGHT WHICH MUST BE MADE AVAILABLE TO ALL ON EQUAL TERMS, PUTTING HEADS TOGETHER WITH FOLKS IN THIS ROOM AND OUTSIDE THIS ROOM INCLUDING SOME OF THOSE WHO WERE JUST MENTIONED.

WE WOULD LIKE TO READ INTO THE RECORD FIVE BASIC QUESTIONS THAT WE THINK WOULD OFFER A PRELIMINARY FLOOR OR SKELETON FOR THE TYPE OF ANALYSIS THAT WE JUDGE THESE STUDENT ASSIGNMENT EFFORTS BY.

FOR EACH OF THESE QUESTIONS WE'D BE REQUESTING AS YOU SUGGESTED THE BPS WOULD INCLUDE DATA FROM THE FIRST THREE YEARS OF IMPLEMENTATION OF THIS CURRENT ASSIGNMENT SYSTEM AS WELL AS THE THREE YEARS PRIOR IN THE ZONE ASSIGNMENT SYSTEM.

ALSO REQUEST PARTICULARLY TOWARD THE SEGREGATORY OR INTEGRATIVE AFFECTS OF THE SYSTEM THAT THE RESULTS BE BROKEN DOWN BY STUDENT DEMOGRAPHIC, RACE, ETHNICITY, SPECIAL EDUCATIONAL STATUS, SOCIOECONOMIC STATUS, ENGLISH LANGUAGE LEARNER STATUS AND COMPARED BY NEIGHBORHOOD.

THE FIVE QUESTIONS THAT WE OFFER ASKER FROM MORE SKELETON FOR THIS EFFORT, NUMBER ONE, HOW MANY STUDENTS WERE ASSIGNED TO THEIR FIRST CHOICE?

SECOND CHOICE?

AND THIRD CHOICE?

NUMBER TWO: AS WAS MENTIONED, BEYOND THE NUMBER OF HIGH QUALITY SCHOOLS ON STUDENT'S LIST OF OPTIONS, HOW MANY SEATS AT HIGH QUALITY SCHOOLS ON THAT LIST WERE OPEN?

NUMBER THREE: WHAT DOES THE DATA SUGGEST ABOUT TRENDS IN STUDENTS' PREFERENCES, DO FAMILIES PRIORITIZE QUALITY OVER PROXIMITY.

HOW DO THESE PREF REMEMBERS COMPARE TO BPS'S OWN SCHOOL QUALITY INDICATORS THAT WE'LL SEE IN THE SPEC AROUND OF IMPLEMENTATION.

NUMBER FOWER, FOR EACH SCHOOL, ORGANIZED BY QUALITY TIER HOW HAS STUDENT DEMOGRAPHICS CHANGED.

HOW MANY STUDENTS LISTED IT FIRST PER SEAT AVAILABLE.

NUMBER FIVE: HOW HAVE MORE RECENT CHANGES TO STUDENT TEA SIGNMENT IMPACTED THE RESULTS.

FOR EXAMPLE, REMOVING OR ADDING SCHOOLS, AMENDING ELL AND SPECIAL EDUCATION OVERLAYS, ET CETERA.

THESE ARE THE FIVE BASIC QUESTIONS THAT WE NEED TO HEAR TO MAKE SENSE -- THIS STUDENT ASSIGNMENT WORK IS THE HEART OF THIS.

IT'S THE HEART OF BROWN.

BROWN WASN'T ABOUT ACCESS TOE WHITE PEOPLE, BROWN WAS ABOUT TACK CITIES TO QUALITY.

AND THAT'S THE SAME THING THAT BPS HEARD FROM ACROSS THE BOARD FROM PARENTS AND COMMUNITIES AS THIS ASSIGNMENT PROCESS WAGED ON.

IT'S A CALL THAT WE MAINTAIN TODAY.

>> THANK YOU VERY MUCH.

>> HI, I'M LATOYA GALE.

I'M A MEMBER OF A LOT 6 ORGANIZATIONS HERE IN BOSTON BUT FIRST OF ALL I'M A PARENT.

AND SO I ECHO WHAT MATT SAID ABOUT THINGS THAT I WOULD LIKE TO SEE IN THE ANALYSIS.

BUT AS A BLACK PARENT, I DON'T THINK THAT I'M GOING TO SEE MUCH CHANGES IN THE DEMOGRAPHIC OF BLACK CHILDREN IN SCHOOLS.

I THINK WHAT I'M GOING TO TEE IS A DIFFERENCE IN WHERE WHITE PEOPLE ARE SENDING THEIR KIDS TO BE SCHOOL TO BE HONEST WITH YOU.

WHEN I THINK ABOUT QUALITY, I THINK ABOUT SCHOOL TEA SIGNMENT, THE PROBLEM IS NOT REALLY SCHOOL TEA SIGNMENT IT'S THE HIT OR MISS QUALITY.

I SHOULDN'T HAVE TO WORRY ABOUT WHERE THE QUALITY SCHOOL IS, I SHOULD JUST KNOW THAT THE SCHOOL IS QUALITY.

THAT'S THE BIGGER PROBLEM MORE THAN HOW WE'RE ASSIGNING OUR KIDS.

THE PROBLEM IS IF THERE'S NOT ENOUGH SCHOOLS THAT PEOPLE CONSIDER QUALITY SCHOOLS.

AND I ALSO WANT TO CORRECT MISS LANGHOFF WHEN SHE WAS HEAR SPEAKING ABOUT BOSTON SCHOOL FINDER AND ED NAVIGATOR.

THEY ARE COT CONNECTED.

HOW MANY CHOICES, HOW MUCH INFORMATION OUT HERE WHEN YOU HAVE PEOPLE WHO ARE PUTTING INFORMATION OUT THAT IS NOT FACTUAL IT JUST CONFUSES MORE PARENTS.

BECAUSE AS A BLACK PARENT I KNOW THAT THERE IS NOT EQUITABLE ACCESS TO THE TYPE OF INFORMATION THAT HELPS ME CHOOSE WHAT A QUALITY SCHOOL IS OR NOT.

YOU SHOULDN'T HAVE -- SHOULDN'T BE BASED ON HOW MUCH EDUCATION A PARENT HAS, WHETHER A CHILD HAS A GOOD EDUCATION OR NOT.

THAT'S NOT FAIR WE'RE TALKING ABOUT AMERICA, WANT NEXT GENERATION AFTER YOU TO DO BETTER THAN YOU, IT SHOULDN'T BE BASED ON THE PARENT HAD A DOCTORATE OR DIDN'T HAVE HIGH SCHOOL DIPLOMA THEIR CHILD SHOULD DO WHATEVER THEY WANT.

SHOULDN'T HAVE TO WORK MADGE TOGETHER DECIPHER THINGS, IT SHOULD JUST BE THERE.

I WANTED TO CORRECT THAT.

I DO APPRECIATE THAT YOU GUYS ARE DOING THIS NOW.

I KNOW THAT BECAUSE WE HAVE SO MUCH SCHOOL CHOICE, SCHOOL CHOICE COMPLICATES THINGS.

I'M NOT SAYING THAT WE SHOULDN'T HAVE SCHOOL CHOICE BUT IN FAIR TONSSCHOOL CHOICE COMPLICATES THINGS.

AS A PARENT IF I JUST KNEW QUALITY WAS THERE, I KNOW WHATEVER CHOICE I HAD WOULD BE QUALITY.

THAT'S IT.

>> THANK YOU.

>> JUST WANT TO QUICKLY, YOU MADE AN UNBELIEVABLE POINT THAT GETS BACK TO MY ORIGINAL POINT, WE NOW HAVE 46 SCHOOLS AT LEVEL ONE.

WHICH IS --

[ INAUDIBLE ]

>> ONE IN TWO.

>> ONE AND TWO?

SO, THE QUESTION CONTINUES TO BE OUT OF 128 SCHOOLS WHAT, GIVE OR TAKE A COUPLE, WHY IS AGAIN BACK TO YOUR POINT.

HOW CAN YOU HAVE THE ROOSEVELT WHICH IS A LEVEL ONE OR LEVEL TWO, THE PHILBROOK OR GO INTO A SCHOOL LIKE THE RUSSELL SCHOOL IN DORCHESTER.

HOW CAN THEY BE LEVEL ONE?

WHAT IS THE INGREDIENTS THAT ARE MAKING THEM LEVEL ONE AND MAKING THE MADAPAN, I'M MISSING A MEETING TONIGHT ABOUT THAT SCHOOL.

BUT WHAT MAKES THE MADAPAN ALMOST GET TAKEN OVER BY THE STATE, WE HAVE TO REINVENT THE SCHOOL.

AND WHY IS THE SCHOOL RIGHT DOWN THE STREET A LEVEL ONE WINNING AWARDS.

AND THAT MEANS PEOPLE HAVE TO GET BOOTS ON THE GROUND AND GET INTO THE CLASSROOM AND ASK THE TEACHERS AND THE PRINCIPALS, WHAT IS THE RECIPE YOU'RE USING TO MAKE YOUR SCHOOL BETTER.

HOW CAN WE COORDINATE?

IF YOU HAVE 128 SILOS YOU'RE NEVER GOING TO GET A SUCCESSFUL SYSTEM.

AND TO ME I'M NOT IN THE SCHOOLS EVERY DAY, BUT TO ME IT SEEMS LIKE THERE'S NOT LOT OF COMMUNICATION BETWEEN SCHOOLS, SHARING INFORMATION IN THE BOWLING BUILDING WHICH IS NOT SHARING INFORMATION.

THEY'RE GIVING INFORMATION.

THERE'S A DIFFERENCE BETWEEN COMMUNICATING AND JUST GIVING.  
I THINK THE BOWLING BUILDING NEEDS TO TAKE MORE OF APPROACH OF COACHING  
ROLE OF HOW DO WE WORK WITH YOU PLAYERS TO MAKE A BETTER TEAM.  
NOT JUST DICTATE WHAT GOES ON BECAUSE I DON'T THINK IT'S WORKING.  
CLEARLY IT'S NOT WORKING IN THE CLASSROOM THAT GOES BACK TO LATOYA'S  
POINT, IF YOU HAD 128 SCHOOLS AT ONES AND TWO S YOU COULD GET RID OF 117  
MILLION BOXES I COULD TELL YOU THAT.  
>> WE'RE GOING TO GO THERE SOME OTHER TIME.  
50% OF IT, SPECIAL ED, DOOR TO DOOR.  
THAT BECOMES -- THERE WE GO.  
I THINK ONE OF THE OTHER PIECES THAT LATOYA DOES BRING UP IS THAT IF  
PARENTS HAD CONFIDENCE THAT EVERYONE -- ACTUALLY EVERY ONE OF THE BOSTON  
PUBLIC SCHOOLS IS LEVEL ONE OR LEVEL TWO, WE'RE COMPETING.  
AND PEOPLE ARE OPTING OUT.  
>> YOU SEE THE PASSIONALITY PARENTS.  
THE KIDS GO TO THE BATES SCHOOL.  
>> AND I THINK THE OTHER PIECE THAT IS ALSO A FACTOR THAT IS OUR  
RESPONSIBILITY ON THIS SIDE, OUR RESOURCES.  
WHAT I'VE SEEN THAT THE ORCHARD GARDEN SCHOOL, WITH THE TROTTER SCHOOL  
THAT ARE BOTH IN MY DISTRICT, THAT ACHIEVE LEVEL ONE STATUS, THEY GOT  
UNDERCUT WHEN THEIR BUDGETS GOT CUT.  
AND THEN YOU ARE MADE TO DO WHAT PARENTS HAVE TO DO ON A REGULAR BASIS,  
ROB PETER TO PAY PAUL AND FIGURE THINGS OUT THEN WE SEE SCHOOLS INSTEAD  
OF STAYING AT A HIGH LEVEL, THEY END UP FALLING DOWN.  
AND SO I THINK THERE'S A COMPONENT IN LOOKING AT WHAT -- THIS IS AGAIN  
SOME DAY I WANT BPS TO ACTUALLY TELL US WHAT YOU REALLY NEED INSTEAD OF  
THE CONVERSATION, IS THAT WE HAVE HERE WHEN YOU COME AND TELL US, OH,  
WE'RE GOING TO MAKE DUE WITH WHAT WE HAVE.  
I THINK IT DOES NEED TO BE LOOKED AT.  
ALSO FROM HA ONE, THREE, FIVE AND TEN-YEAR PERSPECTIVE FROM OPERATIONAL  
BUDGET SO WE ACTUALLY HAVE INFORMATION ABOUT WHAT SHOULD HAPPEN IN THREE  
YEARS FROM NOW.  
FIVE YEARS FROM NOW AND THERE'S NOT A CRISIS EVERY SINGLE YEAR WHICH WILL  
BEGIN AGAIN IN APRIL ABOUT THE CUTS THAT NEED TO OCCUR.

;;;STENO CHANGE 7:30 PM

>> When I went to the school	16:30:39:20
assignment process in 2013 one	16:30:41:05
of My facilitators on BPS I	16:30:44:19
don't know understand why in	16:30:52:27
this	16:30:54:23
>> What I --	16:31:07:00
>> Can you say that one more	16:31:08:12
time.	16:31:09:29
>> He said to me in a few years	16:31:10:22
there won't be few people in	16:31:12:19
this neighborhood color anyways.	16:31:14:28
That was 2013.	16:31:18:12
>> A facilitator.	16:31:20:17
>> Yes.	16:31:22:22
>> And later I found this	16:31:30:25
article that school ED reform is	16:31:32:29
about land development.	16:31:35:16

>> That is threat ebbing to tear 16:31:53:21  
this country apart. 16:31:55:24  
It is crucial that be done. 16:31:57:02  
I -- I just, I just want to say 16:32:00:07  
that it's really important to 16:32:04:03  
look in but it's also important 16:32:06:04  
to scale out. 16:32:08:12  
Because at this point things are 16:32:09:11  
only going to get worst if we 16:32:11:09  
keep going in the direction 16:32:13:18  
we're going. 16:32:14:21  
I just call on your courage to 16:32:15:13  
name racism and really talk 16:32:23:09  
about the class in equity and 16:32:25:12  
why it's so big here. 16:32:28:00  
This is a very wealthy sit evil 16:32:30:01  
so, that's all I want to say. 16:32:35:06  
I feel ray lot of courage has 16:32:37:05  
been put into this by counselor 16:32:41:03  
Jackson and his staff. 16:32:43:09  
This is the LAST hearing. 16:32:44:25  
I just really hope people will 16:32:46:07  
take a -- will really start 16:32:48:20  
speaking about what is really 16:32:51:03  
happening. 16:32:52:28  
We as citizens have no choice 16:32:53:06  
but to do that. 16:32:56:15  
We're suffering. 16:32:57:18  
As the woman said with the 16:32:59:20  
little girl we're suffering. 16:33:01:18  
Thank you. 16:33:03:11  
>> Thank you, so much. 16:33:07:26  
Thank you, DoNNA, for the work 16:33:09:08  
you have done. 16:33:12:01  
I want to extend what Donna was 16:33:12:23  
talking about with one of the 16:33:18:15  
things I would like to see from 16:33:20:02  
the report is in an analysis of 16:33:21:12  
the 4000 homeless students. 16:33:23:24  
I want to know where they have 16:33:26:05  
been assigned. 16:33:29:00  
I want to know the tier of 16:33:30:08  
schools and the afternoon tier 16:33:34:06  
that those students are 16:33:37:23  
assigned. 16:33:39:25  
We're looking at opportunity and 16:33:40:19  
achievement gap that's the EPI 16:33:42:25  
center of disparity that we 16:33:46:03  
have. 16:33:48:01  
When looking at those students 16:33:48:17  
we want to determine, I think, 16:33:50:23  
what and where the folks with 16:33:52:21  
the most need. 16:33:58:22  
The people with the least access 16:34:00:08



to the apparatus in the system. 16:34:06:13  
I think it's a critical 16:34:09:01  
component to look at this. 16:34:10:24  
I believe it's a mandate to all 16:34:12:17  
of the decisions in the Boston 16:34:14:15  
public schools in the 16:34:19:19  
achievement gap lens, right. 16:34:21:08  
NoRA had a question earlier, 16:34:24:00  
right. 16:34:26:11  
Thank you, which was what do we 16:34:26:24  
do. 16:34:28:25  
So if we -- if we did all of 16:34:29:12  
this. 16:34:37:08  
We spent a long time on the ASC. 16:34:37:16  
If we did this and it was a 16:34:44:02  
wash, I think that's a problem. 16:34:45:27  
It is a further problem in that 16:34:47:25  
we would actually have spent all 16:34:50:15  
of these years, first off not 16:34:53:08  
counting. 16:34:57:06  
I want to stress to you. 16:34:57:23  
I actually think it's bogus that 16:34:59:09  
we didn't do what was stated. 16:35:01:28  
Because I think what counselor 16:35:05:13  
Mccarthy brought up and many 16:35:08:15  
of the other parents brought up. 16:35:11:06  
I'm sorry, I love My friends 16:35:13:08  
from My team, P values and math 16:35:15:06  
back in the good old days. 16:35:18:19  
The P value that's most 16:35:21:12  
important are the people. 16:35:23:10  
The parents and the pupils in 16:35:24:05  
the school. 16:35:27:01  
That's the P value that's most 16:35:27:25  
important. 16:35:30:04  
If we're waiting for the 16:35:32:20  
probability number to come 16:35:34:17  
around that doesn't help the 16:35:38:03  
young lady whose birthday is I 16:35:41:13  
don't know a couple of days past 16:35:43:14  
the cut off. 16:35:45:12  
That doesn't actually help. 16:35:46:07  
Also that means that instead of 16:35:48:21  
having data that doesn't have 16:35:50:19  
the P value and we can make 16:35:54:01  
decisions on and votes on, 16:35:55:26  
that's pretty problematic. 16:35:58:07  
It's not there. 16:36:00:21  
I want to note it's unacceptable 16:36:01:24  
this information hasn't been 16:36:07:03  
provided to the Boston city 16:36:08:20  
council. 16:36:11:06  
The school committee is an A 16:36:12:01  
pointed organization. 16:36:15:01

They have a right toe have their opinion. 16:36:16:05  
16:36:17:21  
When people come before this body and there is ran agreement before this body, we expect that agreement to be met. 16:36:18:08  
16:36:19:20  
16:36:21:15  
16:36:24:12  
I know, I know there is something going on outside. 16:36:25:16  
16:36:26:28  
You stated we would get a yearly report. 16:36:29:00  
16:36:32:28  
I think it's -- people don't have time, parents definite hee don't have time. 16:36:33:11  
16:36:38:19  
16:36:40:21  
We have folks that literally had a baby, they walk, talk, letters and spell THE name. 16:36:41:16  
16:36:43:23  
16:36:50:16  
That's literally how long we're talking about. 16:36:51:27  
16:36:53:26  
Our level of you are again see is for the young people. 16:36:55:27  
16:36:57:14  
It's also from what cuber Mccarthy stated and others, people are trying to stay here. 16:37:02:07  
16:37:04:17  
I would also note that I find it offensive that, I would like to note and get any information, if you're talking about unified enrollment to me that is, mutiny and unsubsordination for what to do for the parents here. 16:37:06:03  
16:37:08:22  
16:37:11:07  
16:37:13:09  
16:37:15:15  
16:37:19:07  
16:37:21:26  
16:37:24:16  
16:37:26:09  
16:37:29:15  
16:37:30:23  
16:37:34:09  
16:37:35:20  
16:37:37:19  
16:37:39:17  
16:37:41:21  
16:37:44:19  
16:37:46:12  
16:37:48:29  
16:37:52:17  
16:37:54:24  
16:37:56:25  
16:37:58:14  
16:38:01:02  
16:38:02:05  
16:38:03:05  
16:38:05:15  
16:38:07:24  
16:38:10:23  
16:38:13:26  
16:38:16:20

>> Yes. 16:38:18:21  
>> Also the Boston compact. 16:38:19:08  
>> Yes. 16:38:22:02  
>> So, there have not been any 16:38:22:19  
conversations about unified 16:38:25:00  
enrollment. 16:38:27:10  
I understand on be half of 16:38:28:17  
Boston public schools and My 16:38:31:03  
colleagues we have focused on 16:38:32:27  
cross sector opportunities where 16:38:34:26  
we can learn from one another. 16:38:36:09  
So we have been doing 16:38:38:14  
professional development. 16:38:39:26  
Designed to support our teachers 16:38:41:08  
across the sectors and learning 16:38:43:15  
from each other. 16:38:45:05  
We're looking at closing off the 16:38:46:05  
achievement gap and working the 16:38:48:07  
sectors, what is doing well, how 16:38:50:27  
to learn from one another. 16:38:52:28  
We're looking at issues of 16:38:54:14  
transportation. 16:38:56:08  
There is a lot of cross sector 16:38:56:29  
learning. 16:38:59:06  
We are not having a conversation 16:38:59:18  
about unified enrollment that I 16:39:02:02  
have been on. 16:39:04:19  
>> The reason this is a issue. 16:39:05:21  
There is state legislation by 16:39:07:18  
mayor Walsh around this issue of 16:39:09:12  
unified enrollment and changing 16:39:11:18  
the rules. 16:39:13:24  
That is a problem. 16:39:14:10  
You have limited resources. 16:39:17:03  
If resources and you hear folks 16:39:19:10  
having -- you have tried to cut 16:39:22:13  
the wait time down on folks 16:39:25:19  
trying to connect with schools, 16:39:27:21  
city hall own the go, that 16:39:30:12  
connection. 16:39:33:05  
I believe you should be able to 16:39:33:18  
sign up at every school. 16:39:35:04  
Interestingly if you have a 16:39:37:24  
citizens bake account or Bank of 16:39:39:18  
America bank account you can 16:39:41:17  
sign up at every bank. 16:39:44:06  
They're willing to do business 16:39:46:07  
with you any place there is a 16:39:47:23  
person. 16:39:50:12  
We should -- we should have that 16:39:50:28  
level of service. 16:39:53:23  
All I'm saying is there -- what 16:39:55:15  
would be more problematic is 16:39:59:01  
that the mayor's office is not 16:40:00:25

consulting the people who are 16:40:02:19  
knowledgeable in education 16:40:05:03  
around the ramifications there. 16:40:09:18  
I would put on record that I 16:40:11:09  
want to understand any other 16:40:12:17  
issues there. 16:40:14:17  
But with that said I, I would 16:40:16:02  
like to -- one other question 16:40:19:23  
about highly chose ebb schools. 16:40:23:17  
How is there a determination as 16:40:27:09  
to whether additional or extra 16:40:30:05  
classrooms would be added? 16:40:32:27  
So if there is a school that has 16:40:34:22  
a huge amount of interest. 16:40:37:15  
Another 25, 26 students want to 16:40:41:12  
go there, how do you determine 16:40:45:15  
whether or not you would add an 16:40:47:17  
additional classroom in that, in 16:40:49:18  
that school? 16:40:52:01  
>> So, I would say that's 16:40:53:01  
probably a question for our 16:40:54:17  
planning and analysis team. 16:40:55:25  
They do the projected 16:40:57:19  
enrollment. 16:40:59:09  
I know they look at historical 16:41:00:08  
data and other trends in terms 16:41:02:03  
of population shifts in the 16:41:04:18  
area. 16:41:06:19  
So, the biggest factor limiting 16:41:07:10  
our ability to open up 16:41:11:07  
additional seats in classrooms 16:41:12:22  
and buildings is the facility 16:41:14:24  
space factor. 16:41:17:05  
Most buildings are pretty old. 16:41:18:05  
The ability to add classrooms, 16:41:20:03  
many of our buildings are 16:41:23:15  
limited. 16:41:25:03  
One of the things we hope to do 16:41:25:24  
as we continue working on Bill 16:41:27:11  
BPS is beginning to think about 16:41:29:13  
ad justing our space issues. 16:41:32:19  
>> I think you should get your 16:41:34:25  
money back from Mckenzie. 16:41:36:09  
The reason I say that, they said 16:41:38:22  
we had too many seats. 16:41:40:24  
Right. 16:41:43:04  
You were operating a district 16:41:43:21  
with 90,000 seats and there 16:41:46:16  
should be seats galore on their 16:41:48:14  
analysis. 16:41:50:04  
We obviously know that was 16:41:50:29  
false. 16:41:53:06  
I think this is another problem. 16:41:53:19  
I think the Bill BPS component 16:41:56:00

is a critical, should be a 16:41:58:06  
critical analysis as to whether 16:42:00:04  
or not we have an alinement with 16:42:02:06  
where schools are today and 16:42:06:02  
where children are. 16:42:07:29  
I think there is a huge 16:42:09:19  
disconnect. 16:42:12:11  
Part what had counselor 16:42:13:14  
Mccarthy was speaking about in 16:42:14:21  
terms of transportation. 16:42:17:06  
The amount that could actually 16:42:19:09  
modified would have to be done 16:42:21:20  
with actual access to schools. 16:42:24:00  
What I would note is MADIPan, 16:42:25:23  
high park, and many communities 16:42:28:24  
and Dorchester there is a dense 16:42:33:23  
amount of families and students. 16:42:36:15  
We now from EHC that would not 16:42:39:23  
jive with the numbers of seats 16:42:44:00  
that we actually had in a 16:42:46:02  
particular, in the high 16:42:48:15  
performing schools. 16:42:49:06  
That planning has to be part of 16:42:50:26  
your lens analysis. 16:42:52:17  
Are there other, any other 16:42:56:18  
individuals that would like to 16:43:02:09  
testify phi or have their voice 16:43:03:12  
heard on our record? 16:43:06:08  
Counselor Mccarthy. 16:43:07:29  
>> I will wrap up. 16:43:09:09  
Very simple. 16:43:10:24  
I think every time we have a BPS 16:43:11:20  
hearing we know we have work to 16:43:14:01  
do. 16:43:16:00  
We are willing to do it and roll 16:43:16:09  
up our sleeves. 16:43:18:07  
I still come back down to the 16:43:20:03  
question that I -- My comment 16:43:22:04  
really I made earlier on. 16:43:26:05  
District 5 we have a very 16:43:27:26  
diverse. 16:43:29:20  
I would say district 5 is the 16:43:30:06  
most diverse in the city. 16:43:34:20  
Every school I visit in district 16:43:39:09  
5, I visit them all and visit 16:43:41:15  
them all yearly, I have never 16:43:43:14  
seen a classroom look the same. 16:43:45:15  
It's wonderful, right. 16:43:47:10  
Having said that we still have 16:43:49:00  
schools that are New England 16:43:51:13  
patriots and schools that are 16:43:53:15  
clove land Bruins that are down 16:43:55:09  
the street from each other. 16:43:56:25  
Again when Toni was talking 16:43:58:07

about sending their kids to a school that's a level one or two, that option has to be increased. 16:44:00:19  
I think the way you do it is with communication. 16:44:03:26  
The fact questions that Matt CREGER asked I would like to see the answers in detail. 16:44:05:08  
That would really help. 16:44:06:24  
I would like to have more information on how we are holding seats. 16:44:07:24  
I have great relationships with all of the principals in district 5. 16:44:10:11  
I have relationships with people not in district 5 I don't want to rat anybody out. 16:44:11:21  
I know there are seats open. They're holding them, whether it's for, because someone hasn't pulled a trigger on it or someone is waiting at a charter school and wants to see if they like it, or at a Catholic school and see if the parents can swing the tuition. 16:44:13:24  
I want to know how we address the holding seats. 16:44:16:22  
We will make a dead line date. September 10th. 16:44:18:15  
Tell us where the kids are going or we lose the seat. 16:44:19:21  
I have two boys myself. Education the most important. Wore applying for My second guy. That's a world wind enough. If you want -- I hear the frustration in BPS. You should try FASFA if you want to get aggravated. 16:44:21:07  
I almost lost My mind during. That education is so important. The parents care so much. I believe this should be more parent involvement. That's something teachers and principals should work on constantly. That's something we talk about all of the time. Having said that we really need to find out if I'm waiting for a 16:44:22:11  
16:44:23:10  
16:44:25:05  
16:44:26:17  
16:44:27:20  
16:44:29:09  
16:44:31:27  
16:44:33:04  
16:44:34:28  
16:44:36:15  
16:44:38:27  
16:44:40:21  
16:44:42:16  
16:44:44:11  
16:44:47:04  
16:44:49:02  
16:44:50:05  
16:44:55:23  
16:44:57:04  
16:44:58:29  
16:44:59:27  
16:45:02:11  
16:45:03:22  
16:45:05:16  
16:45:07:07  
16:45:09:18  
16:45:11:03  
16:45:12:24  
16:45:14:14  
16:45:19:29  
16:45:21:18  
16:45:24:05  
16:45:25:23  
16:45:27:20  
16:45:29:05  
16:45:31:04  
16:45:32:07  
16:45:34:00  
16:45:35:03  
16:45:36:07  
16:45:37:06  
16:45:39:21

seat and I know there is a seat 16:45:42:04  
there, how come My son or 16:45:43:21  
daughter gets on a bus to go 45 16:45:46:00  
minutes away. 16:45:48:18  
Wore not just talking about BPS 16:45:49:22  
transportation but 16:45:53:15  
transportation in general. 16:45:55:04  
I live in the regional section 16:45:57:12  
of hoy park. 16:45:59:17  
It's far way. 16:46:00:17  
If I leave My house at 16:46:01:15  
8:00 o'clock in the morning I 16:46:02:27  
won't get here until probably 16:46:04:01  
9:20. 16:46:06:12  
I have worked for the city for 16:46:07:19  
25 years. 16:46:09:10  
I would argue nobody knows the 16:46:10:01  
city like I do. 16:46:12:20  
I cut through mission hills, 16:46:13:19  
Brooklyn, I know them all. 16:46:15:21  
It's an hour regardless, 16:46:17:15  
regardless. 16:46:19:12  
I have all of the buses in 16:46:20:03  
Reidville. 16:46:21:20  
I'm not going down that road. 16:46:22:15  
The farthest point, you could 16:46:25:27  
hit a golf ball from the 16:46:28:27  
Reidville bus yard to DENNEN. 16:46:31:11  
Schools come into school late 30 16:46:39:03  
to 45 minutes no fault of their 16:46:41:26  
own. 16:46:45:12  
We can't fix an easy problem. 16:46:45:20  
Counselor Jackson has said many 16:46:48:08  
great things about MIT. 16:46:50:06  
I don't know. 16:46:52:08  
I'm not sure about MIT yet. 16:46:52:24  
Maybe we should of gone to UMass 16:46:55:02  
Boston and got the kids there to 16:46:57:04  
do it. 16:46:59:06  
It's a hole other thing. 16:47:01:11  
Sorry, cheap shot. 16:47:03:05  
We have hard work to do. 16:47:04:17  
I am looking forward to the 16:47:06:07  
answers. 16:47:07:23  
Especially as we wrap up this 16:47:08:10  
year and get into preparing for 16:47:11:05  
budget season. 16:47:13:26  
They're questions to be asked. 16:47:14:21  
As people wait for good school 16:47:16:26  
assignments. 16:47:19:24  
Thank you. 16:47:21:04  
>> Thank you, very much. 16:47:21:13  
I again want to thank you for 16:47:22:16  
your work. 16:47:25:05

I also want to hold you to your word. 16:47:25:26  
16:47:28:26  
Parents, the voters who put us in this roll, expect us to hold you to your word. 16:47:29:17  
16:47:36:07  
It's critical that these annual reports actually get done. 16:47:39:03  
16:47:40:10  
That this information is reported regularly. 16:47:43:04  
16:47:47:12  
Transparently. 16:47:49:03  
16:47:51:10  
And with integrity out to the community. 16:47:53:22  
16:47:57:06  
This issue of racial segregation and the affects of racial segregation based on these changes that we have not actually explored. 16:47:58:07  
16:48:01:18  
16:48:03:12  
16:48:05:29  
16:48:10:09  
The look that we have requirement to look through the lens of the opportunity and achievement gap, our most vulnerable students. 16:48:14:21  
16:48:17:22  
16:48:19:15  
16:48:21:26  
16:48:25:06  
4000 homeless students. 16:48:26:25  
16:48:28:20  
How are they being served? 16:48:30:17  
Where are they being assigned? 16:48:33:12  
And are they doing better or worst then we have looked at before? 16:48:36:02  
16:48:40:26  
Sharing -- we have, again we have young people ready to go to school. 16:48:43:14  
16:48:46:24  
16:48:49:19  
We don't have a broad scale sharing of the algorithm. 16:48:51:05  
16:48:53:27  
It's difficult to build trust when there is secrecy and information being rationed. 16:48:57:03  
16:49:02:20  
16:49:04:25  
That's not a good way for people who are literally trying to to do the most important business that I would submit to you is done in the city. 16:49:09:21  
16:49:11:16  
16:49:17:10  
16:49:19:09  
16:49:21:15  
Educating our young people. 16:49:23:21  
16:49:25:20  
I also believe it's cried cal the Boston public schools. 16:49:31:12  
16:49:33:03  
Mayor Walsh office be transparent about what is happening with unified enrollment. 16:49:35:07  
16:49:36:15  
16:49:38:01  
If this disjointedness serves to under cut and make it seem purposeful by the way that legislation is being filed at the state house and folks from the Boston public schools are 16:49:51:17  
16:49:52:29  
16:49:54:22



not knowledgeable, up to speed 16:49:56:17  
or able to testify on that. 16:49:59:08  
And information that is required 16:50:01:15  
based on the agreement from the 16:50:03:13  
Boston city council has not been 16:50:05:27  
given for the past three years. 16:50:08:15  
It's My information that a 16:50:10:01  
\$1.2 billion organization that 16:50:16:12  
has the most valuable people in 16:50:19:01  
the city in it's walls and under 16:50:21:04  
it's offices to do right by 16:50:26:00  
those folks. 16:50:31:12  
I would say urgency is our 16:50:32:07  
friend. 16:50:35:05  
Dragging our feet anymore means 16:50:37:06  
that we actually potentially are 16:50:40:08  
doing harm. 16:50:45:21  
We don't know this is the best 16:50:46:12  
or right way to go. 16:50:47:29  
We have not looked at what has 16:50:50:14  
gone on here. 16:50:53:15  
So, with that said, I believe, I 16:50:54:15  
want to make sure we capture 16:50:58:24  
what we have. 16:51:03:07  
It's My information those get to 16:51:04:13  
us by next Wednesday. 16:51:06:23  
Hopefully by next Tuesday. 16:51:10:06  
Next Wednesday is our last city 16:51:12:21  
council meeting of the year. 16:51:14:22  
Again three years and I will 16:51:18:01  
have to be a teacher right now. 16:51:20:06  
You know you're way past the due 16:51:21:27  
date. 16:51:24:13  
I have had the conversation many 16:51:24:26  
times in My life. 16:51:27:01  
We absolutely need the 16:51:30:19  
information urgently. 16:51:32:17  
To make the decisions relative 16:51:34:25  
to budget and resource that's 16:51:36:15  
will be needed in the future. 16:51:38:05  
Thank you, very much. 16:51:41:10  
Anymore. 16:51:42:17  
>> Yes. 16:51:43:03  
So Saturday this Saturday 16:51:43:29  
December 9th we're having our 16:51:46:03  
showcase of schools. 16:51:49:12  
All in one building at TD 16:51:51:01  
garden. 16:51:53:26  
For families looking at Boston 16:51:54:24  
public schools come out and 16:51:56:24  
learn about the great programs 16:52:00:05  
we have available. 16:52:01:18  
We have buses from various 16:52:03:04  
locations and our new 16:52:05:09

registration guide is available	16:52:07:25
to provide clarity on the	16:52:10:08
assignment process.	16:52:11:23
Lastly, thank you for having us.	16:52:13:17
We look forward to coming back	16:52:15:08
with our equity analysis talk	16:52:17:13
about the impact and looking at	16:52:19:29
the other policies that may --	16:52:21:23
not part of home base but we	16:52:25:00
heard about tonight as well.	16:52:27:05
>> Thank you, very much.	16:52:29:16
>> This hearing is adjourned.	16:52:30:29
	16:52:33:09