

; ; 02/25/19 7:45 PM

;;;BOSTON CITY COUNCIL

;;;2/25/2019

TEST CAPTION

>> GOOD EVENING.

I AM JOINED THIS EVENING IN ADDITION TO OUR GUESTS IN ORDER OF THEIR APPEARANCE.

COUNCILOR KIM JANIE, COUNCILOR ED FLYNN, COUNCIL PRESIDENT ANDREA CAMPBELL AND RECEIVED LETTERS FROM COUNCILOR TIM McCARTHY AND JOSH ZAKIM THAT THEY'RE UNABLE TO JOIN US DUE TO SOME SCHEDULING CONFLICT. AND JOINED BY COUNCILOR MATT O'MALLEY.

THIS IS A PUBLIC HEARING BEING RECORDED WILL BE REBROADCAST ON COMCAST 8, RCN8, VERIZON 1964 AND ONLINE.

I ASK THAT YOU PLEASE SILENCE YOUR CELL PHONES OR OTHER DEVICES.

WE WILL BE TAKING PUBLIC TESTIMONY, WOULD APPRECIATE IT IF YOU WOULD SIGN IN AND INDICATE IF YOU WISH TO TESTIFY. I WILL ASK WHEN YOU DO TESTIFY TO PLEASE STATE YOUR NAME AND AFFILIATION OR RESIDENTS THAT YOU LIMIT YOUR COMMENTS TO JUST A FEW MINUTES TO ENSURE ALL COMMENTS AND CONCERNS ARE HEARD.

THIS IS A HEARING FOR DOCKET 01 0141 IN ORDER FOR HEARING RE REGARDING BUILD BPS.

TO HEAR UP DAYLIGHT FROM THE BOSTON PUBLIC SCHOOLS REGARDING THAT PLAN TO ENSURE THAT THERE IS AND WILL BE ACCOUNTABILITY.

BUILD BPS WAS FIRST ANNOUNCED IN 2017, A \$1 BILLION, TEN-YEAR EDUCATIONAL FACILITIES MASTER PLAN INVESTMENT FOR THE BOSTON PUBLIC SCHOOLS.

NOW TWO YEARS LATER WE ARE LOOKING FOR A CLEARER PICTURE ABOUT WHAT THIS MEANS.

I AM PARTICULARLY INTERESTED IN HEARING TODAY ABOUT THE FINANCIAL PLAN BECAUSE AS WE CONTINUE TO STATE THAT THIS IS A SAN DIEGO BILLION PLAN, WE REALLY ONLY HAVE \$75 MILLION SINCE SOME OF THE MONEY HAS BEEN ACCOUNTED FOR.

I'D LIKE TO KNOW WHERE WE ARE WITH THAT SPENDING AND WHAT THE REMAINING PLANS ARE FOR THE REMAINING BALANCE.

I ALSO LOOK FORWARD TO HEARING ANY CHANGES THAT HAVE BEEN MADE TO THE PLAN HOW FEEDBACK FROM THE COMMUNITY IS OR HAS BEEN APPLIED TO THE PLAN.

AT THIS TIME WE'LL WELCOME MY COLLEAGUES TO MAKE OPENING COMMENTS.

COUNCILOR JANE ME.

>> THANK YOU SO MUCH.

THANK YOU, MADAM CHAIR AND THANK YOU ALL FOR BEING HERE TO OUR PANEL AND THOSE IN THE AUDIENCE.

I'M LOOKING FORWARD TO HAVING THIS CONVERSATION I THINK IT'S A VERY IMPORTANT CONVERSATION, I WOULD CONTINUE TO ENCOURAGE YOU TO ENGAGE FAMILIES AND SCHOOL COMMUNITIES IN THIS PROCESS, I THINK IF WE TAKE THE LESSONS FROM THE INITIAL ROLL OUT THERE ARE MANY I WOULD LIKE TO SEE THOSE LESSONS APPLIED MOVING FORWARD.

I DO HAVE TO APOLOGIZE THAT I HAVE SEVERAL EVENTS IN MY DISTRICT AND I'M NOT ABLE TO STAY FOR THIS HEARING.

BUT I DO LOOK FORWARD TO REVIEWING THE TAPE ONCE IT'S AVAILABLE.

THANK YOU.

>> THANK YOU COUNCILOR SCRAWNY.

>> JUST WANT TO SAY THANK TO YOU THE SUPERINTENDENT AND THE PANELISTS FOR YOUR LEADERSHIP ON BRINGING BOSTON'S SCHOOL BUILDINGS, THEY HAVEN'T -- WE HAVEN'T HAD ANY UPDATES IN 20, 30, 40 YEARS IN MANY CASES.

I KNOW YOU ARE TRYING TO DO YOUR BEST TO PROVIDE OUR STUDENTS

WITH THE BEST POSSIBLE ENVIRONMENT TO LEARN SO WE APPRECIATE THAT, I HAVE BEEN TO 'IN AND OUT FIVE OR SIX OF THESE LISTENING SESSIONS WITH VARIOUS CONSTITUENCIES ACROSS THE CITY I DO WANT TO SAY THANK YOU FOR THIS TYPE OF OUTREACH AND FOR YOUR TRANSPARENCY AS WELL. I'LL HOLD OFF ON QUESTIONS BUT I DO WANT TO THANK COUNCILOR ESSAIBI-GEORGE AND THE OTHER COUNCILORS, COUNCILOR JANEY AND COUNCILOR O'MALLEY FOR YOUR LEADERSHIP ON THIS IMPORTANT ISSUE THANK YOU TO THE SUPERINTENDENT AND YOUR STAFF AS WELL.

>> THANK, O YOU, COUNCILOR FL FLYNN.

COUNCILOR FLAHERTY.

>> GOOD TO BE HERE.

I KNOW WE HAVE AN AGING FLEET OF SCHOOLS, MANY HAVE BECOME MONEY PITS DURING MY TENURE HERE AS LONGEST SERVING MEMBER OF THE CITY COUNCIL SO FOR THE FIRST TIME WE ACTUALLY HAVE A PLAN, TEN-YEAR PLAN THAT HAS BEEN ROLLED OUT SO BREATH OF FRESH AIR FROM MY PERSPECTIVE, LET'S IDENTIFY WHICH SCHOOLS ARE IN DIRE NEED OF UPGRADING AND REPAIRS, LET'S TRY TO HAVE SOME TYPE OF -- LET'S RESTORE I GUESS, RESTORE ORDER AND SENSE TO HOW WE REPAIR OUR FACILITIES HERE IN THE CITY.

I KNOW ON MAYOR'S EFFORTS OUR SUPERINTENDENT AS WELL AS OTHERS IN TERMS OF THE APPROACH SOMETHING THAT I WELCOME JUST BECAUSE FOR SO LONG IT'S BEEN JUST PATCHWORK.

I CAN TESTIFY TO IT BECAUSE I'VE BEEN HERE AS A MEMBER OF THIS COUNCIL GOING THROUGH ALL THESE BUDGET HEARINGS AND LISTENING TO FOLKS COMPLAINING ABOUT THINGS AT THE SCHOOL.

WHEN YOU PIECEMEAL IT LIKE THAT JUST LIKE MAKING REPAIRS TO YOUR HOME IT'S MORE COSTLY.

SO FOR THE FIRST TIME AGAIN WE

HAVE A PLAN, WE SEEM TO BE
STREAMLINING HOW WE'RE GOING TO
ADDRESS OUR FACILITIES AND OPEN
AND TRANSPARENT WAY I'M LOOKING
FORWARD TO HEARING THE THE
TESTIMONY THROUGH THE CHAIR
WELCOME ANY WAY I CAN SUPPORT
THE INITIATIVE TO MAKE SURE TH
THAT, I GUESS USE A BOXING
PHRASE, YOU PLAN YOUR WORK AND
YOU WORK YOUR PLAN.

WE'VE NEVER DONE THAT IN BOSTON
WE JUST CONTINUE TO THROW MONEY
AT THINGS TO SORT OF SOLVE
PROBLEMS WHEN WE REALLY NEED TO
THINK HOLISTIC AND MEANINGFUL
APPROACH HOW CAN WE DO IT.
WE ALL WANT THAT MONEY TO GO
DIRECTLY TO THE CHILDREN IN THE
CLASSROOM.

WHEN WE HAVE FACILITIES
CRUMBLING AROUND THEM AND FOR
THEM, PREDATES THIS
ADMINISTRATION FOR YEARS WE'VE
SEEN FOLKS TURN A BLIND EYE TO
MAJOR DEFICIENCIES IN OUR
FACILITIES.

FOR ME THIS IS VERY ENCOURAGING
BUT LOOK FORWARD TO HEARING THE
TESTIMONY.

THANK YOU, MADAM CHAIR.

>> COUNCILOR CAMPBELL?

>> THANK YOU COUNCILOR
ESSAIBI-GEORGE AND THANKS FOR
HOSTING THAT AND COUNCILOR JANEY
ON YOUR LEADERSHIP.

THANK YOU TO ALL THE PANELISTS
HERE TODAY I WALKED IN THOUGHT,
FULL HOUSE IS HERE THANK YOU
SUPERINTENDENT AND YOUR TEAM FOR
BEING HERE.

I, TOO, WANT TO ECHO SOME OF THE
COMMENTS OF MY COLLEAGUES WHICH
IS, OBVIOUSLY WE DO HAVE AN
AGING INFRASTRUCTURE WITH OUR
BUILDINGS, THERE ARE SOME
BUILDINGS THAT ARE HOUSING FAR
LESS THAN THEIR CAPACITY THAT'S
AN EFFICIENCY PROBLEM, A COST
PROBLEM, THAT'S WHOLE BUNCH OF
THINGS.

PLAN IS NEED UNDERSTAND IS A
PLAN THAT'S BEEN WORKED ON FOR
SOME TIME.

THE QUESTION OR CONCERNS WE'VE BEEN GEDDING TO YOUR CREDIT, SUPERINTENDENT, THAT YOU HAVE BEEN RESPONDING TO AROUND QUESTIONS OF TRANSPARENCY, PROCESS, ENGAGEMENT, ALL OF TH THAT.

SO MY QUESTIONS LATER ON WILL FOCUS ON, WHAT HAVE WE LEARNED, WHAT COULD WE DO BETTER.

BASED ON WHAT WE KNOW NOW HOW COULD WE ROLL THIS OUT DIFFERENTLY.

PARTICULARLY WE THINK ABOUT THE CHANGE WITH RESPECT TO OUR MIDDLE SCHOOLS THAT ARE GOING TO COME, WHAT DO WE LEARN FROM WEST ROXBURY, URBAN SCIENCE, HOW CAN WE DO BETTER TO ADDRESS ISSUES OF TRANSPARENCY AND PROCESS.

NOT JUST IN THE CLOSINGS OF BUILDINGS AND DOWN SIDING, WHATEVER LANGUAGE WE WANT TO USE BUT WITH RESPECT TO THE TRANSITION OF THESE FAMILIES AND THESE STUDENTS TO OTHER INSTITUTIONS.

WHETHER IT IS BROOK HIGH SCHOOL IN MY DISTRICT OR FENWAY HIGH SCHOOL AND OTHER SCHOOLS HAVE TO RECEIVE NEW COMMUNITIES INTO THEIR EXISTING COMMUNITIES, HOW DO WE MAKE THAT TRANSITION EASY, HOW DO WE FUND THAT, MAKE IT SMOOTH, WHAT CAN WE DO BETTER IN THE NEXT TIME AROUND.

I'M HOPING THAT THIS CONVERSATION WILL GO THERE, I THINK WE CAN ALWAYS DO BETTER EVEN IF WE ARE EXCELLENT SO I'M HOPING THAT WE GET TO SOME OF THOSE CONCERNS THAT I HAVE.

I, TOO, HAVE A LEAVE AT A CERTAIN PERIOD OF TIME BUT HOPEFULLY QUESTIONS CAN GO AROUND I CAN STILL BE HERE TO ENGAGE IN THAT.

THANK YOU COUNCILOR ESSAIBI-GEORGE.

COUNCILOR O'MALLEY.

>> THANK YOU, MADAM CHAIR, GOOD EVENING, TO YOUR TEAM, THANK YOU JOINING US ON THIS VERY WINDY MONDAY EVENING FIRST DAY BACK

FROM SCHOOL VACATION.
BELIEVE IT WAS NOT IT WAS EIGHT
YEARS AGO THIS VERY MONTH WHERE
I HAD MY FIRST HEAR CAN ORDER AS
MEMBER OF THE BOSTON CITY
COUNCIL, ON FACILITIES PLAN FOR
THE BOSTON PUBLIC SCHOOLS.
THE ONLY PERSON IN THIS ROOM WHO
SUPPORTED ME IN THAT ENDEAVOR
WAS ROB, BECAUSE HE WAS ON THE
COUNCIL, NONE OF MY OTHER DEAR
COLLEAGUES BUT I KNOW THEY WOULD
HAVE SUPPORTED ME.

SOMETHING THAT WE'VE BEEN
DEALING WITH FOR QUITE SOME TI
TIME, I DO APPRECIATE THE SPIRIT
OF BUILD BPS, I APPRECIATE SOME
OF YOUR WORK THAT GOT IN THUS
FAR, OBVIOUSLY AN OPPORTUNITY
WORKING WITH THE COUNCIL,
PARENTS, MOST IMPORTANTLY
WORKING WITH STUDENTS THAT WE
CAN REALLY HELP FINE TUNE AND
CRAFT A PLAN THAT IS GOING TO BE
REALLY INCREDIBLY POSITIVELY
IMPACTFUL FOR BPS STUDENTS GOING
FORWARD.

THERE WILL SOMEBODY TOUGH
CONVERSATIONS IN THE YEARS AH
AHEAD, WE'VE HAD SEVERAL OF TH
THEM.

BUT ALSO AN OPPORTUNITY TO MAKE
SURE THAT WE DO RIGHT BY OUR
KIDS WHICH IS SOMETHING I KNOW
EVERY PERSON IN THIS ROOM AND
EVERY PERSON WATCHING FULLY
STANDS BEHIND.

THANK YOU, MADAM CHAIR.

>> THANK YOU.

ALSO JOINED BY MICHELLE WU,
COUNCILOR.

>> THANK YOU, MADAM CHAIR.

THANK YOU TO THE SPONSORS ALL MY
COLLEAGUES AND TO THE BPS TEAM,
FELT LIKE I HAD TO OPEN MY
COMPUTER JUST TO MAKE SURE BEING
EFFECTIVE.

I WANT TO COMMENT ON THE -- THIS
IS A PAINFUL PROCESS FOR SO MANY
FAMILIES AND YOU ALL HAVE SPENT
A LOT OF TIME LISTENING TO
PEOPLE AND RESPONDING AND MAKING
SOME CHANGES TO THE PROCESS AS
WE'VE GONE ALONG.

I THINK I WANT TO REPEAT ONE OF THE QUESTIONS THAT I'D ASKED DURING THE LISTENING SESSION TO UNDERSTAND WHEN THERE WILL BE SOME SENSE OF PREDICTABILITY AND PLAN, I APPRECIATE THAT EVERY CHANGE CREATES OPENINGS FOR OTHER CHANGES AND WHEN ONE SCHOOL MOVES OR ONE BUILDING BECOMES OPEN THERE'S ANOTHER BATCH THAT THEN FILLS IN AND FILLS IN AND FILLS IN BUT GOAL TO GET AT EQUITY AND CLOSING ACHIEVEMENT GAP, PART THAT HAVE IS PREDICTABILITY FOR PARENTS AND FAMILIES AND STUDENTS. AT WHAT POINT, SINCE WE'VE FINISHED PHASE ONE OF THIS, AT WHAT POINT WILL THERE BE THAT SENSE THAT THIS IS THE PLAN GOING FORWARD.

THEN I HAVE SOME OTHER SPECIFIC QUESTIONS ABOUT THE TIMELINE, PARTICULARLY FOR THE SCHOOL AFFECTED, I SEE AT THE END OF THE PRESENTATION THERE WILL BE A LITTLE BIT MORE, HOPE TO DIVE IN HENRY GET TO QUESTIONS FOR THAT. THANK YOU FOR SPONSORING THIS.

>> THANK YOU, COUNCILOR.

I DO WANT TO GIVE AN OPPORTUNITY FOR SOME PUBLIC TESTIMONY BEFORE WE GET TO THE PANEL, IF THAT'S OKAY.

I HAVE SARAH RODRIGUEZ, CHRISTINE LANGHOFF, JANE POWERS AND ANDREA DORMAS F. ANY OF YOU WOULD LIKE TO TESTIFY AT THIS TIME YOU ARE WELCOME TO GIVE PUBLIC TESTIMONY NOW.

>> THANK YOU, COUNCILORS AND BPS I'M SAY REMARKS I'M A PARENT AND THIS IS MY OF MY FIRST HEARING SO I JUST WANTED TO SAY, I APPRECIATE ALL THE WORK THAT YOU ALL ARE DOING ON BUILD BPS. I KNOW DIFFICULT PROCESS BUT VERY DISHEARTENING AS A PARENT TO HAVE TO REQUEST A PUBLIC MEETING FOR OUR NEIGHBORHOOD. WE ARE BEING SIDE LINED, THERE'S NOT SUPPORT FOR OUR SCHOOLS WHICH DON'T NEED AS INTENSIVE SUPPORT AS NECESSARILY ASCERTAIN

OTHER SCHOOLS BUT IT DOES FEEL A BIT AS THOUGH THE FOCUS ON NEIGHBORHOODS IS THAT OF DRILLING DOWN A BIT MORE WITHIN THOSE NEIGHBORHOODS TO DIFFERENT ISSUES AT SPECIFIC SCHOOLS IS A LITTLE BIT CHALLENGING.

FOR MY CHILD'S SCHOOL WHICH IS G GPA WE HAVE A LEAKING ROOF AND VERY OLD HEATING SYSTEM AND LACK OF SECURITY, LIGHTING AND DIFFERENT THINGS THAT ARE NOT DIRE ISSUES THAT OTHER SCHOOLS ARE FACING, BUT AT WHAT POINT DOES AN ISSUE BECOME DIRE.

WE'RE LOOKING AT A TEN-YEAR TIMELINE TO BUILD BPS.

WHERE DOES OUR SCHOOL FIT INTO THAT.

RIGHT NOW WE'RE NOT SEEING ANYTHING IDENTIFIED IN ALLSTON BRIGHTON, A FURNACE AT ONE OF THE SMALLER SCHOOLS.

ONE OF THE MOST FRUSTRATING THINGS FOR ME IS THAT WE ALSO HAVE SPENT THREE YEARS FUNDRAISING FOR A KITCHEN, WE HAVE THE FUNDS, WE HAVE PARTNERSHIPS AND WE CAN'T IMPLEMENT MY WAY CAFE BECAUSE WE'RE NOT A PRIORITY NEIGHBORHOOD.

THAT IS INCREDIBLY FRUSTRATING TO FEEL THAT WE AS A SCHOOL HAVE DONE A LOT OF WORK TO TRY TO GET SOME BENEFITS FOR OUR KIDS IN TERMS OF BETTER FOOD AND WE'RE NOT BEING SUPPORTED IN THAT.

THAT'S BEEN VERY FRUSTRATING. AGAIN, I KNOW THAT THERE ARE OTHER DIRE ISSUES ACROSS THE BOARD BUT WE ALL NEED TO BENEFIT FROM THIS TO SOME EXTENT.

THANK YOU.

>> THANK YOU, SAY A. NEXT WE HAVE CHRISTINE.

>> I'M A DORCHESTER RESIDENT. BPS GRAD.

PARENT OF THREE BPS GRADS. I HAVE FOUR MAJOR CONCERNS ABOUT BUILD BPS PLAN.

THE FIRST ONE IS, I BELIEVE IT WILL INCREASE SEGREGATION IN OUR SCHOOLS.

IT'S THE COMPETITION ABOUT NEW SCHOOLS.

I'M AFRAID IT WILL REINFORCE AND EXACERBATE CURRENT INEQUITIES THAT WE HAVE I'M AFRAID MOST OF ALL THAT IT'S PART OF AGENDA TO ADVANCE PRIVATIZATION.

I WISH TO ISSUE MORATORIUM ON BUILD BPS PLAN.

THERE ARE SEVERAL REASONS TO DO SO INCLUDING OBSCURITY WHICH THE PLAN HAS ENVELOPES.

MORE PRESSING LIKELY TO BE CHALLENGED IN COURT BECAUSE BUILD BPS SEEMS TO BE FOUNDED ON THE PREMISE OF CONTINUING TO USE THE CURRENT SCHOOL ASSIGNMENT PLAN WE HAVE.

IT'S BEEN SHOWN TO EXACERBATE SEGREGATION IN OUR CITY.

IF WE WERE TO BE SUED BOTH LAWSUITS WILL SLOWLY GO TOWARDS CONCLUSION, NO FORWARD MOVEMENT IN THE MEANTIME TO PROVIDE APPROPRIATE SCHOOLS FOR OUR CHILDREN.

WHEN I ATTENDED A COMMUNITY MEETING AT THE BURKE ASKED SOME QUESTION ABOUT ASSIGNMENT POLICY MONICA ROBERTS RESPONDED THAT

THE NEW SCHOOL WILL BE BUILT WHERE PEOPLE WHOSE TO LIVE.

THAT THE SCHOOL DEPARTMENT HAS NO CONTROL OVER WHERE RESIDENTS CHOOSE TO MAKE THEIR HOMES.

BOSTON IS ONE OF THE MOST RAPIDLY GENTRIFYING CITIES IN THE UNITED STATES.

THE PREUPON PER DANCE OF NEW CONSTRUCTION LEAVES FAMILIES, PARTICULAR LEASE THOSE WITH INCOMES BELOW AVERAGE OF \$35,000 WITH VERY FEW OPTIONS FOR HOUSING.

TO STATE SCHOOL DEPARTMENT HAS NO CONTROL OVER WHERE FAMILIES MAY BE TRUE.

BUT CITY OF BOSTON ABLE TO CONTROL WHERE AFFORDABLE HOUSING IS CITED.

BUILD BPS PLAN GENTRIFICATION. CITY ARE INTERTWINED.

APPROVAL WILL ENSURE THE MARGINALIZATION AND SEGREGATION

OF LESS WEALTHY BOSTONIANS IN
THE SCHOOL SYSTEM.
DIFFICULT TO SAY WITH CERTAINTY,
BUILD BPS SEEMS TO ENVISION A
CITY WHERE CHILDREN ATTEND
TRADITIONAL SCHOOLS ONLY WITHIN
THEIR NEIGHBORHOODS DURING THE
TOTALITY OF THEIR K-12
EXPERIENCES.

PILOT SCHOOLS, INNOVATION
SCHOOLS, SPECIALIZED SCHOOLS
WITH ADMISSION REQUIREMENTS AS
WELL AS CHARTERS WILL BE ABLE TO
DRAW CHILDREN FROM ACROSS THE
CITY.

IT'S POOR PUBLIC POLICY TO
CONCENTRATE STUDENTS UNABLE TO
QUALIFY FOR THESE SCHOOLS WHO
ARE LIKELY TO BE THOSE WITH
HIGHEST NEEDS IN TO FEW SCHOOLS
ONLY IN THE NEIGHBORHOODS LEFT
BEHIND THROUGH GENTRIFICATION.
SECOND OBJECTION I HAVE TO BUILD
BPS IS NOTION OF HAVING SCHOOL
COMMUNITIES COMPETE TO RECEIVE
NEW SCHOOL BUILDING.

I'VE HEARD SUPERINTENDENT STATE
THESE WOULD BE PUBLIC SCHOOLS.
THAT DOES NOT MEAN THEY WOULD BE
OPEN ENROLLMENT SCHOOLS.

THEY MIGHT BE PILOTS, INNOVATION
OR DISTRICT CHARTERS.

THEY COULD BE EXEMPTED FROM
UNION CONTRACTUAL PROTECTIONS
SUCH AS CLASS SIZE OR DUE
PROCESS FOR TEACHERS.

EQUITABLE EDUCATION IS THE RIGHT
DUE TO ALL OF THE CHILDREN IN
THE CITY.

DEEPLY PROBLEMATIC CREATE
PROCESS WHICH CHOOSES WINNERS
AND LOSERS IN OUR SCHOOL.

A PARADIGM WHICH IS ANTITHETICAL
TO DEMOCRATIC PRINCIPLES.

THIS IDEA REFLECTS SCHOOLS ON
THE MOVE PRIZE WHICH WOULD
INTERFERE WITH AWARDS ANNUALLY.
MONETARY SUMS FOR INVESTORS,
SCHOOLS WHO FUNDING, AWARDS ARE
SIGNIFICANT.

THIS MEANS THAT SCHOOLS MUST
SHAPE THEIR PROGRAMS TO CONFIRM
DEMANDS OF OUTSIDE GROUPS TO
ASSURE CONTINUITY OF THEIR

FUNDING.

THAT IS NOT AN APPROPRIATE MANNER TO RUN A SCHOOL SYSTEM MUST NOT BE REPLICATED AS WAY TO ALLOCATE NEW SCHOOL BUILDINGS. OUR SCHOOL COMMUNITIES ARE DEEPLY INEQUITABLE SOME HAVE LARGE FINANCIAL CUSHIONS SUCH AS BOSTON LAND SCHOOL WHOSE SEPARATE NON-PROFIT ORGANIZATION HAS ENDOWMENT OF \$55 MILLION. BOSTON ARTS ACADEMY WITH \$6.3 MILLION IN COMBINED PHILANTHROPY AND ENDOWMENT.

EVEN ELLIOTT ELEMENTARY SCHOOL WHICH HAS \$450,000 DONATED TO 635 STUDENTS.

BUILD BPS DOES NOTHING TO AMELIORATE THESE INEQUITIES. THE QUESTION WHICH REMAINS TO BE ANSWERED WHO WANTS BUILD BPS. WE HAVEN'T HEARD PUBLICLY FROM MOST IN FAVOR OF THIS PLAN. WE'VE HEARD LOT FROM PEOPLE WHO ARE NOT.

MAYOR WALSH HASN'T ADVOCATED FOR SCHOOL COMMITTEE MEETINGS NOR AT ANY OF THE MEETINGS.

OF THOSE INTERESTED PARTIES, CITY RESIDENTS, DO THEIR CHILDREN ATTEND BPS?

THE FOUNDATION AND INVESTORS, SETH AND HIS GROUP, THE BOSTON FOUNDATION, PAUL ROGAN, THE LYNN FAMILY FOUNDATION, WALTONS OF WAL-MART.

WHY DON'T WE KNOW?

THERE'S A WELL FUNDED NATIONAL MOVEMENT TOWARD PRIVATIZATION OF PUBLIC SCHOOLS.

I SEE THAT BOSTON IS BEING TARGETED FOR PRIVATIZATION AND THAT BUILD BPS IS THE TOOL TO THAT END.

THANK YOU.

>> THANK YOU, CHRISTINE.

JEAN.

>> HI, MY NAME IS JEAN POWERS I'M A PARENT AT ALLSTON BR BRIGHTON.

I AGREE WITH EVERYTHING SHE JUST SAID.

BUT I ALSO HAVE COUPLE OF MORE SPECIFIC COMPLAINTS.

AND THANK YOU VERY MUCH FOR
GIVING US THE OPPORTUNITY TO
TESTIFY TODAY.

MY SON IS -- MY DAUGHTER IS A
STUDENT AT THE JACKSON MAN
SCHOOL IN ALLSTON.

THE JACKSON MAN IS THE ALMA
MATER OF STATE REP KEVIN HONNAN
IT WAS BUILT IN THE 1970s WITH
SHODDY CONSTRUCTION.

THE WALLS ARE NOW BOWING OUT SO
THAT THE ROOF HAS DETACHED AND
IT LEAKS AND WINDOWS ARE NOT
FITTING AND EVERYONE KNOWS THIS.
IT WAS BEING REPAIRED ALL OVER
BREAK BECAUSE OF THESE ROOF LE
LEAKS IT'S ALWAYS BEING RE
REPAIRED.

IT'S NOT GOING TO LAST.

THE JACKSON MAN SERVES HIGH
NEEDS, HIGH POVERTY POPULATION.
IT HAS THE ONLY ADVANCED WORK
CURRICULUM PROGRAM IN THE AREA.
ALSO HOME TO THE HORACE MANN
SCHOOL FOR THE DEAF AND ONLY BC
BCYF.

HOME TO HIGH QUALITY, AFFORDABLE
PRESCHOOLS THAT TAKES VOUCHERS
AND IS REALLY IMPORTANT TO OUR
COMMUNITY.

IT'S NOT ON THE LIST FOR A
REBUILD OR ANY IMPROVEMENTS
THROUGH THE BUILD BPS PROGRAM.
I DON'T WANT BPS TO ANNOUNCE A
FEW YEARS DOWN THE ROAD THAT
NOBODY COULD HAVE ANTICIPATED
THAT THIS SCHOOL IS FALLING
APART NOW IT NEEDS TO GET CLOSED
ALL OF OUR KIDS HAVE TO GET
SHUFFLED AROUND TO OTHER RUN
DOWN, UNDER FUNDED SCHOOLS IN
THE AREA.

I'D LIKE TO SEE SOME PRO-ACTIVE
MEASURES FROM BPS TO SAVE THIS
REALLY, REALLY IMPORTANT VITAL
INSTITUTION IN OUR
NEIGHBORHOODS.

I'M ALSO HERE AS A PARENT OF THE
GARDNER PILOT ACADEMY WHERE MY
SON ATTENDS KINDERGARTEN.

THAT SCHOOL HAS BEEN WAITING FOR
TWO YEARS FOR A NEW KITCHEN, IT
HAS THE FUNDING AND THE
INFRASTRUCTURE AND ONLY THING

THAT WE'RE STILL WAITING ON IS
PERMISSION TO GO AHEAD AND DO IT
IT.

SO I'M ASKING NOW IF YOU GUYS
CAN'T HELP US, CAN YOU JUST GET
OUT OF OUR WAY.

THANK YOU VERY MUCH.

>> THANK YOU, JEAN.

>> HI, MY NAME IS ANDREA, THANK
YOU SO MUCH TO COUNCILOR GEORGE
AND CITY COUNCIL AND COUNCILOR
JANEY AND COUNCILOR O'MALLEY FOR
ALLOWING US THIS TIME TO SHARE
MY CONCERNS AS A 15-YEAR U.S.
HISTORY TEACHER IN BPS AND
20-YEAR BPS TEACHER AND MY SON
WENT TO JACKSON MANN AT THE
EARLY LEARNING CENTER AND
ADVANCE WORK.

I ALSO SUPPORT EVERYTHING THAT
SHE SAID.

I'M ALSO -- THANK YOU FOR THE
WORK THAT YOU'RE TRYING TO DO TO
HELP BPS BE BETTER AND HAVE LONG
TERM VISION, THAT'S A GREAT
THING.

BUT MY QUESTION IS, SOME OF YOU
MIGHT HAVE READ THIS ALREADY I'M
GOING TO TRY TO KEEP IT SHORT.

IS THE VALUE OF SOME BPS
STUDENTS SIMPLY HIGHER THAN
VALUE OF OTHERS.

THE FOCUS OF THIS HEARING TO
BUILD BPS CAPITAL CONSTRUCTION
CAMPAIGN AND SOME MAY PEOPLE MY
WORDS STRAY FROM THAT BUT I'M
RISING HERE TO ASK, WHAT DOES
BUILD BPS REALLY MEAN.

HOW DO WE TRULY BUILD THE BEST
PUBLIC SCHOOL SYSTEM IN THE U.S.
IN THE WAY THAT BOSTON HAS BEEN
FIRST IN MANY WAYS.

UNLESS WE VALUE ALL OUR STUDENTS
EQUALLY REDO A DISSERVICE TO ALL
OF THEM.

ANY LIP SERVICE TO COVER THAT UP
DOES NOT BUILD BPS.

SO I'M HERE ONCE AGAIN, I
UNDERSTAND MANY PEOPLE FEEL IT'S
A DONE DEAL WITH WEST ROXBURY,
HAVING GONE THROUGH FOUR
CLOSURES IN MY OWN BPS
EXPERIENCE HAVING TO DRAG KIDS
DOWN AND, NOT ONLY DO WE HAVE TO

CREATE GREAT CURRICULUM AND ALSO
BE SOCIAL WORKERS AFTER SCHOOL
AND ALSO BUILD SCHOOL CLIMATE,
ALL THE THINGS WE HAVE TO DO
THAT I HAVE SPENT FOUR TIMES, I
CALL IT SCHOOL CLOSURE PTSD IT'S
LIKE, SO WE HAVE TO DRAG OUR
KIDS AND OUR PATHS TO KEEP
SCHOOLS OPEN.

I HAVE A LOT.

I'M BASICALLY JUST GOING TO SAY,
IN THE CASE OF WEST ROXBURY
SCHOOLS, IF WE'RE ACTUALLY BEING
HONEST, THERE'S NOT EVEN A
REASONABLE ARGUMENT OR TWO SIDES
OF THE STORY.

IT'S JUST STRAIGHT UP, YOUR
EDUCATION AND YOUR LIVES JUST
MATTER LESS.

DESPITE THE TALKING POINTS THAT
ALL OF YOU CARING PEOPLE
INCLUDING -- WHO SO GOOD, YOU'RE
VERY GOOD PRESENTER AND THAT'S A
GOOD THING.

RATTLES OFF INCLUDING EVEN
THOUGH CARING MEMBER OF MY
CHURCH REITERATED ALL THIS WHY
IT WAS SO NECESSARY TO HAPPEN
THE WAY IT WAS.

THE BRAZEN TRUTH IT CANNOT BE
AVOID, I JUST FEEL IT HAS TO BE
SAID OUT LIED I'D LIKE IT
DOCUMENTED I'M GOING TO CUT MY
COMMENTS SHORT THERE'S LOT MORE
BECAUSE I WANTED TO TALK ABOUT
WHAT IT'S LIKE TO GO THROUGH
SCHOOL CLOSURES, AND HOW
IMPORTANT IT IS FOR SCHOOLS TO
BUILD COMMUNITY, I CAN COUNT ON
YOU TRUST YOUR BACK, BUT THAT'S
WHAT BUILDS THE COMMUNITY WHAT
THE KIDS KNOW THAT THEY FEEL,
THAT THEY KNOW SOMEBODY KNOWS
THEM.

JUST LIKE THIS ON AGAIN JUST
WANT TO SAY CAN YOU IMAGINE,
THIS IS MY BASIC POINT OF MY
MILLION WORDS HERE.

CAN YOU IMAGINE IN A MILLION
YEARS IF THERE WAS AN EMERGENCY
PROBLEM WITH THE PHYSICAL PLANT
OF A BUILDING AT BOSTON LAND
SCHOOL WHERE MY OWN SON
GRADUATED 7-12th, I KNOW THE

ENTITLEMENTS THEY HAVE, THAT IS IMPORTANT.

WITH THESE STUDENTS ASK TO SCATTER NOT ACKNOWLEDGING THE SENSE OF SCHOOL IDENTITY, SOCIAL COHERENCE AND HISTORY THAT THEY KNEW THEY HAD.

I KNOW YOU CAN SAY WITH 100% THAT THAT WOULD NEVER, EVER HAPPEN TO BOSTON LATIN BECAUSE THE BUILDING WAS BROKEN. SO I JUST FEEL LIKE I CALL THEM TODAY TO TRY TO GET UPDATE BECAUSE I'VE BEEN IN AND OUT OF THE CITY, I'VE BEEN AWAY, WHAT IS HAPPENING, THEY DIDN'T KNOW THIS HEARING WAS HAPPENING MAYBE THEY -- I THINK THEY WOULD HAVE BEEN HERE I KNOW YOU'VE HEARD THIS CRYND AND SOB STORIES BUT JUST AS TEACHER WHO HAVE SEEN MY KIDS OVER AND OVER AGAIN HAVE TO GO THROUGH THIS, I JUST CAN'T BELIEVE YOU'RE DOING IT ONCE AGAIN AND JUST DOESN'T -- NOT WHAT THIS CITY IS SUPPOSED TO BE ABOUT.

WHATEVER YOU SAY, YOU CAN FIGURE SOMETHING OUT IS ALL I HAVE TO SAY.

THERE'S MY MILLION WORDS I'LL SUBMIT THEM.

>> THANK YOU.

I DO WANT TO THANK THE PANEL FOR BEING HERE ESPECIALLY SUPERINTENDENT PEARL FOR JOINING US FOR THIS PRESENTATION.

I'M GOING TO OPEN UP TO THE PANEL, I'M NOT SURE SUPERINTENDENT IF YOU'LL BE GIVING OPENING REMARKS BUT AS PEOPLE SPEAK I'LL LET THEM INTRODUCE THEMSELVES.

THANK YOU, SUPERINTENDENT.

>> IT'S ALREADY ON.

GOOD EVENING, EVERYONE, THANK YOU COUNCILOR ESSAIBI-GEORGE AND ALL OF THE COUNCILORS FOR CONVENING THAT HEARING.

AS WELL TO ALL OF THE AUDIENCE MEMBERS AND PARTICIPANTS.

THAT IS AN IMPORTANT PART OF THE ONGOING CONVERSATION REGARDING BUILD BPS IN THE FUTURE

LANDSCAPE OF EDUCATION IN BOSTON
SO THIS IS A CONVERSATION TOPIC
TO WHICH WE MUST RETURN RE
REPEATEDLY AND WE ARE COMMITTED
TO DOING THAT SO WE'RE VERY GLAD
TO BE HERE TODAY.

I AM GOING TO START US OFF AND
THEN BE JOINED BY VARIOUS
MEMBERS OF THE TEAM.

I WANT TO POINT OUT ALL OF US
CURRENT OR FORMER BPS PARENTS
AND/OR BPS GRADUATES OURSELVES.
WE HAVE AN EQUAL STAKE NOT JUST
IN OUR PROFESSIONAL ROLES BUT AS
CITIZENS AND COMMUNITY MEMBERS
OF THIS CITY AS WELL.

I THINK THAT IS AN IMPORTANT
FRAME THAT WE ALL BRING TO THIS
WORK.

WE WANTED TO START OUT TODAY
BY -- EXCUSE ME -- BEGINNING
WITH SOME OF THE OVERVIEW WHICH
MANY OF YOU MAY HAVE SEEN BEFORE
BUT WE THINK IT'S IMPORTANT JUST
TO GROUND THE CONVERSATION THEN
WE WANT TO HONE IN ON THE
CURRENT FOCUS AREAS, THIS GETS
MORE TO THE ISSUE OF UPDATES,
WHAT'S CHANGING AND EMERGING AS
WE BEGIN THIS CONVERSATION WE
WANT TO TALK EXTENSIVELY AROUND
THE COMMUNITY ENGAGEMENT PROCESS
AND FEEDBACK AS WE KNOW THAT HAS
BEEN A QUESTION AND THEN DIVE IN
TO THE CURRENT WORKS AND UPDATE
CURRENT WORK AND UPDATE RELATIVE
BOTH TO THE WEST ROXBURY
EDUCATIONAL COMPLEX, 7-12
CONVERSION AND K-6 EXPANSION IN
ADDITION TO OUR STRONG K-8,
9th AND 12s IS PART OF THIS
FRAMEWORK.

AS WE GO THROUGHOUT THE
CONVERSATION, I JUST WANT TO
REMIND US ALL THAT BUILD BPS
REALLY EXISTS AT PRESENT IN TWO
PHASES, THE FIRST WAS THE
ORIGINAL LAUNCH IN 2017 WHICH
ACCOMPLISHED SOME VERY IMPORTANT
WORK IN TERMS OF BOTH BR
BRAINSTORMING BUT ALSO
FACILITIES ANALYSIS BUT ALSO AS
MOST OF US KNOW APPROACHED A
STALLING POINT OVER MUCH OF 2018

AND THEN HAS BEEN RESTARTED IN WHAT WE NOW WOULD CALL PHASE 2 WITH THE LAUNCH AND PUBLIC RELEASE OF A PLAN AND PRIOR TO THAT THERE WAS NOT A PUBLIC FRAMEWORK OR PLAN OUT FOR DISCUSSION.

WE TALKED ABOUT THE PLAN UNDER DISCUSSION, WE'LL BE COMMENTING ON THAT POINT FORWARD.

IN OUR DIALOGUE.

FIRST THING TO POINT TO SOME SOME OF THE PRINCIPLE, IS THAT HAVE GUIDED THE DESIGN OF THE PLAN THE FIRST IS THAT WE ABSOLUTELY ARE ADDRESSING FACILITIES.

BUT ALSO LOOKING AT THE CREATION OF HIGH QUALITY LEARNING ENVIRONMENTS FOR MORE STUDENTS WHICH WE BELIEVE ALSO CONTRIBUTES TO CLOSING OPPORTUNITY GAPS FOR MORE STUDENTS.

BUILDINGS ALONE DO NOT MAKE FOR GREAT TEACHING BUT BUILDINGS AND THE ENVIRONMENT THAT THEY CREATE FACILITATE THE SORT OF TEACHING AND LEARNING EXPERIENCES WE WANT FOR MORE STUDENTS.

I WILL ALSO POINT OUT THAT IN THE NEW -- PROPOSED NEW BILLING AND PROPOSED MAJOR RENOVATIONS THEY ARE -- THEY'RE PLACEMENT IS FOCUSED ON DATA AROUND WHERE WE HAVE HIGH STUDENT NEED AND LOW HISTORIC ACCESS TO SEATS IN GENERAL AND TO QUALITY SEATS IN PARTICULAR.

AND THAT IS AN IMPORTANT FRAME AND DIFFERENT FROM THE WAY BU BUILDINGS HAVE BEEN CHOSEN FOR RENOVATION, UPGRADES AND REBUILDS HISTORICALLY.

SO, WE ARE USING THE STUDENT DATA TO AIM WHERE NEW BUILDS SHOULD GO TO ADDRESS ACCESS.

THE SECOND IS THAT WHILE THIS IS ABOUT BUILDING, YOU CANNOT LOOK AT BOSTON'S BUILDINGS, PARTICULARLY IN DISCUSSING FRAMEWORK AND PLACEMENT WITHOUT CONSIDERING ENROLLMENT PATTERNS, FEEDER PATHWAYS AND STUDENT AND

FAMILY CHOICE.
AND SO THAT GETS TO TRANSITIONS
ALONG K-12 PATHWAY.
IT ALSO ACKNOWLEDGED
INTERCONNECTEDNESS OF OUR SCHOOL
BUILDINGS.
TO SOME OF THE QUESTIONS AROUND
WHEN IS THE PLAN, THE PLAN THAT
WE ARE DISCUSSING IS THE PLAN
BUT THERE ARE ADJUSTMENTS ALONG
THE WAY RELATIVE TO HOW SCHOOL
COMMUNITIES INTERACT AND HOW
FEEDER PATTERNS AND ENROLLMENT
DATA AND FAMILY CHOICE INTERACT.
WE CAN TALK MORE ABOUT THAT IN
THE QUESTION PERIOD.
THE OTHER INCREDIBLY IMPORTANT
PRINCIPLE HERE IS EQUITY OF
PROGRAM PLACEMENT FOR STUDENTS,
FOR OUR MOST VULNERABLE LEARNERS
FOR STUDENTS WITH DISABILITIES,
PARTICULARLY THOSE REQUIRING
SERVICE IN SPECIALIZED STRANDS
AS WELL AS OUR ENGLISH LEARNERS.
AGAIN, HISTORICALLY THESE
PROGRAMS HAVE BEEN PLACED WHERE
SPACE IS AVAILABLE.
THAT IS A LONG-STANDING PATTERN
IN BOSTON THAT GOES BACK MORE
THAN A DECADE.
AND WHAT THAT HAS MEANT OVER
TIME IS THE CONCENTRATION OF
COMPLICATED, HIGH NEEDS PROGRAMS
FREQUENTLY IN UNDERENROLLED,
UNDERCHOSEN AND LOWER PERFORMING
SCHOOLS.
THAT, TOO, IS A PATTERN THAT WE
WANT TO BREAK THROUGH BUILD BPS
FRAMEWORK AND BE EXPLICIT ABOUT
PRIORITIZING, PARTICULARLY IN
NEW BUILDS AND REDESIGN
FACILITIES THE PLACEMENT OF
PROGRAMS FOR OUR MOST VULNERABLE
LEARNERS AS AN EXPECTATION AND O
AND REQUIREMENT FOR SCHOOLS THAT
MOVE INTO NEW FACILITIES.
SO, TO THE ISSUE WHICH WE CAN
ADDRESS AROUND SELECTION OF
SCHOOLS, I WOULD PROPOSE THAT
THIS EQUITY OF PROGRAM PLACEMENT
IS ONE OF THE KEY FACTORS THAT
IS DRIVING HOW WE SELECT WHICH
SCHOOLS STEP INTO A BUILDING
BECAUSE THOSE SCHOOL COMMUNITIES

HAVE TO BE WILLING TO TAKE OFF SOME OF THOSE MORE COMPLICATED, HIGH NEEDS PROGRAMS.

THAT IS AN IMPORTANT PART OF THE CONVERSATION.

THAT ALSO ADDRESSES THE NEXT POINT ABOUT NEW APPROACHES TO IDENTIFYING SCHOOLS FOR NEW BUILDINGS AND AGAIN THIS IS DRIVEN BY STUDENT NEED AS FOREMOST INDICATOR.

THE OTHER PRINCIPLE IS THAT WE ARE AIMING FOR FEWER K-12 TRANSITIONS FOR STUDENTS AND FAMILIES.

THERE'S BEEN PLOTS OF DISCUSSION ABOUT COMPLICATED AND PLENTIFUL, ACROSS BOSTON PUBLIC SCHOOLS.

BOSTON IS COMPLICATED LANDSCAPE WE DON'T NECESSARILY BELIEVE THAT UNIFORMITY IS LIKELY TO WORK BUT NARROWING SOME OF THE COMPLICATIONS OF THOSE TRANSITIONS AND CHOICES

SOMETHING THAT WE HAVE HEARD REPEATEDLY FROM FAMILIES, MANY OF WHOM CHOOSE FOUR OR FIVE SCHOOLS OVER THE COURSE OF K-12 PATHWAY.

MY OWN CHILDREN WENT THROUGH FOUR SCHOOLS BETWEEN KINDERGARTEN AND HIGH SCHOOL GRADUATION IT'S NOT AN UNCOMMON TALE.

HOWEVER, WHAT WE ARE AIMING FOR IS PRINCIPALLY A SYSTEM THAT RESPECTS THE STRONG HISTORY OF K K-8, 9-12 WHERE THE STRONG PATHWAYS EXIST BUT ALSO RELIES ON EXPANSION OF K-6, 7-12 PARTICULARLY FOR SOME OF THE NEW BUILDS, BOTH OF THOSE ARE PRINCIPLED AROUND THIS NOTION OF MEETING CITY WIDE STUDENT NEED AND EQUITY OF PROGRAM PLACEMENT MEANING THAT WE NEED TO HAVE SCHOOL BUILDINGS THAT CAN ACCOMMODATE A MORE DIVERSE RANGE OF STUDENT NEED.

WITH THOSE FOUR PRINCIPLES IN MIND, I ALSO WANT TO TURN BRIEFLY TO THE FACT-BASE THAT HAS WRITTEN A LOT OF THE THINKING BEHIND THE BUILD BPS

PLAN.

THESE FACTS REALLY FOCUS ON THE INTERACTION BETWEEN SCHOOL BUILDINGS AND STUDENTS.

AGAIN, RECOGNIZING FEEDER PATTERNS, ENROLLMENT DATA AND FAMILY AND STUDENT CHOICE.

I'M GOING TO FOCUS ON FOUR, ALL EIGHT ARE OUTLINED BUT FOUR THAT I WANT TO IDENTIFY IN PARTICULAR.

THE FIRST IS THAT THERE ARE NOT ENOUGH ELEMENTARY SEATS TO SERVE STUDENTS CLOSER TO HOME IN THE SOUTHERN HALF OF THE CITY.

AS WE GO THROUGH THE CONVERSATION YOU WILL SEE LOT OF FOCUS ON NEW BUILDS IN THE SOUTHERN HALF OF THE CITY BY THIS WE MEAN FROM ABOUT GAS TANK, EXIT 11 ON THE EXPRESSWAY, DRAW IMAGINARY LINE, LOWER HALF OF THE ARBORETUM, EVERYTHING SOUTH OF THAT HAS IN GENERAL MORE CHILDREN THAN SEATS.

EVERYTHING NORTH OF THAT IS IN BETTER BALANCE, HOWEVER CURRENTLY THERE'S ALSO DEMAND AND COMPETITION THERE BECAUSE FAMILIES ARE CHOOSING CITY WIDE IF THEY DON'T HAVE ADEQUATE CHOICES IN THEIR OWN NEIGHBORHOODS.

THE SECOND IS WE CURRENTLY HAVE LIMITED OPTIONS FOR EXPANDING SPECIAL EDUCATION, ENGLISH LEARNER AND K-1 PROGRAM.

I WANT TO POINT OUT THAT MANY OF THE PROGRAMS FOR OUR MOST FRAGILE STUDENTS WITH DISABILITIES BECAUSE OF THE NATURE OF THE PROGRAMS REQUIRE MORE CLASSROOMS AND SPACE FOR THE SAME NUMBER OF CHILDREN THAT MIGHT BE TRUE FOR CHILDREN IN A GENERAL EDUCATION SETTING.

THESE ARE THE PROGRAMS AND CHILDREN THAT HAVE BEEN SQUEEZED OUT OF THE PLANNING PROCESS IN TERMS OF EQUITABLE PLACEMENT AND THUS EQUITABLE FOR THOSE STUDENTS AND FAMILIES.

THIS IS PARTICULARLY ACUTE TO THE THIRD POINT AROUND

DISTRIBUTION OF ENGLISH LEARNER
AND SPECIAL EDUCATION PROGRAMS
AT OUR HIGH SCHOOLS.

BOSTON PATTERN OF PLACING
PROGRAMS WHEREVER THERE IS SPACE
OVER THE PAST DECADE PLUS HAS
LED TO PARTICULARLY JARRING FACT
RIGHT NOW AMONG OUR HIGHEST
SPECIAL NEEDS STUDENTS AT THE
HIGH SCHOOL LEVEL.

56% OF THEM ARE EDUCATED IN FIVE
OF OUR OPEN ENROLLMENT HIGH
SCHOOLS, THAT'S FIVE OF OUR 33
HIGH SCHOOLS ARE EDUCATING 56%
OF OUR HIGHEST SPECIAL NEEDS
STUDENTS.

OF THOSE FIVE HIGH SCHOOLS,
THREE OF THEM ALSO SERVE THE
HIGHEST CONCENTRATION OF ENGLISH
LEARNERS.

WHEN WE TALK ABOUT EQUITY OF
PROGRAM PLACEMENT AS A KEY
PRINCIPLE OF BUILD BPS, THIS IS
A CORE EQUITY PRINCIPLE.

WE HAVE TO INCLUDE IN THE
FOREFRONT OF OUR PLANNING HOW WE
MEET THE NEEDS OF OUR MOST
VULNERABLE LEARNERS.

AND THE LAST KEY FACT IS AROUND
ENROLLMENT IN OUR STAND ALONE
MIDDLE SCHOOLS WHICH HAS
DECLINED ROUGHLY 1800 STUDENTS
IN THE PAST SIX YEARS ALONE, BUT
THE STORY IS MUCH LONGER THAN
THAT.

IN 2009 BOSTON HAD 16 STAND
ALONE MIDDLE SCHOOLS, MEANING
MIDDLE SCHOOLS SERVING GRADES
6-8.

TODAY WE HAVE SIX.

AND THOSE SIX HAVE LOST 1800
ENROLLMENTS OVER THE PAST SIX
YEARS.

THAT PATTERN OF ENROLLMENT
DECLINE IS DRIVEN BY BOTH
UNINTENDED CONSEQUENCES OF PAST
DECISIONS AND ALSO FORCES
OUTSIDE OF BPS'S CONTROL.

OVER THE PAST SAME DECADE THAT
BOSTON HAS BEEN RAPIDLY
EXPANDING IT'S K-8 THAT WAS DONE
WITHOUT FULL CONSIDERATION OF
THE IMPACT ON STAND ALONE MIDDLE
SCHOOLS.

AT THE SAME TIME AND SAME PERIOD WAS DRAMATIC GROWTH OF THE CHARTER SECTOR MANY OF THOSE SCHOOLS OPENING AT GRADES 4, 5 AND 6 WHICH SULLY PULLED FROM OUR MIDDLE SCHOOLS THAT REPRESENTS, LEADING TO ONE OF THE MORE DRAMATIC ENROLLMENT DECLINES ACROSS A SCHOOL SECTOR THAT CERTAINLY WE HAVE SEEN. THE LESSONS LEARNED FROM THAT IS THAT WE NEED TO BE VERY CAREFUL ABOUT UNINTENDED CONSEQUENCES AS WE MAKE MORE ENROLLMENT SHIFTS AND FEEDER PATHWAY CHANGES AND WE HAVE THOUGHT CAREFULLY ABOUT THAT IN THE BUILD BPS PLAN. BUT IT ALSO LEADS TO THE RECOMMENDATION IN THE BUILD BPS PLAN THAT BOSTON CONCENTRATE ON BUILDING SUSTAINABLE SCHOOL COMMUNITIES ALONG THE K-6, 67-12 OR K-8, 9-12 PATHWAY RECOGNIZING THE SIGNIFICANT DECLINE OF MIDDLE SCHOOLS WHICH ALSO MEANS THAT FAMILIES ARE CHOOSING NEARLY EVERY OTHER OPTION, IF THEY CAN, RATHER THAN CHOOSING THE STAND ALONE MIDDLE SCHOOLS. THOSE CAMPUSES THUS ARE MUCH SMALLER THAN THE CAMPUS FOOTPRINT AND DO NOT ALLOW US TO MEET THE COMPLICATED NEEDS AGAIN PARTICULARLY THINKING OF OUR ENGLISH LEARNERS AND STUDENTS WITH DISABILITIES. SO THOSE ARE THE KEY FACTS AND PRINCIPLE, IS THAT UNDERLINE OUR PLAN AND WITH THAT I'M GOING TO TURN THINGS OVER TO DEPUTY CHIEF FINANCIAL OFFICER AND KEY STRATEGIST, ANALYST BEHIND THE BUILD BPS, NATE.

>> CAN CAN FOUND ON OUR WEBSITE AT BOSTONPUBLICSCHOOLS.ORG PROVIDES MORE BACK UP DATA AND INFORMATION AROUND FACT AND WE'VE TRIED TO ORGANIZE THE REPORT INFORMATION AND OUR PROCESSES AROUND FIVE KEY BUCK IT IS OF WORK.

THE REASON FOR THESE FIVE BUCKETS HAS TO DO WITH BOTH THE SCOPE OF THE PROJECTS AND THE

TIMELINE SO THAT WE GROUP PROJECTS THAT ARE ON THE SAME TIMELINE IN THE SAME SCOPE IN BUCKETS.

SECOND TO GIVE PEOPLE A SENSE OF HOW TO ENGAGE WITH THE PROCESS SO THAT THEY KNOW HOW MANY OF EACH TYPE OF PROJECT CAN BE EXPECTED.

SO IN THIS SLIDE THE LEFT SIDE OF THE SLIDE STARTS TALKING ABOUT MOST IMPACTFUL AND LARGEST SCALE PROJECTS.

NEW BUILDS AND EXPANSION. BY THAT WE MEAN ANY PROJECT THAT CAN BE A BRAND NEW SCHOOL, SOMETHING SIMILAR TO THE DEARBORN ACADEMY IN ROXBURY WHICH WAS COMPLETE KNOCK DOWN AND REBUILD OF A 6-12 HIGH SCHOOL.

ALSO INCLUDES MAJOR EXPANSION, RENOVATION SIMILAR TO WHAT WE SAW AT THE ELLIOTT K-8 WHICH GREW FROM A SCHOOL OVER LAST FEW YEARS, HAS GROWN TO ALMOST 800 STUDENTS ON MULTIPLE SITES AND ABLE TO EXPAND ACCESS TO THAT SCHOOL.

THIS IS PART OF THE PROJECT WHERE WE HAVE FOUR EXISTING PROJECTS ALREADY IN THE PIPELINE AND WE ANTICIPATE STARTING FIVE ADDITIONAL PROJECTS IN THIS CATEGORY OVER THE NEXT TEN YEARS.

BY STARTING WE MEAN THAT WE ARE HOPING TO BREAK GROUND ON CONSTRUCTION, ON THESE FIVE PROJECTS THIS MAY NOT BE COMPLETED IN THE TEN YEARS BUT WILL HAVE MADE SUBSTANTIAL PROGRESS TOWARDS LAUNCHING. SECOND CATEGORY IS REAL ESTATE MANAGEMENT.

THIS IS THE RECOMMEND KNICKS AS WE START TO LOOK AT OUR POET FOLIO OF BUILDINGS AND PROPERTIES NEED TO CONTINUOUSLY BE LOOKING FOR WAYS TO EXPAND AND DEVELOP A FOOTPRINT THAT MATCHES THE NEEDS OF ALL OF OUR STUDENTS.

SOME OF OUR SCHOOLS ARE LOCATED

ON VERY SMALL PARCELS WHICH IN
HIGHLY CONDENSED NEIGHBORHOODS
MAKES SENSE, SOME OF OUR OTHER
NEIGHBORHOODS WE WERE LOOKING
FOR OPPORTUNITIES TO EXPAND AND
FIND NEW PROPERTIES THAT WILL
MEET FUTURE NEEDS OF OUR SYSTEM.

THE THIRD CATEGORY IS
RENOVATIONS AND RE
RECONFIGURATIONS.

THIS IS WHERE WE HAVE SPENT A
LOT OF TIME TALKING, IT IS
PRIMARILY FOCUSED ON OUR SIX
CURRENT STAND ALONE MIDDLE
SCHOOLS.

THAT IS ABOUT USING OUR EX HE IS
CONTINUING BUILDING STOCK TO
BETTER MEET THE NEEDS OF THE
STUDENTS IN THE NEIGHBORHOODS.
THESE ARE BUILDINGS THAT ARE
HIGHLY UNDER UTILIZED AND OFFERS
US AN OPPORTUNITY.

WE'RE NOT PLANNING TO STOP USING
ANY OF THOSE BUILDINGS IN MANY
CASES ARE SOME OF OUR LARGER
BUILDINGS THAT HAVE A NUMBER OF
ASSETS THAT WE WANT TO CONTINUE
USING IN THE CASE OF THE
FREDERIC ONE OF OUR NEWER
BUILDINGS WE ARE LOOKING HOW TO
BETTER CONFIGURE THOSE
PROJECTS -- BETTER CONFIGURE
THOSE SCHOOLS AGAIN TO MEET THE
NEEDS OF STUDENTS IN THAT
NEIGHBORHOOD.

OVER THE NEXT TEN YEARS THIS
PLAN CALLS FOR RECONFIGURATION
OF ALL SIX OF OUR LAND ALONE
MIDDLE SCHOOLS.

AS I MENTIONED THE LEFT SIDE ARE
MAJOR PROJECTS, THOSE ARE IN
TOTAL SOMEWHERE IN THE
NEIGHBORHOOD OF ABOUT 12
PROJECTS OVERALL.

OBVIOUSLY WITH 125 STOOL
COMMUNITIES THIS IS NOT GOING TO
TOUCH EVERY SCHOOL.

THAT'S WHAT THE RIGHT SIDE OF
THE SLIDE IS FOR.

THE PART THAT WE WANT TO DO
BETTER JOB OF COMMUNICATING IS
THAT EVERYONE CAN EXPECT
UPGRADES AND IMPROVEMENTS TO THE
PHYSICAL PLANT OF THEIR SCHOOLS

TO BETTER MEET THE MODERN NEEDS OF OUR STUDENTS.

THE FIRST CATEGORY DISTRICT WIDE INITIATIVES AND INVESTMENTS. THIS REPRESENTS OUR UPGRADING OF THE EDUCATIONAL OPPORTUNITIES, SOCIAL AND EMOTIONAL NEEDS AND HEALTH NEEDS OF OUR STUDENTS.

THE EXAMPLES OF THE PROJECTS HERE ARE MY WAY CAFE KITCHEN PROJECT WHICH ARE EXPANDING ACCESS TO HEALTHIER FOODS, UPGRADING OF TECHNOLOGY INFRASTRUCTURE, WE HAVE GREAT REFRESH PLAN FOR OUR TECHNOLOGY INFRASTRUCTURE TO ENSURE THAT EVERY SCHOOL BUILDINGS IS UPGRADED FOR WIRELESS TECHNOLOGY AND TECHNOLOGY INFRASTRUCTURE EVERY SIX YEARS.

THAT'S THE TYPE OF EXAMPLE PROJECT THAT WE'RE TALKING ABOUT, PUTTING EVERY SCHOOL ON PREDICTABLE SCHEDULE.

THAT IS ALSO PLACE WHERE WE'RE LOOKING FOR CONSTANT FEEDBACK FROM THE COMMUNITY AND ABOUT OUR PRIORITIZATION MAKE SURE THAT WE'RE FALLING IT CORRECTLY.

WE HEAR FROM PEOPLE THAT WE WANT TO SEE UPGRADES TO SCHOOL YARDS, ATHLETIC FACILITIES, KITCHENS, WE WANT TO MAKE SURE THAT WE'RE FALLING BALANCING OUR INVESTMENT SO EVERY YEAR WHEN WE PRESENT OUR CAPITAL BUDGET WE'LL LOOK MAKE SURE THAT THE BALANCE OF INVESTMENTS ACROSS THESE CATEGORIES MATCH THE REQUESTS AND EXPECTATIONS OF OUR COMMUNITY.

THE LAST CATEGORY OF PROJECTS IS IN LOT OF WAYS THE LEAST EXCITING BUT MOSS IMPORTANT.

IT'S CAPITAL REPAIRS AND MAINTENANCE OF OUR BUILDINGS. THIS IS THE INVESTMENT IN THE BONES OF OUR INFRASTRUCTURE. THE ROOFS, BOILERS AND WINDOWS. WE WANT TO PUT EVERY SCHOOL ON REFRESH SCHEDULE SO THAT THEY KNOW WHEN THEY'RE GOING TO GET UPGRADES TO THEIR FURNACE OR ROOFS AND MAKE SURE THAT WE

MAINTAIN OUR BUILDINGS REALLY WELL.

SO THIS IS WHERE WE ARE LAUNCHING -- WE HAVE REALLY LEVERAGED THE MASS SCHOOL BUILDING AUTHORITY, OUR MSBA WHICH IS STATE AGENCY THAT OFFERS REIMBURSEMENTS FOR MAJOR PRODUCTS UNDERSTAND FIRST YEARS OF THE MSBA PROJECTS THE CITY OF BOSTON ACCESSED ONLY ABOUT FIVE MILLION IN REIMBURSEMENT. SINCE 2014, WE HAVE ACCESSED OVER \$115 MILLION IN MSBA REIMBURSEMENTS.

WE'VE BEEN ABLE TO LEVERAGE CITY CAPITAL DOLLARS TO REALLY DO MORE FOR OUR SCHOOLS.

THAT IS AN AREA WHERE WE'RE GOING TO CONTINUE TO MAKE HEADWAY.

I'VE ALREADY TALKED ABOUT THE NEW SCHOOLS -- NEW BUILDINGS AND MAJOR EXPANSIONS THIS MAP HIGHLIGHTS NINE AREAS OF THE CITY THAT WE ARE FOCUSING OUR PROCESS AND MAJOR EXPANSIONS. THEY FIT INTO THREE CATEGORIES. THE FIRST, THE GREEN CIRCLES WHICH ARE MEANT TO REPRESENT THE ROUGH APPROXIMATION OF THE GEOGRAPHIC AREA THAT WE'RE LOOKING AND SO THE SIZE OF THE CIRCLE REPRESENTS SORT OF THE AREA OF THE CITY BEING ABLE TO BENEFIT FROM THE NEW BUILDING OR MAJOR EXPANSION THAT WE'RE TALKING ABOUT.

THIS WOULD BE BUILDING A NEW BUILDING FOR ONE OF OUR EXISTING SCHOOL COMMUNITIES OR DOING MAJOR EXPANSION FOR AN EXISTING SCHOOL WHICH MAY OR MAY NOT BE ON THEIR CURRENT PHYSICAL SITE. SO THIS IS NOT ABOUT NEW BUILDINGS FOR CHARTER SCHOOLS, NOT ABOUT A NEW SCHOOL COMMUNITY BEING CREATED IN THAT AREA. AND SO THE GREEN DOTS REPRESENT AREAS OF THE CITY WHERE WE NEED TO EXPAND ENROLLMENT AND ACCESS CLOSE TO HOME.

THAT IS THE PARTS OF THE CITY WHERE WE HAVE TROUBLE ASSIGNING

KIDS IN THEIR NEIGHBORHOOD WHERE STUDENTS HAVE THE LEAST ACCESS TO SEATS IN SCHOOLS. THE BLUE BOTS REPRESENT AREAS OF THE CITY WHERE WE NEED TO EXPAND CAPACITY IN ORDER TO ACHIEVE RECONFIGURATION. SO WE'VE TALKED A LOT ABOUT CREATING IN EVERY SCHOOL COMMUNITY A CLEAR K-12 PATHWAY WHERE FAMILIES KNOW THAT THEY WILL ONLY HAVE TO CHANGE SCHOOLS ONCE IN THAT SPAN. SO THAT'S EITHER X-6, TRANSITION TO 7-12 OR IT'S K-8, TRANSITIONING TO 9-12 AND WE'RE LOOKING BY NEIGHBORHOOD. IN THE AREAS WHERE THE BLUE DOTS ARE WE HAVE CHALLENGES BEING ABLE TO MEET THAT NEW CONFIGURATION OFTEN BECAUSE OF VERY SMALL ELEMENTARY SCHOOLS OR ELEMENTARY SCHOOL BUILDINGS THAT CANNOT ADD A 6th GRADE WITHOUT RECONFIGURING PROGRAMS. THE FINAL CATEGORY IS CATEGORY THAT IS BUILDING EMERGENCY, THE WEST ROXBURY EDUCATION COMPLEX AND RECOGNITION THAT WE NEEDED TO CLOSE THE SCHOOL BECAUSE OF FACILITIES CONDITION. YOU'LL NOTICE THAT I MENTIONED THERE ARE NINE POTENTIAL SITES BUT I'VE ONLY TALKED ABOUT BR BREAKING GROUND ON FIVE PR PROJECTS. THE REASON FOR THAT IF WE'VE LEARNED ANYTHING FROM SOME OF OUR MAJOR PROJECTS, IT IS DIFFICULT TO GUARANTEE TIMELINE AND IDENTIFY PROPERTY IN THE CITIES, I'VE ALREADY MENTIONED WHAT WE WANT TO DO START CUING UP OUR PROJECTS. MSBA PROCESS WE WANT TO IDENTIFY ALL OF OUR PROJECTS, IDENTIFY THE PRIORITIES OF THESE PROJECTS SO THAT WE CAN START CUEING THEM UP NOT JUST TALKING ABOUT THE NEXT TEN YEARS. THESE WILL ALL BE INVESTMENTS HAPPENING TEN YEARS AND BEYOND. WE WANTED TO START THIS TO BE STARTED OF THE PROCESS WHERE

IT'S PREDICTABLE BUILDING
PROCESS WHERE NEW BUILDINGS ARE
COMING ONLINE, OLD BUILDINGS ARE
EITHER BEING TAKEN OFF LINE AND
WE'RE OUT OF THE CYCLE OF
DEFERRED MAIN TENANTS OUTS OF
THE CYCLE OF UNPREDICTABLE
INVESTMENTS IN OUR CITY.
PART OF THAT HAS BEEN MADE,
PREDICTABILITY HAS BEEN MADE
POSSIBLE BY THE MAYOR'S BILLION
DOLLAR COMMITMENT TO BUILD BPS.
AMY LLOYD US TO BE MORE
THOUGHTFUL AND PLANFUL OVER A
PERIOD OF TIME WHICH IS THAT THE
MAYOR'S OFFICE HAS COMMITTED
WITH BILLION DOLLARS, OF THAT
740 MILLION ARE EXPECTED TO BE
CITY CAPITAL DOLLARS WITH THE
REMAINING AMOUNTS BEING MADE UP
FOR BY -- ANTICIPATED MASS
SCHOOL BUILDING AUTHORITY
REIMBURSEMENTS.
WHAT THIS ALLOWED US TO DO THINK
STRATEGICALLY AND SEQUENCE
PROJECTS PREDICTABLY START
TALKING ABOUT THEM PUBLICLY
BEFORE OUR CAPITAL PLAN WOULD BE
PRESENTED WE WOULD SHOW THIS
YEAR'S CAPITAL PROJECTS WITH
SEVERAL YEARS AND SORT OF SHORT
TIMELINE WITHOUT THAT FIRM
COMMITMENT FOR TEN YEAR PLAN IT
DIDN'T ALLOW US TO COME OUT SAY
HERE IS WHAT WE'RE GOING TO DO
IN YEAR SEVEN AND EIGHT.
WITH THE COMMITMENT OF FUNDING
WE CAN START TO SEQUENCE THESE
THINGS OUT BRING MORE
PREDICTABILITY.
THE TEN-YEAR CAPITAL PLAN DOES
COVER THE YEAR'S FISCAL YEAR '18
THROUGH '27.
PLAN SPENDING TOTAL OF \$744
MILLION FROM CITY FUNDS WITH THE
MSBA MATCHING THE REST.
IN THE CURRENT PLAN, 220 MILLION
OF THE CITY FUNDS WILL GO TO
ANNUAL PROGRAM SPENDING, THAT IS
MONEY THAT INCLUDES
ACCREDITATION, TECHNOLOGY
UPGRADES, CAPITAL MAINTENANCE,
THAT'S THE RIGHT SIDE OF THAT
SLIDE.

DISTRICT WIDE INITIATIVE AND CAPITAL IMPROVEMENT OVERALL. 147 MILLION IS BUDGETED FOR PROJECTS THAT WE'RE CURRENTLY IN THE PIPELINE AT THE START OF THE BUILD BPS PROJECT.

THAT INCLUDES BOSTON ARTS ACADEMY, THE DEARBORN PROJECT WHICH WRAPPED UP AND PROJECTS LIKE THE CARTER SCHOOL.

46 MILLION THAT HAVE IS FOR PROJECTS THAT BEGAN IN THIS SCHOOL YEAR, PROJECTS SUCH AS MY WAY CAFE KITCHEN RENOVATIONS AND OTHER ROOF AND WINDOW REPAIR.

REMAINING 360 MILLION OF THE RESERVE FOR FUTURE PROJECTS, WHAT HAS BEEN SET ASIDE TO ACHIEVE THE FIVE MAJOR NEW PROJECTS THAT HAVE YET TO BE NAMED IN THE PROCESS.

SO THAT'S OUR OVERVIEW OF THE CASH FLOW.

TO CONTINUE A LITTLE BIT ON CASH FLOW BUT TO TALK A LITTLE BIT MORE OPENLY ABOUT --

>> WOULD YOU MIND INTRODUCING YOURSELF FOR THE RECORD.

>> YES.

JOHN HAMLIN THE CHIEF OPERATING OFFICER FOR BOSTON PUBLIC SCHOOLS ALSO GRADUATE AND PARENT OF FOUR CHILDREN IN THE SCHOOLS.

TO CONTINUE ON THE PIECE THAT NATE WAS JUST DISCUSSING RELAYED TO CASH FLOW IT'S IMPORTANT TO KNOW THAT WE'RE CONTINUING TO LEVERAGE STATE FUNDING AS WELL, NATE MENTIONED SOME OF THIS, BUT TO HIGHLIGHT IT AGAIN, WE ARE WORKING MUCH MORE CLOSELY WITH THE STATE THAN WE EVER HAVE BEFORE, IT'S WORTH NOTING THAT FOR MANY YEARS NOW SCHOOL DISTRICTS ACROSS THE STATE OF MASSACHUSETTS HAVE BEEN BUILDING NEW SCHOOLS WITH STATE FUNDS. BOSTON WAS NOT DOING THAT, IN FACT AS NATE MENTIONED FOR THE FIRST 11 YEARS THAT THE MSBA WAS IN EXISTENCE WE RECEIVED LESS THAN \$6 MILLION, THAT'S NOT A FAILURE ON THE PART OF THE STATE BUT ON ALL OF US NOT HAVING

SOMETHING LIKE BUILD BPS AT THAT TIME.

SINCE 2015 WE'VE ACCESSED \$117 MILLION IN FUNDS, IMPORTANT TO NONA 117 MILLION IN FUNDS HAVE GONE TOWARD \$250 MILLION IN SPENDING.

WE'VE BEEN ABLE TO BE MUCH MORE STRATEGIC BUT ALSO MUCH MORE EXPANSIVE WITH THE INVESTMENT THAT WE'RE MAKING TO IMPACT MANY MORE SCHOOLS ON A YEARLY BASIS.

YOU HAVE ALL SEEN IN THIS ROOM ON YEAR TO YEAR BASIS OVER LAST FEW YEARS AN UPTICK IN HEARING FROM US IN RELATED TO ACCELERATED REPAIR PROJECTS.

WE WERE JUST BEFORE YOU IN THE LAST FEW WEEKS TO DISCUSS SIX MORE OF THOSE PROJECTS WHICH WE ARE PRESENTING TO THE MSBA THIS YEAR.

IN FACT WE JUST SUBMITTED THOSE APPLICATIONS COUPLE OF WEEKS AGO.

THAT WILL ALLOW US TO HAVE COMPLETED OR SUBMITTED 30 ACCELERATED REPAIR PROJECTS JUST OVER THE LAST FOUR YEARS ALONE.

AGAIN THOSE PROJECTS ARE CRITICAL TO BEING ABLE TO STAY AHEAD OF DEFERRED MAINTENANCE. AND TO AGAIN BE STRATEGIC WITH THE INVESTMENTS THAT WE'RE ABLE TO MAKE WITH OUR CAPITAL DOLLARS.

WE ALSO EXPECT TO RECEIVE SUBSTANTIAL REIMBURSEMENT FOR FUTURE NEW BUILDS FOR THE NEW BUILDINGS THAT NATE HAS MENTIONED AS WE HAVE IN RECENT YEARS.

THE BOSTON ARTS ACADEMY, THE DEARBORN ARE TWO VERY GOOD EXAMPLES OF PROJECTS THAT ARE ALREADY UNDERWAY AND/OR COMPLETED.

THE CARTER SCHOOL AND QUINCY UPPER SCHOOL ARE GREAT EXAMPLES OF SCHOOLS YET TO COME WHERE WE WILL RECEIVE DOZENS, TENS AND MILLIONS OF DOLLARS OF REIMBURSEMENT FUNDING FROM THE STATE TO ALLOW THOSE PROJECTS TO

HAPPEN.

TO THEN FREE UP CAPITAL THAT WE CAN THEN SPEND ON OTHER PROJECTS ACROSS THE SCHOOL DISTRICT. I'D LIKE TO MOVE ON FROM THE TOPIC OF CASH FLOW TO TALK ABOUT CURRENT FOCUS AREAS WITHIN BUILD BPS.

FIRST AND FOREMOST, THE NUMBER ONE PRIORITY FOR US OVER THE LAST SEVERAL MONTHS HAS BEEN TO EXECUTE THE CLOSURE OF THE WEST ROXBURY EDUCATION COMPLEX INCLUDING BOTH URBAN SCIENCE ACADEMY AND WEST ROXBURY AC ACADEMY.

BRIEF NOTE ON THAT AS WE'VE SAID PUBLICLY MANY TIMES, WE DID NOT SET OUT TO EM PARK UPON BUILD BPS WITH THE CLOSURE OF A SC SCHOOL.

WE KNOW HOW TO DISRUPTIVE THAT IS AND WE REGRET THE DISRUPTION THAT IT CAUSES.

THIS IS THE SITUATION THAT PRESENTS ITSELF TO US THROUGH WHICH WE HAD NO OTHER RECOURSE KNOWING THAT THE SAFETY OF THE STUDENTS AND STAFF IN THAT BU BUILDING WAS OF THE UP MOST IMPORTANT THAT WE NEEDED TO TAKE THE BOLD MOVE TO RECOMMEND THE CLOSURE OF THE FACILITY.

WE HAVE CONTINUED TO WORK VERY CLOSELY WITH THAT COMMUNITY, ACTUALLY TWO DIFFERENT COMMUNITIES OVER LAST SEVERAL MONTHS YOU'LL HEAR MORE OF THAT SHORTLY.

SECOND WE CONTINUE TO WORK WITH THE McCORE MAC SCHOOL BUILDING TO PLAN FOR

WHICH WILL INCLUDE MANY PROJECTS ANTIBIOTIC CROSS THE SCHOOL DISTRICT FROM SECURITY UPGRADES TO NEW ROOFS, NEW BOILERS AND THE LIKE.

LASTLY BEFORE COMMUNITY ENGAGEMENT WE PLANNED TO CONTINUE TO ROLL OUT MY WAY CAFE MODEL WHICH YOU HAVE ALL HEARD ABOUT CONTINUES TO GAIN STEAM ACROSS THE SCHOOL DISTRICT.

WE WILL CONTINUE TO PLAN

DELIBERATELY FOR IMPLEMENTATION THAT HAVE MODEL ACROSS OUR SCHOOLS.

WE'LL BE IN FRONT OF YOU NEXT MONDAY TO DISCUSS SECURITY WITHIN BOSTON PUBLIC SCHOOLS AND WORTH NOTING THAT SECURITY UPGRADES WILL BE A BIG PART OF OUR DISTRICT WIDE INITIATIVE THOSE TWO HAVE ALREADY STARTED IN RECENT WEEKS WE'LL BE PREPARED TO DISCUSS THAT.

OTHER DISTRICT-WIDE INITIATIVES INCLUDE TECHNOLOGY UPGRADES, THE SCHOOL YARD INITIATIVES THAT WE'VE BEEN DOING IN MANY SCHOOLS AND OTHERS.

THEN LASTLY, BUT IT SHOULD NOT BE TAKEN AS LOW ON OUR LIST OF PRIORITIES BECAUSE IT IS EVERYTHING THAT WE'RE DOING WITHIN OLD BUILD BPS.

COMMUNITY ENGAGEMENT WILL CONTINUE TO BE MAJOR FOCAL POINT FOR OUR WORK WITH THAT I'LL TURN IT TO MONICA ROBERTS, CHIEF ENGAGEMENT OFFICER TO TALK TO SOME OF THAT.

CHANGE OF PLANS.

>> BEFORE MONICA LEADS US INTO COMMUNITY ENGAGEMENT CONVERSATION I JUST WANT TO REITERATE AS WE LOOK OVER CURRENT FOCUS AREAS, THE DISTINCTION BETWEEN THE PLANFUL APPROACH THAT WE INTEND AND IN FACT ARE TAKING TO THE MIDDLE SCHOOL CONVERSION AND/OR OTHER SCHOOL SHIFTS OVER TIME, PARTICULARLY USING THE McCORMACK MIDDLE SCHOOL AS EXAMPLE THAT CONVERSION WILL KNOTTED BEGIN UNTIL JUNE 2020. WE BEGAN THE CONVERSATION IN OCTOBER 2018.

THAT IS THE KIND OF PLANFUL TIMELINE THAT ALLOWS FOR DETAILED COMMUNITY CONVERSATION WHICH BOTH MONICA AND MERRILY DR DRISCOLL WILL ADDRESS AS AN EXAMPLE AND THAT IS THE PLANFUL WAY, EVEN AS THINGS CHANGE OR NEW INFORMATION COMES FORWARD, WE HOPE TO SEQUENCE AND MANAGE

LEARNING FROM THE EXPERIENCE OF WEST ROXBURY IN A WAY THAT IS PLANFUL AND HAS THOUGHTFUL TIMELINE.

I WANT TO DISTINGUISH WEST ROXBURY CLOSURE EXPERIENCE AND INCREDIBLE DIFFICULTY CHALLENGE OF THAT THAT WE ARE CONTINUING TO WORK WITH IN TERMS OF TRANSITION, BUT THAT IN PARTICULAR THOSE CLOSURES REPRESENT THE CONSEQUENCE OF THE CYCLE OF DEFERRED MAINTENANCE AND INTENDED CONSEQUENCES THAT WE WISH TO SHIFT WITH BUILD BPS. AND END WITH BUILD BPS WHICH IS TO BEGIN TO MOVE FORWARD IN A PLANFUL MANNER AND NOT BE ADDRESSING THE CONSEQUENCES OF LONG STANDING DEFERRED MAINTENANCE THAT LEADS TO BUILDING CRISES.

THIS IS ONE OF THE REASONS THAT THERE IS A FOCUS IN ONGOING MAINTENANCE AND REPAIRS OF CURRENT BUILDINGS AND ONGOING MONITORING OF ANY OF OUR FRAGILE BUILDINGS.

SO, THOSE REMAIN PRIORITIES FOR HOW WE ARE BALANCING BUT OUR GOAL IS TO HAVE PLANFUL TIMETABLE MOVING FORWARD SO THAT NOTHING IS 'BANKRUPTED AS WEST ROXBURY EXPERIENCE IS ONE THAT WE REPEAT.

>> THANK YOU.

MY NAME IS MONICA ROBERTS I'M THE CHIEF ENGAGEMENT OFFICER FOR BOSTON PUBLIC SCHOOLS I WANT TO WALK US THROUGH WHAT WE'VE DONE AROUND COMMUNITY ENGAGEMENT THEN TURN OVER TO MARY TO TALK ABOUT THE McCORMACK.

WE'VE HAD A NUMBER OF COMMUNITY ENGAGEMENT MEETINGS OVER THE LAST -- SINCE WE STARTED THIS IN OCTOBER.

QUITE A FEW HAVE BEEN WITH THE WEST ROXBURY COMMUNITY AS YOU CAN IMAGINE WE'VE MET BOTH FAMILIES, STUDENTS AND STAFF THAT HAS BEEN IMPORTANT PIECE OF WORK.

WE'VE HAD OVER 927 INDIVIDUALS

ATTEND THE BROADER COMMUNITY MEETING, THAT DOES NOT INCLUDE JUST THE WEST ROXBURY NUMBERS. WE'VE DONE METEDDINGS WITH VARIETY OF INDIVIDUALS INCLUDING SOME OF OUR COMMUNITY PARTNERS WHO ARE TRYING TO THINK ABOUT WHAT THIS MEANS FOR THEM THEIR WORK WITH THE SCHOOLS WE'RE DOING THAT WORK, WE'VE HAD SPECIAL MEETINGS WITH SPECIALIZED POPULATIONS THINKING ABOUT OUR FAMILIES WHO HAVE STUDENTS WHO ARE IN SPECIAL EDUCATION OR ENGLISH LEARNER PROGRAMS, ALSO LOOKED TO WORK WITH OUR PARENT LEADERSHIP GROUPS SO THAT WE CAN BEGIN TO BUILD SOME MOMENTUM AROUND SHARING INFORMATION, BUILDING SHARED UNDERSTANDING AND GETTING FEEDBACK.

LAST BULLET POINT YOU CAN SEE WHERE WE'VE HAD THE LARGEST TURN OUT IN TERMS OF ATTENDEES AND PARTICIPANTS IN OUR MEETINGS. WE CONTINUE TO HAVE MEETINGS SO THIS IS NOT THE END OF MEETINGS, WE WANT TO CONTINUE TO DO THIS FROM YEAR TO YEAR AS WE UPLOAD EACH PHASE.

SO IF THERE ARE -- WE'VE BEEN ENCOURAGING OUR SCHOOL LEADERS TO THINK HOW WE MIGHT GO TO THE SCHOOLS TO INVITE FOLKS TO HAVE -- ASK US TO COME OUT IF THERE ARE PLACES THAT WE'VE MISSED, WE ALSO ENCOURAGE YOU TO LET US KNOW WHERE INDIVIDUAL GROUPS THAT YOU THINK WE SHOULD CONNECT WITH.

THESE ARE THE AREAS OF THE CITY THAT WE'VE BEEN TO SO FAR, IT DOES NOT REFLECT EVERYTHING SO FOR EXAMPLE YOU WON'T SEE MISSION HILL BUT WE'VE HAD GROUP MEETING THERE, MISSION HILL AS WELL AS ANOTHER.

THIS REFLECTS WHERE WE'VE BEEN SO FAR.

ONE OF THE THINGS THAT WE ARE TRYING TO DO NEW IN THIS PR PROCESS, WE'VE DONE AS DISTRICT DONE GOOD JOB HISTORICALLY OF

HAVING MEETINGS THAT DRAW OUT A LOT OF VOICES BUT NOT ALL OF OUR HISTORICALLY MARGINALIZED POPULATIONS.

ONE OF THE STRATEGIES THAT WE'RE IMPLEMENTING TO LAUNCH OUR COMMUNITY ENGAGEMENT ADVISORY COUNCIL WHICH STARTED IN DECEMBER, GOAL TO WORK WITH ORGANIZATIONS THAT HAVE CONSTITUENT BASE.

PARTICULARLY THOSE THAT SERVE HISTORICALLY MARGINALIZED POPULATIONS THAT CAN HELP US RETHINK OUR PROCESSES FOR CONNECTING WITH FAMILIES WHOSE VOICES ARE NOT ALWAYS REPRESENTED, WHO ARE NOT AT THE TABLE.

THAT IS ONE OF THE KEY GOALS OF THIS EFFORT SO THAT ALL VOICES ARE REPRESENTED, WE WERE TALKING ABOUT FEEDBACK AND INPUT AND MAKING SHIFTS THAT IS PARTICULARLY IMPORTANT.

THEY ARE WORKING WITH US CURRENTLY ON DESIGNING OUR COMMUNICATION STRATEGY, THEY ARE CURRENTLY DESIGNING THEIR OWN MEETINGS AS WELL AS EFFORTS TO DO SOME OUTREACH.

WE HOPE TO HAVE THEM LAUNCH SOME OF THEIR CAMPAIGN PIECES OVER THE NEXT COUPLE OF MONTHS.

THAT IS A PARTICULARLY IMPORTANT PIECE OF OUR WORK AS WE WANT TO MAKE SURE THAT EVERY VOICE IS REPRESENTED.

THIS REPRESENTS THE CURRENT MEMBERSHIP OF THE COMMUNITY ENGAGEMENT.

THERE WAS A BROADER REACH SO YOU MAY SEE FOLKS OR ORGANIZATIONS THAT ARE NOT HERE, PLEASE DO FEEL FREE TO REFER THEM TO US IF YOU SEE ORGANIZATIONS THAT MAY BE MISSING.

WE HAVE REACHED OUT TO BROADER GROUP SOME FOLKS HAVE SAID NOW IS NOT THE TIME BUT THEY ARE INTERESTED AND KEEP THEM ABREAST WE CONTINUE TO DO THAT WORK.

JUST TO GO OVER TO THE QUESTION OF WHAT ARE THE THINGS THAT

WE'VE LEARNED AND HEARD IN THIS INITIAL ROUND OF COMMUNITY ENGAGEMENT.

ONE OF THE THINGS THAT WE'VE HEARD FROM FOLKS THAT THEY'RE VERY HAPPY THAT WE HAVE SOMETHING TO REACT TO.

I THINK THAT IS A PARTICULARLY IMPORTANT PIECE OF THIS THAT WE'VE COME OUT WITH A PROPOSED PLAN THAT WE CAN ENGAGE IN DIALOGUE AROUND SO THAT FOLKS KNOW WHAT WE'RE THINKING ABOUT DOING, WHY WE'RE THINKING ABOUT DOING IT THAN GIVE US INPUT.

IN PARTICULAR THE DISTRICT'S USE OF INPUT HAS BEEN IMPORTANT, IT WOULD GO A LONG WAY TO BUILDING TRUST.

SO WE'VE DONE A LOT OF WORK AROUND THE McCORMACK, FOR EXAMPLE, WHERE WE HAD A PROPOSED WAY OF DOING THE WORK AND DUE TO THE FEEDBACK THAT WE GOT FROM THE SCHOOL COMMUNITY, WE'VE MADE ADJUSTMENTS.

ANOTHER PLACE WHERE WE'VE GOTTEN FEEDBACK FROM THE BROADER COMMUNITY IS AROUND OUR PLAN OF K-6 AT MUCH SLOWER PACE.

WE'VE BEEN ASKED BY NUMBER OF SCHOOL COMMUNITIES TO RECONSIDER THAT AND SO AT THIS TIME WE ARE LOOKING TO SEE IF WE CAN MOVE SOME -- ACCELERATE EXTRA PROCESS HAVE SOME SCHOOLS GO AS EARLY AS 2020 I BELIEVE.

THE OTHER THINGS THAT WE'VE LEARNED IS THAT THE APPLICATION PROCESS WE HAVE HEARD CONCERNS ABOUT THE APPLICATION PROCESS I THINK BECAUSE OF THAT WE ARE REALLY WORKING WITH THE FIRST ROUND AROUND THE McCORMACK COMMUNITY LOOKING HOW DO WE IMPLEMENT THAT APPLICATION MODEL.

HOW DO WE MAKE IT FEEL COLLABORATIVE AND SUPPORT SCHOOLS SO IT DOES NOT FEEL LIKE A COMPETITION BUT STRATEGIZING AROUND HOW DO YOU BRING SCHOOL COMMUNITIES TOGETHER WHEN YOU'RE TRYING TO RECONFIGURE THEM.

AND THEN THE OTHER PIECE I THINK IS REALLY IMPORTANT IN LEARNING POINT FOR US IS THE PIECE THAT SEEMS REALLY EXCITING IS THE NEW BUILD BUT ONE OF THE MOST IMPORTANT PIECES IS THIS PIECE AROUND CAPITAL PLANNING AND CONTINUED MAINTENANCE OF BUILDINGS.

ONE OF THE THINGS THAT WE'VE HEARD FROM FOLKS THAT WE NEED TO TALK MORE ABOUT THAT.

BECAUSE IT'S REALLY IMPORTANT FOR PEOPLE TO KNOW THAT EVERY BUILDING WILL BE ADDRESSED, EVERYONE WILL NOT GET A NEW BUILDING BUT EVERY BUILDING WILL BE ADDRESSED THAT WE HAVE A THOUGHTFUL PLAN FOR DOING THAT WORK.

I THINK LASTLY WE HAVE LEARNED THAT WE HAVE TO CONTINUE TO TRY DIFFERENT WAYS OF REACHING OUT TO DIFFERENT CONSTITUENCIES THIS IS WHY WORKING WITH THE COMMUNITY ENGAGEMENT ADVISORY COUNCIL TO DO THAT WORK.

WE KNOW THAT ANY PLAN CREATES SOME ANXIETY BUT OUR PARTICIPANTS HAVE INDICATED THAT THEY FEEL LIKE THIS IS A THOUGHTFUL PLAN THAT RENDERS HOPE.

WE KNOW THAT OUR TRUST WILL BE EARNED AS WE CONTINUE TO USE THE FEEDBACK THAT WE RECEIVE IN THE WAY, FOR EXAMPLE, IN THE WAY THAT WE'VE BEEN USING IT WITH THE McCORMACK AND THE K-6 PROCESS.

WE'RE GOING TO MOVE TO TALK A LITTLE BIT MORE SPECIFICALLY ABOUT WHAT'S HAPPENING WITH URBAN SCIENCE ACADEMY AND WEST ROXBURY ACADEMY.

WE'VE DONE A LOT OF WORK WITH THOSE TWO SCHOOL COMMUNITIES. THOSE TWO SCHOOL COMMUNITIES WERE INCLUDED IN THE FIRST ROUND OF REGISTRATION WHICH HAS CLOSED.

WE WENT TO THE SCHOOL HAD NUMBER OF OPPORTUNITIES FOR STUDENTS AND FAMILIES TO LEARN ABOUT

THEIR SCHOOL OPTIONS, WE'VE DONE ONE ON ONE APPOINTMENTS WITH ALMOST EVERY STUDENT TO MAKE SURE THAT THEY UNDERSTAND WHERE THEY ARE AS IT RELATES TO BEING ON TRACK FOR GRADUATION, WHAT ARE THEIR OPTIONS AVAILABLE TO THEM AND HELP THEM AND THEIR FAMILIES GRAPPLE AND THINK THROUGH THE CHOICES THAT WERE AVAILABLE.

IN ADDITION WE'VE PLAYED A PARTICULAR ATTENTION TO SOME OF OUR OFF TRACK YOUTH, WHAT MIGHT BE THEIR OPTIONS.

WHEN A LOT OF SUPPORT FOR OUR STUDENTS BEING SERVED IN OUR SPECIAL EDUCATION PROGRAMS AS WELL AS ENGLISH LEARNER STUDENTS TO ENSURE THAT THEY ARE AWARE OF ALL OF THE OPTIONS WE ARE LOOKING TO MOVE STUDENTS AND COHORTS TOGETHER SO THAT THEY ARE ABLE TO CONTINUE TO HAVE SENSE OF COMMUNITY AND GET SERVED IN THE SAME GREAT PROGRAMMING THAT THEY HAVE HAD IN THE URBAN SCIENCE ACADEMY AND WEST ROXBURY ACADEMY.

THIS CHART SHOWS OUR EFFORTS IN TERMS MUCH GETTING STUDENTS ENROLLED.

THERE ARE A FEW STUDENTS AS YOU CAN SEE SMALL NUMBER THAT HAVE NOT YET MADE CHOICES, WE CONTINUE TO DO ONE TO ONE OUTREACH.

WE HAD A TEAM COUPLE OF WEEKS AGO DO HOME VISITS WITH THE FAMILIES SO WE CONDUCTED A LITTLE OVER 30 HOME VISITS.

TO CONNECT WITH FAMILIES, TALK THROUGH THEIR OPTIONS A LOT OF THIS IS LEARNING THAT WE HAD FROM PAST EXPERIENCES TO HELP US THINK HOW DO WE BETTER PROVIDE TRANSITION SUPPORT BOTH TO THE STUDENTS AND FAMILIES, HIGH SCHOOL IS DIFFERENT BECAUSE WE WANT TO MAKE SURE THAT THE STUDENT ALSO IS AWARE OF KIND OF THE OPTIONS IN FRONT OF THEM AS WELL AS THEIR FAMILIES.

FOR SENIOR CLASS, WE'VE DONE A

LOT OF WORK AROUND THE MOVING THEM AS A COHORT SO WE HAVE IDENTIFIED URBAN MIDDLE SCHOOL AS THE PLACE WHERE THE RISING SENIORS WILL BE ABLE TO ATTEND APPROXIMATELY 35% OF THOSE ELIGIBLE TO GO, HAVE SELECTED OTHER OPTIONS.

DURING THE FIRST ROUND OF SCHOOL CHOICE.

WE ARE CURRENTLY WORKING ON PROGRAMMING AND PARTNERSHIP WITH TEACHER FROM BOTH URBAN SCIENCE ACADEMY AND WEST ROXBURY AS WELL AS PLANNING OUR FACILITIES PROCESS TO SUPPORT THE MOVE OF THOSE STUDENTS AS WELL AS BCHS WHICH IS BOSTON COLLABORATIVE HIGH SCHOOL.

AS PART OF THIS PROCESS, THERE'S BEEN A LOT OF FOCUS PAYING ATTENTION TO THE STUDENTS BUT ARE WORKING WITH THE STAFF SO WE'RE PROVIDING SUPPORT AROUND HIRING, INCLUDING LOOKING AT RESUME DEVELOPMENT AND OTHER SKILLS THAT ARE OUR STAFF MAY NEED.

CAN GO TO BE PROVIDING SUPPORT ON INTEL IN THE COMING MONTHS AS WELL AS JOB FAIR.

WE CONTINUE TO BE WORKING WITH THE UNION ON THIS PROCESS TO MAKE SURE THAT WE'RE ATTENDING TO THE NEEDS OF STAFF AS WELL. I'M GOING TO TURN OVER TO MARY WHO CAN WALK US THROUGH THE McCORMACK 7-12 EXPANSION PROCESS.

>> GOOD EVENING, EVERYONE.

I'M MARY, ASSOCIATE SUPERINTENDENT FOR ELEMENTARY AND MIDDLE SCHOOLS AND THIS WORK HAS ALREADY BEEN REFERRED TO A FEW TIMES JUST WANT TO GIVER A HIGH LEVEL UPDATE ON WHERE WE ARE AND I'M SURE THAT YOU HAVE MANY QUESTIONS THAT YOU WANT TO ASK.

SO AS YOU KNOW OUR ORIGINAL PROPOSAL WAS TO CLOSE THE McCORMACK MIDDLE SCHOOL AS OF THE END OF THE 2019-20 SCHOOL YEAR.

HAVE THE STUDENTS WHO WERE CURRENTLY ENROLLED THERE TRANSPARENTS EXCEL THEN HAVE THE BUILDING CLOSED, CONVERTED INTO A 7-12 THEN OPEN IT AS 7-12 HIGH SCHOOL LOOKING FOR ONE OF OUR CURRENT HIGH SCHOOLS TO IN HABIT THAT SPACE.

WHEN WE FIRST PRESENTED OUR PROVIDE POSAL WE RECEIVED A LOT OF FEEDBACK FROM THE McCORMACK COMMUNITY WHO HAD ALREADY BEEN ENGAGED IN A PROCESS THEMSELVES OF THINKING ABOUT WHAT A 7-12 McCORMACK WOULD LOOK LIKE.

AS A RESULT OF THAT HA, WE MODIFIED OUR PROPOSAL SO THAT THE McCORMACK TEAM, THAT HAS BEEN DOING THAT WORK THINKING ABOUT GROWING FROM 7 UP TO 12 WILL BE ABLE TO PARTNER WITH A HIGH SCHOOL THAT HAS BEEN THINKING ABOUT MOVING DOWN AND BECOMING -- GO GO FROM BEING 9-12 TO 7-12.

WE KNOW THAT MANY OF OUR HIGH SCHOOLS HAD BEEN INTERESTED IN THAT POSSIBILITY.

SO WHAT HAS BEEN HAPPENING SINCE OCTOBER IS THERE'S A SCHOOL-BASED TEAM AT THE McCORMACK THAT MEALS EVERY WEEK THAT INCLUDES MEMBERS OF THEIR INSTRUCTIONAL LEADERSHIP TEAM, THEIR SCHOOL LEADER AND THEN SOME CENTRAL OFFICE TEAM MEMBERS THAT TRAVEL OUT TO McCORMACK.

THERE'S ALSO A CENTRAL OFFICE McCORMACK TEAM THAT CONVENED BY MYSELF AND ANDREA WHO IS THE SUPERINTENDENT SUPPORTING THAT. THE TWO TEAMS WORK IN PARALLEL WITH WEEKLY SORT OF UPDATES TO EACH OTHER AND SO WHAT WE'VE DONE OVER THE COURSE OF LAST FEW MONTHS IS, COME UP WITH A PROPOSED SET OF CRITERIA, WHO ARE THE STUDENTS THAT WE KNOW AS DISTRICT WE NEED TO BE ABLE TO SERVE IN 7-12.

THAT WAS VERY MUCH INFORMED BY THINGS LAURA TALKED ABOUT, NEED TO HAVE HIGH QUALITY PROGRAMMING

FOR OUR MOST VULNERABLE STUDENTS.

ONCE WE HAVE KIND OF THE PROPOSED -- ASPIRATIONS OF WHAT WE WANTED TO ZOO SERVED IN THE 7-12 WE CREATED AN INVITATION TO SUBMIT A LETTER OF INTENT THAT WENT OUT TO ALL OF THE HIGH SCHOOLS, INVITING ANY HIGH SCHOOL THAT WAS INTERESTED IN EXPLORING THE OPPORTUNITY TO PARTNER WITH McCORMACK TO CODY SIGN TOGA 7-12 LEARNING COMMUNITY.

WE HELD AN INFORMATION SESSION FOR ALL HIGH SCHOOLS, WE HIT ABOUT EIGHT SCHOOLS EXPRESS INITIAL INTEREST THEN AS OF FEBRUARY 15th WHICH WAS WE ASKED SCHOOLS TO SUBMIT LETTER OF INTENT WE HAVE THREE SCHOOLS ACTIVELY ENGAGED IN A PROCESS OF DETERMINING, TWO-WAY PROCESS BOTH McCORMACK COMMUNITY LOOKING AT THE HIGH SCHOOLS AND THE HIGH SCHOOLS LOOKING AT McCORMACK AND DISTRICT WORKING WITH BOTH OF THEM TO DETERMINE OF THESE THREE POTENTIAL PARTNERS WHICH IS THE BEST FIT BOTH IN TERMS OF THE KIND OF PROGRAMMING WE KNOW WE NEED TO SERVE IN OUR 7-12 SCHOOL BUT ALSO WHICH IS THE BEST FIT WITH THE CULTURE AND CLIMATE OF THE McCORMACK SCHOOL.

SO THE PROCESS INCLUDES BOTH AN ANALYSIS OF GOING DEPARTMENT BY DEPARTMENT LOOKING AT 9 SPECIAL ED PROGRAMMING, ENGLISH LANGUAGE PROGRAMMING, ENROLLMENT TRENDS, THE SIZE, CURRENT SIZE OF EACH OF THESE POTENTIAL PARTNERS. AND EQUITY ANALYSIS OF EACH PARTNER, THERE'S ALSO A CROSS SITE VISIT SO EACH SCHOOL WILL VISIT THE OTHER -- POTENTIAL PARTNER WILL VISIT McCORMACK. McCORMACK WILL VISIT THE THREE POTENTIAL PARTNERS TO HAVE AN OPPORTUNITY TO GET A FEEL FOR THE CULTURE AND CLIMATE. THEN THERE WILL BE COMMUNITY MEETING HATS EACH SCHOOL SO THAT

THE COMMUNITY ALSO HAS AN OPPORTUNITY TO BOTH GET QUESTIONS ANSWERED ABOUT THIS OPPORTUNITY AND HAVE ABILITY TO WEIGH IN ON THEIR SUPPORT OF IT. WE'VE ALREADY IN THE INITIAL INTENT TO EXPLORE THE OPPORTUNITY WE DID ASK THE SCHOOLS TO, IF POSSIBLE, INCLUDE THE SCHOOL LEADERSHIP, GOVERNANCE, EITHER SCHOOL SITE COUNCIL OR GOVERNANCE BOARD AND MEMBERSHIP.

WE DID GET SUPPORT IN ALL THREE GRACE ALL THREE PARTNERS. THAT'S AN ONGOING CONVERSATION. OUR HOPE IS TO BRING A PROPOSAL TO THE SCHOOL COMMITTEE SOME TIME IN LATE APRIL WITH A PARTNER THAT IS GOING TO JOIN WITH McCORMACK AND WILL BE SUPPORTED OVER THE NEXT YEAR AND A HALF IN TOGETHER COCREATING A 7-12 HIGH SCHOOL COMMUNITY. PARALLEL TO THAT, WE'VE BEEN LOOKING AT WHAT I REFER TO AS THE McCORMACK ECOSYSTEM. CURRENTLY THERE ARE SCHOOLS THAT FEED INTO THE McCORMACK THESE ARE ALL SCHOOLS WHERE STUDENTS HAVE A GUARANTEED SEAT IF THE FAMILIES CHOOSE TO EXERCISE TH THAT.

ALL OF THESE SCHOOLS WILL HAVE THE OPPORTUNITY TO ADD A 6th GRADE IF THERE'S SPACE IN THE BUILDING AND IF IT FITS WITH THEIR PROGRAMMING. AND SO WE HAVE A MEETING RIGHT BEFORE THE FEBRUARY BREAK WITH ALL SCHOOL LEADERS TO SORT OF LAYOUT THE PARAMETERS FOR THOSE MEETINGS.

WE'RE GOING TO DO SOME ONE ON ONE MEETINGS AT THE SCHOOLS WITH SCHOOL LEADERS THIS WEEK. THEN NEXT WEEK WE'LL HAVE A MEETING FOR MEMBERS FROM ALL OF THE SITE COUNCILS AT THESE SCHOOLS TO AGAIN EXPLAIN WHAT THE OPPORTUNITY IS, WHAT THE SORT OF GUARD RAILS FOR BECOMING A K-6 ARE -- WE'RE VERY CLEARLY EXPLAINING THAT IT'S NOT

REQUIRED AT THIS POINT THAT ALL OF THESE SCHOOLS BECOME K-6. IF SOME PEOPLE THEY ARE K-5 CONFIGURATION WORKS, THEN INSTEAD WE WILL FIND A NEW FEEDER PATTERN SO THAT FAMILIES WOULD HAVE PATHWAY THROUGH 8th GRADE.

AND THEN THE FINAL PIECE OF WORK IS AROUND OTHER K-6 EXPANSION OPPORTUNITIES.

AND AGAIN AS MONICA MENTIONED WHEN WE FIRST WENT OUT WE SAID THAT WE WOULD DEAL WITH EACH COMMUNITY -- ECOSYSTEM AROUND ONE OF THE MIDDLE SCHOOL CONVERSION, IS THAT WOULD BE THE POINT AT WHICH WE WOULD BE LOOKING AT SCHOOLS THAT WERE FEE FEEDING INTO THE ABOUT CONVERTING TO K-6.

A NUMBER OF SCHOOLS ACROSS THE CITY WHO HAVE ALREADY REALLY LOOKED AT THE OPPORTUNITY, HAVE DISCUSSED WITH THEIR SCHOOL COMMUNITIES ARE VERY EXCITED ABOUT MOVING FORWARD AND SO WE TOOK SOME TIME IN THE FALL TO REALLY RETHINK OUR INITIAL PROPOSAL TO EXPLORE WHETHER IN FACT IT WOULD BE POSSIBLE TO DO SOME ADDITIONAL K-6 EXPANSIONS ON ACCELERATED TIMELINE IN A WAY THAT DIDN'T CREATE THE UNINTENDED CONSEQUENCES THAT WE EXPERIENCE WHEN WE ALLOW LOT OF SCHOOLS TO BECOME K-8s EARLIER ON.

SO WE DO FEEL THAT THERE IS AN OPPORTUNITY TO DO A LIMITED NUMBER OF OTHER K-6 EXPANSIONS FOR THE SCHOOL YEAR 2020 TO 21 AND 21-22 AGAIN WITH A SET OF GUIDELINES THAT WOULD REQUIRE THE SCHOOL TO BE ABLE TO DO IT WITHIN THEIR EXISTING SPACE, THAT IT WOULD HAVE TO BE FOR ALL OF THE STUDENTS IN THE SCHOOL BOTH GENERAL ED POPULATION AS WELL AS STUDENTS WITH DISABILITIES AND ENGLISH LEARNERS, THAT IT WOULD NOT LEAVE THE SCHOOL WITH ABSOLUTELY NO WHAT WE CALL

21st CENTURY SPACE.

THEY CAN'T GIVE UP EVERY MUSIC ROOM, EVERY ART ROOM, EVERY FREE SPACE IN ORDER TO SQUEEZE IN THE 6th GRADE.

AND THAT THE SCHOOL THAT RESULTS IS A SUSTAINABLE SCHOOL.

WE KNOW THAT WE STRUGGLE PARTICULARLY WITH OUR SMALL SCHOOL COMMUNITIES THAT HAVE JUST ONE CLASSROOM PER GRADE AND EVEN WHEN THOSE CLASSROOMS ARE FULL THE RESOURCES AVAILABLE TO THAT SCHOOL FOR THINGS LIKE SOCIAL WORKERS OR ADDITIONAL ART SPECIALISTS ARE LIMITED BY JUST NUMBER OF STUDENTS THAT ARE ABLE TO BE IN THE SCHOOL.

SO AS WE LOOK AT POTENTIAL K-6 EX PACKSS THERE ARE SOME COMMUNITIES WHERE THIS PARTICULAR OPPORTUNITY WILL NOT MAKE SENSE WHICH IS NOT TO SAY IN THE NEXT WAVE IN RECONFIGURATION AROUND ANOTHER MIDDLE SCHOOL THERE WON'T BE OPPORTUNITIES FOR SCHOOLS TO EXPLORE.

SO THAT'S THE CURRENT STATE OF THE WORK.

AGAIN, WE ANTICIPATE BRINGING AN ADDITIONAL NUMBER OF K-6 EXPANSION, RECOMMENDATIONS TO THE SCHOOL COMMITTEE PROBABLY IN MAY OF THIS YEAR.

>> BEFORE WE OPEN TO QUESTIONS OR HOWEVER YOU WANT TO PROCEED FROM HERE, COUNCILOR ESSAIBI-GEORGE, I DO JUST WANT TO TAKE AN OPPORTUNITY TO POINT OUT THAT BUILDING OFF OF MONICA'S OUTLINE OF COMMUNITY ENGAGEMENT PROCESS AND THE FEEDBACK AND HOW WE'VE BEEN INCORPORATING IT, WHAT MARY HAS JUST DESCRIBED IN TERMS OF THE ADJUSTMENTS TO APPROACH WITH THE McCORMACK THAT RECOGNIZES THE McCORMACK'S ENGAGEMENT, THEIR DESIRE TO BE AT THE TABLE AND THE OPPORTUNITY FOR THEM TO LEAD THE SCHOOL THAT THEN MOVES BACK IN TO THE NEWLY RENOVATED FACILITY IS A CHANGE IN SHIFT

THAT WE MADE IN RESPONSE TO WHAT WE HEARD.

THE ACCELERATE -- THE ENGAGED APPROACH THAT WE ARE TAKING WITH THE K-6 FEEDER SCHOOLS AROUND THE McCORMACK OR THE K-5 CURRENTLY K-5 FEEDER SCHOOLS AND TRANSPARENT CONVERSATION WE'RE HAVING WITH THE SCHOOL COMMUNITIES, THEIR SCHOOL LEADERS, THEIR SCHOOL SITE COUNCILS AND GIVING THEM OPTIONS HOW QUICKLY THEY MOVE TO THE K-6 STRUCTURE IS AGAIN PART OF THE TRANSPARENT DIALOGUE THAT IS NECESSARY TO MAKE SOME OF THESE BIG MOVES HAPPEN IN ANY NETWORK OR CLUSTER OF SCHOOLS AND THEN THE ACCELERATING OF THE K-6 EXPANSION WAS IN DIRECT RESPONSE TO PENT-UP DEMAND.

WE KNOW PEOPLE HAVE BEEN WADING FOR BUILD BPS TO MOVE FORWARD, THERE ARE 28 SCHOOLS BY OUR CURRENT COUNT THAT HAVE AT SOME POINT EXPRESSED INTEREST IN K-6 EXPANSION NOT ALL OF THEM ARE IMPACTED BY THE INITIAL McCORMACK TRANSITION.

SO GOING BACK TO THE DRAWING BOARD, COMING UP WITH A SET OF CRITERIA AND GUARD RAILS THAT WE THOUGHT COULD ACCELERATE THAT WITHOUT THROWING THE SYSTEM INTO DRAMATIC DISARRAY BY TRYING TO DO TOO MUCH, TOO QUICKLY.

WE PUT THOSE GUIDELINES OUTS TRANSPARENTLY TO ALL SCHOOL LEADERS THAN BEGAN SERIES OF CONVERSATION, IS THAT MARY HAS JUST DESCRIBED.

THAT AGAIN AN EXAMPLE OF HOW WE ARE, THIS IS ITERATIVE PLAN, THERE ARE IMPORTANT PRINCIPLES BUT WE ARE TRYING TO CREATE SPACE AND MOVEMENT IN RESPONSE TO THE FEEDBACK WHICH BUILDS A BETTER PLAN.

KNOW THROUGH THIS WORK -- SUPERINTENDENT, YOU REFER TO THIS PLAN.

IT IS A PLAN, AND IT IS A VERY DYNAMIC.

IT'S A MOVING DOCUMENT OR A

LIVING DOCUMENT.

I'M CURIOUS WHAT COMPONENTS HAVE BEEN VOTED ON AND PASSED BY THE SCHOOL COMMITTEE THAT WE'RE SORT OF WAITING ON TO MOVE FORWARD.

>> YES, AND BEFORE I ANSWER, I JUST WANT TO SAY THAT I AM GOING TO HAVE TO LEAVE CLOSE TO 7:00 FOR A PRIOR ENGAGEMENT, SO I'M GOING TO STAY FOR AS MANY QUESTIONS AS I CAN, BUT THEN WITH THE VERY ABLE TEAM HERE I HAVE NO DOUBT YOU WILL GET ANSWERS.

AND SO, BECAUSE OF THE ITERATIVE NATURE, THE PLAN HAS ALWAYS BEEN TO BRING -- AS SPECIFIC ELEMENTS BECOME MORE CONCRETE, BRING THEM TO THE SCHOOL COMMITTEE FOR SPECIFIC APPROVAL.

AS AN EXAMPLE, THE -- WHILE WE LAID OUT THE FULL TENURE PLAN IN OCTOBER, WHAT WE BROUGHT TO THE SCHOOL COMMITTEE IN DECEMBER FOCUSED ON THE UNFORTUNATE INITIAL CLOSURE RECOMMENDATIONS, BUT ALSO THE IDENTIFICATION OF THE FIRST TWO PROPERTIES THAT WE WERE GOING TO FOCUS ON FOR NEW BUILDS NEEDING PROPERTY ACQUISITION.

SIMILARLY, AS MARY WAS JUST DESCRIBING, THIS SPRING, WE'LL BRING TO THE SCHOOL COMMITTEE BOTH AN OVERVIEW OF THE K-6, 7-12, K-12 FRAMEWORK, BUT ALSO SPECIFIC CONDITIONS RELATIVE TO THE PLANS FOR THE McCORMACK CONVERSION WITH THE SELECTION OF A HIGH SCHOOL PARTNER WITH THE K-6 FEEDER PATTERNS AROUND THE McCORMACK AND THEN A COUPLE OF YEARS LATER, A COUPLE OF SCHOOLS OUTSIDE THE McCORMACK ECOSYSTEM THAT ARE ABLE TO ENTER INTO AN

ACCELERATED K-6 EXPANSION IN SEPTEMBER 2021.

WE EXPECT THERE WILL BE A SIMILAR PATTERN AS PLANS BEGIN TO GEL IN SPECIFIC NEIGHBORHOODS AND THESE CONVERSATIONS ARE HAD WITH COMMUNITIES THEN TO BRING THESE ELEMENTS OF THE PLAN FOR

FORMAL APPROVAL.

>> GREAT.

AND I DO SUPPORT THE
STREAMLINING OF THE GREAT
CONFIGURATIONS BECAUSE WHAT WE
HAVE NOW IS TOO COMPLEX AND NOT
HELPFUL FOR FAMILIES THROUGH
THAT PROCESS.

BUT THROUGH THOSE CHANGES, WE
HAVE TALKED A LITTLE BIT OR YOU
HAVE PRESENTED A LITTLE BIT
ABOUT THE UNINTENDED
CONSEQUENCES THAT COME ABOUT
WHEN MAKING THESE CHANGES.

ARE THERE ANY PLANS TO HOLD
SCHOOL COMMUNITIES HARMLESS OF
SOME OF THESE EARLY CHANGES AS
THEY HAPPEN, WHETHER IT IS THE
SCHOOL GOING THROUGH THE INITIAL
CHANGE, IF WE'RE TALKING ABOUT
K-5 OR K-6, OR OTHERS THAT MAY
BE IMPACTED BY THAT CHANGE?

>> I'LL TAKE THE FIRST ONE,
THEN, NATE, YOU CAN FILL OUT IF
I GET ANYTHING WRONG.

SO, YES.

THIS IS ALSO A PLACE WHERE I
THINK ONGOING CONVERSATION AND
COMMUNITY FEEDBACK AND
PARTICULARLY SCHOOL COMMUNITY
FEEDBACK HELPS US UNDERSTAND AND
PREVENT SOME OF THOSE.

ONE EXAMPLE IS THAT IN THE K-6
EXPANSION OUTSIDE OF THE MIDDLE
SCHOOLS ONE OF THE PARAMETERS IS
THAT AN INDIVIDUAL SCHOOL THAT
REALLY WANTS TO ADD A SIXTH
GRADE MAY NOT BE ABLE TO DO IT
IF IT HAS DRAMATICALLY NEGATIVE
CONSEQUENCES ON THE, SAY, THREE
TO FOUR SCHOOLS THAT ARE
CONNECTED TO THEM.

ON THE OTHER HAND, WE ARE ABLE
TO CONSIDER IT IF MODEST
MITIGATION BY THE DISTRICT CAN
MAKE IT MOVE FORWARD, SO WE NEED
TO KEEP THAT IN SOME BALANCE.
SIMILARLY, THE OTHER POTENTIAL
UNINTENDED CONSEQUENCE THAT WE
WISH TO HEAD OFF IS AROUND K-6,
7-12.

THAT EXPANSION WITH OUR CURRENT
AND REMAINING K-8, 9-12.

IF WE'RE NOT CAREFUL AND WE DO

K-6, 7-12, WE COULD UNINTENTIONALLY NEGATIVELY IMPACT ENROLLMENT IN OUR K-8, PARTICULARLY IN THE MIDDLE GRADES AND PARTICULARLY FOR SOME OF OUR SMALLER SCHOOLS.

AS A RESULT, ONE OF THE DESIGN PRINCIPLES THAT WE BELIEVE THAT WE WILL BEGIN TO CARRY FORWARD IN 7-12s IS THAT NEW 7-12s ARE SMALLER AT THE SEVENTH AND EIGHTH AND BECOME LARGER AT THE NINTH GRADE AT THE 9-12 BECAUSE WE WANT TO PRESENT A GENUINE OPTION FOR FAMILIES THAT ARE 6-8 SO THEY CAN CHOOSE BY THE TIME THEIR CHILDREN GET THERE AND NOT FORCE THEM TO PULL THEIR CHILDREN OUT EARLY, WHICH IS WHAT WE SEE IN BOTH MIDDLE SCHOOLS AND K-8s WHEN PEOPLE ARE EAGER TO GRAB A SEAT IN A PARTICULAR SCHOOL, SO THAT'S AN EXAMPLE OF BOTH SOME OF THE MITIGATION THAT WE'RE PREPARED TO DO AND SOME OF THE UNINTENDED CONSEQUENCES THAT WE'RE SEEKING TO AVOID.

>> GREAT.

THANK YOU.

COUNCILOR FLYNN?

>> THANK YOU, COUNCILOR
ESSAIBI-GEORGE.

THANK YOU, SUPERINTENDENT.

SUPERINTENDENT, I HAVE A FEW
QUESTIONS.

ONE ON THE BPS PLAN.

I HAD THE OPPORTUNITY TO VISIT
THE CARTER SCHOOL RECENTLY AND
SAW THE GREAT WORK THE TEACHERS
AND STAFF ARE DOING THERE IN
HELPING OUR STUDENTS WITH
SPECIAL NEEDS AND DISABILITIES.

I KNOW THERE'S A PLAN HOPEFULLY
TO HAVE A THERAPEUTIC SWIMMING
POOL TO HELP OUR STUDENTS.

HOW DOES BPS PLAN EFFECTIVELY
PROVIDE A SAFE AND A GREAT
LEARNING ENVIRONMENT FOR OUR
STUDENTS WITH SPECIAL NEEDS OR
DISABILITIES?

I'M REFERENCING THAT BECAUSE I
SAW THE WONDERFUL WORK THE
CARTER SCHOOL DOES IN HELPING SO

MANY OF OUR STUDENTS.

>> YEAH.

SO, I'LL SPEAK IN GENERAL TERMS,
AND THEN JOHN WILL SPEAK TO THE
CARTER SPECIFICALLY.

SO, IN GENERAL TERMS, I THINK
THE PRIMARY WAY WHICH WE ARE
PREPARING TO BETTER MEET THE
NEEDS OF OUR MOST VULNERABLE
LEARNERS, BOTH STUDENTS WITH
DISABILITIES AND I WOULD INCLUDE
MANY OF OUR ENGLISH LEARNERS,
PARTICULARLY IN SOME OF OUR
HIGHLY SPECIALIZED LIFE PROGRAMS
AS AN EXAMPLE, IS IN THIS
PRINCIPLE OF EQUITY OF PROGRAM
PLACEMENT AND PUTTING THEM IN
THE FOREFRONT OF PLANNING
WHEN -- IF YOU LOOK BACK IN THE
PAST 14 TO 15 YEARS, THEY HAVE
OFTEN NOT BEEN IN THE FOREFRONT
OF PLANNING, AND THAT'S WHY WE
HAVE SUCH HIGH CONCENTRATIONS IN
A NUMBER OF OUR MORE STRUGGLING
OPEN ENROLLMENT AND
UNDER-ENROLLED SCHOOLS.

AS MARY DESCRIBED -- AND THIS
GOES TO THE NEW BUILDS IN
PARTICULAR OR THE RECONFIGURED
BUILDS -- BEFORE WE ASK SCHOOLS
TO RAISE THEIR HAND, WHETHER IT
IS GEOGRAPHIC IN THE CASE OF A
K-6 -- AND WE'RE TALKING ABOUT
THE IMMEDIATELY SURROUNDING
SCHOOLS JUST AS WE ARE WITH THE
McCORMACKEM

FIRST THINGS WE'LL SAY FOR NEW
BUILDINGS IS THESE ARE THE KINDS
OF PROGRAMS FOR OUR MOST
VULNERABLE LEARNERS THAT MUST BE
SERVED IN THIS BUILDING BASED ON
ITS LOCATION AND BASED ON
CITYWIDE STUDENT NEED.

THEN WE'LL ASK WHICH SCHOOLS ARE
READY TO STEP UP OR INTERESTED
IN STEPPING UP TO TAKE ON THOSE
PARTICULAR CHALLENGES.

THAT'S NOT THE WAY PROGRAM
PLACEMENT HAS BEEN DONE
HISTORICALLY IN BOSTON.

THERE IS ALSO THE OPPORTUNITY
WITH NEW BUILDINGS, OF COURSE,
TO LOOK AT PHYSICAL DESIGN THAT
IS CONDUCIVE TO MEETING THE

NEEDS OF A BROAD AND DIVERSE RANGE OF LEARNERS.

THOSE ARE ALSO PART OF THE DESIGN PRINCIPLES, BUT I THINK THIS PRINCIPLE OF EQUITY OF PROGRAM PLACEMENT IS CRITICAL. AND I WANT TO BE EXPLICIT ABOUT THIS EQUITY PRINCIPLE THAT WE'RE USING TO GUIDE NOT JUST FUTURE BUILDS AND NEW SCHOOL BUILDINGS BUT ALSO INCREASINGLY HOW WE LOOK AT PROGRAM PLACEMENT TO MEET EXISTING STUDENT NEEDS IN OUR EXISTING CURRENT BUILDINGS, WHICH IS THAT WE BELIEVE BOSTON HAS TO MOVE PAST THE DISTINCTION BETWEEN OPEN ENROLLMENT AND SELECTIVE ENROLLMENT SCHOOLS. THIS IS ONE OF THE AUTONOMIES THAT WE BELIEVE IS IN CONFLICT WITH OUR EQUITY PRINCIPLES ABOUT MEETING THE NEEDS OF ALL OF OUR STUDENTS.

WE UNDERSTAND THIS IS A CHALLENGE.

IT CAUSES MORE DIFFICULT CONVERSATIONS WITH SCHOOL COMMUNITIES, BUT WE HAVE A LARGE NUMBER OF HIGH SCHOOLS IN PARTICULAR THAT ARE HIGH FUNCTIONING, THAT HAVE STRONG SCHOOL COMMUNITIES, AND THAT EITHER BECAUSE OF THEIR SELECTIVE ENROLLMENT APPROACH -- AND THIS INCLUDES A NUMBER OF -- AND WE'RE NOT TALKING EXCLUSIVELY EXAM SCHOOLS.

WE HAVE A LARGE NUMBER OF SELECTIVE ENROLLMENT HIGH SCHOOLS AND/OR THEIR SPACE DO NOT END UP SERVING A PROPORTIONAL NUMBER OF OUR MOST VULNERABLE LEARNERS, AND SO WE ARE USING BUILD BPS TO TRANSPARENTLY ENGAGE IN THIS CONVERSATION, BUT WE ARE ALSO ENGAGING IN THIS CONVERSATION AROUND CURRENT PROGRAM PLACEMENT.

AND SO, YOU CAN EXPECT TO SEE AN INCREASING NUMBER OF SCHOOLS LOOKING AT HOW THEY, TOO, CAN SERVE SOME OF OUR MOST VULNERABLE WITHIN THEIR CURRENT

DESIGN AND ALONGSIDE OF THEIR CURRENT SCHOOL COMMUNITIES.

>> ELABORATE ON YOUR QUESTION, COUNCILOR, RELATED TO THE CARTER SCHOOL.

I WANT TO UNDERSCORE FIRST WHAT THE SUPERINTENDENT MENTIONED. OUR WORK AROUND EQUITY OF PROGRAM PLACEMENT RELATED TO STUDENTS WITH SPECIAL NEEDS IS A CRITICAL FOCAL POINT TO MUCH OF THE WORK WE DO WITHIN BUILD BPS, SO IT IS NO SURPRISE AND ALSO NO SMALL ACCOMPLISHMENT, PER SE, THAT WE'RE MOVING FORWARD ALREADY WITH A CORE PROGRAM PROJECT WITH THE MSBA FOR THE CARTER SCHOOL.

WE REALLY WOULD LIKE FOR THE CARTER SCHOOL BUILDING TO BE ONE OF THE SIGNATURE INVESTMENTS OF BUILD BPS IN THE EARLY DAYS OF BUILD BPS.

A BRIEF NOTE OF CLARIFICATION. FOR THE MASS SCHOOL BUILDING AUTHORITY, THEY HAVE TWO MAJOR PROGRAMS.

ONE IS THE ACCELERATED REPAIR PROGRAM, WHICH WE TALKED ABOUT BEFORE, THAT GOVERNS ROOFS, BOILERS, AND WINDOWS.

WE'LL HAVE COMPLETED 30 OF THOSE PROJECTS WITHIN A YEAR OR TWO. THERE'S ALSO THE CORE BUILDING PROGRAM, WHICH IS THE PROGRAM THAT THE STATE HAS DEVOTED TOWARD BUILDING NEW BUILDINGS FOR SCHOOLS.

IT IS THAT PROGRAM THROUGH WHICH WE'RE PLAY -- APPLYING FOR FUNDING WITHIN THE MSBA.

THEY HAVE BEEN OUT TO THE SITE. THEY HAVE WITNESSED THE MAGICAL THINGS THAT PRINCIPAL MARK O'CONNOR AND HIS TEAM ARE DOING FOR OUR STUDENTS AT THE CARTER SCHOOL.

WE ARE IN THE MIDST OF WHAT'S CALLED THE ENROLLMENT FEASIBILITY PHASE OF THAT PROJECT PIPELINE.

WE EXPECT TO HEAR IN THE SPRING OR EARLY SUMMER FROM THE STATE. THEN WE'LL MOVE ON TO THE NEXT

PERIOD OF THE PROJECT, WHICH IS
WHEN THE DESIGN BEGINS.

THAT WILL BEGIN WITH
PROCUREMENT.

AFTER THAT, WE WILL HIRE A
DESIGN FIRM THROUGH THE PUBLIC
FACILITIES DEPARTMENT TO MANAGE
THE DESIGN FOR THE NEW SCHOOL.
I BELIEVE THAT THAT DESIGN WILL
INCLUDE A THERAPEUTIC POOL,
ALTHOUGH I CAN'T SPEAK TO THAT.
THAT WOULD BE PREMATURE TO DO SO
AS OF RIGHT NOW.

AFTER THAT, WE WOULD THEN HOPE
TO RECEIVE THE NEXT BIT OF GOOD
NEWS FROM THE STATE TO MOVE
FORWARD WITH CONSTRUCTION.
WE FOLLOWED ALL OF THOSE STEPS
WITH THE DEARBORN S.T.E.M.
ACADEMY IN THE HEART OF ROXBURY.
WE'RE CONTINUING TO DO IT WITH
BOSTON ARTS ACADEMY.
AND WE'RE HOPEFUL THAT WE'LL BE
ABLE TO MOVE FORWARD ON THIS
WITH THE CARTER SCHOOL AS WELL.

>> THANK YOU.

>> COUNCILOR CAMPBELL?

>> THANK YOU, COUNCILOR
ESSAIBI-GEORGE, AND THANK YOU TO
THE PANELISTS.

I THINK FROM THE PRESENTATION
IT'S STILL ABUNDANTLY CLEAR WE
CAN DO BETTER IN RESPECT TO
PROCESS, ENGAGEMENT,
TRANSPARENCY.

EVEN IN THE PRESENTATION ITSELF,
AS YOU'RE TALKING ABOUT THESE
INCREDIBLE EQUITY PRINCIPLES
THAT ARE REAL, PARTICULARLY
WITHIN THE HIGH SCHOOLS, MAKING
IT CLEAR IN HOW DOES THAT
CONNECT TO THE PLAN IN ACTION,
PULLING THAT APART SO PEOPLE WHO
ARE WATCHING AT HOME OR READING
ONLINE CAN UNDERSTAND WHY THAT
SHOWS UP IN SCHOOLS A AND B AND
WHY WE'RE NOT DOING SOMETHING
WITH SCHOOL C AND D SO PEOPLE
HAVE THIS INFORMATION READILY
AVAILABLE.

WE CAN DO A BETTER JOB JUST
LOOKING AT THE PRESENTATION.
ONE OF THE THINGS I WANTED TO
SPEAK TO BECAUSE IT CAME UP --

INCLUDING IN THE PUBLIC
TESTIMONY PIECE -- WAS THE
REASON I DIDN'T SIGN ON TO THE
MORATORIUM.

I HAD ONGOING PROJECTS IN MY
DISTRICT.

THE GREENWOOD SCHOOL NEEDED
DOORS OR OTHERS NEEDED ROOFS AND
WINDOWS.

AUSTIN-BRIGHTON, GET THEM THE
"MY WAY CAFE."

GET THEM THE THINGS THEY NEED.
THAT'S ONE OF THE REASONS I
DIDN'T SIGN ON TO THE
MORATORIUM.

SOME OF THE PRINCIPLES I THINK
ARE VALID, AND I JUST WANTED TO
NAME THAT.

I THINK WHEN WE LOOK
SPECIFICALLY AT THE McCORMACK
SCHOOL, IT'S A COMMUNITY THAT
MOBILIZED AND SAID, HEY, WE HAVE
PLANS.

WE HAVE IDEAS.

WE WANT TO NETWORK OUR SCHOOL.
WE WANT TO DO SOME CREATIVE
THINGS ON THE GROUND.

WHY DON'T YOU LET US INFORM WHAT
YOU'RE DOING VERSUS US SAYING,
HERE'S OUR PLAN AND LET'S DO
THIS.

I THINK THAT'S A GREAT.

I'VE BEEN SPENDING -- AND
SUPERINTENDENT, YOU KNOW THIS,
AS WELL AS SOME OTHER FOLKS
HERE.

I'VE BEEN GOING TO THE BURKE
HIGH SCHOOL FOR OVER TWO YEARS
IN MY DISTRICT, MEETING WITH AT
THE TIME IT WAS SIX PRINCIPALS,
INCLUDING THE DEARBORN.

YOU HAD AN INNOVATIVE GROUP OF
PRINCIPALS, ALL WOMEN OF COLOR.
ALL WOMEN OF COLOR WHO SAID NOT
ONLY DO WE CARE ABOUT THIS
COMMUNITY.

WE CARE ABOUT THE STUDENTS HERE.
THEY'RE LIKE, NOPE, MY JOB ISN'T
DONE HERE IN THIS COMMUNITY.

THEY WANTED TO THINK ABOUT HOW
DO THEY CONTINUE TO WORK
TOGETHER BUT IN A FORMALIZED WAY
THAT IS RECOGNIZED BY THE
DISTRICT, AND SO THEY HAD BEEN

TALKING ABOUT FOR SOME TIME HOW DO YOU CREATE A PIPELINE THAT FAMILIES CAN ACCESS.

THE HAYNES SCHOOL, WHICH IS A PART OF THIS CONVERSATION, RIGHT NOW IT IS LESS THAN 30% OF THEIR POPULATION ACTUALLY GO TO THE HAYNES EEC IN THEIR OWN COMMUNITY.

HERE IS A DISTRICT OR A PART OF THE CITY VIOLENCE, YOU NAME IT, POVERTY, HIGH CONCENTRATIONS. FOLKS SAY THAT'S NOT JUST WHAT THIS COMMUNITY IS ABOUT.

WE THINK WE CAN BE CHANGE AGENTS THROUGH OUR SCHOOLS AT THE SCHOOL LEVEL.

YET, THEY'RE STILL WAITING ON A RESPONSE FROM THE DISTRICT. THE SCHOOL COMMITTEE INVITED CHAIRMAN LOCANTO AND OTHERS TO ENGAGE WITH THE PRINCIPALS THERE.

I'M HEARING ABOUT THIS INNOVATIVE WORK HAPPENING AT McCORMACK.

THE SOLICITATION OF A HIGH SCHOOL TO PARTICIPATE IN THAT NETWORK.

HERE YOU ALREADY HAVE A K-0 THROUGH 12th GRADE SITUATION WHERE THEY'RE WAITING ON SOMETHING TO MOVE IN RESPECT TO THAT.

I WANT TO NAME THAT BECAUSE IT IS SO IMPORTANT.

WE HAD THIS COMMUNITY MEETING THAT I THOUGHT WENT VERY WELL. IF ANYTHING, THEY SAID HOW CAN WE DO BETTER AT COMMUNITY ENGAGEMENT.

THEY ARE THINKING ABOUT INNOVATIVE AND CREATIVE WAYS TO WORK WITH THE DISTRICT, TO BE INNOVATIVE, TO SHOW THAT, YES, OUR FAMILIES WANT TO GO TO BPS, AND THEY DON'T HAVE TO GO TO A CHARTER SCHOOL OR A PAROCHIAL SCHOOL TO GET A SOLID EDUCATION. THEY CAN GET RIGHT IN OUR COMMUNITY, SO THEY'RE SHOWING UP SAYING, HERE ARE SOME IDEAS.

TAKE SOME RISKS ON US.

I'M GOING TO KEEP PUTTING OUT

THE GROW HALL ALLIANCE BECAUSE I THINK IT IS A GREAT WAY TO TEST SOMETHING OUT, TO TRY SOMETHING NEW, AND ALSO THINK ABOUT IT. WE COULD TRACK EVERY STUDENT K-0 TO THE 12th GRADE, EVERY FAMILY. THINK ABOUT WRAPAROUND SERVICES. INSTEAD OF INVESTING IN THE BURKE HIGH SCHOOL BUT FREDERICK OR KING, YOU INVEST IN THIS ENTITY, LIKE THIS GROUP OF SCHOOLS TOGETHER.

YOU SAVE MONEY THAT WAY. IT'S JUST A WIN-WIN FOR SO MANY REASONS, AND SO BECAUSE THIS IS HAPPENING AT THE McCORMACK -- AND I APPLAUD THEIR EFFORTS IN WORKING WITH UMASS -- I THINK THE GROW HALL ALLIANCE IS RIPE FOR SOMETHING LIKE IT.

THESE ARE MORE STATEMENTS THAN QUESTIONS, SO THANK YOU, COUNCILOR ESSAIBI-GEORGE. TWO THINGS.

I'D LIKE TO SEE MORE OF A MODEL THAT SAYS HOW DO WE DO IT AT THE SCHOOL LEVEL VERSUS CENTRALLY AND THINKING ABOUT DOING GREATER INVESTMENT THERE VERSUS ESSENTIALLY TRYING TO MANDATE IT OR MANAGE IT, I SHOULD SAY, AT THE SCHOOL LEVEL.

ON THE "MY WAY CAFE" AND THE NEW SCHOOL BUILDINGS -- AND THIS WILL COME UP DURING THE TRANSPORTATION HEARING AND THE BUDGET HEARING -- I ALWAYS THINK ABOUT COST.

I SPOKE TO THAT WHEN I VOTED NO ON THE LAST BPS BUDGET, THINKING WE CAN DO BETTER.

THE "MY WAY CAFES," BEFORE THEY BECAME INTERNAL, COST LESS TO BUILD.

WHY IS IT COSTING MORE WHEN IT GOES WITHIN OUR SORT OF APPARATUS?

I HAVE THE BROOKS CHARTER SCHOOL.

THEY PAY A LOT LESS TO BUILD A BRAND-NEW SCHOOL.

I HAVE QUESTIONS AROUND THAT, AND I THINK FAMILIES DO TOO.

THEY WANT US TO PULL THIS APART.

WE MAY BE GETTING THE MATCHING FUNDS FROM THE STATE. THAT'S GREAT, BUT IF WE HAVE TO JUMP THROUGH MORE HURDLES AND IT IS ADDING MORE COST AND NOT WORTH THE SAVINGS, I DON'T KNOW. WE HAVE TO PULL THAT APART, BUT THOSE ARE THE QUESTIONS PEOPLE ARE GRAPPLING WITH WHEN YOU THINK ABOUT COSTS AND EFFICIENCIES.

A TIME FOR A DIFFERENT HEARING, SO THANK YOU FOR THE PRESENTATION. I LOOK FORWARD TO SAYING ENGAGED ON THIS.

THANK YOU.
>> THANK YOU, COUNCILOR CAMPBELL.

DO YOU HAVE A BRIEF RESPONSE?
>> A BRIEF RESPONSE. AND I THINK WE'LL HOLD ON YOUR VERY GOOD POINTS, BUT THERE'S ALSO SOME VERY GOOD CONVERSATION TO BE HAD AROUND THE BUDGETING PIECE, SO I'LL HOLD ON THAT AND JOHN HANLON IS THE EXPERT THERE. I WANT TO POINT OUT ON THE TOPIC OF THE GROVE HALL ALLIANCE WE ARE ENGAGED WITH THEM.

I HAVE DESIGNATED MARY DRISCOLL AS A REGULAR PARTICIPANT IN THOSE MEETINGS. I HAVE ATTENDED THEM BOTH BEFORE MY APPOINTMENT AND SINCE. AND THEY ARE A COMMUNITY THAT WE VERY MUCH LOOK TO PARTICULARLY AS WE APPROACH A PLACE WHERE WE CAN BEGIN TO LOOK AT THE FREDERICK CONVERSION, WHICH IS INTEGRAL.

THAT IS WHEN WE IMAGINE THE MOST INTENSIVE ENGAGEMENT, BUT WE ARE ALSO WITH THEM. BUT WE'RE ALSO TALKING INTERNALLY ABOUT THINGS THAT WE MAY BE ABLE TO DO TO RESPOND TO THEIR FEEDER PATTERN AS -- ASPIRATIONS IN ADVANCE OF THE FREDERICK CONVERSION.

>> I WOULD JUST ADD THE MEETING WAS INCREDIBLY IMPRESSIVE. THOSE LEADERS ARE DOING GREAT WORK, AND WE HAVE COSIGNED ON A

GRANT APPLICATION TO THE STATE
THAT WOULD ALLOW THEM TO DO SORT
OF A WIDER NEEDS ASSESSMENT.
AND I AM GOING TO FIND A WAY TO
SIT IN.

I HAVE A FRIDAY MEETING THAT
CURRENT IS A CONFLICT, BUT I
DEFINITELY INTEND TO ENGAGE WITH
THAT WORK.

THERE'S A SIMILAR GROUP OF
SCHOOLS IN THE ROXBURY AREA THAT
HIGHER GROUND HAS BEEN ENGAGING
WITH.

AGAIN, WE'VE BEEN MEETING WITH
THE SCHOOL LEADERS AND TEACHERS
TO TRY TO FIND SOME COMMON WORK
THAT THAT GROUP OF SCHOOLS WANTS
TO DO IN A VERY SIMILAR WAY TO
SEE THE HIGENSON.

>> THANK YOU.

>> THANK YOU.

SORRY.

JUST TO MAKE SURE I HAVE THIS
CLEAR.

RIGHT NOW, IS THERE ONE PLACE
THAT A FAMILY MEMBER OR EVEN A
POTENTIAL STUDENT OR FAMILY
COULD LOG ON TO SEE IF I'M
LIVING HERE, WHAT IS THE
PROCESS, STEPS?

WHEN WILL PEOPLE KNOW IF THIS
SCHOOL IS BECOMING K-6 VERSUS
COMBINING OR MOVING INTO THIS OR
THAT?

IS THE BEST PLACE THE BUILD BPS
WEBSITE AND EVERYTHING IS GOING
TO BE THERE OR IS THERE GOING TO
BE A PUBLISHED KIND OF REPORT
WHEN YOU GO TO THE SCHOOL
COMMITTEE NEXT ROUND TO TALK
ABOUT McCORMACK AND THEN LATER
EXPANSIONS AFTER THAT?

>> CURRENTLY, EVERYTHING IS ON
THE BUILD BPS WEBSITE, SO
BOSTONPUBLICSCHOOLS/BUILDBPS.
WE ARE WORKING WITH COMMUNITY
ENGAGEMENT.

WE ARE TALKING ABOUT VIDEOS AND
OTHER THINGS THAT WILL HELP MAKE
IT MUCH MORE ACCEPTABLE TO
FAMILIES AND STUDENTS.

>> IT SOUNDS LIKE THERE WILL BE
MUCH -- ANOTHER ROUND OF MUCH
GREATER OF AT LEAST SPECIFICITY

COMING IN THE SPRING ABOUT THE
DETAILED PLANS ABOUT THE
McCORMACK?

>> YES, ALL THE SCHOOL
PRESENTATIONS ARE CURRENTLY ON
THE WEBSITE.

AND THEY'RE ALSO LINKED ON THE
BUILD BPS WEBSITE, SO SOMEONE
CAN JUST GO TO THE BUILDBPS.ORG.
THAT'S WHERE WE'LL PUT OTHER
UPDATES AS THEY BECOME MORE
DEFINITE.

CERTAINLY, AS THOSE PROPOSALS
ARE MADE LATER THIS SPRING.

>> I WOULD ADD TO THE POINT
ABOUT PREDICTABILITY WE'LL BE
GOING INTO GREAT AMOUNTS OF
SPECIFICITY, BUT ALL THAT
SPECIFICITY IS VERY TOPICAL IN
NATURE.

COME SPRING WHEN WE TALK ABOUT
SPECIFIC PLANS REGARDING THE
McCORMACK, WE WILL BE VERY, VERY
SPECIFIC IN THE DETAILS OF WHICH
SCHOOLS ARE IMPACTED, WHICH K-5
SCHOOLS ARE GOING TO BECOME K-6,
SO ON AND SO FORTH.

AS MORE K-6s ARE ROLLED OUT,
WE'LL EMBRACE THOSE COMMUNITIES
AND BECOME MORE SPECIFIC.

AS YOU MENTIONED TOWARD THE
OUTSET, COUNCILOR, THERE IS SUCH
INTERCONNECTEDNESS ACROSS THE
SCHOOL DISTRICT THAT IT WOULD BE
A BIG MISTAKE ON OUR PART TO
SAY, HERE'S OUR CRYSTAL BALL,
AND HERE'S WHAT WE THINK EVERY
SCHOOL IS GOING TO BE OVER THE
NEXT TEN YEARS.

TO SOME DEGREE, THE CITY TRIED
THAT IN THE PAST.

WE'RE GOING TO HAVE ALL THESE
K-8s AND MIDDLE SCHOOLS AND
THESE OTHER SCHOOLS.

WE REALIZED THAT ACTUALLY
DOESN'T WORK THAT WAY BECAUSE
THERE'S ALWAYS GOING TO BE
UNINTENDED CONSEQUENCES THAT WE
HAVE TO VERY CAREFULLY THINK
THROUGH BEFORE WE IMPLEMENT
CHANGE IN THE SCHOOL DISTRICT.
THAT'S WHY THE PLAN WILL
CONTINUE TO BE SOMEWHAT
DELIBERATIVE IN NATURE BUT

EMBRACED IN THE COMMUNITY AS WE DELIBERATELY MARCH DOWN THOSE STEPS.

>> YEAH.

AND I THINK WHAT WE'RE SEEING NOW, EVEN AT THE END OF THIS PRESENTATION, IS EVEN TIMELINES ABOUT TIMELINES -- LIKE WHEN YOU CAN EXPECT TO SEE THIS NEXT LEVEL DOWN JUST ADDS MORE PREDICTABILITY IS REALLY HELPFUL.

JUST DIVING INTO THE McCORMACK A LITTLE BIT.

WHAT IS THE CURRENT TOTAL TIME THAT THE CURRENT McCORMACK

COMMUNITY?

>> THE PLAN IS FOR THE SCHOOL TO CONTINUE TO OPERATE ON ITS PRESENT SITE THE NEXT SCHOOL, THE 2019/2020 SCHOOL YEAR AND THEN BE IN SPACE AFTER THAT WHILE THE CURRENT SITE IS RENOVATED TO ACCOMMODATE A 7-12.

>> ARE YOU AT THE POINT, FOR EXAMPLE, WHERE THE BUDGET NUMBERS ARE LOCKED DOWN OR AT LEAST SORT OF CLEAR FOR WHAT THAT RENOVATION PROJECT WILL LOOK LIKE AND HOW MUCH THAT INVOLVES GOING THROUGH THIS BACK AND FORTH?

>> THERE'S A VERY GOOD CHANCE WE WILL NOT BE WORKING WITH THE MSBA ON THAT PROJECT BECAUSE IT WOULD BE A MAJOR RENOVATION OF A SCHOOL, POTENTIALLY AN EXPANSION, POTENTIALLY NOT. WE DON'T KNOW THAT ANSWER YET. IT WOULD BE ONE OF THEIR BOILER, ROOF, OR WINDOWS PROJECT, AND IT WOULDN'T BE A CORE REBUILD. WE WOULDN'T APPLY FOR MSBA. WE DON'T KNOW THE FULL NUMBERS YET BECAUSE SOME OF THAT WILL DEPEND ON WHO THE PARTNER WILL BE AND WHAT THE TOTAL ENROLLMENT SIZE NEEDS TO BE FOR THAT 7-12.

>> IF I CAN JUST ADD TO THAT -- AND THIS PARTLY GOES TO PRESIDENT CAMPBELL'S QUESTION ABOUT MSBA VERSUS NON-MSBA. RIGHT NOW, THE BUDGET IS

DESIGNED SUCH THAT THERE IS
SUBSTANTIAL CITY CAPITAL FUNDS
AS WELL AS THE MATCHING FUNDS WE
DRAW IN FROM MSBA.

THE REASON IS SOME PROJECTS WILL
NOT FIT WITHIN THE MSBA SCOPE.

AND THE McCORMACK, AS JOHN JUST
GAVE, IS A GOOD EXAMPLE, BUT WE
WANT TO MOVE THEM QUICKLY.

THEY CAN BE FUNDED SOLELY ON
CITY CAPITAL DOLLARS WHEREAS THE
NEW BUILDS AND OTHERS THAT FIT
THE MSBA, I AGREE WE SHOULD
CONTINUE TO HAVE CONVERSATION
ABOUT CHOICES AND TRADEOFFS.

MSBA PROJECTS TAKE LONGER
ABSOLUTELY.

WE HAVE SET UP THE LONG-TERM
BUDGET PLANS SO WE CAN DO THE
QUICKER PROJECTS SOLELY OUT OF
CITY CAPITAL IF THAT ALLOWS THEM
TO MOVE FORWARD IN A MORE
EXPEDIENT WAY.

>> I KNOW MY TIME IS UP.

LAST FOLLOW-UP.

WHAT IS THE CURRENT ALLOCATED
AMOUNT FOR THAT PROJECT?

>> WE'RE STILL WORKING WITH THE
OFFICE OF BUDGET MANAGEMENT AND
CITY HALL TO DETERMINE THE FULL
CAPITAL PLAN RELATED TO THE
McCORMACK PROJECT RIGHT NOW, BUT
WHEN THE CAPITAL PLAN STARTS TO
GET FURTHER ALONG, WE'LL BE ABLE
TO SHARE THAT WITH CITY COUNCIL
AND SCHOOL COMMITTEE AT THAT
TIME AS WELL.

>> OKAY.

IT WILL COME OUT OF --

>> YES.

>> OKAY.

THANK YOU.

>> THANK YOU, COUNCILOR WU.

JUST A FOLLOW-UP QUESTION
REGARDING THE TIMELINE.

YOU KNOW, I KNOW TEN YEARS, IT
IS HARD TO PREDICT THOSE TEN
YEARS.

WE HAVE IDENTIFIED FOUR
RENOVATIONS THAT ARE CURRENTLY
UNDER WAY, FIVE POTENTIALLY IN
THE PIPELINE, BUT I DO THINK THE
COMMUNITY AT LARGE -- I WOULD
LIKE A MORE CONCRETE TIMELINE OR

AS COUNCILOR WU REFERRED TO THE TIMELINE ABOUT THE TIMELINE BECAUSE THERE IS A HUGE LACK OF INFORMATION WHEN IT COMES TO -- ESPECIALLY FOR KIDS AND FAMILIES AND SCHOOL COMMUNITIES -- WHEN ARE THEY GOING TO BE TOUCHED BY THIS INVESTMENT.

I DON'T KNOW IF THERE'S ADDITIONAL INFORMATION THAT MAYBE NATE COULD GIVE ON WHAT -- IF YOU COULD REARTICULATE THE FOUR PROJECTS ARE AND WHERE THEY'RE UNDER WAY, JUST SOME INFORMATION ABOUT WHAT'S UPCOMING.

>> I THINK THE FIRST PART OF THE TIMELINE IS OUT THERE.

THE MAJOR PROJECTS, JOHN HAS ALREADY REFERENCED THE MSBA CORE PROJECTS.

THOSE ARE THOSE PROJECTS THAT WOULD EITHER BE BRAND-NEW BUILDINGS OR MAJOR EXPANSIONS OF EXISTING BUILDINGS.

THE PLANNED TIMELINE FOR THAT IS ONCE WE HAVE SUBMITTED A SCHOOL FOR THE MSBA PROCESS, WHICH KICKS OFF -- THE APPLICATION PROCESS IS OPEN NOW THROUGH APRIL FOR THE CORE PROJECTS.

THOSE PROJECTS TAKE SOMEWHERE BETWEEN FIVE TO SEVEN YEARS TO COMPLETE.

BY THE TIME WE GO THROUGH THE MSBA APPROVE, WHICH IS THE FIRST YEAR, MULTIPLE YEARS OF DESIGN, WHICH INCLUDE THE ARCHITECTURAL DESIGN AS WELL AS ENGINEERING PLANS AND THEN THE CONSTRUCTION PROJECTS TAKING SOMEWHERE BETWEEN THREE AND FOUR YEARS.

ANY OF THOSE MAJOR PROJECTS ARE IN THE OUT-YEARS, AND THE FIRST FEW YEARS OF BUILD BPS IS PRIMARILY FOCUSED ON THE RECONFIGURATIONS OF EXISTING BUILDINGS, WHICH WILL BE ON MUCH TIGHTER TIMELINES BECAUSE THE APPROVAL PROCESS IS IN PLACE AND THE CONSTRUCTION WILL BE MUCH MORE LIMITED.

SOME OF THE LIMITING FACTORS IN TERMS OF TIMING AND NOT BEING

ABLE TO ESTIMATE IS CASH FLOW AS PART OF IT.

THE SECOND PART IS OUR CAPACITY TO BE ABLE TO MANAGE PROJECTS WITH A PUBLIC FACILITIES DEPARTMENT AND A PROJECT MANAGEMENT PERSPECTIVE.

THE THIRD IS OUR ABILITY TO MANAGE THE CHANGE AND ENSURE ENROLLMENT FLOW AND EASE THE TRANSITION FOR STUDENTS.

IF WE TAKE THE FREDERICK, FOR EXAMPLE, THE FREDERICK IS A MIDDLE SCHOOL AND GROVE HALL. THERE'S GOING TO BE A COMMUNITY ENGAGEMENT PROCESS WHETHER WE DISCUSS K-6 OR 6-12.

THE LIMITING FACTOR IS NOT THE FACILITY BECAUSE IT IS ONE OF OUR MOST RECENTLY BUILT BUILDINGS.

IT WILL TAKE PROBABLY A SUMMER TO CONVERT EITHER DIRECTION.

THE LIMITING FACTOR IS TO MODIFY THE AREA SCHOOLS.

THAT IS A DIFFICULT THING TO PREDICT BECAUSE IT REQUIRES COLLABORATION AND COMMUNICATION WITH THE SCHOOL COMMUNITIES, SO IT IS WORKING WITH THE GROVE HALL ALLIANCE THAT COUNCILOR CAMPBELL HAS ALREADY MENTIONED.

THEN WE CAN START TO LAY IT OUT. WHAT WE'RE WORKING TO DO IS TO TRY AND SEQUENCE THE COMMUNITY CONVERSATIONS WITH THE MIDDLE SCHOOLS.

ONCE WE GET A SENSE FOR THE PATH FORWARD FOR EACH MIDDLE SCHOOL WITH THE COMMUNITY, WHETHER IT IS GOING TO BE A K-6, 7-12, PART OF A K-8 OR 9-12, ONCE WE GET THAT, THEN WE CAN START THE SEQUENCE OUT.

WE'RE GOING TO BE WORKING TO LAY OUT THE TIMELINE OF THE CONVERSATIONS FOR THAT.

SO --

>> IT'S FRUSTRATING TO HEAR THAT WE'RE TALKING ABOUT PLANNING TO MAKE A TIMELINE ABOUT CONVERSATIONS AS OPPOSED TO MAKING SURE THAT OUR KIDS ARE GOING TO HAVE ACCESS TO

RENOVATED OR REBUILT OR NEW
SCHOOLS.

THAT IS JUST FRUSTRATING TO
HEAR.

WHEN THIS TIMELINE RIGHT NOW FOR
THE APPLICATION PROCESS TO MSBA,
ARE WE WORKING ON AN APPLICATION
FOR THE WEST ROXBURY HIGH CAMPUS
IF THE DEADLINE IS APRIL?

WE KNOW WEST ROXBURY HIGH IS
CLOSING.

>> IN THE CASE OF THE WEST
ROXBURY EDUCATION COMPLEX, THE
FIRST CONVERSATION WE NEED TO
HAVE WITH THE COMMUNITY IS THE
FUTURE USE OF THIS.

WE HAVE TALKED ABOUT A
COMMITMENT TO EXPLORE 7-12 AT
THAT SITE, BUT WE DIDN'T WANT TO
BEGIN THE PROCESS WITH THE MSBA.
THE OTHER PIECE OF IT IS THAT
PART OF THE MSBA PROCESS IS FOR
US TO GO IN AND SAY WHAT WILL
THE PROGRAM BE FOR THAT SITE, SO
WE WANT TO HAVE A CONVERSATION
WITH THE COMMUNITY AROUND WHAT
IS THE PROGRAMMING.

THE DIFFERENCE BETWEEN A
TRADITIONAL HIGH SCHOOL, WHICH
IS CURRENTLY HOUSED THERE, AND A
VOCATIONAL SCHOOL, IF WE WERE TO
BUILD ON THAT SITE, THE
PROGRAMMING NEEDS AND THE
REQUESTS THAT WOULD GO TO THE
MSBA --

>> WELL, I DO HAVE A VOCATIONAL
SCHOOL WE CAN TALK ABOUT MAKING
REINVESTMENTS IN.

IT'S CALLED MADISON PARK
TECHNICAL AND VOCATIONAL SCHOOL.
I DON'T MEAN TO BE FRESH.

THE BUILD BPS CONVERSATION HAS
BEEN ONGOING FOR SO LONG.
WE KNEW AT THE END OF LAST
SUMMER THAT WEST ROXBURY HIGH
WAS CLOSING.

WE STARTED CONVERSATIONS WITH
THE COMMUNITY THAT ARE VERY
DIFFICULT WITH THOSE SCHOOL
COMMUNITIES AND CONTINUE TO BE
BUILT.

TO KNOW WE'RE NOT YET AT A POINT
WHERE WE'VE EVEN BEGUN THAT
PROCESS OF REBUILDING A HIGH

SCHOOL CAMPUS, A BOSTON PUBLIC HIGH SCHOOL CAMPUS OUT THERE, IT'S FRUSTRATING TO HEAR.

WHEN IS THE NEXT APPLICATION PERIOD FOR MSBA AFTER THIS ONE CLOSES?

>> JUST TO CLARIFY A FEW THINGS.

FIRST OFF, MADISON PARK, IT IS WORTH NOTING THE SCHOOL DISTRICT HAS INVESTED IN THIS AND IS CONSIDERING TO INVEST MANY MILLIONS OF DOLLARS IN MADISON PARK RELATED TO THE WELDING SHOP, NEW LOCKER ROOMS, NEW HIGH-VOLTAGE ELECTRICAL LINES THAT POWER THE BUILDING.

THAT SCHOOL IS RECEIVING MUCH MORE IN THE WAY OF RENOVATIONS THAN TYPICAL BPS SCHOOLS HAVE OR WILL RECEIVE IN THE NEXT SEVERAL YEARS.

I WANT TO MAKE SURE THAT'S VERY, VERY CLEAR.

AS FAR AS THE TIMELINE FOR THIS PARTICULAR PROJECT YOU'RE REFERENCING RELATED TO THE WEST ROXBURY EDUCATION COMPLEX, THE TIMELINE IS APRIL 15th.

THE SUBMISSION DEADLINE AS NATE MENTIONED.

IT IS WORTH NOTING WE HAVE FOUR PROJECTS IN THE PIPELINE WITH MSBA.

TYPICALLY, THEY WOULD NEVER ALLOW A SCHOOL DISTRICT TO HAVE MORE THAN ONE.

SO YES, WE ARE CONSIDERING POTENTIALLY ADDING TO THAT LIST WITH THE APRIL 15th SUBMISSION.

ALTHOUGH, IT IS NOT CLEAR YET WHAT THAT SUBMISSION MIGHT BE. HOWEVER, IT'S VERY IMPORTANT TO NOTE THAT THE MSBA LIKELY WILL HAVE SOME CHALLENGES IF THEY WERE TO AWARD A FIFTH CONCURRENT PROJECT RELATED TO THE CORE PROGRAM AND KNOWING THEY WOULD TYPICALLY NOT ALLOW A SCHOOL DISTRICT TO HAVE MORE THAN ONE AT A TIME.

THAT SAID, NATE BRINGS UP AN EXTREMELY GOOD POINT, WHICH IS RIGHT NOW OUR CONCERNS RELATED TO THE WEST ROXBURY EDUCATION

COMPLEX ARE MUCH, MUCH MORE ABOUT THE PLACEMENT FOR THE STUDENTS COMING FROM THAT SCHOOL COMPLEX AND WHERE THEY'RE GOING TO BE AND HOW WE CAN MAKE SURE THAT THEY'RE REASONABLY ACCOMMODATED GOING FORWARD. WE WOULD NOT HAVE BEEN ABLE TO BEGIN THIS PROCESS BACK IN THE FALL NOR COULD WE HAVE DONE THAT BACK IN THE EARLY WINTER BECAUSE IT WOULD HAVE BEEN PRESUMPTUOUS KNOWING THE SCHOOL COMMITTEE COULD NOT VOTE ON IT UNTIL DECEMBER.

WE WANT TO MAKE SURE THERE'S LENGTHY AMOUNTS OF COMMUNITY ENGAGEMENT WITH OUR INDIVIDUAL SCHOOL COMMUNITIES TO DETERMINE WHICH SCHOOL WITHIN THE BPS PORTFOLIO WOULD MAKE FOR THE BEST FIT AT THAT SITE.

COULD IT BE A 9-12?

WOULD IT BE A 7-12?

COULD IT BE A VOCATIONAL SCHOOL?

COULD IT BE ANOTHER TYPE OF SCHOOL, PREFERABLY A HIGH SCHOOL?

THOSE QUESTIONS REMAIN TO BE ANSWERED.

AND WE NEED TO BE CAREFUL IN HOW WE ANSWER THEM WITH THAT LEVEL OF ENGAGEMENT AND DECISION-MAKING.

THE WAY THE MSBA STRUCTURING THEIR PROPHECIES, IT IS IMPERATIVE THAT YOU NAME A PROGRAM BEFORE YOU SUBMIT THE APPLICATION FOR SAID PROGRAM. WE COULD NOT SUBMIT BACK IN THE FALL OR EVEN THE SPRING FOR A NEW 7-12.

WE NEED TO WORK THE MSBA AND SAY, THIS IS GOING TO BE THE NEW HOME OF SCHOOL X WHERE SCHOOL X IS VERY CAREFULLY DESCRIBED AS AN ACTUAL SCHOOL WITHIN THE BPS PORTFOLIO AND WHY THAT SCHOOL IS NEEDING A NEW SITE.

IT'S FOR ALL OF THOSE REASONS THAT WE WILL LIKELY NOT BE MOVING FORWARD WITH THE SUBMISSION FOR THAT SITE COME APRIL 15th.

ALTHOUGH, IT IS STILL SOMETHING WE'RE CONSIDERING AS OF RIGHT NOW.

>> WHEN IS THE NEXT APPLICATION --

>> APRIL 15th OF THE FOLLOWING YEAR.

>> IT IS ONLY ONCE A YEAR.

>> BECAUSE IT IS SUCH A MASSIVE INVESTMENT AND NOT JUST OF FUNDS BUT INVESTMENT OF RESOURCES FROM THE STATE'S PERSPECTIVE, THE CORE PROGRAM APPLICATIONS ARE RECEIVED ONLY ON AN ANNUAL BASIS.

>> I WANT TO TAKE EXCEPTION ABOUT THE COMMENT ABOUT THAT WE DON'T WANT TO BE PRESUMPTUOUS PRIOR TO THE SCHOOL COMMITTEE VOTE BECAUSE WE DID A LOT OF WORK MEETING WITH KIDS AND FAMILIES PRIOR TO THAT VOTE. WE'RE TALKING ABOUT THE FUTURE OF THE McCORMACK.

WE'RE TALKING ABOUT THE PLANS. WE'RE TALKING ABOUT MOVING SCHOOLS FROM K-5 TO K-6. WE HAVE LOTS OF PRESUMPTUOUS CONVERSATIONS BECAUSE WE DO NEED TO MAKE THESE IMPROVEMENTS FOR THE BENEFIT OF THE KIDS AND THE BENEFIT OF THE DISTRICT, BUT WE DO THEM PRIOR TO THOSE VOTES. I DO WANT TO TAKE EXCEPTION TO WAITING TO FOLLOW PROTOCOL, BECAUSE WE DON'T DO IT.

>> COUNCILOR --

>> YES.

>> I WANT TO PIGGYBACK ON WHAT JOHN AND NATE SAID TO UNDERSCORE HOW SERIOUSLY WE'RE TAKING THE TRANSPARENCY PIECE AROUND MAKING SURE HAVING A THOUGHTFUL ENGAGEMENT PROCESS ABOUT WHAT HAPPENS AT THE WEST ROXBURY EDUCATIONAL COMPLEX.

I WAS PROBABLY AT EVERY SINGLE MEETING, PLUS PUBLIC MEETINGS, PLUS FORMER CONSTITUENTS AND NEIGHBORS AND FRIENDS.

ALL OF THEM SAID THE SAME THING. WHATEVER HAPPENS GOING FORWARD, WE WANT TO MAKE SURE WE HAVE A VOICE.

THAT IT IS A BOSTON PUBLIC SCHOOL.

I HEARD SO MUCH FROM STUDENTS SAYING THAT THE STUDENTS THAT GO TO THIS SCHOOL LOOK LIKE THE STUDENTS THAT ARE THERE TODAY. WE'RE REALLY HAVING A THOUGHTFUL PROCESS ABOUT WHAT THAT SCHOOL WILL LOOK LIKE AND HOW WE ENGAGE PEOPLE'S VOICES IN WHAT THAT SCHOOL WILL LOOK LIKE.

I JUST WANTED TO SAY THAT AGAIN PUBLICLY BECAUSE SOMETHING WE'RE TAKING VERY SERIOUSLY, AND I HEARD IT LOUD AND CLEAR.

INTERESTINGLY, A MAJORITY OF THE STUDENTS AT THE WEST ROXBURY EDUCATIONAL COMPLEX CAME FROM ROSENDALE AND HYDE PARK AND

MATTAPAN.

>> THANK YOU.

COUNCILOR FLYNN?

>> THANK YOU.

THANK YOU, COUNCILOR.

I HAD THE OPPORTUNITY RECENTLY TO VISIT THE COMDEN SCHOOL.

IT SEEMS LIKE THEY DO NEED MORE ROOM THERE.

THERE'S NOT ENOUGH SPACE THERE, BUT THE BACK OF THE CONDON MIGHT BE AN OPPORTUNITY TO DO SOME WORK EVENTUALLY.

MAYBE WE COULD HAVE THAT CONVERSATION OF POSSIBLY EXPANDING THE CONDON.

IT WOULD BE A GREAT SCIENCE LAB OR A SCIENCE BUILDING, BUT THERE IS SOME ROOM IN THE BACK OF THE CONDON.

MAYBE IF DOWN THE ROAD WE CAN HAVE A CONVERSATION ABOUT THAT, I KNOW THAT WOULD BE HELPFUL TO THE STUDENTS.

THE OTHER COMMENT I WAS GOING TO ASK OR QUESTION I WAS GOING TO ASK, IS THERE ANY TYPE OF BUILD BPS PROGRAM THAT SPECIFICALLY TRIES TO HELP SCHOOLS THAT ARE LOCATED ALMOST DIRECTLY IN BHA PROPERTY, BHA HOUSING?

I HAVE SEVERAL IN MY DISTRICT SUCH AS THE CONDON OR THE PERKINS OR THE BLACKSTONE, WHICH

IS CLOSE TO THE CATHEDRAL IN VILLA VICTORIA, BUT JUST SOME TYPE OF PROGRAM WHERE WE CAN MAKE SURE THOSE STUDENTS FROM THE HOUSING DEVELOPMENTS ARE ALSO IN GREAT SCHOOLS AND HAVE GREAT ACCESS TO PUBLIC EDUCATION.

ANOTHER WAY TO LOOK AT AN ISSUE IS THROUGH THE EYES OF SOME OF THESE HOUSING TENANTS AS WELL.

>> COUNCILOR, ONE THING I'D SAY ON THAT IS RELATED TO THE BOSTON HOUSING AUTHORITY, WHICH IS A CITY AGENCY OR OTHER CITY AGENCIES THAT HAVE TO HAVE A VOICE IN THIS, ONE OF THE THINGS WE'RE DOING MORE CLOSELY THAN EVER THROUGH THIS PROCESS IS HAVING CONVERSATIONS WITH OUR CITY PARTNERS, WHETHER IT BE THE BOSTON HOUSING AUTHORITY, WHO MONICA AND I AND JOHN HAVE SAT DOWN WITH, OR THE BPA OR CONVERSATIONS WITH OTHER AGENCIES SUCH AS PUBLIC WORKS OR INSPECTIONAL SERVICES.

ALL OF OUR CITY AGENCY PARTNERS ARE GOING TO TOUCH SOME ASPECT OF BUILD BPS, SO IT IS A GREAT QUESTION BECAUSE WE'RE MAKING A CONCERTED EFFORT ON PART OF THE ENGAGEMENT PLAN BUT ALSO AS BEING GOOD SISTER AGENCY PARTNERS WITHIN THE CITY TO MAKE SURE WE'RE COMMUNICATING, TO MAKE SURE THE MOVES WE'RE MAKING ARE BASED ON DATA FROM OTHER CITY AGENCIES, LIKE THE DEPARTMENT OF DEVELOPMENT.

WE UNDERSTAND THE IMPORTANCE. THE SAME CONSTITUENTS THEY'RE SERVING ARE THE SAME CONSTITUENTS WE'RE SERVING.

>> THANK YOU.

MY FINAL QUESTION IS -- BEFORE I ASK IT, I DO WANT TO SAY THANK YOU TO THE PANELISTS FOR BEING HERE, BUT MORE IMPORTANTLY FOR YOUR WORK OVER THE MANY YEARS. DURING THE BUDGET PROCESS THAT THE CITY COUNCIL WILL SOON TAKE UP, WHAT COULD THE CITY COUNCIL DO TO BE HELPFUL TO YOU DURING

THAT PROCESS?

IS THERE ANYTHING SPECIFICALLY WE CAN DO DURING THIS PERIOD TO BE BETTER ADVOCATES FOR PUBLIC EDUCATION FOR OUR STUDENTS OR ARE THERE CERTAIN THINGS THAT ARE HELPFUL TO YOU FOR US TO FOCUS ON SO THAT WE CAN HELP IMPROVE PUBLIC EDUCATION?

>> FIRST OF ALL, THANK YOU FOR THAT OFFER.

WE'VE GOTTEN FROM A NUMBER OF COMMUNITIES THE SAME QUESTION. THE FIRST THING WE'RE ASKING FOR IS SUPPORT FOR GOING TO THE STATE AND ASKING FOR REVISION OF THE STATE FUNDING FORMULAS. IN PARTICULAR, WE NEED THE STATE TO FULLY FUND THE CHARTER REIMBURSEMENT.

THIS WAS PART OF THE ORIGINAL COMMITMENT FOR THE CHARTER SCHOOL LEGISLATION THAT PASSED. THE STATE HAS CONTINUOUSLY UNDERFUNDED THAT.

THAT IS MONEY THAT WILL DIRECTLY GO TO HELPING BOSTON AND SUPPORTING OUR STUDENTS.

I THINK THERE IS LEGISLATION THAT'S BEEN PUT FORWARD AROUND RESOLVING OR -- EXCUSE ME -- REVIEWING THE FOUNDATION BUDGET, CHAPTER 70, AND THE PROMISE ACT IS ONE THAT I KNOW A SENATOR ALONG WITH SEVERAL OTHER MEMBERS OF THE BOSTON DELEGATION HAVE SUPPORTED.

I THINK THAT'S SOMETHING THAT WE WOULD LOOK FOR YOU AND YOUR COLLEAGUES TO HELP SUPPORT, AND CERTAINLY FOR THOSE OF YOU WHO COME OUT TONIGHT TO CONSIDER WRITING TO BOTH THE GOVERNOR AND TO OTHER ELECTED OFFICIALS TO MAKE SURE YOUR VOICE IS HEARD IN THE STATE PROCESS, SO THAT'S A BIG PLACE WE'RE LOOKING FOR GREATER ADVOCACY FROM EVERYONE. THANK YOU FOR THAT.

>> IF THERE ARE CONSTITUENCY GROUPS THAT WE SHOULD BE TALKING TO -- AND MONICA'S TEAM IS DOING AMAZING WORK AROUND ENGAGEMENT. HUNDREDS OF COMMUNITY MEETINGS

LITERALLY.

WORKING WITH YOU AND YOUR OFFICE OR ANYONE YOU THINK WE SHOULD BE WORKING WITH, WHO ARE THE GROUPS WE SHOULD BE TALKING TO?

WHO ARE OTHER FOLKS WE CAN ENGAGE IN THE CONVERSATION AND BRING THE BUILD BPS PLAN TO GET THEIR THOUGHTS, ADVICE, AND COUNSEL ON?

>> I WOULD JUST ONE LAST THING, WHICH IS STEPPING BACK A LITTLE BIT FROM MY ANSWER -- BEFORE I WENT TO THE SCHOOL DISTRICT, I WAS A PARENT OF FOUR CHILDREN ATTENDING FOUR DIFFERENT SCHOOLS ACROSS THE DISTRICT.

I UNDERSTAND THE DIFFICULTY THAT WE HAVE TO NOW TRY TO HELP PEOPLE UNDERSTAND THINGS FROM A SYSTEMS LEVEL.

IF THERE ARE WAYS THAT THE CITY COUNCIL CAN HELP US TO DO THAT PER YOUR OWN CONVERSATIONS WITH YOUR CONSTITUENTS, WE ARE CONSTANTLY TRYING TO MAKE THE RIGHT DECISIONS FOR EVERY SINGLE SCHOOL OUT OF 125 WITHIN THE SCHOOL DISTRICT, AND IT IS INCREDIBLY DIFFICULT TO DO THAT IN A WAY THAT FEELS JUSTIFIABLE FOR EVERY MEMBER OF OUR CONSTITUENT BASE BECAUSE THEY WILL CONSTANTLY SEEING OTHER SCHOOLS GETTING INVESTMENTS THAT THEY AREN'T.

YOU ASKED WHAT IS THE TIMELINE PEOPLE CAN EXPECT.

PEOPLE SHOULD SEE INVESTMENTS BEING MADE IN THEIR BUILDINGS. EVERY SCHOOL HAS ALREADY BENEFITTED FROM 21st SCHOOL

FURNITURE.

EVERY SCHOOL WILL BE BENEFITTING FROM SECURITY UPGRADES, BOILER PROJECTS, SCHOOLYARD INITIATIVES.

MUCH OF THAT WORK HAS ALREADY TAKEN PLACE, SO PEOPLE ACROSS THE CITY ALREADY HAVE BENEFITTED FROM BUILD BPS AND WILL CONTINUE TO DO SO, BUT IF THERE ARE WAYS THAT THE CITY COUNCIL CAN HELP

US TO SHARE SOME OF THAT WITH YOUR CONSTITUENTS, THAT THEY UNDERSTAND THAT THIS IS A SYSTEMS' PROBLEM WE'RE GRAPING WITH AND NOT AN INDIVIDUAL SCHOOL PROBLEM, I THINK THAT WOULD BE HELPFUL.

IF THERE'S OTHER THINGS THAT ARE CONFUSING YOU OR YOU'RE NOT SURE OF YOURSELF, GIVE US A CALL AND REACH OUT TO US.

WE CAN HELP TO CLARIFY SOME THINGS SO WE'RE ABLE TO ESSENTIALLY SET THE RECORD STRAIGHT ON CERTAIN ISSUES. MUCH OF OUR WORK IS SORT OF TWISTED AND CONTORTED ACROSS THE CITY IN WAYS WE GRAPPLE WITH QUITE FRANKLY.

I'VE NEVER WORKED WITH A MORE COMMITTED GROUP OF PEOPLE WHO CARE SO DEEPLY ABOUT THE WORK AT HAND.

WE WANT THE CORRECT INFORMATION OUT THERE TO PEOPLE CAN UNDERSTAND THE DIFFICULTIES OF THE WORK AND WHAT WE'RE DOING DAY TO DAY AND WEEK TO WEEK.

>> THANK YOU.

I DON'T HAVE ANY FURTHER QUESTIONS RIGHT NOW, BUT I'LL GIVE YOU A CALL, ROBIN.

THERE ARE A COUPLE OF SCHOOLS IN MY DISTRICT THAT I WANT TO FOCUS ON.

WE'VE TALKED ABOUT IT, JOHN, BUT THAT'S SOMETHING WE CAN CONTINUE TALKING ABOUT.

THANK YOU.

>> THANK YOU.

AND I DON'T THINK ANY ONE OF US THINK THAT EVERY ONE AT THE BOLLING BUILDING DOESN'T CARE TREMENDOUSLY ABOUT OUR SCHOOLS. I DON'T THINK THAT'S THE CASE.

I THINK, JOHN, WITH YOUR COMMENTS THAT OUR SCHOOLS ARE SEEING WORK AND WHY AREN'T I OR OTHER FAMILY MEMBERS, BPS PARENTS SEEING THAT AS PART OF BUILD BPS I THINK IS A LOT OF US HAVE -- ESPECIALLY IF YOU'RE A CURRENT PARENT, THAT THOSE ARE THINGS WE SHOULD CURRENTLY BE

DOING.

WHEN I THINK ABOUT THE BILLION DOLLARS THAT WE'VE CELEBRATED AS A SIGNIFICANT INVESTMENT IN THE DISTRICT, WHICH IS SOMETHING TO BE CELEBRATED, I'M THINKING ABOUT SIGNIFICANT RENOVATIONS. SCHOOLS SHOULD BE SAFE.

WALKS SHOULD WORK.

NEW BOILERS SHOULD HAPPEN.

WINDOWS AND ROOFS, AS NEEDED, SHOULD BE HAPPENING IN OUR SCHOOL DISTRICTS.

IT IS WITH BUILD BPS THAT THERE'S AN EXPECTATION THAT WE'RE MAKING A REAL SIGNIFICANT INVESTMENT.

NOT THE THINGS WE JUST SHOULD BE DOING.

WE SHOULD BE GOING ABOVE AND BEYOND, AND THAT'S WHERE I WANT TO SEE THAT INVESTMENT HAPPENING.

AND IT DOES BECOME FRUSTRATING WHEN WE'RE DOING THESE SORT OF SMALLER PIECES THAT ARE IMPORTANT THAT WE'RE TAKING OUT OF THAT BILLION-DOLLAR INVESTMENT TO FIX THE ROOF OR THE WINDOWS, THINGS WE SHOULD BE DOING ANYWAY.

WEST ROXBURY ACADEMY IN PARTICULAR, AS A CAMPUS, THAT REALLY FOR A LOT OF US -- THIS IMPACT ON THE COMMUNITY BY NEEDING TO CLOSE THE SCHOOL DOWN BECAUSE IT WAS IN SUCH DISREPAIR -- EVERYONE WHO HAS EVER SPENT A MINUTE ON THAT CAMPUS SAW THE NEED FOR THAT BUILDING TO BE CLOSED AND LIKELY KNOCKED DOWN AND REBUILT. HOW DO WE PREVENT THAT FROM HAPPENING TO MANY OF OUR BUILDINGS?

IS THERE A SCHOOL WITHIN OUR PORTFOLIO RIGHT NOW THAT WE SHOULD BE PAYING ATTENTION TO IN A YEAR OR TWO THAT WE'RE GOING TO AGAIN GET THIS BAD NEWS THAT THIS SCHOOL HAS TO CLOSE BECAUSE IT IS IN SUCH BAD DISREPAIR?

ARE THERE BUILDINGS?

IS IT THE JACKSON MANN OR A

SCHOOL BUILDING THAT WE NEED TO BE PREPARED FOR THIS REALLY BAD NEWS IN THE FUTURE?

>> I'LL ANSWER THAT QUESTION IN TWO WAYS.

FIRST, I WANT TO MAKE IT VERY, VERY CLEAR -- AND MAKE NO MISTAKE.

THIS WILL BE THE BIGGEST INVESTMENT IN OUR SCHOOL BUILDINGS THAT THE CITY HAS SEEN IN THE LAST 40 YEARS, SO IT MAY NOT SEEM VERY EXCITING TO SOME BECAUSE OF THE NATURE OF THE WORK -- AND I AGREE.

SOME OF THE NATURE OF THIS WORK OUGHT TO BE DONE, BUT IT'S WORK THAT HASN'T BEEN DONE IN YEARS. THAT'S WHAT LED TO THE TRAGEDY IN WEST ROXBURY COMPLEX. IT'S WORK THAT HASN'T BEEN PRIORITIZED PRIOR TO THIS POINT. WE'RE HOPEFUL THAT THROUGH THESE INVESTMENT, AS UNEXCITING AS THEY MIGHT BE, WE'LL GET AHEAD OF THE DEATHBLOW THAT'S BEEN GIVEN TO SOME OF OUR SCHOOLS OVER THE YEARS.

AT THE SAME TIME, WE'RE GOING TO BE BUILDING NEW BUILDINGS AND TAKING ON MAJOR EXPANSIONS THAT THE CITY HASN'T SEEN IN 40 YEARS.

THERE'S A LOT TO BE SORT OF -- I DON'T KNOW -- OVERLOOKED, FOR EXAMPLE, FROM THE MUNDANE BRICKS AND MORTAR WORK.

IT IS A MAJOR INVESTMENT THAT THE CITY THROUGH MAYOR WALSH IS MAKING TO OUR SCHOOLS.

TO YOUR SPECIFIC QUESTIONS ABOUT WHAT PARTICULAR BUILDINGS ARE OUT THERE, GENTLEMEN, THE JACKSON MANN IS ON OUR RADAR. IT IS NOT TO THE LEVEL OF WEST ROXBURY EDUCATION COMPLEX. WE'RE TAKING MAJOR STEPS TO LOOK AT THAT SCHOOL AND OTHER SCHOOLS ACROSS THE SCHOOL DISTRICT WHERE WE'VE HAD SOME DIFFICUDIFFICULTIES. COUNCILOR FLYNN MENTIONED THE QUINCY.

WE'RE LOOKING AT THAT BUILDING AS WELL.

WE'RE TRYING TO DETERMINE WHAT IS THE ABSOLUTE MOST PRUDENT INVESTMENT THAT WE CAN MAKE IN THOSE SCHOOL COMMUNITIES, WHETHER IT IS IN THE BUILDING IN ITS CURRENT STATE OR THE BUILDING IN A FUTURE STATE, WHICH WOULD REQUIRE MORE MAJOR AND INTRUSIVE WORK THAT WOULD BE MORE BENEFICIAL FOR SCHOOL DISTRICTS, BUT ALL THOSE DECISIONS NEED TO BE MADE ON A CASE-BY-CASE BASIS.

>> YOU MENTIONED THE INVESTMENT IN THE 21st FURNITURE.

AT WEST ROXBURY HIGH SCHOOL, THE TWO SCHOOLS OUT THERE, THEY HAD AN INVESTMENT.

THEY BENEFITTED FROM THAT INVESTMENT.

WHAT WILL HAPPEN WITH THAT FURNITURE AND ALL THAT WAS PURCHASED FOR THOSE SCHOOLS?

>> THAT FURNITURE WILL BE TREATED AS SURPLUS THAT WE WOULD THEN DISTRIBUTE TO OTHER SCHOOLS THAT NEED FURNITURE.

WE'RE CONSTANTLY REPLACING AND UPGRADING FURNITURE ACROSS THE SCHOOL DISTRICT.

NEVER EVEN CLOSE TO THE MANNER IN WHICH WE WERE ABLE TO DO WITH THE 21st CENTURY SCHOOL FUND.

BUT EVERY YEAR, THERE'S A NEED FOR NEW CLASSROOMS ACROSS THE SCHOOL DISTRICT, NEW CLASSROOMS THAT NEED TO BE OUTFITTED WITH NEW FURNITURE, SO WE'LL HOLD ONTO THAT SURPLUS FURNITURE AND USE IT SMARTLY AS NEEDS COME UP ACROSS THE SCHOOL DISTRICT.

>> I HOPE THAT WILL BE A LITTLE BIT MORE AGGRESSIVE WITH REDISTRIBUTING THAT FURNITURE. I KNOW WHEN SCHOOL FURNITURE ENDS UP IN STORAGE AND SURPLUS, IT STAYS THERE FOR REALLY LONG TIMES, PERHAPS THE NEXT CENTURY. UNFORTUNATELY, SOMETIMES A LOT OF OUR FURNITURE ENDS UP IN THE TRASH BECAUSE WE DON'T HAVE ENOUGH SPACE FOR IT, AND SCHOOLS END UP HAVING TO PURCHASE NEW. I WOULD LIKE TO NOT SEE ANY OF

THAT NEWER FURNITURE END UP IN STORAGE.

I WOULD LIKE TO SEE IT GO INTO A VAN OR A TEACHER'S BACKSEAT AND MOVED TO ANOTHER SCHOOL SO THAT IT CAN BE USED RIGHT AWAY IN THE NEXT SCHOOL YEAR.

IT WOULD BE A SHAME TO SEE IT JUST WASTE AWAY IN STORAGE.

>> WITHOUT QUESTION.

IT IS WORTH NOTING THAT THROUGH THE 21st CENTURY SCHOOLS FUND INVESTMENT, WE HAVE LEARNED MUCH, MUCH MORE ABOUT SCHOOL FURNITURE DISTRIBUTION IN REGARDS TO RECYCLING AND DISPOSAL AND THE LIKE, SO WE'RE VERY CAREFUL IN MAKING SURE WE GO PAINSTAKINGLY THROUGH THIS PROCESS.

>> ALSO RELATED TO PROPERTY, BUT I'M THINKING ABOUT OUR BUILDINGS, AS WE GO THROUGH THIS PLAN AND START EVALUATING NEW PROJECTS OR REBUILDS OR CLOSING A PARTICULAR SCHOOL CAMPUS TO REOPEN IT SOMEWHERE ELSE, WHERE ALONG THE WAY ARE WE DOING ANY SORT OF PROPERTY MANAGEMENT IN REGARDS TO WHETHER WE'RE GOING TO BUY OR SELL?

ARE WE STARTING THAT CONVERSATION?

WHO KNOWS?

NATE MAYBE.

>> I THINK GOING IN MULTIPLE

PLACES -- AS FIVE OF THE PROJECTS I MENTIONED AROUND EXPANSIONS OR NEW BUILDINGS, THE PROCESS THAT WE'RE GOING TO GO THROUGH IS WORKING WITH THE COMMUNITY TO UNDERSTAND THE NEEDS AND THEN IDENTIFYING WHICH SCHOOL COMMUNITY WILL BE PART OF THE PROJECT GOING FORWARD.

THE MSBA PROCESS, AS JOHN MENTIONED EARLIER, STARTS WITH A NAMED SCHOOL.

AT THE PART OF THE ASSESSMENT AND FEASIBILITY STUDY PHASE OF ANY PROJECT, THE JOB IS TO SUBMIT ANY OF THREE DIFFERENT PLANS FOR THE SCHOOL BUILDING.

ONE WOULD BE AN EXPANSION OF THE CURRENT SCHOOL BUILDING.
TWO WOULD BE KNOCK DOWN, REBUILD ON THEIR EXISTING SITE.
THREE WOULD BE TO IDENTIFY A SECONDARY PARCEL AND TO BUILD A NEW BUILDING ON THAT NEWLY-IDENTIFIED PARCEL.
AS WE ENGAGE WITH THESE COMMUNITIES, WE'RE SORT OF WORKING WITH OUR CITY PARTNERS, INCLUDING THE BPDA, TO UNDERSTAND WHICH PARCELS ARE AVAILABLE IN THESE EACH OF NEIGHBORHOODS.
WE'RE ALWAYS LOOKING TO USE THE BEST AVAILABLE PARCEL IN A SPECIFIC NEIGHBORHOOD.
BUT FOR US TO BE ABLE TO SAY WHETHER OR NOT WE USE AN EXISTING SCHOOL BUILDING OR NEW PARCEL WILL DEPEND ON WHICH SCHOOL MOVES FORWARD AND WHAT HAPPENS TO THAT PARCEL, IF WE WERE TO VACATE IT AND BUILD AT A NEW SITE, WE'LL THEN EVALUATE WHETHER THAT BUILDING CAN BE USED AS A TWO-SITE SOLUTION FOR ANOTHER SCHOOL TO BE ABLE TO EXPAND PROGRAMMING AND INCREASE ACCESS OR WHETHER OR NOT IT WOULD BE AT THAT POINT WE WOULD EVALUATE WHETHER THERE'S ANOTHER COMMUNITY USE THAT WOULD BE A BETTER USE FOR THAT SCHOOL SITE, WHICH WILL BE PART OF A COMMUNITY ENGAGEMENT PROCESS AS WELL.

>> WE HAVE PROPERTY THAT WE'RE GOING TO ACCESS.
WHAT IS THE PROCESS BY WHICH WE ACCESS IT?
TALKING TO COMMUNITY PARTNERS IS AN IMPORTANT WAY TO DO THAT.
IF YOU CAN JUST EXPAND UPON THAT A LITTLE BIT, BUT I ALSO WANT TO KNOW WHETHER OR NOT WE LEASE OR SELL ANY OF OUR PROPERTY TO CHARTER SCHOOLS.

>> I THINK THE FIRST ASSESSMENT WE WOULD DO IS WHETHER OR NOT WE NEED THE PROPERTY FOR SERVING OUR STUDENTS AND WHETHER OR NOT THAT PROPERTY COULD EITHER BE

USED TO EXPAND EXISTING PROGRAMS
OR TO ADD WHAT WE KEEP REFERRING
TO AS 21st CENTURY SPACE.

THAT IS A COMBINATION OF THE
ASSESSMENT OF THE PHYSICAL
ATTRIBUTES OF THAT BUILDING AND
HOW BIG IT IS AND WHETHER OR NOT
THERE WOULD NEED TO BE
MODERNIZATION AND SORT OF HOW
UPDATED THAT PARTICULAR BUILDING
IS.

WE DO CURRENTLY HAVE SOME OF OUR
BUILDINGS THAT ARE LEASED TO
BOTH PRIVATE RELIGIOUS SCHOOLS
AND SOME CHARTER SCHOOLS.
PART OF THAT SORT OF PORTFOLIO
OF MANAGEMENT IS AN EVALUATION
OF WHETHER OR NOT WE MAY WANT TO
KEEP A BUILDING ONLINE AND
ACTIVE BUT NOT NECESSARILY FOR
BPS USE.

IF WE KNEW DOWN THE LINE WE
MIGHT HAVE A BUILDING THAT WE
MIGHT THINK ABOUT FOR WHEN A
PROJECT LAUNCHES, BUT WE DON'T
HAVE AN INTERIM USE FOR IT, WE
MIGHT CONSIDER IT.

WE DON'T HAVE CURRENT PLANS OR
ARE WE AWARE OF CHARTER SCHOOLS
THAT ARE RESET TO US FOR
PROPERTIES.

ONCE WE DECIDE A PROPERTY IS NO
LONGER WHAT WE NEED IN TERMS OF
OUR PORTFOLIO -- AND ROBIN CAN
TALK ABOUT THIS IN A LITTLE MORE
DETAIL, BUT THEN WE WORK WITH
OTHER CITY AGENCIES TO TURN IT
OVER TO A PUBLIC PROCESS FOR
DISCUSSION AROUND WHAT THE USE
FOR THAT PROPERTY WILL BE,
WHETHER IT IS USED FOR ANOTHER
COMMUNITY PURPOSE OR WHETHER IT
IS USED FOR SOMETHING LIKE
HOUSING OR ANOTHER TYPE OF
FACILITY FOR COMMUNITY USE, BUT
THAT'S A DIFFERENT SORT OF
EXTENSION OF AN ENGAGEMENT
PROCESS THAT THE CITY DOES WITH
ALL SORT OF EXCESS PROPERTIES.

>> THANK YOU.

>> TO BE SPECIFIC, THERE ARE
FOUR SITES RIGHT NOW LEASED BY
OTHER NON-BPS SCHOOLS.
ONLY FOUR.

>> WE HAVE FOUR SCHOOL BUILDINGS?
DO WE HAVE ONE SCHOOL BUILDING

VACANT?

>> THE ROGERS SCHOOL IN HYDE PARK HAS BEEN MOTHBALLED. THAT CLOSED FIVE YEARS AGO. WE HAVE FOUR OTHERS THAT ARE NOT OCCUPIED RIGHT NOW, BUT OTHERS ARE LEASING FROM US.

>> I KNOW WE HAVE SOME MORE PUBLIC TESTIMONY, SO ALL I HAVE LEFT FOR PUBLIC TESTIMONY IS WILLIE BRODERICK II. IF I MISSED ANYBODY ELSE THAT DIDN'T CHECK THE X BOX, PLEASE LINE UP.

>> THANK YOU.

>> THANK YOU, COUNCILOR ESSAIBI-GEORGE, FOR THIS HEARING, AND THANK YOU TO THE SUPERINTENDENT AND TO THE BPS FOR YOUR PRESENTATION.

I SERVE AS THE ASSOCIATE PASTOR OF THE HISTORIC BAPTIST CHURCH, BUT I ALSO SERVE AS THE CHAIRPERSON FOR THE BOSTON NETWORK FOR BLACK STUDENT ACHIEVEMENT AND I'M A PROUD ROXBURY RESIDENT.

LAST YEAR, 11 OTHER COMMUNITY ORGANIZATIONS SPELLED OUT WHAT WAS MISSING FROM THE BUILD BPS PLAN THAT THE BUILD BPS ADMINISTRATION PUBLISHED.

WE SAID IN OUR STATEMENT THAT THIS PLAN WAS BILLED TO THE COMMUNITY AS A LONG-TERM AND COMPREHENSIVE PLAN.

BPS AND BUILD BPS TO DATE IS NEITHER LONG TERM NOR COMPREHENSIVE.

IT LACKS THE CRITICAL ASPECT THAT WOULD ALLOW STUDENTS, FAMILIES, COMMUNITIES, AND EVEN OUR EDUCATORS TO UNDERSTAND WHAT THE CLEAR DIRECTION OF THE DISTRICT AND WHERE IT IS GOING AND THE VISION IT HAS FOR OUR SCHOOLS.

THE PLAN LACKS THE FOLLOWING -- IT LACKS A CLEAR AND TRANSPARENT TEN-YEAR TIMETABLE.

IT LACKS AN ANALYSIS TO DETERMINE IF THE PLANS ARE EQUITABLE BY RACE, SOCIOECONOMIC STATUS, NEIGHBORHOOD AND DISABILITY AND LINGUISTIC GROUPS.

IT LACKS AN IMPACT ANALYSIS TO UNDERSTAND THE EFFECTS ON CURRENT AND FUTURE STUDENTS, FAMILIES, AND NEIGHBORHOODS THROUGHOUT ALL OF OUR CITY.

IT ALSO LACKS A FINANCIAL REPORT, INCLUDING ESTIMATED COSTS FOR THE REBUILDS, LOCATIONS, MAINTENANCE, PROGRAM EXPANSIONS, SWING SPACE, AND ET SET RA.

THE EDUCATIONAL GRANT REGARDING PROGRAMS, EXTENDED LEARNING TIMES, STUDENT ASSIGNMENTS, AND SO MUCH MORE.

IN SHORT, THE PLAN DOES NEED TO ANSWER THE QUESTIONS THAT WE'VE BEEN ASKING AS COMMUNITY MEMBERS AND ADVOCATES.

WHAT ARE THE LONG-TERM PLANS OF THE SCHOOLS FOR THE CHILDREN IN OUR COMMUNITY AND THE CHILDREN ACROSS THIS CITY?

AND HOW WILL THE RECOMMENDATIONS AFFECT THE CURRENT STUDENTS IN OUR SCHOOLS RIGHT NOW?

WE SAID THE PLAN AS WRITTEN PUNISHES SCHOOLS WITH HIGHLY VULNERABLE POPULATIONS, AND IT ALSO CREATES DIVISION BY FORCING SCHOOLS TO COMPETE AGAINST ONE ANOTHER FOR NEW BUILDS AND NEW RENOVATED PLANS.

THIS PLAN RIGHT NOW DOES NOTHING TO ADDRESS THE BURNING ISSUE OF VARIABLE QUALITY ACROSS OUR DISTRICT.

FOR ME, THE OPPORTUNITY AND ACHIEVEMENT GAP IS A TOP PRIORITY FOR ALL OF OUR CHILDREN IN BPS.

MORE IMPORTANTLY, THE PLAN DOES ACTIVE HARM TO THE 1,091 STUDENTS AT THE McCORMACK URBAN SCIENCE ACADEMY AND WEST ROXBURY HIGH SCHOOL, ALL WHO ARE SLATED FOR CLOSURE OVER THE NEXT YEAR. THE SCHOOL COMMITTEE HAS VOTED

TO SHUT DOWN URBAN SCIENCE
ACADEMY AND WEST ROXBURY HIGH
SCHOOLS AND SCATTER MOST OF
THOSE YOUNG PEOPLE ACROSS THE
SYSTEM WITH LITTLE REGARD TO HOW
THEY WANTED TO COMPLETE THEIR
EDUCATION EXPERIENCE AND HIGH
SCHOOL CAREERS, WHICH MANY OF
THEM TESTIFIED AT SCHOOL
COMMITTEE MEETINGS SAYING THEY
WANTED TO STAY TOGETHER.

WE AS A COMMUNITY AND THE 11
ORGANIZATIONS COME TOGETHER TO
SAY THIS IS A TRAGEDY.

IT IS A TRAVESTY, AND IT GOES
DIRECTLY AGAINST THE STATED
POLICY OF THE SCHOOL COMMITTEE,
WHO SAYS THEY'RE TRYING TO CLOSE
THE OPPORTUNITY AND ACHIEVEMENT
GAPS IN OUR DISTRICT.

THAT'S WHY I'M HERE TODAY, TO
REITERATE AND TO DEMAND FOR OUR
ORGANIZATIONS THAT WE PUT
FORWARD IN NOVEMBER THEIR GOALS
AND MORATORIUM ON SCHOOL
CLOSURES AND NEW FACILITY
DECISIONS UNTIL THERE IS A
CLEAR, TRANSPARENT TEN-YEAR PLAN
THAT IS RELEASED, THAT IS
DEBATED, THAT IS APPROVED, AND
THAT WE NO LONGER CONTINUE TO
MAKE PLANS FOR PLANS.

I THANK YOU ALL FOR YOUR TIME.

I THANK YOU, COUNCILOR
ESSAIBI-GEORGE, FOR HAVING THIS
HEARING.

I LOOK FORWARD TO WORKING WITH
EACH AND EVERY ONE OF YOU IN BPS
AS WE CONTINUE TO ADVOCATE FOR
OUR CHILDREN AND OUR FAMILIES.

THANK YOU.

>> THANK YOU.

[APPLAUSE]

>> NEXT, WE HAVE MARY BANFELD.

>> GOOD EVENING.

I'M MARY.

I'M A JAMAICA PLAIN RESIDENT AND
BOSTON PUBLIC SCHOOL PARENT.
REVEREND BRODERICK IS A HARD ACT
TO FOLLOW, BUT I WANT TO BEGIN
BY SAYING I WAS LIMPING A LITTLE
BIT COMING OVER HERE BECAUSE
SOMEONE KNOCKED ME OVER WHILE I
WAS GETTING OFF THE T THIS

MORNING.

ONE DOESN'T HAVE TO INTEND HARM
IN ORDER TO BRING HARM.

THE KIND OF CRITICISMS THAT
WE'RE MAKING HERE ARE BY NO
MEANS PERSONAL OR A SUGGESTION
THAT ANY OF YOU ARE NOT TRYING
TO DO YOUR BEST, BUT AS THE
REVEREND BRODERICK SAID AND AS
MANY HAVE NOTED, IN ADDITION TO
THE LONG DEFERRED FACILITIES,
THERE IS LONG DEFERRED EQUITY
THAT THIS PLAN DOES NOT ADDRESS.
I WANT TO GIVE JUST LIKE FIVE
EXAMPLES OF PLACES WHERE DATA
AND ANALYSIS IS NEEDED IF YOU'RE
GOING TO HAVE AN EQUITABLE PLAN.
THE SCHOOL CLOSURES.

ONE THING WE KNOW FOR CERTAIN IS
THAT YOU'RE CLOSING THE MIDDLE
SCHOOLS.

THERE HAS BEEN NO EQUITY IMPACT
ON THE DISPROPORTIONATE IMPACT.
I JUST DID A QUICK GLANCE ON WHO
IS IN THE FREESTANDING MIDDLE
SCHOOLS.

THE DISTRICT IS 42% HISPANIC
STUDENTS.

THE MEDIAN OF THE MIDDLE SCHOOLS
IS 58.9%.

THAT'S ALREADY DISPROPORTIONATE
IMPACT.

THE STUDENTS WITH DISABILITIES
IS ABOUT 20% IN BOSTON PUBLIC
SCHOOLS.

IT'S ABOUT 32% IN TERMS OF THE
MEDIAN OF BOTH MIDDLE SCHOOLS.
THE STUDENTS OF COLOR ARE ABOUT
96% IN THE FREESTANDING MIDDLE
SCHOOLS AS OPPOSED TO ABOUT 85%
IN THE DISTRICT AVERAGE.

IN CLOSING THOSE MIDDLE SCHOOLS,
YOU'RE HAVING A DISPROPORTIONATE
IMPACT ON SOME OF THE MOST
VULNERABLE STUDENTS.

SOME OF THE OTHER PIECES THAT
NEED TO BE DONE, YOU HAVEN'T
DONE ANY KIND OF DEMOGRAPHIC
DATA NOT JUST ON WHO IS LIVING
IN NEIGHBORHOODS NOW BUT IN THE
FUTURE.

FOR EXAMPLE, WE ALL KNOW -- AND
YOU'VE BEEN FOLLOWING, I'M
SURE -- SOME OF THE DATA AND

STORIES ABOUT GENTRIFICATION,
SOME OF THE NEW BUILDINGS ARE IN
EAST BOSTON NEAR SUFFOLK DOWNS
WHERE IF THEY BUILD A BIG
DEVELOPMENT, THAT COULD BECOME
THE NEXT SEAPORT DISTRICT WHERE
FAMILIES WHO ARE LIVING THERE
WILL NOT BE ABLE TO AFFORD TO GO
TO THAT SCHOOL ANYMORE.

SIMILAR, ON THE J.P. EDELSTON
LINE, ONE OF MY SON'S FRIENDS
HAD TO DROP OUT OF THAT ACADEMY
BECAUSE HE COULDN'T AFFORD TO BE
LIVING THERE NOW.

YOU CAN'T BE BASING IT ON
DEMOGRAPHIC DATA THAT YOU HAVE
NOW.

THERE NEEDS TO BE SOME KIND OF
MITIGATION IN THE STUDENT
ASSIGNMENT PLANS SO FAMILIES
AREN'T SHUT OUT OF THESE NEW AND
BEAUTIFUL SCHOOLS.

THE PLAN TO HAVE THE SCHOOLS
BID, THERE IS NO TRANSPARENCY.

I KNOW YOU TALKED ABOUT
McCORMACK, BUT FOR THOSE OF US
WHO HAVE BEEN AT SCHOOL
COMMITTEE, THERE WAS A DIFFERENT
STORY GOING ON.

THERE WAS THE STORY IN WHICH
McCORMACK WAS GOING TO BE
WILLY-NILLY MERGED WITH EXCEL,
EVEN THOUGH EXCEL DIDN'T HAVE A
SCIENCE PROGRAM OR MANY OF THE
PROGRAMS THAT McCORMACK WAS GOOD
AT.

AFTER INTENSE COMMUNITY
PRESSURE, THERE WAS A CHANGE FOR
THAT, SO THAT'S NOT BY 10, 15
YEARS THE GOAL.

THAT WAS A COUPLE MONTHS AGO.

WHAT'S THE TRANSPARENCY?

MOREOVER, IN THIS WHOLE PROGRAM
FOR THE BIDDING, THE LOOKING AT
SCHOOLS, IT IMPLIES THAT THE
SCHOOLS THAT ARE GOING TO GET
THESE NEW BUILDINGS ARE ONES
THAT DO NOT CURRENTLY SERVE
STUDENTS.

WHAT ABOUT THE SCHOOLS THAT ARE
ALREADY DOING THAT NOW, LIKE THE
WEST ROXBURY EDUCATION COMPLEX?
THOSE SCHOOLS SHOULD BE GIVEN
PRIORITY.

NOT FOR SCHOOLS TO SAY WE'LL ADD THIS NEW STRAND.

GIVE A PRIORITY FOR WHOEVER. THE LAST GENERAL PIECE RELATED TO THE MONEY, YOU HAVE \$360 MILLION LEFT OVER AFTER YOU HAVE DONE THE BUILDINGS THAT ARE IN THE PIPELINE AND THEN THE UPDATE AND UPKEEP PROJECTS FOR FIVE SCHOOLS, I GUESS.

THAT'S NOT VERY MUCH, BUT IN ADDITION TO THAT, WHERE IS THE PLAN OR THE FUNDING TO FUND WHO IS GOING -- WHAT'S GOING TO GO ON IN THOSE BUILDINGS?

COUNCILOR FLYNN REFERRED TO A THERAPEUTIC POOL AT THE CARTER SCHOOL.

IF THERE'S NO OCCUPATIONAL THERAPIST TO SERVE THOSE STUDENTS, WHAT GOOD IS A THERAPEUTIC POOL?

HINNEGAN, THEY HAD A BEAUTIFUL NEW LIBRARY COURTESY OF TARGET, BUT THEN THEY CUT THE LIBRARIAN. WHERE'S THE INVESTMENTS AND THE LINK BETWEEN HOW WE'RE FUNDING PROGRAMS MORE GENERALLY AND HOW WE'RE FUNDING THE BUILD BPS SO WE ACTUALLY HAVE FACILITIES WITH A STEAM TEACHER, FOR EXAMPLE, THESE KIND OF THINGS?

AS YOU'RE MOVING FORWARD, I HOPE YOU CONSIDER THESE THINGS SO AS COUNCILOR EDWARDS SAID, WE BUILD BPS RIGHT NOW.

THANK YOU.

>> THANK YOU, MARY.

THANK YOU ALL FOR BEING HERE.

I APPRECIATE THE SUPERINTENDENT'S ATTENDANCE AS WELL, AND ALL OF YOU, BECAUSE I KNOW YOU'VE PLAYED A VERY ACTIVE ROLE IN THIS WORK TO DATE AND KNOW THAT IT'S BEEN A NUMBER OF COMMUNITY MEETINGS.

I APPRECIATE ALL THAT, ESPECIALLY THE FRIDAY NIGHT COMMUNITY MEETINGS THAT HAPPENED IN THE FALL.

BUT I THINK ONE OF THE THEMES THAT'S BEEN CONSISTENT THROUGHOUT TODAY'S HEARING, THROUGH SOME OF OUR TESTIMONY,

AND THE COMMENTS AND QUESTIONS FROM MY COLLEAGUES HAS BEEN A REQUEST FOR A CLEARER TIMELINE, FOR A TIMELINE, FOR A BETTER UNDERSTANDING OF WHAT'S HAPPENING NEXT, WHAT'S HAPPENING OVER THE NEXT TEN YEARS, AND WHICH SCHOOL COMMUNITIES ARE GOING TO BE IMPACTED BY THAT. I HAVE SAID THIS A NUMBER OF TIMES, AND I'M GOING TO SAY IT AGAIN BECAUSE I THINK IT IS IMPORTANT TO CONTINUE TALKING ABOUT THE IMPORTANCE THAT MADISON PARK PLAYS IN OUR SCHOOL PORTFOLIO AS PART OF OUR ASSETS AND THE SIGNIFICANT INVESTMENT THEY NEED TO IMPROVE THEIR GAME AND THE QUALITY OF EDUCATION THAT THEY'RE PROVIDING THEIR STUDENTS. WE NEED AND REQUIRE A DEEPER UNDERSTANDING ABOUT WHAT'S NEXT WITH BUILD BPS, WHAT'S NEXT FOR US AS A COUNCIL, BUT OUR FAMILIES AND KIDS DESERVE TO KNOW WHAT'S NEXT TOO AND HOW MUCH OF A TOUCH, WHETHER IT IS A HEAVY OR A LIGHT TOUCH, ARE THEY GOING TO RECEIVE IN INVESTMENTS IN THEIR SCHOOLS GOING FORWARD. I APPRECIATE ALL OF YOU BEING HERE, CERTAINLY OUR AUDIENCE. I KNOW WE'LL HEAR MORE ABOUT THIS IN THE SCHOOL COMMITTEE BUDGET MEETING. THANK YOU ALL. THIS MEETING IS ADJOURNED.