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;;;TUES 4.23.2019

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§ MY NAME MARK CIOMMO AND TAME  
CHAIRMAN OF WAYS AND MEANS.  
THE ALLISTON BRIGHTON DISTRICT  
CITY COUNCILOR, WE ARE HERE FOR  
OUR FY-20 OVERVIEW WITH BPS,  
THIS IS ONE OF PROBABLY MORE  
THAN SEVEN HEARINGS WITH  
NUMEROUS TOPICS.  
TODAY IS BASICALLY THE OVERVIEW  
OF THE ENTIRE BUDGET.  
WE WELCOME SUPERINTENDENT PURR  
REALLY AND HER TEAM.  
PERILLE AND HER TEAM.  
FIRST I WILL READ MY SCRIPT HERE  
I WOULD LIKE TO REMIND FOLKS  
THIS IS A PUBLIC HEARING.  
.. BOTH BEING BROADCAST AND  
RECORDED ON COMCAST CHANNEL 8.  
CN8 TWO, VERIZON 1964, AND  
STREAMED AT BOSTON.GOV/CITY-TV.  
>> I WOULD ASK THE FOLKS TO  
SILENCE THEIR ELECTRONIC  
DEVICES.  
AT THE CONCLUSION OF THE  
PRESENTATION BY THE DEPARTMENT  
AND QUESTIONS AND ANSWERS FROM  
MY COLLEAGUES WE WILL TAKE  
PUBLIC TESTIMONY.  
THERE IS A SIGN-IN SHEET TO MY  
LEFT BY BY THE BOARD.  
I, BY THE DOOR.  
SKI YOU STATE YOUR NAME AND  
AFFILIATION, RESIDENCE AND CHECK  
THE BOX IF YOU DO WISH TO  
TESTIFY .. THIS BUDGET REVIEW  
WILL ENCOMPASS APPROXIMATELY 34  
HEARINGS OVER ROUGHLY THE NEXT  
SIX WEEKS.  
WE STRONGLY ENCOURAGE RESIDENTS  
WHETHER HERE IN THE CHAMBER OR  
AT HOME TO TAKE A MOMENT TO  
ENGAGE IN THIS PROCESS BY GIVING  
TESTIMONY FOR THE RECORD.  
YOU CAN DO THIS SEVERAL WAYS.  
COME TO ONE OF THE HEARINGS TO  
PROVIDE PUBLIC TESTIMONY, COME

TO THE HEARING DEDICATED TO PUBLIC TESTIMONY ON TUESDAY, JUNE 4TH, ANY TIME FROM 2:00 P.M. TO 6:00 P.M. AND WE WILL BE HERE FOR AT LEAST THAT TIME AND STAY LONGER AS WE NEED TO HEAR FROM EVERYONE WHO WOULD LIKE TO SPEAK ON THE BUDGET. YOU CAN ALSO SEND YOUR TESTIMONY TO THE COMMITTEE ON WAYS AND MEANS, CITY HALL, FIFTH FLOOR, BOSTON, 02201, OR E-MAIL THE COMMITTEE AT CCC.WM @BOSTON.GOV. TODAY'S HEARING IS REGARDING DOCKET 0622 TO 0625.

ORDER FOURS FY-20 OPERATING BUDGET INCLUDING ANNUAL APPROPRIATIONS FOR DEPARTMENTAL OPERATIONS, ANNUAL APPROPRIATION FOR THE SCHOOL DEPARTMENT, APPROPRIATION FOR OTHER POST EMPLOYMENT BENEFITS AND APPROPRIATION FOR CERTAIN TRANSPORTATION AND PUBLIC REALM IMPROVEMENTS AS WELL AS DOCKETS 0626 THROUGH 0628, CAPITAL BUDGET APPROPRIATIONS INCLUDING LOAN ORDERS AND LEASE PURCHASE AGREEMENTS.

I WOULD LIKE TO INTRODUCE MY COLLEAGUES IN ORDER OF THEIR ARRIVAL.

MY IMMEDIATE LEFT, COUNCILOR AT LARGE, ANNISSA ESSAIBI GEORGE AND CHAIR OF EDUCATION, TO MY FAR LEFT, COUNCILOR MICHAEL FLAHERTY, MCCARTHY, FRANK BAKER, COUNCILOR GARRISON AND TO MY RIGHT, COUNCILOR LYDIA EDWARDS AND COUNCILOR JOSH ZAKIM.

SORRY.

SO WITH THAT, I WOULD LIKE TO TURN IT OVER TO THE SUPERINTENDENT FOR YOUR OPENING REMARKS.

>> OH, I AM SORRY.

A BIT OF HOUSEKEEPING.

I HAVE TWO LETTERS FROM MY COLLEAGUES WHO ARE NOT ABLE TO ATTEND.

I REGRET I AM UNABLE TO ATTEND TODAY'S HEARING ON THE COMMITTEE ON WAYS AND MEANS ON THE FY-20 BUDGET.

MY STAFF WILL BE IN ATTENDANCE  
AND I LOOK FORWARD TO REVIEWING  
THE RECORD AND -- OF THIS  
HEARING.

PLEASE READ THIS RECORD INTO  
THE, READ THIS LEFT LETTER INTO  
THE PUBLIC RECORD, COUNCILOR  
JANEY, 0 COUNCILOR CIOMMO I  
REGRET TO INFORM YOU I WILL MISS  
TODAY'S HEARING HONESTY  
COUNCIL'S WAYS AND MEAN DOCKET  
0638 TO 0640, FY-20 BUDGET  
OVERVIEW AND REVOLVING FUNDS.  
AND THE COUNCIL IN CHAMBER DUE  
TO A PERSONAL MATTER. I WILL  
REVIEW THE HEARING ONLINE.  
SIN STEERLY MATT O'MALLEY.  
THANK YOU FOR ALLOWING ME TO GET  
THAT OUT OF THE WAY.

.. THANK YOU, COUNCILOR AND GOOD  
AFTERNOON, EVERYONE I WOULD LIKE  
TO THANK ALL OF YOU FOR BEING  
HERE THIS AFTERNOON, AND FOR  
MAKING TIME FOR US TO TAKE THIS  
OPPORTUNITY TO PROVIDE YOU WITH  
A BRIEF OVERVIEW OF THE BOSTON  
PUBLIC SCHOOL BUDGET FOR FISCAL  
YEAR 2020.

I AM GOING TO CONCENTRATE ON BIG  
THEMES AND MAJOR STRATEGIES  
BEHIND OUR ANNUAL BUDGETING  
PROCESS AND BEHIND FY-20 BUDGET  
AND THEN I WILL TURN THINGS OVER  
TO OUR CHIEF FINANCIAL OFFICER  
ALAN -- AND HER TEAM, WE WILL  
ALL BE AVAILABLE TO ANSWER  
QUESTIONS IF THE CONVERSATION,  
IT IS A CONVERSATION PROCEEDS  
TOGETHER WITH A NUMBER OF  
MEMBERS OF OUR SENIOR TEAM.  
ACROSS VARIOUS DEPARTMENTS.  
ON MARCH 27 THE BOSTON SCHOOL  
COMMITTEE VOTED UNANIMOUSLY TO  
APPROVE THE PROPOSED FY-20  
BUDGET WHICH NOW COMES TO THE  
CITY COUNCIL FOR YOUR REVIEW.  
THE TOTAL PROPOSED BUDGET FOR  
NEXT YEAR IS 1.139 BILLION,  
WHICH REPRESENTS AN INCREASE OF  
26 MILLION FROM THE CURRENT FY  
19 FISCAL YEAR.  
PLEASE NOTE THAT IS BEFORE THE  
NEXT ROUND OF COLLECTIVE  
BARGAINING AGREEMENTS HAVE BEEN

NEGOTIATED.

SO THIS NUMBER WILL INCREASE FURTHER WHEN WE HAVE A CONTRACT IN PLACE WITH OUR TEACHERS. EARLIER THIS MONTH, AS WELL, MAYOR WALSH ANNOUNCED AN ADDITIONAL \$15 MILLION INVESTMENT OVER AND ABOVE THE 26 MILLION NOTED PREVIOUSLY INTO THE QUALITY PREK FUND EXPANDING ACCESS TO BOSTON'S NATIONALLY RECOGNIZED EARLY CHILDHOOD EDUCATION FOR FOUR-YEAR-OLDS IN BOTH COMMUNITY BASED AND BPS CLASSROOM SETTINGS. THIS IS ALSO A CRITICAL INVESTMENT MADE FOLLOWING THE SCHOOL COMMITTEE VOTE THAT BUILDS ON THE THEMES OF DRIVING THE DISTRICT'S ALLOCATION OF BUDGETARY FUNDS. AND FOUR THEMES REALLY DRIVE THE BPS FY-20 BUDGET.

THE FIRST IS PRIORITIZING SCHOOL BASED INVESTMENTS TO CONTINUE STEADY PROGRESS TOWARD OUR LONG-TERM GOALS OF EQUITY, FLEXIBILITY AND STABILITY FOR OUR SCHOOLS, INCLUDING 6 MILLION OF NEW SUPPORTS IN FY-20.

THE SECOND THEME IS SUSTAINING MAJOR RESEARCH BACKED CENTRAL INVESTMENTS OVER TIME.

THAT INCLUDES THE CONTINUED EXPANSION OF PREKINDERGARTEN SEATS, THE DISTRICT'S EARLY HIRING INITIATIVE AND PIPELINE PROGRAMS TO ATTRACT AND RETAIN BEST EDUCATORS AND OUR ONGOING INVESTMENTS IN EXTENDED LEARNING TIME THAT NOW HAVE INCREASED MINUTES IN THE SCHOOL DAY IN 104 OF OUR 125 SCHOOLS AT AN ANNUAL COST OF 23 MILLION OF INVESTMENT IN A LONGER SCHOOL DAY.

ALSO INCLUDED IN THIS YEAR'S BUDGET ARE TARGETED NEW INVESTMENTS, INCLUDING EXPANDING EQUITABLE ACCESS TO THE ENTRANCE TEST FOR THE DISTRICT'S EXAM SCHOOLS, STRENGTHENING FAMILY ENGAGEMENT, SCRIENGs INSTRUCTION AND HIGH SCHOOL PATHWAYS.

THE FOURTH THEME IS FURTHER INCREASING TRANSPARENCY WITH THE

LAUNCH OF A NEW WEB TOOL THAT ENABLES ADDITIONAL EQUITY ANALYSIS AND THE FOURTH THEME IS CONTINUOUS OPERATIONAL IMPROVEMENTS TO FUND INVESTMENTS.

NEXT YEAR'S BUDGET DIRECTLY SERVES STUDENTS AND FAMILIES WORKING TO ENHANCE TEACHING AND LEARNING WHILE INCREASING ACCESS TO QUALITY EDUCATION FOR STUDENTS FROM TRADITIONALLY MARGINALIZED POPULATIONS.

89 PERCENT OF THE BPS BUDGET GOES DIRECTLY TO SCHOOLS.

I WANT TO REPEAT THAT NUMBER BECAUSE I DON'T THINK IT IS ALWAYS FULLY APPRECIATED.

89 PERCENT OF THE BPS BUDGET GOES DIRECTLY TO SCHOOLS, WITH FIVE PERCENT ALLOCATED TO CENTRAL OFFICE ADMINISTRATION AND ANOTHER FIVE PERCENT SPENT ON STATE REQUIRED SERVICES AND DISTRICT INVESTMENTS FOR NONBPS STUDENTS.

FURTHER, OF THAT 89 PERCENT, BPS AIMS TO MAXIMIZE THE CLASSROOM LEVEL IMPACT OF EVERY DOLLAR THROUGH THE USE OF EQUITY BASED TOOLS LIKE WEIGHTED STUDENT FUNDING, IN WHICH THE DOLLARS FOLLOW THE STUDENTS AND THE OPPORTUNITY INDEX.

IN WEIGHTED STUDENT FUNDING IN RESPONSE TO FEEDBACK THE DISTRICT HAS EXTENDED SOFT LANDING TO MITIGATE CHANGES TO A SCHOOL'S BUDGET DUE TO SHIFTS IN ENROLLMENT.

THE DISTRICT BEGAN DOING THAT LAST YEAR IN FY 19 AND WE HAVE FURTHER EXPANDED THAT FOR FY-20 .. IN FY-20 THE FIRST

TWO PERCENT OF THE DECLINE IN ANY SCHOOL'S WEIGHTED STUDENT FUNDING INCLUDING LAST YEAR'S ONE PERCENT IS ABSORBED AND COVERED BY THE DISTRICT TO PROTECT SCHOOLS FROM YEAR TO YEAR SWINGS OF ENROLLMENT.

WE UNDERSTAND THE NEED FOR SCHOOLS TO HAVE STABILITY IN THEIR STAFFING AND BUDGETS AND

THESE FUNDS ARE INTENDED TO SUPPORT THE FINANCIAL HEALTH OF ALL SCHOOLS.

THIS YEAR, THE DISTRICT ALSO BEGAN INCORPORATING A SECOND EQUITY BASED ALLOCATION MEASURE, THE OPPORTUNITY INDEX INTO WEIGHTED STUDENT FUNDING.

THE OPPORTUNITY INDEX USE AS SECOND RANGE OF DATA REPRESENTING FACTORS THAT ARE OUTSIDE OF THE SCHOOL'S CONTROL BUT ARE PREDICTIVE OF STUDENT'S ACADEMIC OUT COMES AND THUS NEED CONCENTRATION IN ANY ONE SCHOOL.

THESE INCLUDE SAFETY IN THE STUDENT'S HOME NEIGHBORHOOD, INCOME AND EDUCATION LEVELS AND PHYSICAL ENVIRONMENT.

BY ROLLING MULTIPLE MEASURES INTO A SINGLE MORE ACCESSIBLE METRIC THE DISTRICT BETTER EQUIPPED TO DIRECT RESOURCES TO OUR SCHOOLS WITH THE GREATEST STUDENT NEED.

A FURTHER EQUITY BASED ORGANIZATION IS THAT WE HAVE, THIS PAST YEAR, WE ORGANIZED OUR SCHOOLS INTO DISTINCT SUPPORT NETWORKS BASED ON THE NEEDS OF THE SCHOOLS AND THEIR STUDENT POPULATIONS.

THIS ALLOWS THE DISTRICT TO CONCENTRATE CENTRALIZED FUNDS AND STAFF CAPACITY TOWARD SPECIFIC SCHOOL IMPROVEMENT STRATEGIES.

FOR EXAMPLE, THE SCHOOLS DESIGNATED AS TURN AROUND SCHOOLS ARE IN THE SAME SUPPORT NETWORK WHILE OTHER LOWER PERFORMING SCHOOLS ARE NOW GROUPED IN SMALL NETWORKS WITH HIGHER LEVEL OF CENTRAL OFFICE STAFF SUPPORT.

BPS ALSO CONTINUES TO WORK TO OPTIMIZE OUR VAST TRANSPORTATION ROUTING SYSTEM.

WE RECENTLY REMOVED 50 SCHOOL BUSES FROM THE STREETS OF BOSTON SAVING AND REPURPOSING SEVERAL MILLION DOLLARS TO MAKE OUR TRANSPORTATION SYSTEM MORE COST-EFFECTIVE AND EFFICIENT.

THIS IS EXTREMELY IMPORTANT  
BECAUSE THE DISTRICT TRANSPORTS  
NEARLY 30,000 STUDENT A DAY,  
WITH TRANSPORTATION FOR NONBPS  
STUDENTS ACCOUNTING FOR  
21 PERCENT OF OUR TRANSPORTATION  
BUDGET.

21 PERCENT OF THE TRANSPORTATION  
BUDGET IS SPENT ON NONBPS  
STUDENTS, INCLUSIVE OF CHARTERS  
AND PAROCHIAL SCHOOL BUS  
TRANSPORTATION.

OF THE REMAINING PERCENTAGE FOR  
BPS 40 PERCENT OF THAT  
TRANSPORTATION SPENDING GOES TO  
REQUIRED SUPPORT FOR OUR  
STUDENTS WITH DISABILITIES,  
INCLUDING DOOR TO DOOR  
TRANSPORTATION AND ONE-TO-ONE  
BUS MONITORS.

FINALLY THIS YEAR, WE INTRODUCED  
A NEW ONLINE TOOL AS PART OF OUR  
ONGOING COMMITMENT TO  
TRANSPARENCY AND COMMUNITY  
ENGAGEMENT, STAKEHOLDERS CAN  
PERUSE INDIVIDUAL SCHOOL BUDGETS  
AND CENTRAL ALLOCATIONS AT  
BOSTON PUBLIC  
SCHOOLS.ORG/EXPLORE BUDGET TFY  
20 BUDGET ALSO INCLUDES SEVERAL  
TARGETED HIGH IMPACT  
INVESTMENTS.

INCLUDING 750 IN TRANSFORMATION  
FOR SCHOOLS NEEDING IMPROVEMENT  
THIS IS IN ADDITION TO A  
\$1.3 MILLION RESERVE FOR SCHOOLS  
WITH DECLINING ENROLLMENT.

ANOTHER 500,000 TO ENHANCE  
FAMILY ENGAGEMENT EFFORTS BOTH  
IN POLICY, TRAINING AND  
MESSAGING FOR OUR WELCOME  
SERVICES CENTERS.

375,000 TO STRENGTHEN SCIENCE  
INSTRUCTION FOR GRADES 3 TO 8,  
ANOTHER 364,000 TO EXPAND EXAM  
SCHOOL ACCESS AND BRING THE ISEE  
ENTRANCE EXAM INTO THE CLASSROOM  
AND THUS AVAILABLE TO ALL SIXTH  
GRADERS ON A VOLUNTARY BASIS IN  
THE FALL OF 2019.

AND FINALLY, HANGS TO ADDITIONAL  
SUPPORT FROM THE MAYOR BPS WILL  
BE ABLE TO OFFER FREE AND BTA  
BOSTON SUBWAY PASSES FOR ALL

STUDENTS IN GRADE 7-12 FOR THE COMING SCHOOL YEAR.

THIS INCLUDES STUDENTS IN CHARTER, PAROCHIAL AS WELL AS ALL BPS STUDENTS CITY WIDE.

THIS HAS BEEN SOMETHING THAT MANY OF OUR STUDENTS AND FAMILIES HAVE BEEN ASKING FOR FOR QUITE SOME TIME, AND ORGANIZATIONS LIKE THE BOSTON STUDENT ADVISORY COUNCIL, LATINA, TEEN EMPOWERMENT THE MAYOR'S YOUTH COUNCIL -- TASK FORCE AND THE BOSTON YOUTH ORGANIZING PROJECT, WE WANT TO THANK ALL OF THEM FOR THEIR ADVOCACY AND PERSISTENCE.

I ALSO WANT TO GIVE A PARTICULAR SHOUT WITHOUT TO ALTERNATIVES FOR COMMUNITY AND ENVIRONMENT OR ACES, YOUTH LED ROXBURY ENVIRONMENTAL EMPOWERMENT PROJECT, WHO BROUGHT ATTENTION TO TRANSPORTATION ISSUES AND SPEARHEADED THIS WORK OVER A NUMBER OF YEARS AND I WANT TO THANK MAYOR FOR HELPING US TO MAKE THE DECISION A CLASSROOM FOR EVEN MORE STUDENTS.

FINALLY, IN THE FACE OF DECLINING STATE AID WE ARE GRATEFUL FOR THE SUPPORT OF THE CITY OF BOSTON UNDER THE LEADERSHIP OF MAYOR WALSH WHO CONTINUES TO INCREASE THE CITY'S ALLOCATION TO THE BPS OVERALL BUDGET.

THE CITY IS CONTINUING TO MAKE UP FOR REDUCTIONS AT THE STATE AND FEDERAL LEVELS.

THE CITY'S PROPOSED INCREASE OF 26 MILLION FOR BPS AND FY-20 COMES ON TOP OF THEIR COMMITMENT TO BACK FILL THE 12 MILLION DEKLEIN IN NET STATE AID COMPARED TO FISCAL YEAR 2019 UNDER THE GOVERNOR'S BUDGET SO THAT IS ACTUALLY 38 MILLION IN ELEVATED CITY FUNDING MAYOR WALSH INCREASED BPS ANNUAL BUDGET BY OVER 200 MILLION SINCE TAKING OFFICE THIS IS WHILE CHAPTER 70 FUNDING STATE -- AT THE STATE LEVEL REMAINS



STAGNANT, INCREASING BY ONLY 10 MILLION.

THE COMMONWEALTH USES CHAPTER 70 AS ITS PRIMARY FUNDING SOURCE FOR PUBLIC EDUCATION AS YOU ALL KNOW THE STATE'S FORMULA IS 25 YEARS OLD AND IS IN DESPERATE NEED OF UPDATING.

AND AS A RESULT OF THE OUTDATED APPROACH TO STATE FUNDING BOSTON HAS EXPERIENCED ALMOST FLAT FUNDING FROM THE STATE FOR A DECADE.

OUTSIDE OF CHAPTER 70 BOSTON HAS STRUGGLED WITH CONSISTENT UNDERFUNDING BY THE STATE OF THE CHARTER SCHOOL REIMBURSEMENT LINE ITEM AND DESPITE THIS DISINVESTMENT IN BOSTON BY THE STATE THE STATE CONTINUES TO PROVIDE HISTORIC LEVELS OF FUNDING FOR EDUCATION.

EQUALLY IMPORTANT IN THIS PAST YEAR THE MAYOR HAS BEEN ELEVATING THIS ISSUE WITH OUR LEGISLATIVE PARTNERS AND STATE POLICYMAKERS AS HAVE I, ALONG WITH SCHOOL COMMITTEE CHAIR MIKE LOCONTO, MEMBERS OF THE SCHOOL COMMITTEE AND MANY MEMBERS OF THIS COUNCIL AS WELL AND I WANT TO THANK FOR THAT ADVOCACY.

WE ALSO HAVE BEEN COLLABORATING WITH SUPERINTENDENTS AND MAYORS FROM OTHER CITIES AS THIS IS A SHARED CHALLENGE FACED BY MANY COMMUNITIES.

AND FINALLY I WANT TO THANK A NUMBER OF COMMUNITY GROUPS AND ADVOCACY ORGANIZATIONS INCLUDING OUR TEACHER UNION PARTNERS WHO HAVE JOINED THIS EFFORT AS WELL BECAUSE EVEN WHILE WE DEBATE HERE IN THIS CITY HOW GHOST SPEND THE RESOURCES WE HAVE, WE COLLECTIVELY HAVE A STRONG CASE TO MAKE FOR A MORE ROBUST EDUCATION FUNDING PARTNERSHIP WITH THE STATE TO INCREASE THE SIZE OF THE PIE, COMMENSURATE BOTH WITH THE NEEDS AND ASPIRATIONS OF OUR STUDENTS AND THEIR FAMILIES.

SO THAT IS EQUALLY IMPORTANT

THAT WE KEEP OUR EYE ON THAT MARK EVEN WHILE WE TALK ABOUT HOW BEST TO ALLOCATE OUR RESOURCES HERE.

SO WITH THAT AND THANK YOU FOR YOUR ATTENTION, I WILL TURN THINGS OVER TO ELEANOR LAWRENCE TO PROVIDE SOME ADDITIONAL DETAIL.

ELEANOR LET ME JUST RECOGNIZE WE HAVE BEEN JOINED WHEN YOU STARTED YOUR PRESENTATION BY BOTH COUNCILORS ANDREA CAMPBELL AND ED FLYNN.

>> THANK YOU.

THANK YOU AND GOOD AFTERNOON I ALSO WANTED TO INTRODUCE TWO OTHER MEMBERS OF OUR TEAM FROM THE FINANCE OFFICE OF BPS, OUR DEPUTY CFO NATE DO YOU DOER AND DAVID BLOOM.

SUPERINTENDENT PERILLE HIT ON A NUMBER OF THE THEMES THAT I WOULD LIKE TO TALK ABOUT TODAY. I WILL ADD A LITTLE MORE COLOR AND DETAIL IN THE SLIDES WE HAVE PROVIDED FOR YOU.

LAURANS .. AS SUPERINTENDENT PERILLE SAYS IT INCLUDES A \$26 MILLION INCREASE FOR BPSLY STRESS WHAT SUPERINTENDENT PERILLE SAID BECAUSE IT IS SO IMPORTANT, FRANKLY THERE HAS BEEN CONFUSION ON THIS POINT, THIS DOES NOT INCLUDE AN INCREASE IN OUR TEACHER'S SALARIES AS WE ARE STILL IN ACTIVE NEGOTIATIONS WITH THE BTU, THE BTU CONTRACT IS ALMOST \$600 MILLION SO THAT IS A BIG PIECE OF THE PUZZLE FOR THE BPS FINANCIAL PICTURE.

ADMISSION, THE MAYOR ANNOUNCED U P.K. INVESTMENT OF \$15 MILLION IS ON TOP OF THIS 26 AS WELL. THE PREK.

UNDER THE MAYOR'S ADMINISTRATION, WE HAVE INCREASED PER PEOPLE SPENDING IN THE BOSTON PUBLIC SCHOOLS BY 25 PERCENT, FROM 16.5000 TO \$20,600.

IT REPRESENT AS TOTAL INCREASE OF \$200 MILLION FOR THE

DISTRICT'S OVERALL.

AS SUPERINTENDENT STATED, THIS INVESTMENT COMES DESPITE STAGNANT FUNDING AT THE STATE LEVEL.

BECAUSE OF THE CITY'S COMMITMENT TO EDUCATION, DESPITE STAGNANT STATE AID WE ARE ABLE TO PROPOSE IN THIS BE BUDGET A NUMBER OF IMPORTANT INVESTMENTS, THOSE INCLUDE \$6 MILLION TO SUPPORT EQUITY AND STABILITY IN OUR SCHOOL BUDGETS PASS WELL AS A SERIES OF TARGETED HIGH IMPACT INVESTMENTS THAT WE WILL BE MAKING ON THE CENTRAL BUDGET WHICH WE WILL DISCUSS IN A MOMENT.

NEXT SLIDE, I AM ON PAGE 5, IS ONE THAT WE SHARED WITH YOU LAST YEAR.

AND I LIKE TO THINK SOMETIMES IT IS GOOD TO BE BORING WHEN YOU ARE IN FINANCE.

WE HAVE BEEN WORKING FOR FOUR YEARS ON LONG-TERM FINANCIAL PLANNING FOR THE BOSTON PUBLIC SCHOOLS AND WE HAVE MADE A LOT OF PROGRESS.

CERTAINLY WHENEVER YOU BUILD A BUDGET THERE ARE HARD DECISIONS AND TRADE-OFFS THAT ARE PART OF MAKING IT POSSIBLE.

IS THERE MORE WE WOULD LIKE TO DO?

OF COURSE BUT WHEN YOU LOOK AT WHERE WE ARE TODAY VERSUS WHERE WE WERE A NUMBER OF YEARS AGO I HOPE YOU WOULD AGREE THAT WE HAVE INJECTED A LOT MORE STABILITY FOR OUR SCHOOLS AND OUR STUDENTS IN HOW WE FUND YEAR OVER YEAR.

THIS DIAGRAM HERE ON SLIDE 5 REPRESENTS THE WORK OF LONG-TERM FINANCIAL PLANNING TEAM AND A FRAMEWORK FOR INVESTMENT OF WHERE WE WANT TO GO NEXT.

OUR, I WILL POINT YOUR ATTENTION TO THE TWO TWIN GREEN TRIANGLES. WE ARE TRYING TO BALANCE MAKING SYSTEMWIDE INVESTMENTS ALONG WITH ENABLING SCHOOL LED

INVESTMENTS.

WE KNOW THERE IS A BALANCING ACT.

THERE ARE CERTAIN THINGS THAT EVERY SCHOOL DESERVES THAT WE FUND CENTRALLY BUT WE ALSO KNOW THAT EVERY SCHOOL AND EVERY COMMUNITY IS DIFFERENT SO WE TRY TO ENSURE SCHOOLS HAVE SUFFICIENT FUNDS TO MAKE INVESTMENTS THAT THEY THINK ARE RIGHT FOR THEIR STUDENTS AS WELL.

TURNING TO PAGE 6, THIS IS A DETAILED VIEW OF WHAT IS IN THE FY-20 BPS PROPOSED BUDGET.

THERE ARE FOUR CATEGORIES THAT WE THINK OF OUR BUDGET AND THE FIRST ARE DIRECT SCHOOL EXPENSES.

THOSE ARE DOLLARS YOU WOULD SEE FOR THE MOST PART SITTING RIGHT ON A SCHOOL BUDGET.

THE SECOND CATEGORY IMPORTANTLY ARE WHAT WE CALL SCHOOL SERVICES BUDGETED CENTRALLY.

THESE ARE THINGS YOU SEE WHEN YOU WALK THROUGH A SCHOOL. CUSTODIANS, SOME OF OUR SPECIAL EDUCATION TEACHERS.

THEY HAPPEN TO FIT ON A CENTRAL LINE ITEM JUST BECAUSE OF OUR LEGACY FINANCIAL SYSTEM, BUT THEY ARE VERY MUCH PAYING FOR DIRECT SERVICES TO STUDENTS IN SCHOOLS.

AS SUPERINTENDENT STATED, THOSE TWO CATEGORIES TOGETHER REPRESENT 89 PERCENT OF OUR PROPOSED SPENDING FOR NEXT YEAR. THE THIRD CATEGORY IS CENTRAL ADMINISTRATION.

THIS IS AN AREA THAT REPRESENTS 5.4 PERCENT OF OUR TOTAL SPENDING, AND WE HAVE BEEN VERY PROUD TO KEEP IT FLAT FOR THE PAST COUPLE OF YEARS.

YOU WILL NOTICE A MORE MODEST INCREASE, A MORE SIGNIFICANT INCREASE OF 3.5 PERCENT IN THIS YEAR'S PROPOSAL THAN IN PREVIOUS YEARS AND THAT'S SIMPLY BECAUSE A NUMBER OF THE INVESTMENTS WHICH WE ARE VERY EXCITED TO

PROPOSE HAPPEN TO FIT IN CENTRAL OFFICE.

THINGS LIKE EXPANDING ACCESS TO EXAM SCHOOLS, IMPROVING WELCOME SERVICES AND OFFERING SUPPORT TO SOME OF OUR HIGHEST NEEDS SCHOOLS THROUGH OUR NETWORK STRUCTURE.

AND THEN OUR FOURTH AND FINAL CATEGORY ARE SERVICES FOR NONBPS STUDENTS.

SO THIS COULD INCLUDE EVERYTHING FROM UNIVERSAL PREK SERVICES FOR STUDENTS WHO ARE SITTING IN OUR COMMUNITY BASED PARTNERS AS WELL AS OUT OF DISTRICT SPECIAL EDUCATION OR VOCATIONAL IMPROVEMENTS.

ON SLIDE 7, WE SHARE SOME OF THE DATA ABOUT RECENT HISTORY OF BPS APPROPRIATION IN THE CITY OF BOSTON.

AGAIN, \$200 MILLION INCREASE SINCE FY-14.

THIS CONTRASTS STARKLY WITH WHAT THE STATE PICTURE LOOKS LIKE.

I BELIEVE MANY OF YOU HAVE SEEN THIS GRAPH BEFORE BUT WE WANT TO HIT IT HOME BECAUSE IT IS SO IMPORTANT.

CHAPTER 70 EDUCATION AID HAS BEEN BASICALLY FLAT FOR THE LAST DECADE.

AND TURNING TO SLIDE 9, IF YOU LOOK 10 YEARS AGO AT FY-10, STATE FUNDING REPRESENTED 20 PERCENT OF THE SPENDING FOR BPS.

WE EXPECT NEXT YEAR FOR IT TO BE FOUR PERCENT AND IMPORTANTLY UNDER THE PROPOSED EDUCATION PROMISE ACT IT WOULD OVER TIME GROW BACK TO 17 PERCENT.

THE SUPERINTENDENT STRESSED AND I THINK MANY OF YOU HAVE BEEN A PART OF THESE CONVERSATIONS OF WHAT THE CITY IS FIGHTING FOR AT THE STATE LEVEL FOR EDUCATION REFORM.

TURNING BACK TO THE GENERAL FUND PICTURE, I AM ON SLIDE 11, WE MENTIONED THE \$200 MILLION INCREASE IN THE GENERAL FUND APPROPRIATION FOR BPS SINCE

FY-14.

THAT IS SHOWN ON THE GRAPH ON THE LEFT PROVIDED BETWEEN WHAT SITS ON A SCHOOL BUDGET VERSUS WHAT IS ON EVERYTHING ELSE AS I DESCRIBED THOSE WERE CATEGORIES SCHOOL SERVICES BUDGETS ESSENTIALLY, CENTRAL ADMINISTRATION AND OUR NONBPS STUDENT SERVICES.

THE PORTION OF OUR BUDGET THAT SITS ON SCHOOL BUDGETS HAS ACTUALLY INCREASED VERY SLIGHTLY FROM 53 TO 54 PERCENT.

OVER THAT TIME PERIOD, THE COMBINATION OF SIGNIFICANT INCREASES IN GENERAL FUND APPROPRIATION WITH SOME SLIGHT DECLINES IN ENROLLMENT HAVE LED TO A VERY SIGNIFICANT 25 PERCENT INCREASE IN PER PUPIL SPENDING. WITH THAT ADDITIONAL SPENDING, WE HAVE INVESTED IN LOTS OF IMPORTANT THINGS FOR OUR KIDS, ONE OF THOSE HAS BEEN MORE TEACHING STAFF.

WE HAVE ADDED ALMOST 400 ADDITIONAL TEACHING STAFF IN THE LAST SIX YEARS, IMPROVING OUR TEACHING STAFF RATIO BY APPROXIMATELY 10 PERCENT.

AS THE SUPERINTENDENT STATED OUR FY-20 PROPOSED BUDGET HAS A SERIES OF INVESTMENTS WHICH WE ARE EXCITED TO SHARE WITH YOU TODAY.

THEY ARE LISTED ON PAGE 13 BECAUSE THE SUPERINTENDENT TALKS ABOUT THEM IN SOME DETAIL I AM GOING TO NOT GO THROUGH EACH LINE IN DETAIL, BUT THESE WILL BE THE SUBJECT OF OUR CONVERSATION WITH YOU IN THE COMING WEEKS.

IN ADDITION IT IS JUST AS IMPORTANT TO SUSTAIN WHAT WE HAVE ALREADY INVESTED IN, BUDGETS ARE NOT JUST ABOUT INVESTING IN WHAT IS NEW.

WE OFTEN LAUGH THERE IS VERY LITTLE CONSENSUS IN ACADEMIA ABOUT WHAT WORKS IN EDUCATION, BUT I THINK THREE OF THE THINGS THAT THE ACADEMICS WILL HAVE AS

MUCH CONFIDENT CONFIDENCE ON IS MORE TIME LEARNING, EARLY EDUCATION, AND HAVING ACCESS TO GREAT TEACHERS.

THE BOSTON PUBLIC SCHOOLS HAVE MADE SIGNIFICANT AND MEANINGFUL REFORMS IN EACH OF THESE THREE AREAS IN RECENT YEARS AND WE ARE PROUD THAT THE FY-20 BUDGET SUSTAINS THOSE INVESTMENTS. BEFORE WRAPPING UPLY SHARE A TOUCH MORE DETAIL ON SOME OF OUR INVESTMENTS THAT WE ARE PARTICULARLY EXCITED ABOUT AS THE SUPERINTENDENT MENTIONED, WE HAVE PROPOSED 750,000 TO SUPPORT SOME OF OUR LOWER PERFORMING SCHOOLS.

THESE SCHOOLS WILL BE IMPLEMENTING JESSE REQUIRED COMPREHENSIVE IMPROVEMENT PLANS YET THE STATE DID NOT PROVIDE ADDITIONAL RESOURCES BEYOND THE PLANNING PERIOD FOR THE IMPLEMENTATION OF THOSE PLANS. WE ALSO CONTINUE TO INVEST IN OUR HIGH SCHOOLS WITH A TWO PRONGED APPROACH, BOTH ADDITIONAL FUNDING THAT GOES TO SCHOOLS, PARTICULARLY SCHOOLS THAT SERVE STUDENTS WITH WHAT WE CALL EW'S, EARLY WARNING INDICATORS, THESE ARE HIGH SCHOOLS THAT ARE ACCEPTING STUDENTS WHO HAVE SHOWN THAT THEY HAVE HAD SOME STRUGGLES IN MIDDLE SCHOOL.

WE ALSO ARE CONTINUING TO INVEST IN VOCATIONAL PROGRAMS AND WE ARE SUPPLEMENTING THAT WITH SOME CENTRAL TECHNOLOGY AND TOOLS TO HELP THE WORK WITH THAT HAPPENS IN SCHOOLS, INCLUDING SOMETHING CALLED AMBIANCE, TRACKS STUDENTS FOR COLLEGE AND CAREER AND EARLY WARNING SYSTEM TO TEACHERS AND SCHOOL STAFF CAN SEE THE DATA ON KIDS THAT NEED HELP AS EARLY AS POSSIBLE, NA VIA NCE .. WE ARE ALSO PROPOSING INVESTMENT AND ENGAGEMENT IN WELCOMING OUR FAMILIES, INVESTING TO IMPROVE PROACTIVE COMMUNICATION INFORMATION ACCESS AND THE

REGISTRATION EXPERIENCE FOR FAMILIES.

IN SHORT, WE WANT OUR WELCOME CENTERS TO BE EVEN MORE WELCOMING.

I AM ON PAGE 19 NOW.

I THINK MANY OF YOU WERE IN OUR BRIEFING TWO MONTHS AGO WHEN WE GAVE YOU A PREVIEW OF THE FY-20 BUDGET AND A LOT OF EXCITEMENT ABOUT REDUCING BARRIERS TO EXAM SCHOOLS THROUGH ACCESS TO THE ISEE TEST, AS MANY OF YOU KNOW THE TODAY TODAY IS ADMINISTERED AT A NUMBER OF LOCATIONS ON A SATURDAY MORNING.

DESPITE EFFORTS TO GET MORE AND MORE KIDS THERE, WE STILL FIND THAT THE DIVERSITY OF OUR APPLICANT POOL ISN'T WHAT WE WANT SO THE NEXT MEASURE THAT WE HAVE -- THAT WE WILL BE TRYING IS FOR THE TEST TO TAKE PLACE IN THE HOMESCHOOL OF EVERY STUDENT DURING THE SCHOOL DAY.

WE ARE HOPEFUL THIS WILL CONTINUE TO SUPPORT OUR EFFORTS TO IMPROVE THE DIVERSITY OF OUR EXAM SCHOOLS.

AND LASTLY, THE SUPERINTENDENT MENTIONED THAT I WOULD LIKE TO GIVE ONE MORE PLUG.

WE ARE REALLY EXCITED THIS YEAR TO HAVE LAUNCHED A NEW WEBSITE. WE HEAR A LOT OF COMMENTS AS I AM SURE YOU DO FROM YOUR CONSTITUENTS, WHERE IS THE MONEY GOING IN THE BOSTON PUBLIC SCHOOLS?

WELL, WE TOOK THE TIME TO PUT EVERY SINGLE DOLLAR ON TO A WEBSITE THAT WE HOPE IS AS USER FRIENDLY AS POSSIBLE WHERE YOU CAN EXPLORE THE TOTAL SPENDING IN THE CENTRAL OFFICE AND HOW MUCH IS SPENT ON EVERY SCHOOL. I ENCOURAGE YOU AND YOUR STAFF TO TAKE A LOOK.

AGAIN IT IS [BOSTONPUBLICSCHOOLS.ORG/EXPLORE BUDGET](http://BOSTONPUBLICSCHOOLS.ORG/EXPLOREBUDGET).

AND IN ADDITION, WE HAVE ALL OF OUR HISTORIC INFORMATION THAT WE PUBLISH EVERY YEAR WHICH WE ALSO THINK IS QUITE COMPREHENSIVE ON



OUR BUDGET WEBSITE, BOSTON  
PUBLIC SCHOOLS.ORG/BUDGET,  
INCLUDING WSF BY SCHOOLS, OUR  
CALIFORNIA AND, ACCOUNT AND CODE  
BUDGET AND LOTS MORE.

SO WITH THAT I WILL TURN IT BACK  
TO THE CHAIR FOR QUESTIONS.

>> THANK YOU, ELEANOR.

CAN YOU CLARIFY THE 400 TEACHERS  
HAVE BEEN HIRED OVER WHAT PERIOD  
OF TIME?

>> SINCE FY-14, WE HAVE ADDED  
APPROXIMATELY 388 TEACHING  
STAFF.

THAT IS A COMBINATION OF  
TEACHERS AND PARRA  
PROFESSIONALS.

>> OKAY.

.. AND ENROLLMENT HAS DECLINED?  
STAGNANT?  
UP?

>> SLIGHTLY DECLINED.  
SINGLE DIGITS.

LOW SINGLE DIGITS.

>> SO ARE WE HAVING BETTER  
STUDENT TEACHER RATIOS?

I KNOW WE CLOSED A NUMBER OF  
SCHOOLS IN 2010.

IS, THERE ARE 125 BUILDINGS NOW,  
BACK THEN THERE WERE PROBABLY  
150 OR SO.

JUST CURIOUS, GROWING THE  
TEACHER STAFF THAT MUCH WHEN  
ENROLLMENT IS BASICALLY FLAT.

>> YES.

WE HAVE IMPROVED STUDENT TO  
TEACHER RATIOS.

ONE OF THE BIGGEST AREAS OF  
INVESTMENT HAS BEEN IN  
INCLUSION, ROLLING OUT INCLUSION  
SO THAT MORE OF OUR STUDENTS WHO  
WOULD OTHERWISE BE IN  
SUBSTANTIALLY SEPARATE CLASSROOM  
ENVIRONMENTS CAN BE TAUGHT SIDE  
BY SIDE IN AN INCLUSIVE  
ENVIRONMENT AND THAT IS SLIGHTLY  
MORE INTENSIVE FROM A STAFFING  
RATIO POINT OF VIEW.

>> AND COULD YOU EXPLAIN, WAS IT  
AN ATE CLASS SIZE AND WHAT MAKES  
UP AN INCLUSION CLASSROOM?

>> OUR TYPICAL STAFFING  
RECOMMENDATION, AND THERE IS  
VARIATION BY SCHOOL, BUT A

TYPICAL INCLUSIVE CLASSROOM MIGHT HAVE 15 STUDENTS WHO WOULD OTHERWISE HAVE BEEN IN A GENERALIZED SETTING AND FIVE STUDENTS WHO ARE DESIGNATED WITH SPECIAL NEEDS.

SOME OF THE 15 STUDENTS COULD ALSO HAVE IEP'S AS WELL.

>> RIGHT. SO THAT IS UP -- THE MAXIMUM 18 AT ONE POINT?

>> I DON'T BELIEVE SO BUT AGAIN I WANT TO REITERATE THAT THERE ARE VARIATIONS OF -- ACROSS SCHOOLS JEFF MACKE SOME SCHOOLS THAT CHOOSE TO HAVE TWO TEACH IN OTHER WORDS EVERY CLASSROOM AS OPPOSED TO A TEACHER AND PARA PROFESSIONAL AND IN THOSE THEY MAY HAVE SLIGHTLY MORE STUDENTS.

>> AND THEN LASTLY AND I WANT TO HAND IT OVER TO THE OTHER CHAIR, SPED PACQUIAO MENTIONED A LOT OF THE ADVOCATES, I AM HOPING, YOU KNOW, THAT SPED PACK IS DEFINITELY ONE OF THEM, VERY INVOLVED IN MANY PAST YEARS' BUDGETS.

>> YES.

>> OKAY.

>> THEY ARE ALWAYS VERY INVOLVED AND ACTUALLY VERY PRODUCTIVELY SO.

>> RIGHT.

I THINK WE MADE AN ADJUSTMENT JUST MAYBE TWO OR THREE YEARS AGO.

WE ADDED A STUDENT -- I AM SORRY.

A STUDENT, RIGHT?

>> YOUR MEMORY IS CORRECT.

FOR THE FY-17 BUDGET OF THREE YEARS AGO, WE MADE ADJUSTMENTS TO THE STAFFING GUIDELINES FOR TWO OF OUR CATEGORIES OF SPECIAL NEEDS.

WE STAYED BELOW STATE GUIDELINES AND BELOW OUR COLLECTIVE BARGAINING.

>> RIGHT.

AND I BELIEVE, YOU KNOW, WE HAVE CONTINUED TO MAKE VERY SIGNIFICANT INVESTMENTS IN SPECIAL EDUCATION OVERALL. AND I BELIEVE THE TRANSITION HAS

BEEN REASONABLY SMOOTH.

>> RIGHT.

AND I THINK IF I REMEMBER  
CORRECTLY, AGAIN, THERE WAS SOME  
SIGNIFICANT PUSHBACK.

>> YES.

>> BUT SPED PACK STOOD BY THAT  
AND WOULD YOU SAY THAT, YOU  
KNOW, THEY ARE SATISFIED WITH  
THE ADJUSTMENT AT THIS POINT?

>> I WOULDN'T WANT TO VENTURE TO  
SPEAK ON THEIR BEHALF.

>> RIGHT.

>> I WILL SAY WE CONTINUE TO  
HAVE A VERY PRODUCTIVE  
PARTNERSHIP WITH THEM.

>> RIGHT.

>> AND I THINK THEY ARE LARGELY  
IN SUPPORT OF THE INVESTMENTS WE  
CONTINUE TO MAKE.

>> RIGHT.

SO --

>> GO AHEAD.

>> NO. I WAS JUST GOING TO SAY  
SO WHEN WE DO HAVE OUR HEARING  
WHICH -- SPECIAL ED WILL BE A  
PART OF THE DISCUSSION. YOU  
KNOW, I WOULD ASK THE --  
HOPEFULLY TO PROVIDE SOME  
TESTIMONY.

>> YES.

AND SOME OF YOU MAY RECALL THAT  
WHEN WE WERE HERE FOR A HEARING  
ON SPECIAL EDUCATION THREE WEEKS  
AGO, WAS IT, ACTUALLY CAROLYN  
CAME THE CHAIR OF SPED PACK CAME  
AND TESTIFIED AS WELL ..

>> GREAT.

>> AND WAS PRESENT IN PART OF  
THAT HEARING SO WE CAN CERTAINLY  
ASK HER IF SHE IS ABLE TO JOIN  
US AGAIN.

>> THANK YOU.

THANK YOU VERY MUCH.

COUNCILOR ESSAIBI GEORGE.

>> BEFORE YOU JUMP IN WITH  
QUESTIONS I JUST WANTED TO POINT  
OUT THAT ADMISSION TO THE FOUR  
OF US HERE AT THE TABLE AS  
NEEDED WE HAVE A NUMBER OF OUR  
SENIOR LEADERS HERE, CHARLES  
GRAND SOME OUR CHIEF ACADEMIC  
OFFICER, EMILY IN CHARGE OF  
HUMAN CAPITAL, MARY DISO SCHOOL

WHO OVERSEES ALL OF OUR  
ELEMENTARY AND MIDDLE SCHOOLS,  
MONICA ROBERTS OUR CHIEF  
ENGAGEMENT OFFICER WHO MANAGES  
BOTH FAMILY COMMUNITY ENGAGEMENT  
AND WELCOME CENTERS AND JON HAMM  
LYNN OUR CHIEF OF OPERATIONS,  
BOB GONE SALVO OUR CHIEF OF  
STAFF AND ELLEN MCDONOUGH FROM  
OUR INTERRELATIONSHIP TEAM.

>> THERE MAY BE A FEW QUESTIONS  
WE ARE NOT GOING TO BE ABLE TO  
ANSWER BUT I WOULD BE SURPRISED  
BUT WE WILL DO OUR BEST AND WE  
LOOK FORWARD TO THE ONGOING  
CONVERSATION.

>> GREAT.

THANK YOU.

COUNCILOR ESSAIBI GEORGE.

>> THANK YOU, CHAIR AND THANK  
YOU FOR THE OVERVIEW I KNOW OVER  
THE COMING WEEKS WE WILL GET  
INTO MORE DETAIL AS WE COVER  
EACH OF THE TOPICS OVER THE NEXT  
FEW WEEKS.

JUST TO FOLLOW UP WITH SOME OF  
COUNCILOR CIOMMO'S QUESTION ON  
THE TYPICAL INCLUSION CLASSROOM,  
15 -- STUDENTS, FIVE KIDS ON  
IEP, VARYING DEGREES OF NEED,  
WHAT IS THE TYPICAL SORT. OF,  
ASSORTMENT OF TEACH IN OTHER  
WORDS THE CLASSROOM, IS THERE A  
WALL OF ADULTS VERSUS KIDS.

>> ?

A CLASSROOM OF THAT CA PROFILE  
WE WOULD HAVE A, WE WOULD IF THE  
TYPICALLY HAVE A TEACHER AND  
PARA PROFESSIONAL.

>> IS THERE SOME AUTONOMY?  
IS THAT THE NATIONAL STANDARD ON  
INCLUSION?

>> I CAN'T SPEAK TO THE NATIONAL  
STANDARD FOR INCLUSION.  
I KNOW THAT IS OUR RECOMMENDED  
STAFFING INTERNALLY AT BPS.

>> RIGHT.

AND THAT IS SOMETHING THAT IS 0  
CONCERNING TO A NUMBER OF SCHOOL  
COMMUNITIES ACROSS OUR CRICKET,  
DISTRICT, SOMETIMES THAT ISN'T  
APPROPRIATE TO THE NEEDS OF THE  
KIDS IN THE CLASSROOM SO WE WILL  
TALK MORE ABOUT THAT LATER.

ON 56, WE HAVE DETAILED OUT THE DIFFERENT CATEGORIES OF FY-20 PROPOSED BUDGET.

YOU REFERENCE THE ADOPTED FY 19, IT WOULD BE INTERESTING TO KNOW WHAT THE PROJECTED FINISHED NUMBERS ARE FOR THAT FY 19 AS WE KNOW THE TRANSPORTATION BUDGET IS GOING TO BE OVER ABOUT 7 MILLION, SO WHERE IN THESE COLUMNS ARE WE GOING TO SEE ANY SORT OF SIGNIFICANT UPS OR DOWNS IN THAT BUDGET?

THE 7 MILLION FOR TRANSPORTATION WILL NEED TO COME FROM SOMEWHERE.

>> EVERY YEAR IF YOU IMAGINE WITH A BILLION DOLLARS BUDGET SOME THINGS COME IN A BIT HIGHER AND SOME THINGS A BIT LOWER THAN WE EXPECT WHEN WE EMBARK ON THE ROSE.

YOU ARE CORRECT.

WE ARE GOING HIGH IN TRANSPORTATION AS WE WILL TALK TO YOU ABOUT WE ARE GOING HIGH IN FOOD SERVICES.

>> -- POINTS THAT -- OF THE BPS TRANSPORTATION BUDGET SPENT ON BPS STUDENTS 40 PERCENT OF THAT IS CONSUMED WITH SPECIAL EDUCATION NEEDS.

THESE ARE REQUIRED BY IEPs, DOOR TO DOOR, 20151 BUS MONITORS AND ALSO WANT WITH TO NOTE THAT IN THIS SAME, IN THE PAST FIVE YEARS PERIOD THE NUMBER OF STUDENTS WITH AUTISM HAS INCREASED BY 100 PERCENT.

THAT'S A DOUBLING IN THE EARLY GRADES, AND IT IS INCREASED BY 64 PERCENT ACROSS THE K-12 SPECTRUM SO WE WANT TO MAKE SURE THAT PEOPLE ARE KEEPING IN MIND THE NATURE OF THE COMMITMENTS THAT WE MUST MAKE TO THESE STUDENTS BOTH STATUTORILY AND MORALLY FOR THEIR SAFETY, SECURITY, AND TRANSPORT TO SCHOOL.

IT IS A HUGE DRIVER OF THE BPS TRANSPORTATION BUDGET.

>> RIGHT.

THANK YOU.

AND THEN RELATED TO  
TRANSPORTATION, ALL OF OUR KIDS  
SEVEN-12, I THINK THAT IS GREAT.  
WILL THAT INCLUDE STUDENTS WHO  
CURRENTLY RECEIVE DOOR TO DOOR  
TRANSPORTATION?

WILL THEY ALSO HAVE A BUS PASS,  
PASS, MBTA PASS?

>> YES.

>> THAT IS GREAT, BECAUSE RIGHT  
NOW, I KNOW MANY OF OUR SPECIAL  
ED STUDENTS WHO ARE RECEIVING  
TRAVEL TRAINING, IF THEY DON'T  
QUALIFY FOR M 7 NOW, TEACHERS  
AND SCHOOL COMMUNITIES AND  
COMMUNITY PARTNERS ARE COUGHING  
UP THAT FUNDING SO KIDS CAN  
RECEIVE -- GET BUS PASSES TO DO  
THE TRAVEL TRAINING, I AM  
EXCITED TO HEAR THAT AND I KNOW  
SOME OF OUR FRIENDS IN SPECIAL  
SERVICES WILL BE HAPPY TO HEAR  
THAT AS WELL.

>> THAT IS MY TIME.

I TRIED TO SPEAK -- THANK YOU.

>> THANK YOU, COUNCILOR.

COUNCILOR FLAHERTY.

>> GOOD AFTERNOON,  
SUPERINTENDENT, DEPUTY CHIEF AND  
DIRECTOR.

A QUICK QUESTION FROM YOUR  
INITIAL PRESENTATION.

YOU INDICATED THAT THERE IS  
30,000 KIDS PER DAY GET  
TRANSPORTED, YOU INDICATED  
21 PERCENT OF THEM, 21 PERCENT  
OF THAT FUNDING IS NONBPS.

HOW MANY ACTUAL STUDENTS, HOW  
MANY ACTUAL NONBPS STUDENTS?  
AND THAT'S A COMBINATION OF --

>> WE WILL PULL THAT UP SHORTLY,  
COUNCILOR.

THANK YOU.

ALSO WITH RESPECT WITH TO THE  
EXAM SCHOOLS I HEARD FROM A LOT  
OF PARENTS, PARTICULARLY THOSE  
WHO HAVE CHILDREN IN PAROCHIAL  
SCHOOLS, THEY ONE OF THE REASONS  
THEY ARE IN PAROCHIAL SCHOOLS  
BECAUSE THEY DIDN'T GET IN THE  
BOSTON SCHOOL OF THEIR CHOICE.  
AND WORSE PRIOR TO YOUR TENURE  
SUPERINTENDENT THEY WERE  
UNASSIGNED, AND SO WHEN YOU

DON'T GET A SCHOOL OF YOUR CHOICE YOU WERE LEFT UNASSIGNED. YOU DID WHAT YOU HAD TO DO TO MAKE SURE YOUR CHILD HAD QUALITY EDUCATION.

I WANT TO MAKE SURE AS WE ARE MAKING SOME CHANGES TO THE EXAM SCHOOLS IN TERMS OF WHERE THE TESTS ARE, WHAT DOES THAT MEAN FOR THOSE IN PRIVATE AND PAROCHIAL SCHOOLS TO BE ABLE TO CONTINUE TO COMPETE FOR THE LATIN O'BRYANT AND THE LATIN ACADEMY EXAM?

>> THERE SHOULDN'T BE ANY CHANGE FOR THOSE STUDENTS AND FAMILIES.

>> OKAY.

AND I SEE 364 WHICH IS PROBABLY ABOUT ORGANIZING THE TEST BUT KIDS THAT ARE GETTING CS AND DS WON'T BE ABLE TO COMPETE TO GET IN LATIN SO WOULDN'T THAT BE MONEY, MONEY BETTER BE SPENT IN EXAM SCHOOL PREP, VERY MUCH LIKE SAT PREP TO TAKE THE IS A SAT, SHOULDN'T WE FOCUS ON GETTING THE KIDS UP TO SNUFF NOT JUST IN THE SUBJECT MATTER BUT THE TEST TAKING SKILLS.

JUST HAVING EXAMS AND PUTTING THEM AROUND THE DIFFERENT SITES, I DON'T THINK THAT IS GOING TO NET THE RESULT THAT WE WANT. AT LEAST THE EFFORT BEHIND IT, THINK WE SHOULD REALLY BE FOCUSING ON THE EXAM SCHOOL PREP OF THAT.

>> COUNCILOR, WE AGREE WITH YOU AND ACTUALLY HAVE BEEN DOING THAT FOR THE PAST THREE YEARS. THIS IS THE THIRD YEAR WHERE BPS HAS BEEN INVESTING IN ITS EXAM SCHOOL INITIATIVE THAT PROVIDES SUMMER AND EARLY FALL TUTORING, TWO, TO ADDITIONAL STUDENTS THOSE WHO MIGHT NOT BE BENEFITING FROM THAT PURCHASED PRIVATELY BY THEIR PARENTS AS YOU KNOW, SO TO LEVEL THE PLAYING FIELD THERE WE ALSO HAVE BEEN INVESTING IN REGISTERING THEM, BUSS TO THE TEST, BUT IT IS CLEAR IN OUR DATA ANALYSIS THAT MAKING THE TEST ITSELF MORE

ACCESSIBLE ACTUALLY LEVERAGES  
THE INVESTMENTS THAT WE HAVE  
BEEN MAKING BOTH IN THE EXAM  
SCHOOL INITIATIVE AND THE  
TUTORING AND PREP SUPPORT.  
I ALSO WANT TO POINT TO  
DISTRICTS WE HAVEN'T HIGHLIGHTED  
BUT THE DISTRICTS ON GOING AND  
CONTINUED INVESTMENT IN  
EXCELLENCE FOR ALL, WHICH IS  
EXPANDING OPPORTUNITY BEYOND THE  
ADVANCED WORK CLASSES TO MORE  
STUDENTS IN THE FOURTH AND  
FIFTH, AND NOW SIXTH GRADE AS  
WELL.

SO IF YOU GRADE THOSE THREE  
TOGETHER DRIVING MORE EQUITABLE  
ENRICHMENT AND ACADEMIC RIGOR IN  
FOURTH, FIFTH AND SIXTH GRADE A  
CONCERTED EFFORT THROUGH THE  
EXAM SCHOOL INITIATIVE IN  
TUTORING PREP SUPPORT AND  
ACCESSIBILITY DURING THE SCHOOL  
DAY WHICH WILL MAKE IT EASIER  
FOR ALL STUDENTS AND FAMILIES WE  
BELIEVE THOSE THREE THINGS  
TOGETHER ARE IMPORTANT STEPS  
FORWARD, FORWARD.

A SMALL CLARIFICATION.

NOT ALL STUDENTS WILL TAKE THE  
TEST.

WE ARE STILL WORKING OUT THE  
DETAILS OF HOW TO IMPLEMENT IT  
BUT WE EXPECT SCHOOLS TO  
RECOMMEND STUDENTS TO  
PARTICIPATE BASED ON THEIR PAST  
ACADEMIC PERFORMANCE AND WE WILL  
BE ENGAGING WITH FAMILIES ON AN  
OPT-IN PROCESS.

>> VERY GOOD.

AND WITH RESPECT TO SOME OF THE  
LATIN SCHOOL PREP THING YOU MAY  
WANT TO CONSIDER HAVING ONE IN  
EVERY NEIGHBORHOOD.

SAY ISSUES WE SAW WITH KIDS NOT  
GETTING TO THE EXAM SCHOOL SITE.

>> YES.

MAYBE THEY OVER SLEPT.

MAYBE THEIR MOTHER AND FATHER  
WEREN'T PAYING ATTENTION TO THE  
DATE AND DIDN'T GET THEIR KIDS  
THERE.

THERE ARE A WHOLE HOST OF ISSUES  
BUT WITH RESPECT TO THE LATIN



PROGRAM SUMMER PROGRAM I THINK  
IT IS HELD AT LATIN.  
WE MAY WANT TO GIVE SOME THOUGHT  
AS TO MAYBE --  
>> NOTED.  
>> INCREASING THE CIRCLE ON THAT  
IN THE SAME EFFORT AND SAME VEIN  
YOU GUYS ARE CONNECTING.  
I HAVE SAID THIS OFTEN, YOU  
KNOW, BOSTON BOASTS OF HAVING  
THE BEGIN COLLEGES AND  
UNIVERSITIES IN THE WORLD AND I  
THINK A GREAT MEASURING STICK IS  
HOW MANY OF OUR KIDS WITH  
ACTUALLY GETTING INTO THESE  
SKIDS.  
THOSE SCHOOLS CALL BOSTON THEIR  
HOME AND I KNOW THAT THE  
ACCEPTANCE LETTERS ARE OUT NOW  
FOR NEXT FALL, THROUGH THE CHAIR  
IF YOU COULD GET US A LIST OR AT  
LEAST A NUMBER OF BOSTON PUBLIC  
SCHOOL HIGH SCHOOL STUDENTS THAT  
HAVE ACTUALLY BEEN ACCEPTED TO  
BOSTON'S COLLEGES AND  
UNIVERSITIES, AS YOU KNOW WE  
HAVE HAD A VERY BRIEF  
DISCUSSIONS AND WILL HAVE  
HEARINGS ON A YEAR 13 AND  
INTENSE COLLEGE PREP OPPORTUNITY  
WHICH MOVES THE QUESTION AS TO  
ARE WE DOING ENOUGH BY WAY OF A  
COLLEGE PREP COURSE LOAD.  
HOW ARE, ARE WE DOING ENOUGH TO  
PROVIDE AP CLASSES TO AS MANY  
STUDENTS AS POSSIBLE.  
THAT'S HOW WE WILL BE ABLE TO  
COMPETE IN THE GLOBAL ECONOMY  
WHEN OUR BOSTON PUBLIC SCHOOL  
KIDS ARE ABLE TO GET INTO SOME  
OF THE BEST CREDIBLE AND  
UNIVERSITIES IN THE WORLD THAT  
ARE RIGHT HERE IN OUR CITY. TO  
ME IT IS NOT GOOD ENOUGH FOR THE  
KID JUST GRADUATING FROM SCHOOL  
AND THEN HOME BY THANKSGIVING OR  
HOME AFTER HIS OR HER FIRST YEAR  
IN COLLEGE.  
WE NEED TO AND MUST DO BETTER  
THAN THAT AND I THINK IT STARTS  
WITH OUR BOSTON PUBLIC SCHOOLS  
AND YOUR APPROACH TO THE  
COLLEGE.  
IT SHOULDN'T JUST BE HUGS AND

KISSES WHEN THE KID COMES ACROSS  
WITH A DIP M WE REALLY WITH WANT  
THAT KID TO GET IN A GREAT  
SCHOOL, COMPETE IN THAT SCHOOL,  
GET A DEGREE FROM THAT SCHOOL  
AND GET IN THE JOB MARKET HERE  
IN OUR CITY.

>> GREAT.

THANK YOU, COUNCILOR.

JUST A COUPLE OF POINT.

ONE IS THAT WE WILL BE HAPPY  
DURING THE ACADEMICS HEARING  
WHICH I BELIEVE IS NEXT WEEK TO  
MAKE SURE WE BRING DATA ON THE  
NUMBER OF STUDENTS BOTH IN AP  
COURSES AND ALSO DUAL ENROLLMENT  
TO YOUR POINT ABOUT HIGHER ED  
PARTNERSHIP THAT HAS BEEN  
GROWING AND EXPANDING AND  
SOMETHING WE WANT TO DON'T DO  
MORE OF AND ALSO WANT TO NOTE  
THAT ONE OF THE ISSUES WE HAVE  
TACKLED THROUGH HIGH SCHOOL WORK  
GROUPS THAT LAUNCHED THIS SPRING  
OR EARLIER, IT MIGHT HAVE BEEN  
WINTER, ARE ONE FOCUSED ON  
ALIGNING AND STRENGTHENING OUR  
GRADUATION REQUIREMENTS IN  
KEEPING WITH THE MASS CORE  
RECOMMENDED PROGRAM OF STUDY.  
ALL OF THAT I THINK FITS RIGHT  
IN THE DIRECTION AND THEN THE  
LAST POINT TO YOUR QUESTION, IS  
THAT THE NUMBER OF NONBPS  
STUDENTS THAT WE ARE OBLIGATED  
BY STATE LAW TO PROVIDE  
TRANSPORTATION TO, THEY ARE CITY  
RESIDENTS, STUDENTS ATTENDING  
THE CHARTER AND PAROCHIAL  
SCHOOLS, THAT'S ROUGHLY 11,000  
STUDENTS.

>> GOTCHA.

>> WHICH WE ARE TRANSPORTING  
WHICH IS WHY WE ALWAYS WANT TO  
MAKE SURE PEOPLE UNDERSTAND THAT  
THE BPS TRANSPORTATION BUDGET IS  
REALLY THE CITY'S EDUCATION  
TRANSPORTATION BUDGET.

>> RIGHT.

>> IN THAT IT COVERS STUDENTS OF  
ALL SCHOOL TYPES.

>> BASICALLY A THIRD OF THE  
STUDENTS THAT WE ARE  
TRANSPORTING ARE NONBPS, THOUGH.

THANK YOU, SUPERINTENDENT, AND  
THANK YOU, CHIEF, THANK YOU,  
MR. CHAIRMAN.

>> COUNCILOR GARRISON.

>> GOOD AFTERNOON,  
SUPERINTENDENT PERILLE.

I ONLY HAVE LIKE ONE QUESTION  
THAT MAYBE YOU CAN COMMENT ON.  
I WAS READING THE PAPER TODAY  
AND I THOUGHT THEY WERE CLOSING  
TWO SCHOOLS IN ROXBURY.  
COULD YOU COMMENT ON THAT,  
PLEASE?

>> YES.

SO THIS IS AN ISSUE THAT WE  
BROUGHT TO THE FORE LAST FALL,  
IN EARLY OCTOBER.

AS YOU KNOW, THE BUILD BPS  
MASTER AND EDUCATIONAL  
FACILITIES PLAN THAT WE UNVEILED  
IN OCTOBER, IS FOCUSED ON  
BUILDING BUILDINGS, REPAIRING  
EXISTING BUILDINGS AND MAKING  
INVESTMENTS IN LONG-TERM  
MAINTENANCE WHICH HAD LONG BEEN  
DEFERRED IN BOSTON IN SEVERAL  
CASES THAT LONG-TERM NEGLECT  
OVER MANY YEARS ABSENT THE KIND  
OF INVESTMENT IN BUILD BPS THAT  
IS NOW ALLOWING US TO DO THINGS  
LIKE MOVE BOILERS, WINDOWS ON A  
FAIRLY REGULAR AND CONSISTENT  
BASIS, DID LEAVE US WITH A  
NUMBER OF BUILDINGS THAT HAD  
DETERIORATED TO A POINT WHERE  
THEY ARE NOT SALVAGEABLE,  
UNFORTUNATELY THAT WAS THE CASE  
IN -- AT THE WEST ROXBURY  
EDUCATIONAL COMPLEX.

IT ALSO HAPPENED WITH SUCH SPEED  
THAT WE DID NOT HAVE THE SORT OF  
PLANNED TIMELINE WE WOULD  
PREFER.

I ARRIVED AND WAS APPOINTED ON  
JULY 2ND, ON JULY 11TH I WAS  
INFORMED BY INSPECTION NATURAL  
SERVICES THAT BUILDING WAS IN  
SUCH ROUGH SHAPE IT COULD NOT  
OPEN THIS PAST SEPTEMBER.

..

>> WE MADE SIGNIFICANT  
INVESTMENTS IN EMERGENCY REPAIRS  
TO ENSURE THE BUILDING WAS SAFE  
SO-SO THAT WE COULD THEN HAVE

THIS ENTIRE YEAR TO PLAN APPROPRIATELY FOR MEETING THE NEEDS OF THOSE STUDENTS WHO WERE IN TWO SCHOOLS WITH LONG STRUGGLING HISTORIES AND DECLINING ENROLLMENT BECAUSE OF THE TIGHT TIMELINE BOTH OF THOSE SCHOOLS ARE CLOSING, THE SENIORS ARE REMAINING TOGETHER AT THE IRVING MIDDLE SCHOOL IN ROSLINDALE SO THEY CAN GRADUATE FROM THE SAME SCHOOLS.

AND WE ARE WORKING ON BOTH INDIVIDUAL TRANSITIONS AN PROGRAM TRANSITIONS.

THE SCHOOL COMMITTEE APPROVED THIS CLOSURE RECOMMENDATION IN DECEMBER AND WE HAVE BEEN REGULARLY UPDATING THE SCHOOL COMMITTEE AND THE GENERAL PUBLIC ON THE TRANSITION PLANS.

I ALSO WANT TO NOTE THAT SOME OF YOU MAY BE AWARE THAT RECENTLY WE IDENTIFIED, WE PROACTIVELY IDENTIFIED AND CALLED FOR A FULL ENGINEERING REPORT ON A SECOND BUILDING OF CONCERN BUT DOING IT PROACTIVELY HAS GIVEN US A LONGER PLANNING TIMELINE TO MEET THE NEEDS OF THOSE SCHOOLS.

THAT'S THE JACKSON MANN FACILITY IN ALLISTON BRIGHTON THAT CURRENTLY HOUSE TWOS SCHOOLS AND A COMMUNITY CENTER.

HOWEVER, BY PROACTIVELY CALLING A FULL ENGINEERING REPORT THAT GAVE US A ROAD MAP FOR IMMEDIATE REPAIRS THAT WE CAN MAKE TO SECURE THAT BUILDING FOR AT LEAST TWO YEARS IN SAFE OPERATION MEANS WE HAVE A PLANNED PATH FORWARD AND I WANT TO REFLECT ON THE FACT THAT THAT IS EXACTLY WHAT WE HOPE TO BE ABLE TO DO.

BOSTON STILL HAS SOME TROUBLED BUILDINGS.

YOU DON'T GET 20 YEARS OF NOT FULLY INVESTING IN BUILDINGS AND NOT MEET THE CHALLENGES THAT COMES FROM THAT, SO WE ARE ON A PROACTIVE PATH TO MAKE SURE WE STAY IN FRONT OF THOSE PROBLEMS, IDENTIFY THEM AND THEN SET UP A

PLAN PROCESS FOR THE SCHOOL COMMUNITIES.

THAT'S WHAT WE ARE DOING WITH JACKSON MANN.

>> MY SECOND QUESTION IS, COULD THEY USE SOME OF THESE SCHOOLS TO PUT UP A CHARTER SCHOOL FOR ROXBURY PREP?

>> THAT IS NOT CURRENTLY ON ANY SORT OF DISCUSSION TIMELINE, THE STATUS OF THE WEST ROXBURY CHECKS IS THAT IT IS A COMPLETE KNOCKDOWN AND REBUILD.

IT WILL NOT BE -- IT IS NOT SAFE FOR ANYONE TO BE IN.

WE ARE MOTHBALLING THE FACILITY THIS SPRING AND SUMMER.

THAT PROPERTY REMAINS IN BPS HANDS AND THAT IS PART OF ONE OF THE MANY ONGOING BUILD BPS CONVERSATIONS ABOUT WHETHER WE REBUILD A HIGH SCHOOL FOR BPS STUDENTS ON THAT PROPERTY OR LOOK AT ALTERNATIVE SCENARIOS, BUT ANY BRAND-NEW BUILD TAKES ABOUT FIVE TO SEVEN YEARS IF WE ARE USING STATE FUNDING THROUGH THE MSBA SO NO, IT IS NOT AVAILABLE FOR ANY SHORT-TERM NEEDS OF OTHER SCHOOL COMMUNITIES.

>> BECAUSE OF WEST ROXBURY, MY CONSTITUENCY IS FIGHTING TO KEEP THE CHARTER SCHOOL FROM BEING BUILT AND I WAS THINKING MAYBE THEY COULD CONTRIBUTE THESE TO SCHOOLS THAT ARE CLOSING, ROXBURY PREPARE PREP.

>> AND UNFORTUNATELY BECAUSE THE BUILDINGS ARE SO DETERIORATED THEY ARE UNSAFE AND THEY ARE NOT AVAILABLE TO BE USED.

THEY HAVE TO BE COMPLETELY KNOCKED DOWN AND REBUILT.

>> THANK YOU.

>> THANK YOU, COUNCILOR.

I WOULD JUST ADD MOST BUILDINGS BUILT IN THE SIXTIES AND SEVENTIES SHOULD BE KNOCKED DOWN BUT --

[LAUGHTER.]

>> COUNCILOR ZAKIM.

>> OH, I AM SORRY, COUNCILOR EDWARDS, I AM SORRY.

>> THANK YOU.

JUST IN TIME.

I REALLY APPRECIATE YOUR APPRECIATION IN GENERAL OF THE 30,000 -- HAVE BEEN HELPFUL TO UNDERSTAND, ESPECIALLY YOUR COMMENTS ON THE 89 PERCENT OF THE BPS BUDGET IS GOING INTO THE CLASSROOM.

AND ALSO THE FIVE PERCENT OF THE NONBPS -- EXCUSE ME FIVE PERCENT OF THE BUDGET IS FOR NONBPS STUDENTS BUT IT IS STATE MANDATED.

>> CORRECT?

>> ACTUALLY, IF WE GO TO THAT CHART, THERE IS TWO DIFFERENT LINES IN THERE, SO THERE IS BOTH -- AND ELEANOR FEEL FREE TO JUMP IN.

THERE IS BOTH THE STATE MANDATED TRANSPORTATION FOR CHARTER PRIVATE PAROCHIAL AND OUT OF DISTRICT SPECIAL EDUCATION STUDENTS THAT IS 29 MILLION AND THEN 31 MILLION OF OTHER INVESTMENTS IN NONBPS STUDENTS, THIS AGAIN INCLUDES OUT OF DISTRICT PLACEMENTS FOR VOCATIONAL AND SPECIAL ED, BUT ALSO THE 4.3 MILLION, IF I HAVE IT RIGHT.

>> .8.

>> 4.8 MILLION WE ARE INVESTING

--

>> 3.8.

>> 3.8 WE ARE INVESTING IN UNIVERSAL PREK, THESE ARE EXISTING.

THEY ARE REPLACING FEDERAL GRANT THAT EXPIRED SO 3.8 MILLION TO PRESERVE UNIVERSAL PREK ACCESS FOR FOUR-YEAR-OLDS. THIS IS A KIND OF INVESTMENT WE MAKE IN EARLY EDUCATION BUT THEY ARE NOT YET BPS STUDENTS.

>> AND SO -- AND I APPRECIATE THAT BREAKDOWN.

I DO -- I THINK IT IS IMPORTANT WE DISCUSS WHEN IT DIME CHARTER SCHOOLS, ESPECIALLY IN EAST BOSTON WHERE THEY HAVE A MIXED POPULATION OF BOSTON STUDENTS AND FOLKS FROM CHELSEA AND OTHER

-- AND CAN RECRUIT FROM  
WHEREVER.

I RECALL THERE BEING SOME  
ADJUSTMENTS BEING MADE FOR THAT  
BUDGET TO MAKE SURE WE WEREN'T  
PAYING FOR TRANSPORTATION.

I JUST WANT TO MAKE SURE THERE  
IS NO SPILLAGE OF OUR BUDGET  
FOR BPS KIDS, BOSTON RESIDENT  
CHILDREN INTO A SCHOOL THAT GETS  
BOTH.

HOW DO WE MAKE SURE WE ARE NOT  
OVER PAYING OR BENEFITING FROM  
OUR MONEY, OUR TAX DOLLARS?

>> WE CAN LOOK INTO THAT AND GET  
BACK TO YOU.

>> SO COULD YOU WALK ME THROUGH  
THIS SOFT LANDING AGAIN? MAYBE  
EAST BOSTON AS AN EXAMPLE OF A  
HIGH SCHOOL.

>> WE HAVE -- WE HAD VERY CLEAR  
FEEDBACK THAT WE NEED TO GIVE  
SCHOOLS MORE STABILITY YEAR OVER  
YEAR, AND WE HAVE CERTAIN  
NEIGHBORHOODS EAST BOSTON IS  
ACTUALLY AT THE TOP OF THE LIST  
THAT HAVE HAD MORE SIGNIFICANT  
ENROLLMENT SHIFTS, AND SO LAST  
YEAR WE IMPLEMENT ADD POLICY  
WHERE THE FIRST ONE PERCENT  
DECLINED OF A SCHOOL'S BUDGET  
WOULD BE ABSORBED BY THE  
DISTRICT, AND THIS YEAR WE MADE  
FURTHER INVESTMENT SO WE COULD  
ABSORB THE FIRST TWO PERCENT.  
IN EFFECT, WHEN WE KNOW THAT  
WE HAVE SMALL ENROLLMENT CHANGES  
YEAR OVER YEAR WHAT WE ARE  
TRYING TO DO IS PROTECT SCHOOLS  
FROM SMALL ENROLLMENT CHANGES.  
WHEN WE SEE MORE PRONOUNCED  
MAJOR DEMOGRAPHIC SHIFTS LIKE  
ARE HAPPENING, UNFORTUNATELY FOR  
EAST BOSTON HIGH AS AN EXAMPLE,  
WE TRY TO WORK WITH THE SCHOOLS  
TO ADJUST THE SERVICE THAT IS  
OFFERED AT THE SCHOOL.

I AM SURE NATE AND JAKE COULD  
JUMP IN, I DON'T HAVE THIS AT  
THE TIP OF MY FINGER TIPS, EAST  
BOSTON AS A SCHOOL THEY ARE  
LOSING A LOT OF STUDENTS YEAR  
OVER YEAR AND WE ARE LOOKING TO  
CHANGE THE MASTER SCHEDULE

BECAUSE THEY DO NEED FEWER MATH COURSES, ENGLISH COURSES, ET CETERA.

>> RIGHT.

>> AND I THINK PART OF THAT FORMULA, HAS IT EVER INCLUDED LOOKING AT DISPLACEMENT WHEN A COMMUNITY IS GOING THROUGH MASSIVE AMOUNTS OF DEVELOPMENT THAT WE ARE HAVING, THE DEVELOPMENT ISN'T WRITE IN NEW KIDS RIGHT NOW.

THEY ARE BRINGING IN VERY YOUNG KIDS, NOT HIGH SCHOOL KIDS.

SO WHAT IS CONCERNING TO ME WE ARE DISPLACING THE POPULATION HERE IN BOSTON AND THE HOUSING CRISIS SO AS THAT POPULATION IS MOVING OUT, A LOT OF THE FAMILIES WITH THOSE KIDS WHO WOULD BE GOING TO THE HIGH SCHOOL OAR WERE IN THE HIGH SCHOOL AND NOW OUT -- OUT OF THE DISTRICT SO WE DISPLACE THEM AND GIVE THE SCHOOL LESS FUNDING IT SEEMS LIKE A PERPETUAL SPIRAL DOWN OF THE SCHOOL INSTEAD OF FIGURING OUT WAYS TO MAKE SURE SCHOOLS ARE SUCCESSFUL AND CAN MAINTAIN ITSELF.

>> YES.

AND I CAN SPEAK FOR THE GROUP HERE AT THE TABLE, WE ALL SAW THE LETTER YOU SHARED ON THE TOPIC AND I THINK YOU RAISE LOTS OF GREAT POINTS, AND THAT'S WHY THE WORK OF BUILD BPS IS SO IMPORTANT BECAUSE WE ARE USING THAT AS A FORUM TO TALK ABOUT HOW WE CONFIGURE OUR SCHOOLS, WHAT THE GRADE SPANS ARE AND UNFORTUNATELY THAT PROCESS JUST TAKES TIME SO WE ARE ENGAGING IN THOSE CONVERSATIONS IN NEIGHBORHOODS LIKE EAST BOSTON, UNFORTUNATELY, IT IS NOT A QUICK FIX WE CAN CHANGE IT IMMEDIATELY FOR SEPTEMBER.

>> DID YOU WANT TO ADD ANYTHING?

>> WHAT I WOULD ADD, REAL QUICK, BEFORE WE GO IS THAT WHILE IT MAY NOT BE A QUICK FIX I DO THINK DISPLACEMENT IF IT IS NOT A PART OF YOUR ANALYSIS THIS CAN



HAPPEN IN OTHER COMMUNITIES AS WELL FOR NEXT.

>> I WILL SAY FOR THE NEXT ROUND.

>> ONE THING I WILL SAY ON THAT POINT IS THAT AS PART OF OUR BUILD BPS PLANNING, WE WORK CAREFULLY BOTH WITH PFD AND INCREASINGLY WITH DND AND THE BOSTON DEVELOPMENT AGENCY TO ACTUALLY WHERE WE ARE BEGINNING A PROCESS OF EVEN TAKING A CASE STUDY OF PARTICULAR NEIGHBORHOODS TO FIGURE OUT WHERE WE MAY FIND PROPERTY, WHAT THEIR ENROLLMENT PROJECTIONS ARE, WHAT THEIR DEMOGRAPHIC FORECASTS ARE AND BUILD THAT INTO OUR MODELING AS WELL SO THANK YOU FOR THAT SUGGESTION.

>> THANK YOU, COUNCILOR ZAKIM.

>> THANK YOU, MR. CHAIR, SUPERINTENDENT, AND YOUR TEAM. IT IS A PLEASURE TO SEE YOU.

I DO WANT TO TALK A LITTLE BIT ABOUT BUILD BPS JUST VERY BRIEFLY, I THINK IT IS AN EXCITING INITIATIVE AND SOMETHING THAT IS LONG OVERDUE, AND SOMETHING WE NEED TO CONTINUE DOING IN A THOUGHTFUL MANNER, AND MY QUESTIONS RELATE TO EXCITING LOCATION, WHERE WE ARE IN THE PLANNING PROCESS, AS PART OF BUILD BPS FOR SCHOOLS IN OUR DOWNTOWN NEIGHBORHOODS I KNOW IN CERTAINLY TO THE AREAS I REPRESENT AND THE I BELIEVE COUNCILOR FLYNN AS WELL HAVE SEEN A SURGE, POPULATION CERTAINLY OF YOUNGER PEOPLE, OF FAMILIES, IN THESE COMMUNITIES THAT VERY OFTEN DON'T HAVE EASY ACCESS TO K-8 SCHOOLS AND AS WE TALK ABOUT YOU MENTIONED A MOMENT AGO WE TALKED TO BPDA AND DND ABOUT SOME OF THIS, YOU KNOW, THERE WERE MASSIVE DEVELOPMENT PROJECTS GOING UP THROUGHOUT OUR DOWNTOWN, WE WERE TALKING ABOUT IN THE FENWAY AND TALKING ABOUT THE GOVERNMENT CENTER GARAGE OVER IN THE CORNER HERE, WHAT IS HAPPENING ON THE

T.D. GARDEN, I THINK THESE ARE ALL AREAS WHERE RESIDENTS AND I BELIEVE THE DEVELOPERS WOULD BE OPEN TO PHYSICALLY LOCATE A SCHOOL BUT THAT'S WHEN THE BPS HAS TO PARTNER WITH, HAS TO OPERATE THE SCHOOL, THAT SORT OF THING, WHERE ARE YOU BOTH ON SORT OF PUBLIC-PRIVATE PARTNERSHIPS LIKE THAT, PARTICULARLY IN OUR MUCH MORE EXPENSIVE REAL ESTATE WEISS COMMUNITIES AND WHERE, ASIDE FROM THAT WHERE IS BUILD BPS ON LOCATE A GO TO THE DOWNTOWN -- >> I WILL INVITE EITHER JON HAMM LYNN -- TO JOIN ME ON ANY OF THE ANSWERS BUT WE ARE DEFINITELY AS I MENTIONED WE HAVE BEEN WORKING WITH BPDA FOR OVER A YEAR AROUND THEIR ENROLLMENT AND DEMOGRAPHIC PROJECTIONS BUT NOW WE ARE BEGINNING TO WORK WITH THEM .. AROUND DEVELOPMENT OPPORTUNITIES, AROUND PROPERTY OPPORTUNITIES, AND AND I ALWAYS GET THE TERM WRONG AND ROB CAN CORRECT ME OF I AM MISSING IT BUT HOUSING SUPPORTED BUILDINGS, ROB?

>> THANK YOU.

HOUSING WITH PUBLIC ASSETS.

I.

>> #01:.

I KNEW ONE OF US WOULD GET IT RIGHT. SO WE ARE LOOKING AT THOSE EXPLORATIONS.

WE ARE ALSO OPEN TO EXPLORATIONS WITH DEVELOPERS AROUND SWING SPACE SO ONE OF THE THINGS WE NEED IN ORDER TO MAKE THESE MOVES, PARTICULARLY IN THE CASE WHEN WE HAVE A TROUBLED BUILDING IS WE NEED TO MOVE STUDENTS OUT OR IF WE ARE RECONFIGURING AN OLDER MIDDLE SCHOOL INTO A SEVEN-12 OR K-6 WE NEED A LOCATION FOR THOSE STUDENTS WHILE WE ARE RETROFITTING THE BUILDING.

SO THINK ALL OF THOSE ARE QUITE POSSIBLE.

I THINK IN TERMS OF DOWNTOWN NEIGHBORHOODS OBVIOUSLY THROUGH

BUILD BPS ONE OF OUR MAJOR INVESTMENTS HAS BEEN THE EXPANSION OF THE ELLIOTT K-8 IN MULTIPLE BUILDINGS. I THINK THE OTHER TWO NEIGHBORHOODS THAT ARE KEY TO THIS SORT OF SERVING THE DOWNTOWN COMMUNITY IN OUR INTERCONNECTED BEYOND THE NORTH END OF BOTH CHARLESTOWN AND EAST BOSTON THAT OPERATE IN AN ECOSYSTEM OF DOWNTOWN SCHOOLS, AND SO I THINK LOOKING AT THOSE, THE BUILD BPS PATH FORWARD IS WORKING TOWARD A SIMPLIFIED SYSTEM AWAY FROM OUR 20 GRADE CONFIGURATIONS, BOSTON IS NOT A UNIFORM TOWN, WE ARE NOT GOING TO GET RID OF EVERY VARIATION, BUT TO FUNNEL TOWARD A MORE RATIONAL SYSTEM THAT IS K 6, SEVEN TO 12 AND K 8, NINE TO 12 AND SOME COMMUNITIES WORK BETTER ONE WAY OR ANOTHER SO WE ARE LOOKING AT A DUAL TRACK WHERE FAMILIES ARE CHOOSING ONE OR THE OTHER OR HAVE THE OPTION TO SWITCH FROM ONE TO THE OTHER. YOU COULD STAY IN K-8 AND STILL GET INTO A 7-12 AT THE NINTH GRADE. SO THAT IS OUR CURRENT APPROACH. WE HAVE NOT EMBARKED ON, IN TERMS OF NEW SCHOOL BUILDINGS, OUR DEMOGRAPHIC ANALYSIS CURRENTLY CONCENTRATES THE NEED, ONE OF THE KEY THEMES IS PLACING NEW BILLIONS WHERE WE HAVE HIGH STUDENT NEED AND LOW HISTORIC ACCESS, SO WHILE THERE ARE LOTS OF BUILDINGS GOING UP AND THERE ARE SOME PROJECTIONS, IT IS HARD TO KNOW HOW MANY CHILDREN AND FAMILIES WILL BE IN SOME OF THOSE, WHEREAS WE HAVE VERY CLEAR DATA ON THE DOMINANT LOCATION OF THE VAST MAJORITY OF OUR CURRENT STUDENTS WHICH ARE DORCHESTER, MATTAPAN, ROXBURY, AND EAST BOSTON. SO THOSE ARE THE FOUR WHERE MOST OF OUR NEW BUILD PLANS ARE CURRENTLY LOCATED, BUT IN CONSTANT CONVERSATION WITH

DEMOGRAPHIC AND PROJECTIONS,  
THEN IT MAY OPEN UP  
OPPORTUNITIES TO --  
>> AND BPS IS WILLING, YOU KNOW,  
LONG BEFORE I WAS HERE OR I  
THINK ANY OF YOU, THERE WERE  
EFFORTS BY, YOU KNOW, PRIVATE --  
IN DOWNTOWN NEIGHBORHOOD TO  
SUPPORT AT LEAST THE CAPITAL  
COSTS OF A NEW SCHOOL, I THINK  
THE PRIOR ADMINISTRATION WAS NOT  
INTERESTED IN ENGAGING IN THAT  
PARTNERSHIP, AND I KNOW CAPITAL  
COSTS ARE NOT THE ONLY BUDGETARY  
ISSUE THAT IS AT PLAY THERE BUT  
THERE IS A REAL APPETITE I THINK  
INCLUDING FOR MANY FOLKS, YOU  
KNOW, WHO DO HAVE THE RESOURCES  
TO GO TO PRIVATE SCHOOLS, TO GO  
TO PAROCHIAL SCHOOLS, WHO WANT  
TO PARTICIPATE IN BPS, AND WHO  
WANT TO BE A PART OF THAT AND I  
WANT TO MAKE SURE WE ARE OPEN TO  
THAT BUT ALSO AS ROB WAS SAYING,  
THE HOUSING SUPPORTED ASSETS.

>> SO THE DEPARTMENT OF  
DEVELOPMENT HAS A RAM CALLED  
PUBLIC HOUSING WITH PUBLIC  
ASSETS -- PUBLIC PARCELS FOR  
PRIVATE HOUSING OPPORTUNITIES.

>> SO I THINK I WILL STOP AFTER  
THIS, MR. CHAIRMAN. YOU KNOW,  
CERTAINLY IN OUR DENSER  
NEIGHBORHOODS WHERE THERE IS  
NOT, YOU KNOW, THERE IS NOT A  
LOT OF CITY OWNED LAND OR -- THE  
STATE -- WHICH IS ALWAYS --

>> MAKE IT --

>> OUR COLLEAGUES UP THERE.  
BUT, YOU KNOW, THERE IS A REAL  
APPETITE I HEARD FOR PROFIT AND  
NONPROFIT DEVELOPERS FOR THESE  
KIND OF PARTNERSHIPS OF PUTTING  
A BPS FACILITY OF SOME  
CONFIGURATION AS PART OF THAT,  
WHETHER IT IS FOR SENIOR  
HOUSING, WHICH, YOU KNOW, CAN  
WORK WELL, SO PLEASE I JUST WANT  
TO MAKE SURE WE ARE OPEN TO THAT  
AND I THINK IT IS ONE OF THE  
ONLY WAYS WE WILL SEE A NEW  
SCHOOL IN THE DOWNTOWN  
NEIGHBORHOOD.

>> WE ARE DEFINITELY INTERESTED

IN PUBLIC-PRIVATE PARTNERSHIPS,  
I DO WANT TO BE CLEAR IT IS  
IMPORTANT WE HAVE TO MAKE SURE  
THAT ENROLLMENT PROJECTIONS  
SUGGEST SUSTAINABILITY OF A  
SCHOOL BEYOND OPENING, JUST AS  
YOU SAID A IT IS NOT JUST ABOUT  
THE CAPITAL, IT IS ABOUT MAKING  
SURE THERE ARE ENOUGH ENROLLMENT  
PROJECTIONS YOU COULD ACTUALLY  
SUSTAIN A SCHOOL OVER MULTIPLE  
YEARS.

I THINK THAT'S THE DANCE.

>> THANK YOU.

>> I JUST WANT TO ADD TO THIS,  
TO YOUR REMARKS ABOUT  
PARTNERSHIPS.

ONE OF THE THINGS THAT WE HAVE  
REALIZED WITH BUILD BPS ANDS  
DOING MORE NOW THAN RECEIVE THE  
NEED TO WORK, AND IN A HUMAN  
RELATIONS FASHION.

WE ARE REGULARLY TALKING TO THE  
BPDA AND MEETING WITH THEM TO ..  
DISCUSS OUR BUILD BPS PLANS AND  
WHAT THE LONG-TERM PLANS IN THE  
CITY LOOK LIKE.

IN TALKING WITH DND ABOUT THIS  
VERY SIMILAR ISSUE, WE KNOW WE  
HAVE TO TALK MORE AND --  
SERVICES AND PUBLIC WORKS, THE  
INTERPLAY BETWEEN ALL OF THE  
GOVERNMENT AGENCIES IS GOING TO  
BE CRITICAL IN BUILD BPS MOVING  
FORWARD SO EQUALLY IMPORTANT IS  
THAT INTERGOVERNMENTAL RELATIONS  
EXPECT -- ALL OF OUR TEAM, THOSE  
RELATIONSHIPS ARE EQUALLY PA  
IMPORTANT FROM THE PARTNERSHIP  
PERSPECTIVE TO MAKE SURE ALL OF  
THE GOVERNMENT AGENCIES INSIDE  
AND OUTSIDE OF CITY HALLS ARE  
TALK TALKING ON THE SAME PAGE  
AND YUCK AND SHARING EACH  
OTHER'S DATA TO MAKE INFORMED  
DECISIONS.

>> THANK YOU.

THANK YOU, COUNCILOR CAMPBELL.

>> THANK YOU, COUNCILOR CIOMMO  
AND THANK YOU SUPERINTENDENT,  
AND TO YOUR ENTIRE TEAM FOR  
THEIR HARD WORK.

NOT JUST YOU GUYS WHO ARE HERE  
BUT WHO ARE STILL BACK AT THE

BOWLING BUILDING, I AM LOOKING FORWARD TO REVIEWING THE BUDGET OVER THE COURSE OF THE MONTHS AHEAD.

>> I WILL SORT OF JUMP RIGHT IN. JUST FOR CLARITY AND PURPOSES, PARTICULARLY FOR FOLKS WHO WATCH, WHAT IS THE CURRENT NUMBER OF STUDENTS IN BPS?

>> ROUNDED UP, 55,000.

>> YES.

AND AS YOU CAN IMAGINE IT IS A DIFFERENT NUMBER AT DIFFERENT TYPES OF THE YEAR.

>> EXACTLY.

>> SO WE COULD ANSWER AS OF OCTOBER FIRST, WE COULD -- YOU KNOW, THERE IS A LOT OF VARIATION IN HOW TO MEASURE THAT.

BECAUSE THERE ARE DIFFERENT FIGURES FLOATING OUT, WHETHER ROUNDING UP TO 55,000 AND SOMETIMES UNDER 54,000 SO I GUESS THAT AS OF TODAY WHAT IS THE CURRENT NUMBER?

>> AND WE DON'T HAVE TO LOOK FOR IT.

>> YES.

I MEAN, SO A COUNSEL OF THINGS ABOUT THAT.

55,000 IS THE ROUNDED NUMBER IN TERMS OF WHERE WE ARE.

WE ARE DOWN ABOUT 1,200 STUDENTS

THIS YEAR RELATIVE TO PRIOR

YEAR, WE ARE SEEING A SLIGHT

DECLINE IN ENROLLMENT, JUST IF I

COULD, BECAUSE THIS HAS COME UP

YESTERDAY IN THE BUILD BPS

HEARING AND FROM EACH OF YOU

THAT THE BIGGEST FACTOR

AFFECTING OUR ENROLLMENT HAS TO

DO WITH LARGER DEMOGRAPHIC

TRENDS THAT ARE AFFECTING THE

REGION, STATION AND REALLY ALL

OF NEW ENGLAND, AND IS MITIGATED

SOMEWHAT BY THE AMOUNT OF

DEVELOPMENT WE ARE SEEING IN THE

CITY BUT WE HAVE AN AGING

POPULATION, FAMILIES ARE HAVING

CHILDREN LATER IN LIFE.

THEY ARE HAVING LESS CHILDREN.

BOTH DEMOGRAPHIC TRENDS OUT PACE

THE DEVELOPMENT WE ARE EVEN

SEEING.

AND THEN WHEN WE PARTNER WITH THE BPDA TO UNDERSTAND HOW THE MAYOR'S PLAN INTEGRATES INTO OUR OWN PROJECTIONS WE LEARN SOME PAISKS AROUND WHAT IT MEANS FOR DEVELOPMENTS BUT THE SIZES OF DEVELOPMENT IMPACTS THE NUMBER OF FAMILIES WE ANTICIPATE, SO THE LARGER HOUSING UNIT WILL BE -- A BUILDING WILL BE THE LESS FAMILIES WE CAN ANTICIPATE AS WELL AS THE NUMBER OF ROOMS THAT ARE IN A PARTICULAR UNIT AND THE COST OF THOSE UNITS.

RIGHT.

>> SO AS WE BUILD EXPENSIVE HOUSING WE SEE LESS STUDENTS COMING FROM IT.

THIS IS WHAT WE HEAR IN ALL OF OUR BUILD BPS DEVELOPMENT MEETINGS, THE DEVELOPMENT DOWN THE STREET IS GOING TO YIELD X NUMBER OF KIDS, YOU WILL NEED TO BUILD QUICKLY AND WHAT WE ANTICIPATE EVEN IN THE AREAS WHERE THERE IS FAMILY HOUSING GOING IN, IT IS LIKELY GOING TO JUST BALANCE THE ENROLLMENTOO C1 O DECLINES WE WOULD SEE FROM DEMOGRAPHIC TRENDS OVERALL.

>> DO WE TRACK ANY -- SO HOW MUCH OF THE DECLINE IS ALSO EITHER FOLKS LEAVING OUR SYSTEM TO CHOOSE A DIFFERENT SYSTEM, WHETHER IT IS GOING TO PRIVATE SCHOOL, PAROCHIAL SCHOOL, CHARTER SCHOOL, MOVING SOMEWHERE ELSE BECAUSE OF EITHER THEY ARE NOT IS A SATISFIED WITH THE CHOICE THEY GOT, THE QUALITY OF THE SCHOOL THEY ARE CURRENTLY ATTENDING OR THEY SORT OF NEVER I GUESS ENROLLED OR MAYBE THEY DID FOR A SHORT PERIOD OF TIME BUT DECIDED TO GO ELSEWHERE BECAUSE BPS ISN'T THE BEST OPTION?

>> THE STATE COLLECTS AND REPORTS THAT INFORMATION THIS YEAR WAS THE BIGGEST SINGLE ENROLLMENT DROP WE SAW AS NATE MENTIONED TWO PERCENT OF 1,200 STUDENTS AND THE STATE HAS NOT

YET, I DON'T BELIEVE, RELEASED THE FIGURES FOR YOU THE CURRENT SCHOOL YEAR ACROSS THE DIFFERENT SECTORS BUT AVAILABLE HISTORICALLY.

>> THANK YOU.

>> AND WE HAVE THAT IF YOU WOULD LIKE IT.

>> YES.

>> THANK YOU.

>> AND THEN JUST GOING BACK TO SOME QUESTIONS AROUND THE STUDENT TEACHER RATIO.

OBVIOUSLY THAT IS IMPROVED, ELEANOR, YOU WERE SPEAKING TO THAT A LITTLE BIT.

WHAT ARE THE NUMBERS CURRENTLY FOR STUDENT TEACHER RATIO AND HOW DO WE COMPARE TO, SAY, OTHER NATIONAL SORT OF URBAN SCHOOL DISTRICTS?

>> SO ONE OF THE WAYS WE SOMETIMES REPORT -- OUR TEACHING STAFF FOR 100 KIDS.

>> HOW MANY TEACHERS --

>> AND THOSE FIGURES ARE ON PAGE 12, AND FY-14, WE HAD ABOUT 10.3 TEACHING STAFF PER 100 KIDS AND WE EXPECT NEXT YEAR TO HAVE ABOUT 11.3.

>> SO IF YOU PICTURE A COUPLE OF CLASSROOMS WITH 100 KIDS, ONE MORE ADULT PRESENT NOW THAN WE HAD SIX YEARS AGO.

>> I CAN TELL YOU HIGH LEVEL THAT OUR RATIOS COMPARE VERY FAVORABLY NATIONALLY, BUT NOT AS WELL IN THE STATE OF MASSACHUSETTS.

MASSACHUSETTS IS A RICH STATE AND THE STATE SPENDS A LOT ON EDUCATION, AND SO ACTUALLY IF YOU LOOK ACROSS THE STATE, THE NUMBER OF ADULTS IN A CLASSROOM TENDS TO BE HIGHER ON AVERAGE THAN WE HAVE IN BOSTON. YOU KNOW, WE JUST SPEND MORE.

>> DO YOU KNOW NUMBER WEISS WHAT KNOWS RATIOS ARE FOR MASSACHUSETTS AND NATIONALLY.

>> NUMBER WISE?

>> WE CAN PULL THEM IF YOU WANT THE TEACHER STUDENT RATIOS IN BOSTON, MASSACHUSETTS AND THE



COUNTRY WE CAN GET THOSE.

YES.

AND I WAS ALARMED TO SEE THAT OTHER DISTRICT IN MASSACHUSETTS HAVE MORE ADULTS THAN WE DO DESPITE OUR HIGH LEVELS OF SPENDING SO THAT IS DEFINITELY SOMETHING FOR US TO WORK ON.

>> THANK YOU.

>> I CAN WAIT TO THE NEXT ROUND, COUNCILOR.

>> THANK YOU, COUNCILOR FLYNN.

>> THANK YOU, COUNCILOR CIOMMO AND THANK YOU, SUPERINTENDENT, FOR YOUR STRONG LEADERSHIP AND TO YOUR TEAM AS WELL FOR THE GREAT COOPERATION THAT HAS BEEN PROVIDED TO US ON THE CITY COUNCIL.

SO I HAD A CHANCE TO LOOK AT THE NEW HOME PAGE THAT YOU HAD AND I ALSO NOTICED IT IS IN A LANGUAGE -- IN, IT IS IN ENGLISH AND LANGUAGES OTHER THAN ENGLISH AS WELL SO THANK YOU FOR YOUR LANGUAGE ACCESSION.

CAN YOU TALK ABOUT LANGUAGE ACCESS, SUPERINTENDENT, AND WHAT PROGRAMS ARE AVAILABLE FOR FAMILIES THAT MAY -- THE PARENTS THAT MAY NOT SPEAK ENGLISH, WHAT KIND OF OUTREACH COULD YOU PROVIDE RIGHT NOW?

>> I AM GOING TO ASK OUR CHIEF OF ENGAGEMENT MONICA ROBERTS TO COME DOWN AND JOIN ME.

THIS HAS BEEN A LONGSTANDING COMMITMENT, BUT COUNCILOR IF I CAN JUST ASK ARE YOU TALKING ABOUT IN TERMS OF SUPPORTING FAMILIES IN NAVIGATING THE SCHOOL SYSTEM OR OTHER WAYS?

>> FAMILIES NAVIGATING THE SCHOOL SYSTEM BUT ALSO PARENTS THAT ARE, YOU KNOW, WORKING WITH THEIR TEACHER AND THEIR PRINCIPAL AND THEY THEY MAY HAVE CHALLENGES THEMSELVES WITH THE ENGLISH LANGUAGE.

>> GREAT.

AND, MONICA, CAN YOU SPEAK TO SOME OF OUR ACCESSIBILITY STRATEGIES?

>> GOOD AFTERNOON.

-- SPEAK VARIOUS LANGUAGES SO WE PROVIDE INTERPRETATION SUPPORT IN OUR CENTERS AND ALSO ENABLE FAMILIES TO SCHEDULE APPOINTMENTS SO WE CAN MAKE SURE WE HAVE WHAT IS NEEDED, ALL OF OUR MATERIALS ARE TRANSLATED INTO DIFFERENT LANGUAGES AND WE ARE INCREASINGLY USING ET ETHNIC MEDIA INCLUDING THOSE IN OTHER LANGUAGES AS A WAY TO OUT REACHING FAMILIES AND MAKING SURE THERE IS AWARENESS AROUND OUR PROCESSES.

AS IT RELATES TO SUPPORTING FAMILIES AND SCHOOLS, OUR SCHOOLS, THE OFFICE OF ENGLISH LEARNERS, THIS, DOES A PHENOMENAL JOB OF WORKING WITH FAMILIES AND PARTNERSHIP WITH US.

THEY HAVE A DISTRICT ENGLISH LEARNING COUNCIL WHICH IS AN ADVISOR OF FAMILIES, PARENTS WHO FIRST LANGUAGE IS NOT ENGLISH AND CHILDREN WHO WHO ARE BEING SERVED IN THE ENGLISH LEARNING PROGRAMS.

THEY ARE OFTEN ABLE TO RECEIVE SUPPORT AROUND HOW TO SUPPORT THEIR CHILD AT HOME.

THEY HAVE A LOT OF WORKSHOPS WHERE THEY MEET FOUR TIMES A YEAR.

AND WHAT WE FIND IS THAT THERE IS A LOT OF PARENT TO PARENT SUPPORT IN THAT SPACE AND IN ADDITION TO OUR OFFICE AND PARENT UNIVERSITY ARM WE PROVIDE ENGLISH AS A SECOND LANGUAGE COURSES AS WELL AS REFERRALS AND THE NUMBER OF PARENT CLUBS IN THE LANGUAGE, DUE, DO PARTNERSHIPS ACROSS THE CITY 0 SO SOMETIMES WE PARTNER WITH LINGUISTIC BASED COMMUNITY PROGRAMS THAT CAN WORK WITH US IN THAT REGARD.

AND THEN FINALLY OUR SCHOOLS ARE INCREASINGLY WORKING AROUND THAT, SO THEY ARE ABLE TO DO THE OFFICE OF ENGLISH LENEERS GET ACCESS TO INTERPRETATION SUPPORT, THAT IS CRAFTING

TEACHERS AND OUR PRINCIPALS ARE ABLE TO WORK DIRECTLY WITH FAMILIES AND BE ABLE TO COMMUNICATE IN A LANGUAGE PARENTS CAN UNDERSTAND. AND ALSO SUPPORT THEM WITH TRANSLATION AND THINKING HOW TO CREATE A WELCOMING ENVIRONMENT AS WELL AS MATERIALS THAT ALL FAMILIES CAN REALLY UNDERSTAND.

>> THANK YOU, MONICA.

>> THANK YOU.

>> AND I HAVE OTHER QUESTIONS BUT I CAN WAIT, SUPERINTENDENT, MAYBE I WILL JUST ASK ONE FINAL QUESTION.

AT YESTERDAY'S HEARING, I KNOW IN THE CAPITAL BUDGET THERE IS SOME FUNDING FOR TECHNOLOGY FOR STUDENTS WITH DISABILITIES THAT IS BEING INVESTED.

CAN YOU TALK JUST GENERALLY SPEAKING ON WHAT THIS SCHOOL DEPARTMENT IS DOING WITH THE ADVANCED TECHNOLOGY TO TRY TO PROVIDE THE BEST QUALITY EDUCATION WE CAN FOR OUR SPECIAL EDUCATION STUDENTS?

>>

>> CHARLES BRANSON OUR CHIEF ACADEMIC OFFICER WILL COME DOWN TO RESPOND SPECIFICALLY ON ASSIST IF THE TECHNOLOGY AND TECHNOLOGY FOR STUDENTS WITH DISABILITIES.

THAT IS ONE OF THE CAPITAL INVESTMENTS YOU HEARD IN ADDITION THE DISTRICT IS ON A REALLY ORDERLY SCHEDULE OF TECHNOLOGY REFRESH FOR ALL OF OUR BUILDINGS.

IT IS ACTUALLY THE SAME KIND OF APPROACH THAT WE WANT TO TAKE TO OUR FACILITIES UPGRADES AND IMPROVEMENTS.

BUT FOR THE PURPOSES OF ASSIST IF THE TECHNOLOGY, CHARLES, YOU ARE GOING TO LEAP THE BARRIER THERE?

>>

>> THROUGH THE WINDOW.

>>

>> AND SO A LOT OF THE WORK WE DO AROUND ASSIST IF THE

TECHNOLOGY IS MAKING SURE WE HAVE, ONE, THE HARDWARE AND ACCESS TO DEVICES.

IN SCHOOL BUILDINGS, OFTENTIMES AROUND THAT, CARTS OR DEVICES THAT ARE GOING TO BE INSTALLED IN CLASSROOMS WHERE THERE IS MORE EXPENSIVE SUPPORTS AND NEEDS.

THE OTHER INVESTMENTS ARE AROUND MAKING SURE THAT WE HAVE THE RESOURCES TO TRAIN TEACHERS, THE SUPPORTS THEY NEED.

AND SO OFTEN TYPES WHAT YOU WILL SEE, ESPECIALLY WHEN YOU LOOK AT THE INVESTMENT IN AVA SERVICES, AUTISM CLASSROOMS, WE ARE EXPANDING THE NUMBER OF STAFF AND SUPPORTS IN THOSE AREAS, AND SO THEY WILL, THERE WILL NEED TO BE ADDITIONAL TECHNOLOGY IN THOSE CLASSROOMS AS WE SUPPORT AND OPEN UP DIFFERENT ADDITIONAL ADA CLASSROOMS.

>> THANK YOU.

>> THANK YOU.

I JUST HAD A QUESTION THAT MAY REQUIRE A LATER ANSWER.

AND I THINK IT HAS TO DO WITH HOW MANY SCHOOL AGE KIDS ARE IN THE CITY OF BOSTON AND WHAT PERCENTAGE GO TO BPS VERSUS PRIVATE PAROCHIAL?

>> AND IF I REMEMBER, AGAIN, WHEN I FIRST GOT ELECTED AND KIND OF BLOWN AWAY BY THIS, THAT HISTORICALLY SPEAKING, BPS SCHOOL AGE KIDS AMOUNT TO 75 PERCENT AND 25 PERCENT OTHER. DOES THAT SOUND ABOUT RIGHT?

>> I AM GOING TO GIVE YOU SOME APPROXIMATE NUMBERS I HAVE IN HAND AND IF YOU WANT ME TO GET MORE PRECISE I WILL BE HAPPY TO FOLLOW UP LATER.

I BELIEVE WE HAVE APPROXIMATELY 10,000 IN CHARTER SCHOOLS, APPROXIMATELY JUST SHY OF 5,000 IN PAROCHIAL.

THAT IS IN THE SECTOR THAT HAS HAD THE MOST SIGNIFICANT DECLINE -- AND PRIVATE SCHOOLS ARE AT ABOUT 4,000, AND SORRY, MET GO IS JUST SHY OF 4,000 AND PRIVATE

IS AT ABOUT 4,000.

>> SO THAT IS APPROXIMATELY 12  
-- ABOUT 22,000 SCHOOL AGED  
CHILDREN IN BOSTON IN ADDITION  
TO THE APPROXIMATELY 55,000 WE  
HAVE IN BPS.

SO THOSE ARE ROUND NUMBERS.  
AND THOSE ARE FROM THE 17-18  
SCHOOL YEAR.

>> RIGHT.

SO I GUESS IT STILL --  
HISTORICALLY IT IS THE SAME  
SPLIT, I FIND THAT FASCINATING,  
BUT -- COUNCILOR ESSAIBI GEORGE.

>> THANK YOU.

JUST TO FOLLOW UP ON THAT OR TO  
EXPAND ON THAT, HOW MANY OF  
THESE STUDENTS AND DOES IT COME  
OUT OF THE PRIVATE NUMBER WHO  
ARE BPS STUDENTS OR OTHERWISE  
BPS STUDENTS WHO FOR WHATEVER  
REASON ARE NOT EDUCATING THEM IN  
THE DISTRICT?

THEY HAVE A SPECIAL PLACEMENT,  
SOME SORT OF OUT OF DISTRICT  
PLACEMENT OR IS THAT AN  
ADDITIONAL NUMBER?

>> THOSE STUDENTS I AM INCLUDING  
IN THE BPS NUMBER.

THEY ARE A PART OF THE 55,000?

>> YES.

>> SO OF THAT 55,000, HOW MANY  
ARE OUT OF, BEING PLACED OUT OF  
DISTRICT?

>>

>> YOU CAN KEEP ASKING THE  
QUESTIONS WHILE --

>> AND I WAS ACTUALLY VERY  
SHOCKED TO HEAR THAT WE ARE DOWN  
NOW LEGITIMATELY TO 55 OR SO  
THOUSAND FOR THE STUDENTS, THE  
STUDENT POPULATION.

ON THE CLASSROOMS, STUDENT TO  
TEACHER RATIO NUMBER, OF OUR  
TEACHING STAFF, IS THIS STRICTLY  
TEACHERS THAT ARE IN THE  
CLASSROOM?

NOT PEOPLE THAT ARE TEACHERS BUT  
NO LONGER IN THE CLASSROOM FOR  
MAYBE COACHING OR DOING, PLAYING  
ANOTHER FUNCTION IN PLAYING  
ANOTHER FUNCTION IN OUR SCHOOL  
BUILDING?

>> I WILL DOUBLE CHECK ON THAT

FOR YOU.

I BELIEVE WHEN WE CONDUCTED THE ANALYSIS WE SHARED ON THE SLIDE WE PULLED ALL TEACHERS AND PARA PROFESSIONALS IN THE DISTRICT.

>> OKAY.

>> THE SLIDE I SHARED WITH THE 10.3 AND 11.3 HOPEFULLY IT'S LABELED AS TEACHING STAFF. THAT INCLUDES PARA PROFESSIONALS AND TEACHERS.

>> IS THAT ALSO INCLUDING ABAs AND OTHERS --

>> YES.

>> IT WOULD BE INTERESTING FOR THE HUMAN CAPITOL HEARING TO UNDERSTAND SORT OF THE TRUE TEACHING LICENSED TEACHERS IN A TRADITIONAL CLASSROOM SETTING IN A CLASSROOM.

THEN PULL OUT THE NUMBER OF PARAs SUPPORTING AND ABA. AN A BA MAY ONLY BE THERE A FEW HOURS A DAY.

I DON'T THINK IT'S A PROPER DESCRIPTION OF THE RATIO OF TEACHER TO STUDENT.

>> WE WOULD BE HAPPY TO BRING THAT DATA.

I BELIEVE WE USED FULL TIME EQUIVALENT STAFF IN THE ANALYSIS.

MARY POINTED OUT TO ME THE INCREASE IN THE ABA CLASSROOMS IS SIGNIFICANT.

THE MARKET GROWTH AND STUDENTS WITH AUTISM IN THOSE SETTINGS. THIS HAS BEEN A BIG PART OF THE INCREASE.

>> IT'S ALSO A SHOCKING NUMBER TO KNOW THE TRUE INCREASE A HUNDRED PERCENT IN STUDENTS EXPERIENCE IN AUTISM.

DO YOU HAVE THAT NUMBER. OUT OF 55,000.

>> I'M PULLING IT.

>> WE HAVE THE SPECIAL ED NUMBER.

WE WILL GET A NUMBER FOUR YOU. WE'RE CURRENTLY TRANSPORTED 200 STUDENTS TO OUST DISTRICT SPECIAL EDUCATION SITES.

WE WOULD BE HAPPY TO BRING A FULL RANGE OF DATA ON THE OUT OF

DISTRICT SPECIAL ED.

COST, NUMBER OF STUDENTS, BOTH  
TRANSPORTATION AND TUITION  
ITSELF.

WE CAN BRING THAT TO A FOLLOW-UP  
HEARING ON ACADEMICS OR SCHOOL  
BUDGETS.

>> GREAT THAT WOULD BE HELPFUL.  
EVERYTHING OUT OF DISTRICT.

STUDENTS END UP OUT OF DISTRICT  
FOR A LOT OF REASONS.

IT WOULD BE GOOD TO KNOW THE  
NUMERICAL DRAIN ON STUDENTS OF  
THE 55,000 AND THE COST  
ASSOCIATED WITH EDUCATING THE  
STUDENTS OUT OF OUR DISTRICT AND  
WHY WE'RE EDUCATING THEM OUT OF  
OUR DISTRICT.

WHY ARE THEY, WHY ARE THEY  
LEAVING.

>> WE WILL BE HAPPY TO BRING  
THAT AND AN ANALYSIS OF OUR  
STUDENTS, HOMELESS.

WE CURRENTLY SPEND 7 MILLION  
TRANSPORTING HOMELESS STUDENTS.

SOME OF THAT IS IN THE OUT OF  
DISTRICT NON BPS BUDGET.

ABOUT 4.4 MILLION IS PART OF THE  
BPS TRANSPORTATION BUDGET.

THAT'S A COMMITMENT AND EX  
PENNING STATION, ONE WE HOLD  
VERY SERIOUSLY.

YOU CAN UNDERSTAND HOW SOME OF  
THESE COSTS DRIVE OUR  
TRANSPORTATION BUDGET IN  
PARTICULAR.

>> LAST YEAR WE TALKED ABOUT  
INVESTMENTS AND USING THE  
OPPORTUNITY INDEX.

CAN WE REFLECT BACK ON WHAT  
HAPPENED LAST YEAR AND TAKE A  
LITTLE LOOK AT THE CHANGES WE  
WILL SEE THIS YEAR.

I KNOW THERE ARE OBVIOUS  
MAINTAINING OF PARTNERSHIPS AND  
SPENDING AND DECLINE AND  
ADDITION.

>> YES.

WE HAD FEEDBACK FROM THE BODY  
AND COMMUNITY MEMBERS THAT I  
THINK I CAN SUMMARIZE IT AS WE  
LIKE THE ATTENTION WE WANT TO  
GET INTO THE DETAILS OF THE  
OPPORTUNITY INDEX.

AFTER WE LAUNCHED IT LAST YEAR  
WE INITIATED A SERIES OF PUBLIC  
CONVERSATIONS AND OUTREACH TO  
VARIOUS PARTNERS FOR INPUT.  
WE NEEDED TO FIGURE OUT THE  
GREATEST NEED IN BOSTON.  
DIRECT CERTIFICATION IS OVERLY  
BLUNT.

WE WERE WORRIED ABOUT LEAVING  
OUT UNDOCUMENTED FAMILIES.  
SO WE REALLY ROLLED UP OUR  
SLEEVES.

WENT INTO IT WITH A LOT OF  
DETAIL.

MET WITH THE ELO TASK FORCE.  
AS A RESULT WE MADE A NUMBER OF  
ADJUSTMENTS TO THE FORMULA  
TREATED.

WE PUT VARIABLES IN AND OUT AND  
MADE SOME CONTINUOUS.

WE HAD POSITIVE RECEPTION.  
SO WE'RE NOW USING IT IN FY20,  
THE SECOND BUDGET IT WILL BE  
USED.

IT IS LARGELY THE SAME.

THE APPLICATION.

WE WENT FROM ALLOCATING  
\$9 MILLION TO 11.

AS FAR AS PARTNERSHIPS WE  
HAVEN'T MADE FARTHER CHANGES ON  
HOW WE FUND PARTNERS.

>> WE HAVE CHANGED SOME OF OUR  
PARTNERS?

>> THE BIG SHIFT WE MADE LAST  
YEAR WE TOOK A POT OF MONEY THAT  
WAS ALLOCATED BY CENTRAL  
ADMINISTRATORS AND PUT IN THE  
HANDS OF SCHOOL LEADERS FOR  
DECISION AND ALLOCATED FUNDS ON  
THE OPPORTUNITY INDEX.

WE CHANGED THE DECISION MAKER.

I FELT IT WAS A GREAT CHANGE.

IT WAS THOSE WHO WERE CLOSEST TO  
THE KIDS AND SERVICES PROVIDED.

WE SAW SHIFTS IN WHICH PARTNERS  
WERE ELECTED WHEN WE SHIFTED THE  
DECISION MAKING MUCH.

>> COUNSELOR EDWARDS.

>> THANK YOU.

TO FOLLOW-UP ON SINCE WE'RE  
TALKING ABOUT THE OPPORTUNITY  
INDEX.

I DO KNOW SOME OF MY SCHOOLS FOR  
EXAMPLE ARE DOING EXCEPTIONALLY



WELL RAISING THE MONEY.  
ELLIOT HAS BEEN WONDERFUL  
RAISING A LOT OF MONEY.  
I HEARD SIX HUNDRED THOUSAND  
DOLLARS.  
RAISING THAT OUTSIDE OF THE  
SCHOOL WITH FRIENDS, FAMILY AND  
RESOURCES.  
I RECALL LAST YEAR YOU  
TESTIFIED, NOT YOU BUT PBS  
TESTIFIED TAKING THAT INTO  
ACCOUNT.  
SCHOOLS RAISING MONEY VERSUS  
SCHOOLS THAT CAN'T.  
I AM BRINGING THIS UP.  
I'M CURIOUS ABOUT.  
I DON'T KNOW IF THERE IS ANYMORE  
MOVEMENT WORKING WITH DEVELOPERS  
ARE GETTING RESOURCES.  
WHETHER IT'S CAPITOL INVESTMENT  
OR SCHOOLS.  
I KNOW YOU PUT THE MODULAR IN ON  
YOUR OWN BUDGET IN CHARLES TOWN.  
I THINK THAT PARTNERSHIP IS  
WORTH LOOKING AT AND EXPANDING  
UPON AND GETTING THEM AT THE  
TABLE.  
I THINK IT'S GREAT YOU HAVE THE  
OPPORTUNITY INDEX ANALYSIS SO  
THERE ISN'T JUST A BUNCH OF  
DEVELOPMENT DOLLARS EX  
ASPIRATING INEQUALITY.  
THE QUESTION IS TWO PART.  
ONE ARE YOU WORKING WITH AND  
WORKING WITH DEVELOPERS TO  
PROVIDE FOR ADDITIONAL FUNDS FOR  
SCHOOLS?  
TWO, WHEN YOU DO, I HOPE THAT'S  
WHEN AND NOT IF.  
I ASSUME YOU WILL APPLY THE  
OPPORTUNITY INDEX LENS TO THAT  
AS WELL.  
>> ONE GREAT EXAMPLE IS THE --  
IS THE PROGRESSIVE ROLL OUT OF  
MY WAY CAFES ACROSS THE CITY.  
SO THAT IS FUNDED BY CITY OF  
BOSTON CAPITOL DOLLARS AND  
INVESTMENT BY THE SHAW  
FOUNDATION.  
THE BEST WAY TO ROLL THAT IS BY  
NEIGHBORHOOD BECAUSE OF THE  
DELIVERY AND TRANSPORTATION.  
SO BPS SET IT'S SCHEDULE USING  
THE OPPORTUNITY INDEX AS WELL AS

OTHER MEASURES OF NEIGHBORHOOD  
NEED.

THAT STARTED IN EAST BOSTON,  
ROXBURY, MADIPAN AND THEN THE  
NEIGHBORHOODS PROGRESSIVELY.  
WE CAN USE THE OPPORTUNITY INDEX  
ANYWHERE WE ANALYZE AND MAKE  
DECISIONS ON SCHOOL NEEDS.

ON THE DEVELOPER QUESTION I  
DON'T KNOW IF YOU WERE IN OR OUT  
EARLIER.

WE TALKED ABOUT THE INCREASE  
WORK WITH THE BOSTON PLANNING  
AND DEVELOPMENT AGENCY.

SO THAT'S BOTH ENROLLMENT AND  
DATA PROJECTIONS.

DEVELOPER SPACE AND PARTNERSHIPS  
THAT IS POTENTIALLY WITH DND  
THROUGH HOUSING WITH PUBLIC  
HOUSING INITIATIVES AND WE'RE  
WORKING WITH B PBA SO THEY KNOW  
WE'RE LOOKING FOR SPACE IN,  
WHERE THEY KNOW WE NEED SWING  
SPACE.

WE HOPE THE MATCH MAKING WILL  
HAPPEN IN FUTURE.

WE'RE ACTIVELY WORKING WITH THE  
BPDA ON THAT NOW.

WE DON'T HAVE CURRENT  
DEVELOPMENT PARTNERSHIPS.

>> OKAY I CAN SEE CORPORATIONS  
ADOPT A LOCAL SCHOOL.

THAT'S NOT THROUGH BPS BUT  
DONATING TO LOCAL SCHOOL.

>> THERE IS A LONG HISTORY OF  
PHILANTHROPY IN PUBLIC SCHOOLS.

THE ELLIOT IS NOT ALONE IN THAT.

>> I'M NOT TALKING ABOUT THE  
ELLIOT.

>> CURRENTLY, THIS IS A  
INTERESTING QUESTION YOU MAYBE  
POINTING TO.

BPS DOES NOT CURRENTLY MANAGE  
AROUND PRIVATE PHILANTHROPY.  
THAT SCHOOLS MAYBE SOLICITING  
SEPARATELY.

WE DO NOT HAVE A MECHANISM.  
THE FUNDS DON'T FLOW THROUGH US.

WE DON'T HAVE A MECHANISM.  
SOME GO INTO FISCAL SPONSORS,  
THIRD PARTY NON PROFITS, SOME GO  
TO THE BOSTON EDUCATIONAL  
DEVELOPMENT FUND.

THEY DON'T COME INTO BPS PROPER.

>> MY QUESTION IS IF A SCHOOL CAN RAISE A MILLION DOLLARS ON THEIR OWN THROUGH THE COMMUNITY. ONE, DO YOU FIND OUT ABOUT IT? DO THEY HAVE TO REPORT IT TO YOU?

WHEN YOU TALK ABOUT EQUITY AND THE RESOURCES THEN HOW DO YOU KNOW YOUR OPPORTUNITY INDEX ISN'T JUST MISSING A LOT.

>> FOR EXAMPLE EAST BOSTON RAISES 2.2 MILLION ON THEIR OWN AND -- THE LOSS OF THE FUNDING NOW.

I GUESS, TALK TO ME HOW YOU --

>> WE PUT IN PLACE THIS TIME FOR THE FIRST TIME A REPORTING REQUIREMENT FOR SCHOOL LEADERS TO REPORT DOLLARS RAISED THROUGH THE THIRD PARTY VEHICLES THE SUPERINTENDENT WAS TALKING ABOUT.

I AM HOPEFUL WE WILL HAVE GOOD COMPLIANCE WITH THE NEW REQUIREMENT AND THE PROCESS WILL YIELD DATA WE HAVEN'T HAD IN THE PAST.

YOU ARE RAISING A GREAT QUESTION WHICH WE DON'T HAVE SIMPLE ANSWERS.

I BELIEVE THE FRIENDS OF THE ELLIOT MAKE A DONATION TO BPS OVER ALL.

>> WE DON'T TO JUST TALK ABOUT THE ELLIOT.

>> IT'S JUST ONE THAT I KNOW OF. IT'S A CHALLENGING SITUATION. WE DON'T WANT TO CREATE DISINCENTIVES FOR THE SCHOOLS TO RAISE MONIES.

IT'S A SERIOUS EQUITY CHALLENGE TO WHAT I DON'T THINK WE HAVE A SIMPLE IDEA OR SOLUTION.

>> I THINK THE ONE THING I WOULD SAY, THIS IS SOMEONE OBSERVING THIS HAPPENING, HAS EXPERIENCED EDUCATIONAL FILL AN THOPY AND WATCH THE LAUNCH OF THE OPPORTUNITY INDEX.

I VOW THIS AS A LEVELER OF BECAUSE OF SOME OF THE FUNDS AVAILABLE TO SCHOOLS.

YES SOME SCHOOLS RECRUIT AND RAISE MONEY ON THEIR OWN.

THE OPPORTUNITY INDEX FOCUS ON THE NEEDS BASED OF STUDENTS ON DOLLARS.

THE SCHOOLS BENEFITING FROM THE OPPORTUNITY INDEX THERE MAYBE PLAYINGSES WHERE THERE IS OVERLAP BETWEEN HIGH NEED SCHOOLS AND HIGH TPUPD RAISING SCHOOLS.

IN GENERAL WE DON'T ALWAYS SEE THE OVERLAP.

THE OPPORTUNITY INDEX IS BRINGING RESOURCES TO SCHOOLS THAT DON'T ALWAYS HAVE THAT ACCESS TO PRIVATE FUND RAISING YOU'RE POINTING TO.

>> TO JUST CLAIRE I PHI YOU'RE JUST NOW GETTING THE REPORTING FROM THOSE SCHOOLS TO EVEN KNOW HOW MUCH THEY'RE RAISING?

>> SYSTEMATICALLY YES.

>> YOU'RE JUST NOW, IF YOU USE, I THINK YOU SHOULD.

YOU SHOULD USE THE OPPORTUNITY INDEX.

>> RIGHT.

>> YOU'RE JUST NOW GETTING THE DATA TO EVEN KNOW WHAT THE INDEX SHOULD ACCOUNT FOR.

>> IT'S A NEW REQUIREMENT PUT IN THIS YEAR.

>> CAN I --

>> I JUST WANT TO BE CLEAR.

>> CAN I ASK FOR A CLARIFICATION.

THE OPPORTUNITY INDEX WE THINK IS CORRELATED WITH THE SCHOOL'S ABILITY TO RAISE FUNDS.

>> THAT'S WHAT I THOUGHT YOU SAID LAST YEAR.

>> IT DOES NOT DIRECTLY ACCOUNT FOR FUND RAISING THAT A SCHOOL DOES.

SO A SCHOOL LIKE THE ELLIOT OR BOSTON LATIN OR THE BTU SCHOOL AS THEY RAISE MONEY THAT HAS NO DIRECT IMPACT ON THE OPPORTUNITY INDEX SCORE.

WE THINK THAT THE ALTERNATIVE MEASURE AROUND NEED IS THE DIRECT CERTIFICATION THAT WE USE FOR POVERTY THAT IS PART OF THE TITLE ONE APPLICATION STKPOUD EPT FUNDING.

THAT'S A SIMPLIFIED MEASURE.  
WE'RE TAKING INTO ACCOUNT  
COMMUNITY MEASURES AND NEEDS  
THAT WE THINK MAKE POPULATIONS  
AND CONS STATIONS OF CHILDREN IN  
SCHOOLS MORE DIFFICULT TO SERVE.  
THE DATA IS NOT INCLUDED.  
THE FINANCIAL FUND RAISE S-PBG  
INCLUDED.

>> THAT'S HELPFUL.

OUR HOPE IS THAT OUR INVESTMENTS  
ARE COUNTER ACTING THE IN EQUITY  
WE SEE IN SCHOOLS --

>> I AGREE WITH.

THAT I WANT YOU TO HEAR, I AGREE  
WITH THAT.

I THINK WITHOUT THE DATA YOU'RE  
HIT AND MISSING.

>> YES.

>> YES.

>> ONE OF THE REASONS WE PUT  
THIS REQUIREMENT IN THIS YEAR.

>> THAT'S GOOD.

>> I KNOW, COUNSELOR, TO ANSWER  
YOUR PREVIOUS QUESTION.

THE TRANS POOR TAUGS TEAM GOT  
BACK TO ME.

WE DON'T HAVE PASSES OR YELLOW  
BUSES FOR STUDENTS OUTSIDE OF  
BOSTON ATTENDING A CHARTER  
SCHOOL IN BOSTON.

WE CAN DO THE NEXT ROUND TO  
CLARIFY THE QUESTION.

WE DON'T SEND BUSES TO CHELSEA  
TO TAKE THE KIDS TO BOSTON  
SCHOOLS AS FAR AS WE'RE AWARE.

>> UNLESS THEY'RE HOMELESS.

>> IN WHICH CASE WE DO.

>> COUNSELOR CAMPBELL.

>> NO, THANK YOU.

QUICKLY FOLLOWING UP ON THE  
POINT THAT COUNSELOR EDWARDS WAS  
MAKING AND YOU AGREE WITH.

DISABILITY FOR SOME SCHOOLS IN  
THE DISTRICT TO BE ABLE TO  
EXERCISE HUMAN CAPITOL SUPPORTS  
BY PARENTS OR OTHER EXPERTS IN  
THE COMMUNITY TO RAISE THE LARGE  
POTTS OF MONEY FOR THEIR SCHOOLS  
ARE PEOPLE, ARE THE SCHOOLS  
RESPONDING TO THE DISTRICT'S  
REQUEST TO LET THE DISTRICT KNOW  
WHAT THE NUMBERS ARE.

IS THE DATA COMING IN.

ARE THEY RESPONDING TO IT.  
I AM CURIOUS ON THE RESPONSE  
FROM THE SCHOOLS.  
>> WE ASKED FOR IT AT THE END OF  
THE SCHOOL YEAR.  
WE HAVEN'T HAD A END OF SCHOOL  
YEAR SINCE THE REQUIREMENT WAS  
PUT INTO PLACE.  
WE SHOULD KNOW MORE THIS SUMMER.  
>> THAT WOULD BE INTERESTING TO  
KNOW.  
>> I GET YOU SEE IT ALL THE  
TIME.  
THE BIGGER QUESTION, WHAT IS THE  
DISTRICT'S WORKING DEFINITION OF  
EQUITY.  
WE USE THAT WORD QUITE A BIT.  
WHETHER IT'S HERE.  
EVERY DEPARTMENT I THINK HAS A  
DIFFERENT DEFINITION OF IT OR  
NONE AT ALL.  
I'M CURIOUS WHAT OUR DEFINITION  
IS OF EQUITY.  
>> I WISH I HAD THE GRAPHIC OF  
THE THREE KIDS LOOKING OVER THE  
FENCE.  
THEY'RE EACH STANDING ON  
DIFFERENT HEIGHT BOXES BECAUSE  
THEY'RE DIFFERENT HEIGHTS.  
I DIDN'T DO JUSTICE IN THE  
IMAGERY.  
BPS TAKES VERY SERIOUSLY IT'S  
TWO THINGS.  
ONE IS IT'S COMMITMENT TO  
LEVELING THE PLAYING FIELD FOR  
ALL OF THE STUDENTS AND THE  
SECOND IS RECOGNIZING THAT THE  
DISTRICT ITSELF AS A EDUCATIONAL  
INSTITUTION AS IS TRUE FOR MANY  
SYSTEMS OF GOVERNMENT AND PUBLIC  
SERVICE IS EMBEDDED WITH AN  
INTER TWOEUPBING RACISM SUCH AS  
OUR OWN PROBLEM OF PRACTICE.  
THANK YOU.  
I CAN'T POP IT UP.  
SOMEONE ELSE PERHAPS COULD.  
SOMEONE FOUND ME THE GRAPHIC.  
IN ANY CASE.  
>> YES.  
>> YOU KNOW THE ONE I MEAN.  
THAT WE HAVE A HISTORY OF NOT  
REACHING OUR MOST MARGINALLED  
POPULATIONS.  
IT'S OUR SPECIFIC RESPONSIBILITY

IN OPERATIONS, IN ACADEMICS, IN SOCIAL, EMOTIONAL LEARNING AND STUDENT SUPPORT TO PUSH OURSELVES AND OUR ADULTS. IT'S ONE OF THE REASONS THAT THE FOCUS ON CULTURALLY AND LINGUISTICALLY SUSTAINING PRACTICES IS INCREDIBLY IMPORTANT. IT'S EMBEDDED IN OUR VISION FOR INSTRUCTIONAL EQUITY. THE KINDS OF MOVES YOU ARE SEEING, WEIGHED STUDENT FUNDING, OPPORTUNITY INDEX. THOSE EQUITY BASED BUDGET ALLOCATION TOOLS ARE INVESTMENTS IN EXAM SCHOOL ACCESS ARE AGAIN GETTING AT THE NOTION THAT FOR STUDENTS FROM HISTORICALLY MARGINALIZED POPULATIONS WE HAVE TO PUSH OURSELVES HARDER. MAKE DELIBERATE INVESTMENTS AND STRUCK TOWER OUR PROGRAMMING AND SERVICES TO BE MORE RESPONSIVE TO THEIR NEEDS TO BRING THEM SO THEIR CHIN IS RESTING ON THE SAME LEVEL OF THE FENCE. >> I ONLY ASK BECAUSE IT'S WHETHER SCHOOL VISITS OR OTHER EDUCATION, PEOPLE HAVE VARIOUS DEFINITIONS. WHEN WE DEFINE IT, IT DRASTICALLY CHANGES HOW WE REVIEW THE BUDGET AND MAKE POLICY CHANGES. WE HEAR YOU, THIS IS THE LENS THIS. IS OUR DEFINITION THIS. IS WHY WE'RE DOING THIS. WE WANT TO ADDRESS THE INEQUITIES WE CONTINUE TO SEE AND ADDRESS THEM FOR THOSE COMMUNITIES THAT HAVE HISTORICALLY, LIKE YOU SAID, BEEN SUSCEPTIBLE TO THEM. >> THANK YOU FOR ASKING THE QUESTION. I'M NOT SURE EVERYONE HAS A FULL SENSE HOW DELIBERATE BPS HAS BEEN TO PUSH ITSELF THROUGH USE OF SPECIFIC TOOLS. I HAVE MENTIONED SEVERAL OF THEM. ONE I WOULD WANT TO HIGH LIGHT.

BY THE WAY THIS WORK IS THE WORK OF THE DISTRICT.

WE HAVE IMPORTANT ENGINES OF EXPERTISE.

OUR OFFICE OF EQUITY AND OPPORTUNITY GAPS OFFICE THIS.

IS NOT THE WORK OF ANY INDIVIDUAL OFFICE.

IT'S THE COLLECTIVE WORK OF THE DISTRICT.

ONE OF THE TOOLS WE USE TO IMBED EQUITY AS A LENS IN ALL OF OUR DECISIONS.

A RACIAL EQUITY ANALYSIS TO THAT ALL OF THE STAFF ARE TRAINED ON.

IT'S USED IN ACTUAL MEETINGS.

THE DIFFICULT DECISIONS WE MAKE.

YOU SEE THIS SEQUENCING THE NEIGHBORHOODS.

IN THE PAST IT MAY OF BEEN CONVENIENCE OR GOY.

THIS IS WEIGHED BY STUDENT NEED.

THE SAME RACIAL EQUITY ANALYSIS TOOL IS USED AROUND DECISIONS OF BUILD BPS.

IT'S USED STRUCTURING ACADEMIC NETWORKS.

IT'S EMBEDDED IN THE WAY WE WORK.

WE HAVE MORE WORK TO DO.

IT'S IMPORTANT BPS HAS EMBEDDED TOOLS PUSHING THAT ON A DAILY BASIS.

>> I HAVE A COUPLE OF QUESTIONS BEFORE LEAVING THIS ROUND.

QUICKLY ON THE CONTRACT THAT IS OF HUNDRED MILLION THIS.

IS FOR THREE YEARS?

SIX HUNDRED MILLION FOR THREE YEARS?

>> THE TEACHER'S LAST CONTRACT EXPIRED AT THE START OF THE SCHOOL YEAR.

WE'RE IN ACTIVE NEGOTIATION.

THE LENGTH OF THE NEXT CONTRACT HAS NOT BEEN DECIDED.

>> SO THE 600 MILLION YOU SAID EARLIER?

>> WE CURRENTLY SPEND

591 MILLION ON ALL OF THE COSTS ASSOCIATED WITH OUR BTU CONTRACT.

THAT'S EVERY BTU MEMBERS SALARY.

>> OKAY.



>> THEN MY LAST QUESTION IS SPECIFICALLY ON SLIDE NUMBER SIX.

YOU KNOW WE OFTEN TALK ABOUT YOU KNOW CENTRAL OFFICE BEING 5.4 PERCENT OF THE OVER ALL BUDGET.

HAVE PERSPECTIVE THERE.

DOWN SIZE CENTRAL OFFICE.

LOVE YOU ALL.

THINKING ABOUT EFFICIENCIES.

THE SCHOOL SERVICES BUDGETED CENTRALLY VERSUS THE DIRECT SCHOOL EXPENSES.

SO, YOU KNOW 89% ARE IN BPS SCHOOLS THIS.

IS A QUESTION OF CLARIFICATION AND UNDERSTANDING.

THE DIRECT SCHOOL EXPENSES ARE RESOURCES WHAT IS THE DIFFERENCE BETWEEN THE TWO.

>> WE HAVE A FINANCIAL SYSTEM WE SHARE WITH THE CITY OF BOSTON.

WE HAVE WHAT WE CALL RESPONSIBILITY CENTERS.

A SCHOOL CAN BE A RESPONSIBILITY CENTER LIKE A DEPARTMENT ID OR CENTRAL OFFICE CAN BE.

SOME OF THE STUFF YOU SEE IN SCHOOLS HAPPENS TO SIT ON A CENTRAL RC.

A CENTRAL DEPARTMENT ID.

WHAT WE'RE TRYING TO TKHREUPB

TRY TO DO HERE IS --TO DO SOMETHING HERE SHEDDING MORE LIGHT ON WHERE THE MONEY IS GOING.

TAKING THE \$96 MILLION ON TRANSPORTATION.

I WOULDN'T SAY THAT'S AN ADMINISTRATION EXPENSE.

THE YELLOW BUSES.

THAT'S A DIRECT SERVICE TO KIDS.

IT HAPPENS TO SIT ON WHAT WE

CALL A CENTRAL DEPARTMENT ID.

WE'RE TRYING TO IN THIS LENS

OFFER MORE CLARITY.

DOES THAT HELP?

>> -- CONTROLLED BY SOMEONE WHO SITS CENTRALLY.

>> YES.

IT'S NOT AT A SCHOOL WHERE I CAN PUSH AND PULL ON THE PIECES.

>> THAT'S EXACTLY CORRECT.

THAT'S A IMPORTANT DISTINCTION

WHEN WE THINK ABOUT DECISION  
MAKING IN OUR SYSTEM.

ALL OF THE ITEMS IN THE SECOND  
CATEGORY ARE CONTROLLED  
CENTRALLY.

THE SCHOOLS RESERVE SERVICE  
SKP-PBZ DOLLARS.

THIS YEAR IN ORDER TO CREATE THE  
DATA ON THE NEW WEBSITE WE  
PITCH.

THE EXPLORE BUDGET WEBSITE WE  
ACTUALLY LINKED EVERY DOLLAR OF  
SCHOOL SERVES BUDGETED TO A  
INDIVIDUAL SCHOOL.

WE SHARED THAT WITH PRINCIPLES.  
OUR HOPE IS THAT GIVES US  
INSIGHT TO WHAT WE'RE SPENDING  
ON THEIR BE HALF.

IF THEY THINK IT'S NOT A GOOD  
USE OF MONEY WE INVITE THEM TO  
TELL US THAT.

>> IF I COULD INCLUDE A COUPLE  
OF IMPORTANT POINTS.

LEGACY NATURE ITEMS BUDGETED  
CENTRALLY.

ALL OF OUR SCHOOL PSYCHOLOGISTS  
ARE BUDGETED CENTRALLY.

ALLOCATED OUT TO SCHOOLS AND  
STUDENTS.

THE SAME OF RELATED SERVICES AND  
SPECIAL EDUCATION.

OCCUPATIONAL THERAPISTS AND  
SPEECH PATHOLOGIST, THE REQUIRED  
SERVICES.

ANOTHER WAY TO LOOK AT THIS IS  
DIRECT SCHOOL EXPENSES ARE  
OBVIOUSLY THE TEACHING STAFF.

THAT IS FLEXIBLE BUDGET  
DECISIONS ARE AVAILABLE TO  
SCHOOLS BASED ON THE SCHOOL  
SIZEN AND ROLLMENT.

WHERE AS THE SCHOOL SERVICES  
BUDGETED CENTRALLY.

THOSE ARE ALLOCATED BASED ON  
STUDENT ENROLLMENT AND STUDENT  
NEED.

>> COUNSELOR FLYNN.

>> THANK YOU, COUNSELOR CIOMMO.  
THANK YOU, SUPERINTENDENT.

SUPERINTENDENT, I HAD A  
OPPORTUNITY TO ATTEND A  
HEALTHCARE SYMPOSIUM THIS  
MORNING TALKING ABOUT PUBLIC  
HEALTHCARE ISSUES CAN YOU

AGAINLY TALK ABOUT HOW PUBLIC HEALTH AND EDUCATION AND YOU KNOW WHAT, WHAT RELATIONSHIPS YOU HAVE WITH HOSPITALS. YOU KNOW, AT THE STUFFS MEDICAL CENTER DENTAL PROGRAM THEY TALKED ABOUT THE DENTAL PROGRAM DOING WORK HELPING OUT STUDENTS WITH DENTAL EXAMS.

WHAT ARE WE DOING WITH PUBLIC HEALTH, NUTRITION, INTERACTING WITH HOSPITALS, MAKING SURE OUR STUDENTS HAVE ACCESS TO QUALITY PUBLIC HEALTH NOT JUST DURING THE SCHOOL YEAR BUT 12 MONTHS A YEAR.

>> THANK YOU FOR THE QUESTION, COUNSELOR.

WHAT WE WILL DO IS TOUCH LIGHTLY ON IT TODAY AND BRING FULLER ANSWERS TO THE HEARING THE APRIL 29th, FOCUSED ON STUDENT SUPPORT SERVICES.

THAT WILL ACTUALLY HAVE REPRESENTATIVES FROM THE DEPARTMENTS THAT TOUCH DIRECTLY ON SOME OF THESE.

I CAN SAY AT THE HIGHEST LEVEL. NUTRITION WE MENTIONED OUR SUBSTANTIAL PARTNERSHIP WITH THE CITY OF BOSTON AND SHAW FOUNDATION AROUND THE MY WAY CAFES.

IT'S REVOLUTIONIZING LOCAL FOOD AND HEALTHY SCHOOL CHOICES IN SCHOOLS.

BOTH THROUGH CENTRAL OFFICE AND OUR INDIVIDUAL SCHOOLS WE HAVE MULTIPLE PARTNERSHIPS WITH COMMUNITY BASED HEALTH CENTERS, SCHOOLS OF NURSING, WITH OUR MAJOR HOSPITALS, CHILDREN HOSPITAL IS A PLAGUER COLLABORATOR ON MULTIPLE TOPICS THAT I WILL POINT TO THE COMPREHENSIVE BEHAVIORAL HEALTH MANAGEMENT MODEL.

THE CBHM AND BOSTON MEDICAL CENTER IS A VERY ACTIVE PARTNER. WE ARE HAPPY TO BRING THOSE TOGETHER AND TALK ABOUT THAT.

I THINK IT'S IMPORTANT TO NOTE THAT WE DO VIEW AND OUR SCHOOLS ARE EXPECTED IN TERMS OF RESPONDING TO THE NEEDS OF

STUDENTS AND FAMILIES, THAT WE DO TAKE A WHOLE CHILD, WHOLE FAMILY VIEW ON HOW WE RESPOND TO MEET THE NEEDS OF OUR STUDENTS. IN MANY CASES IT'S REQUIRED TO LOWER WHAT WE WOULD REFER TO AS NON ACADEMIC BARRIERS TO LEARNING.

SO, YOU KNOW DOES A KID, DOES A KID EAT THROW MEALS A DAY, IN STABLE HOUSING, DO THEY HAVE A COAT WALKING TO SCHOOL, WHAT ARE THE SORT OF, DO THEY HAVE A PARENT IN PRISON, WHAT IS THE TRAUMA THEY MAYBE ADDRESSING? ALL OF THOSE ARE THINGS WHETHER THEY'RE CONSIDERED THE JOB OF THE SCHOOL OR NOT, THEY ARE IMPORTANT PRIORITIES AND CHALLENGES THAT SCHOOLS TODAY MUST GRAPPLE WITH AND THE DISTRICT RECOGNIZES THEIR ROLL IN THIS.

THAT INCLUDES THE FACT THAT WE HAVE ADDITIONAL WEIGHTS FOR HOMELESS STUDENTS IN OUR WEIGHED STUDENT FUNDING IS A RECOGNITION OF THOSE NEEDS.

WE WOULD BE HAPPY TO TKHREUPB YATE THAT IN GREATER SPECIFICITY IN THE STUDENT SUPPORT SERVICES HEARING IF THAT HELPS.

>> YES IT DOES.

A FINAL COMMENT IN MY DISTRICT. MANY OF MY SCHOOLS ARE LOCATED IN AND AROUND PUBLIC HOUSING DEVELOPMENTS.

>> YES.

>> THE PERK UPBZ.

THE PLAQUESTONE IS BETWEEN VILLA VICTORIA AND CATHEDRAL AS WELL. WHAT TYPE OF OUTREACH CAN WE DO TO HELP OUR STUDENTS THAT ARE IN PUBLIC HOUSING.

MAYBE SOME OF THESE ISSUES AS WELL.

IS THERE ANY EXTRA CONSIDERATION WE CAN GIVE STUDENTS IN PUBLIC HOUSING AS IT RELATES TO MORE SERVICES FOR THEM SINCE THEY'RE, THEY'RE ALMOST LIVING IN A CHALLENGING ENVIRONMENT TO BEGIN WITH?

>> THANK YOU FOR RAISING THAT.

WE LOOKED AT THAT DIRECTLY WHEN WE DID THE OPPORTUNITY INDEX WORK.

I'M PAUSING, TRYING TO REMEMBER THE DATA AVAILABILITY ON THAT ONE.

WE ACTIVELY LOOKED AT.

THAT THE GOAL OF THE OPPORTUNITY INDEX WAS TO LOOK AT WHAT IS ALL THE DATA ABOUT OUR KIDS THAT LET US KNOW WHERE THE NODE IS.

I DON'T THINK WE GOT THAT MUCH -- DID WE GET THE PUBLIC HOUSING DATA?

>> YES.

>> YES.

>> ANYTHING YOU WOULD LIKE TO SAY ABOUT THAT?

>> WE WERE ABLE TO -- SO I KNOW ONE OF THE PIECES OF FEEDBACK WE GOT FROM SCHOOL LEADERS SCHOOLS IN AND OUT OF YOUR DISTRICT, WHEN WE INITIALLY ROLLED OUT THE OPPORTUNITY INDEX DIDN'T INCLUDE MEASURES OF PUBLIC HOUSING.

THEY SAID THIS IS SOMETHING OUR SCHOOL MAYBE IN A NEIGHBORHOOD WITH OTHER FACTORS.

PUBLIC HOUSING AND KIDS COMING FROM PUBLIC HOUSE CANNING IMPACT WHAT THE OPPORTUNITIES ARE.

WHAT THEY HAVE IN SCHOOL.

IT'S SOMETHING WE LOOKED AT.

WE INCLUDED IN OUR ANALYSIS FOR THE OPPORTUNITY INDEX THIS YEAR.

SO IT'S DEFINITELY PART OF THE WORK WE HAVE DONE.

>> WHAT THAT MEANS IS A SCHOOL WITH A HIGH CONCENTRATION SAN FRANCISCO STUDENTS FROM PUBLIC HOUSING ARE HIGHER ON THE OPPORTUNITY INDEX AND THEN HAVE ACCESS TO SOME OF THE ADDITIONAL DOLLARS.

THAT IS REALLY, IF WE WEREN'T CLEAR THAT'S THE FUNCTION OF THE OPPORTUNITY INDEX.

WEIGHED STUDENT FUNDING BY AND LARGE FOCUSES PRIMARILY ON EDUCATIONAL NEEDS OF STUDENTS.

ARE THEY STUDENTS WITH DISABILITIES, ENGLISH LEARNERS, THERE ARE OTHER FACTORS.

THIS BRINGS IN ADDITIONAL RANGE

OF DATA.

SO IF A LOT OF THEM ARE COMING  
FROM A PUBLIC HOUSING  
DEVELOPMENT, IF MANY OF THEM ARE  
COMING WITH ACADEMIC CHALLENGES  
OF THEIR OWN BEFORE THEY ARRIVE  
IN THE SCHOOL BUILDING THAT'S  
FACTORED INTO THE OPPORTUNITY  
INDEX.

TOGETHER WEIGHED STUDENT FUNDING  
AND OPPORTUNITY INDEX WE HAVE  
TWO IMPORTANT TOOLS MAKING SURE  
OUR BUDGET ALLOCATIONS ARE  
BASED ON STUDENT NEED.

>> OKAY.

DO I HAVE TIME FOR ONE MORE  
QUESTION?

>> I NEED TO GO.

>> THAT'S FINE.

>> COUNCIL EDWARDS.

>> THANK YOU, VERY MUCH.

I REALLY APPRECIATE STAYING SO  
LONG HERE.

I HAVE A QUESTION ABOUT CHARTER  
SCHOOL FUNDING.

MAYBE THIS WILL CLARIFY MY  
PREVIOUS QUESTION.

A QUESTION ABOUT TRANSPORTATION  
EQUITY.

THEN A FINAL, JUST A QUICK  
COMMENT.

THE COMMENT IS WITH REGARDS TO  
THE IMAGE YOU HAD ELUDED TO.

THE THREE INDIVIDUALS STANDING  
BEHIND A FENCE.

ONE IS REALLY TALL, ONE MEDIUM,  
ONE IS SHORT.

SO EQUITY IS IN RESPONSE TO THAT  
IMAGE PUTS STEP UPS TO MAKE SURE  
THEY'RE ALL EQUAL HEIGHT.

I THINK THAT'S IMPORTANT.

IT IS A GREAT WAY OF SEEING  
EQUITY.

I THINK IT'S IN COMPLETE.

SO, I HOPE, I'M SURE YOU ARE  
ALREADY HAVING A MORE COMPLETE  
VISION THEN THAT IMAGE.

A RECENT CIVIL RIGHTS CONFERENCE  
THEY CRITICIZED THE IMAGE BY  
SAYING IT CENTERS THE PERSON  
SHORTER AS HAVING A PROBLEM AND  
COMPENSATED FOR.

MORE COMPREHENSIVE EQUITY WOULD  
QUESTION WHY THE FENCE IS HAD TO

BEGIN WITH.  
THAT'S QUESTIONING SYSTEMIC  
BARRIERS.  
SOME YOU CAN DEAL WITH, SOME YOU  
CONDITION.  
SOME YOU INHERITED.  
SOME YOU DID NOT.  
A TRUE EQUITY ANALYSIS ISN'T THE  
SMALLER ONE BUT SAYING THE FENCE  
SHOULDN'T BE THIS AT ALL  
WHATEVER THE FENCE SHOULD BE.  
I DON'T DOUBT YOU HAVE THE  
SYSTEMIC ANALYSIS BUT IF YOU USE  
THAT TO DEFINE EQUITY.  
IT LEFT ME WONDERING WHAT ABOUT  
THE FENCE.  
THAT'S MY ONLY COMMENT.  
WITH REGARD TO FUNDING FOR  
CHARTER SCHOOLS.  
THIS MAY HELP MY UNDERSTANDING.  
WHEN YOU HAVE THE MIXTURE OF  
BOSTON CHELSEA, WHO EVER IS  
GOING TO A PARTICULAR SCHOOL,  
RIGHT.  
AT A CHARTER SCHOOL.  
HOW DOES THE MONEY, THE MONEY  
FOLLOWS THE STUDENTS INTO THOSE  
SCHOOLS?  
>> HUH-UH.  
>> YES.  
>> OKAY.  
IF THE MONEY IS FOLLOWING BPS  
STUDENTS IT'S PAYING FOR ALL  
SORTS OF THINGS IN THE SCHOOL.  
SALARIES, GYM, WHATEVER IT IS,  
BOOKS.  
I GUESS AS WE PAY PER PUPIL.  
IF WE PAY MORE PER PUPIL THEN  
SAY CHELSEA OR RIVIER.  
I DON'T KNOW.  
>> I'M LISTENING.  
>> SAY IT'S TEN THOUSAND.  
>> IT IS ABOUT EIGHTEEN  
THOUSAND.  
>> SAY CHELSEA PAYS TEN, RIGHT.  
I CAN'T HELP THEM THINK WE HAVE  
BOSTON STUDENTS THIS, WE'RE  
PAYING MORE PER STUDENT THEN  
OTHER CITIES ARE.  
OUR CITY DOLLARS COMPENSATE AND  
FUND EDUCATION OF OTHER KIDS.  
AM I CORRECT?  
>> I BELIEVE . SO BASED ON THE  
STRAIGHT FUNDING LAW.

>> IT MAY NOT BE ANYTHING TO DO ABOUT IT.

IT'S MY CONCERN THEN THAT WE ARE PAYING TO EDUCATE KIDS NOT IN BPS AND TAX DOLLARS ARE NOT --

>> WE WOULD LOVE YOU TO RAISE THAT ISSUE WHERE THAT CONVERSATION THAT WE NEED TO HAVE AT THE STATE HOUSE AND LEGISLATURE.

>> HAPPY TOO.

>> IT'S PART OF THE CHALLENGE.

>> ABSOLUTELY.

IT IS ALSO MY CHALLENGE AND UNDERSTANDING THE FUNDING MECHANISM.

I WANTED TO BE CLEAR ON.

THAT NOT SO MUCH THE TRANSPORTATION WAS.

I THINK IN THE TRANSPORTATION HEARING THEY MADE SURE, THEY DID AN ANALYSIS AND AUDIT.

WHERE WE COULD CONTROL WE DID.

WHERE WE CAN'T CAN'T WE WILL HAVE TO GO TO THE STATE HOUSE.

MY FINAL QUESTION WAS REGARDS TO THE TRANSPORTATION HEARING.

YOU'RE NOT COUNSELOR GARRETT.

SEER I WAS CONFUSED.

IN THAT HEARING WE DISCUSSED EQUITY AND TRANSPORTATION.

ONE OF THE BIGGEST ISSUES WHEN IT CAME TO SCHOOL BUSING AND TALKING ABOUT STUDENTS FROM CHARLES TOWN WANTED A PARTICULAR BUSS TO GET THEM TO BLA.

HOW FOLKS IN THE BLA AREA DIDN'T HAVE A BUSS GOING TO CHARLES TOWN.

I SAID WHAT IF WE RAISE THE MONEY FOR A BUSS FROM CHARMS TOWN TO BLA.

I DON'T KNOW I THINK IT WAS BECKY SHOESTER, CHIEF EQUITY OFFICER SAID NO WE WOULDN'T BE ABLE TO RAISE THE MONEY FOR A BUSS FOR THE KIDS TO GO TO BLA. IF WE HAD THAT WE WOULDN'T BE EQUITABLE OR WOULDN'T HAVE THE BUSS.

SO SCHOOLS RAISING HUNDREDS OF THOUSANDS OF DOLLARS AND RAISING PRIVATE MONEY FOR THEMSELVES.

IF THEY CAN'T RAISE IT FOR



THEMSELVES WHY -- HELP ME UNDERSTAND.

>> IS THE QUESTION WHY AREN'T WE PROVIDING IT?

>> NO, THEY RAISE IT THEMSELVES.

I WAS TOLD IT WOULDN'T BE EQUITABLE OR ALLOWED.

I'M TRYING TO FIGURE OUT, HELP ME OUT WITH THIS CAN IT ANALYSIS.

IF --

>> I BELIEVE AT ISSUE IN THE HEARING ATTENDED LAST MONTH IS THE CONCERN YOU ARE RAISING ABOUT STUDENTS PRIMARILY THE CONCERNS ARE FROM THE NEIGHBORHOODS OF CHARLES TOWN AND EAST BOSTON, NORTH END. PARTICULARLY THOSE AT BOSTON ACADEMY.

WE PRESENTED DATA SHOWING TWICE AS MANY STUDENTS COMING FROM DORCHESTER, ROXBURY AND MADIPAN AND ATTENDING CHARLESTON HIGH SCHOOL.

THEY DON'T GET A YELLOW BUSS FROM THEIR NEIGHBORHOOD TO THE HIGH SCHOOL.

>> RIGHT.

>> SIMILARLY WE HAVE LARGE NUMBER OF STUDENTS AT OTHER BPS SCHOOLS FROM NEIGHBORHOOD AS CROSS THE CITY.

WE DON'T PROVIDE YELLOW BUSES FOR THEM.

THE REASON IT'S A EQUITY ISSUE TO TAKE VERY SERIOUS.

>> IT SPEAKS TO CONCERNS RACED EARLIER ABOUT SCHOOLS HAVING THE ABILITY TO RAISE MONEY AND SOME DON'T.

SOME STUDENTS MAY HAVE THE ABILITY TO RAISE MONEY DOES THAT MEAN WE PROVIDE THEM A SERVICE THAT OTHER STUDENTS DON'T HAVE THE ABOUT TO DO ON THEIR OWN.

WE DON'T BELIEVE WE SHOULD MOVE IN THAT DIRECTION.

IF STUDENTS FROM DORCHESTER, ROXBURY AND MADIPAN, IF THEY CAN'T RAISE THE FUNDS AND HAVE NOT APPROACHED US FOR THAT LEVEL OF SERVICE THEN WE SHOULD NOT ALLOW OTHER STUDENTS AND THEIR

FAMILIES TO RECEIVE THAT SERVICE  
WHETHER THEY RAISED THE FUNDS  
THEMSELVES OR NOT.

I THINK THE OTHER CONCERN RAISED  
DURING THE HEARING IS IF THE  
FUNDS FOR THE SERVICE ARRIVED AT  
THROUGH COMMUNITY BENEFIT  
MITIGATION AND DEVELOPMENT.  
THAT IS TYPICALLY A ONE TIME  
BOOM OF CATCH COMING IN FROM  
COMMUNITY DEVELOPMENT.  
THIS IS A VERY, VERY SECONDARY  
FACTOR FOR US.

NOT AS IMPORTANT AS EQUITY  
TPAERBGT BUT WORTH  
CONSIDERATION.

>> I THINK THE HEARING WAS  
INCREDIBLY INFORMATIVE ON THE  
EQUITY ISSUES AND NOT PROVIDING  
A BUSS.

YOU WERE INFORMATIVE ABOUT THAT.  
PICKING UP ON THE MITIGATION  
COMPONENT.

THE POINT OF MITIGATION IS IT'S  
TEMPORARY.

THE PAIN OR THE BURDEN ON A  
COMMUNITY IS ALSO TEMPORARY.  
THAT'S WHAT WE THOUGHT WHEN IT  
CAME TO THE NORTH WASHINGTON  
BRIDGE, SULLIVAN SQUARE, A LOST  
THINGS BEING WORKED ON RIGHT  
NOW.

THERE IS A TEMPORARY BURDEN ON A  
PARTICULAR COMMUNITY.

WHY NOT GIVE THAT TO THEM.

BECAUSE THOSE, THOSE  
DEVELOPMENTS ARE CAUSING THE  
DELAYS AND HEADACHES.

I THINK THAT I GUESS I PUSH BACK  
AND SAY THE ASSUMPTION IS  
TEMPORARY THAT'S WHY IT'S CALLED  
MITIGATION FOR THE CONSTRUCTION  
GOING ON.

IF I CAN MAYBE FOLLOW-UP A  
LITTLE MORE AS TO WHY WE  
WOULDN'T LEVERAGE THAT AND GET  
SOME RESOURCE.

THEN TWO, AGAIN IT CAN STILL  
COME DOWN TO THE EQUITY ANALYSIS  
SAYING IF WE GET THE RESOURCE,  
DIRECT IT TO ANOTHER COMMUNITY  
NEEDING THE BUSS MORE THAN  
YOURS, COUNSELOR.

THAT MAYBE YOUR RESPONSE.

I WOULD LIKE TO KNOW WHY WE  
DON'T LEVERAGE THAT.  
WHEN IT COMES TO THE -- I GUESS  
I WANT TO BE CLEAR HOW THE MONEY  
IS RAISED AND THEN GIVEN OR NOT  
GIVEN TO BPS THIS.  
IS -- IF PEOPLE RAISE MONEY  
SEPARATELY FROM BPS AND THEY  
SPEND IS IT DIRECTLY IN THE  
SCHOOL FOR SCHOOL SERVICES BUT  
IT DOESN'T GO THROUGH YOU, YOU  
CAN'T CONTROL THAT.  
RIGHT?  
>> JUST LET ME DO THE TWO PART  
ANALYSIS.  
YOU CAN SEE WHERE MY HEAD IS  
GOING.  
YOU CAN'T CONTROL THAT.  
SO IF I WANT TO RAISE EXTRA  
MONEY FOR LATIN OR ROBOTICS,  
WHATEVER.  
SCHOOL SERVES, THESE ARE  
EDUCATIONAL SERVICES.  
IF I RAISE THAT MONEY FOR A BUSS  
THAT IS A SERVICE THAT I  
COULDN'T HAVE YOU SAID IT'S  
SOMETHING THAT GOES THROUGH YOU  
OR DOESN'T GO THROUGH YOU?  
I GUESS I REALLY NEED TO KNOW --  
I'M NOT DISAGREEING WITH THE  
ANALYSIS OR SAYING I DON'T SEE  
WHERE YOU'RE COMING FROM OR WHY  
IT'S INCREDIBLY IMPORTANT.  
I'M NOT SEEING THE CONSISTENCY  
BETWEEN RAISING MONEY OF  
ROBOTICS, LATIN, ITALIAN CLASS  
AND THEN YOU NOT HAVING CONTROL  
OF THE SEVENSES DONE THERE.  
A COMMUNITY RAISING MONEY FOR A  
BUSS AND THAT BE ANOTHER  
SERVICE.  
THAT YOU WOULD DENY THAT  
COMMUNITY.  
>> I CAN'T SPEAK FOR WHAT YOU'RE  
SPEAKING OF REGARDING THE  
ROBOTIC PROGRAM OR THE SERVICES  
LIKE THAT.  
>> IF A NUMBER OF FAMILIES IN  
CHARLES TOWN WANTED TO PULL  
FUNDS TOGETHER AND HAVE A, YOU  
KNOW AN UBER TAKE THEIR KIDS TO  
AND FROM SCHOOL DAILY THAT'S ON  
A FAMILY AND THEIR OWN  
RESOURCES.

THAT'S NOT SOMETHING WE'RE PROVIDING OR CONTROLLING. BECAUSE WE'RE GOVERNORRED BY STRICT REGULATIONS OF PUPIL TRANSPORTATION ANYTHING WE CONTROL IN TERMS OF TRANSPORTATION NEEDS TO IN TERMS OF YELLOW BUSS COME IN THE FORM OF A YELLOW BUSS WE AWE SEE ON THE STREETS EVERY DAY.

IF AGAIN NEIGHBORHOODS WERE LOOKING TO PROVIDE FUNDING FOR SERVICES LIKE THAT THEN AGAIN WE WOULD SA TO LOOK AT THE EQUITY OF THE SITUATION.

IN THIS CASE RULE AGAINST DOING THAT IF WE FEEL IT'S EXACERBATING A IN EQUITY NOT AN EQUITABLE SITUATION IF THAT MAKES SENSE.

>> OKAY I WILL WAIT UNTIL THE NEXT ROUND.

I'M STILL NOT CLEAR.

>> COUNSELOR FLYNN.

>> COUNSELOR CIOMMO I'M ALL SET. I'M FINE.

>> COUNSELOR CAMPBELL.

>> THANK YOU.

COUNSELOR CIOMMO.

SO JUST GOING BACK TO ONE OF THE THINGS THAT KEEPS COMING UP IN THE CONTEXT OF THE BUILD BPS. THE TALK OF RIGHT SIZING THE DISTRICT GIVEN EVEN DECLINING POPULATIONS DEMOGRAPHIC CHANGES

IN DIFFERENT AREAS, I WOULD BE CURIOUS FROM WHERE YOU SIT SUPERINTENDENT, WHAT DOES IT MEAN TO RIGHT SIZE THE DISTRICT IF WE HAVE BUILDINGS THAT HAVE MORE SEATS THEN STUDENTS.

WHAT DOES THAT PLAN LOOK LIKE. HOW DOES BUILD BPS SPEAK TO THAT.

WHAT ELSE MIGHT WE BE DOING TO RIGHT SIZE.

THAT'S A QUESTION THAT'S COMING UP QUITE A BIT.

>> I WILL SAY THAT'S NOT A WORD WE'RE USING.

>> OKAY.

I DO THINK WE'RE LOOKING CAREFULLY AT SUSTAINABLE SCHOOL MODELS AND SUSTAINABLE SCHOOL

BUDGETS AT FACILITIES THAT MEET  
OUR STUDENT NEEDS THAT MEANS  
PHASING OUT OLDER ONES AND  
REPLACING THEM WITH NEWER ONES.  
OR RETROFITTING THE BUILDINGS  
AND REHABBING THE BUILDINGS.  
THEN USING DATA AROUND  
ENROLLMENT AND FEEDER PATTERNS  
AND FAMILY CHOICE TO INFORM THE  
STRUCTURE OF THE BUILD BPS PLAN  
ALSO AS WE ROLL OUT OVER THREE  
YEARS, THREE YEARS, FIVE YEARS,  
SEVEN YEARS.  
CONTINUING THAT ANALYSIS.  
AS WE MAKE SHIFTS OTHER SHIFTS  
HAPPEN.  
BOTH UNINTENDED CONSEQUENCES OR  
THE CHOICES.  
IN SOME CASES QUITE POSITIVE.  
THE CHOICE THAT'S FAMILIES MAKE.  
THEN OTHER SHIFTS IN  
DEMOGRAPHICS AND ENROLLMENT WE  
CAN'T YET PREDICT.  
I WILL LEAVE THAT STATEMENT FOR  
A MOMENT.  
THEN I WILL SAY THERE IS ANOTHER  
IMPORTANT POINT AROUND OUR, THE  
DATA THAT WE ARE USING TO  
ANALYZE FOR BUILD BPS.  
THAT IS THAT THERE IS A LOT OF.  
>> WE HAVE SPACE FOR THE 0000  
KIDS.  
WE HAVE 65,000.  
NOW 55,000.  
SOME OF THOSE EARLIER ANALYSTS  
WERE NOT EDUCATIONAL ANALYSTS.  
THEY WERE STRICT SORT OF SQUARE  
FOOTAGE DIVISION BY NUMBER OF  
KIDS.  
I HOPE WE INCREASE YOU AND THE  
GENERAL PUBLIC IS THE COMPLEX  
NEEDS OF BOSTON PUBLIC SCHOOL  
STUDENTS.  
PARTICULARLY OUR STUDENTS WITH  
DISABILITIES AND AMONG THEM ARE  
STUDENTS AND SPECIALIZED  
STRANDS.  
WE TALKED ABOUT THE GROWTH IN  
AUTISM.  
WE SRO OTHER SIGNIFICANT NEEDS  
AMONG OUR STUDENTS FROM  
EMOTIONAL IMPAIRMENT TO MILD AND  
MODERATE DISABILITIES AND  
PHYSICAL HANDICAPS.

SERVING THESE POPULATIONS  
REQUIRES THREE TIMES THE  
CLASSROOMS FOR THE SAME NUMBER  
OF GENERAL EDUCATION STUDENTS.  
WHAT WE FIND IS WE DON'T HAVE  
THE RIGHT SPACE AT THE RIGHT  
GRADE LEVELS IN EVERY  
NEIGHBORHOOD.

SO A LOT OF THE SHIFTS WE'RE  
TRYING TO MAKE WITH BUILD BPS IS  
MAKE SURE WHAT USE TO BE AN  
AFTER THOUGHT IN DISTRICT  
PLACEMENT WHERE WE PUT THE  
ENGLISH LEARNERS AND SPECIALIZED  
STRAND IS AT THE FOR FRONT.

WE ANTICIPATE THAT WE HAVE  
CLEARLY SAID WE'RE LOOKING TO  
CONVERT IN TRANSITION OUR FEW  
ALONE MIDDLE SCHOOLS.

THAT'S A EXPLICIT PART OF THE  
BUILD BPS BEGINNING WITH THE  
McCORMICK TRANSITIONING AND  
THE SUBSEQUENT MIDDLE SCHOOLS.  
AS THE SHIFTS START TO TAKE  
PLACE AS A EXAMPLE.

WE WILL SOON LATE THEY ARE  
SPRING ANNOUNCE THE HEIGHT  
PLANNING PARTNER TO THE  
McCORMICK TEACHERS FOR THE  
REBUILD 7-12 AT COLUMBIA POINT  
WELL.

WILL ALSO FURTHER ANNOUNCE THE  
NUMBER OF K-5 ELEMENT RAOEZ  
GOING K-6 TO HANDLE THE  
TRANSITION.

WE HAVE OPENED UP OTHER  
SCHOOLS --

>> FOR TIME SAKE.

>> YES.

>> EVEN IF THERE ARE REPORTS, WE  
HAVE TALKED ABOUT THIS TOO.  
THAT DON'T TAKE INTO  
CONSIDERATION THE ACADEMIC  
COMPONENTS YOU'RE TALKING  
ABOUT.

YOU MAY NEED A DIFFERENT SPACE,  
THERE SEEMS TO BE A EXCESS  
CAPACITY IN THE SYSTEM GIVEN A  
DECLINE IN STUDENTS THAT DON'T  
ATTEND BPS ANYMORE.

THEN WE HAVE A TRANSITION COMING  
WHERE IT'S A K-6, 7, 12 SYSTEM  
OR K-8, 9, IS IT SYSTEM AND HAVE  
TO MAKE CHANGES SHIFT.

POSSIBLY CLOSE STAND ALONE  
MIDDLE SCHOOLS OR AT LEAST SHAPE  
THEM DIFFERENTLY.

THE QUESTION IS I GUESS IT'S TWO  
QUESTIONS.

IS THE SYSTEM STILL PAYING FOR  
THE EXCESS AS WE FIGURE IT OUT.  
WHERE DOES THAT DRAIN ON  
RESOURCES SHOW UP FOR THE  
TRANSITION.

THE SECOND QUESTION CONNECTED TO  
THIS FOR ME AT WHAT POINT DO WE  
BEGIN TO LET COMMUNITY AND  
PUBLIC KNOW THAT WE'RE DOING  
THIS K-6 OR K-8 THIS.

CHANGE IN ORDER TO ALLOW FOR  
LESS TRANSITIONS FOR FAMILIES.  
THAT THEN MEANS IF YOU HAVE A  
STAND ALONE MIDDLE SCHOOL.  
SOMETHING HAS TO HAPPEN TO YOUR  
SCHOOL.

THIS IS THE GOAL.

SOMETHING HAS TO HAPPEN.

AT WHAT POINT DO WE PULL THEM.  
IN THIS MEANS, WHAT POINT DO WE  
ENGAGE FAMILIES AND COMMUNITIES  
AROUND.

>> I WILL ANSWER THAT.

ELEANOR MAY AMPLIFY THE QUESTION  
AROUND BUDGET COST.

WE ESTABLISH THIS COMFORTABLY IN  
EVERY COMMUNITY MEETING AND --  
THAT'S DIFFERENT FROM SAYING  
YOURS IS NEXT AND HERE IS THE  
DATE.

SO YOU MAY NOTICE THAT ONE OF  
THE REALITIES OF BUILD BPS IS WE  
NEED TO START WITH MOVES TO OPEN  
UP NEW OPPORTUNITIES THAT THEN  
CAN FACILITATE AND GIVE US  
GREATER SPECIFICITY AS TO WHICH  
MIDDLE SCHOOL CONVERSION CAN GO  
NEXT.

BY THE WAY ONE OF THE REASONS  
THE MIDDLE SCHOOLS WERE  
PRIORITIZED FOR THE MOST LIKELY  
PLACE TO CONVERT TO SCHOOLS AND  
CONFIGURATIONS THAT BETTER MEET  
STUDENT NEEDS IS TO YOUR POINT.  
THOSE ARE THE SCHOOLS THAT HAVE  
LOST THE MOST SIGNIFICANT  
ENROLLMENT.

THEY HAVE LOST 1800 STUDENTS.

THE SIX REMAINING MIDDLE SCHOOLS

HAVE LOST 1800 STUDENTS IN THE  
LAST SIX YEARS ALONE.  
JUST IN THE MIDDLE SCHOOLS.  
IT DOESN'T MEAN THEY'RE NOT  
ELSEWHERE IN THE SYSTEM.  
THEY'RE NOT IN MIDDLE SCHOOLS.  
THOSE ARE OUR MOST UNDER  
ENROLLED AND UTILIZED BUILDINGS.  
THE McCORMICK IS BUILT FOR  
650-6789 THERE ARE 350 IN THERE  
CURRENTLY.  
WE'RE RESOLVING THOSE.  
>> YOU OKAY OVER THERE.  
>> WE'RE RESOLVING SOME OF THE  
MAJOR CHANGES BY PURSUING THIS  
MIDDLE SCHOOL STRATEGY.  
>> WE HAVE WATER.  
>> THEY GIVE US THAT ON THE  
COUNCIL SIDE.  
[LAUGHING]  
>> THANK YOU FOR THE HEADS UP.  
[LAUGHING]  
>> IT WOULD BE UNFORTUNATE FOR  
US TO LOSE DAVID AT THIS TIME.  
THANK YOU FOR PAYING ATTENTION  
TO, THAT COUNSELOR.  
>> WE ARE ACTUALLY, SO THE  
MIDDLE SCHOOL PLAN IS IN DIRECT  
RESPONSE TO THE QUESTION OF HOW  
DO WE BEST UTILIZE BUILDINGS AND  
MAKE THEM MEET THE NEEDS OF  
STUDENTS CITY WIDE AND RECOGNIZE  
WHEN ENROLLMENT DECLINES MAKE  
SCHOOLS UNSUSTAINABLE.  
THAT'S A ONE TO ONE CORRELATION  
YOU ASK AND WHAT BUILD BPS IS  
DOING.  
AS THE MOVES BEGIN.  
FOR EXAMPLE WHEN THE HIGH SCHOOL  
PARTNER IS ANNOUNCED FOR THE  
McCORMICK MIDDLE SCHOOL THAT'S  
A PROCESS WE'RE UNDERGOING  
COLLABORATIVELY WITH CENTRAL  
OFFICE AND THE McCORMICK  
TEACHERS.  
THAT WILL OPEN UP TWO YEARS FROM  
NOW A SCHOOL BUILDING.  
AS THAT SCHOOL MOVES INTO THE  
NEWLY MERGED CAMPUS.  
THAT WILL ACCELERATE OUR TIME  
LINE.  
FOR ANOTHER MIDDLE SCHOOLS THE  
BUILD BPS TEAM IS WORKING HARD  
ON IF THEN SCENARIOS.



SO WE CAN SAY TO THE IRVINGS AND EDWARDS YOU'RE LIKING TO TRANSITION IN TO 23, 2025. OUR GOAL IN GENERAL IS TO HAVE, YOU KNOW IN AN EYE DEAL WORLD AT LEAST TWO YEARS OF A RUN WAY ON PLANNING. THERE MAYBE CASES WHERE IT'S 18 MONTHS. THAT IS WHY WE'RE TALKING TO ALL OF THE SCHOOL COMMUNITIES NOW. SO IT'S, THEY KNOW WHAT IS HAPPENING. YET THOSE SCHOOLS WILL STILL BE FUNCTIONING UNTIL IT'S CLOSER TO THEIR CONVERSION TIME. SO WE ARE WORKING REALLY HARD TO DO THE SEQUENCING TO GIVE PEOPLE A SENSE OF WHEN IT WILL COME TO ROSEN DALE AND WHEN IT WILL HAPPEN IN OTHER NEIGHBORHOODS. >> I WILL SHARE A FEW THOUGHTS ON THE BUDGET IMPACT. PLEASE FEEL FREE TO JOIN IN. THERE ARE TWO FACTORS PRIMARILY THAT PUT A LOT OF PRESSURE ON SCHOOL BUDGETS WITH THE SYSTEM DESIGNED. ONE IS BEING A SMALL SCHOOL. THE OTHER IS BEING A SCHOOL WHOSE CLASSROOMS ARE NOT FULL. YOU CAN BE A SMALL SCHOOL WITH FULL CLASSROOMS BUT YOU HAVE A SCALE PROBLEM. IT'S HARD TO HAVE ART, MUSIC, FOREIGN LANGUAGE, ALL OF THE SPECIALS YOU WANT BECAUSE THE TEACHERS DON'T HAVE FULL CASE LOADS. THE OTHER CHALLENGE IS SCHOOLS BEAUTIFUL CLASSROOMS. THAT'S A DIFFERENT CHALLENGE. WE SPEND THE SAME AMOUNT PER PUPIL. USUALLY WE SPEND MORE PER PUPIL WHEN THE CLASSROOMS ARE SMALLER AND THE CLASSROOMS ARE NOT FULL. WE MAKE IT HARD FOR THE SCHOOL TO CREATE THE ACADEMIC ENVIRONMENT THEY WANT FOR THEIR KIDS. IF YOU LOOK AT, WE COLLECT DATA ON HOW FULL THE CLASSROOMS R-FRPLT.

>> SAY THAT AGAIN.  
>> WE MAKE IT HARD FOR THE SCHOOL TO CREATE THE ACADEMIC ENVIRONMENT THEY WANT. WE COLLECT DATA ON HOW FULL CLASSROOMS ARE K-8. YOU CAN SEE STARTING AROUND FIFTH GRADE WE HAVE CAPACITY CHALLENGES. KIDS START GOING TO CHARTER SCHOOLS. THE POINT WHEN WE MAKE THE SCHOOLS K-8 WITHOUT THE MIDDLE SCHOOL CAPACITY. WHAT ENDS UP HAPPENING IS YOU MAY HAVE A SEVENTH GRADER WITH N. A CLASSROOM WITH 17 KIDS. WE SPEND A LOT ON THAT STUDENT PER PUPIL. OUR INSTRUCTIONAL EXPERTS WOULD SAY I WOULD RATHER THAT KID BE IN A FULL CLASSROOM AND ACCESS TO A GREAT STEM LABORATORY. WE HAVE LOCKED UP THE RESOURCES INTO JUST A SMALLER CLASS SIZE. THAT ISN'T THAT STRATEGIC FOR THE INSTRUCTIONAL EXPERTS ON THE TEAM WOULD AGREE WITH. WHAT WE'RE TRYING TO DO IS WE HAVE OVER \$20,000 A PUPIL. WE'RE A LEADER IN THE STATE AND THE COUNTRY ON WHAT WE SPEND. WE'RE TRYING TO CREATE THE CONDITIONS WHERE OUR SCHOOLS HAVE THE FLEXIBILITY TO CREATE THE ENVIRONMENT THEY WANT FOR OUR KIDS. A LOT OF KIDS HAVE IT. WE HAVE PLENTY OF SCHOOLS FILLING CLASSROOMS WITH THE DISCRETIONARY RESOURCES. WE NEED OUR SCHOOLS TO HAVE THAT FLEXIBILITY. I HOPE THE BILL BPS WORKS.  
>> IT'S CHALLENGING HAVING A MIDDLE SCHOOL WHO IS LOSING SEATS OR PEOPLE NOT ATTENDING AND THEY HAVE EMPTY CLASSROOMS. I VISIT SOME OF THE SCHOOLS AND I THINK WE NEED TO BE MORE TRANSITIONING THE FOLKS. THESE STUDENTS TO A DIFFERENT ENVIRONMENT TO GET MORE. SO THEN THE QUESTION IS IF WE'RE

KEEPING THE SCHOOL A FLOAT  
BECAUSE WE HAVE TO PLAN.  
THERE ARE UNINTENDED  
CONSEQUENCES THAT ALSO COSTS US  
MONEY.

NOT NECESSARILY DELIVERING THE  
BEST OUT COME FOR THE STUDENTS  
OR TEACHERS OR THE WHOLE SCHOOL  
COMMUNITY.

SO THAT'S JUST WHERE MY LINE OF  
QUESTIONING IS GOING AND  
GRAPPLING WITH.

>> CAN I ADD ONE OTHER COMMENT.  
LIB BRIEF.

>> YES, YOU CAN.

>> YOU KNOW CONSOLIDATING  
SCHOOLS ISN'T ABOUT SAVING MONEY  
IN OUR BUDGET.

WE, WE AREN'T GOING TO SAVE  
MONEY BECAUSE OF WHAT IS  
HAPPENING AT THE REC.

IT'S ABOUT TAKING THE MONEY WE  
HAVE TO DELIVER BETTER RESOURCES  
FOR KIDS.

WE'RE TAKING THE MONEY --

>> EDUCATIONAL COMPLEX.

>> SPENDING MORE THAN THAT ON  
THE SCHOOLS THAT CONTINUE TO  
SUPPORT THE SCHOOLS.

THE MONEY WILL FOLLOW THE KIDS  
AND THEN SOME.

IT'S ABOUT MAKING BETTER USE OF  
THE FUNDS.

>> THANK YOU.

>> COUNSELOR EDWARDS.

>> THANK YOU.

I, I AM MINDFUL OF TIME AND  
COUNSELOR ZAKIM HAS A QUESTION.  
FOR THE NEXT HOUR, NO JUST  
KIDDING.

YOU SHOULD SEE YOUR FACES.

SO THIS IS WHAT I WILL DO THEN.

I WILL TRY TO FRAME THE QUESTION  
THAT WE CAN FOLLOW-UP ON  
OFF-LINE WITH.

IF IN THE FRAMING OF MY QUESTION  
YOU HAVE AN ANSWER TO IT NOW  
THAT MAYBE I AM CONFUSED, GREAT.  
IF NOT WE WILL FOLLOW-UP AND  
FIGURE OUT THE QUESTION.

THAT'S ON TWO THINGS.

SO THIS IS HOW I'M TRYING TO  
UNDERSTAND.

IF ANY SCHOOL OR ENTITY, THE

SCHOOLS THAT HAVE POPULATIONS  
RAISING FUNDS, FRIENDS OF THE  
BLAH BLAH BLAH HIGH SCHOOL.  
FRIENDS OF THE DA, DA, DA.  
THAT ENTITY CAN RAISE MONEY.  
THIS IS MY EXAMPLE.  
THEY RAISE THAT MONEY.  
THAT MONEY IS USED IN SCHOOLS  
FOR EXTRA CIRCULARS, CLASSROOMS,  
FOR CLASSES, FOR EXTRA CLASSES,  
LATIN OR ITALIAN CLASSES  
ROBOTICS.  
IF THE MONEY IS USED AND I  
ASSUME BY USING THAT THEY'RE  
USING IT TO BUY THE EQUIPMENT.  
THERE IS TEACHER TIME BEING PART  
OF.  
THAT I DON'T KNOW IF THEY'RE  
PAYING A TEACHER SALARY.  
IT'S USED IN A BPS FACILITY.  
A BPS TEACHER IS THERE.  
THERE ARE CERTAIN STANDARDS THAT  
WILL BE MET WHEN CERTAIN THINGS  
ARE BROUGHT INTO THE CLASSROOM.  
SO, IF THAT HAPPENS THEN I AM  
NOT QUITE CLEAR ON THE CONTROLS  
THAT BPS HAS FOR HOW MUCH MONEY  
GOES INTO THE CLASS OR WHAT KIND  
OF EQUIPMENT THEY'RE GOING TO  
BUY.  
I'M NOT CLEAR ON THAT.  
HOW MUCH CONTROL YOU HAVE WHEN  
PRIVATE ENTITIES RAISE MONEY,  
CERTAIN FUND THINGS AND  
EDUCATIONAL THINGS IN BPS.  
I'M NOT QUITE CLEAR.  
I'M CLEAR IN MANY CASES YOU'RE  
NOT YET AWARE.  
YOU WON'T KNOW UNTIL THE END OF  
THE YEAR ON A REGULAR BASIS  
GOING FORWARD HOW MUCH MONEY  
ENTITIES ARE ABLE TO RAISE.  
APART FROM BPS.  
SO, IT SEEMS THAT I PUT THE  
POSITION WITH THE ANALYSIS IT  
SEEMS THERE IS A OPPORTUNITY  
INDEX ANALYSIS WITH  
TRANSPORTATION HOWEVER.  
AGAIN BACK TO THE BUSS, IF FOLKS  
ARE ABLE TO RAISE MONEY FOR A  
SCHOOL SERVICE THAT IS  
TRANSPORTING KIDS WITH CERTAIN  
STANDARDS AS YOU MENTIONED.  
THEN YOU WILL HAVE TO HELP

RECTIFY THE CONTROLS OR LACK  
THERE OF THAT YOU HAVE FOR THAT.  
IT SEEMS LIKE THERE IS CONTROLS  
OF EQUITY NO ONE WOULD ALLOW  
VERSUS WE'RE STILL DOING SOME  
ANALYSIS AND SO ON AND SO FORTH.  
IT SEEMS TO BE THERE IS NOT  
CLARITY.

BETWEEN THE TWO DEPARTMENTS AND  
HOW PEOPLE RAISE MONEY OUTSIDE  
HOW THAT'S FILTERED IN OR NOT  
BASED ON EQUITY.

WE CAN HAVE THE CONVERSATION  
OFF-LINE.

I'M NOT CLEAR AS OF NOW.

>> CAN I CLARIFY THAT QUESTION,  
COUNSELOR EDWARDS.

I THINK WE SHOULD TAKE THIS  
OFF-LINE.

IS THE QUESTION AT THE CORE OF  
THIS COULD PRIVATE FUND RAISING  
BE USED TO PAY FOR A YELLOW  
BUSS.

IS THAT THE CORE OF THE  
QUESTION.

SINCE PRIVATE TPUPD RAISING CAN  
BE USED FOR A ROBOTICS CLASS FOR  
A SCHOOL.

I WANT TO MAKE SURE I  
UNDERSTAND.

DID I HEAR CORRECTLY?

>> CORRECT.

>> I UNDERSTOOD IT WAS NOT.

THEN MY SECOND POINT AND WE CAN  
FOLLOW-UP OFF-LINE.

YOU MENTIONED A LETTER WITH  
REGARDS TO I'M ASSUMING  
CONFIGURATION.

I NOT HAVE SENT THAT TO YOU.

I WOULD LOVE TO FOLLOW-UP WITH  
WHO GAVE YOU THE LETTER.

WE HAVEN'T SENT IT FORMALLY TO  
YOU AT ALL.

WE CAN FOLLOW-UP OFF-LINE FOR  
THAT.

>> ABSOLUTELY.

>> THAT WAS, YES.

>> OKAY.

GREAT.

THANK YOU, SUPERINTENDENT,  
ELEANOR, NATE, DAVID.

I HOPE YOU FEEL BETTER.

JOHN AND THE ENTIRE TEAM.

THAT CONCLUDES THE FY20 BUDGET

BPS OVER VIEW.