

;;;BCC B 200414

SINCE WE HAVE THE SAME SET

APPEARING IN THE AFTERNOON 12:00:15:20

HEARING, MY PROPOSAL WOULD BE 12:00:16:20

FOR US TO BREAK FOR 15 MINUTES 12:00:18:04

AND THEN RECONVENE FOR THE 12:00:19:27

AFTERNOON HEARING AT 1:15. 12:00:21:19

I'LL TRY TO DO ANOTHER QUESTION 12:00:23:11

NOW. 12:00:28:21

I'M SEEING THUMBS UP FROM THE 12:00:32:28

PEOPLE GIVING VISUALS, TOO. 12:00:35:21

I'M REALLY GRATEFUL. 12:00:37:27

THE STRAIGHT THREE HOURS 12:00:40:13

QUESTION AND ANSWER THAT WE JUST 12:00:41:27

DID, I KNOW THIS IS A MARATHON 12:00:43:09

PROCESS, BUT IT SPEAKS TO THE 12:00:46:10

DEGREE OF COUNCIL ENGAGEMENT AND 12:00:48:05

INTEREST IN OUR SCHOOLS AND 12:00:49:27

APPRECIATION FOR THE WORK THAT 12:00:51:01

YOU ALL ARE DOING. 12:00:52:01

SO WITH THAT, I DON'T SEE ANYONE 12:00:53:01

WAITING IN THE PUBLIC TESTIMONY 12:00:57:00

WAITING ROOM, SO I AM GOING TO 12:00:58:29

GAVEL THIS HEARING TO A CLOSE 12:01:01:20

AND THEN, AT 1:15, WE'LL 12:01:03:15

RECONVENE. 12:01:07:26

I ALSO WANT TO GIVE GENERALLY 12:01:08:22

INFORMATION THAT ANYONE WHO 12:01:13:25
WANTS TO BRING LUNCH TO THE 12:01:15:03
AFTERNOON HEARING SHOULD FEEL 12:01:16:14
FREE TO DO SO, THOUGH YOU DON'T 12:01:17:27
NEED MY PERMISSION. 12:01:19:27
THANK YOU ALL. 12:01:21:11
>> MADAM CHAIR, IS THE SIGN-IN 12:01:23:04
STILL THE SAME OR DO YOU SUGGEST 12:01:25:28
WE JUST MUTE AND -- 12:01:27:18
>> NO, THERE WILL ACTUALLY BE A 12:01:31:05
DIFFERENT LINK WHICH, AS SOON AS 12:01:32:25
WE FINISH THIS ONE, TERRY JORDAN 12:01:34:23
FROM OUR TEAM CAN SEND OUT. 12:01:37:23
FOR PURPOSES OF PUBLIC 12:01:39:12
TESTIMONY, ET CETERA, THERE'S A 12:01:40:19
DIFFERENT LINK FOR EACH OF THE 12:01:43:26
PUBLIC NOTICES. 12:01:45:08
SO WE WILL TAKE A BREAK AND 12:01:46:08
RECONVENE AND FOCUS PARTICULARLY 12:01:47:19
ON THE SCHOOL BUDGET THIS 12:01:49:18
AFTERNOON. 12:01:50:28
THANK YOU SO MUCH. 12:01:51:13
THIS MEETING IS ADJOURNED. 12:01:51:24
(MEETING ADJOURNED) 12:01:54:08
... 12:01:58:24
>> CALLING THE WAYS AND MEANS 12:04:02:21
COMMITTEE TO ORDER. 12:21:51:00

THIS PUBLIC HEARING IS BEING 12:21:53:02
RECORDED AND LIVE STREAMED AND 12:21:55:15
WILL BE REBROADCAST ON COMCAST 12:22:03:08
CHANNEL 8, RCN CHANNEL 82 AND 12:22:06:05
VERIZON CHANNEL 1964. 12:22:09:11
THIS IS PART OF THE COUNCIL'S 12:22:11:13
ANNUAL BUDGET REVIEW PROCESS, 12:22:14:07
JUST LIKE THE PUBLIC HEALTH 12:22:16:21
EMERGENCY THAT WE ALL FIND 12:22:18:02
OURSELVES IN, WE STILL NEED TO 12:22:20:25
REVIEW AND APPROVE THE FULL 12:22:22:10
BUDGET FOR FISCAL YEAR 21 WHICH 12:22:26:01
STARTS ON JULY 1. 12:22:28:15
SO THIS BUDGET WAS INTRODUCED BY 12:22:30:00
THE MAYOR'S ADMINISTRATION LAST 12:22:31:29
WEEK AND WILL BE CONSIDERED IN A 12:22:34:01
SERIES OF 27 OR SO HEARINGS OVER 12:22:36:24
THE NEXT SIX WEEKS. 12:22:39:28
WE HEARD THIS MORNING THE 12:22:41:12
PRESENTATION FROM THE 12:22:43:21
SUPERINTENDENT AND HER TEAM FROM 12:22:44:14
BOSTON PUBLIC SCHOOLS. 12:22:46:16
THE BUDGET HAS BEEN MODIFIED AND 12:22:49:29
APPROVED BY THE COMMITTEE. 12:22:51:26
SO WE ENCOURAGE FOLKS WHO ARE 12:22:55:11
WATCHING AT HOME TO TAKE A 12:22:57:21
MOMENT AND ENGAGE GAGE IN THIS 12:22:58:28

PROCESS. 12:23:00:20

IF YOU'RE WATCHING THE HEARINGS 12:23:37:00

YESTERDAY AND TODAY AND YOU HAVE 12:23:38:14

QUESTIONS AND CONCERNS YOU'D 12:23:40:02

LIKE TO RAISE, WE ENCOURAGE YOU 12:23:41:10

TO COME ALONG FOR PUBLIC 12:23:43:06

TESTIMONY HEARING THURSDAY 12:23:44:17

MORNING AT 6:00 ON ZOOM VIRTUAL, 12:23:46:11

AND WE'LL BE HAVING MORE 12:23:48:25

DEDICATED HEARINGS IN LATE MAY 12:23:50:12

AT THE OTHER END OF THIS TOPIC 12:23:52:00

AFTER WE'VE HEARD FROM ALL THE 12:23:54:28

CITY DEPARTMENTS. 12:23:56:16

EMAIL AT CCC.WM AT BOSTON.gov 12:23:57:08

OR FILL OUT THE FORM ON OUR 12:24:01:09

WEB SITE. 12:24:03:01

YOU CAN SUBMIT A TWO-MINUTE 12:24:04:00

TESTIMONY VIDEO ON OUR WEB SITE 12:24:06:10

WHICH WILL BE PLAYED, AND FOR 12:24:07:21

MORE INFORMATION ON THE COUNCIL 12:24:09:17

BUDGET PROCESS AND HOW TO 12:24:12:05

TESTIFY, PLEASE VISIT THE 12:24:13:16

COUNCIL BUDGET WEB SITE AT 12:24:15:18

WWW.BOSTON.COVE/DEPARTMENT/CITY 12:24:18:28

COUNCIL/BUDGET. 12:24:24:08

YOU CAN TWEET YOUR QUESTIONS. 12:24:27:24

I'LL TURN TO DOCKETS 0588-0590, 12:24:41:21

ORDERS FOR THE FY'21 OPERATING 12:24:47:16

BUDGET INCLUDING ANNUAL 12:24:49:12
APPROPRIATIONS FOR DEPARTMENTAL 12:24:50:23
OPERATIONS FOR THE SCHOOL 12:24:52:15
DEPARTMENT AND OTHER POST 12:24:54:02
EMPLOYMENT BENEFITS. 12:24:55:27
DOCKETS 0591-0592 ORDERS FOR 12:24:57:03
CAPITAL FUND TRANSFER 12:25:00:13
APPROPRIATIONS. 12:25:01:28
DOCKETS 05893-0596, ORDERS FOR 12:25:02:24
CAPITAL BUDGET INCLUDING LOAN 12:25:06:09
ORDERS AND LEASE-PURCHASE 12:25:08:07
AGREEMENTS. 12:25:10:16
SO THAT'S THE FULL LIST OF 12:25:11:04
DOCKETS THAT HAVE COME BEFORE 12:25:13:12
THE COUNCIL. 12:25:15:07
I'M JOINED BY COUNCILLOR 12:25:15:26
ESSAIBI-GEORGE, COUNCILLOR 12:25:17:02
FLYNN, CONSIDERED WU, COUNCILLOR 12:25:19:18
MEJIA, O'MALLEY, COUNCILLOR 12:25:23:26
JANEY, COUNCILLOR CAMPBELL AND 12:25:28:10
COUNCILLOR FLAHERTY. 12:25:34:26
SO OUR FOCUS AREA TODAY WILL BE 12:25:36:17
THE B.P.S. SCHOOL BUDGET, SO 12:25:38:27
THIS WILL BE FOCUSED ON HOW THE 12:25:41:10
BUDGET IS PUT TOGETHER AT THE 12:25:49:27
SCHOOL LEVEL. 12:25:52:06
AND WE'RE LOOKING FORWARD TO 12:25:52:24

HEARING FROM DR. CASSELLIUS, THE 12:25:54:12
SUPERINTENDENT OF BOSTON PUBLIC 12:25:59:10
SCHOOLS AND CHIEF FINANCIAL 12:26:01:00
OFFICER, OFFICER OF B.P.S., WHO 12:26:03:16
WERE KIND ENOUGH TO JOIN US THIS 12:26:06:17
MORNING FOR THE INTRODUCTORY 12:26:08:08
CONVERSATION. 12:26:09:25
SO WITH THAT I WILL RECOGNIZE 12:26:11:01
DR. BRENDA CASSELLIUS TO START 12:26:13:14
OFF TODAY'S HEARING. 12:26:16:18
>> THANK YOU CHAIRWOMAN BOK AND 12:26:19:04
COUNCILLORS. 12:26:20:29
APPRECIATE BEING ABLE TO PRESENT 12:26:22:18
TODAY AND ANSWER SOME QUESTIONS 12:26:23:29
AS WELL AS PRESENT THE OVERALL 12:26:25:06
STRATEGIC DIRECTION OF THE 12:26:27:02
DISTRICT ALIGNED WITH THE 12:26:28:19
STUDENT OPPORTUNITY ACT 12:26:32:09
OBLIGATIONS AND GET YOU UPDATED 12:26:33:22
ON THAT. 12:26:39:17
I'LL TURN IT TO NATE TO GIVE THE 12:26:40:02
NUMBERS AND THE GENERAL 12:26:42:18
OVERVIEW. 12:26:43:15
WHEN THE MORNING SESSION REALLY 12:26:44:25
GOT OVER THE WHY WE ARE DOING 12:26:46:06
THIS, AND THIS BUDGET THE WAY WE 12:26:48:12
ARE WITHIN THE THREE-YEAR, 12:26:51:09
\$100 MILLION COMMITMENT FROM 12:26:53:05

MAYOR WALSH AND THE DIRECTION OF 12:26:54:26
THE DISTRICT. 12:26:57:27
WE ALSO ADDRESSED A NUMBER OF 12:26:59:03
COVID CONCERNS FROM COUNCILLORS 12:27:00:25
AND THE WAY THAT WE ARE THINKING 12:27:02:12
ABOUT THIS BUDGET IN TERMS OF 12:27:04:05
INEQUITIES AND FOCUSING ON SOME 12:27:06:00
OF THE SYSTEMIC BARRIERS AND 12:27:08:28
REMEDiate SOME OF THOSE WITHIN 12:27:10:27
THIS BUDGET. 12:27:12:27
I DO WANT TO REMIND COUNCILLORS 12:27:13:19
HERE ON THE CALL TODAY AND OUR 12:27:16:06
GENERAL PUBLIC THAT THIS IS A 12:27:17:24
THREE-YEAR PHASE-IN OF THE 12:27:19:12
BUDGET OF OVER \$100 MILLION TO 12:27:21:22
GET TO THAT ANNUALLY, AS WE 12:27:23:10
BEGIN TO THINK ABOUT THESE 12:27:25:13
INVESTMENTS. 12:27:26:25
THIS FIRST YEAR, THE INVESTMENTS 12:27:27:14
AROUND SUPPORTING OUR LOWEST 12:27:29:05
SUPPORTING SCHOOLS, TO GET AT 12:27:30:16
HIGH-QUALITY SCHOOLS IN EVERY 12:27:32:05
NEIGHBORHOOD. 12:27:33:27
AND THEN PROVIDING SOME 12:27:34:08
ADDITIONAL SUPPORTS TO LANGUAGE, 12:27:35:16
SUPPORTS TO STUDENTS AND 12:27:42:14
FAMILIES, FAMILIES SUPPORTS IN 12:27:43:17

GENERAL AND INSTRUCTIONAL FOCUS 12:27:45:23

AS WELL. 12:27:47:15

I'LL TURN IT OVER TO NATE TO GET 12:27:48:00

INTO SOME OF THE NUMBERS AND 12:27:49:18

CONTINUE TO DISCUSSION WITH ALL 12:27:51:06

OF YOU TODAY AND THIS AFTERNOON, 12:27:52:18

THANK YOU. 12:27:53:29

>> THANK YOU, SUPERINTENDENT. 12:27:54:10

I KNOW WE WANTED TO MOVE QUICKLY 12:27:57:00

TO GET TO MORE OF YOUR 12:28:01:09

QUESTIONS, BUT GIVEN THE 12:28:02:13

9

COMPLEXITY OF ALL OF OUR SCHOOLS 12:28:03:21

AND THE DIFFERENT NEEDS OF ALL 12:28:05:06

OUR STUDENTS, WE WANTED TO BE 12:28:06:10

ABLE TO PRESENT TO YOU AN 12:28:08:05

OVERVIEW OF HOW WE ALLOCATE 12:28:10:20

FUNDS TO SCHOOLS AND WORK WITH 12:28:12:16

SCHOOLS IN CREATING THE BUDGET 12:28:14:01

ACROSS 123 DIFFERENT SCHOOL 12:28:15:04

COMMUNITIES. 12:28:18:19

I MENTIONED THIS MORNING, THIS 12:28:19:15

IS A FULLY COMPLICATED, INVOLVED 12:28:21:13

PROCESS WITH A LOT OF 12:28:23:20

INDIVIDUALS. 12:28:25:03

WE'LL BE PRESENT A LOT OF 12:28:25:15

TECHNICAL INFORMATION THIS 12:28:26:27

AFTERNOON AND A LOT OF DETAILS 12:28:28:15

ABOUT THAT \$1.26 BILLION BUDGET. 12:28:30:14

AT THE END OF THIS AMP, THE END 12:28:33:19
OF THIS PRESENTATION, I HOPE YOU 12:28:34:27
WILL LEAVE WITH NAMED TAKEAWAYS. 12:28:36:04
THE FIRST IS WE HAVE RECEIVED AN 12:28:39:25
UNPRECEDENTED COMMITMENT FROM 12:28:41:20
THE CITY AND THE COMMITMENT NOT 12:28:43:08
ONLY TO SUSTAIN THAT INVESTMENT 12:28:44:19
BUT EXPAND IT OVER THREE YEARS. 12:28:46:18
SO IN THE CURRENT CONTEXT, IT'S 12:28:48:06
REALLY HARD PRESSED TO CELEBRATE 12:28:49:29
A LOT OF IT. 12:28:51:17
WE'RE TALKING ABOUT THAT THIS IS 12:28:52:13
LIKELY AN UNPRECEDENTED PROPOSAL 12:28:54:13
FROM US AND BUILDING IN FUTURE 12:28:57:28
YEARS. 12:28:59:17
THE SECOND THING IS WE'RE 12:28:59:21
INVESTING IN A FOUNDATION FOR 12:29:01:02
QUALITY, WHICH ESTABLISHES NEW 12:29:02:20
SERVICES THAT FAMILIES CAN 12:29:04:19
EXPECT. 12:29:06:07
AND THAT'S SOMETHING THAT WE 12:29:07:10
HEARD FROM THE COUNCIL ABOUT AND 12:29:09:15
SCHOOL COMMUNITIES ABOUT AND 12:29:10:27
CERTAINLY SOMETHING THAT CAME 12:29:12:14
OUT OF THAT SUPERINTENDENT 12:29:13:14
COMMUNITY IN THE FALL, WHICH WAS 12:29:15:11
THERE NEEDS TO BE A LEVEL OF 12:29:17:14

10

EXPECTATION AROUND WHAT YOU CAN 12:29:18:24

FIND IN EVERY SCHOOL. 12:29:20:09

AND THIS BUDGET MOVES THAT 12:29:22:00

AGENDA FORWARD IN A REAL WAY, 12:29:23:21

WHICH WE HAVE IN LAST FEW YEARS. 12:29:26:21

THE FINAL THING IS WE'RE 12:29:28:23

11

INVESTING IN OUR LOWEST 12:29:30:02

PERFORMING SCHOOL TO FULFILL THE 12:29:31:20

PROMISE OF A HIGH PERFORMING 12:29:35:26

SCHOOL. 12:29:40:08

THE STATEMENT FROM THE 12:29:42:05

OPPORTUNITY AND ACHIEVE GAP 12:29:43:01

OFFICE, I'VE STARRED EVERY 12:29:44:12

SINGLE BUDGET PRESENTATION WITH 12:29:45:19

THIS STATEMENT BECAUSE IT IS 12:29:47:00

REALLY THE ORGANIZING PRINCIPLE. 12:29:48:06

IT'S THE STARTING PART TO 12:29:51:11

PLANNING AND IMPORTANT TO 12:29:54:04

EMPHASIZE WE WANT TO FOCUS ON 12:29:55:04

STUDENTS WHO NEED PUBLIC 12:29:57:10

EDUCATION THE MOST AND IMPROVED 12:29:58:24

INTENSIVE ATTENTION TO STUDENTS 12:30:01:06

WHO WANT TO IMPROVE TO ASSURE 12:30:05:00

ALL STUDENTS HAVE THE SAME 12:30:06:19

OPPORTUNITY TO ACHIEVE 12:30:08:10

GREATNESS, NO MATTER WHAT SCHOOL 12:30:09:06

THEY'RE INVOLVED IN. 12:30:11:01

OUR \$36 MILLION INVESTMENTS WE 12:30:12:05

TALKED ABOUT IN DETAIL THIS 12:30:14:24

MORNING IS FOCUSED ON THE 12:30:16:01
INSTRUCTIONAL CORE. 12:30:17:09

AGAIN, I WANT TO EMPHASIZE 12:30:18:19

\$9 MILLION DIRECTLY TO STUDENT 12:30:20:11

SUPPORT, \$12 MILLION TO INCREASE 12:30:22:20

TEACHER SKILL, AND \$15 MILLION 12:30:24:09

IN CONTENT BECAUSE IT IS 12:30:28:04

DESIGNED AROUND THE PREMISE THAT 12:30:29:11

THERE ARE THREE WAYS TO INCREASE 12:30:32:08

STUDENT LEARNING. 12:30:33:26

INCREASING THE KNOWLEDGE AND 12:30:34:25

SKILL OF TEACHERS, CHANGING THE 12:30:36:10

CONTENT AND ALTERING THE 12:30:37:29

RELATIONSHIP OF THE STUDENTS AND 12:30:40:02

CONTENT IN THE FUTURE. 12:30:43:08

ALLOWING THE QUESTIONS WE'LL ZE 12:30:44:22

RECEIVE THIS MORNING AND THIS 12:30:47:05

AFTERNOON WILL BE ABOUT 12:30:48:12

STUDENTS' RELATIONSHIP WITH 12:30:50:16

CONTENT AND TEACHER WHETHER 12:30:52:11

ONLINE OR REMOTELY OR IN A 12:30:54:24

CLASSROOM, THAT INTERACTION IS 12:30:57:03

WHERE LEARNING HAPPENS AND OUR 12:30:58:15

INVESTMENTS LIE. 12:31:00:21

THIS IS AN AMBITIOUS PROPOSAL 12:31:04:01

FY'21, INCLUDES AN \$80 MILLION 12:31:06:03
INCREASE, \$36 MILLION 12:31:08:14

12

13

REPRESENTING NEW INVESTMENTS IN 12:31:10:01
THE SCHOOL. 12:31:13:23
WE'RE TREMENDOUSLY EXCITED ABOUT 12:31:14:20
THIS INVESTMENT AND THE 12:31:15:20
INVESTMENT NOT ONLY IN THE TERMS 12:31:16:20
OF THE TOTAL SIZE OF THE SINGLE 12:31:18:01
THREE BUT THE THREE-YEAR 12:31:20:11
COMMITMENT FOR THE CITY THAT WE 12:31:21:22
ARE LOOKING TO EXPAND AND 12:31:23:24
RESETTING THAT FOUNDATION FOR 12:31:26:20
QUALITY AS I MENTIONED AT THE 12:31:28:19
START. 12:31:29:27
WHAT THIS MEANS FOR SCHOOLS, 12:31:30:04
100% OF THE NEW INVESTMENT IS IN 12:31:33:19
SCHOOL BUDGET. 12:31:36:07
ADDING 64 TEACHING POSITIONS 12:31:39:26
INCLUDING 24 FOR ART, MUSIC AND 12:31:41:25
PHYSICAL EDUCATION. 12:31:46:05
94 PARAPROFESSIONAL POSITIONS 12:31:48:27
PART OF THE K-2 KINDERGARTEN 12:31:51:10
ROLLOUT OF A FULL-TIME PARENT IN 12:31:53:23
EVERY CLASSROOM THAT WILL HELP 12:31:55:22
IN THOSE CLASSROOMS. 12:31:57:10
AND FINALLY 126 NEW POSITIONS IN 12:31:58:10
OUR TRANSFORMATION SCHOOL. 12:32:01:15
37 SOCIAL WORKERS, 32 12:32:04:15
INSTRUCTION FACILITATORS AND 37 12:32:06:18

FAMILY LIAISONS. 12:32:10:05

A SIGNIFICANT INCREASE IN THE 12:32:12:25

NUMBER OF STAFF AND THE SUPPORTS 12:32:14:21

THAT WE'RE GETTING TO OUR 12:32:16:06

STUDENTS IN A COORDINATED 12:32:17:16

EFFORT. 12:32:18:27

THAT'S WHY WE'LL BE TALKING 12:32:19:12

ABOUT HIGH QUALITY PROFESSIONAL 12:32:20:27

DEVELOPMENT. 12:32:22:13

IT IS NOT JUST ADDING RESOURCES 12:32:22:24

BUT IT'S ADDING RESOURCES AND 12:32:24:06

THEN USING THEM AND COORDINATING 12:32:25:28

THEM IN A SYSTEMATIC WAY AND 12:32:28:11

WE'RE ALSO MAKING SURE IT'S 12:32:31:01

GOING TO THE SCHOOLS AND THE 12:32:32:29

STUDENTS WHO NEED IT THE MOST. 12:32:34:09

NOW WE'RE GOING TO BE TALKING 12:32:35:24

AND TRANSITIONING TO TALKING 12:32:39:12

ABOUT HOW WE ENSURE EQUITY AS WE 12:32:41:12

INVEST IN QUALITY ACROSS THE 12:32:43:12

CITY. 12:32:45:07

THE LAST PRESENTATION SHOWED THE 12:32:45:19

EQUITY ANNOUNCED. 12:32:46:29

IN A MOMENT DAVID WILL START 12:32:48:14

WALKING US THROUGH OUR 12:32:50:02

ALLOCATION METHODOLOGY IN 12:32:51:02

BOSTON. 12:32:53:08

BOSTON HAS BEEN IN THE FOREFRONT 12:32:53:19

OF WEIGHTED STUDENT FUNDING OR 12:32:55:00
STUDENT BASED BUDGETING WHICH IS 12:32:57:12
TO SAY WE ARE REALLY 12:32:59:14
DIFFERENTIATING OUR FUNDING 12:33:01:02
BASED ON STUDENT NEEDS AND THIS 12:33:02:13
IS SOMETHING THAT'S A BASIC THAT 12:33:04:08
THE SUPERINTENDENT HAS REALLY 12:33:06:15
CHALLENGED US TO DO. 12:33:08:17
THINK ABOUT HOW WE CAN EXPAND 12:33:09:17
QUALITY AND RAISE THE LEVEL OF 12:33:11:20
QUALITY THROUGHOUT. 12:33:13:11
SO THROUGHOUT THE PRESENTATION 12:33:16:02
THIS AFTERNOON, YOU'RE GOING TO 12:33:17:03
SEE QUOTES FROM OUR STRATEGIC 12:33:18:03
PLAN AND THROUGHOUT ALL OF OUR 12:33:19:13
HEARINGS. 12:33:20:28
WE'RE GOING TO SEE HOW OUR 12:33:21:12
BUDGET AND STRATEGIC PLAN ARE 12:33:23:17
ANCHORED AT THE SAME POINT OF 12:33:25:19
EMPHASIS. 12:33:27:04 16
THE SUPERINTENDENT TALK ABOUT 12:33:28:08
STRATEGIC PLAN, WE HAVE BEEN 12:33:33:08
LISTENING TO WHAT PARENTS, 12:33:34:08
FAMILIES AND TEACHERS WANT FOR 12:33:36:06
THE SCHOOL. 12:33:38:01
IT'S OUR BELIEF THAT THIS 12:33:39:07
REFLECTS THE CONVERSATION AND 12:33:41:05

OUR BUDGET IS A REFLECTION OF 12:33:42:16
OUR COMMUNITY'S VISION FOR OUR 12:33:44:15
SCHOOL. 12:33:46:03
IN PRIOR YEARS WE'VE HAD 12:33:46:11
INCREMENTAL BUDGETS FOR UNCLEAR 12:33:47:26
VISION FOR WHAT CHANGE WE WANTED 12:33:49:28
TO SEE IN SCHOOL, AND THROUGHOUT 12:33:51:27
THE BUDGET THE STRATEGIES WERE 12:33:53:12
EXPRESSED IN DIFFERENT THINGS 12:33:55:03
BEING ADDED TO THE BUDGET. 12:33:56:13
THIS YEAR WE STARTED WITH A CORE 12:33:57:17
ARTICULATION OF THE STRATEGY, A 12:33:59:23
CLEAR VISION FROM THE 12:34:01:15
SUPERINTENDENT COMING FROM HER 12:34:02:12
CONVERSATIONS WITH THE SCHOOL 12:34:03:22
COMMUNITY, AND THAT IS REALLY 12:34:04:26
ANCHORED TO WHAT WE'RE TALKING 12:34:07:09
ABOUT HERE, WHICH IS THAT ALL 12:34:09:05
SCHOOLS MUST BE QUALITY NOW FOR 12:34:10:16
OUR STUDENTS. 12:34:12:00
WITH THAT, I WANT TO TURN IT NOW 12:34:13:03
TO DAVID WHO WILL WALK US 12:34:18:06
THROUGH OUR ALLOCATION 12:34:19:28
METHODOLOGY FOR SCHOOL AND HOW 12:34:22:00
WE END UP AT SCHOOL WITH 12:34:25:13
DIFFERENT BUDGETS AND DIFFERENT 12:34:26:28
LEVELS OF INVESTMENT. 12:34:28:12
>> THANK YOU. 12:34:29:22

SO THE PRIMARY METHOD THAT WE 12:34:32:18
ALLOCATE ON THE SCHOOL BUDGET IS 12:34:38:11
STUDENT FUNDING SOMETIMES ON 12:34:42:21
STUDENT BASED BUDGETING AND 12:34:43:25
OTHER COMMUNITIES. 12:34:45:19
THE IDEA BEHIND THIS IS THAT 12:34:46:23
THERE IS A FORMULA THAT IS USED 12:34:49:26
TO ALLOCATE DOLLARS BASED ON 12:34:51:22
STUDENTS' NEEDS. 12:34:53:25
IN TWO DIFFERENT WAYS, THINKING 12:34:55:19
ABOUT IT, ONE IS TO ENSURE THAT 12:34:57:08
STUDENTS WITH THE SAME NEEDS 12:35:02:12
ACROSS SCHOOLS ARE GETTING THE 12:35:03:12
SAME RESOURCES, AND THAT 12:35:05:14
STUDENTS WITH DIFFERENT NEEDS 12:35:06:28
ARE GETTING APPROPRIATE 12:35:09:10
RIDIFFERENTIATED RESOURCES. 12:35:10:07
THIS METHODOLOGY AS THEY 12:35:12:09
MENTIONED IS NOT NEW TO BOSTON. 12:35:14:04
IT'S BEEN USED ALL OVER THE 12:35:15:23
COUNTRY AND WE'RE PLANNING FOR 12:35:17:19
IMPLEMENTATION HERE IN BOSTON 12:35:19:14
FOR NEXT FALL. 12:35:21:02
AFTER CHANGES, FUNDING LEVELS 12:35:21:28
CHANGE CORRESPONDINGLY, THIS 12:35:27:23
ALLOWS OUR SCHOOL TO (INAUDIBLE) 12:35:29:00
LEVELS BASED ON THE NUMBERS OF 12:35:35:07

STUDENTS THAT SERVE. 12:35:37:16
THAT CAN BE CHALLENGING. 12:35:39:17
SO ENROLLMENT IS DOWN, THE 12:35:42:21
SCHOOL CAN'T CLOSE THE 12:35:44:12
CLASSROOM, BUT CONTINUING TO 12:35:45:16
INVEST IN SUPPORT FOR SCHOOLS 12:35:47:00
AND THE TYPE OF ENROLLMENT 12:35:48:22
TRANSITION AND WE'LL COVER MORE 12:35:50:07
LATER IN THE PRESENTATION. 12:35:51:18
BUT AT ITS CORE, THE STUDENT 12:35:52:18
FUNDING IS WHAT'S ON THE SITE, 12:35:57:18
DOLLARS FOR PEOPLE AND 12:35:59:03
DIFFERENTIATED WAIT TIMES THE 12:36:01:04
NUMBER OF STUDENTS WITH THAT 12:36:02:25
LEVEL OF MEANS AND GETS YOU TO 12:36:03:25
THE SCHOOL BUDGET. 12:36:05:10
THERE ARE CATEGORIES OUTLINED 12:36:06:24
HERE, MORE DETAIL ON ALL THE 12:36:13:11
INFORMATION IS AVAILABLE ON THE 12:36:15:14
BOSTON PUBLIC SCHOOLS WEB SITE 12:36:20:15
AND ALL THE INDIVIDUAL WEIGHTS. 12:36:22:29
AT THE CORE EACH STUDENT GET A 12:36:26:20
GRADE LEVEL WEIGHT. 12:36:32:03
IN FUNDING NEXT YEAR, THEY ALL 12:36:34:25
GET A WEIGHT FOR WHATEVER GRADE 12:36:36:25
THEY'RE IN. 12:36:38:13
WEIGHTS ARE HAIGEST IN 12:36:39:12
PRE-KINDERGARTEN WITH THE 12:36:40:25

SMALLEST CLASS SIZE AND HIGHEST 12:36:42:12
LEVEL OF SUPPORT, AND THEN 12:36:44:21
DIFFERENTIATED APPROPRIATELY BY 12:36:45:29
GRADE. 12:36:48:07
THERE ARE THEN ADDITIONAL 12:36:48:26
WEIGHTS FOR DIFFERENT TYPES OF 12:36:50:09
STUDENT NEEDS, DISABILITY 12:36:52:08
ENGLISH LEARNER AND OTHER RISK 12:36:54:16
FACTORS OR TYPES OF NEEDS THAT 12:36:58:09
MAY NOT DIRECTLY IMPACT THE 12:36:59:27 20
INSTRUCTIONAL MODEL BUT IMPACTS 12:37:02:00
THE ADDITIONAL SUPPORT UP. 12:37:03:26
STUDENTS QUALIFY FOR EVERY 12:37:07:21
WEIGHT THAT THEY RECEIVED. 12:37:09:01
IF WE ARE TALKING ABOUT A 12:37:10:15
STUDENT WITH DISABILITIES WHO'S 12:37:12:03
AN ENGLISH LANGUAGE LEARNER, WHO 12:37:14:05
LIVES IN A NEIGHBORHOOD OF 12:37:16:22
POVERTY THAT'S TIED TO OUR 12:37:18:23
OPPORTUNITY INDEX AND GOES TO A 12:37:21:23
VOCATIONAL TECH PROGRAM AND 12:37:23:22
THAT'S AN ART, THEY'RE GETTING A 12:37:26:01
WAY FROM EVERY SINGLE ONE OF 12:37:29:20
THESE CATEGORIES AND ALL OF 12:37:31:12
THOSE WEIGHTS ARE ADDED UP AND 12:37:32:19
ARE GIVEN TO THE SCHOOL. 12:37:34:10
WHAT THIS ALLOWS YOU TO DO IS 12:37:35:18

CALCULATE THE FULL BUDGET FOR 12:37:37:07
EVERY SCHOOL FROM THE STUDENTS. 12:37:40:08
SO YOU CAN GET FROM ZERO TO THE 12:37:41:29
FULL WEIGHTED STUDENT FUNDING 12:37:43:18
BUDGET FOR THE SCHOOL WITH 12:37:45:16
INFORMATION THAT THE AVAILABLE 12:37:46:23
PUBLICLY ON OUR WEB SITE FOR 12:37:48:03
EVERY SCHOOL. 12:37:49:28 21
AS WE THINK ABOUT OUR FORMULA 12:37:51:12
EVERY YEAR, ONE OF THE THINGS WE 12:37:56:23
THINK ABOUT IS WHETHER OR NOT 12:37:58:12
THE WEIGHT WHICH TALKS ABOUT HOW 12:38:00:00
MUCH THE DIFFERENT TYPES OF 12:38:01:24
STUDENTS' NEEDS ARE 12:38:04:00
DIFFERENTIATED NEEDS TO CHANGE. 12:38:06:01
THIS YEAR OUR WEIGHTS ARE ONLY 12:38:08:03
EVOLVING FOR MAJOR STAFFING 12:38:10:23
REQUIREMENTS, SO THEY'RE NOT 12:38:13:02
RELATED TO ANY DIFFERENT INTERIM 12:38:15:01
JUDGMENT OF STUDENT NEEDS. 12:38:17:22
SO THE THREE WEIGHTS YOU SEE 12:38:19:12
HERE ARE TALKING ABOUT 12:38:21:26
ADJUSTMENT IN SALARIES RELATIVE 12:38:22:22
TO EACH OTHER. 12:38:25:20
SO WE RAISED THE WHOLE FORMULA, 12:38:26:20
THE BASE AMOUNT OF ONE POINT 12:38:29:03
WEIGHTED, EVERY TIME WE HAVE A 12:38:31:26
NEW COLLECTIVE BARGAINING 12:38:33:22

INCREASE IN OUR B.T.U. CONTRACT. 12:38:35:09
IN THIS MOST RECENT CONTRACT, 12:38:38:00
HOWEVER, PARAPROFESSIONAL 12:38:39:24
SALARIES WHO ARE ARRIVING FASTER 12:38:41:09
THAN TEACHER SALARIES. 12:38:43:16 22
SO WE HAD TO RAISE EVERY WEIGHT 12:38:45:04
THAT DEALT WITH AN INSTRUCTIONAL 12:38:49:10
MODEL THAT INCLUDES A 12:38:51:03
PARAPROFESSIONAL TO ENSURE THAT 12:38:52:14
SCHOOLS WERE RECEIVING THE 12:38:54:28
ADDITIONAL FUNDING NEEDED TO 12:38:56:02
GIVE IT A RAISE TO 12:38:58:22
PARA-PROFESSIONALS. 12:38:59:22
WE ALSO HAVE AN INCREASED WEIGHT 12:39:00:25
AROUND THE WAY WE PROVIDED 12:39:04:00
E.S.L. SUPPORT TO CLASSROOMS 12:39:07:19
DOING SPECIAL EDUCATION 12:39:09:21
INCLUSION AND ALSO INCREASE THE 12:39:11:08
WAY FOR K-2 TO MAKE A POINT 12:39:12:27
AROUND THESE FULL-TIME 12:39:15:24
PARA-PROFESSIONALS. 12:39:17:23
THE FUNDING, THE MAJORITY OF THE 12:39:18:22
MONEY FOR SCHOOLS IS NOT THE 12:39:28:18
ONLY MONEY THAT GOES OUT. 12:39:29:25
THIS SOMETHING CALLED ALLOCATION 12:39:31:17
TRACKER WHICH IS ALSO AVAILABLE 12:39:34:06
ON OUR WEB SITE. 12:39:36:05

THERE IS A 20-PAGE VERSION OF IT 12:39:37:06
THAT SHOWS YOU EVERY CATEGORY BY 12:39:38:27
EVERY SCHOOL. 12:39:40:16 23
THERE'S ALSO BEEN A ONE-PAGER 12:39:41:07
FOR EVERY INDIVIDUAL SCHOOL. 12:39:43:12
AND ONE SHOWS YOU IS THE WAY 12:39:46:08
STUDENT FUNDING FOR EACH SCHOOL, 12:39:49:01
BUT THEN ALL THE ADDITIONAL 12:39:50:19
SUPPORT THAT SCHOOLS GET IN 12:39:52:05
THESE CATEGORIES ARE LAID OUT 12:39:53:08
HERE. 12:39:55:03
THESE ARE THINGS LIKE EVERY 12:39:55:14
SCHOOL GETS, IBEA WHICH SCHOOLS 12:40:00:19
ARE W HIGH LEVEL OF EDUCATION 12:40:05:12
PROVIDES SPECIAL EDUCATION 12:40:08:17
SUPPORTS, BUT ALSO SPECIAL 12:40:10:04
COORDINATORS WHICH DON'T GO 12:40:11:11
STUDENT FUNDING BUT ALLOCATED 12:40:14:02
BASED ON STAFFING LEVELS AT 12:40:16:01
DIFFERENT SCHOOLS. 12:40:18:00
RULES BASED OFF LANDING. 12:40:20:04
THESE ARE THE ALLOCATIONS WE 12:40:22:13
GIVE OUT TO SCHOOLS BASED ON 12:40:23:28
ENROLLMENT DECLINED TO HELP THEM 12:40:25:20
SMOOTH OUT THE LOSS OF REVENUE 12:40:29:15
THAT COMES WITH A DECREASE IN 12:40:32:23
ENROLLMENT. 12:40:34:08
AND THEN SUDDENLY IT USED TO BE 12:40:35:17

CALLED SUSTAINABILITY 12:40:37:09
ALLOCATIONS WE'LL GET INTO LATER 12:40:38:09
CALLED THE FOUNDATION FOR 12:40:40:06
QUALITY, WHICH IS ESSENTIALLY 12:40:41:05
ENSURING A BASELINE LEVEL OF 12:40:44:02
SERVICES FOR ALL SCHOOLS. 12:40:46:01
THERE'S A VARIETY OF ADDITIONAL 12:40:49:18
ADJUSTMENTS IN OTHER THINGS IN 12:40:52:13
MORE DETAIL IN THAT ALLOCATION 12:40:54:08
TRACKER AND SUPPLEMENTAL 12:40:56:11
ALLOCATIONS WITH. 12:40:57:19
ONCE AGAIN, IT'S ALL 12:40:59:00
ACCOMPLISHED ON OUR WEB SITE. 12:41:00:28
-- PUBLISHED ON OUR WEB SITE. 12:41:02:02
IN ADDITION TO THE THINGS ON 12:41:05:00
SCHOOL BUDGETS, WE ARE ALSO 12:41:08:29
INVESTING IN WHAT WE CALL 12:41:10:10
STUDENTS SERVICES BUDGETED 12:41:12:05
CENTRALLY. 12:41:13:26
THESE ARE THINGS, IN YOUR 12:41:14:12
EXPERIENCE, WHEN YOU WERE IN A 12:41:17:01
SCHOOL, YOU WOULD THINK OF AS 12:41:18:13
COSTS THAT WERE BORNE AT THAT 12:41:19:27
SCHOOL, BUT THE ACTUAL COSTS ARE 12:41:22:17
ON THE CENTRAL BUDGET. 12:41:24:02
FOR EXAMPLE, OUR ROLLOUT OF 12:41:25:09
CHROME BOOKS THAT WAS DISCUSSED 12:41:27:15
THIS MORNING, 40,000 STUDENTS, 12:41:30:11

SOME OF WHICH WE'VE BEEN 12:41:34:18
PURCHASING IN ADVANCE IN OUR 12:41:37:11
RESPONSE TO COVID, THAT IS ALL 12:41:39:03
ON THE CENTRAL BUDGET. 12:41:40:29
YOU WON'T SEE THOSE ITEMS ON 12:41:41:29
INDIVIDUAL SCHOOL BUDGETS, AND 12:41:43:13
THAT IS UP TO ACHIEVE THE 12:41:45:08
ECONOMY, THE SCALE AND 12:41:46:26
COORDINATION WE NEED TO ROLL 12:41:48:10
THIS OUT CORRECTLY, BUT 100% OF 12:41:51:09
THE ACTUAL BENEFIT ON THIS IS 12:41:54:20
FELT DIRECTLY IN SCHOOLS. 12:41:56:12
THOSE ARE IN PHYSICAL BUILDINGS 12:41:59:29
JUST NOT ON SCHOOL BUDGETS. 12:42:02:05
SO WE'RE EXCITED ABOUT THIS 12:42:04:11
INVESTMENT, BUT IT'S ON THE 12:42:05:18
CENTRAL BUDGET, NOT THE SCHOOL 12:42:07:07
BUDGET. 12:42:11:13
I MENTIONED EARLIER THE 12:42:12:05
FOUNDATION FOR EQUALITY. 12:42:18:06
FOR THOSE OF YOU WHO'VE DONE 12:42:19:20
THIS INVOLVED IN THE B.P.S. 12:42:23:15
PROCESS -- SORRY -- ONE SCHOOL 12:42:25:17
BUDGET WE'RE INVESTING IN, 12:42:34:16
FACILITIES MANAGEMENT. 12:42:37:12
WE'VE HEARD A LOT OF FEEDBACK 12:42:38:20
ABOUT HIGHER EXPECTATIONS FOR 12:42:40:15

WHAT OUR FACILITIES ARE FOR OUR 12:42:45:25
STUDENTS AND HAVE A HIGH-QUALITY 12:42:48:15
LEARNING ENVIRONMENT. 12:42:50:14
ON THE OPERATING BUDGET, THE 12:42:52:15
MAIN WAY YOU WILL SEE IS AN 12:42:53:23
INCREASE IN CUSTODIAL SUPPORT 12:42:55:07
FOR KEEPING BUILDINGS CLEAN. 12:42:58:01
IN ADDITION THE CAPITAL BUDGET 12:43:01:20
PROCESS YOU ARE SEE TALKS ABOUT 12:43:05:08
THE PHYSICAL INFRASTRUCTURE, 12:43:07:04
WE'RE VERY MUCH EXCITED ABOUT 12:43:10:18
THOSE -- (INAUDIBLE). 12:43:12:05
(AUDIO TECHNICAL DIFFICULTY) 12:43:14:28
-- IN THE NEIGHBORHOOD-BASED 12:43:34:14
PROVIDER, AND OUR EARLY 12:43:47:12
INDICATION, TO MY KNOWLEDGE, HAS 12:43:49:21
BEEN WORKING COLLABORATIVELY 12:43:51:13
WITH A NUMBER OF PROVIDERS 12:43:52:27
AROUND THE CITY TO ENSURE 12:43:54:01
THEY'RE OFFERING REALLY 12:43:55:13
HIGH-QUALITY SUPPORT, AND I'M 12:43:56:23
SURE THEY WOULD BE VERY EXCITED 12:43:59:24
TO TALK TO YOU MORE ABOUT THAT 12:44:00:24
AT A LATER DATE. 12:44:02:06
ENROLLMENT CHANGES ARE THE MAIN 12:44:04:29
DRIVER OF SCHOOLS. 12:44:11:14
HOW DO WE SUPPORT SCHOOLS GOING 12:44:22:27
THROUGH A PERIOD OF ENROLLMENT 12:44:24:29

TRANSITION, WHICH CAN BE QUITE 12:44:26:17
CHALLENGING FOR A SCHOOL 12:44:28:16
COMMUNITY? 12:44:30:11
LIKE TYING INTO OUR STRATEGIC 12:44:30:29
PLAN, RIGHT, WE NEED TO BE 12:44:33:05
REALLY THINKING ABOUT HOW DO WE 12:44:34:17
ENSURE THAT SCHOOLS GOING 12:44:37:21
THROUGH THIS EXPERIENCE OF 12:44:38:21
ENROLLMENT CHANGE ARE STILL ABLE 12:44:40:05
TO OFFER THAT EQUITABLE, 12:44:41:13
WORLD-CLASS, HIGH-QUALITY 12:44:45:02
EDUCATION EVERY CHILD DESERVES. 12:44:48:00
THE SIMPLE EXAMPLE WE TEND TO 12:44:49:22
USE IS WE SEE SCHOOLS THAT USED 12:44:51:11
TO HAVE THREE FOURTH GRADES BUT 12:44:53:07
ONLY HAVE TWO FOURTH GRADES FOR 12:44:54:25
NEXT YEAR. 12:44:56:20 28
THAT SCHOOL MAY LOOK LIKE 12:44:57:12
THEY'RE GETTING A BUDGET 12:44:58:15
REDUCTION. 12:44:59:16
THEY MAY HAVE ONE FEWER TEACHER 12:45:00:04
IN THE BUILDING, BUT FROM A 12:45:01:19
STUDENT EXPERIENCE, THE STUDENTS 12:45:03:29
AREN'T ACTUALLY EXPERIENCING 12:45:06:12
ANYTHING DIFFERENTLY. 12:45:08:04
THE ONLY CHANGE IS THAT ONE 12:45:10:00
FOURTH GRADE CLASSROOM. 12:45:11:15

IN A DIFFERENT WAY, THOUGH, IT 12:45:17:01
WOULD BE A SCHOOL LOSING AN ART 12:45:18:16
TEACHER, MUSIC TEACHER OR 12:45:20:22
GUIDANCE COUNSELOR, THOSE TYPES 12:45:22:03
OF POSITIONED ARE FOCUSED TO 12:45:28:00
ENSURE THOSE PARTS OF A 12:45:29:21
HIGH-QUALITY EDUCATION REMAIN AT 12:45:31:02
SCHOOLS IN THE APPROPRIATE 12:45:32:21
RATIO, EVEN IF THE SCHOOL SIZE 12:45:33:24
IS CHANGING. 12:45:35:26
WE'VE HISTORICALLY TALKED ABOUT 12:45:36:19
THE CONCERN ABOUT A CYCLE OF 12:45:44:06
DECLINING ENROLLMENT, THAT A 12:45:45:21
SCHOOL SEASON ENROLLMENT DECLINE 12:45:48:15
FOR SOME REASON COULD BE DUE TO 12:45:52:23
ANY NUMBER OF FACTOR AND IS TIED 12:45:54:12
TO A FUNDING DECREASE, WHICH 12:45:56:01
THEN LEADS TO A REDUCTION OF 12:45:58:00
STAFF AND PROGRAM WHICH GETS 12:46:02:08
TALKED ABOUT AND HEARD, SO THEN 12:46:03:29
FEWER FAMILIES ARE INCLINED TO 12:46:05:14
PICK THE SCHOOL, LEADING TO 12:46:07:28
ENROLLMENT DECLINE, AND YOU 12:46:09:05
START THE CYCLE AGAIN. 12:46:11:00
ONE OF THE THINGS WE'RE TRYING 12:46:12:11
TO DO IS THINK ABOUT HOW TO 12:46:13:22
BREAK THE CYCLE AND FOCUS ON 12:46:15:10
ENSURING EVERY SCHOOL, EVEN WITH 12:46:17:09

ENROLLMENT DECLINE, HAS THE 12:46:19:05
RESOURCES AND THE BASELINE LEVEL 12:46:21:19
SUPPORT THAT SCHOOL NEEDS. 12:46:24:06
SCHOOL AGE IN BOSTON HAS 12:46:41:28
DECLINED BUT STUDENTS DOUBLED IN 12:46:44:21
THE BOSTON PUBLIC SCHOOLS. 12:46:49:09
STUDENTS ATTENDING NON-B.P.S. 12:46:52:06
SCHOOLS INCREASED WHILE THE 12:46:56:26
OVERALL POPULATION AT SCHOOL HAS 12:46:59:28
DECLINED. 12:47:03:02
THIS CHANGE IN B.P.S. IS NOT 12:47:04:05
FELT EVENLY. 12:47:06:18 30
FOR EXAMPLE, IN OUR HIGH 12:47:07:18
SCHOOLS, OUR OVERALL HIGH SCHOOL 12:47:09:02
ENROLLMENT IS DOWN ABOUT 8%. 12:47:10:24
THIS IS LARGELY DUE TO JUST 12:47:12:24
SMALLER CLASSES OF STUDENTS 12:47:14:19
MOVING THROUGH. 12:47:16:07
THREE YEARS AGO, OUR ENTERING 12:47:19:20
NINTH GRADE CLASS WAS 12:47:22:13
SIGNIFICANTLY SMALLER THAN THE 12:47:24:04
12th GRADE CLASS WE'RE LOSING, 12:47:26:03
WHILE WE'RE INTO YEAR THREE, 12:47:30:22
GOING INTO YEAR FOUR OF THAT 12:47:33:09
CHANGE. 12:47:35:25
ENROLLMENT IN SELECTIVE 12:47:36:06
ADMISSIONS SCHOOLS AND ADVANCED 12:47:37:24

SCHOOLS ARE UP OVER THE SAME 12:47:39:20
FIVE-YEAR PERIOD, AND ENROLLMENT 12:47:41:25
IN PARK IS ALSO UP. 12:47:45:03
THAT MEANT OPEN ENROLLMENT 12:47:49:11
COMPREHENSIVE HIGH SCHOOLS HAVE 12:47:51:02
SEEN A SIGNIFICANTLY BIGGER AND 12:47:52:09
DISPROPORTIONATE DECREASE IN 12:47:53:24
ENROLLMENT BECAUSE THEY ARE 12:47:56:00
HAVING A DISTRICT-WIDE PROBLEM 12:48:02:24
PROPORTIONATELY IN OUR SCHOOLS. 12:48:04:29
SO WE NEED TO BE REALLY 12:48:06:14
THOUGHTFUL ABOUT HOW DO WE BREAK 12:48:10:23
THAT PSYCH OF DECLINING 12:48:12:15
ENROLLMENT. 12:48:13:29
AND ONE OF THE REALLY EXCITING 12:48:15:09
THINGS ABOUT THIS \$100 MILLION 12:48:17:01
COMMITMENT IS WE GET TO BOTH SAY 12:48:19:18
INCREDIBLY EXCITING THINGS WE'RE 12:48:21:20
DOING FOR THIS YEAR BUT ALSO SAY 12:48:23:19
FOR A NUMBER OF OTHER SCHOOL 12:48:25:12
COMMUNITIES, YOU'RE COMING SOON, 12:48:26:26
RIGHT, AND WE HAVE COMMITMENTS 12:48:28:18
IN YEAR TWO AND YEAR THREE TO 12:48:29:21
CONTINUE TO BUILD ON THE 12:48:31:21
COMMITMENTS WE'RE MAKING IN THE 12:48:32:28
FY'21 BUDGET, TO REALLY BUILD A 12:48:35:10
FOUNDATION FOR EQUALITY ACROSS 12:48:38:12
ALL SCHOOLS AND INTERVENE FIRST, 12:48:40:18

31

THOUGH, IN OUR HIGHLES NEEDS 12:48:42:18
SCHOOLS, WHICH ARE OFTEN SCHOOLS 12:48:44:13
THAT HAVE BEEN EXPERIENCED 12:48:48:15
RECYCLE MORE OR 12:48:52:12
DISPROPORTIONATELY. 12:48:54:00
WE HAVE ABOUT \$125 MILLION IN 12:48:55:14
OUR GENERAL FUND TO SUPPLEMENT 12:49:02:26 32
ENROLLMENT BASED ON WAGE FUNDING 12:49:04:29
ALLOCATIONS. 12:49:08:24
THESE ARE AADDITIONAL RESOURCES 12:49:09:24
THAT SCHOOLS RECEIVE FOR A 12:49:11:01
VARIETY OF REASONS, BOTH THE 12:49:13:10
FOUNDATION FOR QUALITY WHICH IS 12:49:15:26
A NEW INVESTMENT, BUT ALSO A 12:49:17:13
TRADITIONAL PROGRAM BASED 12:49:19:05
SUPPORT AS WELL AS INVESTMENTS 12:49:20:27
AND TURNAROUND AND 12:49:22:19
TRANSFORMATION AND ENROLLMENT 12:49:24:03
TRANSITION. 12:49:26:15
SO WE'VE TALKED ABOUT SOMETHING 12:49:27:03
CALLED A FOUNDATION BUDGET 12:49:30:25
BEFORE. 12:49:32:12
THE FOUNDATION BUDGET AND 12:49:34:09
STUDENT FUNDING ACKNOWLEDGE ALL 12:49:39:17
SCHOOLS NEED CERTAIN THINGS -- A 12:49:41:19
PRINCIPAL, SCHOOL SECRETARY AND 12:49:43:24
BASIC SUPPLIES OR WHAT'S IN 12:49:45:12

THERE RIGHT NOW, ABOUT \$220,000. 12:49:46:27
WE WILL ALLOCATE COORDINATING 12:50:00:19
FOR SPECIAL EDUCATION, AS FOR 12:50:03:05
THE FOUNDATIONAL INVESTMENTS, 12:50:05:00
AND THEN TRADITIONALLY WE DID A 12:50:08:10
SUSTAINABILITY ALLOCATION WHICH 12:50:11:04
I REFERENCED EARLIER. 12:50:12:23
SO IF A SCHOOL WAS NOT ABLE TO 12:50:14:18
MEET THEIR MINIMUM LEGAL 12:50:16:14
COMPLIANCE NEEDS THROUGH THEIR 12:50:18:09
WAGE AND FUNDING ALLOCATION AND 12:50:21:06
ADDITION ALLOCATIONS, WE WOULD 12:50:22:14
PROVIDE THEM ADDITIONAL FUNDING 12:50:24:10
TO BRING THEM UP TO THAT -- 12:50:25:25
(INAUDIBLE). 12:50:28:08
ONE IMPORTANT THING TO NOTE IS 12:50:29:14
THERE ARE A NUMBER OF 12:50:31:16
FOUNDATIONAL STUDENTS BUDGETED 12:50:32:09
ALLOCATED CENTRALLY LIKE RELATED 12:50:36:03
SERVICE FOR SPECIAL EDUCATION, 12:50:38:09
THEY NEAR TO ON SCHOOL BUDGETS. 12:50:40:12
ANY NEEDS ON THAT ARE PROVIDED 12:50:42:11
CENTRALLY. 12:50:44:21
SO WE'VE NOT HAD A LOT OF 12:50:45:09
FEEDBACK ABOUT THE 12:50:47:18
SUSTAINABILITY ALLOCATION. 12:50:48:22
THE SUPERINTENDENT GOT A LOT OF 12:50:50:25
FEEDBACK ABOUT IT IN HER 12:50:53:18

LISTENING REFERENCING PEOPLE BY 12:50:56:14
NAME. 12:51:00:05 34

THIS SAID IN ADDITION TO MINIMUM 12:51:00:20
COMPLIANCE, EVERY SCHOOL HAS 12:51:04:08
SORT OF SCHOOL-SPECIFIC SUPPORTS 12:51:06:27
THAT THEY NEED TO BE ABLE TO 12:51:08:12
PROVIDE, AS WELL AS ADDITIONAL 12:51:09:19
DISCRETIONARY ITEMS. 12:51:12:06

AND, SO, WHAT WE'VE INVESTED IN 12:51:14:11
THIS YEAR CALLED THE COMING 12:51:16:11
FOUNDATION FOR EQUALITY. 12:51:18:16
WHAT THAT MEANS IS WE TAKE THE 12:51:19:12
SUSTAINABILITY ALLOCATION, 12:51:21:01
LEGALLY DEFINE COMPLIANT FLOOR, 12:51:23:10
AND ADD TO IT A BASELINE AMOUNT 12:51:27:09
OF FUNDING ABOVE COMPLIANCE THAT 12:51:29:12
VARIES ON ENROLLMENT AND NEEDS 12:51:31:29
WITH HIGHER NEED SCHOOLS HAVING 12:51:34:02
A PER-PEOPLE BASELINE, A HIGHER 12:51:35:20
PER-PEOPLE BASELINE TO ENSURE 12:51:38:15
THAT HIGHER-NEEDS SCHOOLS GET 12:51:41:16
MORE ADDITIONAL FUNDING BUT THAT 12:51:43:11
ALL SCHOOLS HAVE A BASE-LINE 12:51:44:27
LEVEL OF DISCRETIONARY SUPPORT. 12:51:47:03
SO THOSE ARE BASED ON CERTAIN 12:51:48:24
WEIGHTS IN STUDENT FUNDING. 12:51:56:21
THE PRINCIPAL LET ME USE HIS 12:51:59:18

SCHOOL AS AN EXAMPLE, IS WE LOOK 12:52:01:24

AT THE OPPORTUNITY INDEX, 12:52:03:20
POVERTY AND HOMELESSNESS BASE 12:52:07:22
WEIGHTS, AND WHAT WE SAY IS 12:52:10:28
WE'RE GOING TO GUARANTEE THAT 12:52:12:21
THESE WEIGHTS ARE KEPT ABOVE 12:52:14:09
COMPLIANCE FOR THE TYPES OF 12:52:17:15
FLEXIBLE SUPPORT THAT SCHOOLS 12:52:20:12
NIGHT IMMEDIATE. 12:52:23:01
FOR A SCHOOL LIKE THE TOBIN, 12:52:23:24
THEY WERE NEVER A SUSTAINABLE 12:52:26:11
ALLOCATION SCHOOL. 12:52:27:22
THEY HAVE ALWAYS HAD MORE THAN 12:52:28:25
WHAT WAS MINIMALLY LEGALLY 12:52:30:17
REQUIRED. 12:52:32:12
BUT WHEN WE STARTED DOING THIS 12:52:32:20
ANALYSIS FOR THIS YEAR'S 12:52:34:01
FOUNDATION, WHAT WE FOUND WAS 12:52:35:20
BASED ON THEIR STUDENT NEED, 12:52:37:11
NUMBER OF STUDENTS, THEY SHOULD 12:52:39:00
HAVE \$466,000, ACCORDING TO OUR 12:52:40:17
NEW FOUNDATION FOR EQUALITY, 12:52:43:07
THAT THEY CAN SPEND ON THE TYPES 12:52:44:24
OF FLEXIBLE SUPPORT THAT MIGHT 12:52:47:14
BE REQUIRED FOR THEIR SCHOOL. 12:52:48:28
AND THIS IS BASED ON NUMBERS AND 12:52:52:19
THEIR STUDENT FUNDING. 12:52:54:25
WHILE WE LOOK AT THEIR BUDGET 12:52:55:29

FOR THE FOUNDATION OF EQUALITY, 12:52:57:21
WE FOUND THAT THEY HAD THESE 12:53:00:14
FOUR TYPES OF THINGS THAT ARE 12:53:02:12
NOT REALLY MANDATED BUT ARE THE 12:53:04:08
SCHOOL'S BUDGET AND, IN THEIR 12:53:06:25
CASE, THEY HAD A DIRECTOR OF 12:53:08:24
INSTRUCTION, THEY HAD 1.5 SOCIAL 12:53:10:06
WORK, THEY HAD A CLUSTER 12:53:13:25
SUBSTITUTE AND NON-PERSONNEL 12:53:15:24
EXPENDITURES. 12:53:16:28
BUT WHEN YOU ADDED UP THAT 12:53:17:25
AMOUNT, IT WAS ONLY \$384,000 12:53:19:13
ABOVE THE MINIMUM COMPLIANCE 12:53:21:16
LEVEL, AND PER OUR NEW 12:53:24:06
INVESTMENT IN THE FOUNDATION FOR 12:53:26:12
EQUALITY, THEIR MINIMUM BASELINE 12:53:27:15
TARGET WAS \$466,000. 12:53:30:17
SO THIS SCHOOL DESPITE ALREADY 12:53:34:19
BEING OVER THE MINIMUM BASELINE 12:53:36:21
TARGET GOT AN ADDITIONAL 12:53:39:08
ALLOCATION OF \$2,000, TO ENSURE 12:53:40:23
THAT THEY HAVE FLEXIBLE 12:53:43:07
RESOURCES ABOVE THAT MINIMUM 12:53:45:08
DEFINITION OF COMPLIANCE, AND 12:53:49:07
THEY CAN INVEST IN THINGS THAT 12:53:53:02
ARE IMPORTANT TO THEIR SCHOOL 12:53:54:17
COMMUNITY THAT MAY NOT BE SORT 12:53:56:00
OF LEGALLY OR CONTRACTUALLY 12:53:57:18

REQUIRED. 12:54:00:05
IN ATIGS TO THAT INVESTMENT IN 12:54:00:13
THE FOUNDATION FOR EQUALITY, WE 12:54:02:23
ALSO INVESTED IN SUPPORT FOR 12:54:04:22
SCHOOLS IN A K-6 TRANSITION. 12:54:08:20
ONE OF OUR BELIEFS ABOUT K-6 IS 12:54:10:27
IT'S GOING TO ENCOURAGE A NUMBER 12:54:13:25
OF FAMILIES TO STAY WITH B.P.S., 12:54:15:06
NOW THAT THEY SEE THEY HAVE AN 12:54:17:02
OPTION TO STAY IN THEIR 12:54:18:13
ELEMENTARY SCHOOL THROUGH SIXTH 12:54:20:18
GRADE AND MAKE A SEVENTH GRADE 12:54:22:06
TRANSITION IN B.P.S. SCHOOLS. 12:54:24:22
BUT ONE TO HAVE THE THINGS WE 12:54:26:10
EXPERIENCE FOR FIFTH GRADE TO 12:54:27:21
GET INTO CHARTER SCHOOL AND 12:54:33:18
OTHER THINGS, WE KNOW NEXT 12:54:34:17
YEAR'S SIXTH GRADE WILL BE 12:54:36:06
UNDERENROLLED RELATIVELY TO WHAT 12:54:38:21
WE EXPECT IT TO BE LONG TERM. 12:54:40:17
SO WE SAID TO ALL K-6 TRANSITION 12:54:41:28
SCHOOLS IS WE WILL FULLY FUND 12:54:45:01
THE COST OF YOUR SIXTH GRADE. 12:54:46:19
WHAT THAT MEANS IS WHEN WE WENT 12:54:49:05
THROUGH THE BUDGET PROCESS WITH 12:54:50:24
THEM, WE LAID OUT ALL THE COSTS 12:54:52:01
OF THEIR SIXTH GRADE, ALL THE 12:54:53:27

REVENUE FROM STUDENT FUNDING FOR 12:54:55:23
THE SIXTH GRADE, AND IF THE 12:54:57:29
REVENUE WAS LOWER THAN THE COST 12:55:00:04
OF ANY SCHOOL THEY GOT 12:55:03:09
ADDITIONAL FUNDING TO BRING THAT 12:55:04:12
UP, AND WE EXPECT ENROLLMENT 12:55:06:04
WILL INCREASE AND FILL THAT GAP 12:55:07:27
AS FAMILIES GET USED TO THE FULL 12:55:10:03
K-6 OPTION. 12:55:12:10
WE'LL HAVE TEMPORARY SUPPORT FOR 12:55:13:17
SCHOOLS TRANSITIONING TO 12:55:17:27
INCLUSION. 12:55:18:27
THE FINAL THING, IF WE HAVE 12:55:19:19
SCHOOLS TRANSITIONING, SOMETHING 12:55:21:21
ABOUT THEIR PROGRAMMING, THAT 12:55:23:17
MEANS IT'S UNDERENROLLED DUE TO 12:55:25:01
A DIFFICULT TRANSITION, AND WE 12:55:27:00
HAVE SOME ADDITIONAL SUPPORT FOR 12:55:28:11
THAT. 12:55:29:27
FINALLY, WE HAVE A NUMBER OF 12:55:30:12
DIFFERENT SOFT LANDINGS THAT WE 12:55:33:02
GIVE OUT TO SCHOOLS, BUT 12:55:35:29
STARTING LAST YEAR, THE SCHOOL 12:55:37:17
COMMITTEE FOCUSED UP ON HAVING A 12:55:39:23
SPECIFIC SOFT LANDING THAT WE 12:55:43:00
DELIVER LATE IN THE PROCESS TO 12:55:45:09
BE RESPONSIVE TO SCHOOL NEEDS 12:55:47:11
AFTER OUR RULE BASED PROFITS ARE 12:55:52:11

COMPLETED. 12:55:54:03

SO IT WAS AFTER WE GAVE THE 12:55:55:09

INITIAL RECOMMENDATIONS TO THE 12:55:58:26

SCHOOL COMMITTEE, WE'RE WORKING 12:56:00:07

WITH SCHOOLS THAT EVEN AFTER OUR 12:56:01:29

(INAUDIBLE) ARE EXPERIENCING A 12:56:05:06

NEGATIVE BUDGET IMPACT AND WE 12:56:06:24

WORK WITH SCHOOL SUPERINTENDENTS 12:56:08:05

TO DETERMINE WHERE THE HIGHEST 12:56:09:05

NEED IS AND PROVIDE ADDITIONAL 12:56:10:26

ALLOCATION OUT TO THOSE SCHOOLS. 12:56:12:08

AND THIS IS THE LIST OF SCHOOLS 12:56:14:04

THAT WE DID THAT FOR THIS YEAR 12:56:16:03

BASED ON THE NEEDS THAT WE SAW. 12:56:18:16

AND HERE ARE SOME MORE DETAILS 12:56:20:05

NOW ABOUT THE K-6 EXPANSION 12:56:27:15

SCHOOLS AND SCHOOLS WITH 12:56:31:12

SUPPORTING PROGRAMS WHO ARE 12:56:32:18

TRANSDIGSED FOR CAPACITY. 12:56:35:15

THIS IS AN EXAMPLE. 12:56:36:26

SO I MENTIONED THE TRANSITION IN 12:56:37:22

PROGRAMMING WHERE THE NUMBER OF 12:56:42:18

ADA CLASSES IN THE SCHOOL IS 12:56:45:25

CHANGING SLIGHTLY BASED ON A 12:56:47:28

SHIFT IN PROGRAMMING IN THE 12:56:49:12

DISTRICT, AND WE'RE ENSURING 12:56:50:13

THAT THEIR PROGRAMMING IS FULLY 12:56:52:09

FUNDED DURING THAT TRANSITION. 12:56:54:00
SAME THING AT THE PERKINS. 12:56:55:15
FINALLY, WE ARE INVESTING IN OUR 12:56:56:27
TRANSFORMATION SCHOOLS, RIGHT. 12:57:05:18
THIS IS THE BIGGEST SINGLE 12:57:07:20
INVESTMENT IN OUR BUDGET THIS 12:57:08:24
YEAR. 12:57:12:21
THE IDEA THAT WE HAVE TO BE 12:57:14:22
ADDRESSING THE SYSTEMATIC 12:57:15:29
BARRIERS, RIGHT, THAT ARE 12:57:18:08
HAMPERING OUR STUDENTS' ABILITY 12:57:20:07
TO REACH THEIR FULL POTENTIAL, 12:57:21:18
AND SYSTEMATIC BARRIERS REQUIRE 12:57:25:06
A SYSTEMATIC SOLUTION. 12:57:27:29
AND, SO, THE THREE INVESTMENTS 12:57:29:09
WE'RE MAKING THIS YEAR IN 12:57:32:06
TRANSFORMATION SCHOOLS, FAMILY 12:57:34:12
LEAVE ON INSTRUCTIONAL 12:57:36:08
FACILITATORS AND SOCIAL WORKERS, 12:57:37:15
WORKING TOGETHER WITH SCHOOL 12:57:42:29
LEADERSHIP AND TEACHERS TO 12:57:44:06
ENSURE THAT SCHOOLS ARE ABLE TO 12:57:46:01
HELP -- 12:57:50:03
(AUDIO DIFFICULTY) 12:57:52:20
>> -- HIGH VOLUME OF EDUCATION 12:57:57:07
THEY DESERVE. 12:57:59:14
THESE SCHOOLS ARE SPREAD OVER 12:58:00:17
ALMOST THE ENTIRE CITY FROM, YOU 12:58:01:25

KNOW, EASTBOUND TO HYDE PARK AND 12:58:03:13
OVER NEAR ME AT BRIGHTON HIGH 12:58:08:17
SCHOOL RIGHT BEHIND ME WITH THE 12:58:10:02
CHERRY BLOSSOMS OUT, BEAUTIFUL 12:58:15:02
OVER THERE. 12:58:16:24
AND, SO, WE HAVE A HUGE AMOUNT 12:58:17:09
OF INFORMATION AVAILABLE 12:58:24:05
PUBLICLY ABOUT OUR BUDGET. 12:58:25:11
THE BOSTON PUBLIC SCHOOLS BUDGET 12:58:28:00
GIVES YOU GENERAL INFORMATION 12:58:33:16
ABOUT WHAT WE SPEND OUR BUDGET 12:58:34:23
ON BUT 12:58:36:18
BOSTONPUBLICSCHOOLS.org/BUDGET 12:58:44:01
GIVES YOU ALL THE DOCUMENTS THAT 12:58:47:15
LETS YOU SEE ACROSS THE WHOLE 12:58:49:07
DISTRICT, WHAT ARE WE INVESTING 12:58:51:13
OUR DOLLARS IN, SO THE COMMUNITY 12:58:53:16
CAN GIVE UP THE FEEDBACK WE NEED 12:58:55:18
TO HELP US EVOLVE OUR TRACK YEAR 12:58:59:00
TO YEAR. 12:59:01:22
AND WE'RE EXCITED TO DISCUSS 12:59:02:11
THIS WITH YOU OVER OUR NEXT FEW 12:59:05:22
HEARINGS OVER THE NEXT MONTH AND 12:59:07:21
A HALF. 12:59:09:18
>> GREAT. 12:59:10:29
THANK YOU SO MUCH, DAVID AND 12:59:15:20
DR. CASSELLIUS AND NATE. 12:59:17:25

42

NOW THAT WE'RE MOVING TO 12:59:20:26

QUESTIONS, I WANT TO NOTE THAT 12:59:23:27

WE HAVE BEEN JOINED SINCE WE 12:59:26:14

STARTED BY COUNCILLORS. 12:59:27:18

SO I'M GOING TO JUMP IN WITH A 12:59:40:08

QUESTION AGAIN. 12:59:42:21

WE'LL BE DOING FIVE MINUTES AND 12:59:43:17

43

WE'LL TRY TO GET TO ANOTHER 12:59:45:13

ROUND IF WE CAN. 12:59:53:26

I'LL TRY TO KEEP QUESTIONS TWO 12:59:54:26

TO FIVE SO WE CAN KEEP IT 12:59:57:01

ROLLING. 12:59:59:04

>> I GUESS MY QUESTION IS YOU 13:00:00:07

FOCUSED IN ON YOUR PRESENTATION 13:00:02:16

ON THE TOBIN SCHOOL WHICH 13:00:03:27

HAPPENS TO BE THE ONLY 13:00:06:27

ELEMENTARY MIDDLE SCHOOL IN MY 13:00:08:14

DISTRICT. 13:00:10:29

13:00:35:10

_t 01:18:19:04

>> CALLING THE WAYS AND MEANS

_t 01:18:22:16

COMMITTEE TO ORDER.

_t 01:18:24:24

THIS PUBLIC HEARING IS BEING

_t 01:18:26:13

RECORDED AND LIVE STREAMED AND

_t 01:18:33:26

WILL BE REBROADCAST ON COMCAST

_t 01:18:37:19

CHANNEL 8, RCN CHANNEL 82 AND

_t 01:18:41:03
VERIZON CHANNEL 1964.

_t 01:18:43:19
THIS IS PART OF THE COUNCIL'S

_t 01:18:45:21
ANNUAL BUDGET REVIEW PROCESS,

_t 01:18:47:21
JUST LIKE THE PUBLIC HEALTH

_t 01:18:49:20
EMERGENCY THAT WE ALL FIND

_t 01:18:51:13
OURSELVES IN, WE STILL NEED TO

_t 01:18:54:10
REVIEW AND APPROVE THE FULL

_t 01:18:56:26
BUDGET FOR FISCAL YEAR 21 WHICH

_t 01:18:59:12
STARTS ON JULY 1.

_t 01:19:01:02
SO THIS BUDGET WAS INTRODUCED BY

_t 01:19:02:27
THE MAYOR'S ADMINISTRATION LAST

_t 01:19:04:23
WEEK AND WILL BE CONSIDERED IN A

_t 01:19:07:14
SERIES OF 27 OR SO HEARINGS OVER

_t 01:19:11:03
THE NEXT SIX WEEKS.

_t 01:19:12:06
WE HEARD THIS MORNING THE

_t 01:19:14:18
PRESENTATION FROM THE

_t 01:19:15:15
SUPERINTENDENT AND HER TEAM FROM

_t 01:19:19:15
BOSTON PUBLIC SCHOOLS.

_t 01:19:20:29
THE BUDGET HAS BEEN MODIFIED AND

_t 01:19:24:02
APPROVED BY THE COMMITTEE.

_t 01:19:26:17
SO WE ENCOURAGE FOLKS WHO ARE

_t 01:19:28:17
WATCHING AT HOME TO TAKE A

_t 01:19:29:21
MOMENT AND ENGAGE GAGE IN THIS

_t 01:19:56:06
PROCESS.

_t 01:19:58:08
IF YOU'RE WATCHING THE HEARINGS

_t 01:20:09:11
YESTERDAY AND TODAY AND YOU HAVE

_t 01:20:10:27
QUESTIONS AND CONCERNS YOU'D

_t 01:20:12:03
LIKE TO RAISE, WE ENCOURAGE YOU

_t 01:20:13:26
TO COME ALONG FOR PUBLIC

_t 01:20:16:14
TESTIMONY HEARING THURSDAY

_t 01:20:17:13
MORNING AT 6:00 ON ZOOM VIRTUAL,

_t 01:20:19:19
AND WE'LL BE HAVING MORE

_t 01:20:21:12
DEDICATED HEARINGS IN LATE MAY

_t 01:20:22:23
AT THE OTHER END OF THIS TOPIC

_t 01:20:25:24
AFTER WE'VE HEARD FROM ALL THE

_t 01:20:27:10
CITY DEPARTMENTS.

_t 01:20:28:06
EMAIL AT CCC.WM AT BOSTON.gov

_t 01:20:32:06
OR FILL OUT THE FORM ON OUR

_t 01:20:35:04
WEB SITE.

_t 01:20:35:09
YOU CAN SUBMIT A TWO-MINUTE

_t 01:20:37:11
TESTIMONY VIDEO ON OUR WEB SITE

_t 01:20:38:24
WHICH WILL BE PLAYED, AND FOR

_t 01:20:41:13
MORE INFORMATION ON THE COUNCIL

_t 01:20:43:09
BUDGET PROCESS AND HOW TO

_t 01:20:44:27
TESTIFY, PLEASE VISIT THE

_t 01:20:47:29
COUNCIL BUDGET WEB SITE AT

_t 01:20:56:15
WWW.BOSTON.COVE/DEPARTMENT/CITY

_t 01:20:58:11
COUNCIL/BUDGET.

_t 01:20:58:19
YOU CAN TWEET YOUR QUESTIONS.

_t 01:21:13:14
I'LL TURN TO DOCKETS 0588-0590,

_t 01:21:18:11
ORDERS FOR THE FY'21 OPERATING

_t 01:21:20:13
BUDGET INCLUDING ANNUAL

_t 01:21:21:29
APPROPRIATIONS FOR DEPARTMENTAL

_t 01:21:23:15
OPERATIONS FOR THE SCHOOL

_t 01:21:25:12
DEPARTMENT AND OTHER POST

_t 01:21:26:26
EMPLOYMENT BENEFITS.

_t 01:21:28:29
DOCKETS 0591-0592 ORDERS FOR

_t 01:21:31:24
CAPITAL FUND TRANSFER

_t 01:21:33:14
APPROPRIATIONS.

_t 01:21:34:20
DOCKETS 05893-0596, ORDERS FOR

_t 01:21:37:19
CAPITAL BUDGET INCLUDING LOAN

_t 01:21:39:18
ORDERS AND LEASE-PURCHASE

_t 01:21:42:17
AGREEMENTS.

_t 01:21:42:22
SO THAT'S THE FULL LIST OF

_t 01:21:44:17
DOCKETS THAT HAVE COME BEFORE

_t 01:21:45:28
THE COUNCIL.

_t 01:21:46:24
I'M JOINED BY COUNCILLOR

_t 01:21:49:28
ESSAIBI-GEORGE, COUNCILLOR

_t 01:21:51:08
FLYNN, CONSIDERED WU, COUNCILLOR

_t 01:21:56:06
MEJIA,O MALL EE, COUNCILLOR

_t 01:22:01:24
JANEY, COUNCILLOR CAMPBELL AND

_t 01:22:05:29
COUNCILLOR FLAHERTY.

_t 01:22:07:22
SO OUR FOCUS AREA TODAY WILL BE

_t 01:22:10:08
THE B.P.S. SCHOOL BUDGET, SO

_t 01:22:12:10
THIS WILL BE FOCUSED ON HOW THE

_t 01:22:21:06
BUDGET IS PUT TOGETHER AT THE

_t 01:22:23:02
SCHOOL LEVEL.

_t 01:22:23:25
AND WE'RE LOOKING FORWARD TO

_t 01:22:25:29
HEARING FROM DR. CASSELLIUS, THE

_t 01:22:31:12
SUPERINTENDENT OF BOSTON PUBLIC

_t 01:22:33:02
SCHOOLS AND CHIEF FINANCIAL

_t 01:22:34:29
OFFICER, OFFICER OF B.P.S., WHO

_t 01:22:37:12
WERE KIND ENOUGH TO JOIN US THIS

_t 01:22:39:02
MORNING FOR THE INTRODUCTORY

_t 01:22:41:15
CONVERSATION.

_t 01:22:41:24
SO WITH THAT I WILL RECOGNIZE

_t 01:22:46:05
DR. BRENDA CASSELLIUS TO START

_t 01:22:48:11
OFF TODAY'S HEARING.

_t 01:22:50:02
>> THANK YOU CHAIRWOMAN BOK AND

_t 01:22:53:13
COUNCILLORS.

_t 01:22:53:23

APPRECIATE BEING ABLE TO PRESENT

_t 01:22:54:26

TODAY AND ANSWER SOME QUESTIONS

_t 01:22:56:02

AS WELL AS PRESENT THE OVERALL

_t 01:22:58:11

STRATEGIC DIRECTION OF THE

_t 01:22:59:21

DISTRICT ALIGNED WITH THE

_t 01:23:03:21

STUDENT OPPORTUNITY ACT

_t 01:23:07:20

OBLIGATIONS AND GET YOU UPDATED

_t 01:23:10:12

ON THAT.

_t 01:23:11:02

I'LL TURN IT TO NATE TO GIVE THE

_t 01:23:13:09

NUMBERS AND THE GENERAL

_t 01:23:15:09

OVERVIEW.

_t 01:23:15:18

WHEN THE MORNING SESSION REALLY

_t 01:23:17:26

GOT OVER THE WHY WE ARE DOING

_t 01:23:20:09

THIS, AND THIS BUDGET THE WAY WE

_t 01:23:22:05

ARE WITHIN THE THREE-YEAR,

_t 01:23:25:02

\$100 MILLION COMMITMENT FROM

_t 01:23:27:02

MAYOR WALSH AND THE DIRECTION OF

_t 01:23:29:09

THE DISTRICT.

_t 01:23:29:27

WE ALSO ADDRESSED A NUMBER OF

_t 01:23:31:28

COVID CONCERNS FROM COUNCILLORS

_t 01:23:33:11

AND THE WAY THAT WE ARE THINKING

_t 01:23:35:18

ABOUT THIS BUDGET IN TERMS OF

_t 01:23:38:02

INEQUITIES AND FOCUSING ON SOME

_t 01:23:39:24

OF THE SYSTEMIC BARRIERS AND

_t 01:23:42:16

REMEDiate SOME OF THOSE WITHIN

_t 01:23:43:26

THIS BUDGET.

_t 01:23:44:12

I DO WANT TO REMIND COUNCILLORS

_t 01:23:47:03

HERE ON THE CALL TODAY AND OUR

_t 01:23:48:25

GENERAL PUBLIC THAT THIS IS A

_t 01:23:50:28

THREE-YEAR PHASE-IN OF THE

_t 01:23:52:14

BUDGET OF OVER \$100 MILLION TO

_t 01:23:54:04

GET TO THAT ANNUALLY, AS WE

_t 01:23:56:16

BEGIN TO THINK ABOUT THESE

_t 01:23:58:06

INVESTMENTS.

_t 01:23:58:15

THIS FIRST YEAR, THE INVESTMENTS

_t 01:24:00:06

AROUND SUPPORTING OUR LOWEST

_t 01:24:01:19
SUPPORTING SCHOOLS, TO GET AT

_t 01:24:03:19
HIGH-QUALITY SCHOOLS IN EVERY

_t 01:24:04:25
NEIGHBORHOOD.

_t 01:24:05:05
AND THEN PROVIDING SOME

_t 01:24:06:21
ADDITIONAL SUPPORTS TO LANGUAGE,

_t 01:24:13:10
SUPPORTS TO STUDENTS AND

_t 01:24:14:23
FAMILIES, FAMILIES SUPPORTS IN

_t 01:24:16:29
GENERAL AND INSTRUCTIONAL FOCUS

_t 01:24:18:04
AS WELL.

_t 01:24:18:25
I'LL TURN IT OVER TO NATE TO GET

_t 01:24:20:24
INTO SOME OF THE NUMBERS AND

_t 01:24:22:04
CONTINUE TO DISCUSSION WITH ALL

_t 01:24:23:10
OF YOU TODAY AND THIS AFTERNOON,

_t 01:24:24:15
THANK YOU.

_t 01:24:26:21
>> THANK YOU, SUPERINTENDENT.

_t 01:24:29:21
I KNOW WE WANTED TO MOVE QUICKLY

_t 01:24:32:04
TO GET TO MORE OF YOUR

_t 01:24:33:17
QUESTIONS, BUT GIVEN THE

_t 01:24:34:20
COMPLEXITY OF ALL OF OUR SCHOOLS

_t 01:24:35:24
AND THE DIFFERENT NEEDS OF ALL

_t 01:24:37:09
OUR STUDENTS, WE WANTED TO BE

_t 01:24:39:16
ABLE TO PRESENT TO YOU AN

_t 01:24:41:21
OVERVIEW OF HOW WE ALLOCATE

_t 01:24:43:13
FUNDS TO SCHOOLS AND WORK WITH

_t 01:24:44:26
SCHOOLS IN CREATING THE BUDGET

_t 01:24:46:25
ACROSS 123 DIFFERENT SCHOOL

_t 01:24:50:14
COMMUNITIES.

_t 01:24:50:24
I MENTIONED THIS MORNING, THIS

_t 01:24:52:04
IS A FULLY COMPLICATED, INVOLVED

_t 01:24:54:26
PROCESS WITH A LOT OF

_t 01:24:56:06
INDIVIDUALS.

_t 01:24:56:12
WE'LL BE PRESENT A LOT OF

_t 01:24:58:02
TECHNICAL INFORMATION THIS

_t 01:24:59:11
AFTERNOON AND A LOT OF DETAILS

_t 01:25:01:10
ABOUT THAT \$1.26 BILLION BUDGET.

_t 01:25:04:08
AT THE END OF THIS AMP, THE END

_t 01:25:05:22

OF THIS PRESENTATION, I HOPE YOU

_t 01:25:07:27

WILL LEAVE WITH NAMED TAKEAWAYS.

_t 01:25:10:21

THE FIRST IS WE HAVE RECEIVED AN

_t 01:25:13:13

UNPRECEDENTED COMMITMENT FROM

_t 01:25:14:04

THE CITY AND THE COMMITMENT NOT

_t 01:25:15:24

ONLY TO SUSTAIN THAT INVESTMENT

_t 01:25:17:17

BUT EXPAND IT OVER THREE YEARS.

_t 01:25:19:03

SO IN THE CURRENT CONTEXT, IT'S

_t 01:25:20:25

REALLY HARD PRESSED TO CELEBRATE

_t 01:25:22:17

A LOT OF IT.

_t 01:25:23:08

WE'RE TALKING ABOUT THAT THIS IS

_t 01:25:25:24

LIKELY AN UNPRECEDENTED PROPOSAL

_t 01:25:28:19

FROM US AND BUILDING IN FUTURE

_t 01:25:30:12

YEARS.

_t 01:25:30:17

THE SECOND THING IS WE'RE

_t 01:25:32:06

INVESTING IN A FOUNDATION FOR

_t 01:25:33:29

QUALITY, WHICH ESTABLISHES NEW

_t 01:25:35:19

SERVICES THAT FAMILIES CAN

_t 01:25:37:28

EXPECT.

_t 01:25:38:18

AND THAT'S SOMETHING THAT WE

_t 01:25:40:06

HEARD FROM THE COUNCIL ABOUT AND

_t 01:25:41:25

SCHOOL COMMUNITIES ABOUT AND

_t 01:25:43:11

CERTAINLY SOMETHING THAT CAME

_t 01:25:44:09

OUT OF THAT SUPERINTENDENT

_t 01:25:46:20

COMMUNITY IN THE FALL, WHICH WAS

_t 01:25:48:13

THERE NEEDS TO BE A LEVEL OF

_t 01:25:50:02

EXPECTATION AROUND WHAT YOU CAN

_t 01:25:51:02

FIND IN EVERY SCHOOL.

_t 01:25:53:02

AND THIS BUDGET MOVES THAT

_t 01:25:54:17

AGENDA FORWARD IN A REAL WAY,

_t 01:25:57:24

WHICH WE HAVE IN LAST FEW YEARS.

_t 01:25:59:07

THE FINAL THING IS WE'RE

_t 01:26:01:02

INVESTING IN OUR LOWEST

_t 01:26:03:12

PERFORMING SCHOOL TO FULFILL THE

_t 01:26:07:27

PROMISE OF A HIGH PERFORMING

_t 01:26:12:23

SCHOOL.

_t 01:26:13:03

THE STATEMENT FROM THE

_t 01:26:14:04

OPPORTUNITY AND ACHIEVE GAP

_t 01:26:15:10

OFFICE, I'VE STARRED EVERY

_t 01:26:17:02

SINGLE BUDGET PRESENTATION WITH

_t 01:26:17:29

THIS STATEMENT BECAUSE IT IS

_t 01:26:19:18

REALLY THE ORGANIZING PRINCIPLE.

_t 01:26:22:04

IT'S THE STARTING PART TO

_t 01:26:25:03

PLANNING AND IMPORTANT TO

_t 01:26:26:29

EMPHASIZE WE WANT TO FOCUS ON

_t 01:26:28:02

STUDENTS WHO NEED PUBLIC

_t 01:26:30:13

EDUCATION THE MOST AND IMPROVED

_t 01:26:34:09

INTENSIVE ATTENTION TO STUDENTS

_t 01:26:35:28

WHO WANT TO IMPROVE TO ASSURE

_t 01:26:37:24

ALL STUDENTS HAVE THE SAME

_t 01:26:39:03

OPPORTUNITY TO ACHIEVE

_t 01:26:40:16

GREATNESS, NO MATTER WHAT SCHOOL

_t 01:26:41:26

THEY'RE INVOLVED IN.

_t 01:26:44:02

OUR \$36 MILLION INVESTMENTS WE

_t 01:26:45:18
TALKED ABOUT IN DETAIL THIS

_t 01:26:47:02
MORNING IS FOCUSED ON THE

_t 01:26:48:25
INSTRUCTIONAL CORE.

_t 01:26:49:18
AGAIN, I WANT TO EMPHASIZE

_t 01:26:51:24
\$9 MILLION DIRECTLY TO STUDENT

_t 01:26:54:02
SUPPORT, \$12 MILLION TO INCREASE

_t 01:26:55:10
TEACHER SKILL, AND \$15 MILLION

_t 01:26:58:28
IN CONTENT BECAUSE IT IS

_t 01:27:01:29
DESIGNED AROUND THE PREMISE THAT

_t 01:27:02:27
THERE ARE THREE WAYS TO INCREASE

_t 01:27:04:28
STUDENT LEARNING.

_t 01:27:06:04
INCREASING THE KNOWLEDGE AND

_t 01:27:07:02
SKILL OF TEACHERS, CHANGING THE

_t 01:27:09:13
CONTENT AND ALTERING THE

_t 01:27:10:23
RELATIONSHIP OF THE STUDENTS AND

_t 01:27:14:18
CONTENT IN THE FUTURE.

_t 01:27:16:07
ALLOWING THE QUESTIONS WE'LL ZE

_t 01:27:17:27
RECEIVE THIS MORNING AND THIS

_t 01:27:19:23
AFTERNOON WILL BE ABOUT

_t 01:27:21:27
STUDENTS' RELATIONSHIP WITH

_t 01:27:23:17
CONTENT AND TEACHER WHETHER

_t 01:27:26:02
ONLINE OR REMOTELY OR IN A

_t 01:27:28:02
CLASSROOM, THAT INTERACTION IS

_t 01:27:30:04
WHERE LEARNING HAPPENS AND OUR

_t 01:27:34:06
INVESTMENTS LIE.

_t 01:27:34:19
THIS IS AN AMBITIOUS PROPOSAL

_t 01:27:37:18
FY'21, INCLUDES AN \$80 MILLION I

_t 01:27:40:11
CREASE, \$36 MILLION REPRESENTING

_t 01:27:43:02
NEW INVESTMENTS IN THE SCHOOL.

_t 01:27:45:19
WE'RE TREMENDOUSLY EXCITED ABOUT

_t 01:27:46:15
THIS INVESTMENT AND THE

_t 01:27:47:25
INVESTMENT NOT ONLY IN THE TERMS

_t 01:27:48:24
OF THE TOTAL SIZE OF THE SINGLE

_t 01:27:51:05
THREE BUT THE THREE-YEAR

_t 01:27:52:15
COMMITMENT FOR THE CITY THAT WE

_t 01:27:55:07
ARE LOOKING TO EXPAND AND

_t 01:27:58:13
RESETTING THAT FOUNDATION FOR

_t 01:27:59:19
QUALITY AS I MENTIONED AT THE

_t 01:28:00:25
START.

_t 01:28:01:28
WHAT THIS MEANS FOR SCHOOLS,

_t 01:28:04:22
100% OF THE NEW INVESTMENT IS IN

_t 01:28:09:14
SCHOOL BUDGET.

_t 01:28:11:13
ADDING 64 TEACHING POSITIONS

_t 01:28:15:02
INCLUDING 24 FOR ART, MUSIC AND

_t 01:28:18:26
PHYSICAL EDUCATION.

_t 01:28:20:15
94 PARAPROFESSIONAL POSITIONS

_t 01:28:22:05
PART OF THE K-2 KINDERGARTEN

_t 01:28:24:29
ROLLOUT OF A FULL-TIME PARENT IN

_t 01:28:27:08
EVERY CLASSROOM THAT WILL HELP

_t 01:28:28:08
IN THOSE CLASSROOMS.

_t 01:28:29:07
AND FINALLY 126 NEW POSITIONS IN

_t 01:28:33:27
OUR TRANSFORMATION SCHOOL.

_t 01:28:35:27
37 SOCIAL WORKERS, 32

_t 01:28:39:02
INSTRUCTION FACILITATORS AND 37

_t 01:28:41:28
FAMILY LIAISONS.

_t 01:28:44:10
A SIGNIFICANT INCREASE IN THE

_t 01:28:45:17
NUMBER OF STAFF AND THE SUPPORTS

_t 01:28:47:04
THAT WE'RE GETTING TO OUR

_t 01:28:48:14
STUDENTS IN A COORDINATED

_t 01:28:50:02
EFFORT.

_t 01:28:50:13
THAT'S WHY WE'LL BE TALKING

_t 01:28:52:04
ABOUT HIGH QUALITY PROFESSIONAL

_t 01:28:53:12
DEVELOPMENT.

_t 01:28:53:19
IT IS NOT JUST ADDING RESOURCES

_t 01:28:55:02
BUT IT'S ADDING RESOURCES AND

_t 01:28:56:26
THEN USING THEM AND COORDINATING

_t 01:28:59:18
THEM IN A SYSTEMATIC WAY AND

_t 01:29:02:14
WE'RE ALSO MAKING SURE IT'S

_t 01:29:03:14
GOING TO THE SCHOOLS AND THE

_t 01:29:05:05
STUDENTS WHO NEED IT THE MOST.

_t 01:29:09:02
NOW WE'RE GOING TO BE TALKING

_t 01:29:10:26
AND TRANSITIONING TO TALKING

_t 01:29:12:06
ABOUT HOW WE ENSURE EQUITY AS WE

_t 01:29:14:22
INVEST IN QUALITY ACROSS THE

_t 01:29:16:08
CITY.

_t 01:29:16:18
THE LAST PRESENTATION SHOWED THE

_t 01:29:18:10
EQUITY ANNOUNCED.

_t 01:29:19:09
IN A MOMENT DAVID WILL START

_t 01:29:21:03
WALKING US THROUGH OUR ALOE

_t 01:29:23:07
GAGES METHODOLOGY IN BOSTON.

_t 01:29:24:10
BOSTON HAS BEEN IN THE FOREFRONT

_t 01:29:25:26
OF WEIGHTED STUDENT FUNDING OR

_t 01:29:28:22
STUDENT BASED BUDGETING WHICH IS

_t 01:29:30:11
TO SAY WE ARE REALLY

_t 01:29:32:14
DIFFERENTIATING OUR FUNDING

_t 01:29:33:14
BASED ON STUDENT NEEDS AND THIS

_t 01:29:35:16
IS SOMETHING THAT'S A BASIC THAT

_t 01:29:37:15
THE SUPERINTENDENT HAS REALLY

_t 01:29:39:12
CHALLENGED US TO DO.

_t 01:29:40:13
THINK ABOUT HOW WE CAN EXPAND

_t 01:29:42:09
QUALITY AND RAISE THE LEVEL OF

_t 01:29:46:04
QUALITY THROUGHOUT.

_t 01:29:46:27
SO THROUGHOUT THE PRESENTATION

_t 01:29:47:20
THIS AFTERNOON, YOU'RE GOING TO

_t 01:29:49:02
SEE QUOTES FROM OUR STRATEGIC

_t 01:29:50:16
PLAN AND THROUGHOUT ALL OF OUR

_t 01:29:52:07
HEARINGS.

_t 01:29:52:14
WE'RE GOING TO SEE HOW OUR

_t 01:29:54:18
BUDGET AND STRATEGIC PLAN ARE

_t 01:29:56:29
ANCHORED AT THE SAME POINT OF

_t 01:29:59:11
EMPHASIS.

_t 01:30:01:14
THE SUPERINTENDENT TALK ABOUT

_t 01:30:04:03
STRATEGIC PLAN, WE HAVE BEEN

_t 01:30:05:08
LISTENING TO WHAT PARENTS,

_t 01:30:07:04
FAMILIES AND TEACHERS WANT FOR

_t 01:30:09:03
THE SCHOOL.

_t 01:30:10:12
IT'S OUR BELIEF THAT THIS

_t 01:30:12:15
REFLECTS THE CONVERSATION AND

_t 01:30:13:08

OUR BUDGET IS A REFLECTION OF

_t 01:30:15:07

OUR COMMUNITY'S VISION FOR OUR

_t 01:30:17:02

SCHOOL.

_t 01:30:17:07

IN PRIOR YEARS WE'VE HAD

_t 01:30:19:09

INCREMENTAL BUDGETS FOR UNCLEAR

_t 01:30:21:12

VISION FOR WHAT CHANGE WE WANTED

_t 01:30:22:18

TO SEE IN SCHOOL, AND THROUGHOUT

_t 01:30:24:21

THE BUDGET THE STRATEGIES WERE

_t 01:30:26:04

EXPRESSED IN DIFFERENT THINGS

_t 01:30:27:10

BEING ADDED TO THE BUDGET.

_t 01:30:28:11

THIS YEAR WE STARTED WITH A CORE

_t 01:30:31:04

ARTICULATION OF THE STRATEGY, A

_t 01:30:32:10

CLEAR VISION FROM THE

_t 01:30:33:19

SUPERINTENDENT COMING FROM HER

_t 01:30:34:22

CONVERSATIONS WITH THE SCHOOL

_t 01:30:35:29

COMMUNITY, AND THAT IS REALLY

_t 01:30:38:21

ANCHORED TO WHAT WE'RE TALKING

_t 01:30:39:27

ABOUT HERE, WHICH IS THAT ALL

_t 01:30:41:23
SCHOOLS MUST BE QUALITY NOW FOR

_t 01:30:43:15
OUR STUDENTS.

_t 01:30:47:13
WITH THAT, I WANT TO TURN IT NOW

_t 01:30:49:03
TO DAVID WHO WILL WALK US

_t 01:30:51:05
THROUGH OUR ALLOCATION

_t 01:30:55:05
METHODOLOGY FOR SCHOOL AND HOW

_t 01:30:56:12
WE END UP AT SCHOOL WITH

_t 01:30:57:28
DIFFERENT BUDGETS AND DIFFERENT

_t 01:30:59:11
LEVELS OF INVESTMENT.

_t 01:31:02:28
>> THANK YOU.

_t 01:31:07:11
SO THE PRIMARY METHOD THAT WE

_t 01:31:10:20
ALLOCATE ON THE SCHOOL BUDGET IS

_t 01:31:13:14
STUDENT FUNDING SOMETIMES ON

_t 01:31:15:13
STUDENT BASED BUDGETING AND

_t 01:31:16:26
OTHER COMMUNITIES.

_t 01:31:17:29
THE IDEA BEHIND THIS IS THAT

_t 01:31:20:18
THERE IS A FORMULA THAT IS USED

_t 01:31:22:27
TO ALLOCATE DOLLARS BASED ON

_t 01:31:25:10
STUDENTS' NEEDS.

_t 01:31:26:15
IN TWO DIFFERENT WAYS, THINKING

_t 01:31:28:02
ABOUT IT, ONE IS TO ENSURE THAT

_t 01:31:33:02
STUDENTS WITH THE SAME NEEDS

_t 01:31:34:18
ACROSS SCHOOLS ARE GETTING THE

_t 01:31:36:15
SAME RESOURCES, AND THAT

_t 01:31:38:11
STUDENTS WITH DIFFERENT NEEDS

_t 01:31:40:10
ARE GETTING APPROPRIATE

_t 01:31:41:28
RIDIFFERENTIATED RESOURCES.

_t 01:31:43:20
THIS METHODOLOGY AS THEY

_t 01:31:45:02
MENTIONED IS NOT NEW TO BOSTON.

_t 01:31:46:19
IT'S BEEN USED ALL OVER THE

_t 01:31:48:19
COUNTRY AND WE'RE PLANNING FOR

_t 01:31:50:18
IMPLEMENTATION HERE IN BOSTON

_t 01:31:51:27
FOR NEXT FALL.

_t 01:31:56:18
AFTER CHANGES, FUNDING LEVELS

_t 01:31:58:27
CHANGE CORRESPONDINGLY, THIS

_t 01:32:01:22
ALLOWS OUR SCHOOL TO (INAUDIBLE)

_t 01:32:06:19
LEVELS BASED ON THE NUMBERS OF

_t 01:32:08:22
STUDENTS THAT SERVE.

_t 01:32:10:28
THAT CAN BE CHALLENGING.

_t 01:32:13:20
SO ENROLLMENT IS DOWN, THE

_t 01:32:15:09
SCHOOL CAN'T CLOSE THE

_t 01:32:16:26
CLASSROOM, BUT CONTINUING TO

_t 01:32:18:09
INVEST IN SUPPORT FOR SCHOOLS

_t 01:32:19:13
AND THE TYPE OF ENROLLMENT

_t 01:32:21:03
TRANSITION AND WE'LL COVER MORE

_t 01:32:22:09
LATER IN THE PRESENTATION.

_t 01:32:24:02
BUT AT ITS CORE, THE STUDENT

_t 01:32:28:27
FUNDING IS WHAT'S ON THE SITE,

_t 01:32:30:13
DOLLARS FOR PEOPLE AND

_t 01:32:32:24
DIFFERENTIATED WAIT TIMES THE

_t 01:32:33:20
NUMBER OF STUDENTS WITH THAT

_t 01:32:34:16
LEVEL OF MEANS AND GETS YOU TO

_t 01:32:36:22
THE SCHOOL BUDGET.

_t 01:32:42:20
THERE ARE CATEGORIES OUTLINED

_t 01:32:44:19

HERE, MORE DETAIL ON ALL THE

_t 01:32:46:20

INFORMATION IS AVAILABLE ON THE

_t 01:32:51:24

BOSTON PUBLIC SCHOOLS WEB SITE

_t 01:32:55:16

AND ALL THE INDIVIDUAL WEIGHTS.

_t 01:32:57:17

AT THE CORE EACH STUDENT GET A

_t 01:33:03:15

GRADE LEVEL WEIGHT.

_t 01:33:05:21

IN FUNDING NEXT YEAR, THEY ALL

_t 01:33:07:20

GET A WEIGHT FOR WHATEVER GRADE

_t 01:33:09:04

THEY'RE IN.

_t 01:33:10:12

WEIGHTS ARE HIGHEST IN

_t 01:33:12:12

PRE-KINDERGARTEN WITH THE

_t 01:33:14:02

SMALLEST CLASS SIZE AND HIGHEST

_t 01:33:15:14

LEVEL OF SUPPORT, AND THEN

_t 01:33:18:02

DIFFERENTIATED APPROPRIATELY BY

_t 01:33:19:22

GRADE.

_t 01:33:19:27

THERE ARE THEN ADDITIONAL

_t 01:33:21:10

WEIGHTS FOR DIFFERENT TYPES OF

_t 01:33:23:26

STUDENT NEEDS, DISABILITY

_t 01:33:25:29
ENGLISH LEARNER AND OTHER RISK

_t 01:33:29:07
FACTORS OR TYPES OF NEEDS THAT

_t 01:33:31:02
MAY NOT DIRECTLY IMPACT THE

_t 01:33:33:13
INSTRUCTIONAL MODEL BUT IMPACTS

_t 01:33:34:24
THE ADDITIONAL SUPPORT UP.

_t 01:33:38:11
STUDENTS QUALIFY FOR EVERY

_t 01:33:39:19
WEIGHT THAT THEY RECEIVED.

_t 01:33:41:16
IF WE ARE TALKING ABOUT A

_t 01:33:43:02
STUDENT WITH DISABILITIES WHO'S

_t 01:33:45:28
AN ENGLISH LANGUAGE LEARNER, WHO

_t 01:33:48:12
LIVES IN A NEIGHBORHOOD OF

_t 01:33:51:05
POVERTY THAT'S TIED TO OUR

_t 01:33:52:14
OPPORTUNITY INDEX AND GOES TO A

_t 01:33:55:17
VOCATIONAL TECH PROGRAM AND

_t 01:33:57:19
THAT'S AN ART, THEY'RE GETTING A

_t 01:34:00:23
WAY FROM EVERY SINGLE ONE OF

_t 01:34:02:09
THESE CATEGORIES AND ALL OF

_t 01:34:03:27
THOSE WEIGHTS ARE ADDED UP AND

_t 01:34:05:05
ARE GIVEN TO THE SCHOOL.

_t 01:34:06:11
WHAT THIS ALLOWS YOU TO DO IS

_t 01:34:09:24
CALCULATE THE FULL BUDGET FOR

_t 01:34:11:13
EVERY SCHOOL FROM THE STUDENTS.

_t 01:34:12:29
SO YOU CAN GET FROM ZERO TO THE

_t 01:34:14:15
FULL WEIGHTED STUDENT FUNDING

_t 01:34:16:08
BUDGET FOR THE SCHOOL WITH

_t 01:34:18:04
INFORMATION THAT THE AVAILABLE

_t 01:34:19:02
PUBLICLY ON OUR WEB SITE FOR

_t 01:34:21:15
EVERY SCHOOL.

_t 01:34:26:02
AS WE THINK ABOUT OUR FORMULA

_t 01:34:27:19
EVERY YEAR, ONE OF THE THINGS WE

_t 01:34:29:08
THINK ABOUT IS WHETHER OR NOT

_t 01:34:31:14
THE WEIGHT WHICH TALKS ABOUT HOW

_t 01:34:32:22
MUCH THE DIFFERENT TYPES OF

_t 01:34:36:04
STUDENTS' NEEDS ARE

_t 01:34:37:27
DIFFERENTIATED NEEDS TO CHANGE.

_t 01:34:39:02
THIS YEAR OUR WEIGHTS ARE ONLY

_t 01:34:42:22
EVOLVING FOR MAJOR STAFFING

_t 01:34:44:02
REQUIREMENTS, SO THEY'RE NOT

_t 01:34:46:24
RELATED TO ANY DIFFERENT INTERIM

_t 01:34:48:27
JUDGMENT OF STUDENT NEEDS.

_t 01:34:50:06
SO THE THREE WEIGHTS YOU SEE

_t 01:34:52:19
HERE ARE TALKING ABOUT

_t 01:34:53:25
ADJUSTMENT IN SALARIES RELATIVE

_t 01:34:56:12
TO EACH OTHER.

_t 01:34:57:14
SO WE RAISED THE WHOLE FORMULA,

_t 01:35:00:02
THE BASE AMOUNT OF ONE POINT

_t 01:35:03:07
WEIGHTED, EVERY TIME WE HAVE A

_t 01:35:05:02
NEW COLLECTIVE BARGAINING

_t 01:35:06:09
INCREASE IN OUR B.T.U. CONTRACT.

_t 01:35:09:02
IN THIS MOST RECENT CONTRACT,

_t 01:35:11:04
HOWEVER, PARAPROFESSIONAL

_t 01:35:12:10
SALARIES WHO ARE ARRIVING FASTER

_t 01:35:14:13
THAN TEACHER SALARIES.

_t 01:35:16:19
SO WE HAD TO RAISE EVERY WEIGHT

_t 01:35:20:08
THAT DEALT WITH AN INSTRUCTIONAL

_t 01:35:22:03
MODEL THAT INCLUDES A

_t 01:35:23:26
PARAPROFESSIONAL TO ENSURE THAT

_t 01:35:25:27
SCHOOLS WERE RECEIVING THE

_t 01:35:27:03
ADDITIONAL FUNDING NEEDED TO

_t 01:35:29:09
GIVE IT A RAISE TO

_t 01:35:31:15
PARA-PROFESSIONALS.

_t 01:35:32:28
WE ALSO HAVE AN INCREASED WEIGHT

_t 01:35:34:26
AROUND THE WAY WE PROVIDED

_t 01:35:39:04
E.S.L. SUPPORT TO CLASSROOMS

_t 01:35:41:10
DOING SPECIAL EDUCATION

_t 01:35:42:10
INCLUSION AND ALSO INCREASE THE

_t 01:35:43:29
WAY FOR K-2 TO MAKE A POINT

_t 01:35:47:02
AROUND THESE FULL-TIME

_t 01:35:49:08
PARA-PROFESSIONALS.

_t 01:35:56:05
THE FUNDING, THE MAJORITY OF THE

_t 01:35:59:17
MONEY FOR SCHOOLS IS NOT THE

_t 01:36:00:24
ONLY MONEY THAT GOES OUT.

_t 01:36:03:16
THIS SOMETHING CALLED ALLOCATION

_t 01:36:05:02
TRACKER WHICH IS ALSO AVAILABLE

_t 01:36:07:02
ON OUR WEB SITE.

_t 01:36:07:24
THERE IS A 20-PAGE VERSION OF IT

_t 01:36:09:25
THAT SHOWS YOU EVERY CATEGORY BY

_t 01:36:11:15
EVERY SCHOOL.

_t 01:36:12:05
THERE'S ALSO BEEN A ONE-PAGER

_t 01:36:14:11
FOR EVERY INDIVIDUAL SCHOOL.

_t 01:36:17:09
AND ONE SHOWS YOU IS THE WAY

_t 01:36:19:27
STUDENT FUNDING FOR EACH SCHOOL,

_t 01:36:21:13
BUT THEN ALL THE ADDITIONAL

_t 01:36:22:29
SUPPORT THAT SCHOOLS GET IN

_t 01:36:24:25
THESE CATEGORIES ARE LAID OUT

_t 01:36:26:12
HERE.

_t 01:36:26:16
THESE ARE THINGS LIKE EVERY

_t 01:36:32:02
SCHOOL GETS, IBEA WHICH SCHOOLS

_t 01:36:36:10
ARE W HIGH LEVEL OF EDUCATION

_t 01:36:39:28
PROVIDES SPECIAL EDUCATION

_t 01:36:41:02
SUPPORTS, BUT ALSO SPECIAL

_t 01:36:43:07
COORDINATORS WHICH DON'T GO

_t 01:36:44:24
STUDENT FUNDING BUT ALLOCATED

_t 01:36:46:26
BASED ON STAFFING LEVELS AT

_t 01:36:49:02
DIFFERENT SCHOOLS.

_t 01:36:51:26
RULES BASED OFF LANDING.

_t 01:36:53:06
THESE ARE THE ALLOCATIONS WE

_t 01:36:54:20
GIVE OUT TO SCHOOLS BASED ON

_t 01:36:58:06
ENROLLMENT DECLINED TO HELP THEM

_t 01:37:01:24
SMOOTH OUT THE LOSS OF REVENUE

_t 01:37:03:20
THAT COMES WITH A DECREASE IN

_t 01:37:06:06
ENROLLMENT.

_t 01:37:06:13
AND THEN SUDDENLY IT USED TO BE

_t 01:37:08:14
CALLED SUSTAINABILITY

_t 01:37:09:21
ALLOCATIONS WE'LL GET INTO LATER

_t 01:37:10:28
CALLED THE FOUNDATION FOR

_t 01:37:13:17
QUALITY, WHICH IS ESSENTIALLY

_t 01:37:15:09
ENSURING A BASELINE LEVEL OF

_t 01:37:17:15
SERVICES FOR ALL SCHOOLS.

_t 01:37:20:13
THERE'S A VARIETY OF ADDITIONAL

_t 01:37:23:12
ADJUSTMENTS IN OTHER THINGS IN

_t 01:37:25:05
MORE DETAIL IN THAT ALLOCATION

_t 01:37:27:10
TRACKER AND SUPPLEMENTAL

_t 01:37:29:02
ALLOCATIONS WITH.

_t 01:37:29:21
ONCE AGAIN, IT'S ALL

_t 01:37:31:26
ACCOMPLISHED ON OUR WEB SITE.

_t 01:37:34:15
-- PUBLISHED ON OUR WEB SITE.

_t 01:37:36:24
IN ADDITION TO THE THINGS ON

_t 01:37:39:21
SCHOOL BUDGETS, WE ARE ALSO

_t 01:37:41:14
INVESTING IN WHAT WE CALL

_t 01:37:42:27
STUDENTS SERVICES BUDGETED

_t 01:37:44:29
CENTRALLY.

_t 01:37:45:04
THESE ARE THINGS, IN YOUR

_t 01:37:48:10
EXPERIENCE, WHEN YOU WERE IN A

_t 01:37:49:19
SCHOOL, YOU WOULD THINK OF AS

_t 01:37:51:17
COSTS THAT WERE BORNE AT THAT

_t 01:37:53:13
SCHOOL, BUT THE ACTUAL COSTS ARE

_t 01:37:54:29
ON THE CENTRAL BUDGET.

_t 01:37:56:12
FOR EXAMPLE, OUR ROLLOUT OF

_t 01:37:59:13
CHROME BOOKS THAT WAS DISCUSSED

_t 01:38:01:15
THIS MORNING, 40,000 STUDENTS,

_t 01:38:05:11
SOME OF WHICH WE'VE BEEN

_t 01:38:08:20
PURCHASING IN ADVANCE IN OUR

_t 01:38:10:12
RESPONSE TO COVID, THAT IS ALL

_t 01:38:11:22
ON THE CENTRAL BUDGET.

_t 01:38:12:20
YOU WON'T SEE THOSE ITEMS ON

_t 01:38:14:19
INDIVIDUAL SCHOOL BUDGETS, AND

_t 01:38:16:12
THAT IS UP TO ACHIEVE THE

_t 01:38:17:21
ECONOMY, THE SCALE AND

_t 01:38:19:11
COORDINATION WE NEED TO ROLL

_t 01:38:22:08
THIS OUT CORRECTLY, BUT 100% OF

_t 01:38:25:20
THE ACTUAL BENEFIT ON THIS IS

_t 01:38:27:28
FELT DIRECTLY IN SCHOOLS.

_t 01:38:30:22
THOSE ARE IN PHYSICAL BUILDINGS

_t 01:38:33:02
JUST NOT ON SCHOOL BUDGETS.

_t 01:38:35:10
SO WE'RE EXCITE ABOUT THIS

_t 01:38:37:02
INVEM, BUT IT'S ON THE CENTRAL

_t 01:38:41:08
BUDGET, NOT THE SCHOOL BUDGET.

_t 01:38:45:05
I MENTIONED EARLIER THE

_t 01:38:49:02
FOUNDATION FOR EQUALITY.

_t 01:38:50:20
FOR THOSE OF YOU WHO'VE DONE

_t 01:38:54:22
THIS INVOLVED IN THE B.P.S.

_t 01:38:59:06
PROCESS -- SORRY -- ONE SCHOOL

_t 01:39:06:02
BUDGET WE'RE INVESTING IN,

_t 01:39:08:22
FACILITIES MANAGEMENT.

_t 01:39:09:15
WE'VE HEARD A LOT OF FEEDBACK

_t 01:39:14:18
ABOUT HIGHER EXPECTATIONS FOR

_t 01:39:17:02
WHAT OUR FACILITIES ARE FOR OUR

_t 01:39:19:17
STUDENTS AND HAVE A HIGH-QUALITY

_t 01:39:22:09
LEARNING ENVIRONMENT.

_t 01:39:23:07
ON THE OPERATING BUDGET, THE

_t 01:39:24:25
MAIN WAY YOU WILL SEE IS AN

_t 01:39:26:15
INCREASE IN CUSTODIAL SUPPORT

_t 01:39:28:22
FOR KEEPING BUILDINGS CLEAN.

_t 01:39:33:27
IN ADDITION THE CAPITAL BUDGET

_t 01:39:36:06
PROCESS YOU ARE SEE TALKS ABOUT

_t 01:39:39:15
THE PHYSICAL INFRASTRUCTURE,

_t 01:39:41:18
WE'RE VERY MUCH EXCITED ABOUT

_t 01:39:44:28
THOSE -- (INAUDIBLE).

_t 01:40:04:03
(AUDIO TECHNICAL DIFFICULTY)

_t 01:40:07:19
UP...

_t 01:40:16:07
-- IN THE NEIGHBORHOOD-BASED

_t 01:40:19:13
PROVIDER, AND OUR EARLY

_t 01:40:20:26
INDICATION, TO MY KNOWLEDGE, HAS

_t 01:40:22:07
BEEN WORKING COLLABORATIVELY

_t 01:40:23:20
WITH A NUMBER OF PROVIDERS

_t 01:40:25:06
AROUND THE CITY TO ENSURE

_t 01:40:26:12
THEY'RE OFFERING REALLY

_t 01:40:28:28
HIGH-QUALITY SUPPORT, AND I'M

_t 01:40:30:17
SURE THEY WOULD BE VERY EXCITED

_t 01:40:31:20
TO TALK TO YOU MORE ABOUT THAT

_t 01:40:33:02
AT A LATER DATE.

_t 01:40:40:02
ENROLLMENT CHANGES ARE THE MAIN

_t 01:40:44:06
DRIVER OF SCHOOLS.

_t 01:40:53:24
HOW DO WE SUPPORT SCHOOLS GOING

_t 01:40:56:02
THROUGH A PERIOD OF ENROLLMENT

_t 01:40:58:02
TRANSITION, WHICH CAN BE QUITE

_t 01:41:00:09
CHALLENGING FOR A SCHOOL

_t 01:41:01:25
COMMUNITY?

_t 01:41:02:02
LIKE TYING INTO OUR STRATEGIC

_t 01:41:04:02
PLAN, RIGHT, WE NEED TO BE

_t 01:41:06:03
REALLY THINKING ABOUT HOW DO WE

_t 01:41:08:24
ENSURE THAT SCHOOLS GOING

_t 01:41:09:21
THROUGH THIS EXPERIENCE OF

_t 01:41:11:10
ENROLLMENT CHANGE ARE STILL ABLE

_t 01:41:12:13
TO OFFER THAT EQUITABLE,

_t 01:41:17:11
WORLD-CLASS, HIGH-QUALITY

_t 01:41:19:02
EDUCATION EVERY CHILD DESERVES.

_t 01:41:20:27

THE SIMPLE EXAMPLE WE TEND TO

_t 01:41:22:06

USE IS WE SEE SCHOOLS THAT USED

_t 01:41:23:26

TO HAVE THREE FOURTH GRADES BUT

_t 01:41:26:03

ONLY HAVE TWO FOURTH GRADES FOR

_t 01:41:27:15

NEXT YEAR.

_t 01:41:28:06

THAT SCHOOL MAY LOOK LIKE

_t 01:41:29:22

THEY'RE GETTING A BUDGET

_t 01:41:30:22

REDUCTION.

_t 01:41:31:05

THEY MAY HAVE ONE FEWER TEACHER

_t 01:41:32:16

IN THE BUILDING, BUT FROM A

_t 01:41:35:27

STUDENT EXPERIENCE, THE STUDENTS

_t 01:41:37:13

AREN'T ACTUALLY EXPERIENCING

_t 01:41:39:15

ANYTHING DIFFERENTLY.

_t 01:41:40:25

THE ONLY CHANGE IS THAT ONE

_t 01:41:42:29

FOURTH GRADE CLASSROOM.

_t 01:41:47:24

IN A DIFFERENT WAY, THOUGH, IT

_t 01:41:49:05

WOULD BE A SCHOOL LOSING AN ART

_t 01:41:51:23

TEACHER, MUSIC TEACHER OR

_t 01:41:53:19
GUIDANCE COUNSELOR, THOSE TYPES

_t 01:41:58:27
OF POSITIONED ARE FOCUSED TO

_t 01:42:01:02
ENSURE THOSE PARTS OF A

_t 01:42:02:11
HIGH-QUALITY EDUCATION REMAIN AT

_t 01:42:03:20
SCHOOLS IN THE APPROPRIATE

_t 01:42:04:23
RATIO, EVEN IF THE SCHOOL SIZE

_t 01:42:06:19
IS CHANGING.

_t 01:42:12:17
WE'VE HISTORICALLY TALKED ABOUT

_t 01:42:15:02
THE CONCERN ABOUT A CYCLE OF

_t 01:42:17:09
DECLINING ENROLLMENT, THAT A

_t 01:42:20:29
SCHOOL SEASON ENROLLMENT DECLIEB

_t 01:42:23:18
FOR SOME REASON COULD BE DUE TO

_t 01:42:25:08
ANY NUMBER OF FACTOR AND IS TIED

_t 01:42:26:24
TO A FUNDING DECREASE, WHICH

_t 01:42:29:23
THEN LEADS TO A REDUCTION OF

_t 01:42:33:12
STAFF AND PROGRAM WHICH GETS

_t 01:42:34:25
TALKED ABOUT AND HEARD, SO THEN

_t 01:42:36:14
FEWER FAMILIES ARE INCLINED TO

_t 01:42:38:23
PICK THE SCHOOL, LEADING TO

_t 01:42:40:23
ENROLLMENT DECLINE, AND YOU

_t 01:42:41:22
START THE CYCLE AGAIN.

_t 01:42:43:12
ONE OF THE THINGS WE'RE TRYING

_t 01:42:44:15
TO DO IS THINK ABOUT HOW TO

_t 01:42:45:27
BREAK THE CYCLE AND FOCUS ON

_t 01:42:48:21
ENSURING EVERY SCHOOL, EVEN WITH

_t 01:42:51:04
EROLLMENT DECLINE, HAS THE

_t 01:42:52:14
RESOURCES AND THE BASELINE LEVEL

_t 01:42:57:12
SUPPORT THAT SCHOOL WILL NEED.

_t 01:43:13:13
>> NEEDS.

_t 01:43:14:09
SCHOOL AGE IN BOSTON HAS

_t 01:43:19:04
DECLINED BUT STUDENTS DOUBLED IN

_t 01:43:21:10
THE BOSTON PUBLIC SCHOOLS.

_t 01:43:23:23
STUDENTS ATTENDING NON-B.P.S.

_t 01:43:28:03
SCHOOLS INCREASED WHILE THE

_t 01:43:32:02
OVERALL POPULATION AT SCHOOL HAS

_t 01:43:35:07
DECLINED.

_t 01:43:35:14
THIS CHANGE IN B.P.S. IS NOT

_t 01:43:37:20
FELT EVENLY.

_t 01:43:38:09
FOR EXAMPLE, IN OUR HIGH

_t 01:43:40:09
SCHOOLS, OUR OVERALL HIGH SCHOOL

_t 01:43:41:28
ENROLLMENT IS DOWN ABOUT 8%.

_t 01:43:43:23
THIS IS LARGELY DUE TO JUST

_t 01:43:45:17
SMALLER CLASSES OF STUDENTS

_t 01:43:49:12
MOVING THROUGH.

_t 01:43:50:14
THREE YEARS AGO, OUR ENTERING

_t 01:43:53:26
NINTH GRADE CLASS WAS

_t 01:43:55:12
SIGNIFICANTLY SMALLER THAN THE

_t 01:43:58:22
12th GRADE CLASS WE'RE LOSING,

_t 01:44:02:13
WHILE WE'RE INTO YEAR THREE,

_t 01:44:04:15
GOING INTO YEAR FOUR OF THAT

_t 01:44:06:26
CHANGE.

_t 01:44:07:24
ENROLLMENT IN SELECTIVE

_t 01:44:09:02
ADMISSIONS SCHOOLS AND ADVANCED

_t 01:44:11:11
SCHOOLS ARE UP OVER THE SAME

_t 01:44:13:07
FIVE-YEAR PERIOD, AND ENROLLMENT

_t 01:44:18:22
IN PARK IS ALSO UP.

_t 01:44:20:12
THAT MEANT OPEN ENROLLMENT

_t 01:44:22:08
COMPREHENSIVE HIGH SCHOOLS HAVE

_t 01:44:23:04
SEEN A SIGNIFICANTLY BIGGER AND

_t 01:44:25:21
DISPROPORTIONATE DECREASE IN

_t 01:44:28:21
ENROLLMENT BECAUSE THEY ARE

_t 01:44:33:19
HAVING A DISTRICT-WIDE PROBLEM

_t 01:44:36:09
PROPORTIONATELY IN OUR SCHOOLS.

_t 01:44:40:05
SO WE NEED TO BE REALLY

_t 01:44:41:24
THOUGHTFUL ABOUT HOW DO WE BREAK

_t 01:44:43:17
THAT PSYCH OF DECLINING

_t 01:44:45:26
ENROLLMENT.

_t 01:44:46:06
AND ONE OF THE REALLY EXCITING

_t 01:44:47:19
THINGS ABOUT THIS \$100 MILLION

_t 01:44:50:18
COMMITMENT IS WE GET TO BOTH SAY

_t 01:44:53:05
INCREDIBLY EXCITING THINGS WE'RE

_t 01:44:54:10
DOING FOR THIS YEAR BUT ALSO SAY

_t 01:44:56:03
FOR A NUMBER OF OTHER SCHOOL

_t 01:44:58:04
COMMUNITIES, YOU'RE COMING SOON,

_t 01:44:59:13
RIGHT, AND WE HAVE COMMITMENTS

_t 01:45:00:16
IN YEAR TWO AND YEAR THREE TO

_t 01:45:02:19
CONTINUE TO BUILD ON THE

_t 01:45:04:25
COMMITMENTS WE'RE MAKING IN THE

_t 01:45:07:07
FY'21 BUDGET, TO REALLY BUILD A

_t 01:45:09:10
FOUNDATION FOR EQUALITY ACROSS

_t 01:45:11:14
ALL SCHOOLS AND INTERVENE FIRST,

_t 01:45:13:13
THOUGH, IN OUR HIGHLES NEEDS

_t 01:45:17:25
SCHOOLS, WHICH ARE OFTEN SCHOOLS

_t 01:45:19:06
THAT HAVE BEEN EXPERIENCED

_t 01:45:24:10
RECYCLE MORE OR

_t 01:45:26:04
DISPROPORTIONATELY.

_t 01:45:26:12
WE HAVE ABOUT \$125 MILLION IN

_t 01:45:33:25
OUR GENERAL FUND TO SUPPLEMENT

_t 01:45:37:18
ENROLLMENT BASED ON WAGE FUNDING

_t 01:45:40:16
ALLOCATIONS.

_t 01:45:40:22

THESE ARE AADDITIONAL RESOURCES

_t 01:45:42:18

THAT SCHOOLS RECEIVE FOR A

_t 01:45:44:04

VARIETY OF REASONS, BOTH THE

_t 01:45:47:13

FOUNDATION FOR QUALITY WHICH IS

_t 01:45:48:13

A NEW INVESTMENT, BUT ALSO A

_t 01:45:50:26

TRADITIONAL PROGRAM BASED

_t 01:45:52:05

SUPPORT AS WELL AS INVESTMENTS

_t 01:45:53:18

AND TURNAROUND AND

_t 01:45:55:15

TRANSFORMATION AND ENROLLMENT

_t 01:45:57:21

TRANSITION.

_t 01:46:00:14

SO WE'VE TALKED ABOUT SOMETHING

_t 01:46:01:24

CALLED A FOUNDATION BUDGET

_t 01:46:05:02

BEFORE.

_t 01:46:05:20

THE FOUNDATION BUDGET AND

_t 01:46:10:12

STUDENT FUNDING ACKNOWLEDGE ALL

_t 01:46:12:25

SCHOOLS NEED CERTAIN THINGS -- A

_t 01:46:15:10

PRINCIPAL, SCHOOL SECRETARY AND

_t 01:46:16:20

BASIC SUPPLIES OR WHAT'S IN

_t 01:46:19:26

THERE RIGHT NOW, ABOUT \$220,000.

_t 01:46:31:20

WE WILL ALLOCATE COORDINATING

_t 01:46:34:17

FOR SPECIAL EDUCATION, AS FOR

_t 01:46:36:02

THE FOUNDATIONAL INVESTMENTS,

_t 01:46:39:06

AND THEN TRADITIONALLY WE DID A

_t 01:46:42:18

SUSTAINABILITY ALLOCATION WHICH

_t 01:46:43:19

I REFERENCED EARLIER.

_t 01:46:45:10

SO IF A SCHOOL WAS NOT ABLE TO

_t 01:46:47:13

MEET THEIR MINIMUM LEGAL

_t 01:46:50:07

COMPLIANCE NEEDS THROUGH THEIR

_t 01:46:51:23

WAGE AND FUNDING ALLOCATION AND

_t 01:46:53:22

ADDITION ALLOCATIONS, WE WOULD

_t 01:46:55:02

PROVIDE THEM ADDITIONAL FUNDING

_t 01:46:56:24

TO BRING THEM UP TO THAT --

_t 01:47:00:18

(INAUDIBLE).

_t 01:47:00:28

ONE IMPORTANT THING TO NOTE IS

_t 01:47:02:03

THERE ARE A NUMBER OF

_t 01:47:05:13

FOUNDATIONAL STUDENTS BUDGETED

_t 01:47:07:12
ALLOCATED CENTRALLY LIKE RELATED

_t 01:47:09:09
SERVICE FOR SPECIAL EDUCATION,

_t 01:47:11:08
THEY NEAR TO ON SCHOOL BUDGETS.

_t 01:47:13:24
ANY NEEDS ON THAT ARE PROVIDED

_t 01:47:16:24
CENTRALLY.

_t 01:47:17:02
SO WE'VE NOT HAD A LOT OF

_t 01:47:18:27
FEEDBACK ABOUT THE

_t 01:47:20:24
SUSTAINABILITY ALLOCATION.

_t 01:47:21:18
THE SUPERINTENDENT GOT A LOT OF

_t 01:47:25:13
FEEDBACK ABOUT IT IN HER

_t 01:47:28:15
LISTENING REFERENCING PEOPLE BY

_t 01:47:31:11
NAME.

_t 01:47:31:16
THIS SAID IN ADDITION TO MINIMUM

_t 01:47:36:08
COMPLIANCE, EVERY SCHOOL HAS

_t 01:47:37:17
SORT OF SCHOOL-SPECIFIC SUPPORTS

_t 01:47:39:03
THAT THEY NEED TO BE ABLE TO

_t 01:47:40:29
PROVIDE, AS WELL AS ADDITIONAL

_t 01:47:44:15
DISCRETIONARY ITEMS.

_t 01:47:45:21

AND, SO, WHAT WE'VE INVESTED IN

_t 01:47:47:24

THIS YEAR CALLED THE COMING

_t 01:47:49:10

FOUNDATION FOR EQUALITY.

_t 01:47:50:11

WHAT THAT MEANS IS WE TAKE THE

_t 01:47:52:27

SUSTAINABILITY ALLOCATION,

_t 01:47:54:16

LEGALLY DEFINE COMPLIANT FLOOR,

_t 01:47:58:05

AND ADD TO IT A BASELINE AMOUNT

_t 01:48:00:04

OF FUNDING ABOVE COMPLIANCE THAT

_t 01:48:03:05

VARIES ON ENROLLMENT AND NEEDS

_t 01:48:05:02

WITH HIGHER NEED SCHOOLS HAVING

_t 01:48:07:09

A PER-PEOPLE BASELINE, A HIGHER

_t 01:48:10:12

PER-PEOPLE BASELINE TO ENSURE

_t 01:48:12:18

THAT HIGHER-NEEDS SCHOOLS GET

_t 01:48:14:11

MORE ADDITIONAL FUNDING BUT THAT

_t 01:48:15:24

ALL SCHOOLS HAVE A BASE-LINE

_t 01:48:17:27

LEVEL OF DISCRETIONARY SUPPORT.

_t 01:48:22:17

SO THOSE ARE BASED ON CERTAIN

_t 01:48:27:18

WEIGHTS IN STUDENT FUNDING.

_t 01:48:30:17

THE PRINCIPAL LET ME USE HIS

_t 01:48:32:17

SCHOOL AS AN EXAMPLE, IS WE LOOK

_t 01:48:36:05

AT THE OPPORTUNITY INDEX,

_t 01:48:39:04

POVERTY AND HOMELESSNESS BASE

_t 01:48:41:27

WEIGHTS, AND WHAT WE SAY IS

_t 01:48:43:19

WE'RE GOING TO GUARANTEE THAT

_t 01:48:45:20

THESE WEIGHTS ARE KEPT ABOVE

_t 01:48:50:06

COMPLIANCE FOR THE TYPES OF

_t 01:48:52:15

FLEXIBLE SUPPORT THAT SCHOOLS

_t 01:48:53:26

NIGHT IMMEDIATE.

_t 01:48:54:29

FOR A SCHOOL LIKE THE TOBIN,

_t 01:48:57:02

THEY WERE NEVER A SUSTAINABLE

_t 01:48:59:02

ALLOCATION SCHOOL.

_t 01:48:59:22

THEY HAVE ALWAYS HAD MORE THAN

_t 01:49:01:05

WHAT WAS MINIMALLY LEGALLY

_t 01:49:03:06

REQUIRED.

_t 01:49:03:12

BUT WHEN WE STARTED DOING THIS

_t 01:49:05:05

ANALYSIS FOR THIS YEAR'S

_t 01:49:06:26
FOUNDATION, WHAT WE FOUND WAS

_t 01:49:08:09
BASED ON THEIR STUDENT NEED,

_t 01:49:09:24
NUMBER OF STUDENTS, THEY SHOULD

_t 01:49:12:16
HAVE \$466,000, ACCORDING TO OUR

_t 01:49:14:06
NEW FOUNDATION FOR EQUALITY,

_t 01:49:15:28
THAT THEY CAN SPEND ON THE TYPES

_t 01:49:18:14
OF FLEXIBLE SUPPORT THAT MIGHT

_t 01:49:19:27
BE REQUIRED FOR THEIR SCHOOL.

_t 01:49:23:09
AND THIS IS BASED ON NUMBERS AND

_t 01:49:25:21
THEIR STUDENT FUNDING.

_t 01:49:26:21
WHILE WE LOOK AT THEIR BUDGET

_t 01:49:29:10
FOR THE FOUNDATION OF EQUALITY,

_t 01:49:31:05
WE FOUND THAT THEY HAD THESE

_t 01:49:33:07
FOUR TYPES OF THINGS THAT ARE

_t 01:49:35:13
NOT REALLY MANDATED BUT ARE THE

_t 01:49:38:09
SCHOOL'S BUDGET AND, IN THEIR

_t 01:49:39:22
CASE, THEY HAD A DIRECTOR OF

_t 01:49:41:29
INSTRUCTION, THEY HAD 1.5 SOCIAL

_t 01:49:45:02
WORK, THEY HAD A CLUSTER

_t 01:49:46:18
SUBSTITUTE AND NON-PERSONNEL

_t 01:49:48:14
EXPENDITURES.

_t 01:49:48:20
BUT WHEN YOU ADDED UP THAT

_t 01:49:50:13
AMOUNT, IT WAS ONLY \$384,000

_t 01:49:53:07
ABOVE THE MINIMUM COMPLIANCE

_t 01:49:55:10
LEVEL, AND PER OUR NEW

_t 01:49:57:16
INVESTMENT IN THE FOUNDATION FOR

_t 01:49:59:28
EQUALITY, THEIR MINIMUM BASELINE

_t 01:50:01:18
TARGET WAS \$466,000.

_t 01:50:05:26
SO THIS SCHOOL DESPITE ALREADY

_t 01:50:07:12
BEING OVER THE MINIMUM BASELINE

_t 01:50:10:03
TARGET GOT AN ADDITIONAL

_t 01:50:11:29
ALLOCATION OF \$2,000, TO ENSURE

_t 01:50:15:02
THAT THEY HAVE FLEXIBLE

_t 01:50:16:17
RESOURCES ABOVE THAT MINIMUM

_t 01:50:20:03
DEFINITION OF COMPLIANCE, AND

_t 01:50:23:18
THEY CAN INVEST IN THINGS THAT

_t 01:50:25:08
ARE IMPORTANT TO THEIR SCHOOL

_t 01:50:27:07
COMMUNITY THAT MAY NOT BE SORT

_t 01:50:28:12
OF LEGALLY OR CONTRACTUALLY

_t 01:50:31:02
REQUIRED.

_t 01:50:31:12
IN ATIGS TO THAT INVESTMENT IN

_t 01:50:33:20
THE FOUNDATION FOR EQUALITY, WE

_t 01:50:35:29
ALSO INVESTED IN SUPPORT FOR

_t 01:50:39:21
SCHOOLS IN A K-6 TRANSITION.

_t 01:50:41:21
ONE OF OUR BELIEFS ABOUT K-6 IS

_t 01:50:44:23
IT'S GOING TO ENCOURAGE A NUMBER

_t 01:50:45:29
OF FAMILIES TO STAY WITH B.P.S.,

_t 01:50:47:25
NOW THAT THEY SEE THEY HAVE AN

_t 01:50:49:16
OPTION TO STAY IN THEIR

_t 01:50:51:17
ELEMENTARY SCHOOL THROUGH SIXTH

_t 01:50:52:28
GRADE AND MAKE A SEVENTH GRADE

_t 01:50:56:04
TRANSITION IN B.P.S. SCHOOLS.

_t 01:50:57:02
BUT ONE TO HAVE THE THINGS WE

_t 01:51:03:02
EXPERIENCE FOR FIFTH GRADE TO

_t 01:51:04:21

GET INTO CHARTER SCHOOL AND

_t 01:51:05:17

OTHER THINGS, WE KNOW NEXT

_t 01:51:07:17

YEAR'S SIXTH GRADE WILL BE

_t 01:51:10:04

UNDERENROLLED RELATIVELY TO WHAT

_t 01:51:11:04

WE EXPECT IT TO BE LONG TERM.

_t 01:51:12:25

SO WE SAID TO ALL K-6 TRANSITION

_t 01:51:15:25

SCHOOLS IS WE WILL FULLY FUND

_t 01:51:17:12

THE COST OF YOUR SIXTH GRADE.

_t 01:51:20:02

WHAT THAT MEANS IS WHEN WE WENT

_t 01:51:21:20

THROUGH THE BUDGET PROCESS WITH

_t 01:51:23:09

THEM, WE LAID OUT ALL THE COSTS

_t 01:51:24:22

OF THEIR SIXTH GRADE, ALL THE

_t 01:51:27:11

REVENUE FROM STUDENT FUNDING FOR

_t 01:51:29:21

THE SIXTH GRADE, AND IF THE

_t 01:51:32:10

REVENUE WAS LOWER THAN THE COST

_t 01:51:34:06

OF ANY SCHOOL THEY GOT

_t 01:51:36:08

ADDITIONAL FUNDING TO BRING THAT

_t 01:51:37:05

UP, AND WE EXPECT ENROLLMENT

_t 01:51:38:27
WILL INCREASE AND FILL THAT GAP

_t 01:51:41:06
AS FAMILIES GET USED TO THE FULL

_t 01:51:43:19
K-6 OPTION.

_t 01:51:44:22
WE'LL HAVE TEMPORARY SUPPORT FOR

_t 01:51:49:02
SCHOOLS TRANSITIONING TO

_t 01:51:50:07
INCLUSION.

_t 01:51:50:18
THE FINAL THING, IF WE HAVE

_t 01:51:52:24
SCHOOLS TRANSITIONING, SOMETHING

_t 01:51:54:10
ABOUT THEIR PROGRAMMING, THAT

_t 01:51:56:03
MEANS IT'S UNDERENROLLED DUE TO

_t 01:51:57:26
A DIFFICULT TRANSITION, AND WE

_t 01:51:59:02
HAVE SOME ADDITIONAL SUPPORT FOR

_t 01:52:00:28
THAT.

_t 01:52:02:21
FINALLY, WE HAVE A NUMBER OF

_t 01:52:04:28
DIFFERENT SOFT LANDINGS THAT WE

_t 01:52:06:20
GIVE OUT TO SCHOOLS, BUT

_t 01:52:08:29
STARTING LAST YEAR, THE SCHOOL

_t 01:52:10:28
COMMITTEE FOCUSED UP ON HAVING A

_t 01:52:14:02

SPECIFIC SOFT LANDING THAT WE

_t 01:52:16:03

DELIVER LATE IN THE PROCESS TO

_t 01:52:19:02

BE RESPONSIVE TO SCHOOL NEEDS

_t 01:52:23:02

AFTER OUR RULE BASED PROFITS ARE

_t 01:52:26:18

COMPLETED.

_t 01:52:26:24

SO IT WAS AFTER WE GAVE THE

_t 01:52:30:02

INITIAL RECOMMENDATIONS TO THE

_t 01:52:31:09

SCHOOL COMMITTEE, WE'RE WORKING

_t 01:52:33:09

WITH SCHOOLS THAT EVEN AFTER OUR

_t 01:52:36:03

(INAUDIBLE) ARE EXPERIENCING A

_t 01:52:37:22

NEGATIVE BUDGET IMPACT AND WE

_t 01:52:39:02

WORK WITH SCHOOL SUPERINTENDENTS

_t 01:52:40:05

TO DETERMINE WHERE THE HIGHEST

_t 01:52:41:27

NEED IS AND PROVIDE ADDITIONAL

_t 01:52:43:17

ALLOCATION OUT TO THOSE SCHOOLS.

_t 01:52:44:26

AND THIS IS THE LIST OF SCHOOLS

_t 01:52:46:24

THAT WE DID THAT FOR THIS YEAR

_t 01:52:49:13

BASED ON THE NEEDS THAT WE SAW.

_t 01:52:56:02

AND HERE ARE SOME MORE DETAILS

_t 01:52:58:07

NOW ABOUT THE K-6 EXPANSION

_t 01:53:02:10

SCHOOLS AND SCHOOLS WITH

_t 01:53:04:10

SUPPORTING PROGRAMS WHO ARE

_t 01:53:06:19

TRANDIGSED FOR CAPACITY.

_t 01:53:07:14

THIS IS AN EXAMPLE.

_t 01:53:11:09

SO I MENTIONED THE TRANSITION IN

_t 01:53:14:29

PROGRAMMING WHERE THE NUMBER OF

_t 01:53:17:09

ADA CLASSES IN THE SCHOOL IS

_t 01:53:18:28

CHANGING SLIGHTLY BASED ON A

_t 01:53:20:04

SHIFT IN PROGRAMMING IN THE

_t 01:53:21:20

DISTRICT, AND WE'RE ENSURING

_t 01:53:23:02

THAT THEIR PROGRAMMING IS FULLY

_t 01:53:24:29

FUNDED DURING THAT TRANSITION.

_t 01:53:26:09

SAME THING AT THE PERKINS.

_t 01:53:32:21

FINALLY, WE ARE INVESTING IN OUR

_t 01:53:37:15

TRANSFORMATION SCHOOLS, RIGHT.

_t 01:53:38:10

THIS IS THE BIGGEST SINGLE

_t 01:53:40:06
INVESTMENT IN OUR BUDGET THIS

_t 01:53:45:09
YEAR.

_t 01:53:45:15
THE IDEA THAT WE HAVE TO BE

_t 01:53:48:02
ADDRESSING THE SYSTEMATIC

_t 01:53:50:02
BARRIERS, RIGHT, THAT ARE

_t 01:53:51:13
HAMPERING OUR STUDENTS' ABILITY

_t 01:53:52:20
TO REACH THEIR FULL POTENTIAL,

_t 01:53:57:02
AND SYSTEMATIC BARRIERS REQUIRE

_t 01:53:59:12
A SYSTEMATIC SOLUTION.

_t 01:54:00:06
AND, SO, THE THREE INVESTMENTS

_t 01:54:03:04
WE'RE MAKING THIS YEAR IN

_t 01:54:05:27
TRANSFORMATION SCHOOLS, FAMILY

_t 01:54:07:06
LEAVE ON INSTRUCTIONAL

_t 01:54:11:18
FACILITATORS AND SOCIAL WORKERS,

_t 01:54:13:27
WORKING TOGETHER WITH SCHOOL

_t 01:54:15:04
LEADERSHIP AND TEACHERS TO

_t 01:54:17:29
ENSURE THAT SCHOOLS ARE ABLE TO

_t 01:54:23:11
HELP --

_t 01:54:24:29
(AUDIO DIFFICULTY)

_t 01:54:28:17
>> -- HIGH VOLUME OF EDUCATION

_t 01:54:30:07
THEY DESERVE.

_t 01:54:31:13
THESE SCHOOLS ARE SPREAD OVER

_t 01:54:32:23
ALMOST THE ENTIRE CITY FROM, YOU

_t 01:54:37:06
KNOW, EASTBOUND TO HYDE PARK AND

_t 01:54:39:12
OVER NEAR ME AT BRIGHTON HIGH

_t 01:54:41:18
SCHOOL RIGHT BEHIND ME WITH THE

_t 01:54:46:09
CHERRY BLOSSOMS OUT, BEAUTIFUL

_t 01:54:47:11
OVER THERE.

_t 01:54:51:02
AND, SO, WE HAVE A HUGE AMOUNT

_t 01:54:55:08
OF INFORMATION AVAILABLE

_t 01:54:56:08
PUBLICLY ABOUT OUR BUDGET.

_t 01:55:03:14
THE BOSTON PUBLIC SCHOOLS BUDGET

_t 01:55:04:18
GIVES YOU GENERAL INFORMATION

_t 01:55:05:20
ABOUT WHAT WE SPEND OUR BUDGET

_t 01:55:08:12
ON BUT BOSTON PUBLIC SCHOOLS

_t 01:55:10:08
DOTED ORG/BUDGET GIVES YOU ALL

_t 01:55:13:17
THE DOCUMENTS -- BOSTON PUBLIC

_t 01:55:18:02
SCHOOLS.org/BUDGET GIVES YOU

_t 01:55:18:25
ALL THE DOCUMENTS THAT LETS YOU

_t 01:55:20:18
SEE ACROSS THE WHOLE DISTRICT,

_t 01:55:23:02
WHAT ARE WE INVESTING OUR

_t 01:55:24:23
DOLLARS IN, SO THE COMMUNITY CAN

_t 01:55:27:06
GIVE UP THE FEEDBACK WE NEED TO

_t 01:55:30:08
HELP US EVOLVE OUR TRACK YEAR TO

_t 01:55:32:29
YEAR.

_t 01:55:33:08
AND WE'RE EXCITED TO DISCUSS

_t 01:55:36:14
THIS WITH YOU OVER OUR NEXT FEW

_t 01:55:39:03
HEARINGS OVER THE NEXT MONTH AND

_t 01:55:40:29
A HALF.

_t 01:55:46:04
>> GREAT.

_t 01:55:46:11
THANK YOU SO MUCH, DAVID AND

_t 01:55:50:02
DR. CASSELLIUS AND NATE.

_t 01:55:53:15
NOW THAT WE'RE MOVING TO

_t 01:55:54:18
QUESTIONS, I WANT TO NOTE THAT

_t 01:55:57:05

WE HAVE BEEN JOINED SINCE WE

_t 01:56:00:03

STARTED BY COUNCILLORS.

_t 01:56:11:07

SO I'M GOING TO JUMP IN WITH A

_t 01:56:13:20

QUESTION AGAIN.

_t 01:56:14:12

WE'LL BE DOING FIVE MINUTES AND

_t 01:56:16:05

WE'LL TRY TO GET TO ANOTHER

_t 01:56:24:14

ROUND IF WE CAN.

_t 01:56:25:17

I'LL TRY TO KEEP QUESTIONS TWO

_t 01:56:27:26

TO FIVE SO WE CAN KEEP IT

_t 01:56:30:19

ROLLING.

_t 01:56:32:02

KNOW, YOU FOCUSED IN YOUR

_t 01:56:38:02

PRESENTATION ON THE TOBIN

_t 01:56:39:02

SCHOOL, WHICH HAPPENS TO BE THE

_t 01:56:40:15

ONLY ELEMENTARY OR MIDDLE SCHOOL

_t 01:56:42:02

IN MY DISTRICT.

_t 01:56:46:08

THAT'S A SUBJECT FOR ANOTHER

_t 01:56:47:23

HEARING, BUT THERE IS A HUGE

_t 01:56:49:04

LACK OF FACILITIES ACROSS MY

_t 01:56:52:02
DISTRICT AND A GROWING NUMBER OF

_t 01:56:54:29
FAMILIES IN THE DISTRICT AT THE

_t 01:56:56:18
SAME TIME.

_t 01:56:57:15
BUT LEAVING THAT ASIDE FOR A

_t 01:57:00:22
MOMENT, I WANTED TO FOCUS IN

_t 01:57:02:18
BECAUSE YOU FOCUSED ON THE

_t 01:57:04:10
TOBIN, BECAUSE I HAVE A RELATED

_t 01:57:05:28
QUESTION ABOUT THE OPPORTUNITY

_t 01:57:07:02
INDEX.

_t 01:57:07:24
SO FIRST QUESTION IS I'D ASK YOU

_t 01:57:10:03
TO WALK THROUGH A IT A LITTLE BIT

_t 01:57:13:12
MORE PRECISELY HOW THE

_t 01:57:15:02
OPPORTUNITY INDEX ITSELF IS

_t 01:57:16:23
CONSTITUTED.

_t 01:57:16:29
>> YEP.

_t 01:57:18:07
I'M HAPPY TO.

_t 01:57:21:09
SO THE OPPORTUNITY INDEX IS A

_t 01:57:24:27
MEASURE OF STUDENTS' NEEDS

_t 01:57:27:09
THAT'S MEANT TO BE INDEPENDENT

_t 01:57:30:12
OF THE SCHOOL THEY'RE ATTENDING

_t 01:57:33:04
SOME THE IDEA IS NO SCHOOL IS

_t 01:57:35:05
PENALIZED FOR DOING A GOOD JOB

_t 01:57:38:09
OF EDUCATING STUDENTS, BUT WE'RE

_t 01:57:40:02
RALLY LOG AT RE-PARTNERING WITH

_t 01:57:41:24
THE BOSTON AREA RESEARCH

_t 01:57:45:23
INITIATIVE TO TRY TO IDENTIFY

_t 01:57:46:26
WHAT ARE THE VARIABLES THAT LEAD

_t 01:57:48:18
TO STUDENT PERFORMANCE AND HOW

_t 01:57:50:29
CAN WE MEASURE WHICH COMMUNITIES

_t 01:57:54:16
MIGHT BE AT THE HIGHEST RISK OF

_t 01:57:57:25
LOWER PERFORMANCE LATER ON.

_t 01:58:00:11
AT THE ELEMENTARY LEVEL, THE

_t 01:58:02:15
INCOMING DATA WE HAVE ABOUT

_t 01:58:04:03
STUDENTS AND ALMOST ENTIRELY

_t 01:58:06:12
NEIGHBORHOOD BASED, THINGS LIKE

_t 01:58:08:27
SOCIAL ECONOMIC NEIGHBORHOOD,

_t 01:58:10:23

EDUCATIONAL ADVANCES FOR

_t 01:58:12:02

NEIGHBORHOODS, PUBLIC SAFETY IN

_t 01:58:13:27

NEIGHBORHOODS, THINGS LIKE THAT.

_t 01:58:15:19

AS WE MOVE TO MIDDLE= \div v_x AND HIGH

_t 01:58:17:24

SCHOOL, WE START TO HAVE

_t 01:58:18:27

INFORMATION ABOUT THEIR PRIOR

_t 01:58:21:19

ACADEMIC PERFORMANCE THAT STARTS

_t 01:58:22:24

TO BECOME A BIGGER PREDICTOR OF

_t 01:58:25:16

WHAT THEY WILL DO IN SCHOOL

_t 01:58:27:03

LATER ON.

_t 01:58:27:27

SO WHEN WE'RE USING THAT

_t 01:58:29:19

INDICATOR, WE'RE USING THAT DATA

_t 01:58:31:02

TO LOOK AT PERFORMANCE OF HIGH

_t 01:58:35:19

SCHOOL STUDENTS SO WE UNDERSTAND

_t 01:58:36:15

HOW MUCH THE NEED IS OF THOSE

_t 01:58:38:28

ENTERING STUDENTS IN OUR HIGH

_t 01:58:40:24

SCHOOLS.

_t 01:58:41:04

WE THEN PUT... EVERY STUDENT

_t 01:58:46:07
GETS A RELATIVE RANKING BETWEEN

_t 01:58:48:10
0 AND 1 IN OUR OFFICE OF

_t 01:58:52:12
ACCOUNTABILITY, AND THEN THE

_t 01:58:53:24
SCHOOL GETS AN AVERAGE BASED ON

_t 01:58:56:22
THE NUMBER OF STUDENTS THEY

_t 01:58:57:21
ENROLL.

_t 01:58:58:06
A KEY POINT IS WE DO NOT PROVIDE

_t 01:59:03:03
SCHOOLS NOR DO WE INTEND FOR

_t 01:59:05:02
THIS DATA TO BE USED AT A

_t 01:59:07:26
STUDENT LEVEL.

_t 01:59:08:11
THIS IS NOT ABOUT LABELING

_t 01:59:10:07
STUDENTS AND SAYING THEY ARE

_t 01:59:12:05
HIGH RISK OR ANYTHING LIKE THAT.

_t 01:59:13:27
THIS IS TALKING ABOUT THE

_t 01:59:15:20
CHALLENGE OF THE OVERALL

_t 01:59:17:02
POPULATION THAT THE SCHOOL IS

_t 01:59:18:04
SERVING AND TO MAKE SURE WE'RE

_t 01:59:21:15
DEAF REMEMBER ESTIMATING

_t 01:59:23:16

RESOURCES APPROPRIATELY.

_t 01:59:24:07

SO IN TO TO TOBIN'S CASE, ALL STUDENTS

_t 01:59:30:07

RANGE BETWEEN ZERO AND ONE, AND

_t 01:59:32:24

THAT REFLECTS THE SORT OF

_t 01:59:34:09

AVERAGE NEED OF THE NEIGHBORHOOD

_t 01:59:35:23

THAT THE STUDENT AT THE TOBIN

_t 01:59:37:08

COME FROM, PRIMARILY AN

_t 01:59:42:08

ELEMENTARY DISTRICT.

_t 01:59:42:18

>> THANK YOU.

_t 01:59:44:17

AND I THINK... AND CERTAINLY IT

_t 01:59:46:20

SEEMS REFLECTIVE TO ME OF THE

_t 01:59:49:04

REALITY AT THE TOBIN.

_t 01:59:49:28

YOU SAW IN YOUR DATA.

_t 01:59:51:11

THERE ARE A LOT OF HOMELESS

_t 01:59:53:06

STUDENTS THERE THAT, YOU KNOW,

_t 01:59:54:28

AN WE HAVE A LOT OF STUDENTS WHO

_t 01:59:57:03

SCHOOL BECOMES VERY MUCH LIKE

_t 01:59:58:22

THE STABLE PLACE FOR THEM AT THE

_t 02:00:00:21

TOBIN.

_t 02:00:01:29

AND ONE OF THE CHALLENGES WE

_t 02:00:03:07

HAVE SEEN WITH THAT COMMUNITY IS

_t 02:00:05:02

THE TRANSITION FOR EIGHTH

_t 02:00:06:03

GRADERS INTO HIGH SCHOOL AS SORT

_t 02:00:07:29

OF THAT SUPPORT MOVES AWAY.

_t 02:00:10:15

SO I GUESS THE QUESTION I HAVE

_t 02:00:11:29

IS IT SEEMS TO ME, I APPRECIATE

_t 02:00:14:23

THOSE FACTS THAT WITH THIS

_t 02:00:16:18

FOUNDATION FOR EQUALITY, WE'RE

_t 02:00:18:07

STARTING TO MOVE TOWARD IF WE'RE

_t 02:00:20:05

GOING TO HAVE DIFFERENTIAL

_t 02:00:22:04

RESOURCES FOR SCHOOLS, MATCHING

_t 02:00:23:07

THEM MORE CLOSELY WITH SOME OF

_t 02:00:25:11

THESE EQUITY CONSIDERATIONS OF

_t 02:00:26:18

LIKE OUR STUDENTS WHO HAVE SOME

_t 02:00:28:09

OF THE GREATEST NEEDS, AND

_t 02:00:30:29

ADDING KIND OF THIS INFORMATION

_t 02:00:34:12
IN BECAUSE IT WASN'T BEING

_t 02:00:35:26
CAPTURED BEFORE.

_t 02:00:37:22
IDEALLY, I GUESS ONE QUESTION I

_t 02:00:39:02
HAVE FOR YOU IS DO WE INTEND TO

_t 02:00:40:29
KIND OF MOVE MORE OF OUR FUNDING

_t 02:00:43:20
IN GENERAL IN THAT DIRECTION?

_t 02:00:45:29
BECAUSE I MEAN, TO MY MIND,

_t 02:00:49:02
IDEALLY WHEN WE LOOK AT THE

_t 02:00:51:04
DIFFERENTIAL PER SCHOOL, YOU

_t 02:00:52:20
KNOW, PER STUDENT, HOW MUCH

_t 02:00:53:25
MONEY ARE WE PUTTING IN IN OUR

_t 02:00:55:09
DIFFERENT SCHOOLS, YOU KNOW,

_t 02:00:56:09
THAT IT WOULD IDEALLY SORT OF A

_t 02:00:59:05
GRAPH WHERE IF YOU'RE A

_t 02:01:00:22
HIGH-NEED SCHOOL LIKE THE TOBIN,

_t 02:01:04:06
YOU HAVE MORE MONEY PER STUDENT,

_t 02:01:05:04
RIGHT?

_t 02:01:05:16
AND THAT'S NOT THE REALITY RIGHT

_t 02:01:07:03

NOW.

_t 02:01:09:26

I HOPE EVERYONE FORGIVES ME.

_t 02:01:12:05

I WAS... SOMEBODY MENTIONED THAT

_t 02:01:17:05

THERE WAS INFORMATION ONLINE.

_t 02:01:21:28

SO I PLAYED WITH IT A LITTLE

_t 02:01:23:06

BIT.

_t 02:01:23:16

I'LL SEE IF THIS POPS UP.

_t 02:01:25:06

DOES THIS POP UP FOR YOU ALL OR

_t 02:01:27:05

NOT?

_t 02:01:28:08

>> NOT YET.

_t 02:01:28:29

>> Reporter: NOT YET?

_t 02:01:43:11

IS THERE A GRAPH THERE YET?

_t 02:01:45:07

>> YOU'RE COVERING IT.

_t 02:01:46:25

>> I'LL MINIMIZE THAT.

_t 02:01:49:22

SO I JUST DID A LITTLE GRAPH OF

_t 02:01:51:21

THE BUDGET PER STUDENT ACROSS

_t 02:01:55:15

THE SCORES, AND IT'S A RANDOM

_t 02:01:59:22

SCATTER PLOT.

_t 02:02:00:22

THE TOBIN IS OVER HERE THIS THIS

_t 02:02:02:09

CORNER WHERE YOU GET THE MONEY

_t 02:02:03:24

PER STUDENT, BUT YOU HAVE QUITE

_t 02:02:05:27

A HIGH NEED.

_t 02:02:08:26

AND SO I SORT OF WANTED TO ASK

_t 02:02:11:26

THE QUESTION OF DO WE EXPECT

_t 02:02:15:03

THIS TO TURN INTO MORE OF A CORE

_t 02:02:21:18

-- CORRELATED FUNCTION OVER

_t 02:02:23:09

THE NEXT FEW YEARS.

_t 02:02:24:17

>> BECAUSE SEEING THAT WAS A

_t 02:02:25:20

CONCERN TO ME.

_t 02:02:26:24

>> SO I WOULD SAY ONE OF THE BIG

_t 02:02:30:12

CHALLENGES WE HAVE WHEN

_t 02:02:31:26

ANALYZING THIS DATA IS HOW TO

_t 02:02:36:08

ACCOUNT FOR THE IMPACT OF A

_t 02:02:39:10

REALLY HIGH-COST PROGRAMS IN

_t 02:02:41:29

INDIVIDUAL SCHOOLS.

_t 02:02:42:14

THE BEST EXAMPLE OF WHICH IS

_t 02:02:46:06
PROGRAMMING FOR STUDENTS WITH

_t 02:02:47:24
AUTISM.

_t 02:02:50:21
SO ONE SCHOOL HAS REALLY LARGE

_t 02:02:58:07
PERCENTAGE OF THEIR SCHOOL

_t 02:03:00:02
POPULATION, A SUBSTANTIALLY

_t 02:03:01:18
SEPARATE PROGRAM FOR STUDENTS

_t 02:03:02:09
WITH AUTISM.

_t 02:03:03:05
AND SO IF YOU LOOK AT THAT

_t 02:03:05:21
RELATIVE TO THE OPPORTUNITY

_t 02:03:07:24
INDEX SCORE, IT MAY SEEM REALLY

_t 02:03:11:17
DISPROPORTIONATE, BUT IF WE

_t 02:03:12:29
LOOKED AT IT COMPARED TO FUNDING

_t 02:03:17:07
FOR STUDENTS IN SPECIAL

_t 02:03:19:15
EDUCATION, IT MAY LOOK LESS SO.

_t 02:03:21:11
SO I THINK ONE OF THOSE THINGS,

_t 02:03:23:25
AND I WOULD LOVE YOUR FEEDBACK

_t 02:03:25:06
AND ANYONE ELSE ON THE COUNCIL'S

_t 02:03:26:24
FEEDBACK AS WE THINK ABOUT IT,

_t 02:03:28:25

ONE OF THE VARIABLES THAT WE

_t 02:03:31:11

SHOULD USE, I DEFINITELY AGREE

_t 02:03:33:23

OPPORTUNITY INDEX IS ONE OF

_t 02:03:35:14

THEM, AS WE'RE LOOKING AT WHAT

_t 02:03:37:18

RELATES TO PER-PUPIL FUNDING,

_t 02:03:40:17

YOU KNOW, BECAUSE THE BIGGEST,

_t 02:03:42:12

IN MY WORK, I WORKED WITH A

_t 02:03:45:04

NUMBER OF DISTRICTS ALL OVER THE

_t 02:03:46:24

COUNTRY, AND THE TWO BIGGEST

_t 02:03:49:24

FACTORS THAT ARE BASICALLY

_t 02:03:53:11

NATIONWIDE, ARE SCHOOL SIZE AND

_t 02:03:58:08

PERCENT SUBSTANTIALLY SEPARATE.

_t 02:03:59:27

AND THAT IF YOU SORT OF CONTROL

_t 02:04:02:16

FOR THAT, YOU SEE A LARGELY

_t 02:04:04:16

DIFFERENT STORY.

_t 02:04:07:15

SO I --

_t 02:04:08:02

>> DAVID, CAN I JUST JUMP IN

_t 02:04:10:20

JUST QUICKLY ON A COUPLE?

_t 02:04:11:28

I THINK SOME OF THE OUTLIERS ARE

_t 02:04:14:02

PRETTY GOOD AT ILLUSTRATING THE

_t 02:04:15:22

POINT.

_t 02:04:17:02

YOU HAVE MENTIONED THE TYNAN AS

_t 02:04:22:16

A SCHOOL OUT THERE.

_t 02:04:23:26

IT'S A SCHOOL WITH A HIGH

_t 02:04:25:12

PERCENTAGE OF STUDENTS WITH

_t 02:04:26:12

AUTISM.

_t 02:04:26:17

THE MANNING SCHOOL IS A SCHOOL

_t 02:04:27:26

THAT YOU WOULDN'T EXPECT TO SEE

_t 02:04:30:22

WITH A VERY LOW OPPORTUNITY

_t 02:04:32:08

INDEX SCORE BECAUSE OF THE

_t 02:04:33:03

STUDENTS THAT ARE THERE, BUT

_t 02:04:34:14

IT'S ALSO GOT A HIGH NEEDS

_t 02:04:36:13

SPECIAL EDUCATION PROGRAM IN IT,

_t 02:04:38:04

AND IT'S A SMALL SCHOOL.

_t 02:04:39:19

SO THAT FOUNDATION THAT WE TALK

_t 02:04:42:06

ABOUT, THAT MONEY ON A PER.

_t 02:04:46:24

>> PUPIL BASIS CAN BE SKEWED

_t 02:04:49:04

BECAUSE IT'S EVERYWHERE IN OUR

_t 02:04:51:02

SMALL SCHOOLS LIKE THE PHILBRICK

_t 02:04:52:27

WHO IS RIGHT IN THE MIDDLE OF

_t 02:04:54:04

THE MIX, THE PHILBRICK WHERE

_t 02:04:55:23

THERE ARE ONLY ABOUT 160

_t 02:04:58:06

STUDENTS GETTING \$210,000

_t 02:04:59:24

COMPARED TO BOSTON LATIN SCHOOL,

_t 02:05:01:11

WHICH HAS 2,400 STUDENTS WILL

_t 02:05:04:22

GET \$210K AS A FOUNDATION.

_t 02:05:07:06

SO I THINK IT IS... IT APPEARS

_t 02:05:10:02

RANDOM WHEN YOU LOOK AT

_t 02:05:11:18

OPPORTUNITY SCORES.

_t 02:05:12:11

WHEN YOU LOOK AT WEIGHTED

_t 02:05:13:22

ENROLL.

_t 02:05:14:03

AND THEN YOU LOOK AT THAT SMALL

_t 02:05:15:28

SCHOOL SUPPLEMENT OF THE

_t 02:05:16:27

FOUNDATION BUDGET, IT EXPLAINS A

_t 02:05:18:27

LOT MORE THE VARIATION THAT'S

_t 02:05:20:23

THERE.

_t 02:05:21:08

THAT'S PART OF THE CONTROLLING

_t 02:05:22:11

FOR IT THAT DAVID MENTIONED.

_t 02:05:23:25

I ALSO JUST WANT TO HIGHLIGHT

_t 02:05:26:18

THE HAIL AND THE TROTTER, WHO IS

_t 02:05:29:02

AT THE TOP OF THE CHART THERE.

_t 02:05:30:16

THEY HAVE SCHOOLS THAT HAVE HIGH

_t 02:05:32:07

OPPORTUNITY INDEX SCORES, BUT

_t 02:05:33:04

THEY HAVE VERY, VERY LOW SPECIAL

_t 02:05:35:09

EDUCATION ENROLLMENT FROM

_t 02:05:37:15

SUBSTANTIALLY SEPARATE PROGRAMS.

_t 02:05:38:22

THE HALE IS A VERY SMALL SCHOOL.

_t 02:05:40:29

IT DOESN'T HAVE ANY SPECIAL

_t 02:05:42:20

EDUCATION PROGRAMS IN IT.

_t 02:05:43:20

SO THAT'S PART OF IT.

_t 02:05:45:29

IT'S IN THE JUST ABOUT THE

_t 02:05:47:06

OPPORTUNITY INDEX.

_t 02:05:48:25
IT'S ABOUT NEEDS, ACADEMIC

_t 02:05:50:18
NEEDS, AND THEN IT'S ABOUT GRADE

_t 02:05:52:07
LEVEL, AS WELL.

_t 02:05:53:02
SO THOSE ARE ALL THE FACTORS

_t 02:05:54:13
GOING INTO SORT OF THE

_t 02:05:57:20
RANDOMNESS THAT WOULD SERVE.

_t 02:06:02:14
WHEN YOU PLOTTED THIS TO OUR

_t 02:06:04:26
FORM LARK IT WOULD COME OUT

_t 02:06:06:15
PRETTY PREDICTABLE.

_t 02:06:07:02
>> UH-HUH, UH-HUH.

_t 02:06:08:23
I APPRECIATE THAT, AND IT DOES

_t 02:06:10:02
MAKE SENSE TO ME THAT, YOU KNOW,

_t 02:06:11:19
YOU WOULD REALLY WANT TO ANALYZE

_t 02:06:14:23
THIS ON A HOST OF DIFFERENT

_t 02:06:17:05
FRONTS, LIKE YOU SAID.

_t 02:06:18:05
ONE QUESTION I HAD AS A

_t 02:06:20:12
FOLLOW-UP TO THIS, BECAUSE

_t 02:06:22:08
RECOGNIZING ITS IMPERFECTION,

_t 02:06:25:04
DEEP IMPERFECTION, I ALSO DID A

_t 02:06:27:07
QUICK VERSION WHERE I PLOTTED

_t 02:06:29:08
THE SCHOOLS, THE 33 SCHOOLS IN

_t 02:06:31:18
DIFFERENT COLORS, AND I GUESS,

_t 02:06:33:28
AND THEN I'LL STOP SHARING, IT'S

_t 02:06:35:12
THE SAME IDEA JUST WITH THIS,

_t 02:06:37:03
BUT I GUESS THE QUESTION I

_t 02:06:38:08
WANTED TO RAISE FOR YOU ALL IS

_t 02:06:40:11
IT SEEMS LIKE EVEN IF YOU

_t 02:06:42:20
FACTORED IN ALL THE OTHER

_t 02:06:43:28
FACTORS IN THE FORMULA, YOU MUST

_t 02:06:47:12
SEE SCHOOLS IN SOME INSTANCES

_t 02:06:49:14
WHICH HAVE ROUGHLY SIMILAR

_t 02:06:51:03
FACTORS FACTORING IN, AND YET

_t 02:06:52:26
SOME OF WHICH ARE ENDING UP IN

_t 02:06:56:08
THAT SPACE WHERE WE'RE FOCUSING

_t 02:06:58:27
ON THE NEEDS OF TRANSPORTATION

_t 02:06:59:25
AND SOME THAT AREN'T.

_t 02:07:01:02

I WONDER WHAT KINDS OF

_t 02:07:02:21

PROGRESSIONS AND MODELING AND

_t 02:07:03:21

STUFF YOU GUYS DO TO THINK ABOUT

_t 02:07:06:05

WHAT THE MYSTERY ELEMENT IS

_t 02:07:07:18

THERE.

_t 02:07:08:24

BECAUSE WHEN I WAS LOOKING AT A

_t 02:07:10:10

MAP LIKE, THIS I THOUGHT, YOU

_t 02:07:12:15

KNOW, I MEAN, YOU'RE TWICE AS

_t 02:07:14:14

LIKELY TO BE ONE OF OUR

_t 02:07:17:18

TRANSFORMATION SCHOOLS IF YOUR

_t 02:07:23:09

OPPORTUNITY INDEX IS IN THE TOP

_t 02:07:24:27

HALF OR THE BOTTOM HALF.

_t 02:07:26:02

IT'S CLEARLY NOT JUST A QUESTION

_t 02:07:27:16

OF RESOURCE ALLOCATIONS, SO I'M

_t 02:07:29:12

SORT OF CURIOUS HOW YOU FEEL

_t 02:07:31:26

ABOUT THAT.

_t 02:07:32:11

>> I THINK THAT'S A GREAT, GREAT

_t 02:07:38:02

QUESTION, AND, YOU KNOW, WE HAVE

_t 02:07:39:17
SCHOOLS THAT HAVE THE SAME NEED

_t 02:07:42:24
PROFILE, VERY SIMILAR PROGRAMS.

_t 02:07:53:27
>> I LOST YOU FOR A MOMENT.

_t 02:07:57:07
ARE YOU STILL LOST?

_t 02:08:02:04
>> NATE?

_t 02:08:06:04
>> LET'S SEE IF WE... NO, HE'S

_t 02:08:08:05
STILL HERE.

_t 02:08:13:28
NATE, CAN YOU HEAR US?

_t 02:08:21:21
PERHAPS, NATE, IF YOU UNPLUG

_t 02:08:25:09
YOUR HEADPHONES AND TRY JUST THE

_t 02:08:27:02
SPEAKER.

_t 02:08:27:17
WE'RE STILL NOT HEARING YOU.

_t 02:08:32:14
>> IT APPEARS HE'S NOT HEARING

_t 02:08:34:11
YOU EITHER.

_t 02:08:34:21
>> HE'S NOT HEARING US EITHER.

_t 02:08:37:04
>> EVERYONE SHAKE THEIR HEADS.

_t 02:08:39:15
>> YEAH.

_t 02:08:42:18
>> EVERYBODY, SHAKE YOUR HEADS.

_t 02:08:45:11

>> CAN'T HEAR YOU AT ALL.

_t 02:08:47:13

NOT AT ALL.

_t 02:08:48:03

>> HE GOT IT.

_t 02:08:50:16

>> I CAN HEAR YOU LOUDLY AND

_t 02:08:53:10

CLEARLY, FAITH.

_t 02:08:53:24

DON'T LISTEN TO THE OTHERS.

_t 02:08:56:20

>> OKAY, YOU HAVE TO START AT

_t 02:08:58:05

THE TOP.

_t 02:09:00:02

>> CAN YOU TRY SOMETHING NOW?

_t 02:09:04:19

OKAY.

_t 02:09:08:26

IF YOU HAVE A WAY THE

_t 02:09:10:17

COMMUNICATE WITH HIM...

_t 02:09:11:28

>> I'M ON... I'M CHATTING WITH

_t 02:09:14:11

HIM.

_t 02:09:18:18

I'LL RELAY.

_t 02:09:20:10

>> ALL RIGHT.

_t 02:09:21:07

I THINK UNTIL NATE GETS BACK ON,

_t 02:09:23:16

I GUESS THE QUESTION IS WHETHER

_t 02:09:24:21
HE CAN HEAR US.

_t 02:09:25:27
CAN YOU ASK HIM IF HE CAN HEAR

_t 02:09:27:11
US, DAVID?

_t 02:09:32:16
BECAUSE I WANT THE MOVE TO OTHER

_t 02:09:35:17
COUNCILORS ASKING THEIR

_t 02:09:36:05
QUESTIONS, BUT I WANT NATE TO BE

_t 02:09:38:08
ABLE TO HEAR THEIR QUESTIONS.

_t 02:09:42:08
LET'S SEE.

_t 02:09:48:22
DAVID, YOU'RE MUTED.

_t 02:09:50:18
>> IT LOOKS LIKE...

_t 02:09:54:02
>> I JUST LET THE TONE IN.

_t 02:09:59:17
FAITH, ARE YOU THERE?

_t 02:10:00:05
>> I GAVE A REALLY GREAT ANSWER

_t 02:10:02:03
THAT I THINK NOBODY COULD HEAR

_t 02:10:04:09
UNFORTUNATELY.

_t 02:10:04:15
HOW LONG WAS I TALKING?

_t 02:10:05:12
>> I'M AFRAID REALLY NONE OF

_t 02:10:08:07
YOUR BANTER CAME THROUGH.

_t 02:10:13:06
>> AWESOME.

_t 02:10:15:21
>> THERE ARE SCHOOLS WITH

_t 02:10:17:04
SIMILAR NEEDS PROFILES, AND THEN

_t 02:10:20:02
THAT WAS IT.

_t 02:10:21:08
>> THAT WAS IT.

_t 02:10:22:11
OKAY.

_t 02:10:23:07
DO WE STILL WANT THE ANSWER THAT

_t 02:10:24:18
QUESTION OR HAVE WE PROVED ON?

_t 02:10:25:24
>> IF YOU WOULDN'T MIND REALLY

_t 02:10:29:12
QUICKLY ANSWERING IT, THAT WOULD

_t 02:10:31:03
BE GREAT, BECAUSE I THINK IT'S

_t 02:10:32:14
GOING TO BE AN AREA OF ONGOING

_t 02:10:34:03
INTEREST FOR ME, AND THEN I WANT

_t 02:10:35:24
THE MOVE TO MY COLLEAGUES.

_t 02:10:36:26
>> WHAT I WAS TRYING TO SAY IS,

_t 02:10:38:25
YOU KNOW, IT'S IN THE DIFFERENCE

_t 02:10:40:16
OF THOSE SCHOOLS THAT HAVE VERY

_t 02:10:42:02
SIMILAR NEED PROFILES THAT WE

_t 02:10:44:03

LOOK AT THOSE THAT ARE

_t 02:10:45:03

PERFORMING WELL AND THOSE THAT

_t 02:10:46:03

ARE NOT PERFORMING AS WELL WHERE

_t 02:10:47:17

WE'RE TRYING TO UNDERSTAND WHAT

_t 02:10:49:12

TOOK PLACE.

_t 02:10:50:11

PART OF THE REASON YOU'RE SEEING

_t 02:10:52:07

IS THREE-FOLD INVESTMENT IN

_t 02:10:53:18

THESE SCHOOLS.

_t 02:10:54:06

ONE IS AN ACADEMIC INVESTMENT IN

_t 02:10:56:09

THE STRUCTURAL FACILITATOR TO

_t 02:10:58:02

HELP DRIVE CONSISTENT

_t 02:11:00:19

INSTRUCTIONAL IMPROVEMENTS.

_t 02:11:01:19

THE SECOND IS SOCIAL AND

_t 02:11:03:18

EMOTIONAL SUPPORT TO BE ABLE TO

_t 02:11:04:23

CONNECT WITH STUDENTS WHO CREATE

_t 02:11:07:22

ENVIRONMENTS THAT ARE SUPPORTIVE

_t 02:11:08:21

OF STUDENTS AND STUDENT

_t 02:11:10:03

LEARNING.

_t 02:11:10:14

AND THE THIRD IS A FAMILY

_t 02:11:13:23

LIAISON TO BRIDGE THAT

_t 02:11:14:15

CONNECTION TO HOME AND SUPPORT

_t 02:11:15:19

STUDENTS AND BE A RESOURCE TO

_t 02:11:17:25

CONNECT FAMILIES AND STUDENTS,

_t 02:11:20:11

NOT JUST TO RESOURCES WITHIN THE

_t 02:11:22:02

SCHOOL, BUT OUTSIDE OF THE

_t 02:11:23:02

SCHOOL.

_t 02:11:23:21

BECAUSE ACROSS THE LEARNING,

_t 02:11:24:21

WHEN WE'VE HAD SOME TURNAROUND

_t 02:11:26:25

SCHOOLS TO TRANSFORMATION

_t 02:11:29:06

SCHOOLS, TO RECEIVER SCHOOLS,

_t 02:11:30:21

WE'VE SEEN THESE ARE TIN

_t 02:11:31:25

INVESTMENTS THAT HAVE WORKED TO

_t 02:11:34:11

CREATE CONSISTENT HIGH-QUALITY

_t 02:11:36:05

EXPERIENCES, AND SO WE'RE HOPING

_t 02:11:38:16

TO SEE EVERYONE START TO BEAT

_t 02:11:40:25

EXPECTATIONS, NOT JUST SOME OF

_t 02:11:42:02
OUR SCHOOLS, AND REALLY SEE

_t 02:11:44:29
HIGH

_t 02:11:45:02
PERFORMANCE THAT I THINK OTHER

_t 02:11:46:09
DISTRICTS WILL BE ABLE TO LEARN

_t 02:11:47:12
FROM.

_t 02:11:47:16
>> GREAT.

_t 02:11:48:02
THANK YOU.

_t 02:11:48:24
I WANT TO MOVE ON TO MY

_t 02:11:52:05
COLLEAGUE COUNCILOR ESSAIBI

_t 02:11:54:03
GEORGE TO BE FOLLOWED BY

_t 02:11:56:15
COUNCILOR FLYNN AND THEN

_t 02:11:57:24
COUNCILOR WU.

_t 02:11:58:21
>> THANK YOU, CHAIR BOK, AND

_t 02:12:00:20
THANK YOU FOR THIS THOROUGH

_t 02:12:02:08
PRESENTATION ON SCHOOL BUDGETS.

_t 02:12:03:27
AND, YOU KNOW, THAT'S FOR ME,

_t 02:12:06:21
SCHOOL BUDGETS IS REALLY WHERE

_t 02:12:08:03
THE WORK HAPPEN, WHERE THE

_t 02:12:10:05
RUBBER MEETS THE ROAD, WHERE THE

_t 02:12:11:23
KIDS EITHER BENEFIT OR DON'T

_t 02:12:14:21
BENEFIT FROM THESE INVESTMENTS

_t 02:12:16:02
THAT WE MAKE.

_t 02:12:16:25
I HAVE SOME QUESTIONS.

_t 02:12:21:06
I KNOW MY TIME IS LIMITED, SO

_t 02:12:22:29
I'M CURIOUS ABOUT THE

_t 02:12:24:24
FOUNDATIONAL BUDGET.

_t 02:12:25:10
I THINK THAT WAS PAGE 522 THAT

_t 02:12:27:16
YOU WENT OVER.

_t 02:12:28:09
AN WE TALK ABOUT THE PIECES THAT

_t 02:12:29:24
MAKE UP A FOUNDATION BUDGET IN

_t 02:12:32:11
TERMS OF ALL THE SCHOOL

_t 02:12:33:26
SECRETARY, THE NURSE.

_t 02:12:35:23
I THINK THAT IT'S IMPORTANT THAT

_t 02:12:38:24
WE, AND I THINK ACTUALLY ALAINA

_t 02:12:45:10
REYES REALLY POSED A QUESTION

_t 02:12:49:05
WELL AT THE FINAL SCHOOL

_t 02:12:50:12
COMMITTEE MEETING THAT APPROVES

_t 02:12:52:19
THE SCHOOL BUDGET THAT'S BEFORE

_t 02:12:53:27
US TODAY AND ASKED ABOUT WHAT

_t 02:12:55:08
MAKES UP THAT FOUNDATIONAL

_t 02:12:57:19
BUDGET AND WHY AREN'T WE

_t 02:12:59:10
INCLUDING OR HOW DO WE GET TO

_t 02:13:00:26
PLACE WHERE WE'RE INCLUDING

_t 02:13:02:21
SCIENCE EDUCATION, A SCHOOL

_t 02:13:05:24
LIBRARIAN, A PHYS ED PROGRAM

_t 02:13:08:27
INTO THAT FOUNDATION BUDGET.

_t 02:13:10:26
THAT OBVIOUSLY WILL MOVE US AWAY

_t 02:13:12:14
FROM A WEIGHTED STUDENT FORMULA.

_t 02:13:14:13
BUT I THINK WE HAVE TO BE MOVING

_t 02:13:15:16
TO A PLACE WHERE WHEN WE LOOK AT

_t 02:13:18:02
OUR SCHOOL'S BUDGET, WE ARE

_t 02:13:19:26
SAYING, THESE THINGS ARE

_t 02:13:21:09
CRITICAL.

_t 02:13:21:21
BUT AGAIN, WE DO -- I DO KNOW

_t 02:13:24:02

THAT WE GET TO A PLACE WHERE

_t 02:13:26:19

IT'S ALL CRITICAL.

_t 02:13:27:25

COULD WE TALK A LITTLE BIT ABOUT

_t 02:13:30:08

HOW DO WE GROW THAT FOUNDATION

_t 02:13:32:04

AND INCLUDE THINGS LIKE WHETHER

_t 02:13:33:03

IT'S A LIBRARIAN, WHETHER IT'S A

_t 02:13:34:23

MENTAL HEALTH OR A SOCIAL

_t 02:13:36:14

WORKER, OR A SCIENCE TEACHER, IN

_t 02:13:40:06

THAT BUDGET.

_t 02:13:42:28

>> I THINK THAT'S A CRITICAL

_t 02:13:45:11

QUESTION WHEN WE START TO

_t 02:13:46:24

EVALUATE HOW THIS IS YEAR ONE OF

_t 02:13:48:10

THE THREE-YEAR IMPLEMENTATION.

_t 02:13:52:05

WHAT HAPPENS AND IN WHAT

_t 02:13:53:23

SEQUENCE COWE DO THINGS IN YEARS

_t 02:13:55:19

TWO AND THREE.

_t 02:13:56:04

WE WANT TO CONTINUE TO EXPAND

_t 02:13:57:20

SOCIAL WORKERS.

_t 02:13:58:05
WE WANT TO CONTINUE TO EXPAND

_t 02:14:00:19
INSTRUCTIONAL FACILITATORS TO

_t 02:14:01:19
DRIVE STRUCTURAL IMPROVEMENT.

_t 02:14:02:15
WE'VE GOTTEN A NUMBER OF

_t 02:14:05:22
REQUESTS FROM SCHOOLS AND WE'RE

_t 02:14:10:02
REVIEWING SOFT LANDING.

_t 02:14:11:02
IT'S INTERESTING WHEN YOU SEE AT

_t 02:14:12:05
THE DISTRICT LEVEL WHERE PARENTS

_t 02:14:13:08
WILL COME OUT AND TALK ABOUT

_t 02:14:14:12
THINGS THAT WERE CUT FROM THE

_t 02:14:15:15
SCHOOL.

_t 02:14:16:02
SO YOU'LL HEAR FROM THE SCHOOL

_t 02:14:17:12
COMMUNITY.

_t 02:14:18:15
AND THEN WHEN WE RESTORE FUNDING

_t 02:14:20:09
TO SOME OF THOSE SCHOOLS, THEY

_t 02:14:21:18
HAVE NOT DECIDED TO RESTORE

_t 02:14:23:19
THAT, BECAUSE THERE HAS BEEN A

_t 02:14:24:22
DIFFERENCE IN WHAT THE SCHOOL

_t 02:14:26:02
LEADER THINKS FROM WHICH OF THE

_t 02:14:32:18
SCHOOL COMMUNITY THINKS.

_t 02:14:33:13
THE BIG TENSION WE WANTED TO

_t 02:14:34:21
DRAW THIS MORNING IN TALKING

_t 02:14:35:27
ABOUT OUR EQUITY IS WHENEVER YOU

_t 02:14:37:16
TALK ABOUT THE FOUNDATIONS FOR

_t 02:14:39:02
EVERYONE IN OUR CURRENT SYSTEM,

_t 02:14:42:02
THE SCHOOL SIZE VARIES FROM 160

_t 02:14:43:27
TO 2,400.

_t 02:14:45:12
THAT BECOMES A REALLY

_t 02:14:48:03
INEQUITABLE WAY TO ALLOCATE OUR

_t 02:14:50:09
RESOURCES, AND SO WHAT WE'RE

_t 02:14:51:08
TRYING TO DO IS TAKE A

_t 02:14:53:22
THREE-PART APPROACH TO THAT,

_t 02:14:54:27
WHICH IS, ONE, HOW DO WE ENSURE

_t 02:14:57:03
EQUITY, AND THEN OUR RESOURCES

_t 02:14:58:14
WILL GO TO STUDENTS WHO NEED IT

_t 02:14:59:22
THE MOST.

_t 02:15:00:15
TWO, HOW DO YOU DRIVE

_t 02:15:02:29
IMPROVEMENT IN OUR SCHOOLS AND

_t 02:15:04:04
MAKE SMART INVESTMENTS SO WE

_t 02:15:05:18
THINK WE'LL GET THE ACADEMIC

_t 02:15:07:13
RETURNS THAT WE NEED, AND THREE,

_t 02:15:09:05
HOW DO YOU MAKE SURE THAT

_t 02:15:10:20
THERE'S AN EXPECTATION THAT WHEN

_t 02:15:12:08
YOU GO INTO A SCHOOL, NO MATTER

_t 02:15:14:17
WHAT SCHOOL YOU GO TO, YOU CAN

_t 02:15:16:13
HAVE THE SAME RESOURCES.

_t 02:15:18:09
AND SO PART OF THAT IS OUR

_t 02:15:19:27
FUNDING MECHANISM.

_t 02:15:20:23
PART OF THAT IS THE WORK THAT WE

_t 02:15:22:02
HAVE TO DO.

_t 02:15:23:04
I'D BE REMISS IF I DIDN'T

_t 02:15:24:22
MENTION AGAIN THAT WHAT WE'RE

_t 02:15:26:13
DOING WITH CONSISTENT GRADE

_t 02:15:28:22
CONFIGURATION, WHAT WE'RE DOING

_t 02:15:29:20
WHEN WE TALK ABOUT NEW SCHOOL

_t 02:15:31:08
BUILDINGS AND EXPANDING SOME OF

_t 02:15:32:22
OUR SCHOOLS, ALL OF THAT IS WITH

_t 02:15:36:02
THE GOAL OF CREATING A

_t 02:15:39:10
HIGH-QUALITY, CONSISTENT, AND

_t 02:15:40:23
RESEARCH-RICH EXPERIENCE.

_t 02:15:41:13
WE SPEND A LOT OF MONEY ON OUR

_t 02:15:43:25
STUDENTS.

_t 02:15:44:07
WE SPEND MORE THAN A LOT OF

_t 02:15:45:18
DISTRICTS IN THE STATE OF

_t 02:15:46:22
MASSACHUSETTS, AND THE WAY THAT

_t 02:15:47:17
WE SPEND THAT MONEY IS

_t 02:15:49:23
TRANSPORTING STUDENTS TO A LOT

_t 02:15:51:04
OF DIFFERENT SCHOOLS, OPERATING

_t 02:15:53:09
A LOT OF DIFFERENT SCHOOL

_t 02:15:54:20
BUILDINGS THAT ARE OLD AND

_t 02:15:56:02
EXPENSIVE TO MAINTAIN, AND THEN

_t 02:15:57:20
OPERATING A LOT OF OVERHEAD, A

_t 02:16:00:21
PRINCIPAL AT EVERY SCHOOL.

_t 02:16:01:21
THAT'S PART OF WHAT WE'RE

_t 02:16:03:02
EVALUATING IS THE COMPLEX

_t 02:16:05:16
TRADE-OFF.

_t 02:16:05:26
IT'S NOT SIMPLY ABOUT... WE

_t 02:16:07:22
COULD SPEND THAT \$100 MILLION

_t 02:16:09:21
PROBABLY DOUBLE IF WE DECIDED TO

_t 02:16:12:09
LIST EVERYTHING THAT WE HEARD

_t 02:16:13:08
FROM THE COMMUNITY THAT EVERY

_t 02:16:14:18
SCHOOL SHOULD HAVE IN TERMS OF

_t 02:16:16:11
THEIR PROGRAMMING.

_t 02:16:16:29
>> I THINK THAT THAT... WHAT YOU

_t 02:16:19:13
JUST SHARED THAT, I APPRECIATE

_t 02:16:21:02
AND UNDERSTAND IT, AND I THINK

_t 02:16:22:09
WE ALL UNDERSTAND THE

_t 02:16:23:23
COMPLEXITIES OF, THAT BUT IT

_t 02:16:24:28
LEADS TO A QUESTION I HAD THAT

_t 02:16:26:15
WAS REALLY SEPARATE FROM THAT

_t 02:16:28:18
BUT I THINK VERY DIRECTLY

_t 02:16:29:29
RELATED TO OUR ENROLL.

_t 02:16:31:10
ISSUES.

_t 02:16:31:22
WHEN WE SEE DECLINING ENROLLMENT

_t 02:16:34:11
IN THE DISTRICT, IT'S PARTLY

_t 02:16:35:19
BECAUSE FAMILIES HAVE FEWER

_t 02:16:37:03
CHILDREN, BUT IT'S ALSO BECAUSE

_t 02:16:38:18
THERE'S A LOT MORE COMPETITION

_t 02:16:39:18
IN THE MARKETPLACE AND THERE ARE

_t 02:16:41:14
OTHER ALTERNATIVES FOR OUR KIDS

_t 02:16:43:03
TO GO, PLACES FOR OUR KIDS TO

_t 02:16:45:15
GO.

_t 02:16:47:10
IF WE WERE TO FINE FINE THAT

_t 02:16:51:15
FOUNDATIONAL BUDGET SO THERE

_t 02:16:52:21
IS -- I UNDERSTAND AND

_t 02:16:53:24
APPRECIATE YOU'RE ALL WORKING

_t 02:16:54:26
TOWARD, THIS BUT THE QUICKER WE

_t 02:16:56:05
CAN GET TO A PLACE WHERE SCHOOLS

_t 02:16:58:15
HAVE EXCELLENT RESOURCES ACROSS

_t 02:17:00:12
THE BOARD AS THE STANDARD, NOT

_t 02:17:02:13
AS THE ADDED BENEFIT OR THE

_t 02:17:08:03
ENRICHED OPPORTUNITY, THOSE WILL

_t 02:17:09:14
INCREASE ENROLL.

_t 02:17:10:10
WE'LL SEE THAT OUR DISTRICT HIGH

_t 02:17:12:15
SCHOOL, OUR COMPREHENSIVE HIGH

_t 02:17:15:07
SCHOOLS, THAT'S WHAT WE NEED TO

_t 02:17:16:27
WORK TOWARD.

_t 02:17:17:11
I KNOW THAT MY TIME IS HERE, AS

_t 02:17:20:27
I HEARD SOME SORT OF TAP IN

_t 02:17:22:23
THERE, BUT AHEAD, THERE'S MORE

_t 02:17:24:07
QUESTIONS.

_t 02:17:25:13
THERE'S MORE FOR US TO GET INTO.

_t 02:17:27:28
AS THESE BUDGET HEARINGS ARE

_t 02:17:30:17
UNDER WAY.

_t 02:17:31:05
THANK YOU, NATE.

_t 02:17:32:16
THANK YOU, DOCTOR.

_t 02:17:34:12

>> I JUST WANTED TO MAKE ONE

_t 02:17:36:28

COMMENT.

_t 02:17:37:08

I KNOW I STAYED QUIET DURING THE

_t 02:17:39:29

PRESENTATION.

_t 02:17:40:25

FOUNDATIONAL BUDGETS ARE SO

_t 02:17:43:07

IMPORTANT, AND WE REALLY DO WANT

_t 02:17:44:18

TO HAVE A HIGH QUALITY FOR EVERY

_t 02:17:46:26

SINGLE SCHOOL.

_t 02:17:48:12

THAT'S WHY GETTING THESE ENROLL.

_t 02:17:50:05

S UNDER CONTROL IS REALLY

_t 02:17:52:02

IMPORTANT AND MAKING SURE THAT

_t 02:17:53:15

THE PATHWAYS ARE FINALIZED.

_t 02:17:55:02

I THINK THAT'S CRITICAL SO WE

_t 02:17:56:15

CAN BUILD BACK THE TRUST FROM

_t 02:17:58:25

FAMILIES AROUND WHAT THE

_t 02:18:01:11

EDUCATIONAL PROGRAMMING WILL

_t 02:18:02:03

LOOK LIKE.

_t 02:18:02:26

THE DIFFICULTY IS TO GET TO WHAT

_t 02:18:05:15

WE AGREE ON IS HIGH QUALITY IS

_t 02:18:07:07

REALLY RATHER EXPENSIVE.

_t 02:18:09:02

AND SO WE'RE NOT TALKING \$100

_t 02:18:11:27

MILLION.

_t 02:18:12:17

WE'RE TALKING A LOT MORE TO BE

_t 02:18:16:14

ABLE TO GET TO THAT HIGH QUALITY

_t 02:18:18:28

THAT WE WANT.

_t 02:18:20:11

SO I JUST WANT TO PUT IT ON

_t 02:18:22:12

PEOPLE'S RADAR THAT THESE ARE

_t 02:18:23:15

NOT SMALL NUMBERS, BECAUSE MOST

_t 02:18:25:08

OF THAT IS TIED UP INTO A

_t 02:18:28:18

LIBRARIAN'S SALARY OR THE SALARY

_t 02:18:30:11

OF SOASH WORKERS OR THE SALARY

_t 02:18:32:25

OF A PSYCHOLOGIST TO GET TO THE

_t 02:18:34:16

RAISCHORS THAT ARE NATIONALLY

_t 02:18:36:02

RECOGNIZED AS BEING WEST

_t 02:18:37:02

PRACTICE.

_t 02:18:37:12

ONCE YOU START ADDING THREE

_t 02:18:39:08
POSITIONS PER SCHOOL, I MEAN, WE

_t 02:18:40:19
CAN ALL DO THE MATH.

_t 02:18:42:12
YOU'RE TALKING \$500,000 WITH

_t 02:18:44:05
BENEFITS.

_t 02:18:44:20
THEN YOU'RE TALKING ABOUT 125

_t 02:18:47:10
SCHOOLS.

_t 02:18:47:25
REGARDLESS OF THIS SIZE, WHETHER

_t 02:18:49:02
IT HAS 100 KIDS OR WHETHER IT

_t 02:18:50:24
HAS 1,000 KIDS IN IT.

_t 02:18:53:02
SO WE NEED TO BE REALISTIC IN

_t 02:18:55:26
THINKING ABOUT WHAT WE CAN DO OR

_t 02:18:59:23
WHAT WE ARE WILLING TO DO IN

_t 02:19:03:05
TERMS OF OVERALL INVENT AS A

_t 02:19:10:02
COMMUNITY AND THE WELL-BEING OF

_t 02:19:11:02
OUR CHILDREN.

_t 02:19:13:16
>> THANK YOU, DOCTOR, AND THANK

_t 02:19:16:28
YOU, COUNCILOR ESSAIBI GEORGE.

_t 02:19:17:28
NOW I'D LIKE TO RECOGNIZE

_t 02:19:21:14
COUNCILOR ED FLYNN TO BE

_t 02:19:22:13
FOLLOWED BY COUNCILOR MICHELLE

_t 02:19:23:19
WU AND JULIA MEJIA.

_t 02:19:25:02
>> THANK YOU.

_t 02:19:26:24
I WAS ENJOYING THE PRESENTATION

_t 02:19:30:14
YOU GAVE.

_t 02:19:31:13
ON PAGE FIVE, THE NEW

_t 02:19:32:25
INVESTMENTS IN SCHOOLS AND

_t 02:19:34:09
SERVICES, I KNOW YOU HIGHLIGHTED

_t 02:19:38:04
SOCIAL WORKERS, FAMILY LIAISONS,

_t 02:19:43:02
INSTRUCTIONAL FACILITATORS, NEW

_t 02:19:45:09
HIRES.

_t 02:19:46:07
CAN YOU TELL ME HOW YOU'RE GOING

_t 02:19:48:18
TO REACH OUT TO A DIVERSE

_t 02:19:54:07
COMMUNITY, HOW YOU'RE GOING TO

_t 02:19:55:09
REACH OUT TO SOCIAL WORKERS OR

_t 02:20:00:18
FAMILY LIAISONS THAT MIGHT SPEAK

_t 02:20:04:06
SPANISH, THAT MIGHT SPEAK OTHER

_t 02:20:06:08
LANGUAGES, AS WELL?

_t 02:20:07:02
ARE YOU ACTIVELY GOING TO

_t 02:20:11:02
RECRUIT THOSE TYPES OF

_t 02:20:12:02
PERSONNEL?

_t 02:20:13:17
>> I'LL DEFER MOST OF THOSE

_t 02:20:15:12
QUESTIONS TO OUR HEARING,

_t 02:20:18:04
BECAUSE I THINK THERE IS AN

_t 02:20:19:24
OPPORTUNITY FOR US TO REALLY

_t 02:20:20:27
WALK THROUGH SOME OF THOSE

_t 02:20:22:19
RECRUITMENT STRATEGIES.

_t 02:20:23:25
I WOULD SAY FROM A FAMILY

_t 02:20:26:11
LIAISON NEW YORK MANY OF THE JOB

_t 02:20:28:04
DESCRIPTION, THE SECOND LANGUAGE

_t 02:20:29:07
IS PART OF THE JOB POSTING AND

_t 02:20:32:02
REQUIREMENT, PARTICULARLY FOR,

_t 02:20:34:02
AS YOU MENTIONED, SPANISH

_t 02:20:35:06
SPEAKERS IN THOSE SCHOOLS.

_t 02:20:37:29
OVER 50% OF THE FAMILIES ARE

_t 02:20:39:22

NATIVE SPANISH SPEAKERS.

_t 02:20:41:06

AND FOR SOCIAL WORKERS, AS WELL,

_t 02:20:43:06

I THINK WE'LL BETH WANT THE

_t 02:20:44:27

RECRUIT SOCIAL WORKERS WHO

_t 02:20:47:26

REPRESENT BOTH THE LANGUAGE AND

_t 02:20:49:28

RACIAL DIVERSITY OF OUR

_t 02:20:51:29

STUDENTS.

_t 02:20:52:11

THE HIRING THAT WE DID FOR OUR

_t 02:20:54:21

NURSES, I THINK THAT REFLECTEDS

_t 02:20:56:06

WHAT CAN BE DONE THROUGH

_t 02:20:58:05

INTENTIONAL EXPANSION OF THE

_t 02:20:59:05

POOL OF CANDIDATES AND

_t 02:21:00:29

INTENTIONAL RECRUIT.

_t 02:21:02:02

OF APPLICANTS.

_t 02:21:02:29

WE SAW HIGHER PERCENTAGE OF THEM

_t 02:21:06:18

REPRESENTING CAPABILITIES AND

_t 02:21:09:13

DIFFERENT LANGUAGES AS WELL AS

_t 02:21:10:19

THE RACIAL DIVERSITY OF THAT

_t 02:21:12:06
NURSING POOL.

_t 02:21:12:24
AND I KNOW THAT THE TEAM HAS

_t 02:21:15:27
BEEN INTENTIONAL ABOUT THAT.

_t 02:21:17:22
ONE OF THE THINGS WE'RE DOING IS

_t 02:21:19:15
CREATING A CENTRALIZED POOL OF

_t 02:21:21:07
CANDIDATES THAT ARE BEING VETTED

_t 02:21:22:10
AND SCREENED AND PASSED ALONG TO

_t 02:21:25:11
SCHOOLS FOR THEIR SCREENING, AS

_t 02:21:27:14
WELL, SO WE CAN START TO CREATE

_t 02:21:29:02
THAT SORT OF RETURN IN THE

_t 02:21:32:02
RECRUITEDMENT EFFORT.

_t 02:21:33:13
WE'LL CERTAINLY TALK MORE ABOUT

_t 02:21:34:13
THIS SPECIFIC STRATEGY IN OUR

_t 02:21:38:25
OPERATIONS HEARING ON HUMAN

_t 02:21:39:24
CAPITAL.

_t 02:21:40:29
>> THANK YOU.

_t 02:21:42:02
I'M JUST TRYING TO SIDE NOTE, I

_t 02:21:43:12
HAD THE OPPORTUNITY TO VISIT THE

_t 02:21:47:03
SCHOOL IN FEBRUARY, AND THEY

_t 02:21:48:10
HAVE AN EXCELLENT SPECIAL

_t 02:21:50:09
EDUCATION PROGRAM THERE WITH THE

_t 02:21:54:26
PARENTS AND WITH THE TEACHERS,

_t 02:21:58:05
AS WELL.

_t 02:21:59:18
I HAD ANOTHER QUESTION.

_t 02:22:00:29
I DON'T KNOW IF WE DISCUSSED

_t 02:22:02:13
THIS EARLIER.

_t 02:22:06:15
ARE WE... AS WE DEAL WITH THIS

_t 02:22:08:29
PANDEMIC, ARE WE TRACKING THE

_t 02:22:11:10
STUDENTS THAT MAY BE TESTED

_t 02:22:15:06
POSITIVE FOR THE CORONAVIRUS,

_t 02:22:17:24
AND IF WE ARE TRACKING THAT,

_t 02:22:20:06
WHAT TYPE OF HELP ARE WE GIVING

_t 02:22:23:08
THEM?

_t 02:22:23:23
WHAT TYPE OF EDUCATIONAL

_t 02:22:25:07
SERVICES ARE WE GIVING THEM,

_t 02:22:29:06
MEDICAL CARE?

_t 02:22:29:25

HOW ARE WE PREPARING THOSE

_t 02:22:32:09

STUDENTS?

_t 02:22:32:16

AGAIN, A LOT OF THESE STUDENTS

_t 02:22:33:22

MIGHT BE LIVING IN PUBLIC

_t 02:22:35:15

HOUSING.

_t 02:22:36:02

THEY MIGHT BE FROM AN IMMIGRANT

_t 02:22:38:12

FAMILY, LOW-INCOME FAMILY, MORE

_t 02:22:41:12

AT RISK.

_t 02:22:43:29

SO IS THAT A GROUP WE ARE

_t 02:22:47:03

TRACKING, AS WELL?

_t 02:22:51:15

>> SO AS STUDENTS NOTIFY US IF

_t 02:22:54:02

THEY ARE POSITIVE OR IF STAFF

_t 02:22:57:04

MEMBERS NOTIFY US, WE WORK WITH

_t 02:22:59:10

OUR LEAD NURSE WHO THEN WORKS

_t 02:23:03:02

WITH THE BOSTON HEALTH

_t 02:23:06:06

COMMISSION, AND THAT'S HOW WE'RE

_t 02:23:08:02

TRACKING THAT.

_t 02:23:08:25

THEN ALL OF OUR STUDENTS ARE

_t 02:23:09:28
AVAILABLE FOR HEALTH COUNSELING

_t 02:23:12:11
THROUGH OUR COORDINATED

_t 02:23:14:02
BEHAVIORAL HEALTH SERVICES.

_t 02:23:16:27
>> WHAT TYPE OF MEDICAL CARE

_t 02:23:20:10
WOULD THAT STUDENT BE RECEIVING

_t 02:23:21:24
IF THEY WERE TESTED POSITIVE AND

_t 02:23:26:13
ALSO WHAT TYPE OF EDUCATIONAL

_t 02:23:29:18
SERVICES WOULD THAT STUDENT BE

_t 02:23:31:16
GETTING, AS WELL, AND THEIR

_t 02:23:33:02
FAMILY?

_t 02:23:34:13
>> SO I BELIEVE THEY WOULD STILL

_t 02:23:36:02
BE ABLE, IF THEY'RE WORKING

_t 02:23:37:15
THROUGH OUR SPECIAL ED.

_t 02:23:38:18
DEPARTMENT AND THROUGH OUR

_t 02:23:40:06
HOSPITALIZATION DEPARTMENT, THEY

_t 02:23:41:03
WOULD THEN BE ABLE TO GET THOSE

_t 02:23:42:17
TYPES OF SERVICES.

_t 02:23:43:22
I CAN DOUBLE CHECK ON THAT,

_t 02:23:46:19

COUNCILOR.

_t 02:23:51:04

WITH SUSANNAH.

_t 02:23:52:02

BUT OUR NURSES WORKING TO

_t 02:23:53:17

COORDINATE THOSE EFFORTS FOR IF

_t 02:23:55:29

THEY'RE POSITIVE COVID AS THEY

_t 02:23:59:05

THEN RECOVER FROM THAT.

_t 02:24:05:24

I WILL DOUBLE CHECK, BUT I THINK

_t 02:24:08:02

THEY WOULD GET ANY KIND OF

_t 02:24:09:19

NORMAL SERVICES WE COULD GIVE

_t 02:24:11:04

THE STUDENTS WHO ARE EITHER

_t 02:24:12:22

HOSPITALIZED OR OTHERWISE

_t 02:24:17:02

EXPERIENCING HEALTH ISSUES

_t 02:24:18:03

DURING THEIR INSTRUCTIONAL

_t 02:24:21:07

PERIOD THAT THOSE CAN BE

_t 02:24:22:23

REQUESTED.

_t 02:24:23:02

>> THANK YOU.

_t 02:24:24:02

AND MY FINAL QUESTION IS WHEN

_t 02:24:27:10

YOU'RE PUTTING TOGETHER YOUR

_t 02:24:28:18
BUDGET, DO YOU ALSO WORK WITH OR

_t 02:24:33:02
AT LEAST CONSULT WITH THE BOSTON

_t 02:24:34:18
HOUSING AUTHORITY OR BCYF JUST

_t 02:24:37:25
AS AN EXAMPLE?

_t 02:24:41:05
I HAVE A LOT OF SCHOOLS IN MY

_t 02:24:42:20
DISTRICT THAT ARE INSIDE PUBLIC

_t 02:24:44:02
HOUSING DEVELOPMENTS SUCH AS THE

_t 02:24:47:21
PERKINS SCHOOL IN SOUTH BOSTON,

_t 02:24:49:12
THE CONDON SCHOOL IN SOUTH

_t 02:24:51:21
BOSTON, THE BLACKSTONE IS

_t 02:24:54:04
LOCATED BETWEEN VICTORIA AND THE

_t 02:24:57:16
CATHEDRAL, AS WELL.

_t 02:24:58:26
I'M JUST WONDERING WHAT TYPE OF

_t 02:25:02:21
INTERACTION DO YOU HAVE WITH

_t 02:25:05:14
BHA, BCYF AS IT RELATES TO

_t 02:25:07:26
DEVELOPING THE STUDENT WITH

_t 02:25:10:10
WRAPAROUND SERVICES AND PROGRAMS

_t 02:25:11:15
FOR THEIR FAMILIES?

_t 02:25:14:25

>> I'M NOT SURE IF YOU WANT THE

_t 02:25:16:20

TAKE THAT, NATE.

_t 02:25:18:07

I KNOW RECENTLY WE HAVE BEEN

_t 02:25:20:18

ABLE TO WORK WITH HOUSING ON

_t 02:25:23:19

1,000 VOUCHERS THAT ARE

_t 02:25:24:28

PRIORITIZING OUR BPS FAMILIES.

_t 02:25:26:21

SO I'M REALLY EXCITED ABOUT

_t 02:25:28:03

THAT.

_t 02:25:28:11

WE ANNOUNCED THAT ABOUT TWO

_t 02:25:29:18

WEEKS AGO.

_t 02:25:30:03

SO WE DO HAVE A PRIORITY ON THAT

_t 02:25:33:09

AS WELL AS THERE'S A COORDINATED

_t 02:25:35:15

RESPONSE FOR OUR HOMELESS

_t 02:25:37:22

EFFORTS WITH COVID NOW AND OUR

_t 02:25:40:02

FAMILIES IN TERMS OF DELIVERY

_t 02:25:43:02

AND WIFI.

_t 02:25:43:20

SO OUR TEAM HAS BEEN WORKING ON

_t 02:25:45:10

THAT AND FOOD DISTRIBUTION.

_t 02:25:46:27

SO THOSE THINGS ARE ALL BEING

_t 02:25:48:27

TAKEN CARE OF.

_t 02:25:49:20

I'M NOT SURE IF NOW YOUR

_t 02:25:51:14

QUESTION IS IN TERMS OF LONG

_t 02:25:54:08

TERM AND LONG RANGE AND HOW WE

_t 02:25:56:03

USE THOSE PARTNERSHIPS IN TERMS

_t 02:25:57:14

OF DEVELOPMENT OF THIS PROCESS.

_t 02:25:59:10

I'LL ASK NATE TO DISCUSS THAT.

_t 02:26:05:02

>> I HAD TWO THOUGHTS.

_t 02:26:06:26

THAT'S SOMETHING THAT WE CAN

_t 02:26:07:25

ALWAYS SORT OF DO BETTER.

_t 02:26:09:03

WE PARTNER WITH THE CITY BUDGET

_t 02:26:12:12

OFFICE IN THE DEVELOPMENT OF

_t 02:26:15:28

BUDGETS.

_t 02:26:17:02

WE WORK WITH THEM FOR SEVERAL

_t 02:26:18:17

MONTHS IN REVIEWING OUR

_t 02:26:20:26

EXPENDITURES AND REVIEWING

_t 02:26:21:22

THINGS THAT WE'RE CONSIDERING

_t 02:26:22:27
NEW INVESTMENTS FOR.

_t 02:26:24:03
ONE THING THEY HELP US DO IS

_t 02:26:25:11
MAKE SURE WE'RE TAPPING INTO

_t 02:26:26:26
CITY RESOURCES AND LEVERAGING

_t 02:26:28:17
ALL THE CITY DEPARTMENTS

_t 02:26:31:29
APPROPRIATELY.

_t 02:26:32:10
ONE OF THE THINGS THAT WE'RE

_t 02:26:33:21
HOPING COMES FROM THE INVESTMENT

_t 02:26:34:24
IN BOTH THE SOCIAL WORKERS AND

_t 02:26:36:17
THE FAMILY LIAISONS IS THE IDEA

_t 02:26:39:09
OF BEING ABLE TO CONNECT

_t 02:26:40:14
FAMILIES WITH RESOURCES SOME

_t 02:26:42:02
WE'RE VERY FORTUNATE THAT BOSTON

_t 02:26:43:10
HAS SO MANY GREAT PARTNERS AND

_t 02:26:44:28
SO MANY GREAT CITY SERVICES SOME

_t 02:26:46:24
THAT MEANS THAT AS A SCHOOL

_t 02:26:48:20
DISTRICT WE DON'T HAVE TO DO

_t 02:26:49:26
EVERYTHING.

_t 02:26:51:06

AND PART OF THE ROLE OF THE

_t 02:26:53:02

FAMILY LIAISON WILL BE

_t 02:26:54:04

CONNECTING PEOPLE TO THE CITY,

_t 02:26:59:02

DOING OUTREACH.

_t 02:26:59:23

IT'S THINGS WE SEE IN POCKETS IN

_t 02:27:01:10

SOME SCHOOLS, SOME TEACH VERSE

_t 02:27:02:28

DEVELOPED THOSE RELATIONSHIPS.

_t 02:27:04:21

THEY'RE CREATING A PLAYBOOK FOR

_t 02:27:06:09

US ACROSS THE DISTRICT TO BE

_t 02:27:07:05

ABLE TO DO THAT.

_t 02:27:08:02

I THINK YOU'RE RIGHT TO MENTION

_t 02:27:10:25

BH A A AND BCYF.

_t 02:27:16:12

THOSE ARE GREAT ORGANIZATIONS.

_t 02:27:17:23

AND PART OF THIS IS GIVING

_t 02:27:19:11

SCHOOLS THAT HAVE THE NUMBER OF

_t 02:27:20:29

STUDENTS WHO ARE IN DIFFICULT

_t 02:27:24:06

FINANCIAL SITUATIONS,

_t 02:27:25:27

EXPERIENCING POVERTY,

_t 02:27:26:27
EXPERIENCING HOMELESSNESS, GIVE

_t 02:27:28:08
THEM ADDITIONAL RESOURCES FOR

_t 02:27:29:22
THOSE SCHOOLS TO BE ABLE TO

_t 02:27:30:27
DEVELOP THOSE PARTNERSHIPS.

_t 02:27:33:19
WE REFER TO THAT AS PARTNER

_t 02:27:35:04
DOLLARS TO TIE IN THOSE PARTNERS

_t 02:27:36:23
FORMALLY IN THE=+ PROCESS.

_t 02:27:37:19
A LOT OF THAT WORK, THOUGH, IS

_t 02:27:39:19
AT THE SCHOOL LEVEL FOR

_t 02:27:43:06
INDIVIDUAL SCHOOLS TO GET TO

_t 02:27:44:19
KNOW THEIR COMMUNITY AND THEIR

_t 02:27:46:16
PARTNERS BETTER.

_t 02:27:51:10
>> I SEE COUNCILOR BOK HAS THE

_t 02:27:52:27
GAVEL.

_t 02:27:53:09
MY TIME IS ALMOST UP.

_t 02:27:54:06
>> YOUR TIME IS UP, COUNCILOR.

_t 02:27:56:05
>> OKAY.

_t 02:27:56:20
THANK YOU.

_t 02:27:58:12

PLUS YOU SAID FINAL QUESTION.

_t 02:28:04:28

RECOGNIZING COUNCILOR WU TO BE

_t 02:28:06:13

FOLLOWED BY COUNCILOR MEJIA.

_t 02:28:10:21

>> THANK YOU, MADAM CHAIR.

_t 02:28:12:14

AGAIN, IT'S A LITTLE COMFORTING.

_t 02:28:24:05

SO JUST LET ME KNOW.

_t 02:28:25:13

I COULD USE A LITTLE MORE HELP

_t 02:28:28:04

UNDERSTANDING EXACTLY HOW A FEW

_t 02:28:30:20

THINGS FIT TOGETHER IN THE

_t 02:28:31:19

DISTRICT BETWEEN THE MLU, THE

_t 02:28:35:06

\$100 MILLION OF NEW FUNDING OVER

_t 02:28:37:11

THE YEARS, THE CHANGES FOR THE

_t 02:28:39:03

WEIGHTED STUDENT FUNDING,

_t 02:28:41:09

ADJUSTMENTS ON TOP OF THAT

_t 02:28:44:18

PROCESS, YOU KNOW, MAYBE WE'LL

_t 02:28:45:23

START WITH, FOR EXAMPLE, THE

_t 02:28:48:03

FIRST BATCH OF THAT \$100

_t 02:28:49:25

MILLION, WHERE EXACTLY IS THAT

_t 02:28:53:13
\$32 MILLION OR \$34 MILLION IN

_t 02:28:55:09
THE FIRST YEAR GOING.

_t 02:28:55:27
FOR EXAMPLE, HOW MUCH IS IT

_t 02:28:58:02
OPENING UP THE WEIGHTED STUDENT

_t 02:29:00:21
FUNDING MECHANISM TO ALLOW FOR

_t 02:29:03:13
MORE CUSHIONS VERSUS OTHER

_t 02:29:05:08
THINGS?

_t 02:29:10:09
>> SO \$36 MILLION IN NEW

_t 02:29:12:09
INVESTMENTS IN THIS NEW BUDGET.

_t 02:29:14:11
THERE'S A COUPLE DIFFERENT WAYS

_t 02:29:15:14
TO THINK ABOUT THOSE ALIGN.

_t 02:29:17:17
S.

_t 02:29:19:24
IN THE BIG BUCKETS AROUND \$9

_t 02:29:21:22
MILLION FOR STRONG FOUNDATIONS,

_t 02:29:24:03
SUPPORT FOR STUDENTS, \$12

_t 02:29:25:17
MILLION FOR TEACHERS, AND \$15

_t 02:29:27:07
MILLION GOING TO NEW CONTENT.

_t 02:29:28:24
AND THE OTHER THING THAT WE'VE

_t 02:29:30:09

MENTIONED IS \$21 MILLION GOING

_t 02:29:31:27

FOR THE TRANSFORMATION PLANNING.

_t 02:29:33:13

AND THE TRANSFORMATION PLANNING

_t 02:29:35:02

IS THAT THE 3,300 SCHOOLS, SOME

_t 02:29:38:02

OF THAT WORK THAT OUR PLANNING,

_t 02:29:43:05

THE REVIEW, IT'S CERTAINLY IN

_t 02:29:45:19

LINE WHAT WE'RE SEEING AND HOW

_t 02:29:47:05

WE ARE ADDRESSING IN EFFECT

_t 02:29:51:09

THESE PERFORMANCE ISSUES.

_t 02:29:52:02

IN THE PRESENTATION THIS

_t 02:29:53:13

MORNING, THE TABLES THAT DETAIL

_t 02:29:58:16

OUT IN WHAT AREAS THAT GOES IN,

_t 02:30:00:19

SO SOME OF THESE INVESTMENTS ARE

_t 02:30:02:08

AT THE K2 PARA-PROFESSIONAL IS

_t 02:30:04:16

AN INVESTMENT IN STUDENTS AND

_t 02:30:06:03

SUPPORT AND THAT IS THROUGH

_t 02:30:07:18

WEIGHTED STUDENT FUNDING.

_t 02:30:08:11

SO IT IS -- THAT \$36 MILLION IS

_t 02:30:10:20

A BLEND, AND DEMANDING ON WHICH

_t 02:30:12:23

SORT OF VIEW YOU WANT US TO DO,

_t 02:30:15:09

WE COULD DO THAT.

_t 02:30:17:28

SO SOME OF THE INVESTMENTS IN

_t 02:30:19:15

NEW THINGS AND WEIGHTED STUDENT

_t 02:30:21:05

FUNDING, THE DOLLARS THAT DAVID

_t 02:30:23:22

OUTLINED, AND SOME OF IT IS

_t 02:30:24:29

GOING TOWARD CENTRAL OFFICE

_t 02:30:28:16

SUPPORT, THE DEVELOPMENT AND

_t 02:30:29:19

CONTENT SUPPORT, AS WELL.

_t 02:30:32:02

SO IT'S A LITTLE BIT OF A MIX TO

_t 02:30:34:04

ANSWER.

_t 02:30:34:10

>> OKAY.

_t 02:30:37:04

SO DOES THAT MEAN THAT... WELL,

_t 02:30:41:02

I GUESS MAYBE IT'S ON THE OUTER

_t 02:30:45:21

YEARS ANYWAY, BUT DOES THAT MEAN

_t 02:30:48:06

THEORETICALLY AFTER THE \$100

_t 02:30:49:23

MILLION IS DONE, THEN THERE WILL

_t 02:30:53:15
NEED TO BE SOME NEW CONVERSATION

_t 02:30:54:22
ABOUT WEIGHTED STUDENT FUNDING

_t 02:30:56:14
AND TENTATIVE MECHANISMS AGAIN?

_t 02:31:02:22
>> I DON'T KNOW IF IT MAKES

_t 02:31:04:13
SENSE AT THE END OF THE THREE

_t 02:31:06:23
YEARS FOR IT TO BE ABOUT THE

_t 02:31:09:15
FUNDING.

_t 02:31:09:27
ONE OF THE THINGS WE DO IS

_t 02:31:11:08
SEVERAL WAIT WEIGHTED STUDENT

_t 02:31:12:15
FUNDING AT AN ANNUAL BASIS, BOTH

_t 02:31:14:03
IN TERMS OF THE MEASURES THAT

_t 02:31:15:11
ARE IN THIS AND HOW TO MODIFY

_t 02:31:17:09
IT.

_t 02:31:18:20
YOU KNOW, CERTAINLY MOST

_t 02:31:20:11
RECENTLY THE OPPORTUNITY INDEX

_t 02:31:21:12
IS ABOUT TWO YEARS OLD.

_t 02:31:23:10
HAVING THE HOMELESS WEIGHTED

_t 02:31:24:25
STUDENT FUNDING IS ABOUT THREE

_t 02:31:25:29

YEARS OLD.

_t 02:31:26:26

AND, IN FACT, THE FORMULA HAS

_t 02:31:28:23

CHANGED EVERY SINGLE YEAR SINCE

_t 02:31:30:19

WE'VE IMPLEMENTED FIRST IN FY

_t 02:31:35:04

'12.

_t 02:31:35:19

THAT SHOWS OUR CONTINUOUS REVIEW

_t 02:31:37:28

AND TWEAKING OF IT.

_t 02:31:39:11

I THINK ONE OF THE THINGS THAT'S

_t 02:31:40:29

UNIQUE ABOUT A THREE-YEAR BUDGET

_t 02:31:42:10

IS IT ALLOWS US TO DO SOME

_t 02:31:44:16

SEQUENCING AND PLANNING IN A

_t 02:31:46:02

DIFFERENT WAY THAN WE'VE EVER

_t 02:31:47:05

DONE BEFORE.

_t 02:31:47:24

I DON'T KNOW IF THIS WAS THE

_t 02:31:49:02

NATURE OF YOUR QUESTION, BUT WE

_t 02:31:50:09

HAVE GOTTEN QUESTIONS EARLIER,

_t 02:31:51:20

WHAT HAPPENS IN YEAR FOUR.

_t 02:31:53:15

AND THAT'S A VALID QUESTION, BUT

_t 02:31:55:08
I HAVE NEVER BEEN ABLE TO TALK

_t 02:31:56:22
ABOUT WHAT'S GOING TO HAPPEN IN

_t 02:31:58:06
YEAR TWO AND YEAR THREE, SO I'M

_t 02:32:00:17
EXCITED ABOUT THAT MULTIYEAR

_t 02:32:01:29
CONVERSATION.

_t 02:32:02:23
I THINK WHAT CHANGES NEED THE

_t 02:32:04:19
HAPPEN, HOW DO YOU SUPPLEMENT

_t 02:32:06:22
THAT USF.

_t 02:32:09:27
COUNCILOR ESSAIBI GEORGE WAS

_t 02:32:12:20
MENTIONING, WHAT DOES EVERY

_t 02:32:13:15
SCHOOL GET.

_t 02:32:14:02
THOSE ARE GOOD CONVERSATIONS.

_t 02:32:15:15
I WELCOME FEEDBACK FROM ALL OF

_t 02:32:22:28
YOU IN TERMS OF WHAT DO WE DO.

_t 02:32:26:20
WE HAVE A LISTENING FORMAL

_t 02:32:28:02
BUDGET PROCESS THAT STARTS

_t 02:32:29:09
ENGAGING OUR SCHOOLS IN

_t 02:32:30:06
DECEMBER, BUT PUBLICLY IN

_t 02:32:31:12

FEBRUARY WHEN WE PRESENT OUR

_t 02:32:32:08

BUDGET TO THE SCHOOL COMMITTEE

_t 02:32:33:11

ALL THE WAY THROUGH THE END OF

_t 02:32:34:19

JUNE WHERE ALL OF US WILL BE

_t 02:32:36:21

GETTING TOGETHER, YOU KNOW,

_t 02:32:38:02

ONLINE TO DO OUR HEARINGS NOW.

_t 02:32:42:24

SO WHAT ARE THE OTHER WAYS THAT

_t 02:32:44:11

YOU CAN ENGAGE IN THE COMMUNITY

_t 02:32:45:24

AND CONTINUE IN THE CONVERSATION

_t 02:32:46:25

THAT THE SUPERINTENDENT DID IN

_t 02:32:47:24

THE FALL, JUST SAY HOW DO WE

_t 02:32:49:15

WANT TO SPEND AND HOW DO WE WANT

_t 02:32:52:02

TO PRIORITIZE THE NEXT ROUND AND

_t 02:32:53:18

THE NEXT THIRD AND THE NEXT

_t 02:32:55:02

THIRD AFTER THAT OF THE MAJOR

_t 02:32:57:02

INVESTMENT.

_t 02:32:57:08

>> OKAY.

_t 02:32:57:24

GREAT.

_t 02:32:58:09
THEN CAN YOU JUST SHED A LITTLE

_t 02:33:00:09
LIGHT ON TO HOW THE MLU FITS

_t 02:33:03:09
INTO ALL OF THIS WITH COSTS IN

_t 02:33:05:02
PARTICULAR?

_t 02:33:07:26
>> YEAH, SO THE -- I APOLOGIZE.

_t 02:33:11:28
I DON'T HAVE MY PRESENTATION

_t 02:33:13:27
FROM THIS MORNING OPEN.

_t 02:33:16:24
>> SO THE MLU, THE COMMISSIONER

_t 02:33:20:25
HAS COMMITTED \$4 MILLION FROM

_t 02:33:22:18
THE STATE TO THE EFFORT ON THE

_t 02:33:25:25
MLU.

_t 02:33:26:28
WE WERE SUPPOSED TO HAVE THE

_t 02:33:29:03
60-DAY KIND OF AGREED-UPON

_t 02:33:31:19
BUDGET, THE AGREED-UPON MEASURES

_t 02:33:32:27
AND A FEW OTHER MATTERS WITHIN

_t 02:33:34:15
THE MLU THAT HAS BEEN DELAYED.

_t 02:33:37:21
SO IT'S NOT CERTAIN HOW THAT \$4

_t 02:33:40:20
MILLION IS GOING TO BE SPENT ON

_t 02:33:42:11
THOSE PROJECTS.

_t 02:33:45:08
SO I DON'T HAVE THOSE ANSWERS

_t 02:33:46:14
YET.

_t 02:33:46:29
BUT THE WAY THAT THE MLU IS

_t 02:33:49:17
CONSTRUCTED WAS THAT THE ITEMS

_t 02:33:51:26
THAT WE ARE DOING ARE ALREADY

_t 02:33:54:08
ALIGNED TO THE STRATEGIC BUDGET

_t 02:33:55:19
AND ALIGNED TO OUR STRATEGIC

_t 02:33:56:27
DIRECTION.

_t 02:33:59:02
AND MOST OF THE ITEMS THAT THE

_t 02:34:00:23
COMMISSIONER HAS ON HIS SIDE OF

_t 02:34:04:02
THER OF THE FOUR THINGS HE'S

_t 02:34:05:13
WORKING ON AND THE STATE IS

_t 02:34:06:16
WORKING ON, IT'S BRINGING

_t 02:34:08:12
ADDITIONAL PARTNERSHIP, WHICH

_t 02:34:09:11
HOPEFULLY WOULD BRING ADDITIONAL

_t 02:34:11:02
REVENUE, WORKING ON THE

_t 02:34:12:10
KALEIDOSCOPE INITIATIVE, WHICH

_t 02:34:13:10
I'M CERTAIN SOME OF THE \$4

_t 02:34:14:24
MILLION WILL GO TOWARD AS WELL

_t 02:34:18:23
AS LOOKING AT PURSUING WORK.

_t 02:34:20:22
THAT'S IN THE CAPITAL REQUEST

_t 02:34:22:14
THAT WE'LL COVER IN A LATER

_t 02:34:23:21
HEARING.

_t 02:34:24:13
AND THEN WORKING ON ONE OTHER

_t 02:34:27:28
THING.

_t 02:34:28:16
I'M JUST LOSING MY BRAIN RIGHT

_t 02:34:30:09
NOW.

_t 02:34:32:10
IT'S DIVERSITY HIRING.

_t 02:34:33:06
SO HE HAS A HOUSING INITIATIVE

_t 02:34:35:17
AND I'M NOT SURE WHAT COST WILL

_t 02:34:38:11
BE ASSOCIATED WITH THAT.

_t 02:34:39:27
I DO WANT TO REMIND AS WE THINK

_t 02:34:42:15
ABOUT THE THREE-YEAR BUDGET, WE

_t 02:34:45:06
ARE TALKING ABOUT IT BEING \$100

_t 02:34:47:21
MILLION, BUT I DO WANT TO REMIND

_t 02:34:50:02

THE COUNCIL THAT THIS IS, YOU

_t 02:34:51:25

KNOW, 36 THIS YEAR, BUT IT'S

_t 02:34:55:06

ALSO AN ADDITIONAL... THOSE 36

_t 02:34:57:06

DON'T GO AWAY.

_t 02:34:58:06

THERE'S AN ADDITIONAL IN THE

_t 02:35:00:22

30s PLUS NEXT YEAR TO GET TO

_t 02:35:02:28

THE NEXT YEAR, WHICH WOULD BE

_t 02:35:05:07

\$100 MILLION THEN WITH THE

_t 02:35:06:12

ADDITION OF ANOTHER 30 ON TOP OF

_t 02:35:08:02

THE 60 THAT WAS THE PRIOR YEAR

_t 02:35:09:29

ON TOP OF THE 36, WHICH IS THIS

_t 02:35:11:20

YEAR.

_t 02:35:12:02

SO IT DOES -- IT'S AN ADDITIVE

_t 02:35:14:27

TO GET TO \$100 MILLION EACH YEAR

_t 02:35:17:02

SOME IN THAT FOURTH YEAR, IT'S

_t 02:35:20:14

\$100 MILLION UNLESS THIS BODY

_t 02:35:21:18

AND THE MAYOR DECIDE TO INCREASE

_t 02:35:25:02

THAT AMOUNT BASED ON

_t 02:35:30:07
EXPECTATIONS AND WHAT PRIORITIES

_t 02:35:31:12
ARE EMERGING AT THAT TIME IN THE

_t 02:35:32:21
FOURTH YEAR.

_t 02:35:33:29
>> OKAY.

_t 02:35:37:18
SO I DIDN'T GET TO ASK THIS ONE

_t 02:35:39:06
EARLIER THIS MORNING, SO MAYBE

_t 02:35:40:17
THIS ISN'T THE RIGHT TIME FOR

_t 02:35:43:07
IT, BUT IN TERMS OF TIME LINES

_t 02:35:45:02
AND THE MLU WITH THE STATE, SO

_t 02:35:47:21
WHAT HAPPENS IF SOME OF THE

_t 02:35:50:15
GOALPOSTS THAT HAVE BEEN SET

_t 02:35:52:03
THERE ARE NOT MET, BOTH FROM A

_t 02:35:56:05
BUDGETARY IMPACT OR GOVERNANCE

_t 02:36:00:26
OR ANYTHING ELSE?

_t 02:36:01:11
>> WELL, IT'S A THREE-YEAR

_t 02:36:03:02
AGREEMENT.

_t 02:36:03:19
THE MLU IS A THREE-YEAR

_t 02:36:05:03
AGREEMENT.

_t 02:36:05:15
WE HAVE ALL OF THAT TIME TO SHOW

_t 02:36:08:04
IMPROVEMENTS.

_t 02:36:08:12
WE HAVE NOT DETERMINED WHAT

_t 02:36:09:12
THOSE MEASURES ARE.

_t 02:36:10:08
CERTAINLY WITH THE CANCELLATION

_t 02:36:11:13
OF MCAS, THAT'S GOING TO

_t 02:36:17:09
COMPLICATE MATTERS.

_t 02:36:18:04
THAT MIGHT BE MULTIYEARS GIVEN

_t 02:36:20:15
LEARNING LOSS BEFORE THOSE WILL

_t 02:36:21:18
BE RELIABLE AND VALID AGAIN.

_t 02:36:23:24
SO YOU KNOW, THAT'S ALL GOING TO

_t 02:36:25:05
BE DETERMINED WHAT THOSE

_t 02:36:26:14
OUTCOMES WILL LOOK LIKE SOME

_t 02:36:28:07
WE'LL COME BACK TO YOU WITH WHAT

_t 02:36:29:28
THOSE MEASURES LOOK LIKE AND IF

_t 02:36:34:03
WE DO OR DO NOT MEET THE

_t 02:36:36:16
OBLIGATIONS WITHIN THOSE

_t 02:36:37:07
MEASURES.

_t 02:36:38:09

>> OKAY.

_t 02:36:39:03

GREAT.

_t 02:36:40:26

AND I THINK -- I SEE THE GAVEL.

_t 02:36:42:22

I'LL JUST END WITH A REQUEST

_t 02:36:44:13

THEN.

_t 02:36:44:28

I'M NOT SURE WHICH SESSION THIS

_t 02:36:46:27

IS IN DOWN THE LINE, BUT COULD

_t 02:36:49:28

WE GET A BREAKDOWN OF NOT JUST

_t 02:36:51:15

THE FUNDING AND HOW IT SUPPORTS

_t 02:36:53:08

THE MLU AND THAT THREE-YEAR SET

_t 02:36:57:14

OF OBJECTIVES, BUT ALSO FROM A

_t 02:37:00:19

CAPITAL PERSPECTIVE, WHO AND

_t 02:37:03:02

WHICH ROLES WITHIN THE BPS

_t 02:37:05:04

ADMINISTRATION IS TASKED WITH

_t 02:37:06:14

MAKING SURE EACH OF THOSE THINGS

_t 02:37:09:04

HAPPEN.

_t 02:37:09:16

THANK YOU.

_t 02:37:10:04

>> JUST TO... WE HAVE FOUR ITEMS

_t 02:37:12:27
ON THE MLU.

_t 02:37:16:07
WE NEED TO FOCUS ON THE 34

_t 02:37:19:04
LOWEST-PERFORMING SCHOOLS, WHICH

_t 02:37:20:02
THIS BUDGET DOES AND DOES

_t 02:37:22:05
HEAVILY.

_t 02:37:22:17
WE CAN SHOW THOSE INVESTMENTS

_t 02:37:24:03
AND WE CAN SHOW THE NUMBERS OF

_t 02:37:25:24
PERSONNEL FOR IT.

_t 02:37:26:20
WE NEED TO ADDRESS SIGNIFICANTLY

_t 02:37:28:02
THE ISSUES OF SPECIAL EDUCATION.

_t 02:37:29:24
WE'RE CURRENTLY WORKING WITH BTU

_t 02:37:31:27
ON INCLUSION THEIR PRACTICES AND

_t 02:37:33:15
WHAT THAT STAFFING WILL LOOK

_t 02:37:34:22
LIKE.

_t 02:37:35:10
AND SO ONCE THOSE AGREEMENTS ARE

_t 02:37:37:16
MADE, THAT THEN WILL BE PART OF

_t 02:37:39:24
OUR BUDGETING MOVING FORWARD.

_t 02:37:42:13
WE ALSO HAVE TO ADDRESS

_t 02:37:45:22

TRANSPORTATION AND WE BELIEVE

_t 02:37:46:23

THAT THERE MAY BE SOME UPFRONT

_t 02:37:48:23

COSTS FOR IMPROVING

_t 02:37:51:08

TRANSPORTATION, BUT THEN WE HOPE

_t 02:37:52:16

IN THE FUTURE WE WILL SEE

_t 02:37:55:12

SAVINGS FROM THOSE EFFICIENCIES

_t 02:37:58:09

THAT WE'RE ABLE TO CREATE.

_t 02:37:59:24

THEN WE'RE ADOPTING THE PATH

_t 02:38:03:18

CORE.

_t 02:38:04:02

SO PART OF THAT WORK IS AT THE

_t 02:38:05:25

ELEMENTARY AND AT THE HIGH

_t 02:38:06:25

SCHOOL REDESIGN LEVEL, AND MUCH

_t 02:38:09:02

OF THAT INVESTMENT IS COMING IN

_t 02:38:11:05

YEAR TWO OF THIS BUDGET.

_t 02:38:15:10

>> GREAT.

_t 02:38:16:02

THANK YOU SO MUCH,

_t 02:38:17:29

SUPERINTENDENT, AND THANKS

_t 02:38:20:02

COUNCILOR WU.

_t 02:38:20:27
NEXT UP IS I BELIEVE COUNCILOR

_t 02:38:25:23
MEJIA TO BE FOLLOWED BY

_t 02:38:27:11
COUNCILOR O'MALLEY AND COUNCILOR

_t 02:38:28:24
KIM JANEY.

_t 02:38:30:10
>> THANK YOU, CHAIRMAN BOK.

_t 02:38:38:19
>> GET READY.

_t 02:38:39:28
>> YOU HIGH HEAR THE GAVEL.

_t 02:38:41:14
>> I'M GOING TO ACT LIKE I DON'T

_t 02:38:43:02
HEAR YOU.

_t 02:38:43:25
I'M JUST JOKING.

_t 02:38:44:17
I DO HAVE A FEW QUESTIONS.

_t 02:38:45:28
THANK YOU SO MUCH FOR YOUR

_t 02:38:47:21
THOROUGH PRESENTATION.

_t 02:38:48:27
I'M REALLY CURIOUS ABOUT THE

_t 02:38:53:20
PROCESS.

_t 02:38:54:08
THAT IS WHERE I FALL BACK TO

_t 02:38:55:29
JUST CURIOUS ABOUT THE COUNCIL

_t 02:39:01:03
AND THE DECISION-MAKING PROCESS

_t 02:39:02:22
FOR THE BUDGETS.

_t 02:39:04:26
I'M CURIOUS AS TO WHETHER OR NOT

_t 02:39:07:04
THOSE MEETINGS HAPPENED WITH

_t 02:39:14:20
TRANSLATION.

_t 02:39:17:12
>> SO WE CAN ASK MONICA ROBERTS

_t 02:39:22:10
AND HER TEAM WHEN THEY'RE COMING

_t 02:39:23:21
IN TO SPEAK THE THAT MORE.

_t 02:39:25:02
I KNOW THAT WE DO HAVE

_t 02:39:28:03
INTERPRETATION SERVICES

_t 02:39:29:13
AVAILABLE FOR ALL SCHOOL COUNCIL

_t 02:39:37:28
S.

_t 02:39:43:20
SO WE CAN CHECK WITH THE

_t 02:39:45:04
ENGAGEMENT ON THE USE OF THOSE

_t 02:39:46:12
SERVICES.

_t 02:39:46:19
>> I'M CURIOUS.

_t 02:39:47:23
THE REASON WHY I HAVE ASKED IS

_t 02:39:49:08
BECAUSE I HAVE COME ACROSS A LOT

_t 02:39:52:21
OF PARENTS.

_t 02:39:57:05

SO I'VE HEARD FROM A LOT OF

_t 02:39:58:19

PARENTS THAT DURING THIS COUNCIL

_t 02:40:00:09

AND THE BUDGET HEARINGS AND

_t 02:40:04:08

ISSUES WITH THE SCHOOLS, THEY

_t 02:40:05:15

DON'T REALLY HAVE MUCH OF A SAY

_t 02:40:08:23

BECAUSE NO ONE IS THERE TO

_t 02:40:10:07

TRANSLATE WHAT THE BUDGET IS AND

_t 02:40:11:13

WHAT IT MEANS, AND SO I WOULD

_t 02:40:17:18

RECOMMEND THAT MOVING FORWARD WE

_t 02:40:19:02

HAVE A SERIES OF MEETINGS WITH

_t 02:40:23:14

PARENTS SO THEY CAN UNDERSTAND

_t 02:40:25:04

WHAT THE BUDGET LOOK LIKE BEFORE

_t 02:40:26:02

YOU START TALKING ABOUT THE

_t 02:40:27:20

BUDGET, AND THAT'S JUST

_t 02:40:28:16

SOMETHING THAT I WOULD

_t 02:40:29:29

ENCOURAGE.

_t 02:40:30:22

>> YES.

_t 02:40:32:08

COUNCILOR, WHAT I WOULD ALSO

_t 02:40:33:27

REQUEST IS IF YOU HAVE THAT FOR

_t 02:40:35:09

A SPECIFIC SCHOOL COMMUNITY, YOU

_t 02:40:36:26

SHOULD DEFINITELY LET US KNOW.

_t 02:40:38:04

I DID A WONDERFUL TWO-LANGUAGE

_t 02:40:43:17

COUNCIL BUDGET MEETING AT THE

_t 02:40:45:09

BLACKSTONE WHERE EVERYONE IN THE

_t 02:40:46:05

ROOM HAD INTERPRETATION SO IT

_t 02:40:47:09

COULD BE DONE IN BOTH LANGUAGES

_t 02:40:49:12

SIMULTANEOUSLY.

_t 02:40:49:24

IT WAS PRETTY GREAT.

_t 02:40:51:02

SO I KNOW WE WOULD DEFINITELY

_t 02:40:52:21

LOVE TO BE ABLE TO SUPPORT THAT.

_t 02:40:54:28

>> THAT WOULD BE GREAT.

_t 02:40:56:03

I THINK ALONG THAT SAME LINE IS

_t 02:40:57:29

THAT WHAT I HAVE LEARNED, AND I

_t 02:41:01:23

KNOW IT'S PARENT ENGAGEMENT, BUT

_t 02:41:03:22

TALKING ABOUT BUDGET AS A VALUE

_t 02:41:06:24

STATEMENT, I THINK HIGHLY

_t 02:41:09:28
ENGAGED PEOPLE IN THE

_t 02:41:11:13
DECISION-MAKING PROCESS

_t 02:41:13:24
THE OTHER QUESTION THAT I HAVE,

_t 02:41:15:18
AND I'M JUST CURIOUS ABOUT THE

_t 02:41:19:07
TRENDS.

_t 02:41:19:18
A LOT OF FAMILIES ARE NOW BEING

_t 02:41:21:24
PRICED OUT OF CERTAIN

_t 02:41:23:12
NEIGHBORHOODS, AND I'M JUST

_t 02:41:24:23
CURIOUS AS TO WHEN I LOOK AT

_t 02:41:27:02
SOME OF THE SCHOOLS WHERE

_t 02:41:30:02
THERE'S HIGH-LEVEL INVESTMENT

_t 02:41:31:24
BEING MADE, HAS THE DEMOGRAPHICS

_t 02:41:36:04
CHANGED?

_t 02:41:36:22
ARE THE PEOPLE WHO ARE GOING TO

_t 02:41:39:08
BENEFIT FROM THE CHANGES IN

_t 02:41:40:08
THOSE INVESTMENT, I'M JUST

_t 02:41:42:10
CURIOUS AS TO WHETHER OR NOT

_t 02:41:43:13
THERE IS A DIRECT CORRELATION

_t 02:41:45:06
BETWEEN THE DIFFERENT

_t 02:41:48:23
TEMPERATURE GRAPHICS AND THE

_t 02:41:50:16
INVESTMENTS BEING MADE IN

_t 02:41:51:09
SCHOOLS.

_t 02:41:53:05
>> I WOULD SAY THE CONVERSATION

_t 02:41:56:14
AROUND IMPACTED GENTRIFICATION

_t 02:41:58:20
IN OUR SCHOOLS IS SOMETHING

_t 02:41:59:24
WE'VE BEEN REALLY WORKING TO

_t 02:42:02:02
UNDERSTAND PRIOR TO THE

_t 02:42:04:24
DISRUPTION HERE IN THE SPRING.

_t 02:42:05:26
WE WERE WORKING WITH THE BOSTON

_t 02:42:07:25
PLANNING AND DEVELOPMENT AGENCY

_t 02:42:11:20
TO UNDERSTAND HOUSING PRICES AND

_t 02:42:14:24
THE IMPACT ON THE OVERALL

_t 02:42:17:03
DEMOGRAPHICS.

_t 02:42:17:15
WE HAVE SEEN IN TRADITIONALLY

_t 02:42:18:26
BLACK OR LOW-INCOME

_t 02:42:20:07
NEIGHBORHOODS, SOME OF THOSE

_t 02:42:21:10
HOUSING PRICES HAVE CHANGED

_t 02:42:22:21
FAIRLY DRAMATICALLY.

_t 02:42:24:27
AND SO YOU KNOW, THERE IS

_t 02:42:26:04
CONCERN THAT AS WE MAKE

_t 02:42:29:12
INVESTMENTS WITHIN, PARTICULARLY

_t 02:42:30:24
ON THE BUILDINGS, THOSE PROJECTS

_t 02:42:33:21
TAKE MANY MORE YEARS TO DO, THAT

_t 02:42:35:06
WE WILL EVENTUALLY HAVE A VERY

_t 02:42:37:26
DIFFERENT SCHOOL COMMUNITY.

_t 02:42:39:18
BUT THE TRANSFORMATION

_t 02:42:41:07
INVESTMENTS WERE MADE BASED ON

_t 02:42:43:08
SCHOOL PERFORMANCE AND WITH AN

_t 02:42:45:04
INVESTMENT IN RAISING A LEVEL OF

_t 02:42:46:15
QUALITY AT THE SCHOOL.

_t 02:42:47:06
WE DID MAKE SOME ADJUSTMENTS TO

_t 02:42:50:19
THE ALLOCATIONS BASED ON STUDENT

_t 02:42:53:29
SIZE, SO THEY DO THE RATIOS

_t 02:42:57:08
CHANGE AS STUDENT ENROLL.

_t 02:42:59:02

GOES UP.

_t 02:42:59:07

THEN THE SOCIAL WORKER SIDE IN

_t 02:43:01:02

PARTICULAR, WE MADE SURE THAT

_t 02:43:02:03

SCHOOLS WITH HIGHER OPPORTUNITY

_t 02:43:03:29

INDEX SCORES RECEIVED A HIGHER

_t 02:43:06:05

ALLOCATION OF SOCIAL WORKERS, AS

_t 02:43:07:24

WELL.

_t 02:43:08:09

THAT'S ABOUT THE STUDENTS WE'RE

_t 02:43:09:21

PROJECTING FOR THEM TO ENROLL

_t 02:43:10:27

NEXT YEAR AND THE INVESTMENTS

_t 02:43:12:29

THOSE SCHOOLS ARE GETTING.

_t 02:43:15:28

AND SO YOU KNOW, I THINK THAT

_t 02:43:17:13

DOES SORT OF GUARD AGAINST SOME

_t 02:43:18:26

OF THE ISSUES, BUT THE BROADER

_t 02:43:21:26

IMPACT OF SHIFT IN DEMOGRAPHICS

_t 02:43:23:11

AND SHIFT IN ENROLLMENT AND

_t 02:43:25:07

NEIGHBORHOODS IS SOMETHING THAT

_t 02:43:26:21

WE'RE TRYING TO MONITOR AND ALSO

_t 02:43:28:03

IT'S A LOT ABOUT OUR ENROLL.

_t 02:43:30:20

TRANSITION SUPPORT, AS WELL.

_t 02:43:31:20

ONE OF THE THINGS THAT WE SAW IS

_t 02:43:33:22

THAT CYCLE THAT DAVID WALKED US

_t 02:43:36:03

THROUGH.

_t 02:43:36:15

IT IMPACTS THOSE STUDENTS WHO

_t 02:43:39:04

ARE SORT OF LEFT BEHIND IN THAT

_t 02:43:42:14

CYCLE OR THOSE SCHOOLS WITH LESS

_t 02:43:44:02

OPTIONS.

_t 02:43:44:22

SO WE KNOW THAT'S CORRELATED

_t 02:43:46:09

HIGHLY WITH INCOME AND SORT OF

_t 02:43:47:19

ECONOMIC SITUATIONS.

_t 02:43:48:20

SO WE'RE TRYING TO DO IS

_t 02:43:50:02

STABILIZE THOSE SCHOOL

_t 02:43:51:11

COMMUNITIES, AND IN TERMS OF

_t 02:43:52:16

THEIR FINANCES AND MAKE SURE

_t 02:43:53:22

THEY CAN STILL MAINTAIN THAT

_t 02:43:56:06

FOUNDATION FOR QUALITY

_t 02:43:58:07

REGARDLESS OF SCHOOL CHOICE.

_t 02:43:59:25

AND WE CAN HELP THOSE SCHOOLS

_t 02:44:03:09

TRANSITION AND SUSTAIN AS THEY

_t 02:44:05:02

START TO GAIN ENROLL.

_t 02:44:06:08

AGAIN AND BE MORE COMPETITIVE

_t 02:44:09:20

FROM THE OTHER OPTIONS IN THE

_t 02:44:11:09

NEIGHBORHOODS.

_t 02:44:11:19

>> ANOTHER QUESTION I HAVE, I

_t 02:44:16:06

WAS HERE AT THE TIME WHEN, YOU

_t 02:44:18:28

KNOW, I LIVED IN DORCHESTER, BUT

_t 02:44:23:05

I'M JUST CURIOUS IN TERMS OF AS

_t 02:44:26:09

WE START CONTINUING TO COME TO

_t 02:44:28:18

EQUITY, ARE THERE ANY

_t 02:44:31:04

POSSIBILITIES THAT WE MIGHT SEE

_t 02:44:33:13

OUR SCHOOLS MORE DIVERSE OR ARE

_t 02:44:37:05

ALL THESE EFFORTS LEADING US TO

_t 02:44:41:11

THAT TYPE OF ENVIRONMENT?

_t 02:44:44:21

>> DO YOU MEAN LIKE MORE... HOW

_t 02:44:47:15

DO YOU MEAN MORE DIVERSE?

_t 02:44:48:25

>> WELL, INTERRACIAL.

_t 02:44:52:25

>> MORE WHITE FAMILIES YOU MEAN?

_t 02:44:54:23

>> I WOULD LIKE TO SEE MORE

_t 02:44:56:28

BLACK FAMILIES, LATINOS, WHITES,

_t 02:45:01:24

ALL DIFFERENT TYPE OF

_t 02:45:04:11

SOCIOECONOMIC STATUS ALL IN ONE

_t 02:45:05:14

SCHOOL UNIT.

_t 02:45:06:18

I MEAN, I THINK THAT REALLY WHEN

_t 02:45:09:04

YOU THINK ABOUT EQUITY, WHEN YOU

_t 02:45:10:24

THINK ABOUT THOSE THINGS, I

_t 02:45:13:13

THINK THAT I'M JUST WONDERING

_t 02:45:15:02

WHETHER OR NOT THAT'S BEING

_t 02:45:16:05

THOUGHT OF IN TERMS OF A GOAL?

_t 02:45:19:12

>> SO AS YOU KNOW, OR MAY NOT

_t 02:45:22:12

KNOW, PART OF MY PREVIOUS

_t 02:45:24:17

EXPERIENCE HAS BEEN

_t 02:45:25:06

SUPERINTENDENT OF AN INTEGRATION

_t 02:45:26:27
SCHOOL DISTRICT.

_t 02:45:27:18
AND SO ITS NUMBER-ONE GOAL WAS

_t 02:45:31:13
TO WORK ON DESEGREGATION EFFORTS

_t 02:45:33:16
AND TO CREATE BETTER EQUITY AND

_t 02:45:36:07
HAVE TEACHERS WHO PREPARE AROUND

_t 02:45:38:09
CLST.

_t 02:45:38:24
IT'S SOMETHING THAT'S NEAR AND

_t 02:45:40:22
DEAR TO MY HEART TO CREATE

_t 02:45:43:14
INTERGRATED LEARNING

_t 02:45:44:02
ENVIRONMENTS FOR CHILDREN,

_t 02:45:44:27
HOWEVER, PART OF THAT PUZZLE IS

_t 02:45:46:16
AROUND HOUSING PATTERN, AS WELL.

_t 02:45:48:24
AS YOU MADE THE COMMENTS AROUND

_t 02:45:51:05
GENTRIFICATION AND UNDERSTANDING

_t 02:45:52:02
THAT AND UNDERSTANDING HOUSING,

_t 02:45:54:10
AND SO THAT'S KEY IN TERMS OF

_t 02:45:57:14
WHAT WE'RE DOING.

_t 02:45:58:07
THAT'S WHY I'M SO HOPEFUL FOR

_t 02:46:00:13

THIS NEW APPROACH WITH HOUSING

_t 02:46:02:08

AROUND THE PERMANENT HOUSING

_t 02:46:03:27

VOUCHERS THAT WE'RE ABLE TO GIVE

_t 02:46:07:06

1,000 OF OUR FAMILIES.

_t 02:46:08:09

I'M EXCITED ABOUT THAT

_t 02:46:09:09

OPPORTUNITY TO REALLY THINK

_t 02:46:12:09

INTENTIONALLY ABOUT WHERE THOSE

_t 02:46:13:27

ARE AT AND HOW WE HELP OUR

_t 02:46:15:23

FAMILIES SECURE THAT HOUSING.

_t 02:46:16:28

SO THAT'S A BIG PIECE, BUT I

_t 02:46:18:19

THINK ALSO IN TERMS OF

_t 02:46:20:28

DELIVERING HIGH-QUALITY OPTIONS,

_t 02:46:22:24

IT DOESN'T REALLY MATTER THE

_t 02:46:25:02

SKIN COLOR OR YOUR LANGUAGE

_t 02:46:27:03

BACKGROUND.

_t 02:46:27:17

EVERY PARENT WANTS A

_t 02:46:29:12

HIGH-QUALITY EXPERIENCE FOR

_t 02:46:29:27

THEIR CHILDREN, AND IF YOU START

_t 02:46:31:23
CREATING SCHOOLS THAT ARE

_t 02:46:33:02
PERCEIVED AND ARE ALSO

_t 02:46:34:07
DELIVERING ON A HIGH-QUALITY

_t 02:46:36:02
EDUCATION THROUGHOUT THE CITY,

_t 02:46:37:22
WHICH IS PART OF OUR STRATEGY, I

_t 02:46:39:12
THINK WE WILL SEE BETTER

_t 02:46:41:04
INTEGRATION HAPPENING AT OUR

_t 02:46:41:29
SCHOOLS.

_t 02:46:43:07
>> ONE LAST QUESTION.

_t 02:46:45:02
I'M INTRIGUED BY AS WE MOVE ON

_t 02:46:48:13
BEYOND THE COVID-19 SITUATION,

_t 02:46:50:08
WE HAVE A LOT OF EMPTY BUS

_t 02:46:57:24
ROUTES WITH KIDS TRAVELING FROM

_t 02:46:59:11
ONE PLACE TO THE NEXT.

_t 02:47:00:14
AS WE START MOVING BACK INTO

_t 02:47:04:26
NORMAL SCHOOL, JUST CURIOUS

_t 02:47:08:07
ABOUT ARE YOU GUYS THINKING OF

_t 02:47:09:06
HAVING KIDS GO TO THEIR

_t 02:47:11:27
NEIGHBORHOOD SCHOOLS?

_t 02:47:12:15
IS THAT PART OF YOUR THINKING?

_t 02:47:14:24
I'M JUST CURIOUS AS TO HOW YOU

_t 02:47:16:27
GUYS ARE GOING TO CONTAIN THE

_t 02:47:18:12
SITUATION?

_t 02:47:18:23
>> SO I THINK THE IDEAL, AND MY

_t 02:47:23:02
THEORY DURING MY CAREER IS

_t 02:47:24:29
FAMILIES WOULD PREFER TO HAVE

_t 02:47:26:07
THEIR SCHOOL OF CHOICE BE THE

_t 02:47:27:18
ONE THAT'S CLOSEST TO THEM.

_t 02:47:30:12
BUT THEY WON'T GO IF IT'S

_t 02:47:32:12
PERCEIVED AS NOT BEING OF HIGH

_t 02:47:33:23
QUALITY.

_t 02:47:34:26
THE ONLY TIME THAT FAMILIES DO

_t 02:47:36:07
WANT TO MAKE ANOTHER OPTION FOR

_t 02:47:37:21
THEIR CHILD OUTSIDE OF THE

_t 02:47:39:14
NEIGHBORHOOD SCHOOL IS IF THEY

_t 02:47:40:14
HAVE A SPECIALTY, SAY A

_t 02:47:43:08
STEM-BASED FOCUS OR AN ARTS

_t 02:47:45:07
FOCUS OR URGE YOU KNOW,

_t 02:47:46:25
MONTESSORI SCHOOL, OR

_t 02:47:49:08
INTERNATIONAL BACCALAUREATE OR

_t 02:47:50:19
SOMETHING LIKE THAT.

_t 02:47:51:22
OTHERWISE I THINK FAMILIES DO

_t 02:47:53:09
PREFER, ESPECIALLY AT THE

_t 02:47:54:09
ELEMENTARY LEVEL TO, GO TO

_t 02:47:55:09
SCHOOL CLOSEST TO HOME BECAUSE

_t 02:47:56:17
IT'S THEIR COMMUNITY.

_t 02:47:58:08
IT'S WHERE THEY CAN DEVELOP

_t 02:48:00:04
RELATIONSHIPS.

_t 02:48:01:07
>> IT'S WHERE THEY CAN HAVE

_t 02:48:02:28
CHILDREN CONNECTED WITH EACH

_t 02:48:04:19
OTHER AT THE PARK OR PLAY GROUPS

_t 02:48:06:08
AND ALL OF THAT.

_t 02:48:08:03
SO IT'S REALLY INCUMBENT UPON

_t 02:48:11:02
THIS STRATEGY THAT WE'RE DOING

_t 02:48:12:13
AND CREATING HIGH SCALT SCHOOLS

_t 02:48:14:15
IN EVERY NEIGHBORHOOD TO ENSURE

_t 02:48:16:26
THOSE OPTIONS ARE AVAILABLE BUT

_t 02:48:17:26
TO ALSO HAVE CHOICE OPTIONS FOR

_t 02:48:19:22
FAMILIES IF THEY SO CHOOSE TO

_t 02:48:21:06
WANT TO HAVE THOSE CHOICE

_t 02:48:23:26
OPTIONS WITHIN A COMMUNITY.

_t 02:48:25:02
SO I THINK IT'S BOTH THAT WE'RE

_t 02:48:28:02
TRYING TO DO WITH THIS APPROACH

_t 02:48:29:22
IN CREATING WELL-ROUNDED SCHOOLS

_t 02:48:31:21
AND HIGH-QUALITY SCHOOLS

_t 02:48:32:19
THROUGHOUT THE ENTIRE CITY.

_t 02:48:34:17
>> AND THE LAST THING I'M

_t 02:48:37:21
CURIOUS ABOUT, BUT WE HAVEN'T

_t 02:48:44:22
REALLY TALKED ABOUT THIS.

_t 02:48:49:28
I'M CURIOUS ABOUT WHAT WE NEED

_t 02:48:53:02
TO DO TO ENSURE WE'RE DEVELOPING

_t 02:48:54:27
THE TYPE OF SCHOLARS THAT WILL

_t 02:48:56:08

BE ABLE TO GET INTO THE

_t 02:48:58:29

HIGHEST-PERFORMING HIGH SCHOOLS?

_t 02:49:04:02

HOW DO WE MAKE SURE THEY'RE

_t 02:49:05:11

BETTER PREPARED?

_t 02:49:06:02

>> THIS IS ESPECIALLY TRUE FOR

_t 02:49:07:29

OUR DUAL LANGUAGE SCHOOLS.

_t 02:49:09:07

THESE PATHWAYS ARE VERY

_t 02:49:10:11

IMPORTANT.

_t 02:49:10:18

IF YOU START THE LANGUAGE WORK

_t 02:49:12:02

ALL RIGHT IN UPK THAT YOU'RE

_t 02:49:14:05

ABLE TO CONTINUE IT THROUGHOUT

_t 02:49:16:03

YOUR ENTIRE CAREER.

_t 02:49:18:05

SO THIS ARTICULATION IS

_t 02:49:19:21

SOMETHING WE'RE THINKING ABOUT

_t 02:49:20:24

WHEN WE'RE LOOKING AT THE

_t 02:49:24:18

PATHWAYS AND THE PROGRAMMATIC

_t 02:49:26:03

PATHWAYS WE HAVE, HIGH LEVELS OF

_t 02:49:27:29

RIGOR AND ALSO LANGUAGE OR OF

_t 02:49:31:02

CONTENT-BASED TYPE OF PROGRAM.

_t 02:49:32:27

>> THANK YOU.

_t 02:49:34:06

AND THANK YOU, CHAIRWOMAN BOK,

_t 02:49:39:26

FOR GIVING ME A LITTLE EXTRA

_t 02:49:41:07

TIME.

_t 02:49:41:17

I APPRECIATE IT.

_t 02:49:42:07

>> YOU'RE WELCOME.

_t 02:49:43:10

NEXT UP IS COUNCILOR O'MALLEY TO

_t 02:49:45:06

BE FOLLOWED BY COUNCILOR JANEY

_t 02:49:47:05

AND COUNCILOR CAMPBELL.

_t 02:49:47:27

>> THANK YOU AND GOOD AFTERNOON,

_t 02:49:49:11

LADIES AND GENTLEMEN.

_t 02:49:50:22

I APPRECIATE THERE ARE A LOT OF

_t 02:49:52:12

ISSUES WE WANT TO GET INTO.

_t 02:49:54:09

AND DURING THIS PROCESS I KNOW

_t 02:49:55:24

WE'LL HAVE MORE SPECIFIC

_t 02:49:57:17

HEARINGS DEDICATED TOWARD

_t 02:49:58:21

TRANSPORTATION AND SCHOOL

_t 02:49:59:23
SUPPORT SERVICE, SETS, SO I WANT

_t 02:50:01:04
THE TAKE THIS

_t 02:50:02:09
THANK YOU.

_t 02:50:02:27
THIS IS THE SCHOOL BUDGET

_t 02:50:04:02
HEARING.

_t 02:50:04:19
I ALWAYS CHECK IN WITH ALL OF MY

_t 02:50:07:28
PRINCIPALS AHEAD OF TIME.

_t 02:50:08:20
I REACHED MOST OF THEM, AND BY

_t 02:50:12:13
MANY LARGE THIS IS THE BEST

_t 02:50:15:19
BUDGET WE'VE SEEN FROM AN

_t 02:50:16:27
INDIVIDUAL SCHOOL POINT OF VIEW

_t 02:50:17:26
IN QUITE SOME TIME SOME KUDOS TO

_t 02:50:19:19
ALL OF YOU.

_t 02:50:20:11
THAT'S NOT TO SAY WE WILL NOT

_t 02:50:21:25
PUSH YOU FOR MORE, BUT IT'S A

_t 02:50:23:28
GOOD PLACE THE START.

_t 02:50:24:24
I GUESS MY FIRST QUESTION FOR

_t 02:50:29:14
FAITH -- NATE OR DAVID, CAN YOU

_t 02:50:35:15

TALK ABOUT GRAY CONFIGURATIONS?

_t 02:50:37:11

WE'LL START THE SECOND ROUND OF

_t 02:50:39:17

K-5 EXPANDING TO SIXTH GRADE,

_t 02:50:41:28

WHAT THAT LOOKS LIKE, AND ALSO

_t 02:50:43:18

LOOKING AT SOME HIGH SCHOOLS

_t 02:50:46:13

BEGIN SEVENTH GRADE.

_t 02:50:49:17

>> YOU SAW WE DID THE

_t 02:50:52:05

ACCELERATED K6 EXPANSION IN EAST

_t 02:50:54:10

BOSTON.

_t 02:50:54:25

THAT'S BECAUSE THERE WAS

_t 02:50:55:27

CAPACITY TO DO THAT AND IT WAS

_t 02:50:57:11

EASIER TO DO WITH THE REGION.

_t 02:50:59:02

AND I THINK THAT IS WHY WE WERE

_t 02:51:01:08

ABLE TO DO THAT.

_t 02:51:03:06

AND THE WHOLE COMMUNITY WAS

_t 02:51:04:25

REALLY RALLILING AROUND THE

_t 02:51:06:02

SOLUTION THAT WE HAD.

_t 02:51:07:19

WE NEXT NEED TO ADDRESS THE

_t 02:51:09:18
ROSLINDALE COMMUNITY AND HAVE

_t 02:51:11:03
THOSE COMMUNITY CONVERSATIONS TO

_t 02:51:12:24
GET THE K6 EXPANSION THERE.

_t 02:51:15:27
THEN WE HAVE A FEW OUTLIERS.

_t 02:51:19:17
>> THE MOZART IN ROSLINDALE?

_t 02:51:23:21
>> THE MOZART, THE BASE, THE

_t 02:51:28:10
PHILBRICK, AND THE SUMNER

_t 02:51:29:18
SCHOOLS AND THEN THE IRVING

_t 02:51:30:21
SCHOOL.

_t 02:51:31:09
THOSE SORT OF MIX OF SCHOOLS IN

_t 02:51:34:02
THAT AREA THAT, YOU KNOW,

_t 02:51:37:19
LOOKING AT THE FACILITIES, WE

_t 02:51:38:27
HAVE TO LOOK AT OUR MIDDLE

_t 02:51:40:15
SCHOOLS, WHICH ARE ALL SLATED TO

_t 02:51:42:27
COME OFF LINE SHORTLY WITHIN THE

_t 02:51:47:11
PPS PLAN.

_t 02:51:47:22
THAT WAS A QUESTION I WAS ASKED

_t 02:51:49:17
IN MY INTERVIEW ABOUT THE MIDDLE

_t 02:51:51:21
SCHOOLS, AND SO THAT OPENS IT UP

_t 02:51:53:07
TO BE ABLE TO DO SOME OF THE

_t 02:51:57:07
OTHER PROGRAMMING WE NEED TO

_t 02:51:58:22
SOLIDIFY SOME OF THESE PATHWAYS.

_t 02:52:02:29
SO WE'RE LOOKING AT THE 712S AND

_t 02:52:06:21
EXPANDING THOSE.

_t 02:52:07:02
THERE ARE PROBABLY ABOUT SEVEN

_t 02:52:08:17
OR EIGHT OF THOSE.

_t 02:52:09:13
WE HAVE ABOUT FIVE I THINK OR

_t 02:52:10:24
SIX OF THEM ON OUR

_t 02:52:12:12
TRANSFORMATION LIST.

_t 02:52:12:27
SO WE'VE GOT TO DO SOME

_t 02:52:15:06
SIGNIFICANT WORK WITH SOME OF

_t 02:52:16:09
THOSE THAT ARE ON OUR

_t 02:52:17:28
TRANSFORMATION LIST WITH THE

_t 02:52:19:11
STATE.

_t 02:52:20:21
AND REALLY BEGIN TO LOOK AT THE

_t 02:52:22:17
QUALITY OF OUR HIGH SCHOOLS.

_t 02:52:25:12
THAT WORK I PERCEIVE IS URGENT.

_t 02:52:27:27
>> I COULD NOT AGREE WITH YOU

_t 02:52:29:16
MORE SPECIFICALLY AS IT RELATES

_t 02:52:30:22
TO THE HIGH SCHOOL.

_t 02:52:33:10
I APPRECIATE THIS.

_t 02:52:34:06
THIS IS SOMETHING THAT'S

_t 02:52:36:02
INCREDIBLY IMPORTANT TO ME.

_t 02:52:38:10
TWO OR THREE YEARS AGO THERE WAS

_t 02:52:39:27
SOMETHING LIKE 24 OR 25

_t 02:52:41:04
DIFFERENT GRADE CONFIGURATIONS

_t 02:52:42:12
IN ALL OF BPS, SO WE'RE ALL

_t 02:52:44:19
UNITED TO HAVE A BETTER SYSTEM

_t 02:52:47:08
IN PLACE FOR OUR STUDENTS AND

_t 02:52:49:08
MORE PREDICTABILITY FOR OUR

_t 02:52:50:07
KIDS.

_t 02:52:50:22
THE QUESTION IS HOW MANY GRADE

_t 02:52:53:21
CONFIGURE CHANGES WILL HAPPEN IN

_t 02:52:54:19
THE START OF 2020, 2021 SCHOOL

_t 02:52:58:23

YEAR.

_t 02:52:58:29

HOW MANY SCHOOLS WILL SEE A

_t 02:53:00:02

CHANGE IN THEIR STRUCTURE?

_t 02:53:01:13

>> IS IT 11?

_t 02:53:02:28

I THINK?

_t 02:53:03:16

HOW MANY IS IT?

_t 02:53:05:12

DAVID, DO YOU KNOW, IS IT 11

_t 02:53:06:23

SCHOOLS THAT ARE CHANGING FOR

_t 02:53:07:26

NEXT YEAR.

_t 02:53:14:09

ARE YOU COUNTING THEM?

_t 02:53:15:10

>> I'LL BE RIGHT THERE.

_t 02:53:18:16

>> WE'LL GET YOU THAT LIST.

_t 02:53:20:04

I THINK IT'S AROUND 11.

_t 02:53:21:18

>> SUFFICED TO SAY WE'RE ON

_t 02:53:24:06

TRACK.

_t 02:53:25:02

>> YES.

_t 02:53:25:20

I WISH I COULD HAVE DONE THE

_t 02:53:27:19

ROSLINDALE SCHOOLS QUITE

_t 02:53:29:06

HONESTLY.

_t 02:53:29:17

I WISH WE HAD ENOUGH TIME TO GET

_t 02:53:32:05

THOSE COMMUNITY CONVERSATIONS

_t 02:53:33:19

COMPLETED, BUT WE JUST WEREN'T

_t 02:53:35:07

THERE YET.

_t 02:53:36:15

WE ALSO HAVE NOT AING JUST OUR

_t 02:53:45:18

K-8, BUT I DO WANT TO HAVE A

_t 02:53:47:21

CONVERSATION AROUND K-8, BECAUSE

_t 02:53:49:02

THE SEVENTH AND EIGHTH GRADE

_t 02:53:50:17

PROGRAMS DEMOGRAPHICALLY AND

_t 02:53:52:02

SPECIAL POPULATIONS LOOK VERY,

_t 02:53:53:06

VERY DIFFERENT THAN THEY DO AT

_t 02:53:54:05

THE EARLIER GRADES IN THOSE

_t 02:53:56:06

SCHOOLS.

_t 02:53:56:13

>> ABSOLUTELY.

_t 02:53:57:06

>> AND MANY OF OUR SCHOOLS ON

_t 02:53:58:25

OUR TRANSFORMATION LIST ARE

_t 02:54:00:10

MIDDLE SCHOOLS AND K-8 SCHOOLS.

_t 02:54:02:19
>> ABSOLUTELY.

_t 02:54:03:24
THERE'S NO DOUBT THERE'S NO SORT

_t 02:54:08:10
OF ONE-SIZE-FITS-ALL APPROACH TO

_t 02:54:10:08
THIS.

_t 02:54:10:26
WE RECOGNIZE WE HAVE TO BE

_t 02:54:12:11
NIMBLE, BUT CERTAINLY MORE

_t 02:54:14:23
PREDICTABILITY IS SOMETHING WE

_t 02:54:15:16
ALL SHARE.

_t 02:54:16:08
MY TIME IS QUICKLY RUNNING OUT,

_t 02:54:17:22
SO VERY BRIEFLY CAN, YOU TALK A

_t 02:54:19:21
LITTLE BIT OR MAYBE GO BACK THE

_t 02:54:21:21
THAT SLIDE, DAVID OR NATE, ON

_t 02:54:24:23
THE SOFT LANDINGS, THE 19

_t 02:54:27:02
SCHOOLS.

_t 02:54:27:12
I THINK IT WAS JUST UNDER \$1

_t 02:54:31:04
MILLION, \$900 AND CHANGE GOING

_t 02:54:33:02
TO THOSE 19 SCHOOLS, AND WHAT

_t 02:54:34:08
WAS THE BREAKDOWN?

_t 02:54:35:11
I'M SURE I YOU'LL CHECK THE

_t 02:54:36:19
BOOK, BUT IT SEEMED THAT WAS

_t 02:54:38:10
MOSTLY DWEERD TOWARD HIGH

_t 02:54:39:06
SCHOOLS?

_t 02:54:39:18
I THINK THERE WAS A HANDFUL OF

_t 02:54:43:03
ELEMENTARYIES THAT WERE ON

_t 02:54:44:20
THERE.

_t 02:54:44:28
>> YES.

_t 02:54:49:28
ENROLLMENT DECREASES ARE

_t 02:54:51:27
DISPROPORTIONATELY IN A NUMBER

_t 02:54:52:27
OF SMALL NUMBER OF OUR

_t 02:54:54:23
COMPREHENSIVE HIGH SCHOOLS.

_t 02:54:55:29
SO YOU DID CORRECTLY SEE A

_t 02:55:02:10
HIGHER PROPORTION OF THOSE

_t 02:55:04:11
SCHOOLS RELATIVE TO THE BROADER

_t 02:55:07:28
GROUP.

_t 02:55:08:18
>> OKAY.

_t 02:55:09:24
BRIEFLY, CAN YOU TALK A LITTLE

_t 02:55:11:02

BIT?

_t 02:55:11:12

I WAS DELIGHTED WITH THE SCHOOL

_t 02:55:13:21

NURSE.

_t 02:55:14:06

I KNOW MANY OF US, THE CHAIR OF

_t 02:55:15:29

THE EDUCATION COMMITTEE, SCHOOL

_t 02:55:17:21

AND SOCIAL WORKERS, ARE THEY

_t 02:55:19:14

INCLUDED IN THIS YEAR'S BUDGET.

_t 02:55:21:04

24 OR SO ADDED TO THE SYSTEM?

_t 02:55:23:02

OR EVEN HIGHER THAN THAT?

_t 02:55:25:07

>> IT'S 37.

_t 02:55:27:18

>> 37.

_t 02:55:28:19

AND THOSE WOULD BE SERVING EVERY

_t 02:55:31:28

SCHOOL WITH THE FOCUS I WOULD

_t 02:55:33:09

ASSUME ON HIGH SCHOOLS?

_t 02:55:36:17

>> IT'S THE 47 SOCIAL WORKERS

_t 02:55:41:20

ALLOCATED TO THE 33

_t 02:55:43:02

TRANSFORMATION SCHOOLS.

_t 02:55:43:27

THOSE ARE THE NEW ALLOCATIONS.

_t 02:55:47:26

THE RATIO IS BASED ON THE

_t 02:55:50:10

OPPORTUNITY INDEX SCORE, AND

_t 02:55:52:21

THEN THE TOTAL ENROLL.

_t 02:55:54:06

AT THE SCHOOL.

_t 02:55:56:03

SO SOME OF THE HIGH SCHOOLS ARE

_t 02:55:58:04

GETTING LARGER ALLOCATIONS OF

_t 02:55:59:25

SOCIAL WORKERS BECAUSE THE HIGH

_t 02:56:01:13

SCHOOLS TENDS TO BE BIGGER THAN

_t 02:56:02:21

OUR ELEMENTARY SCHOOLS.

_t 02:56:03:24

BUT THIS WAS ACROSS ALL THE 33

_t 02:56:07:05

TRANSFORMATION SCHOOLS.

_t 02:56:08:07

>> AGAIN, THOSE ARE THE SCHOOLS

_t 02:56:09:19

THAT THE HIGH SCHOOLS THAT ARE

_t 02:56:10:27

IN THE TRANSFORMATION.

_t 02:56:12:18

WHEN WE GET TO OUR SOLUTIONS FOR

_t 02:56:14:10

OUR REDESIGNING, WE'LL BE

_t 02:56:18:21

FOCUSING ON THOSE SCHOOLS THAT

_t 02:56:22:21

ARE GOING 9-12.

_t 02:56:25:02
SO FROM 9-12 TO 7-12 IN YEAR

_t 02:56:27:11
TWO.

_t 02:56:28:11
>> THERE WERE 11 ADDITIONAL

_t 02:56:30:13
SCHOOLS, BUT IT WAS ON TOP OF

_t 02:56:32:09
FIVE SCHOO&

_t 02:56:32:14
SCHOOLS PREVIOUSLY ANNOUNCED IN

_t 02:56:34:27
K-6 IT WAS 16 TOTAL SCHOOLS.

_t 02:56:38:24
GOING TO SIX FOR NEXT YEAR.

_t 02:56:42:14
>> I THINK THAT IS OBVIOUSLY

_t 02:56:45:02
SUCH AN IMPORTANT INVESTMENT

_t 02:56:46:11
THAT WE ARE ALL MAKING AND

_t 02:56:49:08
PARTICULARLY TO A SCHOOL YEAR

_t 02:56:50:18
THAT WILL START AFTER OBVIOUSLY

_t 02:56:53:09
VERY TRAUMATIZING YEAR FOR ALL

_t 02:56:55:15
OF US.

_t 02:56:56:03
PARTICULARLY FOR YOUNGER PEOPLE

_t 02:56:57:24
FOR STUDENTS HAVING THOSE

_t 02:56:59:02
RESOURCES AVAILABLE ABSOLUTELY

_t 02:56:59:26

CRITICAL.

_t 02:57:02:29

THANK YOU, MADAM CHAIR.

_t 02:57:04:06

>> THANK YOU.

_t 02:57:06:06

NEXT UP IS COUNCIL PRESIDENT

_t 02:57:11:06

FOLLOWED BY COUNCILOR FLAHERTY.

_t 02:57:13:02

>> THANK SO MUCH.

_t 02:57:14:21

THANK YOU SUPERINTENDENT TO

_t 02:57:15:21

MEMBERS OF YOUR TEAM.

_t 02:57:18:21

I WANT TO FIRST GIVE A SHOUT OUT

_t 02:57:20:14

TO ORCHARD GARDEN THAT WAS THE

_t 02:57:23:02

BACKDROP OF COUNCILOR WU EARLIER

_t 02:57:25:18

WANT TO SHOUT OUT OTHER GUARD

_t 02:57:26:27

GARDEN IN MY DISTRICT.

_t 02:57:39:02

ASKED A QUESTION ON PROCESS IN

_t 02:57:41:19

TERMS OF BUDGET AND ASK

_t 02:57:45:14

SPECIFICALLY THE SCHOOL BUDGET

_t 02:57:49:02

MEETING AND TRAINING WERE BEING

_t 02:57:51:02

TRANSLATED I GUESS MY QUESTION

_t 02:57:53:10

WHETHER OR NOT THOSE MEETINGS

_t 02:57:54:14

ARE EVEN HAPPENING.

_t 02:57:55:22

I DON'T GET A SENSE THAT THAT

_t 02:57:57:02

STUFF IS HAPPENING.

_t 02:58:13:14

THAT'S HOW LONG AGO IT WAS AND

_t 02:58:15:04

WE WERE DOING TRAINING WITH

_t 02:58:17:18

SPANISH SPEAKING PARENTS AND HE

_t 02:58:20:15

WAS MASTERFUL IN HIS ABILITY TO

_t 02:58:22:21

TAKE WHAT WAS VERY COMPLICATED

_t 02:58:25:02

AND MAKE IT EASY FOR ALL OF US

_t 02:58:27:06

TO ENGAGE AND REALLY UNDERSTAND

_t 02:58:30:22

THE BUDGET PROCESS AND SO MORE

_t 02:58:32:16

OF THAT COULD HAPPEN I SECOND

_t 02:58:37:18

COUNCILOR MARIA ENGAGING

_t 02:58:39:22

FAMILIES IN THIS PROCESS.

_t 02:58:40:18

I KNOW WE'LL HAVE OPPORTUNITY

_t 02:58:42:14

FOR PUBLIC TESTIMONY LATER THIS

_t 02:58:44:15

WEEK.

_t 02:58:44:29
IN TERMS OF THE 33

_t 02:58:48:02
TRANSFORMATIONAL SCHOOLS IN THE

_t 02:58:49:20
EARLIER HEARING I HAD MADE

_t 02:59:04:14
MENTION THAT WE INVEST IN THAT

_t 02:59:06:16
LAST THREE OR FOUR YEARS OR

_t 02:59:07:19
MAYBE FIVE OR SIX OR SEVEN YEARS

_t 02:59:09:15
THEN GO ON TO ANOTHER GROUPING

_t 02:59:11:23
OF SCHOOLS.

_t 02:59:12:14
WE SAW THIS WITH THE TEN

_t 02:59:15:02
SUPERINTENDENT SCHOOLS THAT WAS

_t 02:59:16:03
PROBABLY AT LEAST 15 MAYBE 17

_t 02:59:17:27
YEARS AGO.

_t 02:59:19:21
THEN WE HAD TURN AROUND SCHOOLS

_t 02:59:21:14
FOR A NUMBER OF YEARS.

_t 02:59:23:04
WE NOW ARE LOOKING AT

_t 02:59:25:28
TRANSFOREMAKAL SCHOOL F. WE CAN

_t 02:59:26:19
TALK ABOUT THAT 121 MILLION,

_t 02:59:28:25
WHAT THAT INVESTMENT LOOKS LIKE

_t 02:59:30:26

AND HOW THIS IN FACT WILL BE

_t 02:59:34:02

DIFFERENT THAN JUST ANOTHER

_t 02:59:35:09

GROUPING OF SCHOOLS THAT I'M

_t 02:59:39:20

SURE NEED MORE SUPPORT AND I'M

_t 02:59:40:28

GLAD WE ARE MAKING THAT

_t 02:59:43:05

INVESTMENT.

_t 02:59:43:23

BUT WANT TO REALLY UNDERSTAND

_t 02:59:45:02

HOW THIS IS DIFFERENT BECAUSE I

_t 02:59:48:07

WOULD VENTURE TO GUESS THAT MANY

_t 02:59:50:02

OF THESE SCHOOLS ARE PROBABLY

_t 02:59:51:09

SCHOOLS THAT WERE PREVIOUSLY

_t 02:59:52:25

IDENTIFIED AS TURN AROUND

_t 02:59:54:10

SCHOOLS AND WHO WERE PREVIOUSLY

_t 02:59:55:27

IDENTIFIED AS SUPERINTENDENT

_t 02:59:58:03

SCHOOLS, WHATEVER GROUPING WE

_t 02:59:59:16

HAD AT THE TIME.

_t 03:00:00:19

IF YOU THAT TALK ABOUT THAT, I

_t 03:00:03:10

KNOW WE GOT THAT 47 SOCIAL

_t 03:00:05:12
WORKERS WE SHARED 33 OF THOSE

_t 03:00:08:10
SCHOOLS IF YOU CAN TALK ABOUT

_t 03:00:09:19
THE REST THAT HAVE 21 MILLION

_t 03:00:11:19
WHAT THAT LOOKS LIKE.

_t 03:00:12:10
THANK YOU.

_t 03:00:15:09
>> CAN I HAVE YOU TALK TO THE

_t 03:00:16:19
SPECIFICS OF THE 33 SCHOOLS IN

_t 03:00:18:10
JUST A MOMENT.

_t 03:00:19:29
PRESIDENT JANEY I WANT TO JUST

_t 03:00:22:25
THANK YOU FOR YOUR SUPPORT.

_t 03:00:24:19
I KNOW THAT YOU ARE REALLY

_t 03:00:27:03
CONCERNED AS I AM ABOUT THESE

_t 03:00:28:28
LOWER PERFORMING SCHOOLS BECAUSE

_t 03:00:30:07
MANY ARE IN OUR MOST UNDERSERVED

_t 03:00:33:26
COMMUNITIES.

_t 03:00:34:04
SO REALLY IMPORTANT FOR US TO

_t 03:00:37:02
SHIFT TAKE THIS FOCUS AS WE

_t 03:00:38:16
BEGIN TO LOOK AT THESE

_t 03:00:40:14

INVESTMENTS IN THESE SCHOOLS.

_t 03:00:43:16

AND I KNOW THAT THE INVESTMENTS

_t 03:00:45:14

THAT WE'RE MAKING HERE WERE MADE -- THAT NATE WILL TALK

_t 03:00:48:27

ABOUT ARE DIRECTLY RELATED TO

_t 03:00:51:17

SOME OF THE INEQUITIES THAT WE

_t 03:00:53:13

HAVE SEEN PRIOR.

_t 03:00:54:19

I'M GOING TO LET NATE GO AHEAD

_t 03:00:56:27

AND SPEAK TO THAT, THERE'S ONE

_t 03:00:58:14

OTHER THING BUT LOST MY MIND,

_t 03:01:00:15

I'LL COME BACK TO IT ABOUT YOUR

_t 03:01:02:02

COMMENTS WHAT YOU SAID THAT I

_t 03:01:03:08

WANTED TO ALSO COMMENT ON.

_t 03:01:09:21

>> THE 21 MILLION INVESTMENT IN

_t 03:01:12:05

THOSE SCHOOLS I THINK FALL INTO

_t 03:01:16:08

FOUR MAJOR CATEGORIES WE'VE

_t 03:01:18:04

TALKED ABOUT.

_t 03:01:19:09

THERE'S SCHOOL-BASED SOCIAL

_t 03:01:22:04

WORKERS THAT ARE ALLOCATED TO

_t 03:01:23:16
THE 33 SCHOOLS BEING MENTIONED,

_t 03:01:26:10
THERE SOME SOCIAL WORKERS

_t 03:01:27:13
ALLOCATED ABOVE AND BEYOND THE

_t 03:01:29:22
HIGHEST OPPORTUNITY THAT GO

_t 03:01:30:28
BEYOND 33 SCHOOLS.

_t 03:01:33:11
THERE'S ALSO SCHOOL-BASE FAMILY

_t 03:01:35:18
LIAISON AND SCHOOL-BASED

_t 03:01:38:04
INSTRUCTIONAL FACILITATORS.

_t 03:01:41:21
THE COURT PART IS ADDITIONAL

_t 03:01:42:19
ALLOCATION THAT WAS GIVEN TO THE

_t 03:01:45:02
K-8 IN THE TRANSFORMATION

_t 03:01:46:26
SCHOOLS TO BE ABLE TO PROVIDE

_t 03:01:48:25
ADDITIONAL SPECIALIST TIME THAT

_t 03:01:50:16
TRANSLATED TO MORE ART TEACHERS,

_t 03:01:52:26
MORE MUSIC TEACHERS SO THAT

_t 03:01:54:17
THOSE TEACHERS HAVE MORE

_t 03:01:55:20
PLANNING TIME THROUGHOUT THE

_t 03:01:56:26
SCHOOL DAY TO BE ABLE TO RECEIVE

_t 03:02:01:14
COACHING AND DO -- THAT THEY'RE

_t 03:02:08:14
TEAMS WITHIN THE BUILDING.

_t 03:02:10:02
THOSE ALLOCATIONS OF SOCIAL

_t 03:02:11:04
WORKER FOR THE SPECIALIST FOR

_t 03:02:13:02
HIGH SCHOOL, MIDDLE SCHOOL,

_t 03:02:15:02
BECAUSE OF THE WAY SCHEDULING

_t 03:02:16:17
WORKED TO SORT OF -- ALREADY

_t 03:02:18:22
HAVE PLANNING TIME THAT THEY

_t 03:02:20:04
NEED.

_t 03:02:20:18
JUST RECONFIGURING THE SCHEDULE.

_t 03:02:55:03
WHAT IS THE SUSTAINABILITY PLAN

_t 03:02:57:02
FOR THOSE SCHOOLS WHEN THEY EXIT

_t 03:02:59:04
TURN AROUND.

_t 03:03:01:02
YOU ARE RIGHT THE NAME THAT THAT

_t 03:03:02:28
TURN AROUND PROCESS AND

_t 03:03:04:29
STEP-DOWN PROCESS ONE THAT HAS

_t 03:03:05:22
BEEN THE TRANSFORMATION SCHOOL

_t 03:03:23:13
IS OUR WAY OF PRIORITIZING UNA

_t 03:03:26:08
SUSTAINABLE AND SYSTEMATIC

_t 03:03:27:23
INVESTMENT IN ALL OF OUR

_t 03:03:28:29
SCHOOLS.

_t 03:03:37:02
MAKING THOSE INVESTMENTS IN MORE

_t 03:03:38:21
OF OUR SCHOOLS.

_t 03:03:39:15
IN THE THREE YEAR SHOW REYEAR

_t 03:03:42:02
COMMITMENT TO RAM UP UP.

_t 03:03:43:18
THAT IS GENERAL FUNDED MONEY AS

_t 03:03:46:05
COMMITMENT IN THE CITY.

_t 03:03:47:06
IT'S BASED ON AN UNDERSTANDING

_t 03:03:49:10
THAT THE STUDENT OPPORTUNITY ACT

_t 03:03:50:18
IS GOING TO STABILIZE STATE

_t 03:03:53:22
FUNDING FOR THE DISTRICT IN THE

_t 03:03:54:27
FUTURE, STATE FUNDING FOR THE

_t 03:03:56:26
CITY IN THE FUTURE.

_t 03:03:57:24
BUT IT'S REALLY A COMMITMENT TO

_t 03:04:00:02
RAISE THAT -- THAT'S WHY WE KEEP

_t 03:04:01:23
TALKING ABOUT MINIMUM LEVEL OF

_t 03:04:03:11
QUALITY, RAISING FOUNDATION FOR

_t 03:04:04:18
QUALITY.

_t 03:04:17:11
FUNDAMENTAL DIFFERENCE IN THIS

_t 03:04:18:27
BUDDING THAT MAKES IT FROM THE

_t 03:04:20:08
START A MUCH MORE SUSTAINABLE

_t 03:04:22:17
INVESTMENT IN SCHOOL

_t 03:04:26:03
IMPROVEMENTS THAN ANYTHING DONE.

_t 03:04:27:12
I'VE BEEN HERE FOR TEN YEARS

_t 03:04:28:27
CERTAINLY WENT THROUGH THE PAINS

_t 03:04:30:05
OF HAVING TO CUT TURN AROUND

_t 03:04:31:14
SCHOOL BUDGET.

_t 03:04:35:02
WHEN THOSE FUNDS FROM THE STATE

_t 03:04:36:08
ENDED.

_t 03:04:37:06
AT THE RISK OF SPEAKING TOO

_t 03:04:39:17
CANDIDLY WHEN THE STATE DOES

_t 03:04:41:18
TURN AROUND MONEY THEY DO IT

_t 03:04:42:24
WITH TEMPORARY INFUSIONS OF CASH

_t 03:04:45:29
IN WAY THAT IS MEANT TO BE FL

_t 03:04:47:19

FLASHY.

_t 03:04:48:03

WE'RE DOING IT HERE THE

_t 03:04:49:23

SUPERINTENDENT WITH THE CITY

_t 03:04:50:29

FUNDING DOING SUSTAINABLE

_t 03:04:53:02

RESPONSIBLE WAY AS NEW

_t 03:04:54:18

COMMITMENT TO OUR STUDENTS.

_t 03:04:55:27

THAT MAKES IT VERY DIFFERENT ON

_t 03:04:58:12

WHAT YOU'VE SEEN IN THE PAST.

_t 03:05:01:27

>> I'M SORRY.

_t 03:05:04:08

ALSO PERMANENT.

_t 03:05:06:15

SO YOU PUT IN SOCIAL WORKERS,

_t 03:05:08:18

THEY DON'T GO AWAY, THEY STAY.

_t 03:05:10:14

BECAUSE THESE ARE THINGS THAT WE

_t 03:05:12:15

RECOGNIZE ARE NEEDED FOR THE

_t 03:05:14:24

WRAP-AROUND SERVICES FOR

_t 03:05:16:09

CHILDREN IN THESE SCHOOLS.

_t 03:05:17:27

AND SO IT'S CRITICAL THAT WE

_t 03:05:20:29

HAVE THIS KIND OF SUSTAINED

_t 03:05:22:09

EFFORT.

_t 03:05:22:23

EVEN THOUGH THIS IS A THREE-YEAR

_t 03:05:24:11

BUDGET THIS IS THE THREE-YEAR

_t 03:05:25:24

BUDGET THAT IS ONGOING.

_t 03:05:27:09

THIS IS BUILDING, TOO.

_t 03:05:29:09

THIS IS MORE THAN THREE-YEAR

_t 03:05:30:24

BUDGET.

_t 03:05:31:09

THIS IS A BUDGET THAT IS

_t 03:05:32:23

REFLECTIVE OF THREE-YEAR

_t 03:05:34:21

INVESTMENT BUILT THOSE

_t 03:05:35:06

INVESTMENTS AREN'T AT THE END

_t 03:05:38:03

AND HUNDRED MILLION GOES AWAY.

_t 03:05:39:21

THAT FINANCE ON.

_t 03:05:40:19

EVERY SINGLE DOLLAR, EVER SINGLE

_t 03:05:42:10

STAFF MEMBER WE PUT INTO A

_t 03:05:44:06

SCHOOL STAYS UNLESS WE TOGETHER

_t 03:05:46:02

MAKE A DIFFERENT DECISIONS FOR

_t 03:05:48:05

THOSE DOLLARS OR KNOCK ON WOOD

_t 03:05:51:02

WE DON'T HAVE ANY KIND OF

_t 03:05:52:15

SIGNIFICANT RECESSION THAT WOULD

_t 03:05:54:09

GET IN THE WAY OF US BEING ABLE

_t 03:05:56:09

TO DO THESE TYPES OF IN

_t 03:05:58:24

INVESTMENTS.

_t 03:05:58:29

I DID THINK OF WHAT I WANTED TO

_t 03:06:00:20

SHARE WITH YOU, PRESIDENT JANEY,

_t 03:06:02:02

THAT WAS THE DIFFERENCE BETWEEN

_t 03:06:03:18

TRANSFORMATION SCHOOLS AND WHAT

_t 03:06:06:08

I BELIEVE YOU WERE TALKING ABOUT

_t 03:06:08:14

SUPERINTENDENT SCHOOLS.

_t 03:06:08:27

THERE IS A PROVISION WITHIN

_t 03:06:13:09

CONTRACT FOR SUPERINTENDENT TO

_t 03:06:15:04

INVOKE SUPERINTENDENT SCHOOLS

_t 03:06:15:27

FOR UP TO TEN SCHOOLS IN YEAR

_t 03:06:18:24

ONE AND THEN FIVE MORE SCHOOLS

_t 03:06:21:18

THE NEXT YEAR IF THEY DON'T SHOW

_t 03:06:22:15

THE KIND OF IMPROVEMENTS, IS

_t 03:06:23:27
THAT THEY WANT AFTER

_t 03:06:25:18
INTERVENTION.

_t 03:06:26:03
SO YOU DO INTERVENTION TEAMS AND

_t 03:06:28:07
SO WHAT WE'RE DOING NOW IS

_t 03:06:29:24
INTERVENTION WITH THESE

_t 03:06:30:18
TRANSFORMATION SCHOOLS BUT IF WE

_t 03:06:32:21
HAVE SCHOOLS THAT DO NOT IMPROVE

_t 03:06:35:28
THEN WE MAY TAKE MORE DRASTIC

_t 03:06:38:19
ACTION IN THE FUTURE WHICH IS

_t 03:06:40:18
THE SUPERINTENDENT SCHOOLS WHICH

_t 03:06:41:11
IS REALLY WORKING TOWARD ANY

_t 03:06:45:18
KIND OF STAFFING CHANGES AT THE

_t 03:06:47:22
SCHOOL, LEADERSHIP CHANGES AT

_t 03:06:49:05
THE SCHOOL.

_t 03:06:50:02
RESTRUCTURING OF THE SCHOOLS

_t 03:06:51:16
THAT ARE -- THAT IS A BIT MORE

_t 03:06:55:06
DIFFERENT THAN WHAT WE'RE

_t 03:06:56:02
PUTTING IN RIGHT NOW WHICH IS

_t 03:06:57:27

MUCH MORE SUPPORTIVE MODEL

_t 03:06:59:15

RATHER THAN TOTAL RESTRUCTURING

_t 03:07:01:09

MODEL.

_t 03:07:09:12

>> I CERTAINLY HAVE MORE

_t 03:07:10:21

QUESTIONS, MADAM CHAIR.

_t 03:07:12:07

AND DOUBTFUL THAT I'LL MAKE IT

_t 03:07:13:22

TO THE SECOND ROUND BECAUSE I

_t 03:07:15:21

HAVE A COMMITMENT AT 3:30 ONE AT

_t 03:07:18:04

4:00 SO WONDER IF I JUST LEAVE

_t 03:07:19:28

WITH YOU THIS HOPEFULLY YOU'LL

_t 03:07:21:03

GET TO ITF NOT IMMEDIATELY.

_t 03:07:25:02

I MENTION CRITERIA HOW WE

_t 03:07:26:12

DETERMINE WHICH SCHOOLS WOULD BE

_t 03:07:27:22

TRANSFORMATIONAL SCHOOLS THEN

_t 03:07:32:06

HOW THE OPPORTUNITY INDEX IS

_t 03:07:33:28

ADJUSTING FOR GENTRIFICATION.

_t 03:07:37:14

I WILL YIELD MY TIME IF THERE'S

_t 03:07:39:02

A QUESTION NOW OR LATER I

_t 03:07:40:21
CERTAINLY APPRECIATE IT.

_t 03:07:41:22
BUT AT SOME POINT WE'LL HAVE TO

_t 03:07:43:10
SIGN OFF I DON'T THINK I'LL MAKE

_t 03:07:44:16
IT TO SECOND ROUND.

_t 03:07:45:16
THANK YOU, SUPERINTENDENT.

_t 03:08:33:23
I THINK IT REMAINS TO THIS

_t 03:08:35:07
DECLINE IN ENROLLMENT THAT IS A

_t 03:08:38:09
CONTINUING ISSUE, OF COURSE,

_t 03:08:39:19
FAMILIES ARE LEAVING THE CITY OR

_t 03:08:42:16
DECLINING SOME OUR FAMILIES ARE

_t 03:08:45:25
CHOOSING OTHER OPTIONS, RIGHT?

_t 03:08:48:18
IN THE EARLY BUDGET DOCS

_t 03:08:51:13
PROJECTED DECREASE OF, I THINK

_t 03:08:53:04
IT WAS OVER 800 STUDENTS FOR THE

_t 03:08:55:23
YEAR ALREADY.

_t 03:08:56:12
ONE QUESTION IS, WILCO

_t 03:08:58:11
INDIVIDUAL 19 ACCELERATE THAT.

_t 03:09:01:02
AND THEN THE OTHER IS, HOW ARE

_t 03:09:03:21
WE DEALING WITH THE DECLINING

_t 03:09:04:25
ENROLLMENT ISSUE TO ENSURE THAT

_t 03:09:08:11
EVERY SCHOOL OBVIOUSLY IS

_t 03:09:10:07
ADEQUATELY RESOURCED SO WE CAN

_t 03:09:12:19
PROVIDE FAMILIES WITH BEST

_t 03:09:14:04
EDUCATION OPPORTUNITY.

_t 03:09:15:15
THEN MY THIRD QUESTION RELATED

_t 03:09:18:11
TO DECREASE IN STUDENTS

_t 03:09:19:28
DECLINING ENROLLMENT IS AN

_t 03:09:21:19
EXAMPLE OF A SCHOOL IN MY

_t 03:09:23:19
DISTRICT.

_t 03:09:24:02
THE SHAW SCHOOL.

_t 03:09:41:04
[LOST AUDIO]

_t 03:09:49:02
NEEDS OF THAT PARTICULAR SCHOOL,

_t 03:09:50:05
THANK YOU.

_t 03:09:57:09
>> A LOT OF GREAT QUESTIONS IN

_t 03:09:58:25
THERE.

_t 03:09:59:06
THE QUESTION ABOUT OUR

_t 03:10:00:21
ENROLLMENT AS REACTION TO COVID

_t 03:10:02:10
IS INCREDIBLY DIFFICULT FOR US

_t 03:10:04:05
TO GUESS.

_t 03:10:13:08
HOLDING STUDENTS OUT OF SCHOOL

_t 03:10:16:02
IN THE FALL OR SOME FAMILIES

_t 03:10:18:12
NEED TO FIND ALTERNATIVES.

_t 03:10:22:04
THERE IS QUESTIONS ABOUT WHETHER

_t 03:10:23:08
OR NOT THAT THIS IS GOING TO

_t 03:10:24:23
IMPACT THE NUMBER OF FAMILIES

_t 03:10:26:09
WHO ARE IMMIGRATING TO THE U.S.

_t 03:10:28:06
AND TO BOSTON WHICH FACTOR IN

_t 03:10:30:26
OUR ENROLLMENT.

_t 03:10:50:21
JUST DON'T KNOW.

_t 03:10:51:27
SO WE ARE STARTING TO DO IS

_t 03:10:54:16
PREPARE AND PREPARE FOR MULTIPLE

_t 03:10:56:18
DIFFERENT SCENARIOS.

_t 03:11:01:03
EVEN BEYOND THE WAY THAT WE DO

_t 03:11:02:23
IN ANY GIVEN YEAR.

_t 03:11:07:26

WE HAD 134 OTHER QUESTIONS THERE

_t 03:11:09:12

THAT I SORT OF --

_t 03:11:22:08

>> WE'LL NEVER HAVE, THIS CAME

_t 03:11:23:29

UP IN BUDGET PROCESS LAST YEAR,

_t 03:11:26:26

ENOUGH RESOURCES FOR EVERY

_t 03:11:29:24

SCHOOL IN ORDER TO MAKE SURE

_t 03:11:31:23

THAT EVERY FAMILY GETS QUALITY

_t 03:11:35:07

EDUCATION AS DEFINED BY THE

_t 03:11:36:23

FAMILIES.

_t 03:11:37:29

SO, ART, SOCIAL SERVICES, STRONG

_t 03:11:40:27

R STRONG ACADEMICS, PARENTS,

_t 03:11:42:18

TEACHERS, EVERYTHING THAT A

_t 03:11:44:04

SCHOOL NEEDS TO BE HIGH QUALITY.

_t 03:11:47:18

HOW ARE WE DEALING WITH THIS

_t 03:11:48:25

ONGOING DECLINING ENROLLMENT

_t 03:11:51:02

ISSUE.

_t 03:11:59:17

>> LONGER TERM PLAN TO IMPLEMENT

_t 03:12:01:15

THE STRATEGIC PLAN.

_t 03:12:02:26
THAT IS HOW REALLY DEALING WITH

_t 03:12:04:23
IT IS TO GET AT THE REALLY

_t 03:12:06:29
SYSTEMIC NATURE OF THESE

_t 03:12:08:12
INEQUITIES AND REMOVE THE

_t 03:12:09:27
BARRIERS AND CREATE QUALITY AND

_t 03:12:11:18
EXTEND OPPORTUNITY.

_t 03:12:13:14
ACTUAL STRAIGHT TRUST.

_t 03:12:14:02
ALL THAT HAVE IS IN STRATEGIC

_t 03:12:15:06
PLAN.

_t 03:12:15:13
SO WITH COVID AND DISTRACTIONS,

_t 03:12:18:05
IT'S GOING TO BE INCUMBENT UPON

_t 03:12:20:18
ALL OF US TO REALLY STAY FOCUSED

_t 03:12:23:02
AND TRUE TO WHAT THE CORE WORK

_t 03:12:24:25
IS THAT WE HAVE TO DO MOVING

_t 03:12:26:06
FORWARD.

_t 03:12:27:27
WHILE WE'RE BEING RESPONSIVE.

_t 03:12:29:10
WE HAVE TO REALLY MOVE TWO TR

_t 03:12:31:09
TRACKS HERE ONE BEING RESPONSIVE

_t 03:12:32:20
TO THE EMERGENT NEEDS THAT WE

_t 03:12:34:12
HAVE RIGHT NOW WITH OUR CH

_t 03:12:35:29
CHILDREN.

_t 03:12:36:03
WE ALSO HAVE TO BE PLANNING ON

_t 03:12:38:12
THE SAME SIDE WHAT WE KNOW WE

_t 03:12:41:09
HAVE TO DO IN ORDER TO CREATE

_t 03:12:43:05
THESE HIGH QUALITY SCHOOLS.

_t 03:12:45:03
BECAUSE PARENTS MUST HAVE HIGH

_t 03:12:47:12
QUALITY SCHOOLS FOR THEM TO

_t 03:12:48:12
CHOOSE THEM.

_t 03:12:50:02
THAT IS BOTTOM LINE.

_t 03:12:52:22
THAT IS REGARDLESS OF RACE,

_t 03:12:54:18
ETHNICITY, ZIP CODE, ALL THAT

_t 03:12:56:14
HAVE, IT CROSSES ALL

_t 03:12:59:29
DEMOGRAPHICS.

_t 03:13:03:21
THAT I JUST WANTED TO REALLY SAY

_t 03:13:05:16
IS THAT AS MUCH AS I'M THINKING

_t 03:13:07:07
ABOUT RESPONDING TO COVID EVERY

_t 03:13:09:03
SINGLE MOMENT OF EVERY SINGLE

_t 03:13:11:17
DAY, I AM ALSO CONTINUING TO

_t 03:13:14:06
PUSH ON MY PEOPLE TO CONTINUE

_t 03:13:16:15
THIS PUSH ABOUT WHAT IS IT WE

_t 03:13:18:10
NEED TO CONTINUE TO DO IN TERMS

_t 03:13:19:27
OF THIS BUDGET, IN TERMS MUCH

_t 03:13:22:10
OUR STRATEGIC PLAN SO THAT WE

_t 03:13:23:11
ARE GETTING AT THE HIGH QUALITY

_t 03:13:25:17
THAT OUR KIDS DESERVE AND THAT

_t 03:13:27:02
OUR PARENTS ARE DEMANDING.

_t 03:13:38:16
>> THIS IS A BETTER AND BROADER

_t 03:13:40:20
ANSWER.

_t 03:13:40:29
I WAS GOING TO GIVE MORE

_t 03:13:42:06
TECHNICAL ANSWER IN TERMS OF

_t 03:13:45:02
WE'VE DEVELOPED A NUMBER OF

_t 03:13:48:06
DIFFERENT WAYS TO SUPPORT

_t 03:13:49:21
TRANSITION.

_t 03:13:54:22
WE ALREADY HAVE MECHANISMS.

_t 03:13:58:09
2% OF ENROLLMENT.

_t 03:14:01:21
SO THAT THOSE FLUCTUATIONS

_t 03:14:05:18
AREN'T FELT.

_t 03:14:06:06
WE STARTED TO DO TRANSITION

_t 03:14:09:25
SUPPORTS AFTER SCHOOLS HELP THEM

_t 03:14:11:13
STEP DOWN.

_t 03:14:12:16
WE HAVE RAISED LEVEL OF SPENDING

_t 03:14:16:18
UNDER WHICH PEOPLE DO NOT GO,

_t 03:14:18:17
THAT IS FOUNDATION FOR QUALITY

_t 03:14:20:02
TO MAKE SURE THAT AT SOME POINT

_t 03:14:23:12
THERE'S JUST NO DEEPER CUTTING.

_t 03:14:24:28
BUT I THINK THE SHAW EXAMPLE

_t 03:14:26:15
THAT YOU'RE RAISING REALLY

_t 03:14:29:02
HIGHLIGHTS THE NEED FOR US TO DO

_t 03:14:31:13
LONG TERM STRUCTURE WORK.

_t 03:14:32:26
THIS IS SOMETHING THAT -- SHE

_t 03:14:35:21
DID OUR LONG TERM FINANCIAL

_t 03:14:36:29
PLANNING IDENTIFIED THE COST

_t 03:14:39:05

DRIVERS.

_t 03:14:56:03

ART AND MUTES I CAN AND SCIENCE

_t 03:14:57:19

AND PE AT EVERY SCHOOL WITH FULL

_t 03:14:59:03

TIME TEACHERS.

_t 03:15:00:02

ALL OF THESE THINGS ARE

_t 03:15:01:14

CURRENTLY AFFORDABLE IF WE MAKE

_t 03:15:03:25

DIFFERENT DECISIONS AS A CITY

_t 03:15:05:03

AND AS A DISTRICT ABOUT WHAT

_t 03:15:08:02

SIZE SCHOOLS AND WHERE WE

_t 03:15:09:06

OPERATE SCHOOLS.

_t 03:15:13:02

THOSE ARE VERY DIFFICULT

_t 03:15:14:21

CONVERSATIONS TO HAVE PART OF

_t 03:15:15:26

WHAT I THINK OF MY JOB JUST

_t 03:15:17:24

HIGHLIGHT FOR PEOPLE WHAT THE

_t 03:15:19:18

TRADE OFFS ARE AND FUNDAMENTAL

_t 03:15:21:15

TRADE OFFS HOW MANY BUILDINGS,

_t 03:15:23:17

HOW MUCH WE PAY OUR TEACHERS,

_t 03:15:25:03

HOUR BIG OUR CLASS SIZES ARE

_t 03:15:26:24
THEN HOW MUCH STAFF WE WANT.

_t 03:15:28:17
ALL OF THOSE THINGS ARE

_t 03:15:30:04
INTERACTING WE NEED TO START

_t 03:15:31:04
TAKING ON SOME OF THOSE

_t 03:15:32:09
DIFFICULT -- THAT IS THE BUILD

_t 03:15:34:28
BPS TAKE ON SOME OF THOSE

_t 03:15:37:02
DIFFICULT CONVERSATIONS TO PRE--

_t 03:15:41:09
RATCHETS UP FOR CENTRAL OFFICE

_t 03:15:43:15
TEAM NOW SHE'S STARTING TO, EVEN

_t 03:15:45:11
IN THE MIDST OF ALL THE PLANNING

_t 03:15:47:17
TO RESPOND TO COVID DRIVING

_t 03:15:49:18
THOSE BIG LONG-TERM PLANNING

_t 03:15:51:15
FUNCTIONS AS WELL.

_t 03:15:53:23
>> YOU'RE EXACTLY RIGHT.

_t 03:15:56:18
THEY ARE COMPLICATED, DIFFICULT,

_t 03:15:59:06
UNCOMFORTABLE CONVERSATIONS AND

_t 03:16:01:27
I THINK IT'S INCUMBENT UPON US

_t 03:16:05:02
TO HAVE THEM AND ENSURE THAT

_t 03:16:06:23

SUPERINTENDENT WAS SAYING THAT

_t 03:16:09:09

THE STRATEGIC PLAN CAN CAN

_t 03:16:10:27

IMPLEMENTED TO -- LIKE EVIDENCE

_t 03:16:15:24

OF SUCCESS WILL BE THAT PEOPLE

_t 03:16:17:10

HAVE ACCESS TO MORE HIGH QUALITY

_t 03:16:21:07

SCHOOLS.

_t 03:16:21:28

I'LL JUST LEAVE WITH THIS, I SEE

_t 03:16:25:27

THE COUNCILOR WITH THEY GAVEL.

_t 03:16:27:13

THIS WILL BE QUESTIONS I CAN ASK

_t 03:16:30:28

AT SUBSEQUENT HEARINGS, IS THAT

_t 03:16:33:29

I LOOKED AT THE STRATEGIC PLAN

_t 03:16:36:02

CLOSELY AND I HAVE QUESTIONS

_t 03:16:38:02

RELATED TO IT PARTICULARLY

_t 03:16:41:06

AROUND HOW WE MEASURE SUCCESS IN

_t 03:16:44:12

THE VARIOUS AREAS OF THE STEP.

_t 03:16:49:14

I ALSO RECOGNIZE THAT SOME OF

_t 03:16:50:12

THIS IS MORE LONG TERM BUT IN

_t 03:16:52:19

THE SHORT TERM, PARENTS ARE LO

_t 03:16:55:03
LOOKING FOR QUALITY AND LOOKING

_t 03:16:56:24
FOR IT QUICKLY.

_t 03:16:58:14
HOW MIGHT WE BE GETTING THAT TO

_t 03:17:00:07
THEM AS SOON AS POSSIBLE AND

_t 03:17:02:02
I'VE TALKED QUITE A BIT AROUND

_t 03:17:06:11
NOT JUST ASSIGNMENT OF SCHOOLS

_t 03:17:07:26
BUT ASSIGNMENT OF SEATS MAKING

_t 03:17:10:21
SURE THAT EVERY FAMILY IN THE

_t 03:17:12:29
CITY OF BOSTON, EVERY PARENT HAS

_t 03:17:14:18
ACCESS TO QUALITY SEAT GIVEN

_t 03:17:18:02
CERTAIN CHOICES THEY THAT I MEAN

_t 03:17:19:03
HAVE TO LEAVE THEIR NEIGHBORHOOD

_t 03:17:19:28
TO GO TO SOME OTHER SCHOOL AND I

_t 03:17:23:22
KNOW IT'S A PERSONAL EXPERIENCE

_t 03:17:25:16
BEING BUSSED FROM THE SOUTH END

_t 03:17:27:15
TO CHARLESTOWN OR BUSING FROM

_t 03:17:29:15
ROXBURY TO GO TO SCHOOL.

_t 03:17:43:03
WHO WANT BPS AS SYSTEM FOR THEIR

_t 03:17:45:13

FAMILY.

_t 03:17:45:29

THANK YOU GUYS.

_t 03:17:48:02

JUST WHILE WE'RE IN THIS HEARING

_t 03:17:51:09

THAT -- ONE OF OUR OFFICERS

_t 03:17:53:07

PASSED FROM COVID-19.

_t 03:17:55:02

I KNOW WE'RE GOING TO WRAP UP

_t 03:17:56:22

JUST REMINDER TO SUPERINTENDENT,

_t 03:17:59:10

YOUR TEAM, YOUR LEADERSHIP,

_t 03:18:00:27

VOLUNTEERS AT BPS, PLEASE

_t 03:18:02:18

CONTINUE TO TAKE CARE OF

_t 03:18:04:03

YOURSELVES.

_t 03:18:04:26

IT'S VERY SERIOUS, YOU GUYS ARE

_t 03:18:06:06

ON THE FRONT LINE AS WELL.

_t 03:18:07:18

WE HAVE LOT OF FOLKS DOING

_t 03:18:09:19

DELIVERIES AT OUR LOCATIONS,

_t 03:18:10:26

THANK YOU FOR THAT.

_t 03:18:11:20

CONTINUE TO TAKE CARE OF

_t 03:18:13:21

YOURSELVES AND FOR YOUR SUPPORT.

_t 03:18:15:14
THANK YOU, COUNCILOR, FOR THAT

_t 03:18:17:02
ADDITIONAL TIME.

_t 03:18:17:27
>> THANK YOU FOR THAT.

_t 03:18:21:09
>> THANK YOU SO MUCH COUNCILOR

_t 03:18:22:25
CAMPBELL.

_t 03:18:25:19
RECOGNIZING COUNCILOR BAKER THEN

_t 03:18:28:16
COUNCILOR ARROYO.

_t 03:18:29:09
>> THANK YOU.

_t 03:18:45:20
>> WHEN I'M TALKING TO PARENTS

_t 03:18:47:10
IN OUR NEIGHBORHOOD ONE OF THE

_t 03:18:49:22
BIG THINGS OF

_t 03:19:04:06
--

_t 03:19:10:17
UNCERTAINTY OF THE PROCESS

_t 03:19:15:02
AND --

_t 03:19:15:10
[INAUDIBLE]

_t 03:19:21:06
IS THERE A WAY THAT WE CAN HAVE

_t 03:19:24:10
MORE CAPABILITY IN THE

_t 03:19:25:23
ASSIGNMENT PROCESS MAKE IT MORE

_t 03:19:27:08
USER FRIENDLY?

_t 03:19:36:03
>> SOMETHING THAT WE'RE TRYING

_t 03:19:37:02
TO INCREASE THE PREDICTABILITY

_t 03:19:38:21
OF THE PATHWAYS.

_t 03:19:53:02
WE'RE HOPING EXTENSION OF K-6 IS

_t 03:19:55:08
GREATER ATTENTION IN THOSE

_t 03:19:56:02
GRADES.

_t 03:19:58:04
I THINK TO SORT OF HOPEFULLY DO

_t 03:20:01:19
JUSTICE TO WHAT SUPERINTENDENT

_t 03:20:04:02
SAID, THERE'S NOTHING CAN

_t 03:20:05:28
IMPROVE PREDICTABILITY BETTER

_t 03:20:07:29
THAN IMPROVING SCHOOL QUALITY

_t 03:20:09:25
MAKING SURE THAT ALL OF OUR

_t 03:20:11:26
SCHOOLS -- I THINK WHAT YOU SEE

_t 03:20:14:05
IS FAMILIES IN SOME

_t 03:20:17:20
NEIGHBORHOODS THERE ARE MULTIPLE

_t 03:20:19:02
SCHOOLS.

_t 03:20:21:27
IT BECOMES VERY DIFFICULT WHEN

_t 03:20:23:17
THEY DON'T.

_t 03:20:26:09
WE'RE TRYING TO EXPAND, THINK OF

_t 03:20:27:28
WAYS TO EXPAND THE SCHOOLS THAT

_t 03:20:29:26
ARE QUALITY IN CHOICE MORE

_t 03:20:31:15
FAMILIES CAN GET INTO THEM.

_t 03:21:04:26
THE PRINCIPAL IS SHOWING A

_t 03:21:05:25
PATHWAY FOR DEVELOPING AN EX

_t 03:21:08:06
EXPANDED SCHOOL.

_t 03:21:09:03
MAINTAINING QUALITY A AS YOU

_t 03:21:11:05
EXPAND IT.

_t 03:21:11:20
I THINK THAT IS A BLUEPRINT.

_t 03:21:14:12
>> I THINK IT SHOULD BE NOTED --

_t 03:21:19:09
IN THE CITY OF BOSTON I FEEL

_t 03:21:21:05
THAT SHOULD BE LEADERS IN THESE.

_t 03:21:24:29
I THINK THEY ARE QUALITY URBAN

_t 03:21:28:23
EDUCATION BUT WE HAVE LOT TO DO.

_t 03:21:33:14
OPTIMAL SIZE FOR COMMUNITY LIKE

_t 03:21:36:20
LOWER GRADES, I KNOW WE SAY

_t 03:21:39:11
CONSTANTLY WANT SMALLER SCHOOLS,

_t 03:21:41:16
FAMILIES WANT SMALLER SCHOOLS,

_t 03:21:46:02
SUPPORT FROM EVERYONE KNOWS EACH

_t 03:21:47:11
OTHER.

_t 03:21:47:21
IS IT ENOUGH TO HAVE CRITICAL

_t 03:21:50:17
MASS IN TERMS OF THE ECONOMY OF

_t 03:21:52:04
SCALE THAT YOU CAN PROVIDE MORE.

_t 03:21:58:09
IS IT --

_t 03:22:01:21
>> I'LL LET YOU COMMENT ON THAT

_t 03:22:03:02
IN A MINUTE I JUST WANTED TO

_t 03:22:04:25
SHARE OVERALL THE RESEARCH IS

_t 03:22:07:18
KIND OF MIXED ON SCHOOL SIZE.

_t 03:22:11:15
I DO BELIEVE EVEN OUTSIDE OF THE

_t 03:22:13:22
RESEARCH THAT SMALL SCHOOLS AND

_t 03:22:16:02
HIGH POVERTY AREAS DO ALLOW FOR

_t 03:22:18:24
GREATER RELATIONSHIPS TO HAPPEN

_t 03:22:20:06
WITH FAMILIES AND GREATER

_t 03:22:21:23
CONNECTEDNESS TO HAPPEN.

_t 03:22:23:06

BUT LARGER SCHOOLS DO ALLOW FOR

_t 03:22:25:26

A MORE EFFICIENCY OF RESOURCES

_t 03:22:29:02

AND THEN ABLE TO HAVE LIBRARIES

_t 03:22:31:04

AND SOCIAL WORSERS ALL OF THE

_t 03:22:32:24

OTHER SUPPORT SYSTEMS BECAUSE

_t 03:22:36:22

THE SCHOOL SIZE AND POPULATION

_t 03:22:38:14

CAN SUSTAIN THAT THEY WILL DO

_t 03:22:54:23

TEAMING AS WAY TO MORE

_t 03:22:56:12

PERSONALIZE THE EXPERIENCE FOR

_t 03:22:59:05

TEENAGERS.

_t 03:23:00:02

THEY ARE ASSIGNED THE SAME

_t 03:23:01:11

TEACHERS AND COHORT OF STUDENTS.

_t 03:23:03:10

AND SO OTHER ELEMENTARY SCHOOL

_t 03:23:05:02

MODELS ARE WHERE THEY DO LOOPING

_t 03:23:06:29

MEANING ELEMENTARY SCHOOL

_t 03:23:08:18

STUDENTS, COHORT WILL HAVE THE

_t 03:23:09:29

SAME TEACHER FOR TWO OR THREE

_t 03:23:11:29

YEARS.

_t 03:23:12:22

THERE ARE DIFFERENT STRUCTURES

_t 03:23:13:20

THAT CAN CAN EMPLOYED IF YOU DO

_t 03:23:15:18

GO TO LARGER SCHOOL MODEL AS

_t 03:23:17:02

WELL.

_t 03:23:27:28

>> WE HAVE -- USE COMPREHENSIVE

_t 03:23:30:27

HIGH SCHOOLS THAT ARE CO

_t 03:23:32:20

CONSISTENTLY PERFORMING BELOW

_t 03:23:34:06

EXPECTATIONS.

_t 03:23:38:03

THAT IS THE CRITICAL PIECE I

_t 03:23:39:08

THINK AS WELL IN TERMS OF FOLKS

_t 03:23:43:05

CHOOSING TO LEAVE AND GO

_t 03:23:45:29

ELSEWHERE IF THEY CAN.

_t 03:23:50:12

IN TERMS OF A PATH FORWARD, IS

_t 03:23:57:08

THERE SOME MAGIC BULLET THAT --

_t 03:24:01:17

NO MAGICAL BULLET IN TERMS OF

_t 03:24:04:17

STRATEGY IS THERE PRIORITY THAT

_t 03:24:08:12

WE NEED TO ADDRESS FIRST OR HAVE

_t 03:24:12:08

TO TAKE THEM ONE AT A TIME?

_t 03:24:18:26
>> THE GOING TO BE WORKING NEXT

_t 03:24:20:20
YEAR, WE'VE BEEN WORKING ALL

_t 03:24:21:26
YEAR ACTUALLY WITH OUR SCHOOL

_t 03:24:23:14
LEADERS ON LOOKING AT ADVANCING

_t 03:24:26:13
RIG OR IN OUR HIGH SCHOOLS AND

_t 03:24:28:24
GETTING PLANFUL ABOUT IT AS WELL

_t 03:24:31:11
AS OUR WORK THAT WE HAD ALREADY

_t 03:24:34:05
STARTED AROUND MASS CORE TO

_t 03:24:36:03
RAISE LEVEL OF RIG OR AND

_t 03:24:37:18
ADVANCE CORE TAKING.

_t 03:24:38:27
THIS WILL INCREASE HIGH QUALITY

_t 03:24:40:27
OPTIONS THEN AS I STATED EA

_t 03:24:42:24
EARLIER, WE ARE LOOKING AT THE

_t 03:24:45:02
YEAR TWO INVESTMENTS IN SMALLER

_t 03:24:47:14
COHORT OF THOSE HIGH SCHOOLS, AT

_t 03:24:51:03
LEAST SEVEN OF OUR HIGH SCHOOLS

_t 03:24:52:18
REALLY GETTING MAJOR INVESTMENTS

_t 03:24:56:21
AS WE WORK TO HIGH SCHOOL

_t 03:24:58:22
REDESIGN WHAT THE PROPOSALS WILL

_t 03:25:00:15
BE FOR NEXT YEAR'S BUDGET.

_t 03:25:02:02
THAT IS MORE TO COME.

_t 03:25:05:11
>> I'M ALSO VERY -- ISSUE IS.

_t 03:25:11:04
[INAUDIBLE]

_t 03:25:13:05
VOCATIONAL TECHNICAL HIGH

_t 03:25:14:23
SCHOOLS THAT OFFER OPTION FOR

_t 03:25:18:07
YOUNG PEOPLE IN PARTICULAR

_t 03:25:20:02
ACADEMIC COURSE GOING TO CO

_t 03:25:21:26
COLLEGE.

_t 03:25:22:02
NOT GO GO FROM MADISON PARK

_t 03:25:23:18
COMPLETES THAT, ENGINEERING OR

_t 03:25:27:04
SOMETHING.

_t 03:25:27:15
WHERE ARE WE WITH THE TURN

_t 03:25:29:28
AROUND IMPROVEMENT OF MADISON

_t 03:25:30:29
PARK?

_t 03:25:32:14
>> MADISON PARK IS PART OF OUR

_t 03:25:34:02
HIGH SCHOOL REDESIGN WORK AND

_t 03:25:35:18
TRANSFORMATION WORK.

_t 03:25:36:14
THEY ARE ACTUALLY GETTING SOME

_t 03:25:37:27
JUMPSTART ON THE WORK BECAUSE

_t 03:25:39:24
THEY'RE IN THE TRANSFORMATION

_t 03:25:41:19
GROUP THIS YEAR AND THEY CAN

_t 03:25:43:12
TALK TO THOSE -- AT MADISON

_t 03:25:44:29
PARK.

_t 03:25:50:11
>> MADISON PARK.

_t 03:25:53:03
WE HAVE EARLY LEARNING CENTER IN

_t 03:25:57:02
OUR NEIGHBORHOOD, THE BALDWIN,

_t 03:25:58:12
WHICH IS REALLY A TREASURE, I

_t 03:26:00:03
LOVE GOING OVER THERE.

_t 03:26:04:21
I HEAR FROM PARENTS THAT REALLY

_t 03:26:07:07
WOULD LOVE TO HAVE THE KIDS

_t 03:26:08:18
ATTEND BUT THERE'S A WAIT LIST

_t 03:26:11:07
ANY WAY FOR PLAN TO INCREASE THE

_t 03:26:12:23
CAPACITY OVER THERE?

_t 03:26:14:11
>> LAST TIME I TALKED TO THEM

_t 03:26:17:02
SHE ACTUALLY HAD CAPACITIES FOR

_t 03:26:19:24
HER STUDENTS AT ALMOST EVERY

_t 03:26:21:10
GRADE LEVEL.

_t 03:26:22:28
I'M IN THE CERTAIN -- I DON'T

_t 03:26:25:12
THINK THEY'RE FULL.

_t 03:26:39:17
>> ONE THING THAT CAN HAPPEN

_t 03:26:40:27
THROUGHOUT THE PROCESS AT THE

_t 03:26:42:02
BEGINNING OF THE PROCESS

_t 03:26:43:02
FAMILIES ARE ASSIGNED TO THE

_t 03:26:44:27
SCHOOL BASED ON THEIR CAPACITY.

_t 03:26:47:09
BUT NOT ESPECIALLY AT SCHOOL AT

_t 03:26:49:02
THE BALDWIN THEY ARE TEACHING A

_t 03:26:51:25
LOT OF KIDS IN THE SYSTEM.

_t 03:26:53:12
NOT ALL END UP FAMILY --

_t 03:26:56:20
ATTENDING.

_t 03:26:58:04
HI KEEP THEIR CHILD AT HOME.

_t 03:27:01:10
MAYBE DIFFERENT OPTION THEN

_t 03:27:03:02
THOSE SEATS BECOME AVAILABLE

_t 03:27:03:26

LATER.

_t 03:27:05:18

ONE OF THE THING WE'RE TRYING TO

_t 03:27:07:09

DO AS MUCH AS POSSIBLE FAMILIES

_t 03:27:08:21

WHO HAVE BEEN WAIT LISTED AT THE

_t 03:27:11:11

BALDWIN, IT'S THEIR FIRST

_t 03:27:13:21

CHOICE.

_t 03:27:16:02

TRY TO COMMUNICATE EARLY AND

_t 03:27:17:21

OFTEN WITH STUDENTS WHO GOT IN

_t 03:27:19:05

FOR THE FIRST TIME AND MAKE SURE

_t 03:27:25:02

WE UNDERSTAND IF THEY'RE GOING

_t 03:27:25:12

TO COME.

_t 03:27:25:16

AND GET AN RSVP FROM THEM,

_t 03:27:28:02

ACTUALLY NOT GOING TO COME.

_t 03:27:29:13

THAT WAY WE CAN OPEN UP THE

_t 03:27:31:24

SEATS.

_t 03:27:32:07

STUDENTS WHO ARE ASSIGNED TO THE

_t 03:27:34:02

SCHOOL THEY ARE ASSIGNED ALL

_t 03:27:35:13

SUMMER THEN ON SEPTEMBER 1st

_t 03:27:38:02
THEY DON'T SHOW UP.

_t 03:27:39:10
THEN WE HAVE OPEN SEAT.

_t 03:27:44:23
>> NEED TO DO THE RSVP.

_t 03:27:49:26
>> RSVP WOULD HELP US A LOT.

_t 03:27:56:22
>> REALLY IMPORTANT TO ACADEMIC

_t 03:27:59:13
PROGRESS, ACADEMIC ACHIEVEMENT.

_t 03:28:03:22
PLAN TO BE ART AND MUSIC

_t 03:28:05:03
CURRICULUM.

_t 03:28:07:24
>> ABSOLUTELY.

_t 03:28:10:21
WE SEE THAT ALREADY IN THIS

_t 03:28:12:07
BUDGET WITH THE 33

_t 03:28:13:12
TRANSFORMATION SCHOOLS BUT I

_t 03:28:15:04
THINK YOU'LL SEE THAT IN YEAR

_t 03:28:16:22
TWO AND THREE AS WELL.

_t 03:28:20:11
>> I THINK THAT'S ALL THE

_t 03:28:21:22
QUESTIONS FOR NOW I'M SURE I'LL

_t 03:28:22:28
THINK OF OTHERS.

_t 03:28:25:27
>> THANK YOU, COUNCILOR BREADON.

_t 03:28:29:19
NEXT IS COUNCILOR LYDIA EDWARDS.

_t 03:28:43:06
>> I WANTED TO ASK THAT HAVE

_t 03:28:44:24
BEEN ASKED.

_t 03:28:45:17
I WANTED TO JUST FOLLOW UP ON

_t 03:28:49:02
CONCERNS ABOUT THE -- TO BE

_t 03:28:53:03
FUNDED AT ALL THIS YEAR TO COVID

_t 03:28:57:25
AND STATE BUDGET CUTTING BACK.

_t 03:29:00:14
MIGHT BE CONSERVATIVE FOR ANY

_t 03:29:03:09
FUNDS OR LESS REDUCED HOW MUCH

_t 03:29:04:19
IS YOUR BUDGET PLANNING FOR --

_t 03:29:07:16
GETTING THE ACT FUNDED?

_t 03:29:12:02
I JUST WANTED TO ACKNOWLEDGE OUR -- MY CHIEF OF STAFF'S

_t 03:29:23:19
MOTHER IS IN THE HOSPITAL NOW

_t 03:29:24:22
DEALING WITH THIS COVID VIRUS.

_t 03:29:28:19
IT HURTS THE COMMUNITY WHEN

_t 03:29:31:02
ANYONE IN BPS IS OUT AND

_t 03:29:32:24
REVERBERATES.

_t 03:29:35:27
I'D LIKE TO ACKNOWLEDGE THAT SHE

_t 03:29:39:14
WILL GET THROUGH THAT STRUGGLE

_t 03:29:40:25
BUT IT DOES IMPACT US ALL.

_t 03:29:47:24
MOVING ON TO THE QUESTIONS ABOUT --

_t 03:29:58:09
[INAUDIBLE]

_t 03:30:08:07
AT CAPACITY DUE TO INCREASED

_t 03:30:09:21
POPULATION.

_t 03:30:12:17
I KNOW THAT THAT IS TRADE, FOR

_t 03:30:14:07
EXAMPLE, HAVE -- I'M VERY

_t 03:30:19:28
CONCERNED AND VERY EXCITED

_t 03:30:21:22
ACTUALLY ABOUT PIPELINES COMING

_t 03:30:24:05
DIRECTLY FROM EAST BOSTON HIGH

_t 03:30:25:28
SCHOOL TO THE TRADE JOBS WHO DO

_t 03:30:30:05
NOT WANT TO GO TO COLLEGE TO GET

_t 03:30:32:29
INTO APPRENTICESHIP.

_t 03:30:34:12
WHAT KIND OF RELATIONSHIP ARE

_t 03:30:37:02
THEY IN NOW TRYING TO LET GO.

_t 03:30:42:07
WE END UP WONDERFUL

_t 03:30:44:20
OPPORTUNITIES COMING THROUGH,

_t 03:30:45:08
HOW ARE WE MAKING SURE WE GET

_t 03:30:46:25
STUDENTS ESPECIALLY IN EAST

_t 03:30:48:05
BOSTON GOING TO BE ABLE TO TAKE

_t 03:30:49:21
ADVANTAGE OF THAT, WHATEVER

_t 03:30:52:27
ORDER YOU WOULD LIKE TO ANSWER

_t 03:30:54:02
THOSE QUESTIONS.

_t 03:30:59:18
>> I THINK ONE OF THE THINGS

_t 03:31:02:20
THAT WE'VE DO A RELATIONSHIP

_t 03:31:06:02
WITH THE PARTNERS TO UNDERSTAND

_t 03:31:07:13
THE LEVERAGE POINTS ACROSS THE

_t 03:31:10:19
CITY.

_t 03:31:12:10
OBVIOUSLY SIGNIFICANT PROJECT

_t 03:31:13:13
THAT IT WAS -- BEEN PART OF THE

_t 03:31:17:20
CONVERSATION ABOUT COMMUNITY

_t 03:31:19:26
LITIGATION AND SUPPORT THAT WE

_t 03:31:20:29
CAN GET FOR SCHOOLS.

_t 03:31:21:28
I KNOW OTHER JURISDICTIONS HAVE

_t 03:31:25:29
DONE SORT OF MORE EXPLICIT

_t 03:31:29:03
FUNDING EX THE TEAMS.

_t 03:31:33:02
WE UNDERSTAND AS IT RELATES TO

_t 03:31:34:27
BPS AND NEED IN THE DIFFERENT

_t 03:31:38:02
NEIGHBORHOODS.

_t 03:31:38:26
THAT ALSO GOES INTO

_t 03:31:40:07
UNDERSTANDING THE IMPACT AND

_t 03:31:43:26
POTENTIAL CAPACITY.

_t 03:31:45:07
[INAUDIBLE]

_t 03:31:50:02
OBVIOUSLY HAVE SIGNIFICANT

_t 03:31:51:08
TRANSFORMATIVE IMPACT ON NUMBER

_t 03:31:55:15
OF SEATS WE NEED.

_t 03:31:56:26
WE'RE WORKING VERY CLOSELY WITH

_t 03:31:58:03
OUR PARTNERS TO DO THAT WORK.

_t 03:32:00:09
IN TERMS OF EDUCATIONAL

_t 03:32:02:06
OPPORTUNITIES ALSO COMES FROM

_t 03:32:05:02
DEVELOPMENT IN OUR -- THAT IS

_t 03:32:06:21
PART OF THE BROADER PLANS AROUND

_t 03:32:09:17
PARTNERSHIPS.

_t 03:32:12:23

WE'VE TALKED A LOT ABOUT SOME OF

_t 03:32:15:02

THE APPRENTICESHIP PROGRAMS THAT

_t 03:32:16:13

WE'RE STARTING TO DO INTERNALLY

_t 03:32:18:11

WITH OUR TEAM THEN ALSO WITH

_t 03:32:20:17

SOME OF THE TRADE UNIONS, I

_t 03:32:22:16

DON'T KNOW IF YOU WANT TO ADD TO

_t 03:32:24:04

THAT.

_t 03:32:24:09

>> PART OF THE HIGH SCHOOL

_t 03:32:25:17

REDESIGN WHICH EAST BOSTON AND

_t 03:32:27:18

CHARLESTOWN WOULD BE PART OF IS

_t 03:32:30:16

THE 4-4.

_t 03:32:31:26

YOU'LL HEAR MORE ABOUT AS WE

_t 03:32:33:04

TALK ABOUT HIGH SCHOOL REDESIGN,

_t 03:32:35:16

THE 4-4 ARE FOUR CORE ADVANCED

_t 03:32:38:17

OPPORTUNITIES FOR RIGOR FOR OUR

_t 03:32:39:20

STUDENTS THAT WE WANT TO HAVE AT

_t 03:32:41:02

ALL SCHOOLS WHICH IS HAVING

_t 03:32:42:03

ADVANCED PLACEMENT OPPORTUNITIES

_t 03:32:44:23
FOR STUDENTS, INTERIN THIS

_t 03:32:45:28
CASUAL BACCALAUREATE

_t 03:32:47:17
OPPORTUNITIES FOR STUDENTS,

_t 03:32:51:02
EARLY COLLEGE AND CURRENT EN

_t 03:32:54:03
ENROLLMENT STUDENTS FOR DUAL

_t 03:32:55:05
ENROLLMENT OPPORTUNITIES.

_t 03:32:57:17
AND THEN ALSO CAREER TECHNICAL

_t 03:32:59:26
EDUCATION AT ALL OF THE SCHOOLS.

_t 03:33:02:06
AND SO TYPICALLY MADISON PARK

_t 03:33:04:20
HAS BEEN A SCHOOL THAT HAS BEEN

_t 03:33:05:28
THE ONE THAT HAS GIVEN THE

_t 03:33:07:22
CERTIFICATION TYPE OF HIGH LEVEL

_t 03:33:10:26
CAREER PATHWAY WORK BUT WE'RE

_t 03:33:12:14
PLANNING ON CAREER PATHWAY WORK

_t 03:33:14:18
IN ALL OF THOSE -- AT LEAST

_t 03:33:18:20
SEVEN HIGH SCHOOLS THAT WE WILL

_t 03:33:19:16
BE WORKING WITH.

_t 03:33:20:11
THAT IS THE OPPORTUNITY THERE TO

_t 03:33:21:24
BE ABLE TO REALLY LOOK AT THE

_t 03:33:23:25
ARTICULATION WITH OUR LOCAL

_t 03:33:26:12
COMMUNITY COLLEGES AS WELL AS

_t 03:33:29:09
THE APPRENTICESHIP OPPORTUNITIES

_t 03:33:31:17
WITH OUR LOCAL UNIONS AS WELL.

_t 03:33:35:21
>> PART OF THE REDESIGN?

_t 03:33:37:03
>> YES.

_t 03:33:39:13
>> I KNOW THAT YOU'VE BEEN

_t 03:33:41:29
WORKING -- AS WELL THE

_t 03:33:47:02
PARTNERSHIP WITH THE BPDH TALK

_t 03:33:52:13
ABOUT CHARLESTOWN, BPS HAS

_t 03:33:54:21
REPRESENTATIVES FOR THE FIRST

_t 03:33:56:05
TIME AT MASTER PLAN HEARING,

_t 03:34:01:17
WAYS THAT OTHER MAJOR HOUSING

_t 03:34:03:15
DEVELOPMENT WHICH I'M BLESSED TO

_t 03:34:04:16
HAVE PHYLLIS IN MY DISTRICT.

_t 03:34:07:02
THE NEW NEIGHBORHOOD IS

_t 03:34:08:28
REVAMPING OF THE HOUSING

_t 03:34:11:18
DEVELOPMENT.

_t 03:34:11:25
THAT IS GOING TO TRIPLE IN SIZE

_t 03:34:14:17
IN TERMS OF POPULATION.

_t 03:34:19:11
AND HAVING BPS THERE IS VITAL AS

_t 03:34:23:18
MAJORITY THAT THEY GO --

_t 03:34:28:29
CHARLESTOWN SCHOOLS NOT

_t 03:34:30:02
THROUGHOUT ALL OF THE DISTRICTS.

_t 03:34:33:02
I'M CURIOUS AS TO HOW

_t 03:34:37:16
PLANNING -- THE CONVERSATION

_t 03:34:39:24
WHEN YOU'RE DEALING WITH

_t 03:34:43:21
PLANNING.

_t 03:34:43:29
[INAUDIBLE]

_t 03:34:52:02
GENERAL TRIIF I TAKES, MANY OF

_t 03:34:54:10
OUR SCHOOLS SHOULD -- IT'S

_t 03:34:59:02
WONDERFUL TO THINK THAT BPS

_t 03:35:00:02
COULD BE LOOKING AT THESE TRENDS

_t 03:35:03:27
AND THOUGH MAKING SURE THAT THEY

_t 03:35:06:08
ARE READY FOR WHAT'S HAPPENING

_t 03:35:08:25
IN THE CITY OF BOSTON.

_t 03:35:12:26
I'M VERY EXCITED ABOUT THAT.

_t 03:35:20:24
TOP ASKS FOR TECH EDS AND

_t 03:35:23:28
RELATIONSHIP THIS IS VERY

_t 03:35:25:02
EXCITING, WE'RE TALKING -- FOR

_t 03:35:33:09
NEXT 10-15 YEARS, GREAT THAT WE

_t 03:35:35:03
GET THOSE PIPELINES.

_t 03:35:36:29
>> IT WILL BE NICE TO HAVE YOUR

_t 03:35:38:12
PARTNERSHIP IN THAT, TOO,

_t 03:35:40:02
COUNCILOR, ALL THE COUNCILORS IN

_t 03:35:41:17
TERMS OF IDENTIFYING WHERE THOSE

_t 03:35:43:18
CAREER PATHWAYS ARE AND WHERE WE

_t 03:35:45:02
CAN GET SOME QUICK WINS FOR

_t 03:35:49:02
PARTICULAR COMMUNITIES AND

_t 03:35:50:14
REGIONS THAT IS REALLY IM

_t 03:35:51:29
IMPORTANT.

_t 03:35:52:04
PART OF AUTHENTIC ENGAGEMENT IS

_t 03:35:54:03
BEING ABLE TO BE PART OF THESE

_t 03:35:57:02
ROUNDTABLES.

_t 03:35:57:24
BE SURE THAT WE'RE INVITED TO

_t 03:35:59:21
THESE TABLES AND WE'LL BE SURE

_t 03:36:01:06
TO SHOW UP.

_t 03:36:02:14
I WAS JUST AT MADAPAN, RIGHT

_t 03:36:04:16
BEFORE THE COVID OUTBREAK AND

_t 03:36:06:15
TALKING AND DISCUSSING WITH TH

_t 03:36:09:03
THEM, SO I THINK IT'S REALLY

_t 03:36:12:09
IMPORTANT THAT WE'RE AT THE

_t 03:36:13:08
TABLE.

_t 03:36:17:22
>> I'M SORRY DID SOMEONE ASK --

_t 03:36:20:02
I DIDN'T KNOW IF I HEARD ANSWER

_t 03:36:21:12
TO, IF WE'RE GETTING THE MONEY

_t 03:36:24:23
FROM STUDENT OPPORTUNITY ACT?

_t 03:36:26:22
>> I BELIEVE WE WERE SLATTED FOR

_t 03:36:29:22
\$17 MILLION CUT FROM THE STATE

_t 03:36:31:17
THIS YEAR AND THEN WE WERE ABLE

_t 03:36:34:08
TO GET ABOUT SEVEN MILLION OF

_t 03:36:36:27

THAT.

_t 03:36:37:18

SO THERE'S JUST ABOUT \$ 1/2

_t 03:36:39:06

MILLION CUT IF I'M CORRECT IN MY

_t 03:36:41:12

NUMBERS, NATE.

_t 03:36:44:26

IN TERMS OF THE OPPORTUNITY ACT,

_t 03:36:47:18

I THINK IS CHARTER REIMBURSEMENT

_t 03:36:51:27

I WANT TO BE CORRECTED BY THE

_t 03:36:54:06

EXPERTS WITH THE NUMBERS.

_t 03:36:58:03

DAVID OR NATE?

_t 03:37:03:08

>> YEAH.

_t 03:37:04:07

ONE OF THE THINGS WE'VE GOT IS

_t 03:37:06:18

CLOSE PARTNERSHIP WITH THE CITY

_t 03:37:08:03

BUDGET OFFICE.

_t 03:37:09:02

A LOT OF THE QUESTIONS EVALUATED

_t 03:37:12:11

IMPACT OF COVID ON BOTH STATE

_t 03:37:15:27

AND FEDERAL FUNDING IS SOMETHING

_t 03:37:17:16

THAT WE'RE RAPIDLY EVALUATING.

_t 03:37:21:21

THE QUESTIONS AROUND POTENTIAL

_t 03:37:22:29

IMPACT ON STATE FUNDING.

_t 03:37:27:16

TO OUR PARTNERS.

_t 03:37:31:16

>> THANK YOU.

_t 03:37:34:17

>> GREAT, THANK YOU SO MUCH.

_t 03:37:39:25

WE HAVE COUNCILORS THAT ARE

_t 03:37:41:26

STILL IN THE HEARING WANTED TO

_t 03:37:44:02

GIVE CHANCE TO HAVE SECOND ON

_t 03:37:47:04

QUESTIONS TO THE SUPERINTENDENT

_t 03:37:48:09

AND TEAM JUST PEOPLE CAN JUST

_t 03:37:50:11

RAISE ONE OR TWO AS BURNING

_t 03:37:53:06

QUESTION YOU HAVE, IT'S BEEN A

_t 03:37:54:15

LONG DAY SO FAR.

_t 03:37:56:27

WE HAVE MANY MORE HEARINGS TO GO

_t 03:37:58:17

AND I AM GLAD AS NATE REFERENCED

_t 03:38:00:18

THAT WE'RE ABLE TO START --

_t 03:38:03:24

ACCORDING TO THE STRATEGIC PLAN

_t 03:38:04:20

WE'LL BE GETTING TOGETHER FOR A

_t 03:38:07:21

NUMBER OF -- JUST WANT TO GIVE

_t 03:38:09:08
MY COLLEAGUES WHO HAVE STAYED ON

_t 03:38:12:06
CHANCE TO CIRCLE BACK IF THERE'S

_t 03:38:15:21
SOMETHING BURNING.

_t 03:38:16:19
I'M GOING TO GO IN ORDER AGAIN

_t 03:38:18:28
OF SEEING WHO IS ON.

_t 03:38:21:04
>> CHAIRWOMAN BOK, I WILL BE

_t 03:38:24:11
AVAILABLE, TOO, FOR COUNCILORS

_t 03:38:25:09
IF THEY DO WANT -- HAVE

_t 03:38:27:02
QUESTIONS THEY CAN EITHER SUBMIT

_t 03:38:28:23
THEM IN WRITING TO ME OR THEY

_t 03:38:32:05
CAN -- I'M WILLING TO ZOOM WITH

_t 03:38:35:06
ANYBODY TO ANSWER ANY OTHER

_t 03:38:36:15
QUESTIONS AS WELL.

_t 03:38:38:28
SO WE DON'T GO TOO LATE FOR

_t 03:38:40:11
EVERYBODY.

_t 03:38:41:07
>> GREAT.

_t 03:38:43:25
I ALSO WANT TO ADD I THINK

_t 03:38:45:06
COUNCILORS KNOW THIS JUST FOR

_t 03:38:47:05
SLEWING PUBLIC, TODAY WE'VE BEEN

_t 03:38:50:11
DOING ROUND ROBIN OF QUESTIONS

_t 03:38:52:15
JUST SORT OF ON ALL DIFFERENT

_t 03:38:54:06
TOPICS.

_t 03:38:54:24
WE ZERO IN ON SOME OF THESE

_t 03:38:57:03
SUBTOPICS IN COMING HEARINGS,

_t 03:39:00:09
HAVE WORKING SESSIONS AHEAD OF

_t 03:39:02:18
TIME.

_t 03:39:03:16
AND SEND THOSE OVER TO YOU ALL

_t 03:39:05:19
IN ADVANCE.

_t 03:39:06:18
I HOPE ON THAT FRONT IS THAT BY

_t 03:39:09:09
DOING THAT WE'LL ALSO BE ABLE TO

_t 03:39:11:05
HAVE A CONVERSATION THAT'S A

_t 03:39:12:08
LITTLE BIT MORE LIKE TOPICAL SO

_t 03:39:15:02
THAT IF A FEW COUNCILORS HAVE

_t 03:39:16:20
RELATED QUESTIONS ON SOMETHING

_t 03:39:18:02
WE CAN TALK ABOUT THAT HAT ONCE

_t 03:39:19:24
INSTEAD OF JUST JUMPING ALL OVER

_t 03:39:23:03

THE PLACE.

_t 03:39:25:29

WANT THAT OPPORTUNITY TO REALLY

_t 03:39:27:05

DIG IN GOING FORWARD.

_t 03:39:29:22

I JUST WANTED TO IN TURN

_t 03:39:33:16

RECOGNIZE COUNCILORS WHO ARE

_t 03:39:34:19

STILL HERE JUST SEE IF ANYBODY

_t 03:39:35:24

HAS ANY FINAL QUESTIONS BEFORE

_t 03:39:36:28

WE WRAP UP THE HEARING.

_t 03:39:39:24

COUNCILOR ESSAIBI-GEORGE, FIRST.

_t 03:39:41:15

>> THANK YOU, CHAIR, THANK YOU

_t 03:39:43:09

EVERYONE FOR HANKING IN ALL THIS

_t 03:39:45:23

TIME.

_t 03:39:46:05

I WONDER IF THERE IS A LESSON, I

_t 03:39:48:14

CAN GET THIS AFTERWARDS, A LIST

_t 03:39:50:25

OF SCHOOLS WITH DECLINING

_t 03:39:52:13

BUDGETS I THINK IT'S PROBABLY IN

_t 03:39:53:24

THE BUDGET BOOK BUT I AM CURIOUS

_t 03:39:55:28

ABOUT IMPACT AT EACH OF THOSE

_t 03:39:57:19

SCHOOLS, WHAT DECISIONS WERE

_t 03:39:59:18

MADE AND WHAT THE LAWSUITS OR

_t 03:40:01:18

EACH OF THOSE SCHOOL COMMUNITIES

_t 03:40:04:02

THEN SECOND, AS I WAS TUNED IN

_t 03:40:10:03

MORE CLEARLY SOMETIMES BUT TH

_t 03:40:14:02

THINKING ABOUT OUR RESPONSE TO

_t 03:40:17:09

THE SCHOOL DISTRICT TO THE

_t 03:40:19:03

CRISIS, COVID-19.

_t 03:40:21:19

IS THERE A GROUP THAT IS IN

_t 03:40:24:15

PLACE NOT JUST THINKING ABOUT

_t 03:40:26:02

FUTURE PLANNING OF REENGAGE INK

_t 03:40:28:06

SCHOOL.

_t 03:40:28:19

I KNOW THAT IS HAPPENING.

_t 03:40:30:02

I'M CURIOUS ABOUT THE PLANNING

_t 03:40:33:24

THAT THEN PLACE DOCUMENTING TO

_t 03:40:35:16

PLAN SHOULD THIS HAPPEN AGAIN SO

_t 03:40:37:17

THAT WE ARE ON POINT WITH

_t 03:40:39:21

TECHNOLOGY.

_t 03:40:40:05
SO THAT TEACHERS AND OTHER

_t 03:40:43:18
SCHOOL STAFF HAVE THEIR ROLES

_t 03:40:45:18
AND RESPONSIBILITIES CLEARLY

_t 03:40:47:07
ARTICULATED AHEAD OF TIME.

_t 03:40:49:18
I THINK IT IS HAPPENING TO SOME

_t 03:40:51:16
DEGREE, I CAN HAVE RESPONSE NOW

_t 03:40:53:07
OR RESPONSE LATER CERTAINLY ON

_t 03:40:55:24
FIRST PART HAPPY TO TAKE

_t 03:40:56:27
RESPONSE LATER.

_t 03:40:57:17
>> THANK YOU, EVERYBODY.

_t 03:41:02:05
>> WE'RE QUICHING TRACK OF IT AS

_t 03:41:04:28
WELL WITHIN THIS BUDGET'S IN

_t 03:41:06:14
INVESTMENT WE HAVE A NUMBER OF

_t 03:41:08:10
INVESTMENTS AROUND REMOTE

_t 03:41:11:02
LEARNING.

_t 03:41:11:14
ANY OF THE AGREEMENTS THAT WE

_t 03:41:14:24
HAVE, TO ALL BEST PRACTICES,

_t 03:41:17:03
SHARING BEST PRACTICES, OUR

_t 03:41:18:28

WEBSITES FOR LEARNING CONTINUE

_t 03:41:22:07

NEWT, ALL THAT HAVE IS.

_t 03:41:26:12

>> THANK YOU.

_t 03:41:27:18

>> COUNCILOR MARIA.

_t 03:41:31:12

>> THANK YOU, AGAIN, EXCELLENT.

_t 03:41:34:06

WE'VE GOTTEN TO KNOW EACH OTHER

_t 03:41:35:11

ALL DAY TODAY.

_t 03:41:48:08

>> I AM JUST CURIOUS ABOUT, I

_t 03:41:51:22

HEAR FROM A LOT OF SCHOOLS THAT

_t 03:41:56:28

SOME OF THE RECOMMENDATIONS THAT

_t 03:41:58:13

COME FROM CENTRAL OFFICE

_t 03:42:04:09

IMPLEMENT ON A LOCAL LEVEL WHAT

_t 03:42:07:28

SCHOOL, SEEMS TO BE DISCONNECT

_t 03:42:11:10

BETWEEN WHAT CENTRAL OFFICE IS

_t 03:42:12:26

ADVOCATING FOR WHAT THE

_t 03:42:14:15

PRINCIPAL AND THAT RELATIONSHIP

_t 03:42:15:18

IS.

_t 03:42:20:07

I'M JUST WONDERING IN TERMS OF

_t 03:42:24:04
ACCOUNTABILITY THINKING ABOUT

_t 03:42:25:25
THE --

_t 03:42:26:03
[INAUDIBLE]

_t 03:42:45:12
>> ACCOUNTABILITY IS -- WORKING

_t 03:42:50:25
WITH THE TRANSFORMATIONAL

_t 03:42:54:03
LEADERS IN COORDINATION WITH OUR

_t 03:42:57:04
SUPERINTENDENT.

_t 03:42:58:10
THERE IS ALWAYS BEEN EXTENSION

_t 03:43:00:05
BETWEEN SCHOOL YEARS AND THEIR

_t 03:43:02:16
ECONOMY AND DECISION MAKING BUT

_t 03:43:06:13
WE -- GIVEN THE OPPORTUNITY FOR

_t 03:43:10:02
THESE INVESTMENT AND 33

_t 03:43:11:09
TRANSFORMATION SCHOOLS BECAUSE

_t 03:43:12:14
OF MY AUTHORITY AS

_t 03:43:14:03
SUPERINTENDENT TO IMPROVE THESE

_t 03:43:15:05
SCHOOLS.

_t 03:43:17:27
WE ARE GOING TO HAVE

_t 03:43:19:16
EXPECTATIONS FOR EACH OF THESE

_t 03:43:21:19

POSITIONS THEN THERE'S

_t 03:43:23:25

PROFESSIONAL DEVELOP THAT IS

_t 03:43:25:13

GOING TO BE SET ASIDE, YOU'LL

_t 03:43:28:03

SEE THAT IN THE BUDGET FOR THESE

_t 03:43:30:16

TEAMS THAT WE'RE INSTALLING IN

_t 03:43:32:25

THESE SCHOOLS.

_t 03:43:34:26

THAT IS HOW -- ACCOUNTABLE TO

_t 03:43:37:04

THE PROGRESS, BE IN ON

_t 03:43:38:20

ASSESSMENTS, ONGOING DATA

_t 03:43:40:22

DASHBOARDS THAT WE WILL BE USING

_t 03:43:43:13

AS YOU CONTINUE PROGRESS NOT

_t 03:43:45:18

WAIT UNTIL THE END OF THE YEAR

_t 03:43:47:22

BUT CONTINUALLY ITERATE OVER THE

_t 03:43:49:29

YEAR AS WE IMPLEMENT THIS

_t 03:43:52:13

IMPROVEMENT PROCESS.

_t 03:43:54:15

>> THERE WAS A LOT OF TALK ABOUT

_t 03:43:57:02

TRANSFOREMAKAL SCHOOLS.

_t 03:44:13:06

[INAUDIBLE]

_t 03:44:13:13

SO I AM HOPING THAT MAYBE

_t 03:44:18:11

ANOTHER BUDGET DISCUSSION THINK

_t 03:44:19:22

ABOUT WHAT THOSE LOOK LIKE.

_t 03:44:26:12

ALSO LOOK AT OPPORTUNITIES TO

_t 03:44:28:02

PARTICIPATE IN SOME OF THIS

_t 03:44:29:14

PROFESSIONAL DEVELOPMENT THAT

_t 03:44:30:29

WE'RE DOING WITH OUR TIER ONE

_t 03:44:34:26

SUPPORT.

_t 03:44:37:02

THEY WILL BE -- TO OUR CENTRAL

_t 03:44:41:25

OFFICE, MANDATED TO DO IT --

_t 03:44:46:07

[INAUDIBLE]

_t 03:44:48:12

>> THANK YOU.

_t 03:44:52:06

>> BY THE WAY WE SEE THAT LITTLE

_t 03:44:55:05

CUTIE MIND YOU.

_t 03:44:59:02

I'VE BEEN WATCHING HER TIK-TOK.

_t 03:45:04:15

>> THANK YOU.

_t 03:45:05:15

THANK YOU COUNCILOR MEJIA.

_t 03:45:12:02

>> THANK YOU, COUNCILOR, THANK

_t 03:45:16:05
YOU TO THE SUPERINTENDENT FOR

_t 03:45:17:04
BEING HERE AND HER TEAM.

_t 03:45:20:18
I JUST WANTED TO ASK ONE FINAL

_t 03:45:23:09
COMMENT.

_t 03:45:26:05
SUPERINTENDENT, IF WE NEED -- IF

_t 03:45:28:22
THE STUDENTS AND THEIR FAMILIES

_t 03:45:32:09
NEED MORE MENTAL HEALTH

_t 03:45:34:10
COUNSELING AS WE GO INTO THE

_t 03:45:36:08
START OF THE SCHOOL YEAR, ARE WE

_t 03:45:39:25
ABLE TO ADJUST TO MAKE THAT

_t 03:45:44:08
HAPPEN AND COULD YOU LET US KNOW

_t 03:45:45:23
AS WELL SO WE COULD ALSO

_t 03:45:48:09
ADVOCATE FOR THE STUDENTS AND

_t 03:45:49:26
THEIR FAMILIES.

_t 03:45:51:26
I JUST THINK AFTER THIS PANDEMIC

_t 03:45:55:03
THAT MORE FAMILIES ARE GOING TO

_t 03:45:58:05
NEED COUNSELING AND I WANT TO

_t 03:45:59:12
MAKE SURE THAT WE HAVE THE

_t 03:46:02:10
RESOURCES TO REACH AS MANY

_t 03:46:05:14
STUDENTS AND FAMILIES AS WE CAN.

_t 03:46:09:18
JUST WANTED TO ASK WHAT YOUR

_t 03:46:11:11
THOUGHTS MIGHT BE ON THAT.

_t 03:46:13:12
>> THANK YOU FOR THAT, WE WILL

_t 03:46:15:29
CONTINUE TO MONITOR THE SUPPORT

_t 03:46:18:02
SYSTEMS THAT WE HAVE AND

_t 03:46:22:12
DETERMINE AMOUNT OF SUPPORT.

_t 03:46:23:12
WE WILL BE REACHING OUT FOR ALL

_t 03:46:25:26
HANDS ON DECK TO RESPOND TO THIS

_t 03:46:30:03
KIND OF SITUATION THAT WE HAVE.

_t 03:46:31:12
I APPRECIATE THAT YOU HAVE --

_t 03:46:33:28
JUST CONTINUE TO PROVIDE

_t 03:46:35:14
FEEDBACK FROM YOUR COMMUNITIES.

_t 03:46:37:25
>> THANK YOU, SEPTEMBER.

_t 03:46:39:06
I JUST WANT TO SAY THANK YOU FOR

_t 03:46:41:22
VISITING THE SCHOOLS DURING THIS

_t 03:46:44:21
DIFFICULT PERIOD.

_t 03:46:45:17

I SAW YOU AT SEVERAL OF THE

_t 03:46:48:26

SCHOOLS GIVING OUT LUNCH TO SOME

_t 03:46:50:22

OF THE FAMILIES AND I KNOW THE

_t 03:46:54:26

WORK OF THE VOLUNTEERS REALLY

_t 03:46:56:10

APPRECIATED YOUR HANDS-ON

_t 03:46:57:23

LEADERSHIP.

_t 03:46:58:18

THANK YOU, SUPERINTENDENT.

_t 03:46:59:22

>> THANK YOU.

_t 03:47:05:19

>> THANK YOU COUNCILOR FLYNN.

_t 03:47:14:19

>> THANK YOU.

_t 03:47:15:18

I MADE IT BACK.

_t 03:47:17:02

THANK YOU.

_t 03:47:17:21

I WANTED TO THANK YOU,

_t 03:47:20:05

SUPERINTENDENT AND YOUR TEAM FOR

_t 03:47:23:18

YOUR EARLIER COMMENTS ABOUT

_t 03:47:26:26

AROUND A DIFFERENCE BETWEEN

_t 03:47:28:14

EARLIER INITIATIVES AND THIS

_t 03:47:30:23

INITIATIVE IN TERMS OF PART OF

_t 03:47:33:29

THE FOUNDATION NOT JUST BON-OFF

_t 03:47:37:23

MONEY THAT WILL DISAPPEAR.

_t 03:47:40:23

THAT WAS HELPFUL.

_t 03:47:41:15

I CERTAINLY HAVE MORE QUESTIONS

_t 03:47:46:11

ON THE TRANSFORMATIONAL SCHOOLS.

_t 03:47:48:24

I'M STILL REALLY INTERESTED.

_t 03:47:49:28

HAPPY TO FOLLOW UP WITH YOU AT

_t 03:47:52:03

ANOTHER TIME ON THAT BECAUSE I

_t 03:47:54:24

DID -- ALSO WANT TO KNOW I THINK

_t 03:47:57:04

IT WAS DURING COUNCILOR O'

_t 03:47:59:25

O'MALLEY'S QUESTIONS THAT THE 11

_t 03:48:03:02

SCHOOLS WITH GRADE CONFIGURATION

_t 03:48:05:05

CHANGE WOULD TAKE PLACE.

_t 03:48:06:21

ID MADE ME THINK ABOUT THE

_t 03:48:10:02

IMPORTANCE OF GETTING THE WORD

_t 03:48:11:08

OUT TO FAMILIES AND THINKING

_t 03:48:15:26

AHEAD THE FALL, WHICH IS USUALLY

_t 03:48:17:21

SCHOOL PREVIEW TIME WHICH MAY

_t 03:48:19:17
LOOK REALLY DIFFERENT THIS -- I

_t 03:48:57:22
AM JUST -- WE'RE INUNDATE WITH

_t 03:49:03:21
COVE ID COVE INDIVIDUAL, COVE

_t 03:49:06:04
INDIVIDUAL.

_t 03:49:06:22
WHAT WAS LIFE BEFORE COVID I'M

_t 03:49:08:24
THINKING, WOW, WHAT DOES THIS

_t 03:49:10:09
MEAN FOR TAKING TESTS.

_t 03:49:13:28
I MEAN, GO DOWN THE LIST.

_t 03:49:16:25
EARLIER HEARING I THINK SOMEONE

_t 03:49:18:06
MADE MENTION OF PROMISE AND

_t 03:49:22:28
GRADUATIONS.

_t 03:49:23:24
I AM INTERESTED IN SCHOOL

_t 03:49:25:19
PREVIEW TIME AT SOME POINT --

_t 03:49:29:18
[INAUDIBLE]

_t 03:49:31:13
OF THE EARLIER -- IT TALKED

_t 03:49:37:21
ABOUT THOSE SOCIAL WORKERS AND

_t 03:49:40:07
FAMILY LIAISONS AND

_t 03:49:41:25
INSTRUCTIONAL FACILITATORS FOR

_t 03:49:43:19
TRANSFORMATIONAL SCHOOLS BUT

_t 03:49:45:22
ALSO MENTION PATTERN THE --

_t 03:49:49:14
AROUND ART NOW ARE THOSE OTHER

_t 03:49:51:17
THINGS ALSO TRANSFOREMAKAL OR IS

_t 03:49:55:02
THAT ACROSS ALL SCHOOLS.

_t 03:49:57:02
DO YOU GUYS HAVE IT UP?

_t 03:50:01:18
>> THE ART POSITIONS ARE PART OF

_t 03:50:05:15
TRANSFORMATION SCHOOLS BUT --

_t 03:50:11:05
>> THAT'S EXACTLY RIGHT.

_t 03:50:11:24
WE HAVE PARAPROFESSIONALS ACROSS

_t 03:50:15:28
ALL SCHOOLS, SOCIAL WORKERS ARE

_t 03:50:18:14
PRIMARILY TARGETED AT THE 33

_t 03:50:20:10
TRANSFORMATION SCHOOLS PLUS

_t 03:50:21:23
OTHER SCHOOLS THAT HAVE HIGH

_t 03:50:23:27
OCCUPANCY.

_t 03:50:25:28
OUR FAMILY LIAISON PRIMARILY

_t 03:50:28:14
TARGETED --

_t 03:50:29:09
>> I DON'T THINK WE TALKED ABOUT

_t 03:50:31:23
THE LANGUAGE EITHER.

_t 03:50:34:05
I THINK THAT WOULD BE BE

_t 03:50:37:14
COUNCILOR MEJIA AS WELL.

_t 03:50:41:02
>> FAMILY LIAISON ARE ALLOCATED

_t 03:50:43:12
TO ALL OF THE TRANSFORMATION

_t 03:50:45:13
SCHOOLS THEN ALLOCATED TO ANY

_t 03:50:48:02
SCHOOL THAT WAS OVER AND ABOVE

_t 03:50:49:28
50% OF ANY LANGUAGE PERSONALLY

_t 03:50:52:25
OTHER THAN ENGLISH.

_t 03:50:54:27
SO THAT PRIMARILY SPANISH

_t 03:50:57:06
SPEAKING SCHOOLS WITH HIGH

_t 03:50:57:29
POPULATION OF SPANISH SPEAKING

_t 03:50:59:28
FAMILIES MOST NOTABLY SEE THAT

_t 03:51:03:13
HIGH PERCENTAGE OF LATIN X

_t 03:51:04:28
FAMILIES.

_t 03:51:06:12
THE THIRD INVESTMENT WAS

_t 03:51:09:05
INSTRUCTIONAL FACILITATORS WHICH

_t 03:51:12:02
WAS PRIMARILY FOR 33

_t 03:51:14:02
TRANSFORMATION SCHOOLS, MADE TWO

_t 03:51:16:07
ADDITIONAL ALLOCATED.

_t 03:51:22:25
FINAL CATEGORY WAS THAT ART,

_t 03:51:26:07
MUSIC, PHYSICAL EDUCATION,

_t 03:51:28:20
SOCIAL, SPECIALIST TEACHERS

_t 03:51:31:21
THOSE WERE FOR TRANSFORMATION

_t 03:51:33:25
SCHOOLS ONLY.

_t 03:51:34:21
>> THANK YOU FOR THAT.

_t 03:51:36:22
>> I APPRECIATE THE INVESTMENT,

_t 03:51:42:22
WITH THESE POSITIONS SO FAMILY

_t 03:51:45:14
LIAISONS THAT'S NOT NEW POSITION

_t 03:51:49:27
BACK IN MY PREVIOUS LIFE I

_t 03:51:52:10
ADVOCATED FOR FAMILIES OUTREACH

_t 03:51:54:22
COORDINATORS, WE GOT THOSE.

_t 03:51:57:02
THEN WHAT HAPPENS IS, SAME THING

_t 03:51:59:11
WITH ART POSITIONS, THINGS GET

_t 03:52:02:13
TOUGH THEN THOSE ARE THE FIRST

_t 03:52:03:19
POSITIONS THAT GET CUT.

_t 03:52:07:08
TALKING ABOUT BUILDING FOR THE

_t 03:52:09:17
FOUNDATION AND LONG TERM I WORRY

_t 03:52:14:07
THAT AGAIN THESE SOUND LIKE

_t 03:52:15:10
GREAT THINGS.

_t 03:52:16:10
I AM SURE THEY ARE GREAT THINGS

_t 03:52:18:23
I'D BE INTERESTED IN SEEING THE

_t 03:52:20:27
JOB DESCRIPTION FOR FAMILY

_t 03:52:23:14
LIAISON.

_t 03:52:23:29
I WORTHY THESE ARE THE TYPE OF

_t 03:52:26:12
POSITIONS THAT TWO YEARS FROM

_t 03:52:28:16
NOW MIGHT NOT BE HERE.

_t 03:52:30:20
THREE YEARS FROM NOW.

_t 03:52:36:02
REQUIRE THAT KIND OF INVESTMENT

_t 03:52:37:15
OVER TIME AND THAT KIND OF

_t 03:52:38:18
INVESTMENT NOT JUST IN TERMS OF

_t 03:52:40:13
DOLLARS BUT WITH FAMILIES.

_t 03:52:42:06
YOU'VE GOT TO INVEST IN THE

_t 03:52:44:02
RELATIONSHIP WITH FAMILIES OVER

_t 03:52:45:12
TIME.

_t 03:52:45:22
YOU CAPTAIN HAVE A POSITION FOR

_t 03:52:48:03
TWO YEARS THEN MOVE TO THAT

_t 03:52:50:02
SCHOOL OR CUT ALTOGETHER.

_t 03:52:52:21
>> COUNCILOR JANEY, I CAN'T

_t 03:52:54:02
STRESS THIS ENOUGH TO THE

_t 03:52:55:08
COUNCILOR, THESE ARE PERMANENT

_t 03:52:56:15
POSITIONS THAT WE'RE PUTTING IN

_t 03:53:01:05
PLACE.

_t 03:53:01:24
I KNOW THAT IS THE INTENTION,

_t 03:53:04:02
WHAT I AM FLAGGING IS WHEN THE

_t 03:53:06:05
BUDGET IS TIGHT, THESE ARE THE

_t 03:53:08:10
POSITIONS THAT ARE ON THE

_t 03:53:10:03
CHOPPING BLOCK FIRST.

_t 03:53:11:21
THIS IS NOT THE FIRST TIME WE'VE

_t 03:53:14:23
SEEN FAMILY ENGAGEMENT PO

_t 03:53:17:26
POSITIONS.

_t 03:53:18:02
WE'VE HAD MAJOR INVESTMENTS IN

_t 03:53:20:02
THE YEARS PAST TRYING TO RAM UP

_t 03:53:21:09
UP THAT PROGRAM.

_t 03:53:22:09
AND THEN WHEN THINGS GET TIGHT,

_t 03:53:25:03
THOSE POSITIONS GET CUT.

_t 03:53:26:09
SO HERE WE ARE CREATING THEM

_t 03:53:28:05
AGAIN, GREAT, BUT MY WORRY IS

_t 03:53:31:18
AROUND SUSTAINABILITY, I GUESS.

_t 03:53:33:28
>> I WOULD SAY --

_t 03:53:36:08
AS LONG AS I'M SU

_t 03:53:38:20
SUPERINTENDENT, THESE POSITIONS

_t 03:53:40:26
ARE REALLY VALUABLE AND HIGH

_t 03:53:43:13
PRIORITY AND THAT IS WHY THERE

_t 03:53:44:21
ARE TWO OF OUR SIX COMMITMENTS

_t 03:53:47:06
TO CULTIVATING TRUST AND AM

_t 03:53:49:02
AMPLIFYING VOICE.

_t 03:53:49:20
THESE ARE THE -- THESE ARE

_t 03:53:51:14
POSITIONS SPECIFICALLY TO

_t 03:53:52:28
SUPPORT FAMILIES AND I HAVE SAID

_t 03:53:55:29
EVER SINCE MY INTERVIEW HAVE

_t 03:53:57:20
SAID, IT IS ABSOLUTELY ESSENTIAL

_t 03:53:59:21
THAT WE HAVE ALL HANDS ON DECK

_t 03:54:01:17
APPROACH THAT WE SUPPORT

_t 03:54:03:12
CHILDREN AND FAMILIES.

_t 03:54:05:03
IT'S GOING TO BE CRITICAL TO US

_t 03:54:07:23
ACHIEVING OUR MISSION WHICH IS

_t 03:54:09:23
DURING THAT THEY HAVE EXCELLENT

_t 03:54:12:12
EDUCATION.

_t 03:54:13:21
OUTSIDE OF US HAVING A

_t 03:54:17:05
SIGNIFICANT RECESSION WHERE WE

_t 03:54:18:18
HAVE TO MAKE REALLY DIFFICULT

_t 03:54:21:17
CHOICES, THESE POSITIONS I

_t 03:54:24:08
BELIEVE ARE ABSOLUTELY CRITICAL.

_t 03:54:26:22
>> I WORRY ABOUT THE ECONOMIC

_t 03:54:29:29
DOWNTURN AND POTENTIALLY GOING

_t 03:54:31:09
INTO A RECESSION AND HAVING TO

_t 03:54:33:02
MAKE THOSE DIFFICULT CHOICES.

_t 03:54:35:02

I CERTAINLY APPRECIATE, THOUGH,

_t 03:54:37:21

YOUR COMMITMENT TO WHY THESE

_t 03:54:39:08

POSITIONS ARE IMPORTANT AND THAT

_t 03:54:41:02

YOU VALUE, LIKE I DO -- LIKE ALL

_t 03:54:45:17

OF US DO.

_t 03:54:46:22

LET ME JUST LEAVE WITH THIS, I

_t 03:54:50:06

WOULD BE INTERESTED IN SEEING,

_t 03:54:52:18

THERE WAS A SLIDE IN THE

_t 03:54:53:26

PRESENTATION, I DON'T REMEMBER

_t 03:54:55:02

WHAT PAGE IT WAS BUT WHEN WE

_t 03:54:56:12

WERE TALKING ABOUT THE WAY THE

_t 03:54:58:29

STUDENT FUNDING FORMULA AND LOT

_t 03:55:00:24

OF THOSE WERE TOTALS, I WOULD

_t 03:55:02:26

REALLY LIKE TO UNDERSTAND WHAT

_t 03:55:04:29

IT MEANS FOR ONE PEOPLE.

_t 03:55:06:26

HERE IS THAT -- HERE IS WHAT IT

_t 03:55:09:24

IS THAT PEOPLE IS A STUDENT WITH

_t 03:55:11:05

DISABILITY.

_t 03:55:12:03
HERE WHAT IT IS IF THAT PEOPLE

_t 03:55:13:26
IS AN ENGLISH LANGUAGE LEARNER,

_t 03:55:15:18
ET CETERA, ET CETERA.

_t 03:55:17:02
IS THAT EASILY -- SOMEONE CAN

_t 03:55:19:09
EITHER PULL THAT TOGETHER OR

_t 03:55:20:10
SEND THAT TO ME OR SEND IT TO

_t 03:55:21:24
ALL OF US?

_t 03:55:28:02
>> WE HAVE THAT -- EARLIER TODAY

_t 03:55:33:24
THAT WAS PAIRED DOWN VERSION OF

_t 03:55:35:05
WHAT WE PRESENTED TO THE SCHOOL

_t 03:55:36:21
COMMITTEE.

_t 03:55:41:09
WE WILL SEND YOU THE SPECIFIC

_t 03:55:43:12
SLIDES THAT SHOW HOW EACH OF

_t 03:55:45:08
THOSE RATES ARE BUILT BUT THOSE

_t 03:55:46:24
OF US -- IN THE PUBLIC WHO ARE

_t 03:55:48:20
FOLLOWING ONLINE WE CAN ACTUALLY

_t 03:55:51:16
PULL UP EVERY SINGLE SCHOOL'S

_t 03:55:53:15
RATED STUDENT FUNDING TEMPLATE.

_t 03:55:54:27

SO YOU CAN SEE AN INDIVIDUAL

_t 03:55:57:17

LINE IT SAYS GRADE LEVEL.

_t 03:55:59:07

HOW MUCH EACH PEOPLE GET.

_t 03:56:04:10

YOU CAN FOLLOW THROUGH.

_t 03:56:08:28

THIS COULD BE A FUN MATH HOME

_t 03:56:10:15

ACTIVITY FOR MIDDLE SCHOOL, WHAT

_t 03:56:12:07

DO YOU THINK?

_t 03:56:14:20

WHERE YOU CAN GO IN SAY I WANT

_t 03:56:16:07

TO IMAGINE WHAT IT'S LIKE TO

_t 03:56:18:17

HAVE SIXTH GRADER WHO HAS AUTISM

_t 03:56:21:14

AND ALSO ENGLISH LEARNER HOW

_t 03:56:23:02

MUCH FUNDING DOES THAT SCHOOL

_t 03:56:24:18

GET FOR THAT PEOPLE.

_t 03:56:26:21

OR GRADE FOUR STUDENT.

_t 03:56:29:23

>> BACK WHEN I TALKED --

_t 03:56:33:07

MULTIPLICATION OF DECIMAL WAS IN

_t 03:56:35:19

THE MIDDLE SCHOOL.

_t 03:56:37:02

MIGHT HAVE BEEN UPDATED.

_t 03:56:40:02
I'M NOT SURE.

_t 03:56:41:02
>> WE CAN -- THAT INFORMATION IS

_t 03:56:43:18
AVAILABLE ONLINE BUT WE'LL SEND

_t 03:56:45:03
YOU IN PARTICULAR WE HAVE PUBLIC

_t 03:56:47:18
SLIDE THAT SHOWS ADDED WEIGHT.

_t 03:56:53:18
STUDENT GETS EVERY FUNDING

_t 03:56:55:02
CATEGORY THAT THEY FIT IN TO.

_t 03:56:58:20
IF THEY'RE ENGLISH LEARNER AND

_t 03:57:00:15
RECEIVING SPECIAL EDUCATION

_t 03:57:01:22
SERVICES THEY RECEIVE BOTH

_t 03:57:03:16
FUNDING STREAMS.