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CHAIRMAN OF WAYS
AND MEANS AND ALTON BRIGHTON
CITY COUNCILOR, STAYED THURSDAY,
APRIL 2050, AND WE ARE HERE WITH
FRIENDS FROM BOSTON PUBLIC
SCHOOL DEPARTMENT TO REVIEW
CENTRAL BUDGETS FOR BPS FY-20, I
WOULD LIKE TO REMIND FOLKS THIS
IS A PUBLIC HEARING.

BOTH BEING BROADCAST AND
RECORDED.

ON COMCAST CHANNEL 8, R CN8 TWO,
VERIZON 1964, AND STREAMED AT
BOSTON.GOV/CITY -- COUNCIL-TV,
PLEASE SILENCE YOUR ELECTRONIC
DEVICES, WE WILL TAKE PUBLIC
TESTIMONY AT THE END OF THIS
HEARING, AND WE APPRECIATE IT IF
YOU WOULD SIGN IN.

THE SIGN INSHEETS ARE TO MY LEFT
BY THE DOOR AND WE ASK YOU STATE
YOUR NAME, AFFILIATION AND
RESIDENCE AND PLEASE CHECK THE
BOX YES IF YOU DO WISH TO
TESTIFY.

THIS BUDGET REVIEW WILL
ENCOMPASS APPROXIMATELY 34
HEARINGS OVER ROUGHLY THE NEXT
SIX WEEKS.

WE STRONGLY ENCOURAGE RESIDENTS
WHETHER HERE IN THE CHAMBER OR
AT HOME TO TAKE A MOMENT TO
ENGAGE IN THIS PROCESS BY GIVING
TESTIMONY FOR THE RECORD.

YOU CAN DO THIS IN SEVERAL WAYS,
COME TO ONE OF THE HEARINGS AND
GIVE PUBLIC TESTIMONY, COME TO
THE HEARING DEAD DIED PUBLIC
TESTIMONY ON TUESDAY, JUNE 4 ANY
TIME FROM 2:00 P.M. TO
6:00 P.M., WE WILL BE HERE AT
LEAST FOR THAT AMOUNT OF TIME
AND WE WILL STAY LONGER IF NEED
BE.

YOU CAN ALSO SEND YOUR TESTIMONY
TO THE COMMITTEE ON WAYS AND
MEANS, BOSTON CITY COUNCIL,
FIFTH FLOOR, BOSTON CITY HALL,
BOSTON, 02201, OR E-MAIL THE

COMMITTEE AT CCC.WM @BOSTON.GOV.
WE ARE HERE AGAIN TO REVIEW THIS
CENTRAL OFFICE THE BUDGET ..
CENTRAL BUDGETS AS IT PERTAINS
DOCKETS 0622 THROUGH 0625.
ORDERS FOR THE FY-20 OPERATING
BUDGET INCLUDING AN A YOU WILL
APPROPRIATIONS FOR DEPARTMENTAL
OPERATIONS, ANNUAL APPROPRIATION
FOR THE SCHOOL DEPARTMENT,
APPROPRIATION FOR OTHER POST
EMPLOYMENT BENEFITS AND
APPROPRIATION FOR CERTAIN
TRANSPORTATION AND PUBLIC REALM
IMPROVEMENTS AS WELL AS DOCKETS
0626 THROUGH 0628, CAPITAL
BUDGET APPROPRIATION, INCLUDING
ORDERS AND LEASE PURCHASE
AGREEMENTS.
BEFORE I INTRODUCE THE REST OF
MY COLLEAGUES I HAVE A
ASSIGNMENT READ INTO THE RECORD.
COUNCILOR CIOMMO I REGRET YOU
INFORM YOU THAT I WILL BE
MISSING TODAY'S HEARING ON WAYS
AND MEANS DOCKET 0622 THROUGH
0628, FY-20 BUDGET, BPS
ADMINISTRATION AND CENTRAL
OFFICE BUDGETS ON THURSDAY,
APRIL 25, 2019 AT 3:00 P.M. IN
THE IN, IANELLA CHAMBER DUE TO A
PERSONAL MATTER.
SINCERELY, COUNCILOR MATT
O'MALLEY, DISTRICT 6.
WE ARE ALSO JOINED BY THE
CHAIRMAN OF EDUCATION, MY FRIEND
AT LARGE COUNCILOR, ANNISSA
ESSAIBI GEORGE, TO MY FAR LEFT
COUNCILOR ED FLYNN, AND
COUNCILOR ANDREA CAMPBELL.
SO WITH THAT, I WILL HAND IT
OVER TO ELEANOR.
AND YOUR TEAM.
THANKS, ELEANOR.
>> THANK YOU, COUNCILOR.
WE HAD TWO PLANNED TOPICS FOR
THIS AFTERNOON AND WITH -- WE
WOULD LIKE TO ADD A BRIEF THIRD
ONE, THE TWO PLANNED TOPICS ON
CENTRAL OFFICE, ONE MARY WILL
GIVE US AN OVERVIEW OF HOW OUR
CENTRAL TEAM IS SUPPORTING OUR
SCHOOLS AND IN PARTICULAR TRYING
TO DIFFERENTIATE SUPPORT, SO WE

GIVE GREATEST SUPPORT TO THE HIGHEST NEEDS SCHOOL.

NICK WILL PROVIDE US DETAIL ON TOTAL CENTRAL ADMINISTRATION SPENDING BY DEPARTMENT, AND THE THIRD ITEM THAT WE WANTED TO VERY BRIEFLY ADD TODAY IS TO TALK BRIEFLY ABOUT EQUITY.

THIS IS A QUESTION POSED TO OUR TEAM ON TUESDAY AND IT IS SO CENTRAL TO EVERYTHING THAT WE DO, IT IS REALLY THE LENS WITH WHICH WE THINK ABOUT ALL OF OUR WORK IN THE BOSTON PUBLIC SCHOOLS, AND SO DR. CHARLES BRANSON ALSO OUR CHIEF OFFICER TO OPEN WITH A FEW WORDS ON THAT.

>> THANK YOU.

>> GOOD AFTERNOON.

SO WE AT BPS ARE INTENTIONAL ABOUT THE IDEA THAT THE WORK THAT INVOLVES EQUITY IS CENTRAL TO OUR OVERALL WORK AND IS NOT WORK THAT LIVES PARTICULARLY IN ONE DEPARTMENT, AND SO WE ALL OWN IT AS SENIOR LEADERS AND THROUGHOUT THE SYSTEM.

OUR DEFINITION OF EQUITY THAT WE USE AND THAT IS INFUSED IN OUR WORK AND THAT WE HOPE THAT YOU SEE THROUGHOUT TODAY'S PRESENTATIONS AND FUTURE PRESENTATIONS AS IS FOLLOWS, TWO EVENTS, EDUCATIONAL EQUITY, THE BOSTON PUBLIC SCHOOLS MUST PROVIDE ACCESS TO OPPORTUNITIES AND RESOURCES SO EACH AND EVERY CHILD BY INTENTIONALLY RECOGNIZING AND ELIMINATING HISTORICAL BARRIERS AND CONSIDERING THE PREDICTABILITY OF BERNAL AND ACADEMIC SUCCESS BASED ON RACE, BACKGROUND, AND/OR CIRCUMSTANCE.

SO ACHIEVE THE EQUITY THE DISTRICT'S APPROACH MUST INCORPORATE TARGETED UNIVERSAL -- STRATEGY THAT ADDRESSES ALL STUDENTS LEARNING AND FLOURISHING, PARTICULARLY FOCUSING, FOCUSES ON ACTIVELY IDENTIFYING AND SUPPORTING OUR HIGHEST NEEDS STUDENT IN

SCHOOLS.

AND SO I WANT -- ONE OF THE
PIECES THAT WE KNOW CAME UP WAS
AROUND MAKING SURE WE ARE
INTENTIONAL AROUND BARRIERS I
THINK WORK WE ASPIRE TO DO IN
PARTNERSHIP WITH EACH OF YOU AND
THROUGH THE BROADER COMMUNITY
AND WITH THE STAFF IN BOSTON
SCHOOLS AND THE FAMILIES.

>> GREAT, THANK YOU.

BEFORE I HAND IT OVER THE I JUST
WANT TO ACKNOWLEDGE THAT WE ARE
JOINED BY COUNCILOR JOSH ZAKIM
AS WELL.

>> THANKS.

SO JUST TO FRAME WHERE WE ARE IN
THE CONVERSATION -- CAN YOU
CLICK ONE MORE SLIDE?

>> I HAVE SEEN THIS SLIDE THREE
TIMES, SO I APOLOGIZE FOR SOME
REDUNDANCY BUT JUST A FRAME
WHERE WE ARE IN TODAY'S
PRESENTATION, AGAIN THERE ARE
FOUR BROAD CATEGORIES OF OUR
SPENDING.

THE PREVIOUS HEARING EARLIER
THIS AFTERNOON TOUCHED ON OUR
DIRECT SCHOOL EXPENSES AND
SCHOOL BUDGETS.

OVER THE COURSE OF THE COMING
HEARINGS WE WILL GO THROUGH A
NUMBER OF THE AREAS THAT ARE
SCHOOL SERVICES BUDGETED AS WE
TALK TO YOU ABOUT
TRANSPORTATION, SPECIAL
EDUCATION, ET CETERA.

AND OUR FOCUS THIS AFTERNOON
HEARING IS ON THE CENTRAL
ADMINISTRATION.

THAT IS \$62 MILLION YOU SEE
HIGHLIGHTED HERE THAT REPRESENTS
5.4 PERCENT OF OUR GENERAL FUND
SPENDING.

AND THAT, WITH THAT I AM GOING
TO TURN IT OVER THE MARY
DRISCOLL.

THANK YOU, ELMORE.

>> I WILL TALK ABOUT A COUPLE OF
EXISTING AND NEW SUPPORTS THAT
WE HAVE WITHIN THE CENTRAL
OFFICE BUDGET THAT ARE, AGAIN,
REALLY FOCUSED ON TAKING AN
EQUITY BASED APPROACH TO THE

WORK AND ENSURING OUR HIGHEST NEED STUDENTS AND HIGHEST NEED SCHOOLS ARE GETTING A DIFFERENTIATED LEVEL OF SUPPORT. LAST YEAR AT THIS TIME WE CAME TO AND TALKED ABOUT A SHIFT WE WERE MAKE TO, MAKING TO THE WAY WE ORGANIZED OUR SCHOOLS INTO NETWORKS .. SOME OF WHICH ARE QUITE SMALL, SIX SCHOOLS BEING SUPPORTED BY ACADEMIC SUPERINTENDENT AND SOME OF WHICH ARE QUITE LARGE AND THOSE ARE BEING ALSO SUPPORTED BY SINGLE ACADEMIC SUPERINTENDENT WITH THE ASSISTANCE OF SOME STRONG LEAD PRINCIPALS WHO HELP WITH THE LEARNING FOR THEIR PEERS IN THOSE NETWORKS.

SO I AM ALSO GOING TO TALK SOME ABOUT SUPPORT THAT WE ARE GIVING TO SCHOOLS WHO IN --

ACCOUNTABILITY FRAMEWORK, I -- ARE REQUIRE TO WRITE PLANS FOR NEXT YEAR FOR RAPID IMPROVEMENT AND A LITTLE BIT ALSO ABOUT INVESTMENTS WE ARE MAKING IN SCIENCE INSTRUCTION.

>> NEXT SLIDE.

>> SO THE NETWORK STRUCTURE AS I EXPLAINED LAST YEAR IS BASED ON RESEARCH, NATIONAL RESEARCH THAT HAS BEEN DONE AROUND HOW TO BEST SUPPORT RAPID IMPROVEMENT FOR SCHOOLS, PARTICULARLY THE HIGHEST NEEDS SCHOOLS, AND ONE OF THE KEY LEVERS TO THAT IMPROVEMENT IS THE SUPPORT OF THE PRINCIPAL SUPERVISOR WHO ACTS AS BOTH AN EXECUTIVE COACH AS WELL AS A INSTRUCTIONAL EXPERT FOR THE SCHOOL LEADER AND THE TEAM, AND THEIR TEAMS.

SO WE HAVE, THIS YEAR WE LAUNCHED NETWORKS WITH FOUR ELEMENTARY NETWORKS THAT ARE QUITE SMALL, RECEIVING A LOT OF SUPPORT FROM BOTH AN ACADEMIC SUPERINTENDENT AND A TEAM OF -- IN THE HIGH SCHOOLS WE HAVE ONE SMALL NETWORK THAT IS GETTING A LOT OF SUPPORT AND THEN THE OTHER SCHOOLS ARE GROUPED IN LARGER NETWORKS.

IN THE COMING SCHOOL YEAR
BECAUSE WE HAVE GOTTEN REALLY
STRONG FEEDBACK FROM SCHOOL
LEADERS ABOUT THE EFFICACY OF
THAT SUPPORT WE ARE ADDING, WE
ARE MAKING INVESTMENTS TO HAVE
ADDITIONAL ACADEMIC
SUPERINTENDENTS THAT WILL ALLOW
US TO NARROW THE SPAN OF CONTROL
SO THAT THE LEADERS THAT ARE
CURRENTLY IN THOSE MUCH LARGER
NETWORKS ARE GETTING MORE
REGULAR OPPORTUNITIES TO GET
COACHING AND SUPPORT FROM THEIR
ACADEMIC SUPERINTENDENTS.

>> WE ARE ALSO -- NEXT SLIDE.

WE ARE ALSO CONTINUING TO INVEST
IN LEADERSHIP DEVELOPMENT.
WE TALKED A LITTLE BIT THIS
MORNING ABOUT OUR PARTNERSHIP
WITH THE UNIVERSITY OF VIRGINIA,
WHICH HAS A NATIONAL RECOGNIZED
PROGRAM FOR TRAINING SCHOOL
LEADERS AND CENTRAL OFFICE TEAMS
IN HOW TO DO TURN AROUND WORK
WELL.

WE HAVE SIX SCHOOLS THAT ARE IN
THAT PARTNERSHIP AND WE WILL
CONTINUE TO INVEST IN THAT
PARTNERSHIP IN THE COMING YEAR.
WE ARE SEEING SOME REALLY EARLY
INDICATORS OF SUCCESS WITH THAT
WORK AND WE ARE ALSO -- WE WILL
BE ABLE TO TAKE THE LESSONS
LEARNED FROM THAT SINGLE PARTNER
THE UNIVERSITY AND VIRGINIA AND
APPLY IT TO OTHER SCHOOLS
INTRODUCES DISTRICT.

ACROSS THE DISTRICT, WE ARE ALSO
PARTNERING .. WITH ONE OF OUR
HIGHER EDUCATION PARTNERS CLOSER
TO HOME WHICH THE SCHOOL OF
EDUCATION AT BOSTON COLLEGE, AND
THEY HAVE WORKED WITH US TO BE
TRAIN THESE PRINCIPAL LEADERS,
OF THE SIX -- THE SIT SITTING,
SIX SITTING PRINCIPALS THAT SIT
AS WITH THEIR PEERS SO THOSE
PRINCIPAL LEADERS HAVE THE
OPPORTUNITY TO MENTOR AND,
ASPIRING PRINCIPAL THROUGH
LEADERSHIP PROGRAM AND THEY ALSO
RECEIVE EXECUTIVE COACHING FROM
THE LEADERSHIP SO THAT THEY

BECOME REALLY EXCELLENT FACILITATORS OF ADULT LEARNING. I MENTIONED THE WORK WITH SCHOOLS THAT ARE ARRIVING JESSE PLANS, UNDER THE NEW ACCOUNTABILITY FRAMEWORK THAT WAS INTRODUCED LAST YEAR, SCHOOLS THAT ARE BELOW THE TENTH PERCENTILE ARE DEEMED TO BE IN NEED OF FOCUSED AND SUPPORT AND THOSE BELOW THE FIFTH PERCENTILE ARE WRITING DESE FOCUSED PLANS THAT ARE FOCUSED ON THE FOUR TURN AROUND PRACTICES.

DESE PROVIDED SUPPORT TO THOSE SCHOOLS IN TERMS OF THE PROCESS SO SCHOOLS WITHIN THAT HAVE BEEN SUPPORTED TO WRITE THE PLANS BUT HOWEVER THEY ARE NOT PROVIDING SUPPORT FOR IMPLEMENTATION OF THOSE PLANS.

AND SO WE SET ASIDE A FUND OF \$750,000 THAT WILL ALLOW THOSE SCHOOLS TO ACTUALLY IMPLEMENT THE RESEARCH BASED PRACTICES THAT THEY HAVE IDENTIFIED AS KEY IN NEXT YEAR'S WORK.

AND THEN OUR FINAL INVESTMENT .. IS IN SCIENCE INSTRUCTION AND THIS WILL BE AN OPPORTUNITY TO BRING OUR TEACH IN OTHER WORDS GRADES 3 THROUGH 8 MATERIALS THAT ARE ALIGNED WITH THE MEAN VERSION OF THE SCIENCE STANDARDS IN 2016.

WE HAVE GOT A NEW SET OF NATIONAL SCIENCE STANDARDS AND THE MATERIALS THAT WE CURRENTLY ARE USING IN OUR SCIENCE CLASSROOMS ARE NOT COMPLETELY ALIGNED WITH THOSE STANDARDS, AND SO THIS INVESTMENT WILL PROVIDE CURRICULUM, INCREASED INSTRUCTION TIME, TEACHER AND LEADER OF PROFESSIONAL DEVELOPMENT AND ALSO JUST A SHIFT IN HOW WE ARE TEACHING SCIENCE OUR STUDENTS IN GRADES 3 THROUGH 8.

I AM GOING TALK ABOUT OUR CENTRAL ADMINISTRATION. AT THE OPENING, ELEANOR SHOWED THE SLIDE THAT HAS THE FOUR NAMED CATEGORIES, THE BROAD

CATEGORIES OF OUR SPENDING, AND WE ARE GOING TO DIVE IN A LITTLE BIT NOW ON TO THE CENTRAL ADMINISTRATION BUDGET.

I WANT TO, I WANT YOU TO KNOW AT THE START THERE ARE TWO WAYS TO THINK ABOUT THE CENTRAL OFFICE BUDGET.

THE FIRST IS IN OUR ACCOUNTING SYSTEM AND OUR PUBLIC BUDGET THAT WE REPORT WE REPORT THE RESPONSIBILITY CENTERS THAT IDENTIFIED AS EITHER SCHOOLS OR CENTRAL OFFICES.

IN THE CENTRAL OFFICE CATEGORY OF THOSE BUDGETS THAT INCLUDES A LOT OF SPENDING THAT IS ELEANOR MENTIONED IN PRIOR HEARINGS, ARE DIRECT THROUGH EXPENSES, THINGS LIKE CUSTODIANS OR FACILITY EXPENSES THAT ARE ON A CENTRAL BUDGET FOR MANAGEMENT BUT ARE ACTUALLY LOCATED IN SCHOOLS.

THE DATA THAT I AM GOING TO TALK ABOUT NOW IS REALLY GIEFG THAT 5.4 PERCENT THAT IS TRUE CENTRAL OFFICE AND IS USED -- AS HOW WE DEFINE IT FOR THE PURPOSES OF WHEN WE THINK ABOUT WHEN SOME PEOPLE REFER TO WHAT IS IN THE BOWLING BUILDING .. THIS FIRST SLIDE SHOWS THE CHART OF THE FOUR CATEGORIES, THE RELATIVE SIZE OF THE INVESTMENTS BY THE FOUR CATEGORIES THAT ELEANOR MENTIONED.

THE SMALL ORANGE SLIVER IS THE CENTRAL OFFICE WHICH REPRESENTS 5.4 PERCENT AS WE MENTIONED OF OUR OVERALL BUDGET.

THAT IS BROKEN INTO EIGHT DIFFERENT DIVISIONS.

THE LARGEST OF WHICH IS ACADEMICS AND STUDENT SUPPORT TEAM, OR ASSET THAN IS APPROPRIATELY SO BECAUSE THIS IS A DIVISION MOST RESPONSIBLE FOR SUPPORTING INSTRUCTION AND SUPPORTING OUR STUDENTS, INCLUDE IT WILL DEPARTMENT SUCH AS SPECIAL EDUCATION AND THE OFFICE OF ENGLISH LEARNERS.

SO EACH OF THESE DIFFERENT DIVISIONS THEY BREAK DOWN THE 43

DIFFERENT CENTRAL OFFICES AND ONE OF THE THINGS WE ARE MOST EXCITED ABOUT AND ANYONE WHOSE BUDGET ADVOCATE AND FOLLOWER, A FAN OF THE BPS BUDGET PROCESS, WE HAVE REALLY BROUGHT A LOT OF TRANSPARENCY THIS YEAR TO OUR BUDGET PROCESS.

BY IDENTIFYING OVER 115 SPECIFIC ACTIVITIES THAT THE CENTRAL OFFICE DOES, AND THIS CAN ALL BE FOUND ON OUR WEBSITE ON THE BOSTON PUBLIC SCHOOLS.ORG/BUDGET THERE IS NOW A NEW TOOL THAT ALLOWS PEOPLE TO DIVE IN AND SEE THE AND IT SAYS SPECIFICALLY WHAT THE DEPARTMENTS DO SO YOU DON'T HAVE TO GUESS WHAT KIND OF ACTIVITIES THE OFFICE OF ENGLISH LANGUAGE LEARNERS ARE DOING TO SUPPORT OUR STUDENTS.

IT IS BROKEN DOWN IN THAT WEBSITE.

THE NEXT SLIDE SHOWS A BREAKDOWN BY THOSE DIFFERENT DIVISIONS, EACH OF THE COLUMNS IS A DIFFERENT DIVISION, AND EACH OF THE DIFFERENT BOXES IS A SPECIFIC UNIT OR OFFICE OR DEPARTMENT WITHIN THAT DIVISION, AND THE SIZE OF THE SQUARE ON THIS NEXT CHART IS THE RELATIVE SIZE OF EACH OF THE INVESTMENTS SO THE LARGER THE SQUARE THAT YOU SEE, THE LARGER THE OVERALL INVESTMENT.

THE BIGGEST THING YOU WILL NOTE IS BUSINESS SERVICES WHICH INCLUDES OUR EMPLOYEE BENEFITS IS ALL BUDGETED CENTRALLY, THAT LARGE RED SQUARE IN THE CENTER, YOU BREAK IT DOWN AND WE CAN DIVE INTO EACH INDIVIDUAL ONE.

OF OUR CENTRAL OFFICE DEPARTMENTS, ONLY 12 ARE CONSIDERED 100 PERCENT CENTRAL -- THIS INCLUDES CRITICAL SERVICES FOR RUNNING OUR BILLION DOLLARS ORGANIZATION.

MANY OF OUR CENTRAL OFFICES HAVE A BLEND OF SCHOOL SERVICES BUDGETED CENTRALLY OF NONBPS STUDENT SERVICES AS WE MENTIONED BEFORE, AND THEN THE PURE

CENTRAL OFFICE FUNCTIONS SO YOU WILL SEE A BLEND WITHIN THE DISTRICT DEPARTMENTS AND THERE ARE 21 DIFFERENT CENTRAL OFFICES IN BPS THAT MANAGE OVER A MILLION DOLLARS.

SO I AM GOING LEAVE THE SUMMARY AT THAT.

THE LAST SLIDE THAT WE PROVIDED, OF COURSE, IS A LINK TO THE RESOURCES THAT ARE AVAILABLE ONLINE.

I CAN'T EMPHASIZE ENOUGH THE LEVEL OF WORK OUR TEAM HAS DONE AND I CAN SAY THIS BECAUSE I WASN'T PRIMARILY INVOLVED IN THE PROBABILITY BUT OUR TEAM HAS DONE A LOT OF WORK TO IDENTIFY AND CLASSIFY EACH OF THE INDIVIDUAL ACTIVITIES IN THE DEPARTMENTS AND PUT IT THROUGHOUT PUBLICLY FOR PEOPLE TO SEE AND IT IS BROKEN DOWN NOT ONLY BY THE COST OF THAT SERVICE AND THE DESCRIPTION OF THE SERVICE BUT YOU FIND OUT HOW MANY STUDENTS BENEFIT FROM THAT SPECIFIC SERVICE AND WHAT THE COST PER PUPIL IS.

RIGHT DOWN TO HOW MUCH IT COSTS PER PUPIL FOR SUPERINTENDENT.

>> GREAT.

THANK YOU.

COUNCILOR ESSAIBI GEORGE.

>> THANK YOU, CHAIR.

WITH ALL OF THESE DEPARTMENTS, MAYBE WE CAN LEAVE IT ON THAT OTHER SLIDE.

>> I GUESS IT IS NOT ON THE -- ANYMORE BUT THE LAST SLIDE I THIS SITUATE PROBABLY THE MOST HELPFUL.

THANK YOU.

HOW I IN -- I THINK IT IS GREAT AND SEE INTERACTIVELY HOW THOSE CAN'TS DEPARTMENTS ARE RELATED TO THE WORK WE DO WITH OUR CHILDREN .. BUT I THINK IT IS A THEME THAT I SEE REGULARLY WHEN I VISIT SCHOOLS, HEAR FREQUENTLY, IS SCHOOLS, TEACHERS AND ADMINISTRATORS NOT UNDERSTANDING WHAT IS HAPPENING IN THE CENTRAL OFFICE AND A REAL

DISCONNECT BETWEEN WHAT IS HAPPENING IN CENTRAL OFFICE AND HOW THEY CAN'T CONNECT WITH THE PEOPLE THEY NEED TO CONNECT WITH AND IT IS A THEME I HAVE HEARD FROM MY OWN TIME TEACHING AND NOW I CONTINUE TO HEAR WHEN I AM VISITING SCHOOLS ACROSS THE DISTRICT.

WE AT THAT, CAN WE TALK A LITTLE BIT ABOUT THAT DISCONNECT AND HOW WE CAN IMPROVE THOSE RELATIONSHIPS?

>> SO I WOULD SAY IN THE STRUCTURE THAT WE HAVE NOW, THE ACADEMIC SUPERINTENDENT AND THE OPERATIONAL SUPERINTENDENT ARE INTENDED TO BE THE KEY CONNECTORS BETWEEN CENTRAL OFFICE AND THE SCHOOLS. AND I THINK BECAUSE THAT TEAM LIVES KIND OF IN THE INBETWEEN OFTEN SCHOOLS DON'T PERCEIVE THEM AS A CENTRAL OFFICE RESOURCE THEMSELVES, BUT THEY ARE THE FIRST LINE OF CONTACTS, SO IF A SCHOOL HAS A PROBLEM, IF IT IS AN INSTRUCTION NATURAL PROBLEM THEY ARE GOING TO THEIR ACADEMIC SUPERINTENDENT IF IT IS A PROBLEM WITH A BUS OR FACILITY ISSUE THEY ARE GOING TO THEIR OPERATIONAL SUPERINTENDENT. AND THEN THOSE TWO PEOPLE ARE CHARGED THEN WITH MAKING SURE THAT WHATEVER FOLLOW-UP NEEDS TO HAPPEN FROM CENTRAL OFFICE DOES HAPPEN.

>> ALL RIGHT.

AND THEN I KNOW THAT ONE OF THE OTHER THEMES I HEAR IS THAT THERE IS A CONSTANT PROCESS OF REORGANIZATION WITHIN THE CENTRAL OFFICE AND I GUESS THAT IS PARTLY DUE TO THE EVIDENT OF CLARIFYING WHAT PEOPLE ARE DOING AND WHY THEY ARE DOING CERTAIN ROLES, BUT THAT IS SOMETHING AGAIN WE CONTINUE TO HEAR AND HAS BEEN BROUGHT UP A NUMBER OF TIMES EVEN IN THE MOST RECENT SEARCH FOR OUR NEW SUPERINTENDENT.

>> CAN YOU TALK A LITTLE BBILITY

HOW WE ARE EVALUATING AND MEASURING PRODUCTIVITY WITHIN THE CENTRAL OFFICE?

WE UNDERSTAND HOW IT IS DONE AT THE SCHOOL LEVELS.

BASED ON TESTING THAT, WE KNOW HOW TEACHERS ARE EVALUATED THROUGH THEIR EVALUATION TOOL, HOW ARE WE MEASURING STAFF AND MEASURING PRODUCTIVITY IN THE CENTRAL OFFICE?

>> WE HAVE A SLIDE ON SURVEYING OUR SCHOOL LEADERS.

THERE ARE A LOT OF THE SERVICES WE OFFER, THEY ARE OUR CUSTOMERS SO WE ASK THEM HOW THEY ARE DOING, HOW WE ARE DOING.

THE LAST SURVEY WE DID WAS THIS FALL.

WE VICE PRESIDENT DONE AN EXACT ANNUAL BASIS.

I THINK IF IT IS AN 18 MONTH SINCE -- BUT I WOULD LIKE TO SEE US DOING IT ANNUALLY IN THE FALL.

AND THANK YOU.

AND THIS IS SOMETHING THAT CAME UP AND SOMETHINGLY TALK ABOUT IN THE HUMAN CAPITAL HEARING WE HAVE IN THE NEXT WEEK OR SO, BUT ANOTHER ISSUE WE TALK A LOT ABOUT STUDENT RESIDENCY WHICH I HAVE A QUESTION RELATED TO THAT, BUT STAFF RESIDENCY.

WE HAVE TALKED TO EMILY ABOUT THIS BEFORE BUT WITHIN WITH THAT CENTRAL OFFICE, THERE ARE MANY, MANY EMPLOYEES, MANY STAFF IN CENTRAL OFFICE THAT ARE UTILIZING THE EDUCATION OF THE TEACHER EXEMPTION THAT THE STATE HAS AROUND RESIDENCY.

CAN WE TALK A LITTLE BIT ABOUT THE RESIDENCY WITHIN WITH THAT CENTRAL OFFICE AND THAT EXEMPTION?

>> YES, I THINK WE ARE LOOKING AT, I DO THINK THAT MIGHT BE A BETTER QUESTION FOR EMILY.

UNFORTUNATELY, SHE --

>>LY SAY IT FOR NEXT TIME.

>> I THINK WE CAN FOLLOW UP ON THAT QUESTION.

>> PERFECT.

AND THEN WITHIN THE RESIDENCY DEPARTMENT, THAT IS INVESTIGATING STUDENTS, THE FAMILIES THAT ARE FALSIFYING DOCUMENTS ABOUT RESIDENCY IN THE CITY OF BOSTON, CAN WE TALK A LITTLE BIT ABOUT THAT OFFICE THE WORK OF THAT OFFICE OVER THE LAST YEAR OR TWO?

AND THEN THE BILLING PIECE THAT COMES OUT OF THAT, IF WE THINK ABOUT THAT VERY DIRECT EFFORT OF THE CENTRAL OFFICE TO HAVE THE ABILITY TO CREATE SOME REVENUE THROUGH FINDING FAMILIES THAT ARE FALSIFYING DOCUMENTS.

>> TO.

>> YES, SO THE WORK OF THE RESIDENCY VERIFICATION IS NOW UNDER KAREN MCNEILL'S PURVIEW. AND THE RESIDENCY, INVESTIGATORS I THINK A COUPLE OF WAYS HAVE DEVELOPED A MORE RIGOROUS PROCESS FOR EVALUATING AND NOTIFYING AND THEN BILLING FAMILIES.

SO WHEN A FAMILY IS IDENTIFIED THAT HAS BEEN SENDING THEIR STUDENTS WHO HAVE DONE TO THE SCHOOLS THERE IS NO, WHO IS NO LONGER LIVING IN THE CITY OR MAYBE DIDN'T LIVE IN THE CITY, THEN THEY DO RECEIVE A BILL THAT IS FOLLOWED UP BE AT THIS FINANCE TEAM AND TO MAKE SURE WE RECEIVED THOSE FUNDS.

I WILL SAY IT IS NOT PRIMARILY MEANT TO BE A REVENUE GENERATOR. IT IS MEANT TO REALLY MAKE SURE THAT THE BEST OF OUR SCHOOLS ARE AVAILABLE FOR OUR RESIDENTS.

AND I KNOW THERE IS AN INTERESTING PARTNERSHIP BETWEEN TO THE TECHNOLOGY WHO CAN REGISTER REGISTRATION DATA AND SEE ANOMALIES, AND --

>> THANK YOU.

>> I WOULD ONLY ADD THAT THIS IS AN EFFORT AND AN OFFICE THAT IS REALLY TAKING EXTREMELY SERIOUSLY THE ISSUE OF MAKING SURE THAT BOSTON PUBLIC SCHOOL SEATS ARE FOR BOSTON RESIDENTS. I KNOW AN IMPORTANT ISSUE TO YOU

AND TO THE COUNCILOR, I KNOW IT WAS WHEN I TOOK HERE AND TOOK IT SERIOUSLY SO IT IS SOMETHING THAT WE ARE MAKING SURE FROM AN OPERATIONS PERSPECTIVE, WE ARE WORKING VERY HARD ON, IT IS IMPORTANT TO NOTE STEVE HICKEY AND WAY TONIGHT GIVE HIM A PUBLIC SHOUTOUT HAS RETIRED OFFICIALLY FROM THAT POSITION, OUR INVESTIGATOR DID AMAZING WORK FOR 0 OVER TEN YEARS. REALLY BROUGHT OFFICE UP TO A WHOLE NEW LEVEL, WE ARE IN THE PROCESS OF FINALIZING NEW PERSON FOR THAT POSITION WITHIN THE RESIDENT SITUATE, AND WE ANTICIPATE THAT PERSON BEING HIRED SOON. THEY WILL AGAIN BE UNDER THE LEADERSHIP OF KAREN MCNEILL WHO WORKS CLOSELY WITHIN MANAGING THAT OFFICE AND ASSISTS WITH REVIEWING ALL OF THE ISSUES, ALL THE TIPS WE GET, FOLLOWING THROUGH WITH INVESTIGATIONS AND IT IS A VERY THOROUGH PROCESS THAT ENSURES A VERY FAIR OUTCOME FOR THOSE PEOPLE WE ARE IN FACT FINDING OUT ARE CHEATING THE SYSTEM AND WE ONLY EXPECT THAT WHEN A SUPERINTENDENT COMES ON, SUPERINTENDENT PERILLE AND DR. CHANG BEFORE HER, ALSO TOOK THIS ISSUE SERIOUSLY SO WE ANTICIPATE THIS ISSUE WILL NOT ONLY CONTINUE TO BE TAKEN SERIOUSLY BUT GROW EVEN FURTHER, BECAUSE IT IS AN ISSUE WE KNOW THAT IS IMPORTANT. WE ARE LOOKING AT CREATING -- WAY TOGETHER ADD ONE THING, CHALLENGING NEW WAYS TO HAVE MORE TOOLS TO TAKE THE JOB MORE SERIOUSLY AND WORKING WITH A NEW COMPUTER SYSTEM TO BE ABLE TO HELP. THESE ARE ALL THINGS THAT HELP US IN THE VOIGT, INVESTIGATORY PROCESS AND THE AND WAY TONIGHT SAY WHILE STEVE HAS BEEN GONE AND RETIRED WE HAVEN'T SKIPPED A BEAT. KAREN HAS TAKEN THAT

RESPONSIBILITY.

HE IS ACTIVELY INVESTIGATING ALL OF THE CASES HERSELF AS WELL. AND FOLLOWING UP WITH OTHER MEMBERS OF OUR TEAM, INCLUDING WORKING AND LOOKING FOR NEW INNOVATIVE WAYS WITH OUR FINANCE TEAM AROUND THE INVOICE PIECES THAT GROW FROM OUR PROCUREMENT TEAM AND YOUR BUSINESS SERVICES TEAM IS LOOKING AT AT HOW WE CAN BETTER STREAMLINE THE FACT WE ARE INVOICES PEOPLE AND MAKING SURE IT IS GETTING TO THE RIGHT PEOPLE AND THAT THEY IN FACT DO HAVE TO BE HELD ACCOUNTABLE AND PAY FOR WHATEVER THE PRICE TAG IS.

>> HOW MUCH HAVE WE COLLECTED FROM INVOICING APPEALS?

>> WE CAN DEFINITELY GET TO THAT DATA.

>> I THINK IT IS JUST OVER \$50,000.

I HOPE WE CONTINUE TO SEE A GROWTH IN YOU CALL TELL AND I AGREE THE CHEATERS OF THE SYSTEM, AND THEN I ALSO WOULD LIKE TO SEE IF THERE IS A WAY WE CAN TAKE THOSE FUNDS AND PUT THEM INTO SOME SORT OF REVOLVING ACCOUNT THAT CAN THEN BE USED TO COVER THE EXPENSE OF SOME OF THE WORK THAT HAPPENS WITHIN THAT DEPARTMENT.

>> BECAUSE IT IS A VERY DIRECT CONNECTION BETWEEN THOSE FUNDS AND HOPEFULLY WE GOAT A POINT WHERE FAMILIES REALIZE THEY CANNOT FALSIFY RESIDENCY REQUIREMENTS AND OFTENTIMES IN SOME OF THE CASES THAT I HAVE BEEN AWARE OF, IT IS FAMILIES WITH MEANS THAT THEY CAN HAVE MULTIPLE ADDRESSES.

AGAIN, STUDENTS THAT ARE EXPERIENCING HOMELESSNESS AND ARE SHELTERED OUTSIDE OF THE CITY ARE NOW HELD TO THE RESIDENCY REQUIREMENT, THEY ARE PROTECTED UNDER FEDERAL LAW. THESE TYPICALLY FAMILIES THAT HAVE SUBSTANTIAL MEANS IN ORDER TO SCAM THE SYSTEM.

>> I WOULD LIKE TO FOLLOW UP WITH THAT CONVERSATION AT SOME POINT ON THE INVOICES. REALIZING THE TRUE DOLLAR AMOUNTS THAT WE COULD GAIN FROM THIS WORK AND THEN POTENTIALLY EXPLORING THE REVOLVING FUND THAT MIGHT STAY WITHIN THE DEPARTMENT AND SUPPORT IT THAT WAY.

>> I THINK WE WELCOME THAT CONVERSATION. ANY NEW IDEAS THAT CAN HELP US STRENGTHEN IT EVEN FURTHER AND JUST SAY WITH THE ISSUE SO IMPORTANT IT IS NOT JUST THE EXAM SCHOOLS, RIGHTS? THERE ARE SO MANY OF THE SCHOOLS THAT ARE DOING SO WELL, WE FIND FOR PEOPLE WHO ARE FRAUDULENTLY TRYING TO GET INTO OTHER SCHOOLS AS WELL, NOT JUST THE EXAM SCHOOLS, WHEN PEOPLE HEAR THIS ISSUE THEY THINK JUST EXAM SCHOOLS, IT IS A HUGE ISSUE WE FOCUS ON BUT OTHER SCHOOLS AS WELL.

>> FROM KINDERGARTEN, EARLY ED, SPECIAL ED PROGRAM, BILINGUAL PROGRAMS.

>> AND KEEP A LASER LIKE FOCUS ON ALL OF THAT.

>> THANK YOU, SIR.

>> AND WE HAVE BEEN JOINED BY COUNCILOR MCCARTHY AND LET ME NOW RECOGNIZE COUNCILOR AND AND AND AND.

>> ANDREA CAMPBELL.

>> THANK YOU, WHAT IS IN THE NUMBER OF EMPLOYEES IN THE CENTRAL OFFICE?

>> 0.

>> I DO NOT HAVE THAT DATA.

>> PO IF YOU A SECOND QUESTION I WILL HAVE THIS ANSWER IN --

>> THE NUMBER AND THE HISTORY HAS IT GONE UP, GONE DOWN? THAT KIND OF THING.

AND THEN I AM JUST CURIOUS, I GUESS FOLLOWING UP ON A LINE OF QUESTIONING FROM COUNCILOR ESSAIBI GEORGE THAT, YOU KNOW, DURING SCHOOL VISITS YOU OFTEN DO HEAR, YOU KNOW, SOMETIMES IT

IS VERY POSITIVE, BUT THERE ARE MOMENTS WHERE SCHOOL LEADERS OR TEACHERS OR STAFF ARE FRUSTRATED AND FEEL A DISCONNECT BETWEEN CENTRAL OFFICE AND THE VARIOUS DEPARTMENTS WHEN ENGLISH -- SEL OR SOMETHING ELSE, SO I AM CURIOUS, DO EACH, DOES EACH DEPARTMENT HAVE SORT OF A WORKING DEFINITION OF HOW THEY VIEW THEIR RELATIONSHIP WITH THEIR SCHOOLS OR THE CENTRAL OFFICE AS A WHOLE?

HAVE A FEEL AROUND THAT?

DO THEY DEFINE?

IT IS IT ARTICULATED SOMEWHERE

JUST SO THERE IS AN

UNDERSTANDING OF WHAT THAT

RELATIONSHIP IS?

>> OR SHOULD BE?

>>

>> WE ARE ACTUALLY IN THE MIDST OF ROLLING OUT A NEW PERFORMANCE MANAGEMENT SYSTEM FOR THE CENTRAL OFFICE.

WE ARE HEARING THE SAME THINGS AND FRANKLY I THINK WE NEED DO DODO BETTER.

>> WE ALSO HAVE HAD MANY YEARS WHERE WE HAVE TRIED TO BE AS LEAN AS POSSIBLE IN THE CENTRAL OFFICE, SAVE AS MANY DOLLARS AS POSSIBLE BECAUSE OF SCHOOLS.

I THINK IT IS POSSIBLE WE HAVE GONE A LITTLE TOO FAR IN THAT EFFORT AND THERE HAS BEEN A TRADE-OFF AND SOME OF OUR SCHOOL LEADERS HAVE TALKED TO US ABOUT THIS, WHERE IN THE EFFORT TO PROTECT CLASSROOMS AND HAVE DOLLARS GO THERE THAT WE HAVE SOMETIMES UNDERINVESTED IN THE LEVEL OF SERVICE WE ARE ABLE TO PROVIDE CENTRALLY.

WHAT WOULD THE NEW PERFORMANCE MANAGEMENT SYSTEM ENTAIL, LOOK LIKE.

>> IF YOU CAN DESCRIBE THAT WORK.

>> IN THE INTERIMLY JUST SAY IN THE CENTRAL CATEGORY, THERE ARE 439.9 FTN THE FY 9 PROPOSED BUDGET, THIS IS UP, 3 STE 3 AND A HALF THROUGH --

>> THANK YOU.

>> THAT WAS AN IDEA THAT HAD BEEN GENERATED INITIALLY OUT OF THE OFFICE OF HUMAN CAPITAL AND A CROSS DEPARTMENTAL WORK GROUP HAS COME TOGETHER OVER THE COURSE OF THE PAST YEAR AND SORT OF IT IS IN RESPONSE TO THE FACT THAT WE SORT OF HAVE VARYING SYSTEMS THAT ARE CURRENTLY BEING USED IN DIFFERENT DEPARTMENTS, SORT OF THE UNIFORM PROCESS THAT WAS IMPLEMENTED AND MEANT TO BE USED ACROSS THE CENTRAL OFFICE AND THEN WHAT I WOULD DESCRIBE AS A SLIGHTLY MORE ANTIQUATED SYSTEM, SORT OF MORE BINARY OF SATISFACTORY UNSATISFACTORY, SO THE OBJECTIVE IN THIS NEW SYSTEM IS TO HAVE MORE OF A 360 FEEDBACK CYCLE AND HAVE BOTH UPWARD AND DOWNWARD FEEDBACK PROCESSES THAT ARE IN PLACE AND MORE OF A GOAL SETTING ARRANGEMENT THAT IS PUT IN PLACE BETWEEN SUPERVISORS AND THEIR EMPLOYEES, SO THE IDEA THAT FOR IT TO BE MORE COMPREHENSIVE AND ALSO MORE UNIFORM ACROSS THE PROVINCE.

>> WOULD SCHOOL LEADERS OR TEACHERS OR STAFF AT THE SCHOOL LEVEL BE ABLE TO GIVE FEEDBACK OF WHAT THEY THINK THAT RELATIONSHIP IS?

AND IF IT IS GOING, WHAT IS GOING WELL AND NOT GOING WELL? PARTICULARLY FOR THE DEPARTMENTS THAT ARE VERY SCHOOL FACING OBVIOUSLY WE WANT AS MANY OFFICES AND DEPARTMENTS TO BE SCHOOL FACING BECAUSE THAT'S THE POINT OF THE CENTRAL OFFICE. SO IN INSTANCES WHERE SCHOOL LEADERS AND PERSONNEL ARE ENGAGED WITH CENTRAL OFFICE EMPLOYEES --

>> DO THEY GET -- IS THERE -- I KNOW IS SOMETHING THAT IS IN THE WORKS --

>> YES.

>> -- CURRENTLY RIGHT NOW, IS THERE ANY MECHANISMS OR PROCESSES IN PLACE FOR SCHOOL

LEADERS STAFF AND TEACHERS TO GIVE FEEDBACK RIGHT NOW.

>> NOT NECESSARILY IN -- FROM A PERFORMANCE EVALUATION SYSTEM. AS WAS STATED SURVEY SYSTEMS HAVE BEEN PUT IN PLACE AND OBVIOUSLY THERE IS AN ATTEMPT FOR CONTINUOUS COMMUNICATION BETWEEN SCHOOL BASED PERSONNEL AND THE CENTRAL OFFICE, BUT NOT NECESSARILY TIED TO A PERSONNEL EVALUATION SYSTEM AS IS CONTEMPLATED BY THIS PROCESS.

>> GOT IT.

AND WITH THE SURVEYS, WHAT HAPPENS TO THOSE?

LIKE WHAT IS THERE SOME LEVEL, OBVIOUSLY YOU GUYS ARE TRYING TO GO WHICH IS GREAT, WHAT HAPPENS WITH THE SURVEYS, SOMEONE REVIEW THEM, LOOK AT THEM?

AND WHAT SORT OF A NEXT STEP I GUESS AFTERWARDS?

>> WE HAVE PROBABLY PROJECTED IN FRONT OF OUR LEADERSHIP TEAM A DOZEN TIMES IN THE MONTHS AFTERWARDS.

WE KEEP IT IN CONSTANT FOCUS AS AN AREA, TO FOCUS US ON THE AREAS WHERE WE NEED TO DO BETTER.

>> YES.

AND ALSO I WOULD SAY JUST TRYING TO BE AS INFORMED AS POSSIBLE AS TO HOW THE SERVICES ARE BEING PERCEIVED AT THE SCHOOL LEVEL, SO SOMETIMES AND FRANKLY WE NEED SURVEY DATA AND WE KNOW THAT THERE IS A PARTICULAR CONTEXT TO THE DATA THAT IS COMING IN THAT THERE ARE OFFICES FOR INSTANCE WHO ARE ONLY ENGAGING WITH SCHOOLS DURING DIFFICULT PERIODS AND THAT CAN HAVE AN IMPACT ON WHAT SCHOOLS FEEL ABOUT THOSE OFFICES BUT WE WANT TO HAVE AS MUCH CONTEXT FOR THE DATA AS POSSIBLE AND IT HAS BEEN USEFUL FOR US TO GAIN THAT PERSPECTIVE.

>> THANK YOU.

>> COUNCILOR ZAKIM.

>> COUNCILOR ESSAIBI GEORGE.

>> THANK YOU.

>> I THINK WE ARE GOING A BIT

QUICK HERE.

I NOTICED THIS YEAR WE HAVE INVESTED ORR INCREASING OUR INVESTMENT FROM THE CENTRAL OFFICE ON BECOMING A -- PROGRAM, AND I WONDER IF, ARE WE LOOKING TO EXPAND BAND TO EVERY HIGH HIGH SCHOOL?

ARE WE GOING TO DON'T TO FUND THAT CENTRALLY AND CAN WE ALSO TALK ABOUT WOW, WORKING ON WOMEN AND WHAT WE ARE DOING TO INVEST IN OUR YOUNG WOMEN?

>> I CAN SPEAK TO BAM, WE ARE ENTERING, NEXT SCHOOL YEAR IS THE THIRD YEAR OF A COMMITMENT WE HAD MADE WITH PHILANTHROPIC PARTNERS WAND THE BAM ORGANIZATION TO ROLL IT TOUT A SET NUMBER OF HIGH SCHOOLS.

I THINK THAT WILL BE AN OPPORTUNE TIME NEXT YEAR TO ASSESS HOW IS IT GOING? IF IT IS GOOD FOR BOSTON, IT WAS PHENOMENALLY GOOD FOR CHICAGO IT IS EXPENSIVE ON A PER PUPIL BASIS SO IT REQUIRES EVALUATION AND STUDY.

AND -- BUT AGAIN, THE DATA THAT CAME OUT OF CHICAGO WAS VERY POWERFUL.

TO ANSWER YOUR QUESTION ON BAM, COUNCILOR --

>> SURE.

>> -- I AM WONDERING, MARY IF YOU HAVE ANY OTHER THOUGHTS ON SUPPORTING OUR FEMALE STUDENTS.

>> BAM HAS A SISTER PROGRAM CALLED WOW, WORKING ON WOMEN, I WONDER IF THERE ARE ANY MOVES TO

--

>> VISIT BAM AND IT IS CERTAINLY IMPACTFUL AND POWERFUL, BUT WE DON'T --

>> WE ARE NOT YET INCLUDING THAT, USING OUR OFFICE OF OPPORTUNITY GAPS.

THERE WAS A PROGRAM THAT HAS NOW BEEN A -- GIRLS OR WOMEN'S PROGRAM IN MANY SCHOOLS BECAUSE IT IS VERY CLEAR THAT THE NEED IS EQUALLY STRONG TO ENGAGE OUR YOUNG WOMEN AS OUR YOUNG MEN, SO WE DON'T HAVE YOU BUT WE DO HAVE

OUR 10 GIRLS INITIATIVES IN MANY SCHOOLS.

>> ARE WE GOING ADD TO THAT?

>> I WAS GOING TO SAY WHAT MARY IS SAYING.

>>

[LAUGHTER.]

>> DITTO.

>> AND THEN I MAY HAVE MISSED IT WHEN I LOOKED DOWN TO MY NOTES BUT DID YOU ANSWER THE QUESTION THAT COUNCILOR CAMPBELL ASKED ABOUT THE NUMBER OF PEOPLE IN THE CENTRAL OFFICE?

>> I DID.

>> I WILL SAY IT AGAIN, 239.

>> 239.

I JOYS.

>> AND THEN WE TALKED A NUMBER OF TYPES AND BECAUSE IT IS CENTRALLY FUNDED, WE, IF WE CAN TALK A LITTLE BIT ABOUT THE EXPANSION OF THE ICEE, THAT WE ARE DOING FROM CENTRAL OFFICE. MARY.

>> SO THERE ARE TWO INVESTMENTS WE HAVE BEEN MAKING, ONE IS AROUND THE ISEE PREPARE PROGRAM THAT HAPPENS IN AUGUST, AND THROUGH PARTNERSHIP WITH THE MAYOR'S OFFICE WE HAVE EXPANDED THE NUMBER OF SEATS SO THAT THERE ARE A CERTAIN NUMBER OF SEATS THAT ARE BY INVITATION BASED ON STUDENTS WHO TAKE -- NOVA -- AND A CUT SQUARE, AND THEN AN ADDITIONAL APPROXIMATELY 300 SEATS THAT ARE OFFERS TO SCHOOLS, PARTICULARLY THE SCHOOLS THAT HISTORICALLY HAVE NOT SENT A LOT OF STUDENTS TO EXAM SCHOOLS AND CHOOSE ON GRADE AND CAT SCORES AND OTHER FACTORS THAT TEACHERS IDENTIFY. AND THEN FOR THIS COMING SCHOOL YEAR, WE ARE GOING TO BE GIVING THE ISEE EXAM DURING THE SCHOOL DAY, TO -- ANY SIXTH GRADE WHO WANTS TO TAKE IT.

WE WILL CONTINUE TO PREREGISTER STUDENTS WHO BASED ON THEIR MCAS SCORES IN GRADES LOOK LIKE GOOD CANDIDATES BUT WE CERTAINLY WILL HAVE BOTH AN OPT-IN OPPORTUNITY

AND THEN OPT OUT SO NO STUDENT
WILL BE FORCED TO TAKE THE TEST
BUT ACCESSIBLE TO ALL SIXTH
GRADE IN OTHER WORDS ALL SCHOOLS

..

>> AND THEN MY LAST QUESTION IS.
ON THE ON THE SLIDE PREVIOUS TO,
THIS WE DON'T NEED TO GO
THROUGH, BUT JUST BREAK DOWN THE
CENTRAL SPENDING AND WE HAVE
THIS OUT HERE FOR THE SCHOOL
COMMITTEE.

HAS THERE BEEN ANY CONVERSATION
AROUND MAKING THE STIPEND THAT
IS AVAILABLE TO SCHOOL COMMITTEE
MEMBERS AVAILABLE TO THE STUDENT
MEMBERS OF DTAC?

>> I HAVE NOT HEARD THAT BUT
THAT'S A GREAT QUESTION.
I WOULD BE HAPPY TO LOOK INTO
IT.

>> THAT WOULD BE GREAT.
AND THERE IS A CONTINUED EFFORT
BY THE STUDENTS FOR THE ABILITY
TO VOTE, BUT AT THE VERY LEAST,
THEIR TIME IS THE SAME AS THE
ADULT MEMBERS OF THE SCHOOL
COMMITTEE, AND I THINK THEIR
PERSPECTIVE IS ALMOST MORE
IMPORTANT SO IF WE COULD AT
LEAST BE LOOKING AT -- I THINK
IT IS A FAIRLY SMALL STIPEND IF
WE COULD LOOK TO OFFER THAT
STIPEND EITHER IN THE SAME
PAYMENT SCHEDULE THAT WE GIVE IT
TO THE ADULT SCHOOL COMMITTEE
MEMBERS OR PERHAPS AS PART OF A
GRADUATION OPPORTUNITY,
SOMETHING.

>> AND --

>> THANK YOU, COUNCILOR
CAMPBELL.

>> THANK YOU.

SUPPORT GOING ON RECORD IN
SUPPORTING COUNCILOR ESSAIBI
GEORGE SUGGESTION WITH RESPECT
TO THE STUDENTS.

AND LOOKING AT THE STAFF, THE
USE OF SERVING THAT GOAL AND SO
I THINK SHE ALSO ECHOED THAT
TOO, AND GIVING A WINK, WINK, I
JUST HAVE ONE, I GUESS IS A
FOLLOW-UP QUESTION TO COUNCILOR
ESSAIBI GEORGE'S QUESTION AROUND

RESIDENCY, OUR FOLKS WHO WORK IN THE CENTRAL OFFICE ARE REQUIRED TO LIVE IN THE CITY OF BOSTON.

>> I DON'T KNOW IF THIS IS MUCH OF AN ANSWER, I KNOW EMILY HAS HAD A TEAM WORKING ON THIS RECENTLY AND I AM, I AM AFRAID WE DON'T HAVE AN ANSWER.

>> WORK.

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

THAT'S IT, THANK YOU, GUYS.

CENTRAL FOLKS ARE NOT REQUIRED TO LIVE IN THE CITY.

PERHAPS THERE ARE A COUPLE OF POSITIONS WITHIN CENTRAL OFFICE AND WITHIN OBVIOUSLY THE SCHOOL DEPARTMENT THAT ARE REQUIRED, BUT THERE ARE DOZENS OF INDIVIDUALS IN CENTRAL OFFICE THAT DO NOT LIVE IN THE CITY OF BOSTON.

>> RIGHT.

>> MARY --

>>

>> YES.

THAT'S GROUP THAT EMILY IS WORKING SON LOOKING AT.

>> THIS IS A WORKING GROUP?

>> I ACTUALLY --

>> SWROILD TO LOOK --

>> I WOULD HAVE TO ASK EMILY --

>> IT CAN WAIT.

>> COUNCILOR ESSAIBI GEORGE IS CORRECT.

WE HAVE NONBOSTON RESIDENTS WHO ARE A PART OF THE ADMINISTRATION.

>> OKAY.

>> I THINK THAT IS WORTH EXPANDING THE CONVERSATION TO THOSE WHO WORK WITH BPS.

>> THANK YOU.

WANT TO MAKE SURE I AM FOLLOWING OUR RULES OF ORDER.

IT WILL BE A TOPIC OF CONVERSATION NEXT WEEK, IT IS A TOPIC OF CONVERSATION IN LAST YEAR'S HUMAN CAPITAL HEARING WHERE WE DO HAVE A BREAKDOWN OF HOW MANY BPS EMPLOYEES LIVE WITHIN AND WITHOUT THE CITY AND WITHIN THAT, THERE ARE SOME EXCEPTIONS BASED ON STATE LAW

FOR TEACHERS, PEOPLE WHO VERY DIRECTLY IMPACT THE EDUCATIONAL EXPERIENCE OF CHILDREN AND PARAPHRASING STATE LAW, THAT IS INTERPRETED IN A NUMBER OF DIFFERENT WAYS THROUGH CENTRAL OFFICE.

>> AND IS THERE A BREAKDOWN OF

--

>> SO THERE CURRENTLY IS, AND THANK YOU, COUNCILOR ESSAIBI GEORGE, THERE IS A BREAKDOWN CURRENTLY OF THE FOLKS WHO WORK FOR CENTRAL OFFICE WHO LIVE OUTSIDE OF THE CITY.

THERE IS A BREAKDOWN FOR TEACHERS AS WELL.

>> IS THERE?

>> THERE IS A DISTRICT WIDE BREAKDOWN THAT I AM AWARE OF, NOT DIVIDED BY JOB TYPE OR BARGAINING UNIT OR SOMETHING LIKE THAT.

>> THAT INFORMATION MAY EXIST. AND KEEP THE CONVERSATION OF IT AT THE CAPITAL HEARING.

>> THANK YOU.

THANK YOU, GUYS.

>> DO YOU HAVE ANY FOLLOW-UP?

>> I JUST WANTED TO WRAP UP WITH JUST ONE QUESTION ABOUT HOW YOUR PO REDEPLOYING, I DON'T KNOW IF THAT IS THE RIGHT WORD, THE INSTRUCTIONAL -- THE SUPERINTENDENT'S ACADEMIC AND OPERATIONAL AND HOW THAT IS IMPACTING THE BUDGET AND STAFFING LEVELS.

>> WE ARE PLANNING TO ADD AN ADDITIONAL, MEMBER OF ADDITIONAL ACADEMIC SUPERINTENDENTS SO THOSE WILL BE ADDITIONAL FTES.

I AM NOT SURE --

>> I CAN ANSWER THE BUDGET PART OF IT.

I MAY HAVE MENTIONED ON TUESDAY WE HAVE TWO ADDITIONAL FTE'S FOR CENTRAL OFFICE TO REQUEST CHANGES THAT WE ARE MAKING IN THE NETWORK STRUCTURE.

THOSE ARE INVESTMENTS THAT WE THINK WILL BE DIRECTLY POSITIVE IMPACTS FOR SCHOOLS AND STUDENTS.

WE ARE MAKING ANY OTHER
ADJUSTMENTS WE THINK WILL BE
BUDGET NEUTRAL.

OKAY.

IN TERMS OF ADDING ADDITIONAL
PEOPLE WITH WE ARE VERY MUCH
KEEPING IN MIND THE IDEA THAT
WE DON'T WANT TO BE CHANGING
PEOPLE'S LINE OF SUPERVISION OF
WHO IS DOING THE SUPPORT, SO THE
ADDITION WILL BE IN THE NETWORKS
THAT ARE VERY LARGE, WHERE
CURRENTLY THE ACADEMIC
SUPERINTENDENT IS ONLY GETTING
OUT THERE ONCE EVERY SIX OR SO
WEEKS, AND SO IT IS A SHIFTING
RELATIONSHIP FOR SOME SCHOOL
LEADERS, BUT ULTIMATELY IT WILL
LEAD TO A DEEPER RELATIONSHIP
WITH THE ACADEMIC
SUPERINTENDENT.

AND OPERATIONAL -- WE DON'T HAVE
ANY PLANS FOR SHIFTING THE WAY
THEY ARE DEPLOYED.

>> AND THE REASON BEING, AGAIN,
JUST RECALLING, YOU SAW SOME
INEQUITIES WITH WORKLOAD, MAYBE,
AND DEMAND ON SOME ACADEMIC
SUPERINTENDENTS VERSUS OTHERS?

>> WELL, WE SET IT UP SO THAT
THE CAPS WERE SLIGHTLY
DIFFERENT, BUT THE ACADEMIC
SUPERINTENDENTS SUPPORTING THE
LARGER NETWORKS ARE -- THEY HAVE
THE SUPPORT OF THE PRINCIPALS
WHO FOR INSTANCE ARE PLANNING
ALL OF THE PROFESSIONAL
DEVELOPMENT FOR THE SCHOOL
LEADERS IN THOSE NETWORKS.

>> OKAY.

>> WE ARE MAKING THE ADDITION
MAINLY BECAUSE WE HEARD FROM THE
SCHOOL LEADERS HOW VALUABLE IT
IS TO HAVE THE INSTRUCTIONAL
PARTNERSHIP OF AN ACADEMIC
SUPERINTENDENT, AND IN THE LARGE
NETWORKS THEY ARE ONLY ABLE TO
GET THAT MAYBE ONCE EVERY SIX
WEEKS, AND WHEN WE DO SURVEYS,
OUR TEAM SURVEYS SPECIFICALLY
ABOUT THE WORK OF OUR TEAM AND
IT WAS VERY CLEAR THAT WAS
SOMETHING THAT SCHOOL LEADERS
DESIRED MORE OF, AND SO BY

ADDING THE POSITION WE WILL BE
ABLE TO PROVIDE MORE OF THAT.

>> OKAY.

GREAT.

>> BEFORE WE ADJOURN --

>> TODAY THE SCHOOLS --

>> GREAT T-SHIRT.

I JUST WANT TO --

>> AND I BELIEVE YOU SAID YOU
WERE GOING TO RHYME FOR US,
WEREN'T YOU?

[LAUGHTER.]

>> YOU WANT TO HEAR MY POEM
ABOUT THE BPS BUDGET?

[LAUGHTER.]

>> I WOULD LOVE TO.

>>

>> THANK YOU.

THANK YOU FOR THAT.

THANK YOU ALL FOR YOUR TIME,
ATTENTION AND TESTIMONY.

THIS HEARING IS ADJOURNED.