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I'M MARK CIOMMO, THIS IS JUNE 24, WE ARE HERE WITH OUR FRIENDS FROM EPS AND BUDGET OFFICE TO DISCUSS DOCKETS 0968 AND 0969, MESSAGE AND ORDER APPROVING SUPPLEMENTAL APPROPRIATION OF \$12,037,969 TO COVER THE FY '19 COST ITEMS CONTAINED WITHIN THE COLLECTIVE BARGAINING AGREEMENT BETWEEN THE BOSTON SCHOOL COMMITTEE AND THE BOSTON TEACHERS UNION, LOCAL 66, AFT-MASS, AFL/CIO. THE TERM OF THE CONTRACT IS SEPTEMBER 1, 2018 THROUGH AUGUST 31, 2021. THE PROVISIONS OF THE CONTRACT INCLUDE BASE WAGE INCREASES OF 2% IN SEPTEMBER OF EACH FISCAL YEAR. DOCKET 0969, MESSAGE AND ORDER, TO REDUCE APPROPRIATION FOR THE RESERVE FOR COLLECTIVE BARGAINING BY \$12,037,969 TO PROVIDE FUNDING FOR THE BOSTON PUBLIC SCHOOLS FOR FY '19, COST CONTAINED WITHIN THE COLLECTIVE BARGAINING AGREEMENT BETWEEN THE BOSTON SCHOOL COMMITTEE AND THE BTU. THESE MATTERS WERE SPONSORED BY THE MAYOR AND REFERRED TO COMMITTEE ON JUNE 19. I WOULD LIKE TO REMIND FOLKS THIS IS A PUBLIC HEARING BEING BROADCAST LIVE AND RECORDED ON COMCAST CHANNEL 9 RCN 82, VERIZON 1964, STREAMED ON THE CITY OF BOSTON WEB SITE. ASK FOLKS IN THE CHAMBER TO SILENCE ELECTRONIC DEVICES. WE WILL TAKE PUBLIC TESTIMONY AT VARIOUS POINTS THROUGH THE HEARING PROCESS. THERE'S A SIGN-IN SHEET TO MY LEFT BY THE DOOR. ASK THAT YOU STATE YOUR NAME, RESIDENCE, AFFILIATION AND CHECK THE BOX YES IF YOU WISH TO TESTIFY. AND I WOULD LIKE TO JUST WELCOME IN ORDER OF ARRIVAL MY COLLEAGUES TO MY FAR LEFT, COUNCILLOR ED

FLYNN. TO MY IMMEDIATE LEFT,
COUNCILLOR MATTOID MALLY. TO MY
RIGHT, COUNCILLOR ANNISSA
ESSAIBI GEORGE. WE ARE HERE TO
DISCUSS THE CITY OF BOSTON
SCHOOL COMMITTEE'S CONTRACT WITH
BTU AND THE CITY OF BOSTON.
THANK YOU. I'LL HAND IT OVER TO
JUSTIN. THANKS, JUSTIN.

>> GOOD AFTERNOON, THANK YOU,
COUNCILLOR CIOMMO AND OTHERS,
FOR INVITING US TO TESTIFY
TODAY. AS YOU MENTIONED MY NAME
IS JUSTIN STAYSTER -- I'M ALSO
JOINED BY THOSE FROM THE BOSTON
PUBLIC SCHOOLS. DOCKET 9068 AND
69 ARE APPROPRIATION ORDERS THAT
COVER FY '19 OF COLLECTIVE
BARGAINING AGREEMENTS BETWEEN
THE BOSTON SCHOOL COMMITTEE AND
BOSTON TEACHERS UNION FOR 12
MILLION DOLLARS. AS YOU
REMEMBER, THE FY '19 BUDGET
PASSED BY THE COUNCIL INCLUDED
38.4 MILLION IN AGGREGATE TO
COVER THE COLLECTIVE BARGAINING
RESERVE FOR FY '19. SO FAR IN FY
'19 THIS IS THE 15th AND FINAL
SUPPLEMENTAL COLLECTIVE
BARGAINING AGREEMENT OF THE
YEAR. THE COUNCIL PREVIOUSLY
PASSED APPROPRIATIONS FOR
TEAMSTERS, PARK RANGERS,
MUNICIPAL POLICE, FIREMEN BPS
AND A HOST OF OTHERS. WITH
APPROVAL OF THIS SUPPLEMENTAL
THE REMAINING FY '19 BALANCE IN
THE COLLECTIVE BARGAINING
RESERVE WILL BE \$1.26 MILLION.
FOLLOWING THE COMPLETION OF THIS
CONTRACT THE CITY WILL HAVE
SETTLED AGREEMENTS WITH 90% OF
THE UNIONS BETWEEN THE CITY,
BPS, AND PHC. I'LL TURN IT OVER
TO EMILY TO WALK THROUGH THE
HIGHLIGHTS OF THE CONTRACT, BUT
WE FROM THE BUDGET OFFICE ARE
HAPPY TO ANSWER ANY QUESTIONS
ABOUT THE FINANCING AND I'LL
ALLOW THE EXPERTS TO TALK
THROUGH CONTRACT DETAILS. EMILY.
>> GOOD AFTERNOON. GOOD
AFTERNOON, MY NAMES EMILY, I'M A
CAPITAL OFFICER OF BOSTON PUBLIC

SCHOOLS. WE'RE HERE TODAY TO GIVE YOU AN OVERVIEW AND THEN ANSWER QUESTIONS ABOUT A CONTRACT THAT WAS RATIFIED BY THE BOSTON TEACHERS UNION AND THEN VOTED ON BY THE BOSTON SCHOOL COMMITTEE LAST WEEK. AS YOU PROBABLY KNOW THE BOSTON TEACHERS UNION REPRESENTS ABOUT 8,000 MEMBERS AND AT CURRENT COST OF ABOUT 600 MILLION DOLLARS AND ABOUT 2/3 THE OF OUR BUDGET, SINGLE LARGEST EXPENSE IN BPS AND ONE OF THE LARGEST IN THE CITY OF BOSTON. MORE IMPORTANTLY, THIS CONTRACT REPRESENTS THE SINGLE LARGEST TOOL THAT WE HAVE FOR IMPROVING STUDENT ACHIEVEMENT. IT LAYS OUT RULE AND CONSTRAINTS UNDER WHICH SCHOOLS OPERATE IN PURSUIT OF THAT GOAL. IT'S A SET OF RULES UNDERSTAND WHICH EACH OF OUR 125 UNIQUE SCHOOLS MUST OPERATE. IT OUTLINES EVERYTHING FROM HOW MANY MINUTES IN A ROW THAT A TEACHER CAN TEACH TO WHAT QUALIFICATIONS WE CAN ASK THAT EDUCATORS BRING TO THE CLASSROOM TO HOW MUCH PROFESSIONAL DEVELOPMENT THAT WE CAN REQUIRE MEMBERS TO PARTICIPATE IN. WE KNOW THIS NEGOTIATION IS A CORE COMPONENT OF A DISTRICT STRATEGY FOR STUDENT ACHIEVEMENT AND WE BRING YOU A CONTRACT TODAY THAT WE BELIEVE MAKES GOOD ON THAT INCREDIBLE RESPONSIBILITY AND IS GOOD FOR STUDENTS AND FAIR TO EDUCATORS. THERE'S THREE KEY THINGS THAT WE WANT YOU TO KNOW ABOUT THIS CONTRACT. THEN WE'RE HAPPY TO DIG IN TO ANY DETAILS OR QUESTIONS THAT YOU HAVE. NUMBER ONE, THIS CONTRACT IS STUDENT FOCUSED. THE PROCESS OF NEGOTIATIONS WAS ALL ABOUT FINDING SHARED INTEREST WITH THE BTU IN SUPPORT OF DOING RIGHT BY STUDENTS. THIS CONTRACT PROVIDES ADDITIONAL SUPPORT FOR ENGLISH LEARNERS, STUDENTS WITH A DISABILITY, STUDENTS LIVING WITH POVERTY AND HOMELESSNESS. THE

CONTRACT HERE, MENTAL HEALTH PROVIDERS, KINDERGARTEN CLASSROOMS, CLASS SIZE FOR SHELTERED ENGLISH 3 IMMERSION, REPRESENTS PLACE WHERE'S WE'RE ABLE TO FIND COMMON GROUND WITH BARGAINING PARTNERS. NUMBER TWO, IT FOCUSES COSTS RESPONSIBLY. THIS CONTRACT WILL ADD MORE THAN \$108 MILLION IN COST TO THE DISTRICT OVER ITS LIFE. WE HAVE TALKED OVER THE PAST FEW YEARS ABOUT ENSURING WE'RE SPENDING RESOURCES STRATEGICALLY AND WE BELIEVE THAT CONTRACT, THIS CONTRACT DOES THAT. NUMBER THREE: IT ACHIEVES A NUMBER OF FLEX BILLS THAT EMPOWERS LEADERS TO RESPOND TO NEEDS OF STUDENTS. THESE ITEMS ARE NOT HEADLINE GRABBERS. OUR STRATEGY GOING IN TO THE NEGOTIATIONS WAS TO FOCUS ON SMALL BUT IMPORTANT RESTRICTIONS THAT SCHOOL LEADERS TOLD US WERE TYING THEIR HANDS. THIS INCLUDES A MODIFICATION TO THE CAP ON CONSECUTIVE TEACHING MINUTES, SUSPENSION OF BUILDING BASED ATTACHMENT RIGHTS FOR TEACHERS WHO ARE HIRED AFTER A YEAR AND SUITABLE PROFESSIONAL CAPACITY. AND STREAMLINING PARAPROFESSIONAL STAFFING PROCESSES TO ENSURE QUICKER TURN AROUND ON HIRING. TODAY WE PRESENT TO YOU A CONTRACT THAT'S GOOD FOR STUDENTS AND FAIR FOR EDUCATORS.

THIS CONTRACT CENTERS ON STUDENTS, FOCUS COSTS RESPONSIBLY AND ACHIEVES KEY FLEXIBILITY FORRSCHOOL COMMUNITIES. WE'RE HAPPY TO TALK THROUGH ANY OF THE DETAILS AND ANSWER ANY QUESTIONS THAT YOU MAY HAVE. THANK YOU.

>> THANK YOU, EMILY. NEXT, COUNCILLOR O'MALLEY. WE HAVE BEEN JOINED SINCE YOU STARTED THE PRESENTATION BY COUNCILLOR ANDREA CAMPBELL AND KIM JANNEY. RECOGNIZE COUNCILLOR ANNISSA ESSAIBI GEORGE.

>> THANK YOU ALL FOR BEING HERE

TODAY. IT'S CERTAINLY A VERY POSITIVE DEVELOPMENT WHEN WE THINK ABOUT THE IMPACT OF THIS NEW CONTRACT HAS HAD ON THE BUDGET PROCESS THAT WE HAVE BEEN UNDERGOING THE LAST FEW MONTHS HERE ON THE CITY COUNCIL. OF PARTICULAR CONCERN, A NUMBER OF QUESTIONS I HAVE ABOUT THIS NEW CONTRACT, WHAT IT MEANS FOR OUR STUDENTS, WHAT IT MEANS FOR OUR SCHOOL COMMUNITIES. OF PARTICULAR INTEREST IS FIRST, FULL-TIME NURSES AT ALL SCHOOL BUILDINGS, 44 SCHOOLS WITH PART-TIME NURSE. I AM THRILLED THAT WE WILL NOW BE AT FULL-TIME NURSING AT THOSE SCHOOLS AND HOPEFULLY WE'LL GET TO THAT POINT QUICKLY. I KNOW THERE WILL BE SOME TIME TO HIRE AND ON BOARD THAT NURSING STAFF. THOSE NURSES THROUGHOUT OUR SCHOOLS. CAN WE TALK A LITTLE BIT ABOUT THE MENTAL HEALTH AND BEHAVIORAL HEALTH SPECIALISTS THAT ADDITIONAL 23 NUMBER?. I UNDERSTAND IT'S BROKEN UP BETWEEN LICENSED MENTAL HEALTH PROFESSIONALS AND SCHOOL PSYCHOLOGISTS. THERE'S A 19 MENTAL HEALTH PROVIDERS, FOUR PSYCHOLOGISTS BASED ON STUDENT NEED. HOW ARE WE DETERMINING STUDENT NEED? HOW ARE WE ENSURING THEY'RE STUDENT BASED? >> WE ARE ACTIVELY WORKING ACROSS DEPARTMENTS RIGHT NOW TO TRY TO DO THAT IN AS FAIR AND DATA DRIVEN A WAY AS POSSIBLE. SO WE ACTUALLY JUST WERE IN A CENTRAL OFFICE MEETING LAST WEEK. WE'RE GETTING SCHOOL LEADER INPUT TO MAKE SURE THAT WE DO THAT AS FAIR AS POSSIBLE. WE WOULD WELCOME YOUR INPUT AS WE GO THROUGH THE PROCESS. WE ARE FOCUSING, FOR INSTANCE, ON DATA WE HAVE AVAILABLE THAT WE INCORPORATED IN THE OPPORTUNITY INDEX, THAT LOOKS AT FACTORS RELATED TO CHILDHOOD TRAUMA, TO TRY TO BE AS DATA DRIVEN AS

POSSIBLE.

>> AND THEN STUDENT FACING, HOW ARE WE ENSURING THAT THESE POSITIONS ARE WILL BE STUDENT FACEING?

>> ONE OF THE CONCERNS THAT ARISES WHENEVER WE HAVE AN INVESTMENT IN RESOURCES IN THE SCHOOLS, THERE'S OFTEN THIS ADMINISTRATIVE ROLE THAT GETS TACKED IN AND BEFORE LONG WE HAVE TOO MANY OF THE FOLKS THAT WE WERE EXPECTING IN SCHOOL COMMUNITIES AND CENTRAL OFFICE. SO JUST I WOULD LIKE SOME REASSURANCE THAT THOSE 23 POSITIONS WILL BE SCHOOL-BASED POSITIONS.

>> OUR INTENTION IS ALL 23 POSITIONS ARE STUDENT-FACING.

>> ALL RIGHT. AND THEN ALSO A NOTE ABOUT THE ADDITIONAL INVESTMENT, \$100,000, TO COMBAT STUDENT HOMELESSNESS. CAN YOU TALK A LITTLE ABOUT THAT INVESTMENT?

AND THEN CAN YOU TELL ME ABOUT THE CITY WIDE COMMISSION TO ADDRESS STUDENT HOMELESSNESS?

>> YES. I'M HAPPY TO TALK ABOUT IT. WE AGREED WITH THE BOSTON TEACHERS UNION THAT WE WANT TO SUPPORT STUDENTS IN THE SITUATION, STUDENTS LIVING IN POVERTY OR STUDENTS WHO ARE HOMELESS. WE AGREED WE WANTED TO EARMARK THIS MONEY, PUT IT IN TO THE CONTRACT AND THEN TAKE A REASONABLE AMOUNT OF TIME TO FIGURE OUT EXACTLY HOW IT'S USED WITH THEM SO THAT'S OUR INTENTION.

>> CAN YOU TELL ME ABOUT THE COMMISSION?

>> SAME THING. WE KNEW, WE HAD TALKED WITH OUR PARTNERS AT CITY HALL. WE KNEW THERE WAS INTEREST IN BOSTON PUBLIC SCHOOLS ALONE IS NOT GOING TO SOLVE OR EVEN MAKE A DENT BY OURSELVES. WITH THE ISSUE OF STUDENTS WHO ARE HOMELESS, SO WE WANT TO WORK WITH CITY AGENCIES SO YOU'LL GET MORE DETAILS AND WE'LL LOOP YOU

IN AS YOU'RE INTERESTED.

>> GREAT. I LOOK FORWARD TO THAT.

WE HAVE RIGHT NOW, WHICH I'M A PART OF, THE FAMILY LIFE STABILITY PILOT, WHICH IS AN EFFORT THAT IS A COLLABORATION BETWEEN MY OFFICE, THE MAYOR'S OFFICE, DND, BHA, BOSTON PUBLIC SCHOOLS, AND THE EFFORT IS AROUND CREATING AN OPPORTUNITY CLOSE TO SCHOOLS, FOCUSSED ON A NUMBER OF OUR SCHOOLS, A HANDFUL OF SCHOOLS IN THE DISTRICT. I WONDER IF THAT MAY BE THE MOST APPROPRIATE PLACE TO HAVE SOME OF THAT COLLABORATION AND THAT PARTNERSHIP.

>> WE SHOULD COLLABORATE. WE SHOULD NOT DUPLICATE EFFORTS. DOES THAT MAKE SENSE? BE HAPPY TO CONNECTED WITH YOU ABOUT THAT.

>> I APPRECIATE THAT. THAT'S IT FOR THIS ROUND.

>> COUNCILLOR CAMPBELL.

>> THANK YOU, COUNCILLOR CIOMMO. THANK YOU GUYS.

IT'S NOT EASY NEGOTIATING WITH ANY UNION AND GETTING TO AN AGREEMENT AND A PROPOSED CONTRACT. SO APPRECIATE THE HARD WORK BY EACH ONE OF YOU. OF COURSE YOUR TEAMS WHO ARE NOT SITTING HERE AS WELL. I'M JUST CURIOUS IF WE COULD ELABORATE A LITTLE BIT MORE ON THE NURSES AND HOW THAT ACTUALLY, THAT PROCESS IS GOING TO WORK IN TERMS OF ROLL OUT. AND THE SAME THING WITH MENTAL HEALTH PROVIDERS AND PSYCHOLOGISTS. I HEARD THE QUESTION AS WELL. VERY IMPORTANT, AN ISSUE THAT MANY COUNCILLORS HAVE BEEN TALKING ABOUT INCLUDING SOME PREDECESSORS FOR A REALLY LONG TIME. BE CURIOUS TO KNOW MORE ABOUT THE ROLL OUT AND PROCESS WITH RESPECT TO THAT.

>> I'LL START AND TURN TO IT MY COLLEAGUES. SPECIFICALLY WITH NURSES, OUR GOAL IS TO ADD CAPACITY WITHOUT DISRUPTING WHAT

SCHOOLS ALREADY HAVE IN PLACE. SO FOR EXAMPLE IF TWO SCHOOLS HAVE A PART-TIME NURSE, THAT THEY'RE VERY HAPPY, WITH WE DON'T WANT TO DISRUPT THAT TO MAKE ANOTHER SCHOOL WHOLE. WE'RE SENDING THE NEXT, SPENDING THE NEXT COUPLE WEEKS, COUPLE MONTHS FIGURING OUT HOW TO ADD CAPACITY AS QUICKLY AS POSSIBLE WHILE BEING THOUGHTFUL. I DON'T KNOW IF ANYBODY UP HERE AS ANYTHING THEY WANT TO ADD.

>> IT'S A BIG INVESTMENT AND WE WANT TO MAKE SURE IT'S BEING DONE RIGHT. ONE OF THE EARLY CONVERSATIONS WE HAD AS WE MOVED TO IMPLEMENTATION PHASE WAS AROUND THE TIMING OF IT, SORT OF SEEING THIS IS WHEN WE NEED TO HAVE THIS DONE BY, THIS IS WHEN WE MIGHT BE ABLE TO HAVE IT DONE BY AND TRYING TO FIND THE RIGHT SORT OF EQUILIBRIUM BETWEEN THOSE TWO POINTS TO MAKE SURE AS THE DOCTOR SAID, MAKING SURE THAT WE'RE NOT BEING DISRUPTIVE TO SCHOOL COMMUNITIES AND MAKING SURE WE'RE BEING THOUGHTFUL WITH REGARD TO HIRING AND TRYING TO ADVANCE ALL DIFFERENT RECRUITMENT AND HIRING OBJECTIVES AND MAKING SURE WE HAVE THE RIGHT PEOPLE IN PLACE AND THE RIGHT SCHOOL COMMUNITIES. I WOULD SAY THAT'S TRUE FOR BOTH THE NURSE ANSWER THE MENTAL HEALTH PROFESSIONALS TO ELEANOR'S POINT EARLIER THAT IT'S CERTAINLY INTENTION THAT ALL OF THESE BE STUDENT-FACING POSITIONS AND MAKING SURE IT'S DONE IN AN EQUITABLE WAY ACROSS SCHOOLS.

>> AND THE GOAL IS FOR EXAMPLE FOR THE NURSES, TO GET TO THIS MINIMUM SCHOOL NURSE, TO GET TO THAT BY WHAT POINT?

>> WELL, I WOULD SAY AS SOON AS POSSIBLE GIVEN THE QUALIFIERS I MENTIONED EARLIER ABOUT MAKING SURE POSITIONS WILL BE POSTED AND WE'LL START THE PROCESS AND HOPEFULLY THROUGHOUT THE COURSE

OF THE 1920 SCHOOL YEAR WE CAN GET UP TO A FULL COMPLIMENT.

>> SOUNDS LIKE THE PIECES STILL NEED TO BE WORKED OUT TO GET TO A FIRM DATE OR TIME LINE WHEN EVERY SCHOOL CAN EXPECT TO SEE AT LEAST A FULL-TIME NURSE? LIKE WE CAN'T SAY, FOR EXAMPLE, STARTING IN SEPTEMBER THAT EVERY SCHOOL WILL HAVE A FULL-TIME NURSE IN THE BUILDING?

>> NO, I WOULD SAY THE FIRM TIME LINE IS IN THE CONTRACT. SO THAT'S IN THE '21 SCHOOL YEAR. CERTAINLY WE'LL MOVE AS EXPEDITIOUSLY AS WE CAN.

>> THANK YOU FOR THAT. IN THE BEGINNING, WHILE YOU WERE TALKING ABOUT JUST SOME OF WHAT IT THE CONTRACT DOES AND SO AFTER WE JUST GOT, THIS HAVE TO LOOK AT THIS. BUT WHAT IT DOES FOR OUR SPECIAL NEEDS STUDENT, ENGLISH LANGUAGE LEARNERS, THOSE IN POVERTY, DEALING WITH HOMELESSNESS, I'M CURIOUS IF YOU COULD ELABORATE ON THE SPECIAL NEEDS STUDENTS, ENGLISH LANGUAGE LEARNERS, WHAT THAT IS. AND TO THE EXTENT YOU CAN SHARE, I'M CURIOUS ALSO WHAT WERE SOME OTHER ASKS THAT WE DIDN'T GET TO THAT WE DID SEE AS NEED FOR THOSE STUDENTS BUT MAYBE DID NOT MAKE IT IN TO THIS CONTRACT?

>> SURE. IN THE AREA OF INCLUSION, WE SPENT MOST OF THE 18 MONTHS TALKING WITH THE BOSTON TEACHERS UNION ABOUT OUR INCLUSION CLASSROOMS. THOSE ARE CLASSROOMS THAT ARE INTENTIONALLY COMPRISED OF STUDENTS WHO HAVE IEPs, INDIVIDUAL EDUCATION PLANS AND STUDENTS WHO DO NOT. IT IS A WONDERFUL MODEL THAT WHEN DONE RIGHT ALLOWS FOR ALL STUDENTS TO REACH REALLY A HIGH LEVEL OF STUDENT ACHIEVEMENT. REALLY IF YOU SEE INCLUSION PROCESS DONE RIGHT, THEY'RE NURTURING PLACE WHERE'S KIDS ARE LEARNING FROM EACH OTHER AND ARE SUPPORTED TO REACH HIGH STANDARDS. WE SHARED

THE INTEREST OF STRENGTHENING OUR INCLUSION PROGRAMS WITH OUR BTU PARTNERS. WE DID NOT ALWAYS SHARE THE ACTUAL SOLUTIONS. WE DIDN'T HAVE THE SAME IDEAS FOR HOW TO SOLVE IT ALL THE TIME. WE AGREED WE WANT TO SPEND MORE TIME ON WORKING TOGETHER, SO WE HAVE SIGNED A MEMORANDUM OF UNDERSTANDING WITH THE BTU, INCOMING SUPERINTENDENT WAS VERY SPECIFIC THAT THIS IS ONE OF HER PRIORITIES TO GET RIGHT. WE'LL SPEND THE NEXT YEAR DIGGING IN TO FIGURING OUT WHAT ARE THE CHALLENGES WE'RE FACING AND HOW WILL WE SOLVE THEM? THAT SAID, WE DID AGREE TO A NUMBER OF PROVISIONS IN THE CONTRACT TO STRENGTHEN THE SUPPORTS THAT TEACHERS WHO ARE TEACHING IN THE CLASSROOMS HAVE AND THAT THE STUDENTS V ONE OF THOSE IS THAT -- WELL TWO, THINGS WE WERE DOING BUT CODIFIED IN THE CONTRACT, WE WILL NOT HAVE HIGHER THAN 50% STUDENT TO HAVE IEPs IN ANY ONE CLASSROOM. SECONDLY, IN CLASSROOMS WHERE WE HAVE A TEACHER WHO, WE HAVE STUDENTS WHO ALSO NEED SUPPORT BECAUSE THEY'RE LEARNING ENGLISH, WE WILL PROVIDE AN OPTION FOR HAVING AN ADDITIONAL TEACHER PUSH IN TO DELIVER THE SERVICES TO MINIMIZE THE NUMBER OF ESSENTIALLY LICENSES THAT A TEACHERS IS USING. WE DID PUT SOME SUPPORTS IN PLACE IN THE CONTRACT AND WE AGREED THIS IS A SHARED PROBLEM THAT WE WANT TO SOLVE TOGETHER OVER THE NEXT YEAR.

>> I HEARD THE BUZZER. I'LL WAIT FOR NEXT TIME.

>> COUNCILLOR JANEY.

>> GOOD AFTERNOON. THANK YOU ALL. I JUST WANT TO FOLLOW UP ON SOME OF THE QUESTIONING FROM COUNCILLOR CAMPBELL. STARTING WITH THE NURSES, SO WHAT CAN WE EXPECT FOR THIS NEXT SCHOOL YEAR? HOW MANY OF THE NURSES WILL COME IN THIS NEXT SCHOOL

YEAR VERSUS THE SCHOOL YEAR
AFTER? ARE WE HOPING TO GET TO
100% IN THIS NEXT SCHOOL YEAR? I
GUESS THAT'S MY BOTTOM LINE.

>> I CAN ANSWER. WE WANT TO HIRE
AS MANY HIGH QUALITY NURSES AS
QUICKLY AS POSSIBLE THAT WE CAN.
SO IF WE HAVEN'T ALREADY POSTED
THE POSITIONS WE'LL BE DOING SO
VERY SHORTLY. OUR NURSING TEAM
IS WORKING VERY HARD TO GET AS
MANY POSITIONS FILLED AS
POSSIBLE. AS YOU CAN IMAGINE
HIRING 22 OR 23 NEW EMPLOYEES IN
THIS AMOUNT OF TIME IS A TALL
ORDER.

WE WANT TO MAKE SURE WE DO IT
WELL BECAUSE WE KNOW STAFF WILL
BE WITH US FOR SOME TIME T
NURSING TEAM IS LOOKING AT
STUDENT NEED, ACUITY OF HEALTH
NEEDS BY SCHOOL AND WILL BE
PRIORITIZING THE SCHOOLS WHERE
THEY BELIEVE ACUITY IS HIGH
TOAST MAKE SURE IF WE DON'T FILL
EVERY NEW POSITION BY THE FIRST
DAY OF SCHOOL THAT THE SCHOOLS
THAT NEED THEM THE MOST HAVE
THEM FIRST. THEN OUR WORK WILL
KEEP GOING AFTER THE FIRST DAY
OF SCHOOL. I AM HESITANT TO
COMMIT TO A NUMBER. I WOULD BE
THRILLED IF WE CAN FIND ENOUGH
HIGH QUALITY NURSE FORCE FIRST
DAY OF SCHOOL BUT WE WANT TO
MAKE SURE THAT WE'RE RESPONSIVE
TO THE QUALITY OF CANDIDATES
THAT'S AVAILABLE IN THE MARKET
AND THEN AS WE GO FORWARD.

>> IN TERMS OF THE NUMBER OF
SCHOOLS, THEN. YOU HAVE THE
LIST, YOU SAID YOU HAVE A LIST
OF THE SCHOOLS WITH THE HIGHEST
NEEDS?

>> YES. NOT WITH ME. BUT I KNOW
THE NURSING TEAM HAS, WE HAVE
GONE THROUGH A DETAILED SPREAD
SHEET. WE KNOW EVERY SCHOOL THAT
HAS A .5 VERSUS 1.0. SOME
SCHOOLS HAVE BEEN PAYING THE
REMAINDER FROM THEIR OWN BUDGET
SO THAT IMMEDIATELY BECOMES PAID
FOR THROUGH THE CENTRAL OFFICE
AND THE SCHOOL, ADDITIONAL

RESOURCES FOR THE SCHOOL. THERE WE DON'T HAVE A HIRING NEED. AND WE'RE PRIORITIZING. THE THING, IF YOU WITH LOOKING FOR MORE DETAIL.

>> AS YOU LOOK AT THAT LIST IN TERMS OF WHERE THE NEED IS FOR NURSES, I WOULD BE INTERESTED IN THAT BROKEN DOWN BY ZIP CODE AND BY CITY COUNCIL DISTRICT. IF WE SWITCH, THOUGH, AND LOOKED AT INCLUSION, EMILY, SO YOU TALKED ABOUT INCLUSION DONE RIGHT A COUPLE OF TIMES IN YOUR PRESENTATION. IN TERMS OF STAFFING, WHAT DOES THAT LOOK LIKE TO YOU?

>> IT'S DIFFERENT DEPENDING ON THE MODEL, DEPENDING ON THE SCHOOL, DEPENDING ON THE COMMUNITY, DEPENDING SPECIFICALLY ON THE STUDENTS IN THE CLASSROOM. AND THAT IS WHERE WE SPENT THE MAJORITY OF OUR MONTHS. WHEN YOU WRITE CONTRACT LANGUAGE YOU ARE BY NECESSITY WRITING RULES THAT ARE GOING TO FIT ALL 125 SCHOOLS. WHAT WE KNOW ABOUT THE INCLUSION PROGRAMS THAT ARE DONE REALLY WELL THAT PEOPLE HOLD UP THE MENDLE, HENDERSON, MANNING, LOTS OF SCHOOLS THAT DO THIS WELL. THEY LOOK DIFFERENT. AND SOMETIMES THEY'RE USING ONE TEACHER WITH A PARA. THERE ARE SOME SCHOOLS WITH TWO TEACHER MODELS THERE. ARE SCHOOLS THAT FOUND THE TWO TEACHER MODEL AND FOUND THEY WOULD RATHER USE THEIR RESOURCES DIFFERENTLY. SO WHAT WE ATTEMPTED TO THE WAS TO FIND WHAT CONDITIONS WOULD WE WANT TO CODIFY IN A CONTRACT GIVEN THAT WE'RE IN A NEGOTIATION THAT THIS REALLY MATTERED TO THE BTU TO GET CODIFIED AND VAST MAJORITIES OF QUESTIONS THAT WE HAVE ARE ONES THAT THE DOCTOR WOULD PREFER TO WORK THROUGH OVER THE COURSE OF THE YEAR WITH A WORKING GROUP.

>> ONE OF THOSE POINTS OF

DISCUSSION THAT THERE'S NOW AGREEMENT IN IS THE PERCENTAGE OF THE NUMBER OF CHILDREN WITH SPECIAL NEEDS THAT WOULD BE IN AN INCLUSION CLASSROOM?

>> YES.

>> IS THAT THE 50%?

>> YES.

>> IS IT UP TO 50%?

>> IT WILL NOT EXCEED 50%, YES.

>> SO IT'S UP TO 50%.

>> UP TO.

>> IT COULD BE 30%.

>> YES.

>> AND THEN DO WE TALK ABOUT WHAT TYPES OF NEEDS, THOUGH? IN TERMS OF WHETHER THESE ARE NEEDS THAT REQUIRE A LOT MORE IN TERMS OF ADULTS IN THE BUILDING OR RESOURCES IN THE CLASSROOM VERSUS FEWER?

>> IN THE CONTRACT I DO NOT THINK WE DO. IS THIS AN AREA --

>> HOW DO WE PROTECT OURSELVES IN ENSURING THAT STUDENTS WITH THE GREATEST NEEDS ARE NOT CONCENTRATED IN SOME CLASSROOMS AND GETTING UP TO THAT 50%. AND THEN IN OTHER CLASSROOMS OR BUILDINGS WE SEE CHILDREN WITH FEWER NEEDS MAYBE GETTING UP TO THAT? IT'S GOING TO LOOK VERY DIFFERENT, TO YOUR POINT.

>> I WOULD SAY TWO THINGS IN RESPONSE TO THAT.

IT'S A VERY GOOD QUESTION. TO THE 50% THRESHOLD NOW IN THE CONTRACT IS FOR STUDENTS, ALL STUDENTS ON IEPs. ALREADY IN THE CONTRACT PRIOR TO THIS AGREEMENT WAS A RESTRICTION ON THE NUMBER OF HIGH NEEDS STUDENTS IN A PARTICULAR CLASS. THAT RESTRICTION HASN'T CHANGED. AS PART OF THIS AGREEMENT. BUT THERE'S THE 50% THRESHOLD DISTINCT FROM THE ISSUE OF WHERE PROGRAMS ARE CONCENTRATED IN PARTICULAR SCHOOLS WHICH I THINK IS AN ONGOING CHALLENGE THE DISTRICT NEEDS TO ADDRESS AND THAT WE HAVE SOME INEQUITIES WITH REGARD TO HAVING DISPROPORTIONATE CONCENTRATION

OF PROGRAMS GOING IN TO PARTICULAR SCHOOLS, SOMETHING THAT BOTH AS PART OF THE BUILD BPS PROCESS AND PART OF THE DOCTOR'S STRATEGIC PLANNING PROCESS TO EVERY COURSE OF THE NEXT YEAR, AN ISSUE WE'LL HAVE TO TAKE A VERY CLOSE LOOK AT.

>> THANK YOU. IN TERMS OF AREAS WHERE WE COULD DO MUCH MORE, THIS IS MY LAST QUESTION, THANK YOU, MR. CHAIR, DO MUCH MORE IN TERMS OF INCREASING OPPORTUNITIES FOR STUDENTS WHEN WE TALK ABOUT EQUITY, SO WHETHER WE'RE TALKING ABOUT THE WORK TO INCREASE OUR TEACHING FORCE, THE WORK TO EXPAND ACCESS TO OUR EXAM SCHOOLS, THE WORK AROUND DOING MORE FOR DUAL LANGUAGE, CREATING MORE DUAL LANGUAGE OPPORTUNITIES IN OUR SCHOOLS, IF YOU COULD BRIEFLY TALK ABOUT THOSE AS MY LAST QUESTION AND THEN SECOND LINE I CAN GO IN TO A LITTLE MORE DETAIL. THANK YOU, MR. CHAIR.

>> AS TO HOW WE EXPAND ACCESS?
>> INVESTMENTS IN THIS BUDGET, SO FOR FOLKS, SOME OF THE OTHER FOLKS ON THE PANEL MAY BE FAMILIAR WITH THE QUESTIONING BECAUSE THESE ARE QUESTIONS I HAVE ASKED OVER THE LAST 18 MONTHS AROUND HOW WE'RE CREATING MORE OPPORTUNITIES AND MORE ACCESS TO OUR EXAM SCHOOLS, WHAT WORK ARE WE DOING TO INCREASE DIVERSITY OF OUR TEACHING FORCE SO THAT IT REFLECTS DIVERSITY OF STUDENTS, STATED GOAL OF THE BOSTON SCHOOL COMMITTEE, AS WELL AS DUAL LANGUAGE. SO CREATING MORE OPPORTUNITIES FOR DUAL LANGUAGE AND NOT JUST FOR ENGLISH LANGUAGE LEARNERS BUT FOR ALL STUDENTS, YOU KNOW, ANOTHER DUAL LANGUAGE SCHOOL FOR EXAMPLE, WHAT IS THE PLAN OVER TIME TO CREATE MORE OF THOSE STUDENTS?

>> SO THE CREATION OF THE OFFICE OF HUMAN CAPITAL SPECIFICALLY, FIVE, SIX YEARS AGO, IS BECAUSE

OF THE RESEARCH AND DATA BEHIND
AND BELIEF THAT SCHOOL
COMMUNITIES WHO SELECT THE STAFF
FOR THEIR BUILDINGS ARE GOING TO
BE SELECTING TEACHERS WHO MEET
THE NEEDS OF THEIR STUDENTS.
THAT INCLUDES TEACHERS WHO LOOK
LIKE THE STUDENTS. WE HAVE
TALKED ABOUT THIS MANY TIMES
ABOUT THE GAP BETWEEN DIVERSITY
OF OUR TEACHING WORKFORCE AND
DIVERSITY OF OUR STUDENT BODY.
THE INTENTION SINCE WE'RE
TALKING ABOUT A CONTRACT TODAY,
WAS TO, WHEREVER POSSIBLE, ALLOW
FOR SCHOOL COMMUNITIES TO BE
SELECTING STAFF BECAUSE THAT'S
WHERE WE SEE DIVERSITY RATES
INCREASING. WE WERE ABLE TO THE
THAT.

WE EXPANDED THE NUMBER OF
PARAPROFESSIONAL POSITIONS THAT
ARE SUBJECT TO HIRING THROUGH
MUTUAL CONSENT.

THIS MORNING WHEN WE PRESENTED
TO SCHOOL LEADERS ONE OF THE
FIRST QUESTIONS ASKED WAS WE ARE
REALLY EXCITED ABOUT ALL OF
THESE NEW ADDITIONAL RESOURCES,
PLEASE TELL US WE CAN SELECT
INDIVIDUALS, THAT YOU WON'T BE
PLACING THEM.

THAT'S THE FIRST WAY I WOULD
ANSWER YOUR CONTEXT OF A
CONTRACT.

>> TO THE DEGREE THAT THE
QUESTION ENCOMPASSES THE OVERALL
BUDGET AS SOME SPECIFIC
STRATEGIC INVESTMENT IDENTIFIED
INCLUDING THE 750,000 TO THE
LOWER PERFORMING SCHOOLS AND THE
COSTS ASSOCIATED WITH THIS WHICH
ON THE IFCE ARE THAT ARE MEANT
TO HOPEFULLY EXPAND THAT TYPE OF
ACCESS.

CERTAINLY HAPPY TO EXPAND UPON
THOSE ANSWERS.

>> THANK YOU.

>> THANK YOU. COUNCILLOR
O'MALLEY.

>> THANK YOU, MR. CHAIRMAN AND
GOOD AFTERNOON, LADIES AND
GENTLEMEN. THANK YOU FOR GETTING
US TO THIS POINT. I APOLOGIZE, I

HAD TO STEP OUT. YOU MAY HAVE GONE OVER SOME OF THESE. CAN YOU TALK ABOUT DOES THE WAGE PATTERN IN THIS CONTRACT DIFFER FROM ANY RECENTLY BARGAINED CONTRACTS?

>> THAT'S HARD FOR JUSTIN.

>> I WOULD SAY LARGELY FOLLOWS THE PATTERN WITH THE LONE EXCEPTION THAT AS BPS AND BTU CONTINUE TO DISCUSS PARAMETERS AROUND REALLY THREE THINGS. I'LL LET THEM GET IN TO THE DETAILS.

THERE'S A POSSIBILITY TO INCREASE GENERAL WAGE PATTERN BY .5% BY YEAR TWO OR THREE. THERE'S OBVIOUSLY A LITTLE DIFFERENT THAN HOW THE VAST MAJORITIES OF OTHER UNIONS IN THE CITY WERE NEGOTIATED WITH BUT THERE'S ACTUALLY A TREMENDOUS VALUE IN THAT BENEFIT FOR THE SCHOOL THAT I WILL LET THEM TALK ABOUT THAT, THAT IT WAS CERTAINLY THAT PART OF THE NEGOTIATION.

>> WOULD BPS LIKE TO EXPAND?

>> SO THE DISTRICT AND UNION COMMITTED TO AN INTERSPACED BARGAINING APPROACH AT THE BEGINNING OF THIS NEGOTIATION WHICH BOTH PARTIES KNEW GOING IN THERE WOULD BE AN EXTENDED PERIOD OF TIME WE WOULD BE SPENDING WITH EACH OTHER. SO OVER THE COURSE OF THOSE 16, 17 MONTHS THERE WERE A FEW ISSUES IDENTIFIED AS NEEDING CONTINUED DISCUSSIONS. SOME RELATED TO STAFFING, SOME RELATED TO LEAVES OF ABSENCE AND SOME, AND A THIRD PIECE RELATED TO A CHANGE IN THE STATE LAW REGARDING LAYOFFS, TEACHER LAYOFFS WHEN NECESSARY. THOSE THREE ISSUES HAVE BEEN MOVED FORWARD AND WILL BE PART OF A CONTINUED IBB PROCESS OVER THE NEXT SEVERAL MONTHS. IF MUTUAL RESOLUTION IS REACHED ON THOSE THREE ISSUES, THEN THAT WOULD TRIGGER ADDITIONAL .5% ALONG WITH OTHER SAVINGS MEASURES WHICH WOULD BE SOMETHING THAT WOULD BE IN A DISTRICT'S INTEREST AS WELL.

>> COST NEUTRAL? YOU WOULD REALIZE SOME SAVINGS?

>> NO. SO AS PART OF THE INCREASE IN THE CITY'S BUDGET THAT WE TALKED ABOUT THIS MORNING, IT WAS A \$5 MILLION INCREASE THAT.

WOULD COVER A PORTION OF THE .5 THAT IS NO IT THE ONLY THING THAT IS IN THERE. THERE ARE OTHER THINGS PART OF THAT BUT THAT WOULD BE A PART OF IT.

>> OKAY. AND CAN YOU TALK A LITTLE BIT ABOUT IF THERE'S ANY POLICY MODIFICATIONS AS RELATES TO STUDENT SUITABLE PROFESSIONAL CAPACITY TEACHERS?

>> YES.

>> I APOLOGIZE IF YOU WENT THROUGH THIS EARLIER.

>> WE DID NOT.

>> PERFECT.

>> WELL DOCUMENTED. ONE OF MY FAVORITE TOPICS. HAPPY TO TALK ABOUT IT.

WE WORKED THIS CONTRACT NEGOTIATION AND LAST TO FIND SOME SOLUTIONS TO REDUCING THE NUMBER OF TEACHERS WHO ARE IN SUITABLE CAPACITY. WE FOCUSSED ON ENSURING THAT STRONG TEACHERS, PROFICIENT TEACHERS IN THAT SITUATION ARE HIRE WITHED. TWO CONTRACT PROVISIONS WE HAVE, I BELIEVE, WILL HELP US ACHIEVE THAT. FIRST OF ALL, TEACHERS WHO HAVE BEEN IN THE POSITION FOR ONE YEAR NOW WHEN THEY'RE APPLYING FOR JOBS AND GET HIRED THEY ARE, WE ARE SUSPENDING THEIR BUILDING BASED ATTACHMENT RIGHTS. THEY STILL HAVE TENURE, PROFESSIONAL TEACHING BTS BUT THE PRINCIPAL WHO IS HIRING THEM CAN ESSENTIALLY HAVE THEM IN THE BUILDING FOR THE YEAR, HOPEFULLY, WE EXPECT IT WILL WORK OUT AND THEY CAN HIRE THEM BACK AND THEN THEY WILL HAVE THEIR ATTACHMENT RIGHTS. IF NOT, THEY CAN ACCESS THEM AT THE END OF THE YEAR.

WE BELIEVE WE HAVE A NUMBER OF STRONG TEACHERS IN THE SITUATION

WHO WILL GET HIRED GIVEN THIS PROVISION. THE SECOND BE PROVISION THAT WE NEGOTIATED WAS FOR ANY TEACHER WHO HAS BEEN ACCESSED FROM THE BUILDING IN FEBRUARY WHEN THEY NO LONG VERDICT A SPECIFIC POSITION AT THAT BUILDING, IF THEY APPLY TO AT LEAST FIVE POSITIONS, WE WILL GUARANTEE THEM TWO INTERVIEWS. WHAT HAPPENS EVERY YEAR WHEN TEACHERS ARE EXCESSED, WE HAVE A LARGE PERCENTAGE OF TEACHERS WHO DO NOT APPLY TO JOBS.

>> MAJORITY?

>> WELL, AT DIFFERENT POINTS IT GOES DOWN OBVIOUSLY OVER TIME. BUT WHEN I WAS IN JUNE, THIS IS JUNE, EARLY JUNE, JUNE 1 WE WERE ABOUT 45% OF TEACHERS HAD NOT APPLIED.

>> WOW, OKAY.

>> SO IT'S HIGH. AND SO WE WANT TO INCENTIVIZE THEM APPLYING TO JOBS.

>> HOW MANY TEACHERS CURRENTLY IN THE EXCESS POOL?

>> SO THIS YEAR WE HAD ABOUT 400 TEACHERS SEPARATED FROM THEIR POSITION ESSENTIALLY IN FEBRUARY. AND WE'RE DOWN TO ABOUT I THINK WE'RE UNDER 200, JUST UNDER 200. USUALLY BY THE FIRST DAY OF SCHOOL WE'RE AROUND 200.

>> HAVE THERE BEEN CHANGES TO PERFORMANCE EVALUATIONS FOR TEACHERS AS A RESULT OF THIS CONTRACT? OR THE SAME AS HAS BEEN?

>> WE STREAMLINED A COUPLE THINGS BUT NOTHING SIGNIFICANT.

>> OKAY. I KNOW COUNCILLOR ESSAIBI GEORGE HAS BEEN DOING GREAT WORK AS RELATES TO THE HOMELESS COMMISSION, ADDRESSING STUDENT HOMELESSNESS AND BPS. HAS THAT BEEN PART OF THIS SORT OF CONTRACT AS WELL, SUPPORTS FOR GETTING A HANDLE ON NUMBERS AND SUPPORTS FOR THOSE STUDENTS?

>> YES. WE DEDICATED FUNDING TO STUDENTS WHO ARE EXPERIENCING HOMELESSNESS. COUNCILLOR ESSAIBI

GEORGE BROUGHT UP THE POINT
THERE ARE OTHER EFFORTS GOING ON
ACROSS THE CITY. THE INTENTION
IS TO COLLABORATE AND TO THINK
ABOUT COMPREHENSIVE SUPPORTS AND
SPECIFICALLY TO HOME AND WAYS WE
CAN SUPPORT KIDS IN SCHOOL. SO
DETAILS TO BE COMING.

>> FAIR ENOUGH. THEN HOW MANY
ABA OR APPLIED BEHAVIORAL
ANALYSIS SPECIALISTS ADDED TO
THE BARGAINING UNIT OR WILL BE
ADDED AS A RESULT OF THIS
CONTRACT?

>> I DON'T HAVE THAT AT MY
FINGERS TIPS. LET ME SEE IF THE
TEAM HAS IT.

WE'LL FOLLOW UP.

>> I'LL REPHRASE.

THERE WILL BE AN INCREASE AS A
RESULT.

>> BEING ADDED.

>> CHANGING THE COMPENSATION BUT
NOT CHANGING THE TOTAL NUMBER, I
BELIEVE.

>> OKAY. FAIR ENOUGH. THANK YOU.

THAT'S ALL FOR NOW,

MR. CHAIRMAN.

>> THANK YOU.

>> COUNCILLOR CAMPBELL.

>> THANK YOU, COUNCILLOR CIOMMO.

JUST A COUPLE OF QUESTIONS. SO
HOW DOES THIS CONTRACT IN TERMS
OF TOTAL COST COMPARED TO
PREVIOUS?

>> IT'S A LITTLE BIT, FROM A
CITY PERSPECTIVE IT'S A LITTLE
HARD BECAUSE THIS IS A TWO-YEAR
VERSUS THREE-YEAR CONTRACT.
WAGE PATTERN FELT SIMILAR TO THE
LAST CONTRACT. I MENTIONED NEW
INVESTMENTS LIKE NURSE ANSWER
THE PROFESSIONALS NOT INCLUDED
IN THE PAST CONTRACT. I THINK IT
MAY, IT INHERENTLY A LITTLE MORE
EXPENSIVE BUT GENERALLY FALLS
PRETTY MUCH IN LINE WHAT WE WERE
PLANNING FOR LAST YEAR AND
GENERALLY WAGE PATTERN SET BY
THE REST OF THE CITY.

>> DO WE HAVE NUMBERS OF JUST
THIS TOTAL CONTRACT AND WITH THE
PREVIOUS?

>> THE TOTAL WAS 108 MILLION.

COULD I DON'T HAVE THE LaS
TWO-YEAR CONTRACT OFF THE TOP OF
MY HEAD.

I CAN GET THAT INFORMATION.

>> I HAVE THAT. AS JUSTIN
REFERENCED WE'RE AT 108.8 FOR
THIS THREE-YEAR CONTRACT. OUR
LAST CONTRACT WHICH WAS A
TWO-YEAR CONTRACT WAS 42.7 TOTAL
COST. AND THE BTU CONTRACT THAT
PRECEDED THAT WAS ACTUALLY A
SIX-YEAR CONTRACT THAT WAS FROM
FY '11 THROUGH 16. AT A
CUMULATIVE COST OF 156.

>> SIX YEARS, 156, FY '11-16 AND
TWO-YEAR AND THREE-YEAR. VERY
HELPFUL. IN TERMS OF AVERAGE
TEACHER SALARIES, HOW DOES THIS
COMPARE TO OTHER DISTRICTS?

>> THE CURRENT AVERAGE TEACHER
SALARY IN BPS IS APPROXIMATELY
97,300. THE FIGURE THAT INCLUDES
REGULAR TEACHER STIPENDS BUT
EXCLUDES BENEFITS AND PENSION.
WE HAVE STUDIED HOW OUR WAGES
COMPARE ACROSS THE STATE OF
MASSACHUSETTS AND ACROSS THE
COUNTRY. WE ARE PROUD TO HAVE A
VERY HIGH TEACHER SALARY IN
BOSTON. BY SOME MEASURES WE HAVE
THE HIGHEST AVERAGE TEACHER
SALARY OF LARGE CITIES ACROSS
THE COUNTRY AND THERE ARE SOME,
SMALL MINORITY OF DISTRICTS IN
MASSACHUSETTS HAVE A HIGHER
AVERAGE SALARY. WE ARE HIRE THAN
THE VAST MAJORITY. AND THE
PLACES THAT HAVE A HIGHER
SALARY, IT'S DUE THE HAVING A
MORE TENURED WORKFORCE. WE HAVE
BEEN UNABLE TO FIND A
MASSACHUSETTS A MORE GENEROUS
WAGE SCALE.

>> DO YOU KNOW THE PLACES WITH
THE MORE TENURED WORKFORCE,
WHERE ARE THOSE PLACES?
JUST CURIOUS.

>> I DON'T KNOW IT OFF THE TOP
OF MY HEAD. WE LOOKED AT THE
WAGE SCHEDULE FOR BOSTON AND
THEN DREW A BIG CIRCLE AROUND IT
AND LOOKED AT SURROUNDING AREAS.
AND WE DID THIS ANALYSIS ABOUT
TWO YEARS AGO. AT THAT POINT YOU

WOULD MAKE ABOUT 16,000 MORE AS
A BOSTON TEACHER THAN WOULD YOU
AT ANY OF THE SURROUNDING
DISTRICTS FOR THE SAME LEVEL OF
EDUCATION AND YEARS OF
EXPERIENCE.

>> VERY HELPFUL. I'M ALSO
CURIOUS, THIS IS NOT, I SHOULD
PROBABLY PREFACE THIS SORT OF A
KNOCK ON OUR TEACHERS BECAUSE I
KNOW SOME WHO WORK AT SOME
SCHOOLS BUT DO NOT LIVE IN THE
CITY OF BOSTON WHO ARE
INCREDIBLE TEACHERS.

I'M JUST CURIOUS IF WE KNOW THE
PERCENTAGE OF OUR TEACHERS THAT
LIVE IN THE CITY OF BOSTON
VERSUS LIVING OUTSIDE THE CITY
OF BOSTON.

>> I DON'T KNOW IT OFF THE TOP
OF MY HEAD.

WE COULD GET IT FOR YOU, UNLESS
ANYBODY KNOWS IT. NO, I DON'T
KNOW IT.

>> THEN I'M ALSO CURIOUS, THIS
COULD TELL US A LITTLE BIT OF
THAT, I'M CURIOUS TOO WHAT
PERCENTAGE OF TEACHERS ACTUALLY
SEND THEIR CHILDREN TO BOSTON
PUBLIC SCHOOLS. DO WE KNOW THAT?
OR I GUESS COULD YOU LOOK AT IF
YOU LIVE IN THE CITY OF BOSTON
OR YOU DON'T BUT I'M CURIOUS IF
THAT HAS BEEN TRACKED IN ANY
WAY.

>> WE DO NOT TRACK THAT.
I THINK WE WOULD HAVE TO LOOK AT
THE PERCENTAGE OF TEACHERS WHO
LIVE IN THE CITY OF BOSTON.

>> AND THEN JUST LOOKING AT
OBVIOUSLY WE'LL BE GOING THROUGH
A MIDDLE SCHOOL TRANSITION AT
SOME POINT. THIS HAS BEEN A
TOPIC OF DISCUSSION IN MANY
BUDGET HEARINGS AS WE GO
THROUGH K-6 AND K-8 MODEL, STAND
ALONE MIDDLE SCHOOLS WITH A
QUESTION MARK, INCLUDING
TIMILTY, GREAT MIDDLE SCHOOL.
DID THAT COME UP IN DISCUSSIONS
FOR TEACHERS? WHAT DOES THAT
MEAN? AT SOME POINTS THOSE
SCHOOLS WILL HAVE TO TRANSITION
EITHER TO THE NEW MODEL THAT

WE'RE ENVISIONING FOR OUR FAMILIES, K-6 OR K-8 OR GO OFF-LINE IN SOME WAY AND TRANSITION FAMILIES TO A SCHOOL HOPEFULLY OF THEIR CHOOSING OR PROGRAM OF THEIR CHOOSING. I'M CURIOUS HOW MIGHT THAT AFFECT OUR TEACHERS, OUR PROFESSIONAL STAFF, THE QUESTION AROUND HOW THAT EFFECTS FAMILIES IS A WHOLE DIFFERENT QUESTION BUT IF IT CAME UP IN THESE DISCUSSIONS AND WHAT THAT MEANS.

>> CERTAINLY CAME UP IN THE DISCUSSIONS. I CAN'T, I DON'T KNOW I COULD CITE A SPECIFIC PROVISION THAT RELATES TO IT IN THE FINAL AGREEMENT. AS I SAID, 16, 17 MONTHS, A LOT OF ISSUES THAT CAME UP AND THERE WAS I THINK A GOOD CONSTRUCTIVE DIALOGUE ABOUT, SOME OF THE THINGS WE THINK ABOUT IS AS CONFIGURATION OF SCHOOL CHANGES WHAT DOES THAT MEAN WITH REGARD TO CERTIFICATION REQUIREMENTS? AND MAKING SURE PEOPLE ARE IN THE SCHOOLS THAT THEY'RE QUALIFIED TO BE IN AND HOW DO WE MAINTAIN THE TYPE OF FLEXIBILITY WE NEED TO MAKE SURE WE HAVE PROPERLY CREDENTIALLED INDIVIDUAL IN EACH SCHOOL. SO I THINK LIKE ALL OF OUR GRADE CONFIGURATION ISSUES IT'S PART OF AN ONGOING PROCESS THAT WE'LL BE REVISITING FREQUENTLY OVER THE NEXT SEVERAL MONTHS AND YEARS.

>> THAT'S VERY HELPFUL. I REALLY APPRECIATED YOU NAMING THE DIFFERENCE BETWEEN SORT OF INCLUSION AND PLACING, PLACEMENT OF STUDENTS AND NOT HAVING 50% OF STUDENTS WITH U.S.EPs WHICH IS VERY DIFFERENT THAN THOSE SCHOOLS THAT HAVE MORE STRANDS AROUND THOSE WITH SPECIAL NEEDS WHO ARE SERVING EITHER OUR MOST NEEDY STUDENTS OR THOSE WHO NEED MORE SERVICES AND PROGRAMMING THAN OTHERS THAT CONCENTRATION WAS REAL. I REALLY APPRECIATE YOU NAMING THAT AND PUTTING THAT IN TO THE INEQUITY PIECE AND

LOOKING FORWARD TO WORKING WITH YOU GUYS AND ESPECIALLY INCOMING SUPERINTENDENT ON THOSE PRESSING ISSUES, PARTICULARLY AT THE HIGH SCHOOL LEVEL. BUT JUST WANTED TO SAY THANK YOU FOR NAMING THAT.

>> I WOULD SAY SHE IS LOOKING FORWARD TO WORKING AS WELL, AS YOU KNOW WITH MEETINGS SHE HAD RECENTLY.

>> IT'S EXCITING. AND GOING BACK TO, THIS IS, I -- DID I BUZZ?

>> NO. DO YOU HAVE A LAST ONE?

>> THANK YOU, COUNCILLOR CIOMMO. BACK TO THE QUESTIONS ALONG THE LINES OF WHAT YOU WERE WORKING AT AND THERE WAS STILL A GAP OF UNDERSTANDING BUT EVERYONE SHARES THE SAME VALUES AROUND STRENGTHENING INCLUSION PROGRAMS AND SOME OF THE OTHER THINGS WE'RE TRYING TO DO. I'M INCLUDING THE UNION. BUT MAYBE THE HOW IS DIFFERENT AND HOW YOU GET THERE. I'M CURIOUS FOR, I HAVE HEARD THIS QUITE A BIT TOO, FOR SOME INCLUSION CLASSROOM DOES NOT NECESSARILY REQUIRE THAT YOU HAVE TWO TEACHERS, EACH SCHOOL LOOKS DIFFERENTLY.

SOME HAVE DIFFERENT TYPES OF MODELS. HOW MIGHT YOU DESIGN, I GUESS THIS THE IS, DESIGN A CONTRACT IN SUCH A WAY WHERE YOU HAVE SOME LEVEL OF FLEXIBILITY FOR THOSE SCHOOLS OR SCHOOL LEADERS OR THOSE INSTITUTIONS TO BE ABLE TO DESIGN THEIR CLASSROOMS IN SUCH A WAY THAT IT MEETS THE NEEDS OF STUDENTS AND THEIR FAMILIES AND NOT JUST ARTICULATE BY THEM BUT HAVE CONVERSATIONS WITH THE FAMILIES OF THE FOLKS IN THE ROOM, OR THE TEACHER, THE LEAD TEACHER FOR EXAMPLE IN THE ROOM AS TO WHAT THEY THINK THEIR SUPPORTS ARE.

>> WELL, I THINK YOUR QUESTION WAS HOW DO WE DESIGN A CONTRACT TO DO THAT.

>> YES.

>> WHAT I WOULD SAY IS SOMETIMES DO YOU THAT BY KEEPING IT OUT OF THE CONTRACT, THAT THAT IS WHAT

MAINTAINS THAT FLEXIBILITY AND WHAT I THINK WE'RE ENCOURAGED BY IS THE DOCTOR'S COMMITMENT, WHICH INCIDENTALLY WAS MEMORIALIZED IN A MEMORANDUM OF UNDERSTANDING AS PART OF THIS NEGOTIATION, TO WORK WITH THE TEACHERS UNION AND VARIETY OF OTHER STAKEHOLDERS TO IDENTIFY WHAT THE BEST PRACTICES ARE WITH REGARD TO THESE PROGRAMMING NEEDS OF STUDENTS AND TO DEVELOP A STRATEGY AND TO MAINTAIN THE FLEXIBILITY THAT SCHOOLS NEED TO MEET THE INDIVIDUAL NEEDS OF THEIR STUDENTS AND WAS I THINK EMILY SAID EARLIER THAT'S WHAT WE HAVE IDENTIFIED AS WHAT THE WAY TO GET TO BEST PRACTICES IS TO ALLOW PEOPLE CLOSEST TO THE WORK TO WORK TOGETHER TO DEVELOP THE BEST WAY FOR SCHOOLS TO SERVE STUDENTS T OTHER THING I WOULD ADD IS TO GO BACK TO THE POINT ABOUT THE RISK OF WHEN WE MEMORIALIZE MORE IN THE CONTRACT THAN WE SHOULD. WHAT WE THINK ABOUT NOW IS THE BEST WAY TO SERVE STUDENTS WITH DISABILITIES IS NOT NECESSARILY HOW WE THOUGHT ABOUT IT 20 YEARS AGO. AND IT'S UNLIKELY TO BE HOW WE THINK ABOUT IT 20 YEARS FROM NOW, IN PART BECAUSE WE LEARN MORE AND IN PART BECAUSE THE NEED OF STUDENTS CHANGE AND EVOLVE. SO IN THE CONTRACT DOESN'T ALWAYS EVOLVE OVER TIME. THERE'S A LOT OF THINGS IN THERE IF YOU EVER THUMB THROUGH IT THAT THEY DON'T REALLY MAKE SENSE BECAUSE THEY MAY HAVE MADE SENSE IN THE '80s OR '90s OR WHENEVER THEY WENT. HE HAVE WE HAVE A RESPONSIBILITY TO PRESERVE THAT LEVEL OF FLEXIBILITY SO WE CAN ADAPT AND EVOLVE AS THE NEEDS OF STUDENTS CHANGE. I THINK THE SHORT ANSWER TO YOUR QUESTION IS WE HAVE TO ALWAYS BE THOUGHTFUL ABOUT WHAT WE ADDRESS VIA THE COLLECTIVE BARGAINING PROCESS AND WHAT WE ADDRESS AS PART OF OUR ONGOING

WORK WITH OUR BARGAINING PARTNERS BUT NOT NECESSARILY MEMORIALIZED IN A CONTRACT.

>> THAT ALMOST GOES TO THE OTHER POINT AROUND THE NURSES, WHICH EVERYONE WAS TALKING ABOUT FOR SOME PERIOD OF TIME. THERE WAS SOME COUNCILLORS EVEN ON THIS BODY THAT SAID MAYBE WE CAN'T GET TO A FULL-TIME NURSE THROUGH THE BPS HUMAN CAPITAL DEPARTMENT, BUT GIVEN THE PROXIMITY OF SOME SCHOOLS TO OUR HEALTH CENTERS OR THOSE THAT ARE NEARBY, SOME HAVE BEEN CREATIVE IN CREATING PARTNERSHIPS TO TRY TO MAKE THAT HAPPEN TO FILL A GAP OR AVOID. WHAT DOES THAT DO? I'M NOT SAYING THIS IS A BAD THING, BUT YOUR POINT IS WELL-TAKEN. SOME THINGS WERE DECADES AGO.

>> DOESN'T ALWAYS WORK. CONTRACTUAL LANGUAGE DOES NOT ALWAYS BREED CREATIVITY.

>> THAT'S RIGHT. THANK YOU. THIS IS EXTREMELY HELPFUL. THANK YOU GUYS AGAIN. THANK YOU, COUNCILLOR.

>> I WANTED TO ASK A CLARIFYING QUESTION ON THE SUITABLE PROFESSIONAL FOLKS. THERE'S ALWAYS BEEN AROUND 90 TO 100 BY THE FIRST DAY OF SCHOOL? AM I WRONG?

>> YOU'RE CORRECT GENERALLY.

>> SO WHAT LANGUAGE DO YOU THINK IS GOING TO INCENTIVIZE THAT WE DON'T END UP 90 TO 100 BY THE FIRST DAY OF SCHOOL? AND WHAT'S THE COST OF THAT, EMILY, THROUGH THIS?

>> RIGHT. SOMETIMES WE'RE UNDER 100 BUT WE HAVE AROUND 100. SO THERE ARE TWO WAYS THAT THAT NUMBER SHRINKS. ONE IS STRONG TEACHERS GET HIRED. AND THEN THE OTHER WAY IS THAT TEACHERS WHO ARE NOT AS STRONG LEAVE THE SYSTEM AND THEY'RE LEAVING, THE LEAVING SOMETIMES HAPPENS NATURALLY AND PEOPLE NEED TO APPLY TO JOBS.

IT'S A LITTLE WAKE-UP CALL.

THE VAST MAJORITY OF TEACHERS ARE TEACHERS WE WANT TO RETAIN. WE HAVE A VERY STRONG TEACHING FORCE. WE'RE TALKING ABOUT LESS THAN 1% OF OUR TEACHING FORCE. YOU SHOULD NOT THINK THAT I THINK THIS IS ABOUT MANY TEACHERS.

THIS IS A SMALL, SMALL PERCENTAGE. SO BY EXITING SOME OF THAT IS ON US THROUGH EVALUATION PROCESSES.

OTHERS ARE PEOPLE CHOOSING TO LEAVE AND FIND OTHER PLACES TO WORK. ON THE HIRING FRONT THIS IS STEP ONE. I DO THINK WE WILL SEE HIRING TEAMS, PUT IN THIS AIR QUOTES, TAKING A CHANCE IN HIRING AN EXCESS TEACHER. STRONG, WITH ALL THE TIME, STRONG, EXPERIENCED TEACHERS WHO HAVE TAUGHT IN BPS SCHOOLS ARE GEMS AND THEY HIRE THEM QUICKLY. THE ONE THING THAT DOES GIVE THEM PAUSE IS THAT ONCE YOU HIRE A TEACHER WHO IS IN EXCESS AND IS PERMANENT YOU OWN THEM FOR LIFE. SO THIS WILL GIVE A LITTLE BIT OF AN EDGE TO THOSE TEACHERS. SO I'M OPTIMISTIC THAT WE'LL SEE THE NUMBERS DROP BECAUSE OF THIS PROVISION. IN TERMS OF BUDGET, WE ARE TYPICALLY, TYPICAL NUMBERS ARE AROUND 5 MILLION. I'M LOOKING AT ELEANOR. GENERALLY THE NUMBER EVEN IF IT'S NEAR THAT 100 ON THE FIRST DAY OF SCHOOL, IT GOES DOWN OVER TIME. SO THAT IN. UNTHIS YEAR I THINK WE WERE AROUND 52. I DON'T KNOW IF YOU HAVE A GOOD WAY TO TALK ABOUT THE BUDGET.

>> THE TOTAL COST, THE BUDGET AVAILABLE FOR THIS INITIATIVE FOR THE LAST COUPLE YEARS HAS BEEN 7.1 MILLION DOLLARS. AND I THINK WE ARE ON TRACK THIS YEAR TO REPEAT WHAT'S BEEN TRUE FOR THE LAST TWO YEARS, WHICH IS THAT WE HAVE COME IN UNDER BUDGET ON THE ORDER OF 1 TO 2 MILLION DOLLARS. I THINK IT'S 1 AND CHANGE OF SAVINGS VERSUS THE

BUDGET.

>> THAT FIGURE I JUST GAVE YOU IS FOR SALARY. WE PAY FOR BENEFITS ON TOP OF THAT, FOR ANOTHER 2 MILLION.

>> LIKE A 25, 30%.

>> 2 MILLION ON TOP OF THE 7.

>> SO A TOTAL OF 9.

>> ALTHOUGH IT'S 1%, SMALL MARGIN OF ERROR FOR ANY CALCULATION IS STILL 7 MILLION.

>> WE AGREE.

>> WELL, GREAT. ANYBODY ELSE? COUNCILLOR CAMPBELL.

>> JUST ONE LAST QUESTION. ON THE TOTAL, IF YOU DON'T HAVE THIS, THIS IS FINE, IN THAT COMPARISON OF THIS CONTRACT AND THE PREVIOUS ONE THAT WAS TWO YEARS AND BEFORE THAT SIX YEARS, IS THERE A BREAK DOWN AS TO WHAT THE PERCENTAGE OF THOSE COSTS ARE? SO HOW MUCH OF THAT CONTRACT TOTAL NUMBER IS GOING TOWARDS SOME OF THE STUDENT SUPPORT, SUPPORT FOR TEACHERS, SORT OF THAT FIRST YOU TALKED ABOUT, THOSE SUBSTANTIVE CHANGES IN THE CLASSROOM. HOW MUCH ARE GOING TO TEACHER SALARIES AND THEN TO SOMETHING ELSE? IF WE COULD HAVE THAT BREAK DOWN, THAT WOULD BE HELPFUL.

>> I HAVE SOME ROUGH ESTIMATES AT OUR FINGERS TIPS AND WE CAN FOLLOW UP WITH MORE IF YOU'RE INTERESTED. GIVE ME JUST A MOMENT. ONE OF THE THINGS THAT IS NICE ABOUT OUR CURRENT CONTRACT IS THAT 23% OF THE TOTAL COST OF THE CONTRACT IS FOR WHAT WE WOULD CALL NEW COSTS, NEW SERVICES. THAT'S WHERE WE PUT THE NURSES, THE PARAS FOR K-1, HOMELESS MONEY, ET CETERA. THAT PERCENT IS HIGHER THAN IT HAS BEEN IN PAST CONTRACTS. SO WHILE THE CONTRACT, IF YOU COMPARE THIS ONE VERSUS THE LAST TWO, IS MORE EXPENSIVE ON AN ANNUAL BASIS AS JUSTIN REFERRED TO IT'S MORE EXPENSIVE BECAUSE WE'RE ALSO IN THE CONTRACT PAYING FOR MORE

ADDITIONAL RESOURCES FOR OUR SCHOOLS. SO THE 23% IN THIS CONTRACT COMPARES TO 5% IN THE LAST CONTRACT AND 8% IN THE CONTRACT BEFORE THAT.

>> THEN OF THE 23%, THE LEFT OVER PERCENTAGE RIGHT, 64%, WHAT THAT IS?

>> 73. THE 73% IS TO WAGES.

>> YES, THAT WOULD BE 73. THANK YOU.

>> SAY THAT AGAIN.

>> 77% IS WAGE INCREASES.

>> SO IT'S FOR EMPLOYEES WHO ARE CURRENTLY IN THE EMPLOY OF THE CITY OF BOSTON WAGE INCREASES.

>> GOT IT.

>> THANK YOU. CAN YOU CLARIFY OF THE ENTIRE SCHOOL DEPARTMENT BUDGET, WHAT PERCENTAGE IS HUMAN CAPITAL OR TEACHERS AND STAFF AND SUPPORT?

>> OUR, THE BTU CONTRACT IS APPROXIMATELY \$600 MILLION. OF OUR GENERAL FUND BUDGET. SO THAT'S ROUGHLY HALF OF OUR BUDGET IS IN, A LITTLE MORE THAN HALF, THE SALARIES OF THE FIGURE I JUST GAVE, EXCLUDES BENEFITS. AND SO OBVIOUSLY BY THE TIME YOU ADD BENEFITS AND THEN YOU ADD SALARIES OF NON-BTU, I BELIEVE OUR TOTAL PERSONNEL COSTS ARE SOMEWHERE IN THE BALLPARK OF 75% OF OUR BUDGET.

>> PRETTY CONSISTENT OVER MANY YEARS.

>> YES. TO GET PRECISE ON THAT ROUGHLY 75, I WOULD NEED TO DIG IN TO OUR FILES.

>> BUT I JUST RECALL THAT THAT'S PRETTY CONSISTENT OVER MANY YEARS.

>> CORRECT. EMILY IN HER OPENING STATEMENT TALKED ABOUT THE FACT THIS IS THE SINGLE BIGGEST ITEM IN THE BPS BUDGET.

THAT IS TRUE, OVER HALF JUST FOR SALARIES OF THE WORKFORCE, CERTAINLY.

>> RIGHT.

>> JUST ONE LAST POINT, A QUESTION, IS OBVIOUSLY YOU GUYS FROM WHERE YOU SIT ARE LOOKING

TO MAKE A LOT OF SUBSTANTIVE CHANGES TO MOVE THE SYSTEM IN A CERTAIN DIRECTION FOR CERTAIN STUDENTS, PARTICULARLY AS YOU SEE AN INCREASE OF CERTAIN TYPES OF STUDENTS WITH SPECIAL NEEDS OR NEWCOMERS, YOU NAME IT, THE LIST IS LONG. I'M CURIOUS WHAT, AND MAYBE THAT IS FIGURE THAT COULD BE PULLED FROM JUST THE NEGOTIATING CONVERSATIONS, WHAT YOU THOUGHT THE COST WOULD BE FOR SOME OF THOSE SUBSTANTIVE CHANGES. SO FOR EXAMPLE, IF YOU GOT, IF THE HOW WORKED OUT FOR YOU FOR INCLUSION AND WHAT YOU WANT TO THE WITH INCLUSION AND WHAT YOU WANT DO WITH A SPECIAL NEEDS STUDENT, WHAT WOULD THAT COST US?

>> I HAVE NO IDEA.

THAT'S WHY I'M ASKING YOU. I HAVE NO IDEA.

PEOPLE TALK ABOUT WE WOULD LOVE TO DO, THIS GO TO DIFFERENT SCHOOLS.

BUT WHAT WOULD THAT COST US?

>> IT'S A DIFFICULT THING TO SPECULATE ON IN PART BECAUSE AS WE SAID WE WANT STRATEGIES DEVELOPED CLOSER TO THE WORK ITSELF BECAUSE WE THINK THAT'S WHAT SERVES STUDENT NEEDS FIRST. THERE ARE ALL SORTS OF DIFFERENT IDEAS.

WHAT I WOULD SAY IS WHEN WE LOOK AT COSTS WE HAVE TO LOOK AT IT BOTH LIKE WHAT IS THE BASE LINE COST IF WE MAKE A CHANGE? AND THEN IF WE MAKE THAT CHANGE IN AN EQUITABLE WAY, LIKE WHAT IS THE SORT OF RIPPLE EFFECT?

SOMETIMES THERE CAN BE ECHO COSTS THAT COME. SO FOR THAT REASON IT CAN GET COMPLICATED. DIFFICULT TO PUT A SPECIFIC NUMBER ON IT. THINK THINK THAT'S IN PART WHY WE WANT TO AVOID RIGIDITY OF THINGS BEING ADDRESSED IN A COLLECTIVE BARGAINING FORUM. NOT REALLY APPROPRIATE.

>> THAT'S HELPFUL. I THINK, I'M USING NURSES AS AN EXAMPLE

BECAUSE THAT IS BEFORE US, WHAT IT MIGHT COST THE SYSTEM IF A SCHOOL PARTNERED IN SOME CREATIVE WAY WITH A HOSPITAL NEXT-DOOR, WHO KNOWS, RIGHT? MAY NOT COST AS MUCH, IF ANYTHING, WHICH IS A NEED EVERYONE WANTS TO MEET. AND THEN IN SOME OTHER CASE OR SOME OTHER SCHOOL FOR EXAMPLE GIVEN THE FACT THEY'RE NOT SO CLOSE TO THE HEALTH CARE PROVIDER OR ONE THAT HAS CAPACITY TO SERVE THAT NEED IT MIGHT COST SOMETHING DIFFERENT TO BE ABLE TO MEET THAT NEED FOR THAT FAMILY OR THAT COMMUNITY. SO THAT'S HELPFUL.

JUST TO THINK ABOUT AS YOU GUYS ARE TACKLING AND PARTICULARLY THE NEW SUPERINTENDENT, ALL OF THESE CREATIVE AND INNOVATIVE IDEAS TO BE ABLE TO DO IN VARIOUS SCHOOLS, THE COSTS MAY DIFFER BUT THE QUESTION IS WHERE IS THE FLEXIBILITY WITH RESPECT TO BEING ABLE TO ACT IN DIFFERENT WAYS.

>> TO MAXIMIZE RESOURCES.

>> RIGHT. THANK YOU. THANK YOU. COUNCILLOR CIOMMO, THANK YOU.

>> COUNCILLOR, THE DIRECTOR GAVE ME THE NUMBERSMENT HE TOLD ME 78% IS SALARIES AND BENEFITS.

THANK YOU, DAVID. HOPEFULLY MY 75 WASN'T TOO OFF.

>> GREAT. THANK YOU. THAT CONCLUDES THIS HEARING ON DOCKET 0968 AND OWE 969. THANK YOU FOR YOUR TIME AND TESTIMONY. THIS HEARING IS ADJOURNED.