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We wanted something to get started with because we know the way we fund schools is not necessarily equitable. And just to give you an interesting data point, we use the opportunity index to allocate partnership dollars as talked about, \$5.8 million of essentially funded and it is allocated out to schools. Look at specific demographic groups and how that changed because of this new funding formula. With our partnership dollars this year, it went to schools that were 83% socioeconomically disadvantaged. And that is all above the district average.

>> I appreciate, my left question during this found. Given concentration in certain neighborhoods, where are we in terms of the equity analysis of the homebased plan? So I know this has been an ongoing issue ever since the plan has been adopted. The concern parents and advocates raised back then, by looking folks in closer to home it would limit their opportunity to attend schools that had better quality. And it seems that that is proving true by the data that you shared earlier in terms of the census. Just where are we in terms of getting that underway so we can really understand what the impact has been, what lessons have been learned, and where to go from here?

>> The study, the public reporting of the study will happen in June. We've already had some initial data that was shared for feedback about a month ago, but the final presentation will be in June.

>> And is that available, the monthago report you did? I haven't seen that.

>> We can get it to you.

>> I appreciate that.

>> Thank you Mr. Chairman, and good morning ladies and gentlemen. I do see my dear friend, whom we missed desperately at the English high school, doing a great job. We are glad you are still serving the students of Boston. A couple of brief questions for first round. Going through the department history, line item in budget books \$16.5 million increase over last year. The increase over last year about \$16.5 billion.

>> So there are I try to choose my words carefully here. We had a midyear supplement the including that and the 31 and change which is the sum mental. We had debates about how to talk about it and display the data. Given that the rising salaries is far and away the largest cost, the largest item that eats up rising revenue, we wanted to make sure we include it as part of the discussion, because this is the time of year where we get a lot of focus on the budget and we felt like putting it to the side would lose the attention.

>> OK.

So it is correct to say that \$16.5 million increase over the total FY18 appropriation, which includes the \$31 million in adjustment force the contract.

>> And I will also note that we don't currently have a contract for '19, so the \$16 million is the rising costs assuming no I know, it's the reason, you are correct absolutely.

And I just want to note the \$16.5 will go up when the next collective bargaining agreement is reached.

>> Right.

And I know we can't get into specifics, but generally how would you characterize sort of negotiations for the new contract?

>> We are inactive negotiations with the BTU, and our goal is always to have contracts settled before the current one expires.

>> Fair enough, thank you.

Going back to the early point, if you look at the budget sheet, increases all around with the exception of under current charges and obligations and equipment \$1.6 million decrease that seems to come from reserve account.

Can you talk a little about that?

Is that pension liability stuff or it's line item if you have the book open, 54800.

>> They are reserves designated for specific purposes, and designated for the end of year so we end the zero.

And last year we had a number of things in reserves including planned transportation costs.

Starting with weighted student funding concern, awaiting students arriving in the fall, that is the biggest section of the reserve.

>> Sorry to cut you off.

Walk fee through FY16 zero, FY17 zero.

FY18, 23 million that is significant.

>> Throughout the your it is transferred out of the reserve accounts and into accounts where we spend it.

The largest part teachers and professionals.

>> Did that come partially from that last year

>> No the \$31 million for teacher contract reserved on the city side, and it is added to our budget as a supplemental approvation throughout the year.

The reserves are reserves we hold.

They are more management reserves.

Identified expenses we plan to expend, but for which we haven't identified either the school or the organization department within that will manage expenditures.

The example I keep going back to is every year we predict how many students we will serve, and we try to do our best to identify which schools, programs and grades are going to be in. We hold back a certain reserve knowing that there's a portion of our enrollment that is unpredictable. In the fall the students arrive, as we start the seed assignment data, and start to allocate out to schools. We started to liquidate some of the reserve to make sure teachers and paraprofessionals are there to serve the kids when they arrive.

>> That makes total sense.

And you should have that flexibility, because things obviously can change in the middle of the school year.

How did you access funds to address those problems before fiscal year 18?

>> They were budgeted the difference in this chart is '16 and '17 are expenditure data, and '18 and '19 are budgeted amounts.

>> I see.

>> As reallocate the money from the budget line item of a reserve to a specific most cases in the permanent employees line.

>> This has more detail and add FY16 appropriations and FY16 we would see roughly \$20ish million there. That's helpful.

>> I would say the expenditure I am sorry the budget for our reserve account did go up because of extended learning time.

We hold at that money that we will pay for extended learning time in reserve.

So it increased the year we did larger extended learning time. '16 is a smaller amount.

>> We will get back to that in the next round, thank you.

>> Counselor Flynn.

>> Thank you.

Thank you everybody for giving me the opportunity to ask a few questions. Superintendent, I know you highlighted some of the factors in determining the budget would include socioeconomic issues including poverty and the it the opportunity to visit the University a week ago and talking about public health issues, in China town especially.

How is that factored in, in terms of possibly doing more outreach to students that don't speak English, or their parents especially.

Are there any specific programs that you can highlight that we could kind of bridge the gap for nonEnglishspeaking parents and students?

>> This year we made an additional investment into translation services. \$1 million in additional translation services.

And that's on top of what we have now?

>> I think it is

>> We will get that number for you.
>> OK.

>> And that is support translation not only for IEP, but parent meetings and engagement of the community.

>> How is the interaction with the parents that don't speak English needing translators to communicate with that I remember teachers checking on the status or progress of the student?

>> I think that's always a challenge.
And as much as possible we try to students try to build capacity within their own school, but we have resources essentially that can be allocated and delivered to schools when needed.
In schools in your council district, they have to do some level of translation but additional support is important.

>> And mentioned in the budget, there is some funding possibly doing a study of looking at longterm plans of the school, possibly building a new school.
Do you have any updates on that?

>> I don't have any updates, but I know that there are capital, in our capital presentation there are more details.

>> OK.
Thank you.

>> A followup on the first part.
Total budget for translation services in the FY19 proposed budget \$3.7 million.

>> And with that money, we'll be ensuring that every written communication that goes to a family about their student is in their home language.

>> OK.

>> And one concern I have, I just want to make sure that we communicate effectively with the parents, also, that may not speak English.
That's a big issue in my district.
So I just want to stay on top of that and advocate for those types of services.

>> Absolutely.

>> Thank you.

>> As it relates to the \$2.4 million investment for nurses, psychologists, social workers, can you expand on that?
In terms of the nurses, will each school have its own nurse?
Will some schools have to share a nurse?

And if they are sharing, or if they, or if they are not sharing, can we get any nurses or psychologists in certainly languages other than English as well?

>> We are, as mentioned, adding eight nurses.

We have not yet reached the stage for a fulltime nurse in every school. The recent contract raised for every school to .5, we have at least a .5 in every school.

And with adding eight more, we are getting closer and closer to having more complete nursing coverage.

I appreciate your sentiment on the language skills that we have of the staff that we're hiring in this category.

Our school committee has also encouraged to us focus on that and that will be a big priority as we hire these staff to fill these positions.

>> And I would also just add I think three weeks ago the office of human capital held a career fair for recruiting people with multiple language abilities.

So all positions, not just teaching positions, an effort to specifically reach out and recruit people who speak multiple languages and are in these positions.

And that our hearing for human capital we can talk about that.

>> What outreach would you do on that issue in regard to Cantonese or Mandarinspeaking medical professionals?

>> I can't speak of that specifically, but will I take note of that and ask in the human capital followup.

>> I have two more questions.

I was wondering, superintendent, if there's a way you know if there is a certain checklist you can establish to ensure schools sign off on a public safety plan, making sure that the school is 100% in compliance with your guidelines, with Boston police guidelines, in ensuring that evacuations are addressed, public safety issues are addressed, communication with parents, communication with Boston police.

You know, is there a certain checklist that you go over, making sure that the school is 100% in compliance on public safetyrelated issues?

>> We do.

Our office of safety effort, we are actually about to complete an audit of every single school, the physical plan, every single school looking at secured doorways, looking at doors are locked, and that will be completed shortly.

Also, our schools go through safety drills every single year.

There are checklists that the school administrators have to go through through the drills as well.

>> How is the dialogue with the Boston police, school police, yourself? How often are you having those meetings, talking about public safety issues?

>> The office of school safety was created two years ago, and the responsibility of that office is across all city agencies around issues of school safety, so that's happening.

>> Thank you.

>> Councilor Edwards.

>> A couple of questions.

I appreciate first of all the amount of work I know you have done in our district.

And Charles town and the north end, and you mentioned doing a presentation that you were working on a soft landing for schools whose population are declining.

And Boston high school does have that issue.

Can you tell me what that means by a "softer landing."

>> Actually David talking through how the process works.

>> An example of what they are seeing, there are incoming 9th grade and 10th grade cohorts are smaller than they have historically been.

That means sort of two different things for the schools.

One, you need fewer 9th grade English classes, because there are just fewer kids.

And that you can adjust relatively easily without impacting the students who remain.

They will keep the same class size, offer fewer sections, adjust the budget.

There are impacts of that, but you can sort of make that work.

The other part of the challenge when you see reduced student enrollment, you also see reduction in the total discretionary budget.

It is a per pupil number and there is less discretionary funding.

What we do, we sort of estimated for schools experiencing reduced enrollment, typically that is somewhere around 20% of the reduced fund something coming from discretionary supports.

And so that's what we're targeting with our soft landings.

We're not trying to maintain empty English classes, what we are trying to do is make sure the social work support, guidance support, other supplemental services are still there for students.

East Boston in particular, having to look up their specific intervention, but I know what the head master was thinking about in particular was guidance and some elective courses.

Making sure he can maintain the elective options for students and that's where his soft landing was focused.

>> When you say "discretionary" what is a typical discretionary thing by schools?

>> So a school has discretion over the number of guidance counselors they have.

The number of social workers they have.

They have discretion over certain types of additional course work beyond the core curriculum.

And usually family and community engagement is another area.

>> School administration?

>> School administration as well, yes.

>> I had a question about private funding and partnerships with schools. Schools are trying to create, in order to also supplement their budget, and I am really curious I know for example the Elliott Schools, being able to leverage a lot and raise funding in the area a lot due to the fact the kids that go there, their parents might have higher incomes on average.

They are able to raise maybe \$100,000 at a fundraiser.

So how does that or do you guys calculate, in terms of equity, if a school is able to leverage that much private dollars from parents to support the elementary school.

And they are getting rid of Tenacity, a popular program they can't afford to keep it, but the kids would love to have it.

When you look at the budget numbers, do you see that?

Do you compensate in some way?

>> What you are discussing underscores importance of the opportunity index and what dollars we do have at central office.

We want to make sure the schools that have that need get those dollars.

>> Are you looking at private funding that schools are able to raise on their own?

>> Yes.

>> OK.

>> And we are changing our policies this year to request reporting on that from all of our schools.

So we haven't had perfect visibility historically.

I can't guarantee it will be perfect, but we are requesting reporting.

I didn't parent organization supporting the school by spring.

>> And I want to express the work on the budget.

And schools and families list in east Boston and Charleston we have some of the highest population.

I am curious whether the bilingual bill passed, allowing for different ways of educating in one language or not is that an unfunded mandate on our schools?

Has that been helpful to our schools?

How does that impact schools?

>> We're just in the beginning of exploring how the bill will provide flexibility and programming for E.L. students.

Bilingual is a huge priority for us and creating a program for early education, and we are planning on opening a Mandarin emergent program the next couple of years.

And also the exploration of other languages as well.

But more importantly, how we serve our E.L. students in specific types of classroom environment will be more flexibility on that moving forward.

So we're in the very beginning stages of determining what the bill can do to help support young people in Boston.

>> And to give again credit where credit is due, having the Spanish track has been actually a pull, a magnet to the school for a lot of folks who want to go there.

And I do know they actually adjusted their special education to be in Spanish and I comment and I think it is great.

Thank you for your hard work.

>> Thank you.

>> Councilor Flaherty.

>> [Speaking away from mic] giving to principles the discretion and the tools they need as they are seeing things unfold in their school site.

>> That's correct.

>> And that's something obviously I supported from day one, giving the principles autonomy to make the decisions as they see fit for the school. And we also need to hold the principals accountable and making sure they are held accountable for decisions they make for the student body attending their school.

At some point we have to get around talking about academic excellence.

We talk about the extraneous issues.

It has become a business.

We continue to see the budget numbers increase every single year.

We do have a lot of success stories within the Boston public schools to celebrate, to talk about, but I think we sometimes get caught up in some of the semantics and some of the minutiae opposed to realizing we in a global economy and everyone else seems to be going right by us.

So I would love to hear about academic excellence, like to talk about celebrating the success stories we have, and also recognizing some of our deficiencies and bringing those schools up to par and beyond so that we can provide an education for the next generation that will be competing in the global economy.

There is lots of stuff, great things happening in the city.

All of the companies want to come here.

We Boston of having the best colleges and universities in Boston and want to make sure the kids who attend Boston public schools have access to those great college universities.

And also to be able to jump right into the work force.

It seems every year we invite tens of thousands to come to Boston to get a great education.

Years past they would get the diploma across the stage and get on a plane and head back to where they came from.

Many of the folks are now staying because the economy is great and job market is great.

But if you are living in the neighborhoods of Boston, attending Boston schools, living in public housing.

You driving by those companies and you see and read all the activity happening, but you don't have access and you're not able to participate because you can't compete.

So I really want to start to focus on academic excellence.

Have the beneficiary of attending Boston schools and BC high and and it was about academic excellence and hope that the children of Boston will start to focus on academic excellence and allow them to compete.

That is tie today in discretionary funding.

If we can touch base on the overtime, a fiveyear snapshot, fiveyear analysis of the overtime and if you can touch on that.

Where it is coming from, what it means, what are the trends you are seeing.

Like my colleagues I was listening in my office, concerned about cuts to state aid, but there doesn't seem to be a formalized, organized campaign.

And I ask you, BPS to lead the effort along with the mayor and city council to get the message up to Beacon Hill.

The cuts are devastating to the capital city here and ask you to reconsider it.

They are important funds for us to educate our children, to put the best product we can online, but it seems we are on separate silos.

City council is advocating, and the mayor exercising his leadership if we came together and literally formalized and organized effort up at Beacon Hill I think hopefully we might turn the dime and get more funds from state aid.

Those are my three issues as we do the overview.

Thank you, superintendent.

>> Thank you.

>> The question on the overtime, so our overtime history includes in it, the stipend accounts, and the stipends are amounts given to employees for specific work outside of their job description.

Which for teachers is usually paid at a contractual hourly rate.

The stipend positions, they can include extra tutoring work.

Support for afterschool programs.

It can include teacher leadership sites.

The whole array of types of stipends that schools give out.

A lot of decisions around stipends are made at the school level for schoolspecific programs and needs.

The other thing that is included in the stipend amount, the overtime amount, is a particular category of extended learning time payments for our pilot schools.

And some of our turnaround schools.

We have a number of different ways in which the day is extended in our district.

Schedule A we refer to as the latest negotiation, part of the employees the teacher's salaries.

In other cases we pay via stipend.

And you see pretty steady trends in terms of the amount we expended over the last few years in stipends.

And in terms of overtime, we have overtime for custodians.

Something that is usually done in the summer to prepare schools for the fall semester.

And so you'll see a lot of overtime work being done then to ready our schools and do projects to get schools open for the fall.

>> Can you explain to me, like what is an external FTE?

And I noticed this, a drop in the external FTE from 600 to 545.

So we dropped I believe 55 external FTE's, but the overall number has gone up 300,000.

>> In this case the external FTE refers to the FTE's paid on external funds or grants.

And so our large grants, including entitlements are included in that category.

Budgeting working with schools, they are taking an all fund approach, looking at total dollars, trying to make decisions around where and how to budget particular positions.

Two things have led to schools moving positions off of general funds, or excuse me off of external to general funds.

The first is external funds offer flexibility for use in contracts and supplies.

So as they start to think of how they want to spend their money, whether it is on title I or the general fund appropriation, they are thinking about having more flexibility on title I for supplies and things like that.

The other thing, we have a policy that our external funds for schools they need to pay for benefits as part of it a way to sort of control the FTE expansion overall.

As schools get more dollars allocated through new things like the opportunity index, they start to recognize the full cost of positions when they add it, and the full liability to a city.

As a result, schools will often move positions off of external funds onto general funds to make sure that they don't they aren't incurring the extra costs.

>> Why is external FTE's costing more money?

Many think it is less.

>> Less external means less money for the school, the way we do benefits. If the one FTE is on the internal they pay for the benefits.

General we pay.

It is a practice we have.

>> I have some information request actually.

We have approximately 125 schools in the system.

Can you provide us with the breakdown of the number of level I, II, III, IV, and V's?

I would also ask that we talk a little bit about staffing level.

Just fivetoseven year trend of staffing levels.

But external and operational.

>> Councilor, I believe the staffing level numbers you are looking for is in the packet under the FTE, the personnel information, fiveyear analysis of fulltime FTEs and those are mices not budgeted positions.

That shows staffing levels over the last five years.

Is that what you are looking for?

>> Yeah.

Can you talk a little bit about as we approach the end of the school year, the excess pool and how we're managing that?

>> Yes.

When our office of human capital is here, they will have a lot more data. But we are in our second year of working very closely with finance and the office of human capital to make sure we can keep everything that has been good about our early hiring initiatives, while contains the costs. So at this time of year, the office of human capital is watching very closely what they call PTA's, program placement areas and looking at how many open positions we have in computer teachers, how many open positions we have.

How many internal candidates we have.

They make a decision when to close each PPA to internal hiring.

The practice last year at this time sorry, we are in our third year of it now.

Two years ago at this time really helped contain the cost of the earlyhiring initiative.

It is not without some implication for schools or they would love a choice between external and internal candidate up until the last minute, but it allows us to still allow opening hiring to internal and external candidates while shrinking the excess pool.

>> We are attempting to manage that.

>> Absolutely.

In the FY17 budget we proposed a reduction of a couple of million dollars in the earlyhiring budget.

We realized that successfully for three years in a row now, and I think as I said see the benefits of the program.

>> I believe this was asked yesterday, but just for the record, no plans for any consolidations are closing in the FY19 budget?

>> We have one school that is being proposed for a school closure, Dorchester it now has 16 students and the vast majority graduate and it will close.

>> A hand full of students left.

>> I believe 16.

>> 16 students.

The \$2.4 million investment in SCL, can you give us a break down?

Is that staff members?

Is that programming?

What is the \$2.4 million?

>> The current plan is for that to be entirely BPS staff.

On the first page of the investments section.

Eight nurses, seven psychologists, four social workers and a director of social work.

And I want to make sure we are having dialogue with our wonderful Boston partners but the plan is for them to be BPS staff.

>> In my neighborhood a great community health that partners with elementary schools and Kto8.

Lastly information, can you give me fiveyear window of enrollment by grade.

>> Yeah.

>> And that's it.

>> Thank you.

I have a few questions to followup on my colleagues' questions and I think this might be an interesting one for information for either the hearing that will be upcoming.

Where we have our nurses, less than one nurse in a school building for next school year, I am curious about the health needs of the children in the school.

I am a proponent of one fulltime nurse in every school building, and understanding some of our schools have multiple or a spreadout campus. And I am considered in any of the health needs of the chronically ill students that may be in the building without a fulltime nurse.

Diabetes and other illnesses, I think it is really important.

And I think it could be related to a conversation about the role of health centers in our schools across the city.

I want to back up I will continue on that.

School psychologists and social workers in our building, do we have an idea how they're sharing their workload?

How much of that is being spend on evaluations, versus providing direct services?

How much of those services could be reimbursable.

And some of the work that they provide can be build to health insurance and that hope gets put into a general fund.

Can we look at redirecting it to school budgets?

I think it makes sure that the billing is appropriate and accurate and we are following through with it.

I am on the board of my local health center and we do case studies and find that local medical professionals don't always check all the boxes for services they provided some we are not being reimbursed fully for services we are giving.

We could leave money on the table for as far ass.

If it went back to the individual school community I think we would see a more accurate accounting system of those dollar amounts.

But I do think it's really important our behavioral health, mental health specialists are able to provide services and not just do evaluation, in addition to the one fulltime nurse.

>> Councilor O'Malley asking questions about the specific dollar amounts in the budget.

We are talking about this increase, changes between what was adopted last year and proposed for next year.

We haven't considered any overruns in the budget.

What do we see as overruns in the current FY18 budge that's would actually shrink what this additional investment is?

>> So we look at the current fiscal year of '18 will close on budget, will not have overruns for the current year.

There are, as you expect every year, we do our best to budget and there are places we spend a little more and a little less. As you know, we've talked about with this body, we are spending more in transportation than we budgeted for and we're spending a little less in a few other areas like benefits.

And those are offsetting.

We are offsetting approximately the \$6 million from transportation and other areas?

>> The number has come down since the last presentation. But yes, we are offsetting it in other areas.

>> It seems like a significant gap.

>> It is.

>> And I can't imagine there aren't overruns in other departments.

>> We also have overruns FNS, and other places where we have a smaller surplus than projected.

The two big areas in benefits and salaries.

The payroll is \$700 million I am giving the number off the top of my head.

We had a very slight uptick, especially the beginning of the year vacantly rate.

Growing 2% to 2.2%.

Not just a difference in service levels or policies, as the year goes on we watch that very closely.

Benefits are coming in below projections.

I am trying to think off the top of my head.

Substitutes are coming in below and that is offsetting it.

>> And that's why I think it would be helpful and we talked about this offline, to understand the real dollars spent opposed to what is adopted year after year after year.

Vacancy rate in the district, is that cost from teachers?

And are we doing with those?

If there is a vacancy with a teacher, a fullyear sub.

Are those trained subs?

certified subs?

Are our kids getting a real classroom experience?

>> So the office of human capital this year actually made a concerted effort to offer more contracts by the 12/1 deadline for longterm leaves. Part of the reason we think we are seeing a slight decline in substitutes is because positions are being filled when they would have remained vacant for the remaining part of the year.

Those circumstances are when we know that the teacher is out on leave for the rest of the year, if it's before a certain date, we will offer our temporary contract to that employee so that they can have a predictable highquality person teaching them for the year.

And so they're also doing more management in terms of their subs.

I know certain schools, through the new sub system it are being able to identify which subs they want to use on a regular basis.

So they can call the people in and manage the quite of quality of people coming in.

>> And consistency in the school when they do that are we supporting the substitutes?

That may be a question for human capital or somebody else, just to make sure although they are getting a contract in a classroom.

That they have the supports they need to provide the full experience to our kids.

>>I will refer that to Emily and have her address that.

>> And the other followup.

Councilor talking about support to families, and we need that.

70 languages speaking in BPS.

What about the active work of engaging families?

Not just sending a translated letter.

The outreach that helps through the engagement office, whether it's prior to initial moments, but while the kids in school, how do we engage with native and nonEnglish speakers.

>> We are going through a reorganization in our office to prioritize some investment into neighborhoodbyneighborhood BPS liaisons who know schools, partners in the neighborhood.

We are doing some largesystem initiatives, but also at the same time need to support schools and their engagement of with parents and community as well.

By June 30 we will have a new support structure in place in the office of engagement and that is led by the superintendent of engagement.

>> And really should be more than just engaging parents in a parent or family council and the schoolside counselor, real true engagement.

If you are getting training on being a member of a school council you are already engaged and showing up at school.

Really engaging families in a meaningful way.

I don't know where I am on my time.

I will ask one more question.

Asking about school closures and I wonder this is my third budget now we see an increase in school spending, seeing decline in student enrollment.

I am not a proponent of school closures, but I know it is a conversation we have to actively engage in for the future of the district.

Whether it is school closures or consolidations, is there a constructive and thoughtful analysis happening in any way that is ready to be a public conversation?

>> As part of the go BPS we will be making analysis later this year around an advisory committee that will help us facilitate that many of these conversations.

We should be around school reconfiguration.

And we have too many seats and need to invest in buildings in parts of the cities where there is more demand.

We also know there are some schools that would benefit, some K5s that would benefit from adding a sixth grade for consistency sake.

And so all that, the next set of engagements will launch at the end of this year.

>> All right I know enrollment drives a lot of those conversations. I hope that families, who choose not to enroll in BPS, I hope we actually engage with them and ask them why. It is important to understand what is missing or what we are not doing to support families so they either remain or enter BPS.

>> Thank you.

>> Good morning.

Thanks for coming out.

Sorry to come late, I missed the presentation.

Can you just talk a little bit about Dorchester Academy, how that what that is going to look like.

Where are the students going, teachers.

And after that, maybe what it is going to look like for the Fenway not Fenway, but the Arts Academy coming over.

The timeline closure and how is the academy coming over.

Talk about that a bit, please.

>> Dorchester Academy is a level five school.

It was previously open enrollment when it went into turnaround status it was a joint partnership with to operate the school.

Became primarily a school that served alternativesetting students.

Many of the students are older students not far away from graduation.

We have seen studies decrease in enrollment in that school over the years and this year currently we have 16 students left at this school.

>> 16?

>> 16.

Many of the students enrolled at the beginning of the year fully graduate graduated.

We have dedicated teachers.

And key are keeping them together and working on offtrack youth.

And it was a program constructed with the educators at the school.

They will be physically located at Excel high school

>> Excel Boston high school?

>> Correct, and serving offtrack youth at that school.

There are many object oftrack youth at that school.

And it will be occupied by the Boston Arts Academy while it goes through its construction efforts.

There are renovations that will be done this year.

That school will be located with cash and it is in process.

>> Cash on the right side and arts on the left.

What do you need to get ready for the arts academy this September?

>> I don't have all the details, we will provide it to you.

Important renovations are needed to make sure they have the type of space needed for performing arts.

>> And they will be there in September?

>> Correct.

>> OK.

There was one thing that seems to be happening a lot, and I don't know if it's because we are changing the way we look at taking care of the facilities.

I have gotten some complaints, not a whole lot about not having money for sort of maintenance budget issues.

Are we kind of clamping down at the end.

Fiscal year here now?

Are we changing the way we do business, or the maintenance contracts?

Like normally when the money runs out on the contracts, there is I don't know if it is supplemental money that's there to be allow for the repairs that need to happen.

And a couple of calls, not a whole lot, about no money there for whether if it is doors that need locks or don't need locks, that sort of stuff.

Is there like can you talk about that a little bit?

Talk to that?

>> If what you are hearing refers to locks?

>> No, it wasn't.

>> That one of course is in an area that we had a lot of interest and attention in recently.

And we are make a substantial proposal in the budget for that.

Looking at our CFO.

Outside of that not aware of reduction in those service this is year.

>> With the contracts and the way I believe they worked or do work, if a contract is say for \$1 million for plumbing work, and that \$1 million runs out in March

>> Right.

>> but there is still plumbing that needs to happen in April, may and June, that is not going to happen.

Is that the case?

Or sorry you bring you down, John.

>> That's OK, councilor.

These maintenance projects happen through different funding streams. Not just security upgrade, but some the capital budget where there is funding for specific projects or other critical affairs we have capital funds for.

For those other daytoday maintenance problems I think you are referring to, we to have funds for those.

Typically by the end of the school year, really starting this time of the school year we wind down what we have funds available.

Most of the work happens in the summertime because we are trying to do as much as you can when school is not in session.

So the lion share of the funds for maintenance projects are spent during the summer months from July 1 to when school begins. As of know what we are trying to do is prioritize those projects that are still coming to us through a lens of student safety or staff safety and other, you know, important projects that really need to be prioritized above others. So there is still funds available. Sometimes we get requests that maybe aren't as critical as others, and those are put more to the back burner so we spend money for projects privatized.

>> And I see a bullet point about targeted highimpact investment in technology, training and innovation and one is becoming a man, and then there is the
>> Page 22.

>> 22, yeah.
Can we talk about a couple of those investments, becoming a man and whatever else the targeted investments are.
Can I get more of an understanding of those, please.

>> Becoming a man is a program that was first designed and implemented in Chicago.
The research there that the impacts it can have on young men of color, they work with some of the most vulnerable students.
The research incredibly compelling and we partners with a number of private funders who wrote large checks, and we are appreciative bringing them to Boston.
They are in a couple of schools and expanding to add I think four more schools to bring us to a total of six or seven for next year.
We will have a counselor in each school.
They technically work with cohorts that are around 40 to 50 students I believe in each school.
And it's an intense counseling model, mentorship model to work with atrisk young men of color.

>> So it's not a oneyear
>> No.

>> If a young man is in it in the third grade.

>> It is high school only.

>> High school only, OK.

>> Yep.

>> And moving on to middle schools.
Typically young men are in the program for three years.

>> OK.
So like if they start in middle school it will be available for three years to them?

>> Our pilot program had been in a high school.
For example, English, and they start in 9th grade and that is participating in band circles.
It is literally a daily intervention for young people.

>> Can you talk about excellence for a while?
That is another investment.

>> YEAH.
WE ARE CURRENTLY IN THIS SCHOOL
YEAR IN THE SECOND YEAR OF ESA,
WHICH I THINK AS YOU KNOW IS THE
4TH, 5TH AND GOES TO 6TH-GRADE
PROGRAM NEXT YEAR.

WE PROVIDE ADDITIONAL
RESOURCES
TO THE PARTICIPATING SCHOOLS TO
INCREASE RIGOR AND ENRICHMENT.
STUDENTS HAVE ARC ACCESS TO
THINGS LIKE WORLD LANGUAGES,
ROBOTICS, OTHER PROFESSIONAL
DEVELOPMENT FOR TEACHERS.
WE ARE TRACKING THE DIVERSITY OF
THE STUDENTS WHO PARTICIPATE,
AND ALSO AS A PROGRAM EVOLVES,
LOOKING AT THE ACADEMIC
OUTCOMES.

WE SUCCEEDED IN THE FIRST GOAL,
WHICH IS MAKING A PROGRAM THAT
REFLECTS THE DIVERSITY OF THE
STUDENTS OF BOSTON PUBLIC
SCHOOLS, AND THE DEMOGRAPHICS
REFLECT THAT.
AND WE HAVE OUTCOME GOALS AS
WELL.

>> IS THAT IN CONJUNCTION WITH
ADVANCED WORK?

OR IS THAT REPLACING ADVANCED
WORK?

>> IT IS SEPARATE FROM ADVANCED
WORK.

>> TWO SEPARATE THINGS.

>> ABSOLUTELY.

THE QUESTION PACIFIED -- THE
QUESTION WAS ASKED EARLIER IF
THE TWO ARE A TRADEOFF.
IT IS NOT.

WE HAVE NOT MADE AN ATTEMPT TO
SHUTDOWN THE PROGRAMS.

WE TALKED ABOUT BRIEFLY BEFORE,
THE FEW OF THE PROGRAMS ARE
EXPERIENCING REDUCED DEMAND.
SOME FAMILIES ARE KEEPING THE
STUDENTS IN THE ELEMENTARY

SCHOOL THAT STARTED AND NOT
MOVING THEM TO SCHOOLS WITH AWC.
WE THINK IT IS GOOD LONG-TERM
BUT WE HAVE A NUMBER OF AWC
PROGRAMS THAT ARE NOT ATTRACTING
ENOUGH FAMILIES TO BE
SUSTAINABLE.

>> THANK YOU.

>> SO I HAVE A COUPLE OF ITEMS
THAT I WILL JUST KIND OF LIST
ALL AT ONCE TO MAKE SURE I GET
THEM ALL IN IN MY TIME, IF
THAT'S OK, MR. CHAIR.

THE FIRST THING I WANTED TO SAY
WAS, AND BUILDING ON WHAT
COUNCILOR FLAHERTY SAID EARLIER
ABOUT THE CHARTER SCHOOL
REIMBURSEMENT.

THE FIRST TIME I TESTIFIED
BEFORE THE SCHOOL COMMITTEE AS A
COUNSELOR THAT IS IT A SITUATION
I RAISED.

AND I CAN'T SAY ENOUGH THERE
THAT THERE IS A CAMPAIGN TO MAKE
SURE THAT BOSTON GETS WHAT IT
NEEDS FOR OUR CURRENT CHILDREN.
A COUPLE OF THINGS THAT I
NOTICED WE DIDN'T TALK ABOUT
HERE THAT I WOULD LIKE TO HEAR
SOME THOUGHTS AND THEN I WILL GO
ON TO SOME QUESTIONS.

ONE, MADISON PARK, WHAT IS THE
INVESTMENT IN MADISON PARK HIGH
SCHOOL?

I DID NOT SEE ANYTHING HERE IN
TERMS OF SPECIAL EDUCATION,
SUB-SEPARATE AND WHAT IT MEANS
PARTICULARLY FOR BLACK AND
LATINO BOYS.

AND I KNOW WHEN YOU FIRST CAME
TO TOWN, DR. CHANG, I SAT ON
YOUR TEAM AND A REPORT
HIGHLIGHTED THAT AS AN ISSUE AND
I AM DEEPLY CONCERNED THAT IS
FALLING THROUGH THE CRACKS AND
THERE IS NOT ENOUGH ATTENTION TO
DEALING WITH THAT POPULATION AND
DOING SO IN A THOUGHTFUL WAY
DOESN'T JUST PUT KIDS INTO THE
CLASSROOM, YOU HAVE TO DO
INCLUSION IN THE RIGHT WAY.
AND DUAL-LANGUAGE EXPANSION, I
AM A BIG PROPONENT OF MAKING
SURE WE HAVE MORE DUAL-LANGUAGE

PROGRAMS.

NOT JUST AS A STRATEGY FOR
EDUCATING ENGLISH-LEARNERS, BUT
THE IMPORTANCE OF ALL STUDENTS
HAVING THE OPPORTUNITY TO BECOME
FLUENT IN DIFFERENT LANGUAGES.
IN TERMS OF BUILDING ON WHAT
SOME MIGHT HAVE COLLEAGUES SAID
EARLIER, I THINK PAGE 16, 20
POSITIONS.

HOW MANY OF THOSE ARE FTES?
AND IF YOU COULD TALK ABOUT THE
ACTUAL NEED.

WHAT IS THE NEED FOR HAVING
SCHOOL NURSES?

HOW DOES THIS HELP US GET TOWARD
MAKING SURE THAT WE'RE GETTING
TO WHERE WE NEED TO BE?

EXCELLENCE FOR ALL, MANY PEOPLE
HAVE ASKED ALREADY, I FORGET
WHAT PAGE THAT WAS.

PAGE 20.

IF YOU COULD TELL US OF THE 4TH
GRADE CLASS, HOW MANY CHILDREN
ARE NOT EITHER IN EXCELLENCE FOR
ALL OR AWC?

I AM INTERESTED IN WHO IS THAT
THIRD TIER THAT IS MISSING?
AND K-1 EXPANSION.

AGAIN WHAT IS THE OVERALL NEED
COMPARED TO THE DEMAND?

HOW MANY CHILDREN ARE ON WAIT
LISTS OR WANT ACCESS TO K-1
SEATS AND ARE NOT GETTING THEM?
SO AGAIN, I APPRECIATE THE
INVESTMENT.

TESTIFIED AGAIN, ADVOCATED FOR
SELL WELL, K-1 EXPANSION, AND I
APPRECIATE THE INVESTMENT, BUT
WHAT ARE THE GAPS?

I AM INTERESTED IN UNDERSTANDING
THE GAPS, THANK YOU.

>> WE CAN START TICKING THROUGH
SOME OF THOSE.

I'LL SAY A FEW THINGS ABOUT SUB
SEPARATE.

DAVID IF YOU WANT TO HIT MADISON
PARK AFTER THAT, THAT WOULD BE
GREAT.

IT WAS A LITTLE VARIED IN HERE,
BUT I MENTIONED THAT WE HAVE AN
INVESTMENT IN MTSS, MULTI-TIERED
SUPPORT.

AND I SAT IN FRONT OF THE SCHOOL

COMMITTEE WITH A SLIDE SHOWING SIMILAR DATA TO THE REPORT YOU ARE REFERRING TO THAT SHOWS THE DISPROPORTIONATE PLACEMENT OF BOYS OF COLOR IN SUB-STRAIGHT CLASSROOMS WITH SPECIFIC ACCESSIBILITIES.

AND WE THINK OF LONG-TERM FINANCIAL PLANNING IT IS NOT JUST ABOUT SAVING MONEY, BUT WHERE DO WE SPEND THE MONEY AND WHERE DOES IT HAVE THE MOST IMPACT?

AND I DON'T THINK ANY OF US THOUGHT ABOUT SPENDING MONEY TO HAVE BOYS IN A SUBSEPARATE CLASSROOM IS WHAT WE WANTED FROM THAT POINT OF VIEW.

IN RESPONSE TO THE WORK WE DID, WE WERE PARTNERING VERY CLOSELY WITH SPECIAL EDUCATION.

AND THEY WANTED TO MARRY INCLUSION WITH PREVENTION.

AND SO WE HAVE INVESTED HUNDREDS OF THOUSANDS OF DOLLARS IN WHAT THE SPECIAL EDUCATION TEAM CALLED MTSS, MULTI-TIERED SYSTEMS OF SUPPORT.

THAT IS ABOUT MEETING KIDS WHERE THEY ARE AT IN PRE-K, K, FIRST, SECOND GRADES BEFORE THEY GET AN IEP, BEFORE THEY END UP IN A SUBSEPARATE CLASSROOM.

AND WE BOUGHT CURRICULUM AND DOING TRAINING IN PROFESSIONAL DEVELOPMENT FOR TEACHERS.

WE'RE TRYING TO GET COVERAGE OF AS MANY CLASSROOMS AND TEACHERS ACROSS THE DISTRICT AS WE CAN.

WE'RE MAKING PRETTY GOOD PROGRESS.

AND THE TOOLS THAT WE'RE PROVIDING IN THAT INVESTMENT ARE BOTH ON LITERACY AND SOCIAL AND EMOTIONAL SUPPORTS.

BECAUSE THOSE ARE THE TWO REASONS THAT THE TEAM IDENTIFIED THAT ARE MOST LIKELY THE TRIGGERS THAT ENDED UP WITH A STUDENT GETTING IEP AND EVENTUALLY ENDING UP IN A SUBSEPARATE PLACEMENT.

I UNDERSTAND TO SAY HOW STRONGLY WE AGREE WITH THE ASSESSMENT

THERE.

WE ARE ENTERING INTO A SECOND YEAR OF THIS CONCERTED EFFORT. AND THE ACADEMIC, SPECIAL EDUCATION TEAMS ARE SITTING HERE FOR THEIR HEARING, I WOULD LOVE TO GO INTO MORE DETAIL AND THEY CAN BE MORE ELOQUENT ON THE EFFORTS THERE.

>> YOU DID A GOOD JOB.

ONE THING I WOULD ADD, THIS YEAR WE STARTED THE INCLUSION TASK FORCE AND MADE IT OUR SUPERINTENDENT'S WORKING GROUP. AND SO WE HAVE EDUCATORS, ACTIVISTS AND LEADERS ALL AT THE TABLE TO HELP US EXPAND INCLUSION APPROPRIATELY THROUGHOUT THE DISTRICT.

>> DO YOU WANT TO TAKE MADISON PARK?

>> SO MADISON PARK IS PROJECTED TO HAVE A SLIGHT DECREASE IN ENROLLMENT FOR NEXT YEAR. AND THERE'S SOME GOOD NEWS IN THAT, WHICH IS SORT OF THE DECREASE BE ENROLLMENT IN MADISON PARK APPEARS TO HAVE SLOWED.

THEY WERE SEEING MUCH MORE SIGNIFICANT DECREASES IN YEARS PRIOR.

THE DECREASE IS OFFSET SLIGHTLY BY AN INCREASE IN NEEDS AT THE SCHOOL.

SO ACTUALLY FUNDING IS UP. THE NUMBER OF FTE IS FLAT. EACH AS ENROLLMENT HAS DECREASED VERY SLIGHTLY.

PROJECTED TO DECREASE BY ABOUT 23 STUDENTS FOR NEXT YEAR.

>> DAVID, NOT TO PUT YOU ON THE SPOT, DO YOU HAPPEN TO HAVE THE NUMBERS YOU PULLED FOR THE PRESS INQUIRY ON SPENDING FOR MADISON PARK?

>> I CAN --

>> WE HAD AN APPRECIATION INQUIRY AND I WILL GIVE THE HIGH LEVEL.

>> YEAH, WE CAN FORWARD SOME OF THE INFORMATION.

ONE OF THE QUESTIONS WE GET ASKED OFTEN IS TO COMPARE

MADISON PARK TO REGIONAL
VOCATIONAL-TECHNICAL SCHOOL IN A
LOT OF OTHER PARTS OF THE STATE.
WE DON'T SEE THE IN-DISTRICT
VOCATIONAL SCHOOLS LIKE WE HAVE
HERE IN MADISON PARK.
YOU SEE THE REGIONAL SCHOOLS
PULLING TOGETHER STUDENTS FROM
MULTIPLE DISTRICTS TO DO
VOCATIONAL EDUCATION.
MINUTE MAN IS AN EXAMPLE OF ONE.
T÷ A NUMBER 5 CROSS THE
STATE.

THE CHALLENGE IS THEY OPERATE AT
THEIR OWN LEA, OWN SCHOOL
DISTRICT OF ONE SCHOOL.
WHEN WE LOOK AT THEIR BUDGET IT
HAS BENEFIT COSTS,
TRANSPORTATION COSTS.
IF YOU LOOK AT MASS AND PARKS
BUDGET YOU DON'T SEE.
WE TRY TO DO THE COMPARISON
EARLY IN THE YEAR TO SEE HOW THE
MASS AND PARKS BUDGET STACKS UP.
OUR ESTIMATE WAS THE SECOND OR
THIRD HIGHEST FUNDED OF ALL OF
THE SCHOOLS.

>> NOT ALL OF THE PROGRAMS HAVE
THE DEMAND TO KEEP THE PROGRAM
FULL.

>> AS ENROLLMENT HAS DECLINED
WE'RE KEEPING THE PROGRAMS OPEN
WITH ADDITIONAL FUNDING.
THERE IS THE PART THERE SHIP RAN
BY --ñr EXCUSE ME MY BAD MY SON
PARK GIVING ACCESS TO COMMUNITY
COLLEGES IN BOSTON.

I BELIEVE RCC AND BUNKER HILL.
TO BEGIN ASSOCIATE LEVEL COURSE
WORK WHILE THEY'RE STILL IN HIGH
SCHOOL.

BOSTON LINE OUR COMMITMENT IS
SUBSTANTIAL.

I THINK WE CAN HAVE ON GOING
CONVERSATIONS WHETHER THE MONEY
HAS BEEN SPENT THE RIGHT WAY.
I FEEL CONFIDENT WE'RE INVESTING
SIGNIFICANTLY IN MADISON PARK.

>> -- GETTING IN THE WEEDS HERE
FOR INDIVIDUAL SCHOOLS.

WE WILL HAVE MANY HEARINGS TO
DISCUSS INDIVIDUAL SCHOOL
BUDGETS AND FUNDING.

IT'S ALL IMPORTANT.

I WANT TO CAUTION EVERYONE WE WANT TO STAY AT THIS LEVEL AND NOT GET INTO THE WEEDS.

>> IF YOU CAN SPEAK TO THE K1.
>> YES I WOULD BE HAPPY TO TAKE. THAT WE HAVE WORKED CLOSELY WITH THE MAYOR AND HIS TEAM ON A STUDY OF WHAT IT MEANS TO HAVE EXCELLENT OR EDUCATION IN BOSTON.

AS YOU MAY HAVE HEARD BEFORE WE THEY THINK WE HAVE A QUALITY ISSUEñr NOT A ACCESS ISSUE. WE'RE WORKING VERY HARD TO HAVE A LONG-TERM PLAN THAT EVERYñr FOUR-YEAR-OLD IN THE CITY HAS ACCESS TO A HIGHER QUALITY K1 SEAT WHETHER IT'S BPS OR ELSEWHERE.

THIS YEAR REPRESENTS THE FIRST YEAR IN A COUPLE OF YEARS WE HAVEN'T MADE BIG STRIDES IN THE NUMBER OF OUR K1 SEATS IN BPS. THAT'S IN PART BECAUSE WE NEED TO FIGURE OUT SPACE NEEDS FIRST. WE NEED SPACE IN THE NEIGHBORHOODS AND SCHOOLS WHY WAS KIDS WANT TO GO.

WE NEED TO MAKE PROGRESS ON THE BPS TO FREE UP SPACE TO CONTINUE OUR K1 EXPANSION IN BPS.

>> IF YOU CAN SPEAK TO THE NEEDS FOR THE FAMILIES APPLYING FOR K1 SEATS AND DON'T GET A SEAT, HOW DOES THAT DEMAND COMPARE TO WHAT IS AVAILABLE.

>> I DON'T HAVE THE TOTAL NUMBERS OF THE TPHAPBD. ONE WAY WE LOOK IS THE COMPARISON TO K2 AND GRADE ONE. WE HAVE RIGHT NOW ROUGHLY P THOUSAND STUDENTS BEING SERVE IN K1 SEATS.

THE NUMBER OF K IT STUDENTS IS 4200 YOU SEE A CREASE OF ABOUT 1300 SEATS.

WE NEED AN ADDITIONAL 1300 SEATS TO OBSERVE ALL THE KIDS.

WE SEE A INCREASE IN THE NUMBER OF STEWED EPBGTS LOOKING TO ENROLL IN BPS AT GRADE ONE. YOU SEE THAT BECAUSE K2 IS UNIVERSAL.

THEY'RE GUARANTEED A K2 SEAT.

GRADE ONE IS THE FIRST YEAR
SCHOOL IS REQUIRED.
YOU HAVE TO BE ENROLLED IN
DECEMBER BY THE YEAR YOU TURN 6.
YOU SEE A JUMP OF KIDS EACH YEAR
SOMEWHERE BETWEEN 5 AND 10% OF
STUDENTS INCREASING
PARTICIPATION.
BASICALLY WHAT WE SEE IS
FAMILIES, NOT ALL FAMILIES
CHOOSE K1.
FOR MY EXPERIENCE A NUMBER OF
FAMILIES I TALK TO AND FRIENDS
OF MINE WHO THINK A FULL DAY K1
PROGRAM AT 4 YEARS OLD IS A LOT
FOR STUDENTS AND THEY WANT TO
WAIT.
WE THINK WE NEED SOMEWHERE.
IF WE SERVED EVERYONE IN BPS
DEMANDING A BPS SEAT AROUND 4000
SEATS, THE ORIGINAL ESTIMATE.
THOUGH I WANT TO MENTION WE'RE
NOT LOOKING TO NECESSARILY SERVE
ALL STUDENTS IN BPS SEATS.
WE'RE LOOKING AT PARTNERING WITH
COMMUNITY BASED PARTNERSHIPS AND
QUESTION HAVE A PILOT BASED
PROGRAM TO ALIGN THE K1 PARTNER
PROGRAMS WITH BPS SCHOOLS FOR
ENROLLMENT.
SO FAMILIES CAN GET SOME OF WHAT
THEY WANT, A PREDICTABILITY IN
THE ENROLLMENT OF STUDENTS AND
MAINTAINING COMMUNITY BASED
PROGRAMMING.
THEY DON'T FEEL THEY'RE MISSING
OUT ON ACCESS TO HIGH QUALITY
SCHOOLS OR NOT ATTENDING BY NOT
ENROLLING IN SK-RBGS IS.
THAT'S A FEAR.
ENROLL K1 OR MISS OUT ON THE
SCHOOLS.
IT'S ENTRY GRADE.
THERE ARE MULTIPLE WAYS WE'RE
TRYING TO LOOK AT THIS AND WORK
TO STRENGTHEN THE PROGRAMS,
INCREASE PREDICTABILITY FOR
FAMILIES AND SERVE FAMILIES IN
THE SETTING THEY'RE LOOKING FOR.
>> THANKS.
COUNSELOR FLYNN.
>> -- COLLEGES AND UNIVERSITIES
PROVIDE MANY SCHOLARSHIPS TO BPS
GRADUATES.

WHAT IS, WHEN A STUDENT IS IN COLLEGE WHAT IS THE GRADUATION RATE FOR THOSE STUDENTS?
>> THE LAST STUFF OF THE DATA WE RECEIVED WAS FROM THE COHORT GRADUATING FROM 2014. GRADUATION RATE WITHIN SIX YEARS IN COLLEGE WAS 52%.
>> IS THAT A SUCCESS?
>> 48% ARE NOT.
I WOULDN'T SAY SO.
THE NATIONAL TREND WITH IT IS PRETTY IMPRESSIVE.
>> OKAY.
COUNSELOR BAKER THIS MORNING WAS AT A SUBSTANCE ABUSE PUBLIC SAFETY MEETING IN SOUTH BOSTON SURROUNDED BY TWO PUBLIC HOUSING DEVELOPMENTS.
I WAS WONDERING WHAT SERVICES DO WE HAVE FOR STUDENTS, PUBLIC SCHOOL STUDENTS IN DEVELOPMENT, KNOWING THERE IS AN OPIATE CRISIS IN THE MIDDLE OF THE FRONT YARD, BACKYARD, THE HALLWAY.
HOW CAN YOU EFFECTIVELY STUDY WHEN YOU SEE A CRISIS LIKE THAT AROUND YOU?
WHAT IS BPS DOING IN THAT REGARD?
>> SO WE -- OUR WELLNESS DEPARTMENT IS PART OF OUR SOCIAL AND WELLNESS UMBRELLA WE ACTUALLY COLLECT WITH DATA EVERY YEAR.
WE USE THAT DATA TO HELP US TRY TRIANGULATE WHERE SUPPORT IS NEEDED.
ANYONE NEEDING SUPPORT CAN ACCESS SERVICES IN THE SCHOOLS AND WE HAVE PARTNER ORGANIZATIONS WE WORK WITH.
IT IS AN ISSUE.
IT'S SOMETHING WE LOOK, DATA WE LOOK AT ANUALLY THROUGH BPS.
>> MY FINAL QUESTION -- THIS WEEKEND I WAS TALKING WITH YOUNG PEOPLE AND ASKED THEM THEIR PLANS FOR THE SUMMER.
THEY DIDN'T HAVE ANY.
NO SUMMER CAMP, NO EDUCATIONAL OR SPORTS PROGRAMS THEY WERE PARTICIPATING IN.

I REPRESENT BEACON HILL AND BACK BAY.

THEY HAVE EXCELLENT CAMPS TO GO TO.

WHAT CAN WE DO TO MAKE SURE THOSE IN PUBLIC HOUSING AND LOW INCOME AREAS HAVE ACCESS TO THE EDUCATIONAL PROGRAMS AND SPORTS PROGRAMS AS WEALTHY KIDS.

AS THE COUNSELOR HIGH LIGHTED THERE NEED TO BE EQUITY MAKING SURE KIDS IN PUBLIC HOUSING OR KIDS IN LOW INCOME HAVE THE SAME BENEFITS AT WEALTHIER KIDS.

>> YES.

BOSTON PUBLIC SCHOOLS PARTNERS WITH BOSTON AFTER SCHOOL AND BEYOND TO PROVIDE HIGH QUALITY AFTER SCHOOL AND SUMMER PROGRAMMING, ESPECIALLY FOCUSED IN NEIGHBORHOODS THAT NEED IT THE MOST.

WE ACTUALLY ARE A NATIONAL MODEL IN THIS AREA.

WE HAVE RECEIVED A WALLACE GRANT TO IMPLEMENT HIGH QUALITY PROGRAMMINGS.

WE HAVE WHAT WE CALL THE FIFTH QUARTER.

A COLLABORATION BETWEEN BOSTON PUBLIC SCHOOLS AND COMMUNITY PROGRAMS THAT CONTINUE LEARNING THE SCHOOL YEAR INTO THE SUMMER. THE SUMMER PROGRAMS ARE A MIX OF ACADEMICS AND HIGH QUALITY ENRICHMENTS.

OVER 1000 YOUNG PEOPLE ARE SERVED IN BOSTON PUBLIC SCHOOLS IN THE SUMMER.

2200 OF THEM ARE SERVING IN THESE HIGH QUALITY, HIGH INTENSE PROGRAMS FOCUSD IN OUR NODEY NEIGHBORHOODS.

WE WILL CONTINUE TO GROW THE EFFORT.

THE RESEARCH HAS SHOWN THAT YOUNG PEOPLE THAT GET THIS PROGRAMMING DON'T SEE THE SUMMER MELT THAT OTHER STUDENTS ARE EXPERIENCING.

SO ESPECIALLY IN AREAS OF MATH THEY MAINTAIN MATH ACHIEVEMENT FOR THE NEXT SCHOOL YEAR.

>> I WON'T ASK MORE QUESTIONS.

I WANT TO ADDRESS ONE QUESTION
FOR THE NEXT PANEL.
THE FUTURE OF SOUTH BOSTON HIGH
SCHOOL.
HOW IS IT DOING.
IF SOMEONE COULD RESPOND LATER
AND A FINAL COMMENT.
I WAS WITH THE SUPERINTENDENT
VISITING THE SCHOOL SEVERAL
MONTHS AGO.
AN EXCELLENT PROGRAM.
THEY'RE BUILDING A SWIMMING POOL
THIS.
IT'S A HIGHLIGHT.
VISITING THAT SCHOOL YOU CAN SEE
THE HARD WORK OF THE TEACHERS
AND STAFF, EDUCATING SPECIAL
EDUCATION STUDENTS WHY.
DO YOU THINK THAT SCHOOL WAS SO
SUCCESSFUL?
>> WELL I JUST ACTUALLY SPOKE TO
THE PRINCIPAL OF THE SCHOOL THIS
MORNING.
YOU HAVE A STAFF AND A
LEADERSHIP OF THE STAFF THAT
UNDERSTANDS THAT THOSE YOUNG
PEOPLE HAVE GIFTS AND THEY HAVE
PUT A COMMITMENT ON MAKING SURE
THAT THOSE YOUNG PEOPLE ACTUALLY
ARE ENGAGED IN TASKS THAT
THEY'RE ABLE TO ACCESS.
IT'S A SCHOOL I HAVE VISITED
FOUR OR FIVE TIMES IN THE LAST
THREE YEARS.
IT'S A SCHOOL THAT INSPIRES.
HOPEFULLY WORKING WITH MSBA WE
WILL BE ABLE TO WORK ON A
EXPANSION OF THE SCHOOL.
SERVE MORE YOUNG PEOPLE
MEDICALLY FRAGILE IN THE CITY OF
BOSTON OPPOSED TO BUSING THEM TO
OTHER AREAS.
THE YOUNG PEOPLE TRAVEL 40
MINUTES TO ACCESS A POOL
CURRENTLY.
>> THE SCHOOL IS NOT IN MY
DISTRICT.
WHATEVER I CAN DO TO HELP THAT
SCHOOL, PLEASE LET ME KNOW.
>> THANK YOU.
>> THANK YOU.
>> THANK YOU.
>> COUNSELOR ESSAIBI-GEORGE.
>> THANK YOU.

I WAS LOOKING THROUGH NOTES FROM THE LAST TWO BUDGETS. WE SPENT TIME TALKING ABOUT LONG RANGE PLANS FOR OUR SCHOOL LIBRARIES.

I WONDER IF YOU CAN TOUCH ON THE PLANS FOR THE SCHOOL LIBRARIES. SCHOOLS THAT HAVE THEM. SCHOOLS THAT HAVE LIBRARIANS. LIBRARY SERVICES AT ALL.

>> I -- WE COLLECT AND I CAN SHARE DATA ON BOTH THE PHYSICAL PRESENCE SCHOOLS HAVE THEM AND THE STAFFING OF LIBRARIANS THIS. HAS BEEN A HOT TOPIC AS YOU KNOW.

WE HAVE A COMBINATION OF -- THAT WE HAVE SOME SCHOOLS THAT WOULD LIKE A LIBRARIAN BUT DON'T HAVE THE RESOURCES.

WE HAVE SCHOOLS THAT CAN AFFORD A LIBRARIAN BUT HAVE A DIFFERENT INSTRUCTIONAL CHOICE AND WANT RESOURCES ELSEWHERE.

THIS IS A ISSUE THAT THE BUDGET EQUITY TEAM GRAPPLED WITH EXTENSIVELY.

WE HEARD FROM PRINCIPALS WHO HAD ELECTED TO USE THEIR RESOURCES DIFFERENTLY.

WE HAD SCHOOL LEADERS WHO DECIDED NOT TO STAFF A LIBRARIAN BUT HAD A LAP TOP IN EVERY CLASSROOM AND THOUGHT THEY DISPERSED WHAT A LIBRARY WOULD DO FOR A VISIT A WEEK FOR ELEMENTARY STUDENTS.

WE HAVE A HIGH SCHOOL THAT DECLINED A LIBRARIAN FOR THREE LIBRARY PARA-PROFESSIONALS FOR THE LIBRARY TO BE OPEN FROM THE CRACK OF DAWN TO LATE OF NIGHT. IT WAS A CENTERPIECE OF THE SCHOOL FOR STUDENTS TO BECOMING IN AND OUT.

AFTER HEARING FROM THE SCHOOL LEADERS AND DEBATING IT WE DECIDED THIS WAS AN AREA TO MAKE SURE OUR JOB IS TO PUT AS MUCH MONEY AND AS MUCH DISCRETIONARY POWER IN THE HANDS OF OUR SCHOOL LEADERS.

WE SHIED AWAY FROM DICTATING THAT WE WANT SOMEONE WITH A

TITLE OF LINE RAIN IN EVERY SCHOOL.
THIS IS A ISSUE, PEOPLE ARE ON BOTH SIDES.
WE ADDED TEN MILLION DOLLARS MORE INTO THE HANDS OF SCHOOL LEADERS AND SCHOOL COMMUNITIES TO MAKE THESE KINDS OF INVESTMENTS.
WE OPTED TO DO THAT RATHER THAN SAY WE WANT TO TRACK TOWARDS A FULL TIME LIBRARIAN IN EVERY SCHOOL.
I WOULD FINISH BY SAYING THIS IS DIFFERENT FROM NURSES.
NURSES THERE IS, THERE IS SOMETHING ABOUT THE FTE THAT HAS TO THAT TITLE.
IT'S THE RESPONSIBILITY OF THE CENTRAL OFFICE TO FIGURE OUT THE FUNDING FOR THE LONG TERM.
>> I A GROW.
I THINK YOUR COMMENTS ABOUT DISCRETION AND COUNSELOR FLAHERTY TALKED ABOUT DISCRETION, I SUPPORT SCHOOL ECONOMY.
SOMETIMES WE USE THE WORD DISCRETION, REALLY IT BECOMES THE ROCK.
WE PUT LEADERS BETWEEN THE ROCK AND THE HARD PLACE FOR CERTAIN DECISIONS.
WE HAVE TO BE CAREFUL ABOUT DISCRETION OR PASSING SORT OF THE -- THE DIFFICULT DECISIONS ON THAT THEN REALLY DIRECTLY IMPACT OUR KIDS AND THEIR SCHOOL EXPERIENCE.
THEN LASTLY I KNOW WE WILL TALK ABOUT IT IN A FURTHER HEARING ABOUT INCLUSION AND THE INCLUSION MODEL OF THE CITY AND MOVING SCHOOLS TOWARDS AN ALL INCLUSIVE MODEL.
ON PAPER AND THEORY I SUPPORT. THINK WE HAVE LOST SORT OF THE IMPACT.
WE HAVEN'T LOOKED VERY DIRECTLY OR CLEARLY AT THE IMPACT THAT HAVING INCLUSION ACROSS THE DISTRICT PROVIDES OR CAUSES WHEN WE USE A WEIGHED STUDENT FORMULATION.

WHEN WE HAVE OPEN SEATS AND WHAT THAT MEANS FOR SCHOOL COMMUNITIES AND THE TEACHERS IN A CLASSROOM.

DUALLY CERTIFIED TEACHERS DON'T EQUAL TWO TEACHERS.

IN HAVING APPROPRIATELY TRAINED PARAs AND PROFESSION SUPPORT IS IMPORTANT.

WE DON'T HAVE TO GO INTO THIS SPECIFIC TODAY, WE HAVE A HEARING FOR IT.

>> THERE IS AN INCLUSION WORKING GROUP I'M ON THAT IS FOCUSED ON ANSWERING THESE QUESTIONS.

I WANTED TO LET YOU KNOW IT INCLUDES STRUCTURAL QUESTIONS ABOUT BUDGET ENROLLMENT AND HUMAN CAPITOL AND THE PROBLEMATIC QUESTIONS OF THE MODEL OF SERVICE WE NEED AND THE PROFESSIONAL DEVELOPMENT RESOURCE S AVAILABLE.

IT INCLUDES BOTH SCHOOL LEADERS, OUTSIDE STAKE HOLDERS AND CENTRAL OFFICE STAFF.

>> GREAT.

LAST BUT NOT LEAST.

IT'S NOT, I THINK, IT COULD BE UNDER THE TONIGHT INDEX SECTION. I RECEIVE AID LOST PHONE CALLS ABOUT PLAY WORKS, TENACITY AND BOSTON DEBATE LEAGUE IN THE SCHOOLS.

THE CHALLENGE WITH THE OPPORTUNITY INDEX IS WHERE IT FEELS LIKE MANY SCHOOL COMMUNITIES, WE'RE PUNISHING THEM OUT OF PROACTIVELY BUILT RELATIONSHIPS AND -- INVESTMENT OPPOSED TO BRINGING EVERYONE UP TO THAT LEVEL OF FUNDING WE'RE TAKING FROM ONE TO GIVE TO ANOTHER.

WE HAVE TO GET PEOPLE ON A MORE EQUAL FOOTING NOT JUST TAKING AWAY FROM SCHOOLS THAT HAVE, THERE IS A FEELING OF PUNISHMENT.

MY OWN BOYS GOING INTO SEVENTH GRADE ARE LOOKING FORWARD TO BOSTON DEBATE LEAGUE AND ARE EXCITED ABOUT IT MY BOYS DON'T GET EXCITED ABOUT MUCH THAT

ISN'T SPORTS RELATED.
I WANT TO PUSH THAT THIS IN
ADDITION TO OTHER PROGRAMS --
>> THANK YOU.
>> COUNSELOR JANNEY.
>> THANK YOU, MR. CHAIR.
THANK YOU ALL FOR BEING HERE.
I WANT TO ECHO THE COMMENTS THAT
COUNSELOR ESSAIBI-GEORGE MADE
EARLIER ON INCLUSION.
VERY IMPORTANT WE DO THAT.
MY EARLY QUESTIONS ON DOWEL
LANGUAGE EXPANSION, EXCELLENCE
FOR ALL I CAN WAIT FOR THE
HEARINGS.
THINK THEY'RE BOTH BEING COVERED
UNDER THE OPPORTUNITY AND
ACHIEVEMENT GAP HEARINGS.
I WAS INTERESTED IN LEARNING
MORE ABOUT THE OFFICE OF SCHOOL
SAFETY.
YOU SAID IT WAS ESTABLISHED TWO
YEARS AGO.
I WANT TO UNDERSTAND THE ISSUES
THAT ARE COMING UP THERE.
WANTED TO BE CLEAR THAT THIS IS,
I WANT TO UNDERSTAND WHETHER OR
NOT THIS IS DEALING WITH SHOULD
OF THE SAFETY ISSUES THAT HAVE
COME UP HERE IN TERMS OF MAKING
SURE OUR BUILDINGS ARE SAFE WHEN
WE HAVE TO GO INTO SAFE MODE OR
ANYTHING HAPPENS, AND IT'S NOT A
WAY TO OVER POLICE OUR CHILDREN.
I WANT TO UNDERSTAND THE ISSUES
AND THE MISSION OF THE OFFICE,
ETCETERA, .
>> YOU'RE ABSOLUTELY RIGHT.
WE'RE NOT LAW ENFORCEMENT.
WE SUPPORT YOUNG PEOPLE AND
KEEPING YOUNG PEOPLE SAFE.
>> ANY ISSUES COMING UP?
>> IT'S ABOUT WORKING ACROSS
AGENTS TO MAKE SURE YOUNG
PEOPLE ARE COMING TO AND FROM
SCHOOL SAFETY.
THAT THEY'RE SAFE IN SCHOOLS.
THEY HAVE SAFE AND WELCOMING
ENVIRONMENTS IN OUR SCHOOLS.
IT'S TO MAKE SURE WHEN FAMILIES
NEED ADDITIONAL SERVICES THOSE
CAN BE PROVIDED TO THEM.
WHEN THERE ARE ISSUES INVOLVING
LAW ENFORCEMENT THEY CAN BE A

BUFFER AND MAKE SURE WE'RE
FOLLOWING ALL OF THE PROPER
PROTOCOLS.
WE ARE NOT IN THE REALM OF LAW
ENFORCEMENT.
WE'RE IN THE REALM OF SUPPORTING
YOUNG PEOPLE.
KIM LEADS OUR OFFICE WITH YEARS
AND YEARS OF EXPERIENCE IN THIS
AREA.
WE FORMED THIS OFFICE TO MAKE
SURE ALL OF THAT WAS HAPPENING.
>> THANK YOU.
>> COUNSELOR FLAHERTY.
>> WHAT IF ANYTHING IN THE
PWUPGT IS INCLUDED TO DEAL WITH
PARENTAL ACCOUNTABILITY.
OUR FOCUS -- LIKE EVERYTHING
ELSE SOMETIMES PARENTS ARE NOT
OPERATING ON ALL CYLINDERS AND
MAYBE A COUPLE OUT TO LUNCH.
THAT IMPACTS THE CHILDREN AND
INTERACTION WITH THE SCHOOL.
I THINK PARENTS NEED TO BE
ACCOUNTABLE FOR HOLDING TEACHERS
AND PRINCIPALS ACCOUNTABLE.
WE ARE TRYING TO PROVIDE THE
BEST OPPORTUNITIES FOR OUR YOUTH
AND CHILDREN.
SOMETIMES WE DON'T DEAL WITH THE
PROBLEM PARENTS.
OUR HOPE IS THERE ARE NOT LOTS
OF THEM.
IN THE INSTANCE THIS IS ARE,
DEALING WITH CONSTITUENT ISSUES
I THINK THEY GET A FREE PASS AND
WE TAKE A HANDS OFF ON.
THAT I THINK WE NEED TO HOLD
PARENTS ACCOUNTABLE AS WELL.
I DON'T KNOW IF YOU HAVE
THOUGHTS ON PARENTAL
ACCOUNTABILITY.
>> I -- BOSTON PUBLIC SCHOOLS
SEE PARENTS AS PARTNERS WITH US.
AS WE THOUGH YOUNG PEOPLE WHO
HAVE NEEDS AND WE'RE HERE TO
SUPPORT THEM.
WE HAVE MANY PARENTS WHO ARE
DEALING WITH CIRCUMSTANCES OF
POVERTY AND TRAUMA IN THEIR OWN
LIVES.
WHILE THEY MAY NOT ALWAYS SEEM
LIKE THEY'RE A REGULAR PRESENCE
I HAVEN'T MET A PARENT THAT

HASN'T COMPLETELY LOVED THEIR
YOUNG PERSON.

OUR OFFICE OF ENGAGEMENT HAS
MANY PROGRAMS TO SUPPORT
PARENTS.

I SPEAK AT EVERY PARENT
UNIVERSITY VISIT WITH PARENTS,
AT HOME IT IS -- ACTUALLY WE ARE
REGULARLY LOCKED AT NATIONAL HEE
AS A STRONG MODEL FOR HOW YOU
WORK ALONG WITH PARENTS.

WHAT I HEAR IS THERE ARE, GIVEN
ALL IN OUR SOCIETY ESPECIALLY
URBAN CENTERS MANY ADULTS NEED
SUPPORT AS WELL.

I THINK THE OPPORTUNITIES HERE
IS WORKING CLOSELY WITH OUR CITY
PARTNERS TO HELP SUPPORT NOT
ONLY YOUNG PEOPLE BUT FAMILIES
IN PARTNERSHIP.

ACTUALLY WE ARE BEGINNING TO
HAVE CONVERSATIONS WITH OUR NEW
CHIEF OF HEALTH AND HUMAN
SERVICES.

THINK THIS IS AN AREA OF
OPPORTUNITY FOR US.

>> OKAY.

>> THANK YOU, MR. CHAIRMAN.

>> YES.

>> COUNSELOR ESSAIBI-GEORGE.

>> I WANTED TO ADD, I MEANT TO
DO IT AT THE BEGINNING OF THE
HEARING.

I WANT TO THANK CHAIRMAN CIOMMO,
SUPERINTENDENT AND STUDENTS OF
THE ADVISORY COUNCIL WHO WILL BE
THROUGH THE COURSE OF THE
HEARINGS PARTICIPATING IN A VERY
PRODUCTIVE WAY IN OUR HEARINGS
AND HAVE A OPPORTUNITY TO
TESTIFY JUST AFTER THE PANEL
PRIOR TO OUR QUESTIONS TO SHARE
THEIR THOUGHTS ABOUT THE
PARTICULAR TOPICS.

>> IF THEY ARE NOT ABLE TO
ATTEND AND WANT TO PRESENT WE
WILL CARRY -- KERRY HAS BEEN
GREAT ENOUGH TO ACCEPT VIDEO
PRESENTATION FROM THEM.

I LOOK FORWARD TO THAT AND
HEARING FROM THE KIDS.

>> GREAT.

>> THANK YOU.

>> VERY GOOD.

>> ALRIGHT.
GREAT.
THANK YOU VERY MUCH FOR YOUR
TIME AND TESTIMONY.
WE ARE GOING TO ADJOURN THIS
HEARING AND TAKE A BREAK.
WE HAVE THE REINVOLVING FUNDS TO
GO THROUGH.
SO, LET'S SAY TEN OR FIFTEEN
MINUTES.
IS THAT GOOD FOR EVERYBODY.
THIS HEARING IS ADJOURNED.
THANK YOU.
>> -- PRESENTATION FROM THE
DEPARTMENT.
WE WILL TAKE PUBLIC TESTIMONY
THERE.
IS A SIGN IN SHEET TO THE LEFT.
WRITE DOWN YOUR NAME,
AFFILIATION AND RESIDENCE.
CHECK OFF THE BOX IF YOU WISH TO
TESTIFY PUBLICLY.
IN ORDER OF TH +* ARRIVAL ANY
COLLEGE.
CITY COIN AT LARGE MICHAEL
FLAHERTY.
DISTRICT CITY COUNCILOR ED
FLYNN.
TO MY RIGHT COUNSELOR KIM JANEY.
AND TO MY LEFT COUNSELOR
ESSAIBI-GEORGE.
I WOULD LIKE TO WELCOME NATE AND
DAVID BACK TO PRESENT THESE.
>> THANK YOU, COUNSELOR I WON'T
SAY MUCH.
I WANT TO NOTE THE AUTHORIZATION
OF THE RESOLVING FUNDS IS A
SEPARATE AUTHORIZATION FROM OUR
BUDGET.
WE APPRECIATE YOUR CONSIDERING
FOR THE FUNDS PUT IN FRONT OF
YOU AS DESCRIBED.
THE REVOLVEING FUNDS ARE
AUTHORIZED UNDER KHAPLT 44,
SECTION 53E AND A HALF.
WE CAN EXPEND THIS FOR THE
SPECIFIED PURPOSES.
THAT DOESN'T INCLUDE POSITIONS
AND SALARY.
IN SOME CASES WE USE OVERTIME AS
PART OF THE FACILITY FUNDS FOR
CUSTODIALIANS KEEPING BUILDINGS
OPEN LATER FOR SPECIFIC
ACTIVITIES.

THE THREE FUNDS THAT WE HAVE IDENTIFIED HERE.

THE FACILITY FUNDS IS FOR PERMITS.

THE FUNDS THEN USED FOR PROJECT TO MAINTAIN BUILDINGS.

THE TECHNOLOGY FUND THE PRIMARY MECHANISM FOR DOING SALE OF LAP TOPS.

AS YOU KNOW WE HAVE THE LEARNER PROGRAMS.

PROVIDING LAP TOPS FOR TEACHERS. EVERY THREE YEARS WE DO A REFRESH.

AS PART OF THAT WE SELECTIONISTING LAP TOPS, COLLECT THE REV NOW AND USE IT TO PURCHASE THE NEXT FLEET OF LAP TOPS.

THE THIRD IS FOR FIELD TRIPS FOR TRANSPORTATION DEPARTMENT.

THAT GIVES US FLEXIBILITY THIS. IS REVOLVEING FUNDS WE HAVE HAD FOR SEVERAL YEARS.

CONTINUING TO MAINTAIN THE PROGRAMS WITH.

THAT I TURN IT BACK OVER TO YOU FOR QUESTIONS.

>> GREAT.

I KNOW YOU LEASE SOME PARTS -- DO YOU HAVE A INVENTORY OF THE TYPICAL PARKING LOTS AND OR FACILITIES THAT WE'RE GETTING RENT FROM?

>> THE PARKING LOTS THAT WE, THE PRIMARY PARKING LOT IS THE ONE AT THE MCKINLEY THAT IS FOR RED SOX GAMES AND A OPPORTUNITY TO COLLECT REV NOW.

I'M NOT SURE THERE ARE OTHER LOTS THAT WE ARE CURRENTLY LEASING.

MOST OF THE LOTS ARE AVAILABLE FOR RESIDENTS AFTER HOURS AS LONG AS THEY'RE OUT FOR SCHOOL THE NEXT DAY.

FOR FACILITIES.

THE LEASE FACILITIES THE HAMILTON BUILDING IN BRIGHTON IS LEASE TODAY JEWISH SCHOOL CURRENTLY.

I CAN GET A FULL LIST OF FACILITIES LEASED.

>> THAT WOULD BE HELPFUL.

I KNOW SEVERAL YEARS AGO WHEN WE HAD OVER 25 CLOSINGS, /CON CLOSINGS, /CONSOLIDATIONS. THE HAMILTON NOTING ONE OF THEM. MY NEIGHBORHOOD BENEFITED GREATLY FROM THE ACADEMY. IT'S BEEN A YATE FACILITY FOR THEM FOR THE NEIGHBORHOOD. IT HAS STKRAUPB A LOT OF FAMILIES TO THE NEIGHBORHOOD PARTICULARLY. GREAT THAT IT'S BEING USED. AT LEAST FOR SOME EDUCATION PURPOSE ANYWAYS. COUNSELOR FLAHERTY.

>> YES.

THANK YOU, MR. CHAIRMAN. WE HAVE THE EXACT NUMBER OF BPS FACILITY RENTALS. I KNOW WE MENTIONED ONE NEAR FENWAY PARK.

I HAVE TO ASSUME THERE ARE OTHERS.

CAN YOU DESCRIBE WHAT THEY ARE?
>> YOU MEAN THE RENTALS IN TERMS OF THE PARKING LOT.

>> YES.

PARKING LOTS, GYMS, POOLS. YOU TELL ME.

WE RENT THOSE --

>> YES WHETHER THE NUMBER TRAFFIC SITS ARE USED FOR A LOT OF PURPOSES.

I KNOW THE AUDITORIUM IS LEASED FOR SUNDAY CHURCH. THE DIFFERENT SPORT LEAGUES COME IN.

SO YOU WANT -- WE COULD PULL THE NUMBER OF PERMITS REQUESTED.

>> YES.

>> FOR THE FACILITIES TO BE USED THROUGHOUT THE YEAR.

>> YES I WOULD LIKE A LIST OF ALL BPS FACILITY AREN'T ALZ. FACILITIES THAT ARE RENTED. WHO RENTS THE FACILITIES AND WHAT WE TYPICALLY CHARGE FOR A RENTAL.

>> YES.

>> AND THEN I GUESS ON THE SAME TOKEN THE TOEUPZ OF REPAIRS AND MAINTENANCE THAT HAVE TO TAKE PLACE AT THOSE FACILITIES. WHETHER IT'S STRIPING, PARKING

LOT, REPAIRS TO YOU KNOW THE RIM
OF A BASKETBALL COURT IN A
SCHOOL WHATEVER.

THEN I GUESS THE FUNDS, THE
REVOLVEING FUNDS ARE THOSE USED
TO SUPPORT THE MAINTENANCE OF
THESE FACILITIES OR IS THAT
DIFFERENT?

DOES THAT COME OUST CAPITOL FOR
THE SCHOOL FACILITY.

>> THINK OVER ALL WHEN WE THINK
ABOUT KEEPING OUR BUILDINGS UP
TO DATE THERE ARE THE THREE
DIFFERENT SOURCES.

THE CAPITOL PROJECTS ARE THE
LARGE PROJECTS WHERE WE
MODERNIZE OR REFURBISH A
PARTICULAR PART OF THE