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; 04/26/18 4:28 AM  
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>> GOOD AFTERNOON.  
WE ARE HERE ON THURSDAY  
APRIL 26th WITH FRIENDS AND  
COLLEAGUES FROM THE BOSTON  
PUBLIC SCHOOL DEPARTMENT  
REGARDING DOCKET 559-563.  
ORDERS OF THE 2019 OPERATING  
BUDGET.  
APPROPRIATION FOR --  
APPROPRIATION FOR POST  
EMPLOYMENT BENEFITS.  
APPROPRIATIONS FOR CERTAIN  
IMPROVEMENTS AND APPROPRIATIONS  
FOR CERTAIN PARK IMPROVEMENTS.  
DOCKETS CAPITOL BUDGET  
APPROPRIATIONS INCLUDING  
ORDERERS AND LEASE AND PURCHASE  
AGREEMENTS.  
WOULD I LIKE TO REMIND EVERYONE  
THIS IS A PUBLIC HEARING BEING  
BROADCAST AND RECORDED.  
STREAMED AT BOSTON.TKPW-RBGTS  
OV/CITY.COUNCIL.TV.  
I ASK FOLKS IN THE CHAMBER TO  
SILENCE ELECTRONIC DEVICES.  
CONCLUSION OF THE DEPARTMENTAL  
PRESENTATION.  
WE WILL TAKE PUBLIC TESTIMONY  
THERE.  
IS A SIGN-IN SHEET TO THE LEFT  
OF THE DOR.  
STATE YOUR NAME, A FILLATION,  
RESIDENCE, CHECK THE BOX IF YOU  
WISH TO TESTIFY.  
THIS BUDGET WILL ENCOMPASS OVER  
36 HEARINGS FOR THE NEXT SIX  
PLUS WEEKS.  
WE ENCOURAGE STUDENTS IN THE  
CHAMBER OR AT HOME TO ENGAGE BY  
GIVING TESTIMONY FOR THE RECORD.  
YOU CAN DO THIS SEVERAL WAYS.  
COME TO ONE OF THE 36 HEARS AND  
GIVE PUBLIC TESTIMONY.  
COME TO THE HEARING DEDICATED TO  
PUBLIC TESTIMONY ON TUESDAY JUNE 5th FROM 2:00 TO  
6:00 P.M.  
AND YOU CAN ISN'T SEND YOUR  
TESTIMONY TO THE CITY OF WAYS

AND MEANS AT BOSTON CITY HALL,  
ONE CITY HALL PLAZA, BOSTON 0 IT  
21 OR E-MAIL THE COMMITTEE.  
IN ORDER OF THEIR ARRIVAL WE V  
I'M JOINED BY MY COLLEAGUES  
MICHAEL FLAHERTY -RFBGTS ED  
FLYNN, CITY COUNCILOR AT LARGE A  
HE IS SABA GEORGE, TIM  
MCCARTHY AND -- COUNSELOR  
JANE.

TAKE IT WAY.

>> THANK YOU.

THANK YOU FOR PROVIDING US A  
OPPORTUNITY TO TALK ABOUT THE  
OFFICE OF SCHOOL SUPPORT AND  
TRANSFORMATION.

I'M SUPERINTENDENT OF STRATEGY  
THIS.

IS OFFICE THAT WILL BE NEWLY  
CONSTITUTED RIGHT NOW AND BECOME  
EFFECTIVE JULY 1st KPWOEUPBZ  
WHAT USE TO BE THE OFFICE OF  
CHIEF OF SCHOOLS AND ALL OF THE  
PRINCIPAL -- ALL OF THE SUPPORTS  
FOR PRINCIPALS AND SCHOOLS AND  
THE STRATEGY OFFICE.

WE'RE BRINGING THE SUPPORTS  
TOGETHER THROUGH THE NEW OFFICE  
SCHOOL SUPPORT AND  
TRANSFORMATION.

WE WANT TO BETTER COORDINATE  
THEM AND MAKE SURE WE PROVIDE  
BOTH EFFECTIVE AND  
DIFFERENTIATED SUPPORT TO EVERY  
SCHOOL.

WHAT IS THE OFFICE OF SCHOOL  
SUPPORT AND TRANSFORMATION.  
THE OFFICE ITSELF WILL INCLUDE  
ALL OF THE SCHOOL IN THE  
DISTRICT IT WILL BE THE POINT OF  
COORDINATION FOR ALL CENTRAL  
OFFICE TRANSFORMATION EFFORTS.  
SCHOOLS TO EXPERIENCE A MORE  
EFFECTIVE AND COORDINATED  
SUPPORT.

WHY REORGANIZE.

BPS HAS UNDERTAKEN THE  
REORGANIZATION TO BETTER SUPPORT  
SCHOOLS.

WE KNOW OUR EDUCATORS WORK VERY  
HARD.

MANY SEE SOME SUCCESS.

OVER ALL WE'RE NOT SEEING ALL OF  
THE SUCCESS WE WOULD LIKE TO SEE

FOR OUR STUDENTS.  
RATHER THAN JUST EXPECT PEOPLE  
TO CONTINUE TO DO MORE AND MORE  
AND MORE AND WORK HARDER AND  
HARDER WE HAVE IDENTIFIED SOME  
IMPROVEMENTS TO MAKE AS TO HOW  
THE DISTRICT IS SET UP SO THEIR  
HARD WORK IS BETTER -- THEIR  
HARD WORK IS BETTER ORGANIZED  
AND MORE EFFECTIVE.  
SO, WITHIN THE REORGANIZATION  
BPS WILL IDENTIFY SUPPORTS THAT  
ALL SCHOOLS STILL RECEIVE.  
THOSE ARE REPORTS NECESSARY  
FORRY EFFECTIVE EDUCATION,  
SAFETY AND SUPPORT.  
THOSE INCLUDE STAFFING,  
FINANCIAL AND CURRICULUM  
SUPPORT.  
AT THE SAME TIME THE CHANGES  
PRIORITIZE EQUITY.  
THE SOURCES WILL BE DEPLOYED FOR  
SCHOOLS WITH THE GREATEST NEEDS  
RECEIVE THE SERVICES FROM CENTER  
OF OFFICE AND INTERVENTION.  
SPECIALIZED COACHING AND  
FACILITATION IN SCHOOLS.  
THE ORGANIZATION ALLOWS OUR  
SCHOOLS TO COLLABORATE IN TIGHT  
LEARNING NETWORK AROUND TIGHT  
LINKS OF PRACTICE TO TRULY LEARN  
TO EACH OTHER THIS IS AN  
APPROACH FOR PROFESSIONAL  
DEVELOPMENT AND PROFESSIONAL  
GROWTH THAT'S AIMED TO PROVIDE  
MUCH MORE TARGETED FOCUSED AND  
COLLABORATIVE SUPPORT TO GROUPS  
OF SCHOOLS THAT SHARE COMMON  
INTERESTS, NEEDS AND DESIRES TO  
LEARN.  
IN THIS STRUCTURE, SO AS I SAID  
IN THE LAST, THE LAST FEW  
MINUTES ALL SCHOOLS ARE PART OF  
THIS.  
THE OFFICE OF ELEMENTARY SCHOOLS  
LEAD BY ASSISTANT SUPERINTENDENT  
MARY DRISKLE WILL HAVE MANY K-8  
AND MIDDLE SCHOOLS.  
-- MIDDLE SCHOOLS LEAD BY  
SUPERINTENDENT MURPHY WILL  
INCLUDE SEVERAL NET WORKS OF  
HIGH SCHOOL.  
ALL WILL BE OVER SEEN BY  
ACADEMIC SUPERINTENDENTS.

ALL WILL BE COORDINATED THROUGH THE OFFICE RATHER THAN DEPLOYED ON THEIR OWN.

I GUESS WE LEAN WE HAVE SUPPORTS YOU THIS THE TURN AROUND OFFICE. WE HAVE SUPPORTS THROUGH THE ACADEMIC RESPONSE TEAMS RIGHT NOW.

WE PROVIDE SUPPORT THROUGH EACH DEPARTMENT AND ACADEMICS.

WE ALSO HAVE GRANT AND LOTS -- WE HAVE LOTS AND LOTS OF SUPPORTS FLOWING INTO SCHOOLS. THEY'RE NOT ALWAYS FLOWING IN, IN A COORDINATED AND, AND ALIGNED WAY.

AS WELL AS IN THE RIGHT PROPORTION FOR THE NEED OF THE SCHOOL THIS.

IS WHAT THE WORK OF THE OFFICE IS GOING TO FOCUS, A LARGE PART OF WHAT THE WORK WILL FOCUS ON. ALRIGHT.

HOW DOES THIS, SO THIS -- THE MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION IS STILL CURRENTLY PLANNING AND DECIDING UPON THE ELEMENTS OF THE NEW ACCOUNTABILITY SYSTEM.

IN THE CONTEXT OF THE CHANGE NOW WHAT WE DO KNOW IS SCHOOLS ARE NO LONGER WILL BE NUMBERED LIKE THEY ARE NOW, LEVEL FOUR SCHOOL, LEVEL FIVE SCHOOL.

BEYOND THAT WE DON'T HAVE A STRONG SENSE WHAT HAD THE SYSTEM WILL LOOK LIKE.

WHAT THE ACCOUNTABILITY SANCTIONS OR OPPORTUNITIES OR WHATEVER WILL BE COMING NEXT ARE GOING TO LOOK LIKE.

WE ALSO WON'T HAVE THE DATA THAT WILL LEAD TO THE ACCOUNTABILITY DETERMINES UNTIL EARLY FALL.

BECAUSE OF ALL OF THE CHANGES RIGHT NOW AS WE LOOK TO FIGURE OUT WHICH SCHOOLS WILL WORK TOGETHER AND HOW THE NETWORKS WILL BE COPS AT THIS TAOUTED WE ARE USING AVAILABLE DATA. WE USE THE OBSERVATIONS OF VARIOUS GROUPS IN AND OUT OF THE SCHOOLS THIS YEAR.

ALONG WITH HAVING CONVERSATIONS  
OF PRINCIPALS AND OTHERS WORKING  
IN THE SCHOOLS AS WE DETERMINE  
WHICH NETWORKS ARE FOR WHICH  
GROUPS OF SCHOOLS.

>> I'M MARY DRISKEL.

I LEAD THE DISTRICT OF  
ELEMENTARY SCHOOLS FOR GRADES  
K-8.

THAT INCLUDES CONFIGURATIONS OF  
KO-5, CAN 1-8, K-3.

ALL OF THOSE WILL BE PART OF THE  
OFFICE OF ELEMENTARY SCHOOLS.

AS DONNA HAS EXPLAINED WE WILL  
CUSTOMIZE THE SERVICE TO THE  
SCHOOLS IN A COUPLE OF DIFFERENT  
WAYS . SO THERE WILL BE FOUR  
TRANSFORMATION NETWORKS WHICH  
WILL CONSIST OF SCHOOLS THAT  
HAVE BEEN IDENTIFIED FOR NEEDING  
THE HIGHEST LEVEL OF SUPPORT.  
ONE OF THOSE NETWORKS WILL BE  
THE SCHOOLS CURRENTLY LEVEL FOUR  
SCHOOLS.

AS WELL AS SOME SCHOOLS THAT ARE  
AT VERY LOW LEVEL OF  
PERFORMANCES AS LEVEL THREE  
SCHOOLS BEGINNING A PARTNERSHIP  
WITH THE STATE TO WR +\*EU A TURN  
AROUND PLAN FOR THE SCHOOL IN  
ADVANCE OR YOU KNOW AS A  
PREVENTION FROM HAVING THE STATE  
PUT SANCTIONS ON THE SCHOOL.  
THERE WILL BE ANOTHER NETWORK  
THAT IS PARTNERING WITH THE  
UNIVERSITY OF VIRGINIA.

AT THE UNIVERSITY OF VIRGINIA  
THE SCHOOL OF EDUCATION AND THE  
SCHOOL OF BUSINESS HAVE FOR THE  
LAST 15 YEARS RUN A PARTNERSHIP  
FOR LEADERSHIP IN EDUCATION.  
THAT'S A COVERT MODEL WHERE  
APPROXIMATELY 20 DISTRICTS FROM  
ACROSS THE COUNTRY BRING GROUPS  
OF ANYWHERE FROM 3-10 SCHOOLS  
THROUGH A COHORT EXPERIENCE OVER  
TWO YEARS THAT PROVIDES  
INTENSIVE SUPPORT TO THE SCHOOL  
LEADERS, TO THE PEOPLE  
SUPERVISING THE SCHOOL LEADERS  
AND THE DISTRICT TO HELP  
EVERYONE THINK ABOUT WHAT A TRUE  
PARTNERSHIP FOR IMPROVEMENT WILL  
LOOK LIKE AND HOW TO DO THE

RESEARCH AL OWE SKAEUGS THAT  
DONNA HAS TALKED ABOUT, IN THE  
MOST IMPACT FULL WAY.  
THERE WILL BE TWO TRANSFORMATION  
NETWORKS IN ADDITION.  
DONNA EXPLAINED THEM, ONCE WE  
HAVE A BETTER UNDERSTANDING OF  
THE STATE ACCOUNTABILITY  
METRICS.  
PROVIDING 16-20 SCHOOLS WITH  
THAT HIGH LEVEL OF SUPPORT.  
THE REMAINING ELEMENTARY SCHOOLS  
WILL BE PART OF A LEARNING  
NETWORK.  
CONSISTING UP TO 50 SCHOOLS.  
THAT GROUP WILL BE SUB DIVIDED  
INTO FIVE, FIVE SMALLER LEARNING  
NETWORKS EACH LEAD BY A LEAD  
PRINCIPAL THIS.  
IS A NEW ROLL WE'RE CREATING TO  
ALLOW SOME OF OUR PRINCIPAL  
THAT'S HAVE ALREADY DEMONSTRATED  
STRONG ABILITY IN THEIR OWN  
SCHOOLS TO MOVE STUDENT  
ACHIEVEMENT AND SCHOOL CLIMATE  
AND CULTURE TO LEAD THE  
PROFESSIONAL LEARNING FOR A  
GROUP OF THEIR PEERS THIS.  
IS SOMETHING WE HAVE HEARD  
CLEARLY FROM OUR SCHOOL LEADERS.  
THEY WANT MORE OPPORTUNITY FOR  
PERSONALIZED, DIFFERENTIATED,  
JOB EMBEDDED LEARNING.  
WE WILL BE WORKING TO IDENTIFY  
UP TO FIVE LEAD PRINCIPALS ON  
THE ELEMENTARY SIDE LEADING THE  
LEARNING FOUR GROUPS OF 8-10 OF  
THE PEERS.  
EACH OF THE NETWORKS WILL BE  
LEAD BY AN ACADEMIC  
SUPERINTENDENT.  
THESE ARE PEOPLE WHO HAVE AGAIN  
DEMONSTRATED A RECORD OF BEING  
ABLE TO COACH SCHOOLS AND TO  
PROVIDE A HIGH LEVEL OF SUPPORT  
AND ACCOUNTABILITY.  
TO SEE THE KIND OF RESULTS THAT  
WE KNOW ALL OF OUR STUDENTS AND  
FAMILIES DESERVE.  
>> THE OFFICE OF SECONDARY  
SCHOOLS IS GOING TO CONSIST OF  
FOURNETTE WORKS.  
A TRANSFORMATION SCHOOL NETWORK,  
THESE ARE SCHOOLS THAT HAVE BEEN

IDENTIFIED AT LOW PERFORMING  
LEVELS 3, 4, 5 IN THE CURRENT  
ACCOUNTABILITY SYSTEM.  
AND THE GROUP OF SCHOOL LEADERS  
THAT ARE GOING TO BE  
PARTICIPATING IN THAT ARE  
SCHOOLS THAT HAVE BEEN  
IDENTIFIED AND DOING SOME WORK  
TOGETHER.  
THEY WILL WORK UNDER THE  
LEADERSHIP OF ACADEMIC  
SUPERINTENDENT.  
THERE WILL BE A INNOVATION  
REDESIGN PATHWAY NETWORK.  
THESE ARE SCHOOLS EXPLORING  
REDESIGN.  
WORKING UNDER THE DIRECTION OF  
ANOTHER ACADEMIC SUPERINTENDENT.  
THE OTHER TWO NETWORKS ARE  
ALTERNATIVE EDUCATION REDESIGN  
NETWORK APPLT DIGS AL SCHOOLS  
PRY PHAUR HIGH SERVING THE  
OFF-TRACK USE.  
THEY WILL WORK TOGETHER ON  
STRENGTHENING THEIR EXISTING  
PROGRAMMING, DEVELOPING AND  
INCUBATING NEW PROGRAMMING AND  
ALSO HELPING US TO HOW BEST  
IMPROVE THE ADDITIONAL SUPPORTS  
WE PROVIDE TO ALTERNATIVE  
EDUCATION SETTINGS.  
THAT NETWORK WILL BE LEAD BY A  
TEAM LEADER.  
A LEARNING NETWORK.  
THE FINAL REMAINING SCHOOLS WILL  
BE GROUPED FOCUSING ON SHARED  
PROGRAMS OF PRACTICE.  
EACH GROUP WILL HAVE A  
HEADMASTER TEAM LEADER  
FACILITATING THE WORK.  
THEY WILL WORK TOGETHER AS A  
FULL NETWORK AND EACH GROUP OF  
TWO WILL WORK ON A SPECIFIC  
PROBLEM OF PRACTICE.  
>> OVER THE LAST THREE YEARS THE  
LEARNING THAT SCHOOL LEADERS  
HAVE DONE HAS BEEN FOCUSED  
AROUND THE IDEA OF IDENTIFYING  
WHAT WE REFER TO AS A  
INSTRUCTIONAL FOCUS IN THE  
SCHOOL.  
WHAT IS A PROBLEM OF PRACTICE  
THAT IF EVERY TEACHER IN THE  
BUILDING WAS TO GET BETTER AT

THE SCHOOL WAS WOULD SEE  
SUBSTANTIAL IMPROVEMENT IN  
STUDENT OUTCOMES.

THE LEVEL OF MAKING THE  
INSTRUCTIONAL FOCUS WORK IS THE  
INSTRUCTIONAL LEADERSHIP TEAM.  
IN THE FIRST THREE YEARS UNDER  
DR. CHANG'S SUPERINTENDENTYC  
LEADERS HAVE DELVED INTO IDEAL  
FOCUS.

MAKING SURE STUDENTS HAVE THE  
AVAILABILITY TO GET INTO TASKS  
THAT ARE RIGOROUS.

THERE IS NOT JUST A TEAM BUT  
SCHOOL TEACHERS AND THOSE  
LEADING TEACHING IN THE  
BUILDING.

THOSE MOVE TO LEARNING NETWORKS  
IS THE SOME HOW THE NEXT LONG  
LOGICAL STEP.

SCHOOL LEADERS HAVE SPENT THE  
CURRENT SCHOOL YEAR MEETING IN  
SMALL PROFESSIONAL COMMUNITIES.  
BEING COACHED PARTICULARLY ON  
USING DATA AND DAT AN IN CHOIRY  
TO LOOK AT PROBLEMS OF PRACTICE  
TO IDENTIFY THE RIGHT METRICS OF  
DETERMINING THEY'RE IMPROVING  
OUT COMES FOR STUDENTS.

NECK ERIC YEAR THE LEARNING  
NETWORK WILL HAVE THE  
OPPORTUNITY TO CONTINUE THE  
WORK, BE IN THE SCHOOLS AND GIVE  
FEEDBACK ABOUT THE PRACTICE,  
LOOK TOGETHER AT STUDENT WORK  
AND STUDENT DATA WITH THE GOAL  
OF SUBSTANTIALLY IMPROVING OUT  
COMES IN OUR SCHOOLS.

>> AS DONNA MENTIONED THE OFFICE  
OF SCHOOL SUPPORT AND  
TRANSFORMATION S-TD HUB FOR ALL  
SPORTS GOING OUT TO SCHOOLS IN  
BOSTON PUBLIC SCHOOLS.

SEVERAL BPS HOUSE OFFICERS ARE  
HOUSED UNDER OST AS  
TRANSPORTATION SUPPORT WITH  
RESOURCES CHANNELED TO SCHOOLS  
WITH THE HIGHEST NEED.

THAT'S THE EQUITY FOCUS STUDENTS  
NEED.

THAT'S THE OFFICE OF TURN AROUND  
AND TRANSFORMATION, DATA AND  
ACCOUNTABILITY, DATA INQUIRY  
TEAM.



OTHER BPS SUPPORTS WILL BE  
COORDINATED EVEN IF THEY LIVE  
OUTSIDE SIMILARLY DEPLOYED.  
INCLUDING SUPPORTS OF THE ASSETS  
DIVISION AND ACADEMIC RESPONSE  
TEAMS.

>> YOU WANT TO INTRODUCE  
YOURSELF.

>> SORRY DAN HENDERSON.

>> THANK YOU.

>> THANK YOU, VERY MUCH.

WE SINCE HAVE BEEN JOINED  
BY COUNSELOR AYANNA PRESSLEY.

THE CHAIR WILL RECOGNIZE  
COUNSELOR MICHAEL FLAHERTY.

>> QUICK ONE, FIRST ROUND FIVE  
MINUTES, PLEASE.

>> FIRST ROUND FIVE MINUTES.  
OKAY.

THANK YOU, MR. CHAIRMAN.

IT'S GOOD TO SEE EVERYONE.

FROM THE OUTSET I WOULD SAY IF  
MARY IF YOU WEREN'T HERE MARY I  
WOULD THINK THIS IS A -- SORT OF  
ADDING TO AT A BLOATED BURR  
OBJECTING ERA SEE.

>> IF YOU CAN PEEL IT BACK FOR  
ME IN TERMS OF HOW WILL THIS  
IMPROVE THE QUALITY OF  
EDUCATION, HELP OUR KIDS GET  
INTO THE GREATEST COLLEGE AND  
UNIVERSITIES IN THE WORLD, HOW  
WILL OUR KIDS COMPETE IN THE  
GLOBAL ECONOMY AND HAVE ACCESS  
TO THE GREAT JOBS.

WE HAVE LOTS OF MOVING PARTS.  
I WANT TO MAKE SURE THEY'RE NOT  
JUST FANCY SAFE BUZZ WORDY  
THINGS MAKING PEOPLE FEEL GOOD  
THIS.

IS A BILLION DOLLAR BUDGET.  
IN A OVER ALL \$3.2 BILLION  
BUDGET.

IT'S ABOUT ACADEMIC STANDARDS,  
EXCELLENCE AND ACCOUNTABILITY  
FOR ME.

NOT JUST FEEDING THIS BLOATED  
RUN AWAY TRAIN.

WE NEED TO STREAMLINE THIS.  
SCHOOL SITE AUTONOMY AND WE NEED  
TO PUT THE BEST PRODUCT ONLINE.  
EDUCATION IS A BUSINESS.  
FROM THAT PERSPECTIVE WE NEED TO  
LOOK AT IT.

IF IT'S WORKING GREAT.  
IF NOT HR-TS MAKE A DIFFERENCE.  
I WANT TO MAKE SURE THAT GOOD  
SCHOOLS AND GOOD HARD WORKING  
STUDENTS ARE NOT SUFFERING  
THROUGH THE ECONOMIC FORMULA AND  
WHAT I WOULD ARGUE IS A BLOATED  
BURE OBJECTING ERA SEE.  
KNOWING YOU AND YOUR TRACK  
RECORD, SUCCESS RATE.  
I HAVE COMFORT IN KNOWING AT  
LEAST YOU HAVE TWO HANDS ON THE  
WHEEL HERE.  
IF YOU CAN TAKE ME THROUGH HOW  
THIS MAKES US A BETTER BOSTON  
PUBLIC SCHOOL DISTRICT I'M  
LISTENING.  
THANK YOU, MARY.  
>> THANK YOU, VERY MUCH.  
SO, THIS IS A COST NEUTRAL  
ORGANIZATION.  
WE'RE NOT ADDING ANY POSITIONS  
AS A RESULT OF THIS CHANGE.  
WE'RE ACTUALLY JUST REORGANIZING  
THE SUPPORTS IN A WAY WE THINK  
WILL DO THE TWO THINGS YOU JUST  
TALKED ABOUT.  
PROVIDE MORE ACCOUNTABILITY AND  
AUTONOMY FOR THOSE SCHOOLS  
DEMONSTRATING THEY'RE, THEY HAVE  
A TRACK RECORD OF SUCCESS AND  
THEY'RE MAKING PROGRESS FOR  
STUDENTS.  
SO, IN TERMS OF THE  
ACCOUNTABILITY PIECE CURRENTLY  
I, PART OF THE TEAM OF  
INSTRUCTIONAL SUPERINTENDENTS.  
THERE ARE NINE OF US.  
WE OVERSEE 10-15 SCHOOLS A  
PIECE.  
WITHIN THE GROUP OF 10-15  
SCHOOLS WE EACH HAVE SOME  
SCHOOLS THAT ARE HIGH  
PERFORMING.  
SOME ARE LOW PERFORMING.  
WE TIER THE SUPPORTS.  
I SPEND MORE TIME AT SCHOOLS  
LIKE THE CHANING THAT ARE LEVEL  
FOUR SCHOOLS WE'RE TRYING TO  
ACCELERATE TO GET OUT OF TURN  
AROUND THEN SCHOOLS THAT ARE  
CURRENTLY DOING VERY WELL.  
IS EACH OF US NINE ACADEMIC  
SUPERINTENDENTS ARE PUSHING

SUPPORTS ACROSS THE DIFFERENT DEPARTMENTS WITHIN THE CENTRAL OFFICE.

SO THAT'S NOT A COMPLETELY EFFICIENT WAY TO DO IT.

IF I HAVE TO GO AND TALK TO THE OFFICE OF DATA AND A COUNSELLED ABILITY AND GET A DATA COACH FOR MY SCHOOL AND A COLLEAGUE IS DOING THE SAME THING THIS.

IS AN ATTEMPT TO STREAM LINE THE RESOURCE DEPLOYMENT AND HAVE MYSELF FOR ELEMENT ROW SCHOOLS. LAHIA FOR HIGH SCHOOLS ACT MORE AS AIR TRAFFIC KRAOELERS.

TO LOOK AT THE RESOURCE DEPLOYMENT AND OVERSEE THE ACCOUNT ABLTD PART AND MAKE SURE AS RESOURCES ARE DEPLOYED THEY HAVE THE IMPACT THEY'RE INTENDED TO HAVE IN THE SCHOOLS.

>> OKAY.

>> THEN DONNA YOU REFERENCED THEY ARE REMOVING THE CODING OR LEVELS.

THE ONE, TWO, THREE, FOUR.

WE'RE IN A DATA DRIVEN SOCIETY.

BOSTON YOU GO NO A RESTAURANT YOU KNOW THE RATING OF THE FOOD AND CLEANLINESS.

IF YOU WANT TO TRAVEL AND YOU KNOW ARE LOOKING TO BOOK A HOTEL AT A RESORT OR A FLIGHT.

THE SERVICE AND THE COP DIGSES AND ALL OF THAT STUFF.

SO FROM -- BECAUSE EDUCATION IS A BUSINESS.

FROM THE CONSUMER PERSPECTIVE.

STUDENTS, PARENTS AND FAMILIES WHAT METRICS.

WHEN THEY GET TO RESEARCH A PARTICULAR SCHOOL MAKING A SCHOOL COLLECTION.

IF THEY DON'T SEE LEVEL ONE TWO, THROW, FOUR WHAT DO THEY SEE?

AT THE END OF THE DAY THINK IT'S THE MOST IMPORTANT FUNDAMENTAL OBLIGATION, THE EDUCATION OF YOUR CHILDREN SOMEWHERE.

>> THE STATE WILL RELEASE A NEW ACCOUNTABILITY SYSTEM.

CODING WITH MORE SPECIFIC ASPECTS OF IMPROVEMENT RATHER

THAN A GENERAL LABEL.  
>> THAT WON'T BE UNTIL THE FALL.  
>> IT WILL ROLL OUT WHEN THE  
NEXT SET OF SCHOOLS -- THE  
SCHOOLS TESTING NOW ARE THE  
FIRST SCHOOLS TO USE THE NEW  
SYSTEM.  
SO, WE WILL KNOW ABOUT IT AS  
SOON AS THE STATE BOARD OF  
EDUCATION APPROVES IT.  
WE HAVE HAD MEETINGS.  
THE STATE HAS GONE ALL AROUND,  
THE STATE OF EDUCATION HAS GONE  
ALL AROUND THE STATE COLLECTING  
INPUT.  
THEY HAVE WITHIN WORKING ON THE  
SYSTEM FOR PROBABLY TWO YEARS AT  
THIS POINT.  
IT'S ALSO PART OF IT GOING TO  
WASHINGTON DC FOR APPROVAL.  
THERE WILL BE A SYSTEM OF  
ACCOUNTABILITY.  
IT WILL BE THE RESPONSIBILITY OF  
THE STATE AND DISTRICT TO  
EXPLAIN TO PARENTS WHAT THE NEW  
STATE ACCOUNTABILITY SYSTEM  
MEANS AND WHAT EACH OF THE  
DESIGNATIONS, WHATEVER THEY  
FINALLY LOOK LIKE MEAN.  
IN THE MEANTIME SEVERAL YEARS  
AGO I THINK MAYBE FIVE OR SIX  
YEARS AGO THE CITY, HOW THE CITY  
HAD A CITY SET OF MEETINGS KNOWN  
AS THE SCHOOL QUALITY FRAMEWORK.  
A SET OF INTERNAL TO BOSTON PUB  
HICK SCHOOLS METRICS COLLECTED  
AND WEIGHED AND APPEAR AS  
ANOTHER PIECE OF INFORMATION FOR  
PARENTS SEEKING TO KNOW HOW, HOW  
THE SCHOOLS IN THE AREA OR  
ACROSS THE CITY.  
HOW THE SCHOOLS DO ON CERTAIN  
ASPECTS OF CULTURE AND CLIMATE,  
PERFORMANCE.  
THERE ARE FIVE OR SIX DIFFERENT  
OPTIONS.  
I CAN SEND YOU ALL MORE  
INFORMATION ABOUT THAT.  
MOST ARE PROBABLY FAMILIAR WITH  
IT.  
THAT WILL REMAIN IN PLACE.  
THAT'S UPDATED EVERY TWO YEARS.  
JUST RECENTLY UPDATED.  
THERE IS THAT INFORMATION.

WE WILL CONTINUE TO PRODUCE  
DIFFERENT WAYS IN WHICH TO  
PROVIDE PARENTS AND THE STUDENTS  
THEMSELVES, BECAUSE INCREASINGLY  
AS THE PARENTS GO THROUGH THE  
SYSTEM WE HOPE STUDENTS IN THE  
HIGH SCHOOL YEARS, IF THERE IS A  
PARTICULAR PROGRAM AT A SCHOOL  
OR SCHOOLS THAT THEY HAVE A  
INTEREST IN.

WE WANT TO KNOW IF SOMEONE IS  
INTERESTED IN NURSING OR SOMEONE  
IS INTERESTED IN BOY OWE  
TECHNOLOGY GO TO HELP THEM FIND  
WHERE THE PROGRAMS ARE.

WE CAN ACCESS THEM.

THERE ARE MULTIPLE WAYS TO  
PROVIDE INFORMATION.

BOTH OF WHAT IS AVAILABLE AND  
THE QUALITY OVER ALL QUALITY OF  
THE SCHOOL.

WE ARE POSSIBLY BROKEN DOWN BY  
THE SUB METRICS LIKE CLOY MAT  
AND STUFF LIKE THAT, THAT ARE SO  
IMPORTANT TO THE DEVELOPMENT OF  
THE SCHOOL QUALITY FRAMEWORK.

>> LASTLY ON THE VOCATIONAL  
LEARNING.

WHAT IF ANY TRACKING FOR FORMER  
STEWEDETS.

I KNOW PEOPLE THINK OUR JOB IS  
DONE WHEN A STUDENT COMES ACROSS  
THE STAGE FOR THE DIPLOMA.

-- THEIR JOB OPPORTUNITIES.

ARE WE ABLE TO TRACK.

THAT'S A TRUE MEASURE OF THE  
SUCCESS OF THE VOCATIONAL --  
RESPECT TO THE ARTS ACADEMY ONE  
OF THE BEST DEFINITELY IN THE  
STATE, ARGUABLY THE COUNTRY.  
WITH RESPECT TO OTHER VOCATIONAL  
LEARNING WE HEAR ABOUT OTHER  
PLAYINGSSES.

>> - WE TROY TO GET A LARGE  
PERCENTAGE FILL THEM OUT TO KNOW  
THEIR IMMEDIATE POST TKWRAD  
AOUATION AND FIRST YEAR IS  
ABOUT.

BEYOND THAT MR. CHANG AND I HAVE  
MARV MARVELED BY CITY  
PHILANTHROPIC COMMUNITY -- IF  
THEY'RE EARNING AN ASSOCIATE  
DEGREE OR FOUR YEAR, SIX YEAR  
DEGREES.

THEY'RE NOT BROKEN DOWN BY  
INDIVIDUAL STUDENTS WE CAN TAKE  
SOME DATA AND LINK IT BACK TO  
SCHOOLS.  
WE HAVE MULTIPLE WAYS TO TRACK  
THEN.  
>> WE ARE -- THE FOLLOW-UP.  
THAT'S THE PLAN.  
CAN I TAKE THIS OPPORTUNITY TO  
ASK YOU TO INTRODUCE YOURSELF.  
>> HELLO.  
NICE TO SEE YOUR FACES.  
I'M IN CHARGE OF THE SECONDARY  
SCHOOLS.  
WE HAVE A MODEL 6-9, 9-12, 7-12.  
WE DON'T HAVE ONLY CBT PROGRAMS  
BUT PATHWAYS.  
THE GOAL WE HAVE IS A PROGRAM  
WITH ACCESS TO THE FIELD.  
WE HAVE EXPERIENCE OUTSIDE OF  
THE CLASSROOM TO BE ABLE TO --  
WE HAVE TO UPDATE OUR PROGRAM  
WHERE WE WILL BE ABLE TO TRACK IN  
THE SCHOOL AND OUTSIDE OF THE  
SCHOOL EXPERIENCES.  
TO RECOGNIZE THAT WORK YOU GO NO  
A INTERNSHIP.  
HOW DO WE RECOGNIZE WHAT THE  
WORK IS THAT STUDENTS ARE DOING  
SO WHEN THEY GO TO A INTERVIEW  
THEY ARE A STRONG CANDIDATE.  
IN TERMS OF TRACKS INFORMATION  
ABOUT STUDENTS WE'RE STARTING TO  
MAKE SURE -- THIS IS MY FIRST  
YEAR BACK AT CENTRAL OFFICE.  
WE ARE CAPTURING THE STUDENTS.  
WHAT TO DO FOR THE STUDENTS AND  
HOW TO SUPPORT THEM TO BRING  
THEM BACK TO HAVE THE SKILLS FOR  
THE WORK FORCE.  
THAT'S HOW WE'RE WORKING TO  
SUPPORT THE YOUNG PEOPLE.  
>> THANK YOU FOR THE GREAT WORK  
YOU'RE DOING.  
I LOOK FORWARD TO WORKING  
TOGETHER ON THIS.  
>> THANK YOU, MR. CHAIRMAN.  
>> THANK YOU.  
WE HAVE BEEN JOINED BY COUNSELOR  
MATT O'MALLEY.  
COUNSELOR --  
>> THANK YOU, COUNSELOR CIOMMO.  
DURING THE REORGANIZATION I KNOW  
YOU WILL SUPPORT SCHOOLS WITH

STAFFING SUPPORT SCHEDULE  
FINANCING.

WE CAN STALK ABOUT THIS IMPACT  
ON STUDENTS ESL AND SPECIAL  
EDUCATION.

AND AS A EXAMPLE LOOK AT QUINCY  
SCHOOL.

SPEAKING WITH A LOT OF  
CANTONESE, MANDARIN SPEAKING.  
TALK P THAT FOR THE SPECIFIC  
SCHOOLS AS WELL.

>> IN TERMS OF SUPPORT BACK TO  
THIS MORNING'S HEARING THERE ARE  
CERTAIN LEVELS OF SUPPORT ALL  
SCHOOLS GET FOR PWUPLT AND  
STAFFING.

TO MAKE SURE LIKE THE QUINCY  
THERE IS AN ADEQUATE NUMBER OF  
TEACHERS THAT ARE CERTIFIED IN  
ENGLISH AS A SECOND LANGUAGE AND  
ALSO THIS ARE AS MANY TEACHERS  
AS POSSIBLE TO SPEAK CANTONESE  
AND PROVIDE THAT INSTRUCTION.  
THE OFFICE OF HUMAN CAPITOL DOES  
PIPELINE DEVELOPMENT AND  
OUTREACH RECRUITING.

AT THE POINT SCHOOLS LOOK TO  
FILL POSITIONS THEY HAVE A POOL  
OF CANDIDATES TO DRAW FROM.  
ON SATURDAY THERE A HIRING FAIR.  
THERE ARE OVER 350 CANDIDATES  
CERTIFIED IN SPECIAL ED, ESL AND  
STEM SERVICES.

I SENT OUT E-MAILS TO SCHOOL  
LEADERS WITH SRAEUBG SAPTYS TO  
LET THEM KNOW TO GO TO THE  
HIRING FAIR.

THIS IS OPPORTUNITY TO MEET  
CANDIDATES THAT'S A BASE LEVEL  
FOR ALL SCHOOLS.

SCHOOLS PARTICULARLY WHERE  
ENGLISH LANGUAGE LEARNERS AND  
DISABILITIES ARE NOT MAKING THE  
PROGRESS THEY NEED TO MAKE THIS  
MODEL WILL ALLOW THE  
SUPERINTENDENT TO MAKE SURE THE  
SCHOOL IS CONNECTED WITH THE  
EXPERTISE TO POSSIBLY PROVIDE  
PROFESSIONAL DEVELOPMENT OR HELP  
THEM SCHEDULE.

SO THEY CAN MORE EFFICIENTLY USE  
TIME AND PROVIDE ADDITIONAL  
MINUTES OF ESL INSTRUCTION TO  
STUDENTS.

IT MEANS WE CAN BRING SCHOOLS TOGETHER FOR IN KWHROUGS. THEY HAVE THE STAFF INCLUSION THIS.

IS A OPPORTUNITY FOR SCHOOLS TO COME TOGETHER AND SORT OF COMPARE YOU KNOW THIS IS THE MODEL THAT IS USED IN ONE SCHOOL.

ANOTHER SCHOOL CAN SAY I'M INTERESTED IN THAT I WANT TO VISIT THAT SCHOOL AND UNDERSTAND STAFFING TO WORK MORE POSITIVELY FOR STUDENTS AND TEACHERS.

>> MY LAST QUESTION WOULD BE, I KNOW WE HAVE SEVERAL HUNDRED STUDENTS FROM PUERTO RICO IN BOSTON.

WHAT SUPPORT SERVICES ASSISTANCE ARE WE PROVIDING THEM, THE SCHOOLS THEY'RE ATTENDING AND SUPPORT FOR THE PARENTS AS WELL.

>> THAT POPULATION I DON'T FEEL AS QUALIFIED TO SPEAK ABOUT. THE SPECIFIC IS YOU POERGT'S.

THE OFFICE OF ENGAGEMENT AND ENGLISH LANGUAGE LEARN RERTZ POINT PEOPLE.

>> THEY HAVE SCHEDULED TO BE BEFORE US.

>> I GUESS MY FINAL QUESTION IS, I KNOW YOU HIGHLIGHTED THE NURSING PROGRAM AND WE HAVE A GREAT, GREAT HOSPITALS, UNIVERSITIES AND COLLEGES, MEDICAL.

WHAT TYPE OF ASSISTANCE ARE WE GIVING STUDENTS TO GIVE STUDENTS IN THE MEDICAL FIELD THE OPPORTUNITY TO GO INTO THESE AREAS AND CONTINUE THEIR EDUCATION FOR A GOOD CAREER.

>> THE ASSISTANT PROGRAMS HAVE TO HAVE ADVISORIES FROM INDUSTRY.

A GOAL WE HAVE IS THAT -- HAVE A PLACEMENT TO GO AND BUILD A INTERNSHIP.

SO THERE MIGHT BE A JOB THERE AFTER THEY GRADUATE.

WE HAVE PROGRAMS TO HELP WITH ASSISTANCE AND PROGRAMS AND INFORMATION WHERE THEY HAVE THE OPPORTUNITY TO GO TO THE POLICE



ACADEMY FOR INTERNSHIP THERE.  
SOME STUDENTS WANT TO DO CFI.  
OR BECOME DETECTIVES.  
STUDENTS WITH THESE PARTNERSHIPS  
HAVE TO HAVE A MANDATORY  
FRAMEWORK BY THE STATE.  
THEY HAVE TO HAVE AN ADVISORY  
AND INTERNSHIP.

>> THANK YOU.

>> COUNSELOR ESSAIBI-GEORGE.

>> THANK YOU FOR BEING HERE AND  
THIS PRESENTATION TODAY.

AN ON GOING PROBLEM FOR IS THAT  
EVERY TIME WE RESTRUCTURE AND WE  
SEEM TO RESTRUCTURE PRETTY  
FREQUENTLY THAT JOB TITLES  
CHANGE, RESPONSIBILITIES CHANGE,  
TIERING CHANGES, WHO IS THE BOSS  
WHAT IS THE NETWORK.

IT'S TERRIBLY CONFUSING.

FOR SCHOOL LEADERS, FAMILIES AND  
WHO IS DOING WHAT AND THE PROPER  
CONTACT FOR DIFFERENT TASKS.

CAN YOU SHARE WITH ME ANY  
SIMPLEST THAT WILL BE FOUND OUT  
OF THIS?

AS A DISTRICT WE SPEND A LOT OF  
TIME THINKING ABOUT AND  
REORGANIZING RATHER THAN LETTING  
PEOPLE GET A HANG ON HOW THINGS  
ARE WORKING.

>> ONE OF THE THINGS WE'RE NOT  
REORGANIZING IS THE ROLL OF THE  
OPERATIONAL SUPERINTENDENT.

THERE ARE FOUR AND SIX LEADERS  
THAT WORK WITH THEM.

THE FIRST IS GENERALLY THE FIRST  
CALL FOR A PRINCIPAL WHO HAS A  
ISSUE REGARDING FACILITIES  
RELATED, TRANSPORTATION, BUDGET  
RELATED.

THEY'RE THE FIRST LINE OF  
COMMUNICATION BETWEEN THE SCHOOL  
AND CENTRAL OFFICE.

IN REORGANIZING THE DECISION WAS  
MADE WE WILL MAINTAIN THOSE  
RELATIONSHIPS AS THEY ARE.

THAT WILL NOT CHANGE.

I AGREE, THIS IS MY THIRD TITLE  
SINCE COMING ON.

WE LIKE TO CHANGE OUR TITLES.

THE ROLL OF AN ACADEMIC  
SUPERINTENDENT THAT'S THE FIRST  
LINE OF COMMUNICATION BETWEEN A

SCHOOL LEADER AND CENTRAL OFFICE  
FOR ANYTHING RELATED TO  
INSTRUCTION IN THE CLASSROOM.  
IF A SCHOOL LEADER HAS A  
CHALLENGE FORSETTING UP A  
CLASSROOM, FINDING A TEACHER,  
COACHING A TEACHER WITH SKILLS  
OR UNDERSTANDING A CURRICULUM  
THEN THE ACADEMIC SUPERINTENDENT  
WILL BE THE FIRST LINE OF  
COMMUNICATION FOR PRINCIPALS IN  
THAT AREA.

>> CURRICULUM.

WHAT LEVEL ARE CURRICULUM  
CHOICES BEING MADE.

>> -- SUPPORT FROM THE -- OFFICE  
AND MY OFFICE THIS.

IS THE FIRST TIME THE  
CURRICULUM.

THE MATERIALS THEY HAVE.

THE HEAD MASTERS, PRINCIPALS  
ALSO HAVE A DAY TO SHARE THE  
PRACTICES AND -- IF THERE IS A  
REQUIREMENT.

THEY HAVE TO HAVE THE  
CURRICULUM.

-- THE CURRICULUM.

THE SUPPORT OF WHAT THEY HAVE  
AND THE MATERIALS AND RESOURCES  
TO PROVIDE TO THE SCHOOLS.

THE PROFESSIONAL DEVELOPMENT.

AT THIS MOMENT IT'S HAPPENING.

WE WANT TO CREATE A SITE FOR  
EVERYONE TO GO TO AND CLICK AND  
SAY THIS IS GREAT.

I CAN CONTACT THIS TEACHER TO  
SEE THE CLASSROOMS.

WE WANT A OPEN FORUM.

ESPECIALLY FOR NEW TEACHERS.

SOMETIMES YOU GO INTO A  
CLASSROOM AND HAVE NOTHING.

WE WANT TO MAKE SURE THEY HAVE  
TOOLS BEFORE THEY TEACH A CLASS.

>> WHAT ABOUT THE LOWER GRADES,  
THE SHARING THE CURRICULUM?

WHO MAKES THE DECISIONS.

EACH SCHOOL HAVE HAVE THEIR OWN  
PLAN ALTHOUGH WE WANT

CONSISTENCY ACROSS THE SCHOOLS.

>> IN MASSACHUSETTS WE HAVE  
STANDARDS FOR MASSACHUSETTS  
LEARNING, THE BASE LINE FOR  
EVERY CLASSROOM.

THIS IS WHAT IS USED TO -- DAY

TO DAY, BRING THE LEARNING TO  
LIFE.  
SO AT THE ELEMENTARY LEVEL IN,  
FOR LITERACY THE DISTRICT USES  
EXPEDITIOUS LEARNING.  
WHICH IS A SET OF LITERACY UNITS  
THAT ARE CENTERED AROUND A PAIR  
OF FICTION AND NON FICTION TEST  
DELVING DEEPLY INTO A THEME.  
EACH GRADE LEVEL THERE ARE MOD  
AOULDZ THEY LOOK AT A CROSS THE  
YEAR.  
THAT WAS A CURRICULUM PURCHASES  
CENTRALLY AND PROVIDED TO ALL  
SCHOOLS.  
THE DISTRICT CONTINUES TO  
PROVIDE PROFESSIONAL DEVELOPMENT  
AND SUPPORT FOR TEACHING THAT  
CURRICULUM.  
>> DO ALL SCHOOLS USE THE  
CURRICULUM.  
>> IT'S NOT REQUIRED FOR ALL TO  
USE IT.  
SCHOOLS CAN MAKE OTHER CHOICES.  
THIS ARE THOSE WHO HAVE PARTNERS  
WITH UNIVERSITY VERTS.  
OTHER SCHOOLS PURCHASE AND USE  
OTHER CURRICULUM.  
WHAT THE DISTRICT HAS SAID IS  
GIVE THE LIMIT OF ABILITY OF THE  
DIFFERENT REUPBLGT TO SUPPORT  
AND BE EXPERTS IN THE MATERIAL,  
THE CENTRAL OFFICE DOES  
PROFESSIONAL DEVELOPMENT AROUND  
THE EXPEDITIOUS LEARNING.  
>> IF SCHOOL CHOOSES A  
DIFFERENT SICK AOU LUCK IF YOU  
GET STRONG RESULTS THAT'S -- WE  
SUPPORT THAT.  
THE SAME IN MATHEMATICS.  
THERE IS INVESTIGATION THAT'S IS  
A CURRICULUM FOR KINDER GUARD  
THEN THROUGH FIFTH GRADE AND  
CONNECTED MATHEMATICS.  
THOSE ARE SUPPORTED BY THE  
DISTRICT.  
SCHOOLS HAVE THE OPTION TO  
PURCHASE MATERIALS AT GREATLY  
REDUCED COSTS THROUGH THE  
DISTRICT.  
THERE IS PROFESSIONAL  
DEVELOPMENT AND COACHING ON THE  
MATERIALS.  
>> IF THE SCHOOLS CHOOSE A

DIFFERENT SET OF MATERIALS  
THEY'RE CERTAINLY ABLE TO DO  
THAT.

IN FACT OUR OFFICE OF ASSESSMENT  
IN CREATING OUR INTERN  
ASSESSMENTS CREATE IN TERM  
ASSESSMENTS FOR THE CURRICULUM.  
THOSE USING EVERY DAY MATH OR  
ENGAGING MATH CURRICULUM HAVE A  
REGULAR SET OF INTERIM  
ASSESSMENTS TO MONITOR THE  
PROGRESS HAPPENING.

>> THANK YOU.

>> THANK YOU.

>> WE HAVE SINCE BEEN JOINED BY  
COUNSELOR LYDIA EDWARDS.  
COUNSELOR I'M SORRY, COUNSELOR  
TIM McCARTHY.

>> THAT'S ME.

THANK YOU, MR. CHAIR.

HOW ARE YOU, WELCOME.

QUICK QUESTION FOR MARY.

THE LEAD PRINCIPAL THE NEW ROLL  
OF THE LEAD PRINCIPALS BROKEN  
DOWN TO REGIONS.

HOW MANY REGIONS, HOW MANY  
PRINCIPALS.

ALSO IF YOU'RE PULLING FROM  
WITHIN HOW ARE WE READY TO  
REFILL THOSE.

WE HAVE OUTSTANDING PRINCIPALS  
IN THE SCHOOLS.

I HATE TO HAVE THEM REPLACED

BECAUSE THEY'RE MOVING UP.

ALTHOUGH I WOULD LIKE THEM TO  
MOVE UP OBVIOUSLY.

THE LEAD PRINCIPAL ROLL IS FOR A  
SEATING PRINCIPAL.

WORE NOT LOOKING TO PULL ANYONE  
OUT OF THEIR SEAT.

I SHARE YOUR FEELING A HUNDRED  
PERCENT.

WE HAVE GREAT PRINCIPALS.

WE SEE THISES IS A WAY TO KEEP  
SOME SCHOOL LEADERS IN THE  
SCHOOL LEADER REALM LONGER.

I DON'T THINK ANY PRINCIPAL

FEELS, I HAVE THIS COVERED.

THEY HAVE A FEEL OF A GOOD FLOW  
OF WORK IN THE SCHOOL AND  
LOOKING FOR THE NEXT CHALLENGE.

THIS IS A OPPORTUNITY FOR FIVE  
SCHOOL LEADERS TO STEP UP AND  
TAKE ON RESPONSIBILITY FOR

CONVENING A TKPRUP OF COLLEGE.  
THAT WOULD HAPPEN APPROXIMATELY  
ONCE A MONTH.  
THEY WOULD COME TOGETHER.  
IT MOIETY BE THEY'RE ALL WORKING  
ON.  
IT WON'T BE REGIONALLY BUT THE  
PROBLEM OF PRACTICE THEY'RE  
WORKING ON.  
IF A SCHOOL IS WORKING ON  
WRITING THAT GROUP OF PRINCIPALS  
WOULD CONVENE UNDER THE LEAD  
PRINCIPAL.  
THEY MAY GET TOGETHER ONE MONTH  
AND THEY SPEND TIME LOOKING AT  
WRITING AND TALKING ABOUT WHAT  
THEY'RE DOING.  
THE NEXT MONTH MAYBE GO INTO  
SCHOOLS TO OBSERVE WRITING  
INSTRUCTION AND SEE HOW IT'S  
GOING.  
THAT'S THE IDEA OF THAT.  
IN ADDITION THE LEAD PRINCIPALS  
WILL BE PART OF -- IT'S A LEAD I  
REMEMBER SHIP TEAM COMING  
TOGETHER ONCE A MONTH WITH THE  
EXECUTIVE CABINET MEMBERS SO  
THEY COME TOGETHER AS  
INITIATIVES ARE BEING CONSIDERED  
AND STRATEGIES ARE BEING ROLLED  
OUT THERE.  
IS REAL TIME OPPORTUNITIES TO  
HAVE A INPUT.  
WE HAVE HEARD THIS CLEARLY FROM  
SCHOOL LEADERS THEY WANT TO HAVE  
THIS.  
MORE OF A VOICE AT THE TABLE.  
>> THANK YOU.  
>> THANK YOU SO MUCH.  
THANK YOU FOR BEING HERE.  
THANK YOU, MR. CHAIR.  
I WANTED TO BUILD ON THE  
QUESTION COUNSELOR  
ESSAIBI-GEORGE ASKED ABOUT THE  
CHANGE.  
I TOO HAVE SEEN I DON'T KNOW HOW  
MANY CHANGES TO WORK CHARTS  
WITHIN BPS.  
I'M CURIOUS TO UNDERSTAND WHAT  
WAS -- I HAVE THE SLIDE UP.  
PAGE 3, WHY WE ORGANIZE.  
I WANT TO UNDERSTAND WHAT YOU  
HOPE TO KPHREURB AND THE THEORY  
OF CHANGE AND WHAT THIS WILL GET

US.  
IT'S NOT CLEAR TO ME FROM SLIDE  
3.  
IF YOU THEN COULD SHARE THE  
LESSONS THAT LEAD YOU TO THIS  
PLACE.  
>> HAPPY TO TART.  
HOPE EVERYONE WILL JUMP IN AS  
WELL.  
CAN YOU PUSH AHEAD TO THE WORK  
CHART AT THE BACK.  
THERE IS AN A PENNED EX OF WORK  
CHART FOR THE DIVISION.  
>> WE HAVE SAID WE HAVE A LOT OF  
SUPPORT FOR THE SCHOOLS.  
THEY'RE NOT ALWAYS ORGANIZED AND  
PROVIDE IN THE THE RIGHT, I HATE  
THIS WORK BUT DOSAGE AND WE  
SOMETIMES HAVE TO DISTRIBUTE  
FEEL WE HAVE TO DISTRIBUTE THE  
SAME TO EVERYONE.  
WE HOPE THROUGH THE DIAGNOSTIC  
PROCESS OF PUTTING GROUPS OF  
SCHOOLS TOGETHER SOME WITH  
SIMILAR STATUSES AND NEEDS.  
OTHERS BECAUSE THEY WANT TO  
SHARE A COMMON PROBLEM OR  
PRACTICE AND WORK ON THAT FOR  
THE YEAR.  
THAT WHATEVER SUPPORT AND  
SERVICES ARE RELATED WILL BE  
COORDINATED AND PROVIDE.  
MORE EFFICIENTLY AND  
EFFECTIVELY.  
BETTER THE AMOUNT AND TYPE OF  
SUPPORT OF THE NEED THIS.  
IS A WAY TO DRIVE OUT AND  
MONITOR THE NEED AND RESPONSE IN  
A MORE EFFECTIVE WAY.  
SOME OF THE SERVICES HAVE BEEN  
BROUGHT ACROSS A LARGER GROUP OF  
PROVIDERS THIS.  
IS BRINGING THEM TOGETHER AND  
MAKING SURE WE COORDINATE THE  
WORK, HOPEFULLY SUPPORTING THE  
COORDINATION OF THE WORK.  
THEY WON'T COORDINATE THE WORK.  
THAT'S DONE INSIDE THE SCHOOL.  
WE WANT TO SUPPORT A COORDINATED  
RESPONSE TO NEED RATHER THAN  
SENDING SERVICE PROVIDERS THAT  
HAVE TO NEGOTIATE INDIVIDUAL  
WHEN THEY GET THERE OR COME MANY  
TIMES WITH A PARTICULAR SERVICE

WHEN IN FACT IN THAT CONTEXT IT  
MAY NEED TO LOOK A LITTLE  
DIFFERENT.

>> HOW DOES THE OSST TEAM RELATE --  
>> ONE OF THE GROUPS COORDINATED  
THROUGH THE OSST TEAM.  
I'M BAD WITH THE INITIALS.  
IS A GROUP FROM ASSET INCLUDING  
REPRESENTATIVES INCLUDING ASSET  
AS WELL AS THE TEN INDIVIDUALS  
THAT CURRENTLY COMPRISE THE  
ACADEMIC TEAM.  
THE ART TEAM.  
THAT IS A GROUP OF VERY SKILLED  
FORMER TEACHERS.  
AND EDUCATORS WHO WORK FOR THEY  
DO PERIODS OF SIX TO EIGHT  
WEEKS.

>> LONGER NOW, A HALF A YEAR.  
>> THEY GO INTO A SMALL NUMBER  
OF SCHOOLS AND SPEND IN DEPTH  
AMOUNT OF TIME WORKING ON ISSUES  
RELATED TO INSTRUCTION FOR  
ELEMENTARY AND SECONDARY LEVEL.  
THE FIRST PRIORITIES OF THE  
GROUPS FOR EDUCATORS IS OUR  
LEVEL FOUR SCHOOLS.  
AFTER THAT WE ASK THE SCHOOLS  
THAT WOULD LIKE A RESIDENT SENT  
SEE TO APPLY.  
THOSE GROUPS WILL BREAKUP AND GO  
IN TO MATCH THE SERVICE TO THE  
ACT TAOUT TO SERVE MORE SCHOOLS  
MORE DEEPLY BECAUSE OF THE  
COLLABORATION.  
SO ASSET IS IT'S OWN DIVISION.  
IT WILL SEND OVER A GROUP OF  
PEOPLE FROM THE TEAM FROM EACH  
DEPARTMENT TO BE PART OF THE  
SEFRBTSS COORDINATED THROUGH  
THIS DIVISION.

>> SO THE OFFICE OF ELEMENTARY  
SCHOOLS THAT THE EEC, ELCs,  
K-5, CAN-8.  
>> MIDDLE SCHOOLS.  
>> THAT'S WHAT I WAS GOING TO  
SK-FPLT TRADITIONAL MIDDLE  
SCHOOL 6-8.  
>> YES.  
>> YOU THEN HAVE 6-12-RBGS 7-12,  
9-12.  
>> YES.  
>> WONDERFUL.  
>> ON PREUPBLG 11.

I GUESS.  
>> COME BACK AROUND.  
>> LAST QUESTION.  
PAGE 11 DIRECTIVE TEACHER  
DEVELOPMENT THAT'S UNDER HERE  
NOT A OHC.  
>> WE HAVE ASKED TO PUT SHE HAS  
BEEN WITH YOU ALL FOR THE LAST  
COUPLE OF YEARS.  
SHE'S ASSIGNED TO INSTRUCT THE  
AND THE TEACHER LEADERSHIP.  
SHE HAS BEEN THROUGH US WE HAVE  
MET TO TALK ABOUT THE KINDS OF  
WORK THAT MIGHT BE POSSIBLE IN  
THE NEW STRUCTURE THAT WAS NOT  
POSSIBLE BEFORE GIVEN THE AMOUNT  
OF SUPPORT.  
>> I WILL COME BACK.  
THANK YOU.  
>> CAN I SAY ONE PIECE ABOUT THE  
QUESTION.  
>> WE REALIZE THERE IS  
INCREDIBLE WORK ACROSS OUR  
SCHOOLS AND A LOT OF THE BEST  
PROFESSIONAL DEVELOPMENT IS  
PROFESSIONAL DEVELOPMENT LEAD BY  
TEACHERS.  
BY PULLING THIS INTO THE WORK  
THE THINKING IS WE WILL CURATE  
THE BEST WORK BY TEACHERS.  
SOME OF THE SUPPORT AND  
PROFESSIONAL DEVELOPMENT THAT WE  
PROVIDE TO HIGH NEED SCHOOLS IS  
TO CONK THEM WITH TEACHER TEAMS  
AND OTHER PLACES DOING EXCELLENT  
WORK.  
>> GREAT.  
COUNSELOR O'MALLEY.  
>> THANK YOU, CHAIR.  
LADIES AND GENTLEMEN.  
GREAT TO SEE MY FAVORITE FORMER  
ENGLISH HEADMASTER, DR. MURPHY.  
A COUPLE OF QUESTIONS.  
YOU TALK ABOUT THE STATE  
CHANGING ACCOUNTABILITY SYSTEM  
AND THE SECOND BULLET POINT.  
I ASSUME THE QUESTION IS WE  
DEPARTMENT KNOW WHAT IS MEANS.  
>> THAT'S THE ANSWER TO THE  
QUESTION.  
>> IS PRESUMABLY THERE WILL BE  
SOME LEFT OR SOME DESIGNATION TO  
KNOW SCHOOLS THAT ARE THRIVING  
AND NEED A FOCUS.



YES.

THE FEDERAL LAW REQUIRES MORE ATTENTION TO SCHOOLS.

HIGH SCHOOLS NOT ACHIEVING A CERTAIN LEVEL OF SUCCESS GRADUATING STUDENTS.

THAT WILL WORK INTO THIS HERE TOO.

THAT'S AN EXAMPLE OF THE LEVELS. THERE ARE MULTIPLE PIECES.

>> UNDERSTOOD.

I OFF SEN SAY WE -- RATHER THAN TEST WE SHOULD HAVE A PORTFOLIO APPROACH FOR STUDENT GROWTH AND SCHOOLS.

YOU BROUGHT UP GRADUATION RATE WHAT IS THE RATE FOR BOSTON PUBLIC SCHOOLS.

>> AT THE MOMENT 77%.

>> IS THAT A RECORD HIGH.

>> WE HAVE A 4% INCREASE.

>> IT'S GOING UP.

WE HAVE SCHOOLS TO WORK ON THAT. WE ARE LOOKING AT HOW THEY MAKE UP THE SCHOOLS.

>> THIS IS THE HIGHEST GRADUATION RATE.

>> I AM NOT A LAWYER.

I KNOW TO ASK QUESTIONS.

THAT'S SOMETHING YOU SHOULD BE PROUD OF.

>> I APOLOGIZE MISSING THE BEGINNING.

I DID HAVE QUESTIONS ON VOCATIONAL LEARNING AND ELT. IS THAT PART OF THE PAIRING AS WELL MR. CHAIRMAN.

PERFECT.

>> HOW MANY STUDENTS ARE WE PAYING TO GO TO MINUTE MAN TECH -- HOW IN ARE GOING?

>> WE HAVE CURRENTLY 12 STUDENTS OUTSIDE OF THE PAY TUITION FOR.

>> NORFOLK AGRICULTURAL AND MINUTEMAN?

>> YES.

WHICH WE CANNOT IN BOSTON PUBLIC SCHOOLS HOPEFULLY WE'LL BE ABLE TO BRING THEM BACK AT SOME POINT BUT WE HAVE 12 STUDENTS AT THIS MOMENT.

>> THAT'S NOT A HUGE NUMBER TALKING ABOUT 57,000 STUDENTS BUT STILL, TRANSLATES INTO HOW

MUCH MONEY?

A MILLION DOLLARS?

>> A LITTLE BIT LIKE THAT.

I DON'T HAVE EXACT AMOUNT.

>> I THINK ACCORDING TO MY NOTES, IT'S LIKE 1.8 FOR VEHICLE ED SERVICES PAID TO MINUTEMEN.

>> WE CAN GET YOU MORE SPECIFIC

--

>> I GUESS MY WHOLE POINT THAT I SAY THE SAME THING ABOUT SPECIAL ED BUDGET HEARING IS THAT WE NEED TO BE MOVING TO SPENDING NOTHING FOR OUTSIDE PLACEMENT. NOW I GET IT, THERE ARE CERTAIN THINGS THAT A NORFOLK AGGI, CAN OFFER THAT WE CANNOT IN AN URBAN SETTING.

WITH SORT OF ADVANCES IN RESEARCH AND THAT NUMBER SEEMS ASTRONOMICAL THAT A TENTH OF THAT I THINK COULD ADDRESS SOME OF THESE THINGS.

I'M HOPEFUL THAT WE CAN -- GOOD NUMBERS -- SMALLER IN YEARS PAST BUT AMOUNT ISN'T.

THOSE ARE THE TWO.

HOW MANY STUDENTS ARE CURRENTLY INVOLVED INVOKE STUDIES CITY WIDE?

>> I LOOK FORWARD TO THAT.

WHAT ARE WE DOING TO SORT OF TAKE ADVANTAGE NOT ONLY OF SORT OF THE NEW ECONOMY BUT THE GREEN COLLAR JOBS AS IT RELATES TO VOC-TECH.

ANY PARTNERSHIPS WITH ENVIRONMENTAL ENERGY EFFICIENCY, ORGANIZATIONS LOOKING TO SORT OF TEACH THOSE HIGH DEMAND AND INCREDIBLY HIGH PAYING JOBS?

>> ONE OF THE THINGS THAT WE'RE DOING RIGHT NOW WITH THE CARPENTERS UNION.

WE OPENED A BEAUTIFUL GIFT TO MADISON PARK TO BE ABLE TO PAY FOR STUDENTS WHO ARE IN THE APPRENTICE UNION THEY WANT TO CONTINUE COLLEGE.

WOULD BE ABLE TO PAY THE STUDENTS IN ORDER TO CONTINUE THEY CAN JOIN THE UNION.

WE HAVE --

>> IS I'M SORRY TO CUT YOU OFF

S. THERE A LIMIT TO THE NUMBER  
OF STUDENTS THAT -- HOW MANY  
STUDENTS TOOK ADD VAC OF THAT?  
>> MADISON PARK WE HAVE 24  
STUDENTS WHO ARE SENIORS.  
>> THEY WILL LIKELY GO ON TO TWO  
OR FOUR YEAR COLLEGE.  
>> THAT'S THE GOAL.  
PAID FOR BY THE CARPENTERS  
UNION.  
>> YES.  
THEN IMMEDIATELY UPON GETTING  
THEIR ASSOCIATE'S OR BACHELOR'S  
DEGREE BEGIN AN APPRENTICESHIP  
IN A UNION WHERE YOU STAND TO  
MAKE VERY GOOD SALARY, VERY GOOD  
BENEFITS.  
THAT'S REMARKABLE.  
>> WE JUST HAVE PARTNERSHIP WITH  
MACHINE MAKING MACHINE.  
MAKE A MACHINE THAT MAKES  
ANOTHER MACHINE USING 3D  
PRINTERS GOING TO START THIS  
SUMMER AS A FULL COURSE IS GOING  
TO BE THE HUB FOR ALL THE  
STUDENTS IN BOSTON PUBLIC  
SCHOOLS THAT WANT TO DO IT AFTER  
SCHOOL.  
SO WE ARE TRYING TO MAKE SURE  
THAT STUDENTS IN BOSTON PUBLIC  
SCHOOLS HAVE ACCESS TO MADISON  
PARK, AMAZING FACILITIES AFTER  
SCHOOL HOPEFULLY IN THE SCHOOL  
YEAR, TOO.  
JUST MAKE SURE THAT STUDENTS  
WANT TO MAKE MACHINES.  
THEY WOULD BE ABLE TO HAVE  
ACCESS TO THIS PROGRAM.  
>> THAT'S WONDERFUL.  
I LOVE TO HEAR THESE THINGS.  
SOMETHING WE SHOULD CERTAINLY  
CELEBRATE.  
CAN YOU TALK A LITTLE BIT ABOUT  
ENGLISH HIGH SCHOOL SOME OF  
THEIR VOC-TECH PARTNERSHIPS?  
>> OF COURSE, ABSOLUTELY.  
MOST AMAZING PARTNERSHIP, WE  
HAVE SERVICES THAT I MENTIONED  
BEFORE IT'S ACTUALLY A PIPELINE  
FOR STUDENTS TO SEE THE POLICE  
ACADEMY TO SEE WHAT AS AN  
OPTION.  
WE HAVE STUDENTS WHO WANT TO  
EXPLORE TO BECOME POLICE

OFFICERS, THEY ARE 19 YEARS OLD  
THEY CAN APPLY, WAIVER BECAUSE  
ONLY WHEN THEY TURN 21.  
STUDENTS ARE REALLY INTERESTED  
ALSO SEE.  
ENGLISH THEY HAVE THE RESPONDER  
SYSTEM.  
9 THE 911 RESPONDER SYSTEM FOR  
BOSTON IS IN FRAMINGHAM -- LET  
ME JUST MOVE ON.  
STUDENTS ARE GOING TO BE ABLE TO  
LOOK AT TO IDENTIFY THE  
NEIGHBORHOODS TO BE ABLE TO  
LEARN ABOUT THE NEIGHBORHOODS IN  
MANY WAYS.  
WHAT IS THE POPULATION, WHAT IS  
THE ECONOMIC -- I SEE YOU.  
ECONOMICAL STUDY.  
THEIR OWN NEIGHBORHOODS WHICH IS  
SO AMAZING.  
HELPING STUDENTS TO GET JOBS IN  
THE SUMMER AND SUMMER CAMPERS.  
ENGLISH HIGH SCHOOL HAS ONE OF  
THE LARGEST PERCENTAGE OF  
STUDENTS WHO ARE GOING TO THE  
WEB DEVELOPING AND PROGRAMMING  
GOING TO A UNIVERSITY WITH  
SCHOLARSHIP.  
THAT IS WHAT WE WANT.  
WE ARE VERY HAPPY ABOUT THAT.  
>> THANK YOU.  
MY TIME IS UP.  
I WOULD LIKE MORE INFORMATION ON  
THE OUT OF DISTRICT PLACEMENT,  
NUMBER OF STUDENTS, HOW MAYBE  
ACTION PLAN FOR HOW WE CAN OFFER  
SOME OF THOSE PROGRAMS IN THE  
FUTURE.  
THANK YOU ALL.  
THANK YOU.  
>> JUST HAVE A QUICK CLARIFYING  
QUESTION FROM COUNCILOR ESSAIBI  
GEORGE.  
>> THANK YOU.  
ON THE NUMBER OF STUDENTS THAT  
ARE OUTSIDE OF THE SYSTEM,  
OUTSIDE OF BPS AND VOCATIONAL, I  
HAVE CURRENTLY 34.  
I HAVE 34 STUDENTS THAT ARE  
PLACED OUTSIDE THE DISTRICTS OF  
VOCATIONAL ED.  
>> NOT ONLY THOSE -- IN THE AREA  
OF MASSACHUSETTS WE HAVE 1,400  
STUDENTS.

WHICH MAKES IT 635,000 DOLLARS  
THAT IS WHAT I HAVE.  
>> HOW MANY STUDENTS DO YOU HAVE  
OUTSIDE OF THE DISTRICT --  
[ ALL TALKING AT ONCE ]  
[ INAUDIBLE ]  
>> ONCE AGAIN WE HAVE MORE THAN  
TWO VOCATIONAL SCHOOLS IN  
MASSACHUSETTS WITH --  
>> WE HAVE 1400 VOC ED STUDENTS  
IN DPS WE HAVE 675,000 THAT WE  
SPEND ON OUT OF DISTRICT  
PLACEMENT FOR THE STUDENTS WHO  
ARE VOC ED OUTSIDE OF BPS.  
>> HOW MANY STUDENTS ARE OUTSIDE  
VOC ED?  
IN A VOC ED PROGRAM OUTSIDE OF  
THE CITY OF BOSTON.  
>> THAT ONE WE CAN GET TO YOU.  
FOR THIS SCHOOL YEAR WE HAVE  
12 STUDENTS THAT WE'RE PAYING  
TUITION OUTSIDE BOSTON TO GO TO  
VOCATIONAL SCHOOL BECAUSE WE  
DON'T HAVE THE PROGRAMS IN  
BOSTON PUBLIC SCHOOLS.  
>> I HAVE LIST OF 34 STUDENTS AT  
FOUR VOCATIONAL SCHOOLS.  
MIDDLESEX, THAT'S ESSEX NORTH,  
MINUTEMAN AND NORFOLK  
AGRICULTURAL.  
>> WE'LL FOLLOW UP WITH THE DATA  
THAT WE HAVE.  
>> GREAT, THANK YOU.  
COUNCILOR PRESSLEY.  
[ INAUDIBLE ]  
>> -- IN A DEEPER DEEP CAN  
SOMEONE ANSWER FOR ME HOW MANY  
ALTERNATIVE EDUCATION SCHOOLS WE  
HAVE?  
HOW MANY SCHOOLS ARE CONSIDERED  
ALTERNATIVE.  
>> WE HAVE SEVEN.  
WE HAVE FIVE PROGRAMS.  
>> WHAT ARE THE PATHWAYS FOR  
THOSE ALTERNATIVE EDUCATION  
SCHOOLS.  
>> THEY'RE ALL HIGH SCHOOLS.  
>> SO YOU'RE IN THE PROCESS OF  
SORT OF REDESIGN AND  
REREALIGNMENT COULD YOU JUST  
TALK ABOUT WHAT --  
>> WE HAVE THE STUDY THAT IS  
SECOND PART OF WHAT HAPPENS  
WHICH OUR HIGH SCHOOLS ARE NOT

PROVIDING STRONG PROGRAMS FOR  
THE STUDENTS.  
STUDENTS SOMETIMES HAVE AN  
OPPORTUNITY OF GRADUATING.  
WHEN WE LOOK AT THE MAKE UP OF  
THE SCHOOLS WE NOTICE THAT  
THEY'RE SERVING ALL THE  
STUDENTS, SPECIAL ED, ELL,  
REGULAR ED, EMOTIONAL -- WHO ARE -- ONE OF THE THINGS THAT  
WE'RE DOING FOR NEXT YEAR, THE  
ACTION WE HAVE IS THE SCHOOLS  
CAN ACTUALLY PROVIDE SERVICES TO  
THREE OR FOUR PROGRAMS INSTEAD  
OF SERVING EVERYBODY WE CAN  
ACTUALLY PROVIDE SERVICES FOR  
STUDENTS AND MAINSTREAM  
RESOURCES FOR THEM.  
WE ARE LOOKING AND -- LOOKING AT  
STUDENTS WHO ARE VERY CLOSE TO  
GRADUATE BUT NOT -- WHAT ELSE  
CAN WE DO THERE.  
WE ARE ALSO LOOKING AT WHAT SORT  
OF PROFESSIONAL DEVELOPMENT TO  
DO WITH THE TEACHERS IN ORDER TO  
SCHOOL THE PROGRAM, VOCATIONAL  
PROGRAM.  
WE KNOW THAT HELP ASSISTANT  
PROGRAM MAKE SURE CBT PROGRAM  
RIGHT NOW IT'S STATE ACCREDITED  
PROGRAM.  
WE WANT TO MAKE SURE THAT THEY  
HAVE ACCESS TO JOBS OR INDUSTRY.  
BUT THE MAIN DECIDE THAT ALL  
SCHOOLS WOULD BE ABLE TO WORK  
TOGETHER AND SEE THEMSELVES AS A -- IF A STUDENT IS NOT DOING  
WELL IN X SCHOOL BECAUSE OF  
DIFFERENT -- THEY HAVE CHOICE TO  
SELECT AMONG OTHER SCHOOLS.  
THIS IS CLOSE TO MY HOUSE,  
CLOSER TO DAYCARE, CLOSER TO  
SOMETHING SO I CAN GO THERE.  
WE ARE LOOKING AT PROGRAMMING.  
WE ARE LOOKING AT CURRICULUM  
INSTRUCTION, OPPORTUNITIES FOR  
STUDENTS TO HAVE ACCESS TO GET  
CREDENTIALS ALSO STUDENTS THEY  
DON'T GET DISCOURAGED SAYING I  
HAVE TO GO ALL ACROSS THE CITY  
AND I CAN'T BECAUSE I'M WORKING  
AND I HAVE A KID.  
>> TO THAT POINT, REASON WHY I  
WAS ASKING IS ONE OF THE GROUPS  
THAT I'VE WORKED SPECIFICALLY ON  
STRENGTHENING THEIR PATHWAY TO

GRADUATION PREVENTING DROP OUT  
ARE EXPECTING AND PARENTNESS  
TEENS WORKED WITH BOSTON PUBLIC  
SCHOOLS AND ADVOCATES AND  
STUDENTS TO REVIVE THE POLICY  
THAT HAVE NOT BEEN UPGRADED  
SINCE 1989.

PART OF THAT WAS TO WANT TO MAKE  
SURE EDUCATORS ARE INFORMED OF  
THE POLICY THAT ALL EXPECTED  
PARENTING STUDENTS KNOW IT IS  
THEIR RIGHT TO COMPLETE THEIR  
EDUCATION AND THAT WE ARE --  
THEY ARE NOT IN ANY WAY  
PENALIZED DUE TO THINGS THAT  
WOULD COVER UP WITH PARENTING.  
MY FIRST QUESTION IS, ARE YOU  
AWARE OF THE POLICY.

CAN YOU ACCOUNT FOR -- I KNOW  
IT'S CHALLENGING BECAUSE  
OFTENTIMES WE HAVE STUDENTS THAT  
DROP OUT YOU DIDN'T KNOW THEY  
WERE EXPECTING.

-- CORRECT.

BUT DO YOU HAVE ANY ACCOUNTING  
FOR THAT POPULATION?

>> ABSOLUTELY, YES.

ONE OF THE THINGS THAT IT IS SAY  
THAT WE ARE FACING MORE MIDDLE  
SCHOOL WHO NEED SERVICES WE ARE  
THINKING ABOUT HOW CAN WE  
PROVIDE SERVICES TO YOUNGER  
STUDENTS WHO WILL BE PARENTS.  
WHEN THEY BECOME PARENTS  
ANYTHING HAPPENS AT THE HOME  
THEY WOULD BE ABLE TO SUPPORT  
THE CHILDREN.

WE WANT TO MAKE SURE THE PROGRAM  
IS VERY RIGOROUS WHEN THEY GET  
HIGH SCHOOL DIPLOMA THEY HAVE  
CIVIC EXPERIENCES WE WANT TO  
MAKE SURE THAT GOING TO BE GREAT  
PARENTS.

WHAT HAPPENS THEY ARE CRYING.  
SOME PEOPLE WANT SERVICES.  
WE'RE LOOKING AT ACADEMICS,  
DOING VERY GOOD JOB WE JUST NEED  
TO SPEND A LITTLE BIT MORE TO --  
>> I USUALLY, THE CHAIRMAN WORKS  
WITH ME I'M VERY GRATEFUL EVERY  
YEAR WILL DO DEEPER DIVE  
SPECIFICALLY ON WELLNESS AND  
THINGS LIKE THAT BECAUSE ONE OF  
MY FRUSTRATION WE WANT TO GET

THAT COMPREHENSIVE EDUCATION --  
CURRICULUM 'DID DON'T BUT IT IS  
NOT BEING IMPLEMENT.

YOUNGER STUDENTS?

WE'LL DO DEEPER DIVE ON THAT,  
OKAY?

WE WILL REVISIT IT.

THANK YOU.

ON MADISON PARK SPECIFICALLY,  
COULD YOU SPEAK TO -- WHAT IS  
THE CURRENT ROLE OF THE  
EXECUTIVE DIRECTOR AT MADISON  
PARK, WE'VE BEEN SPEAKING A LOT  
ABOUT AUTONOMY AND THE LIKE JUST  
BASED ON OUR DIALOGUING WITH  
RESIDENTS, WE GET CONFLICTING  
FEEDBACK HOW MUCH AUTONOMY THEY  
HAVE.

COULD YOU SPEAK TO THAT?

>> ONE OF THE THINGS THAT  
HAPPENED IS THAT THEY USED TO BE  
HEAD MASTER BEFORE AND TWO YEARS  
AGO I BELIEVE HE WAS LET GO SO,  
THE ASSISTANT DIRECTOR TOOK OVER  
AS HEAD MASTER AND EXECUTIVE  
DIRECTOR.

WE ARE IN THE PROCESS AND THEY  
HAVE PUT A PROPOSAL OUT, BECAUSE  
RIGHT NOW AGAIN NEW HEAD MASTER  
WITHIN THE SCHOOL.

>> CHAIRMAN SAYING THAT IS THE  
END OF MY TIME.

I'LL WAIT HERE AND GET BACK INTO  
THAT, THANK YOU.

>> THANK YOU.

COUNCILOR EDWARDS.

>> THANK YOU FOR THE WORK THAT  
YOU PUT IN ALREADY FOR OUR  
SCHOOLS.

I REALLY DO APPRECIATE THE KIND  
OF VIEW OF THE RESTRUCTURE CAN  
HOW YOU'RE TRYING TO MAKE SURE  
THAT WE ARE HOLDING THESE  
SCHOOLS ACCOUNTABLE MAKE SURE  
THEY HAVE RESOURCES THAT THEY  
NEED AND ALSO KIND OF CLUSTERING  
THEM IN WAYS THAT THEY LEARN  
FROM EACH OTHER THEY'RE NOT SO  
ISOLATED.

IN MY DISTRICT I SEE HUGE  
DIFFERENCES.

THE ELLIOTT SCHOOL, BOSTON HIGH  
SCHOOL, INASMUCH AS WE ARE  
GETTING CLUSTERS THAT BRING THEM



TOGETHER, OUR PRINCIPALS GET  
ALONG REALLY WELL CONTINUALLY TO  
GROW VERY IMPORTANT.

THANK YOU FOR DOING THAT.

IN YOUR RESTRUCTURING AND KIND  
OF TRANSFORMATION, IS THERE ANY  
CLOSING OR COMBINING OF SCHOOLS  
PLANNED?

>> ONLY SCHOOL THAT WE'VE  
PRESENTED TO THE SCHOOL  
COMMITTEE LAST NIGHT WAS THE  
CLOSURE OF DORCHESTER ACADEMY.  
WHICH IS FUNCTIONING NOW AS ONE  
OF OUR ALTERNATIVE EDUCATION  
PROGRAMS BUT IS ALSO A LEVEL  
FOUR SCHOOL AND THIRD YEAR LEVEL  
FOUR.

THERE ARE FEWER THAN 20 STUDENTS  
AT THE SCHOOL.

>> WHEN WE TALK ABOUT THE  
ALTERNATIVE PROGRAM, IS THAT --  
HOW OLD ARE THE STUDENTS IN  
THOSE PROGRAMS OR HOW -- WHAT IS  
AGE FOR THAT?

>> IT CHANGES.

WE SOMETIMES HAVE 15 YEARS OLD,  
OLDEST IS 22.

THEN WE HAVE ADULT ED PROGRAM,  
THEY CAN SERVE STUDENTS 23-60  
YEARS OLD.

THAT IS SUPPORTED BY THE STATE,  
THAT IS PART OF COHORT OF ADULT  
ED.

>> CAN I JUST ADD ONE  
CLARIFICATION WE HAVE ONE OF OUR  
ADULT ED PROGRAMS THAT HAS  
SPECIAL AGREEMENT WITH THE  
DISTRICT TO SERVE STUDENTS  
THROUGH THEIR 23rd YEAR.  
BUT ALL THE REST IS 22.

>> ONE OF THE THINGS THAT WE  
FOUND IN EAST BOSTON IS THAT  
THERE ARE OLDER STUDENTS IN  
THEIR 20s COMING IN TO THE  
HIGH SCHOOL AND IS THAT PART OF  
THE ALTERNATIVE TRACK OR WHAT IS  
--

>> CAN YOU EXPLAIN HOW THAT  
HAPPENS?

>> WE'RE WORKING WITH THE  
STUDENT ASSIGNMENT BECAUSE WE  
FACE THAT THEY DON'T HAVE  
SOMETIMES TRANSCRIPTS AND THEY  
DON'T HAVE WHAT GRADE LEVEL THEY

SHOULD BE.

WHAT WE ARE TRYING TO DO MAKE SURE THAT WE DO SCREENING OF THE AGES, WHAT THEY HAVE AS ACADEMIC BACKGROUND TO BE PLACED IN ALTERNATIVE SCHOOL.

WHEN THEY COME AT 22 YEARS OLD WE HAVE TIME TO PUT THEM IN ADULT ED BECAUSE THEY HAVE MORE TIME TO GET THEIR HIGH SCHOOL DIPLOMA IN NO RESTRICTION ON TIMING THEY CAN BE THERE TWO OR THREE MORE YEARS.

THAT IS WHY WE ARE WORKING TO FIND OUT --

>> WE HAD A STUDENT WHO JUST IN HIS 20s HE CAME IN, EAST BOSTON HIGH SCHOOL UN UNFORTUNATELY, WE'RE TRYING TO FIGURE OUT HOW IN GENERAL 20-YEAR-OLDS ARE BEING PLACED IN HIGH SCHOOLS THROUGHOUT THE CITY OF BOSTON.

AND I'M HAPPY TO SEE THAT YOU GUYS ARE LOOKING AT THIS AND HOPEFULLY GOING TO RESOLVE PUT THIS IN A POSITION THAT WE CAN ALL LIVE WITH.

BUT HUGE CONCERN FOR US IN EAST BOSTON.

MOVING ON TO VOCATIONAL, QUESTIONS ON THAT.

I WAS CURIOUS ABOUT, I APPRECIATE YOU ACTUALLY LISTING THE AREAS WHERE WE HAVE CERTAIN VOCATIONAL CONCENTRATION.

I AM CURIOUS ABOUT WHEN IT COMES TO MADISON PARK IS THERE ANY MOVEMENT TO CREATE A SATELLITE VERSION OF MADISON PARK IN ANOTHER PART OF THE CITY.

>> WE HAVE ACTUALLY MORE PROGRAMS OUTSIDE MADISON PARK. ENGLISH, WE HAVE -- BAA. WE HAVE ENK.

TWO MORE SCHOOLS BUT CBT ALSO EXISTS OUTSIDE MADISON PARK. WE HAVE 19 PROGRAMS IN MADISON PARK AND PROBABLY 20 BY THE END OF THE YEAR WHEN ONE GETS APPROVED AT THE STATE.

BUT THERE ARE OPPORTUNITIES FOR STUDENTS NOT JUST PARTICIPATE IN CHAPTER 74, ALSO HAVE PATHWAYS.

WE HAVE 49 PATHWAY -- 45 PATHWAY  
SCHOOLS THROUGHOUT BOSTON PUBLIC  
SCHOOLS.

>> HOW FAR DOWN DO THOSE -- WHEN  
THEY DO START, MIDDLE SCHOOL?

>> STARTS IN 9th GRADE.

WE ARE GOING TO START LOOKING AT  
EIGHT GRADES, THE S.T.E.M.

ACADEMY WILL BE AND SO THAT

WOULD BE AN AMAZING PROGRAM.

WE HAVE THE 6-12 THEY ARE DOING  
SOME PATHWAY IN 6th GRADE.

>> THANK YOU.

>> COUNCILOR ESSAIBI GEORGE.

THANK YOU, AGAIN.

CONTINUE FOR A FEW MINUTES ON  
VOCATIONAL ED.

I KNOW I INTERJECTED WHEN  
COUNCILOR O'MALLEY, COULD WE  
HAVE SOME CLARITY ON THOSE  
NUMBERS AND WHAT WE'RE SPENDING  
AND WHERE OUR KID ARE GOING FOR  
VOCATIONAL ED.

WOULD YOU HAVE -- WE DO HAVE  
TREMENDOUS AMOUNT OF CONFUSION.  
BUT SPEAKING ABOUT KIDS THAT ARE  
LEAVING THE DISTRICT FOR  
VOCATIONAL ED OPPORTUNITIES  
OUTSIDE OF BOSTON.

HAVE WE SPENT ANY TIME ANALYZING  
WHY THEY'RE LEAVING AND I KNOW  
THAT THEY'RE LEAVING FOR OTHER  
PROGRAMS WHY AREN'T WE LOOKING  
AT THAT, WHY ARE THEY LEAVING  
AND WHY CAN'T WE REPLICATE THOSE  
PROGRAMS AND KEEP OUR KIDS IN  
THE CITY AND GIVE THEM WHAT  
THEY'RE ASKING FOR.

>> THE ASSISTANT DIRECTOR HAS  
BEEN IN CONTACT WITH FAMILIES.  
I DON'T HAVE IT WITH ME EXACTLY  
WHERE THEY ARE.

WHAT COURSES THEY'RE TAKING.  
ALSO LOOKING THAT WE CANNOT  
REPLICATE CERTAIN COURSES DUE TO  
THE SPACE IN SOME LOCATIONS.  
BUT SHE HAS BEEN TRYING TO --  
EVERY SINGLE FAMILY WHY TO BE  
OUTSIDE BOSTON TO SEE IF WE HAVE  
PROGRAMS IN BOSTON HOW TO GET  
THEM BACK IN HERE.

THESE RUNNING TOTAL ANALYSIS  
THAT I'D BE GLAD TO SEND IT TO  
ALL OF YOU ABOUT WHY THEY LEFT,

WHERE THEY ARE AT AND HOW WE CAN START LOOKING AT WHY NOT CREATE PROGRAMS IN BOSTON LIKE BIOTECH OR ENGINEERING PROGRAMS.

>> WHICH ARE THE PROGRAMS THAT WE COULDN'T OFFER IN BOSTON?

>> ONE OF THE ONES IS AGRICULTURAL.

>> WHY COULDN'T WE DO THAT IN BOSTON?

I THINK IN THE CITY WE'VE SHOWN INNOVATIVE WAYS TO DO CRATE FARMING, HYDRO FARMING, THOSE ARE NEWER INDUSTRIES.

BUT THEY'RE NOT EVEN THAT NEWER, BUT IT'S THE WAY THAT LOT OF AGRICULTURAL HAS SHIFTED SO THAT URBAN FARMING CAN HAPPEN.

>> ONE OF THE THINGS THAT WE HAVE BEEN TALKING ABOUT IS HOW DO WE REPLICATE THAT IN BOSTON, THE LOCATION, WHAT WOULD BE THE COST.

BECAUSE NOT EASY TO OPEN PR PROGRAM, A WITH STANDARD FROM MASSACHUSETTS IS ONE THAT NEEDS LOT OF SPACE AND LOT OF CREDENTIALS TO OPEN IT BECAUSE IT HAS TO BE WITH WHAT FIELD YOU'RE GOING TO HAVE.

THE PROCESS OF GETTING APPROVED IS VERY EXPENSIVE BECAUSE IT'S VERY EXPENSIVE PROGRAM.

WE CANNOT REPLY JUST TAKES A LOT OF -- HOW CAN I SAY THIS.

A LOT OF SERVING FOR THE STUDENTS THE IF THEY MEET HERE HOW MUCH, IF WE ONLY HAVE TWO OR FIVE STUDENTS, SHE HAS ALL THAT INFORMATION, IS HOW DO WE OPEN IT AND WHAT LOCATION.

WE DO HAVE ONE LOCATION THAT WOULD BE -- TO OPEN THAT WE JUST NEED TO FIND OUT IF THAT IS WHERE WE WANT TO INVEST.

>> I'LL MOVE AHEAD TO EXTENDED LEARNING TIME.

ROLL OUT OF ELT?

>> YES.

HOW MANY SCHOOLS HAVE ELT?

58 I BELIEVE.

THAT IS ALL OF OUR ELEMENTARY SCHOOLS ARE K-8 SCHOOLS IN SOME VERSION WITH THE EXCEPTION OF

PILOT AND INNOVATION SCHOOLS?

>> THEY'RE DIFFERENT.

IT'S NOT EXACTLY THE SAME AS  
THE ELT DATE.

THERE IS AS EACH CURRENT LEVEL  
FOR SCHOOLS BEGINS TO MAKE THEIR  
SUSTAINABILITY PLAN THAT IS PART  
OF THE DISCUSSION IS WHERE THEY  
SHIFT TO AN ELT SCHEDULE ONCE  
THEY EXIT LEVEL FOUR.

>> WITH ELT WE HAD THREE PHASES,  
THREE ROLL OUTS.

WHAT ARE THE MAJOR DIFFERENCES  
BETWEEN INITIAL ROLL OUT FOR THE  
FIRST COHORT AND THEN WITH THE  
SECOND AND WITH THE THIRD.

>> THE FIRST ROLL OUT, FIRST  
YEAR ROLL OUT HAPPENED RIGHT  
AFTER THE AGREEMENT WAS SIGNED  
SO SCHOOLS WERE SELECTED I THINK  
MONTH OR SO AFTER THE AGREEMENT  
WAS SIGNED.

THERE WASN'T A LOT OF TIME  
BEFORE -- BETWEEN THEN AND THE  
END OF THE YEAR FOR THEM TO  
FIGURE OUT WHAT THEY WANTED TO  
DO AND DO THE BUDGETING AND THAT  
WAS MARCH TO JUNE OF 2015  
BECAUSE IT WAS ACTUALLY WHEN WE  
WERE DOING VISIONING, DR. CHANG  
TURNED VISIONING IN.

THAT FIRST YEAR WAS A PRETTY  
ROCKY YEAR.

FEEL FREE TO TAKE OVER AT ANY  
POINT BECAUSE YOU DID A LOT MORE  
THAN I DID.

IT WAS A ROCKY YEAR WITH A GROUP  
OF PRIMITIVE EXPLORERS WHO WERE  
TELLING US WHAT WAS WORKING,  
WHAT WASN'T WORKING.

WE HAD A JOINT TASK FORCE THAT  
OVERSEAS THE IMPLEMENTATION.  
THAT JOINT TASK FORCE THAT WHICH  
INCLUDES TEACHER'S UNION,  
PARENTS, COMMUNITY PEOPLE AND  
DISTRICT STAFF.

WENT INTO OVER DRIVE IN ORDER TO  
MAKE SURE THAT WE COULD -- WE  
LEARNED EVERYTHING WE COULD  
LEARN FROM THE ISSUES THAT WERE  
COMING UP IN THE FIRST YEAR.

THE SECOND YEAR COHORT WAS NOT  
SMALLER THAN WE HAD ANTICIPATED  
IN PART BECAUSE WITHIN THE

AGREEMENT THAT SCHOOLS HAVE ABILITY TO OPT OUT UNTIL THEY HAD TO DO IT.

SO WE USED THE SECOND YEAR TO PILOT SOME WORK WITH PROFESSIONAL DEVELOPMENT RELATED TO TRYING TO SMOOTH OUT SOME OF THE AREAS THAT WE HAVE SEEN DIFFICULTIES WITH IN THE PLANNING AS WELL AS IN THE IMPLEMENTATION.

>> WHAT ARE THE BIGGER DIFFERENCES IN IMPLEMENTATION IN EACH OF THE SCHOOLS?

>> THERE ARE A LOT OF DIFFERENCES.

HOW IT'S IMPLEMENTED.

DO YOU WANT TO SPEAK TO THAT?

>> MY UNDERSTANDING, I'LL JUST GET TO IT, MY UNDERSTANDING IN THE INITIAL IMPLEMENTATION THAT IT WAS AN OPPORTUNITY TO GIVE CHILDREN MORE ENRICHMENT, MORE EXTRA ACTIVITIES.

THEN BY THE TIME WE GOT TO THE THIRD ROLL OUT IT WAS ADDING COUPLE OF MINUTES TO EVERY PERIOD, NO ADDITIONAL ENRICHMENT.

>> THERE ARE NO GUIDELINES ON HOW YOU HAVE TO SET UP THE TIME.

>> MY UNDERSTANDING FROM THE FIRST ROLL OUT AND SECOND ROLL OUT PRIOR TO THE THIRD ROLL OUT WHICH MY SCHOOL PARTICIPATED IN THERE WEREN'T STRICT GUIDELINES AS TO HOW THAT EXTRA TIME WOULD BE USED WITH THE EXCEPTION OF, IT'S NOT SIMPLY HAVING FEW MINUTES TO EVERY PERIOD.

IT WAS THE CREATE SOME UNIQUE OPPORTUNITIES TO SCHOOL COMMUNITIES TO OFFER ENRICHMENT ACTIVITIES.

WE'VE GOT IN MY OPINION ACROSS THE BOARD WE'VE GOTTEN AWAY FROM THAT.

BUDGET CONSTRAINTS, PARTLY DUE TO THIS IS OVERWHELM THE SYSTEM WITH TOO MUCH WE DON'T HAVE ENOUGH RESOURCES TO GO AROUND. IT'S BEEN A REAL DISAPPOINTMENT QUITE FRANKLY.

I'VE GOT KIDS ACROSS DISTRICT

THAT ARE GETTING OUT OF SCHOOL WAY TOO LATE BECAUSE OF EXTENDED DAY AND WHICH IS CREATING LOT OF OTHER CHALLENGES WITHIN -- FOR MANY OF OUR FAMILIES.

I DON'T KNOW IF WE'RE GOING TO HAVE EXTENDED DAY WHICH IS NOW JUST PART OF THE DAY.

HOW DO WE GET BACK TO MAKING IT AN ENRICHING OPPORTUNITY FOR OUR KIDS.

>> ONE OF THE THINGS THAT'S HAPPENING NOW IS THE OFFICE OF ELT, THERE'S NOT NEW COHORT COMING ON BOARD THEY MADE THEMSELVES AVAILABLE TO SCHOOLS TO LOOK AT, AS SCHOOLS ARE COMING TO THE END OF THEIR FIRST YEAR OF. IMPLEMENTATION, THEY'RE LOOKING AT SCHEDULES IF SCHOOLS HAVE ASPIRATIONAL GOALS, FOR INSTANCE TO, CREATE MORE ENRICHMENT TIME OR MORE DISCRETE BLOCKS OF TIME THE OFFICE OF ELT HAS BEEN AVAILABLE TO HELP SCHOOLS THINK HOW THEIR SCHEDULES COULD LOOK DIFFERENT FOR NEXT YEAR.

THERE'S REALLY A VARIETY EVEN IN THE SECOND COHORT OF ROLL OUT IN THE SCHOOLS THAT I WORK WITH, THERE ARE SOME SCHOOLS THAT HAVE CREATED LIKE CLUB STRUCTURE SO THAT TWO TIMES A WEEK ALL OF THE TEACHERS TEACH SOMETHING THAT THERE IS REALLY A LOT OF THEIR OWN, THEY DO KNITTING, YOGA, COOKING.

THEN ON THE OTHER DAYS EITHER IN THEIR TEACHER FACILITATED LEARNING TIME OR THEY'RE DOING MORE ACCELERATION, INTERVENTION TYPE WORK EITHER PUSHING KIDS AHEAD RAPIDLY OR ALLEVIATING STUDENTS.

IT LOOKS DIFFERENT ACROSS ALL OF THE SCHOOLS.

THERE ARE SOME I THINK PARTICULARLY IN SCHOOLS THAT HAVE UPPER GRADES THEY DID USE TIME TO EXTEND THE BLOCK OF MATH WHERE OR SCIENCE OR SOCIAL STUDIES.

>> OVERALL SENTIMENT IT ISN'T

FULFILLING ITS INITIAL GOALS AND THAT'S A REAL CHALLENGE FOR A LOT OF OUR SCHOOLS AND FOR OUR KIDS.

REAPING THOSE BENEFITS.

NOT EXTRA RECESS OR EXTRA TIME AT LUNCH, THERE'S NOT -- JUST ACTIVITY THAT THEY WOULDN'T NECESSARILY BE EXPOSED TO IN ANOTHER SETTING BEING OFFERED TO THEM.

I THINK THAT THERE'S PROBABLY DIRECT CORRELATION BETWEEN NUMBER OF OUR SCHOOLS THAT ARE RECEIVING SOFT LANDINGS OR SUSTAINABLE -- SUSTAINABILITY ALLOCATIONS OR CORRELATIONS BETWEEN WHAT ACTIVITIES AND ENRICHMENTS THOSE KIDS ARE BEING OFFERED.

ONE MORE ROUND.

>> COUNCILOR JANEY.

THANK YOU.

IS SOMEONE HERE FROM THE OFFICE OF CAREER AND TECHNICAL EDUCATION OR MADISON?

>> I SUPERVISE MADISON BUT THE PERSON IN CHARGE IS NOT HERE.

IF YOU HAVE ANY QUESTIONS --

>> I'M INTERESTED IN GOING A LITTLE DEEPER IN THE VOCATIONAL PIECE.

I'VE ASKED THAT SEVERAL HEARINGS PRIOR TO THIS ABOUT VOCATIONAL ED, PARTICULARLY MADISON SO JUST HOPING THERE WOULD BE SOME REPRESENTATION BUT I'M SURE -- I KNOW YOU WOULD BE FINE AND WONDERFUL.

COULD YOU TELL US WHAT THE OVERALL STRATEGY THEN IS TERMS OF REALLY BRINGING MADISON UP TO WHERE WE ALL WANT TO SEE MADISON GET TO, I MEAN MADISON IS A SCHOOL THAT THAT IS HAD IT'S SETBACKS AND CHALLENGES OVER THE YEARS, I THINK WE'RE ALL VERY MUCH COMMITTED TO SEEING MADISON SUCCEED AND THOSE STUDENTS HAVING EVERY OPPORTUNITY.

I WENT TO THE EVENT THAT YOU MENTIONED EARLIER WITH THE PAINTERS UNION, IT WAS WONDERFUL.



I'M VERY EXCITED ABOUT THAT PARTNERSHIP.  
I'D LIKE TO SEE MORE OF THAT.  
HOPE YOU CAN GIVE OVERVIEW OF WHAT THE OVERALL STRATEGY IS.  
>> THANK YOU FOR THAT OPPORTUNITY BECAUSE I ALSO WANT MADISON PARK TO BE THE GEM OF THE CITY IN TERMS OF THE VOCATIONAL PROGRAM.  
ONE OF THE THINGS THAT WE ARE DOING, I GO BACK TO WE WANT TO MAKE SURE WITH THE POSSIBILITIES OF THE LEADERS OF THE SCHOOL WE WANT TO MAKE SURE NOT JUST FOR CENTRAL OFFICE, BUT PARENTS AND STUDENTS AND COMMUNITY AT LARGE THEY KNOW HOW THIS SCHOOL FUNCTIONS WHO IS DOING WHAT, ALSO WE ARE CAPTURING ALL THE INFORMATION ABOUT -- HOW MANY CERTIFICATIONS, MAKE SURE PROGRAMS GO OUTSIDE THE SCHOOL. WE WANT TO SEE IF OTHER STUDENTS FROM BOSTON PUBLIC SCHOOLS CAN HAVE ACCESS TO THIS.  
WE WANT TO MAKE SURE THAT MADISON PARK HAS AMAZING PROGRAM BUT JUST CONTAINED SO WE WANT TO SEE HOW WE CAN EXPAND THEM.  
FOR ONE OF THE PROGRAMS WE'RE GOING TO FACE WOULD BE THE AFTER SCHOOL COMPONENT.  
BUT ACTUALLY IN THE AFTERNOON AND ON SATURDAYS WE ARE LOOKING OUT MADISON PARK STUDENTS GOING TO TRAIN OTHER STUDENTS.  
GOING TO THE 8th GRADE CLASSES, MIDDLE SCHOOLS, TEACH THEM SOME OF THE CRAFTS.  
THE STUDENTS SEE THAT, MY GOODNESS, I CAN DO SOMETHING, MAKE THINGS MYSELF.  
WE ARE COMING WITH STRATEGIC PLAN OF RECRUITMENT.  
WE WANT TO MAKE SURE THE NUMBERS AT MADISON PARK INCREASE AND THEREFORE, ONE OF THE PROGRAMS THAT WE CAN ACTUALLY TAKE MADISON SHOWCASE WITH STUDENTS ALSO BRING STUDENTS TO MADISON PARK TO EXPERIENCE ONE WEEK OF VOCATIONAL TRAINING.  
THE REASON WE ARE DOING MADISON

PARK, WE HAVE 32 PARTNERS,  
LOOKING AT EVERY SINGLE --  
>> HOW MANY?

32.

WHAT WE ARE DOING LOOKING AT  
MOUS AND HOW DO WE ACTUALLY  
MAKE THIS PUBLIC.

SO EVERYBODY WHO WORKS IN  
MADISON PARK, EVEN DRIVES TO  
MADISON PARK WILL BE ABLE TO SEE  
ALL THESE PARTNERS WITH PI  
PICTURES, WE START PUTTING  
NEWSLETTER WAS EVERYBODY -- WE  
CAN HIGHLIGHT ALL THE  
ACCOMPLISHMENTS OF THE STUDENTS.  
THEY ARE GETTING A LOT OF WORK,  
GETTING RECOGNITION.

MANY STUDENTS ARE GOING INTO THE  
INDUSTRY, MAKE SURE THAT IS  
EVERYBODY KNOWS WHAT IS GOING ON  
AND MADISON, WE DON'T WANT  
PEOPLE TO SAY, WHAT IS HAPPENING  
WITH MADISON.

WHAT IS THE STRATEGIC PLAN.  
HOPEFULLY BEFORE THE END OF THIS  
YEAR WE ARE GOING TO BE ABLE TO  
CONVEY MADISON PARK AND WHY FROM  
YEAR ONE TO YEAR FIVE.

WE WANT TO MAKE SURE THAT WE  
HAVE OUR PARTNERS INVOLVED SO WE  
MET YESTERDAY WITH PARTNERS THAT  
ARE GOING TO BE HELPING US WITH  
THE STRATEGIC PLAN.

CURRENTLY WE HAVE WONDERFUL  
PROGRAMS THAT NOT MANY PEOPLE  
KNOW.

IT'S A GREAT THING THAT WE ARE  
LETTING PEOPLE KNOW.

>> YOU SAID RECRUITMENT PLAN TO  
SHOWCASE THE PROGRAMS AT MADISON  
THAT WAS TO TARGET MIDDLE SCHOOL  
STUDENTS?

>> EXACTLY.

YOU ALSO MENTIONED JUST NOW  
AND EARLIER ABOUT DEFINING THE  
ROLES AT THE SCHOOL.

WHAT IS THE TIMELINE FOR THAT  
AND WHO IS INVOLVED IN THAT  
PROCESS?

I'M A BIG BELIEVER IN  
PARTNERSHIPS WHERE EDUCATORS AND  
PARENTS AND STUDENTS ARE PART OF  
THAT PROCESS AND I HOPE THAT  
THEIR VOICES WOULD BE HEARD.

>> HEAD MASTER, THEY DEFINE THEIR OWN GOALS. THEY ARE COORDINATING THAT. I MET WITH THEM ON TUESDAY WE'RE GOING TO PRESENT TO THE SUPERINTENDENT, THE RESPONSIBILITIES. WE ARE GOING TO HAVE ANOTHER MEETING WITH THE SUPERINTENDENT AND SOME OF THE PARTNERS SAY THIS IS WHAT WE WORK OR DON'T WORK. THEN GOING TO CREATE, BRING TOLT FRIENDS OF MADISON AND GIVEN THAT WE'LL DO PRESENTATION TO THEM.

>> WHEN WILL THAT HAPPEN? E DON'T HAVE A TIMELINE OF THAT. BECAUSE THE PROPOSAL THAT WE HAVE TO SUBMIT TO HIM. BUT WE ARE GOING TO BE ABLE TO PRESENT IT TO HIM. WE JUST WANT TO MAKE SURE THE SCHOOL IS DOING THE WORK FIRST AND WE BRING OTHER --

>> IS THE SCHOOL PART THAT HAVE PROCESS?

>> THE SUPERINTENDENT CAN SEE IT WE'LL GO TO THE ILT FIRST. HAS BEEN LOT OF TEACHER INPUT BUT WE WANT TO MAKE SURE THAT THE SCHOOL WE'RE PRESENTING TO ILT, FRIENDS OF MADISON. WE ARE DEVELOPING A COMMUNICATION STRATEGY.

>> I APPRECIATE THAT. I'D LIKE TO COME BACK TO AN EARLIER QUESTION I THINK IT WAS COUNCILOR FLYNN WHO RAISED THE ISSUE, I THINK YOU RESPONDED. THE ISSUE AROUND STUDENTS WHO HAVE COME FROM PUERTO RICO AND I CERTAINLY UNDERSTAND THE IMPORTANCE OF MAKING SURE THAT ELL OFFICE IS PART OF THAT PROCESS, THAT THE OFFICE OF ENGAGEMENT IS THERE, BUT IT WOULD ALSO SEEM THAT THE OFFICE OF SUPPORT WOULD PLAY A ROLE. SO I DON'T KNOW IF THAT'S JUST THE FIRST POINT OF ENTRY THOSE OTHER DEPARTMENTS THAT YOU MENTIONED BUT I WOULD BE

INTERESTED IN UNDERSTANDING THE  
COORDINATION BETWEEN THE THREE  
OFFICE.

THE OFFICE OF SUPPORT AND  
TRANSFORMATION AS WELL AS ELL.

>> IT'S A LITTLE BIT OF THE  
ALREADY AND IN THE YET.

THIS IS A REORGANIZATION THAT  
WILL BE IN PLACE FOR THE START  
OF THE NEXT SCHOOL YEAR.

THE DEPARTMENT OF SUPPORT NOW  
WOULD BE THAT IN SCHOOLS, BUT IN  
THIS CASE SCHOOLS THAT ARE  
SUPPORTING STUDENTS THAT HAVE  
COME FROM PUERTO RICO IF THERE'S  
A PARTICULAR NEED, INSTRUCTIONAL  
NEED THAT RESULTS FROM THAT  
GROUP OF STUDENTS, THEN THE  
INSTRUCTIONAL SUPERINTENDENT WHO  
IS WORKING WITH THAT SCHOOL  
WOULD BE THE CONDUIT TO BE SURE  
THAT IF A NEED FOR ADDITIONAL  
ESL INSTRUCTORS OR NEED FOR  
HELPING THE SCHOOL REDO ITS  
SCHEDULE SO THAT THEY CAN  
PROVIDE ESL SERVICES TO THOSE  
NEWLY ARRIVED STUDENTS.

THE SUPPORTS ARE BEING  
COORDINATED BETWEEN THE SCHOOLS,  
THE INSTRUCTIONAL SUPERINTENDENT  
THEN OFFICES.

>> SELL WELL IS ONE OF THE TEAMS  
WITHIN ASSET.

SO IF THERE'S A NEED FOR  
ADDITIONAL CONTINENTALING  
SERVICES, THOSE ARE ALL  
CONNECTED THROUGH THE  
INSTRUCTIONAL SUPERINTENDENT.

>> WONDERFUL, THANK YOU.

COUNCILOR PRESSLEY.

>> A NUMBER OF QUESTIONS HAVE  
BEEN ASKED.

SPECIFICALLY AROUND ELT I KNOW  
LOT OF QUESTIONS HOW TO WE GET  
BEHIND THAT.

I DID WANT TO JUST OFFER ONE  
THING THAT YOU DON'T HAVE TO  
ANSWER NOW BUT I'D LIKE TO KNOW,  
DO WE FEEL THAT THE SEATS WE ARE -- WAIT LIST ELIMINATED  
ENTIRELY, I'M SORRY RELATIVE TO  
PRE-K.

HAS THE WAIT LIST BEEN  
ELIMINATED ENTIRELY RELEVANT TO  
PREKC AND DO WE KNOW IF THE

NEIGHBORHOODS AND CHILDREN WITH THE GREATEST NEED ARE IN THOSE SEATS.

THAT WAS A QUESTION THAT THEY COULDN'T ANSWER FOR ME LAST YEAR.

I JUST WANT TO PUT THAT ON THE TABLE.

THEN MADISON PARK AND APPRECIATE COUNCILOR JANEY'S LINE OF QUESTIONING ABOUT ACCOUNTABILITY AND DEFINING ROLES AND THE LIKE. TIMELINE AROUND HEAD MASTER ENGAGING THE FRIENDS OF MADISON PARK, THAT WAS MY QUESTION, BECAUSE SEEN THROUGH MANY ITERATIONS I CAN MAKE SURE THEY CONTINUE TO BE ENGAGED WITH RESPECTED AND VALUED PARTNERMENT ALSO WAYS IN WHICH THE STUDENTS HAVE BEEN.

>> THAT ARE VERY ACTIVE.

DO ANY -- ANY OF THOSE PARTNERSHIPS OR RATHER ALL OF THEM STANDARDIZED IN THEIR APPROACH IN TERMS OF A PATHWAY TO A COULD REAR.

THE THREE INDUSTRIES THAT I WANT TO FOCUS ON ARE NURSING, COSMETOLOGY AND CULINARY ARTS.

>> OKAY.

START WITH PARTNERSHIP.

NO IMPACT ON STUDENT GROWTH.

WHAT PARTNER ENROLLED.

>> YOU'RE DEVELOPING -- TOOLS AND ACCOUNTABILITY WITH THAT --

>> ALSO WHAT THEY DO FOR THE SCHOOL IF THEY ARE GOING TO WORK ACADEMIC LENS.

WORK FOR EXTRA CURRICULAR PROGRAMMING.

WE HAVE TO HAVE OUR CRITERIA.

>> COORDINATION.

EXACTLY.

THAT'S WHAT I'M ASKING ABOUT EXECUTIVE DIRECTOR POSITION IN KEVIN McCASKILL HOW EMPOWERED HE IS.

IT IS MY UNDERSTANDING THERE WAS TIME WHERE IT SEEMS THAT HE WAS ABLE TO BE MORE IN RECRUITING PARTNERS SO MUCH IS RELATIONAL JUST MAKE SURE THAT HE STILL HAS AUTHORITY AND ABILITY NO WAY HAS

HIS ROLE BEEN UNDERMINED.  
THAT IS HIS ROLE TO GO OUT  
SIGHTED COMMUNITY BRING PARTNERS  
TO THE SCHOOL, WE ARE GOING TO  
TRY TO THAT IS AN AREA OF NEED.  
>> WE ARE GOING TO JUDGE WHAT IS  
THE LEVEL OF GROWTH INTO CAREER.  
AND SO AGAIN THE THREE -- I  
THINK THE TRADES GET LOST IN  
THIS, THIS USED TO BE INCREDIBLE  
FEEDER FOR OUR HEALTH CARE  
INDUSTRY WHICH IS ONE OF THE  
MOST RELIABLE INDUSTRIES HERE IN  
MASSACHUSETTS.

SO THE NURSING PROGRAMS THE  
COSMETOLOGY PROGRAM, 30% OF OUR  
MAIN STREETS ARE REPRESENTED BY  
BEAUTY SALONS AND BARBERSHOPS.  
NUMBER OF STUDENTS HAVE  
STRUGGLED AFTER THEY HAVE BEEN  
IN THE SCHOOL TO PAY FOR  
APPLICATIONS, TO APPLY TO  
SCHOOLS.

I WANT TO MAKE SURE GUIDANCE  
COUNCILORS ARE NOT REFERRING  
THEM TO PREDATORY FOR-PROFIT  
SCHOOLS.

THE GROWTH OF OUR RESTAURANTS.  
THEY ARE STRUGGLING, WE'RE  
GROWING RESTAURANTS, BUT THEY  
NEED A WORKFORCE.

AND SO I DO WANT TO MAKE SURE  
THAT THOSE PATHWAYS, WHEN YOU  
TALK ABOUT THESE PARTNERS, DO  
THESE PARTNERS EXIST ACROSS EVERY  
VOCATION, OR NOT CONCENTRATED  
UNDERSTAND CONSTRUCTION.  
LANDSCAPE OR PARTNERS WHO DO  
THEY OFFER.

IS EQUITY BALANCE EVERY SINGLE  
TRADE.

WHO IS CONTACT PERSON.

MAKE SURE THAT THEY ARE WORKING  
FORMAT FOR OUR STUDENTS.

WE ARE GOING TO HAVE  
SUPERINTENDENT MEETING WITH THE  
PARENT COUNCIL, MEETING WITH  
BRAD, KEVIN AND I GOING TO THE  
PARENTS HEAD COUNCIL AND STUDENT  
GOVERNMENT MAKE SURE THERE IS  
COMMUNICATION THAT RIGHT NOW HAS  
BEEN BUT BECAUSE WE DIDN'T HAVE  
THE -- REALLY CLEAR BUT WHEN WE  
GO IT WOULD BE EASIER FOR

EVERYBODY TO KNOW WHAT IS GOING ON.

>> LET ME JUST GO THROUGH.  
IF YOU CAN'T ANSWER QUICKLY  
BECAUSE MY TIME RUNS OUT WE CAN  
GET SOME OTHER TIME I THANK THE  
CHAIR FOR HIS IN ACTUAL  
GENERALS.

CAN YOU TELL ME FOR THE  
OPPORTUNITY INDEX FUND HOW MUCH  
THAT HAVE IS BEING ALLOCATED  
TOWARDS MADISON.

STUDENTS WITH THE GREATEST NEED.  
WE KNOW THERE IS A NEED OF  
MADISON JUST THAT GOES TO MY  
NEXT QUESTION, SORRY IF IT'S  
BEEN ASKED AND ANSWERED.

CAN YOU TELL ME WHY THIS SCHOOL  
IS FUNDED DIFFERENTLY ACCORDING  
TO OTHER VOC SCHOOLS?

>> I GOT THAT INFORMATION.  
MADISON PARK IS SECOND HIGHEST  
SCHOOL THAT WE ACTUALLY FUND.  
IN THE VOCATIONAL WORLD.

[ ALL TALKING AT ONCE ]

>> THANK YOU SO MUCH.

>> I KNOW I'M DONE HERE I  
APOLOGIZE, THANK YOU.

>> THE OPPORTUNITY INDEX, MAIN  
SOURCE OF FUNDS WAS ABOUT \$3  
MILLION THAT WENT ACROSS, IT WAS  
106 SCHOOLS, MADISON PARK ABOUT  
75,000 DOLLARS OF THAT.

WHICH WAS THE -- I'LL DOUBLE  
CHECK I THINK IN THE TOP TEN IN  
TERMS OF ALLOCATION.

>> IS THAT COMMENSURATE WITH  
OTHER VOC SCHOOLS?

>> OPPORTUNITY INDEX?  
THE ALLOCATION PER STUDENT.  
THAT'S THE THING.

WHEN YOU LOOK AT --

>> ANSWERING YOUR FIRST  
QUESTION.

>> I SEE.

F YOU ARE TALKING ABOUT -- A  
LITTLE BIT HARD TO COMPARE TO A  
SCHOOL LIKE MINUTEMAN OR  
WORCESTER VOC BECAUSE THERE ARE  
THOSE SCHOOLS ARE REGIONAL  
VOCATIONAL SCHOOLS, THEY ARE  
THEIR OWN SCHOOL DISTRICT.  
THOSE SCHOOLS HAVE THINGS LIKE  
BENEFITS, COST AND

TRANSPORTATION COSTS BUILT INTO THE DATA THEY REPORT ON STATE WEBSITE.

WE DID SOME ANALYSIS TO TRY AND MAKE A COMPARISON BETWEEN THE FULL COST OF BPS. FULL COST INVESTMENT OF BPS INTO MADISON.

IT'S A LITTLE BIT HARD TO COMPARE BECAUSE YOU HAVE ANSWER QUESTIONS LIKE, REGIONAL VOCATIONAL SCHOOLS ARE BUSING IN KIDS FROM ALL OVER THE REGION VERSUS IN STATE LIKE BOSTON WHERE OUR TRANSPORTATION COST AT THE HIGH SCHOOL LEVEL ARE LOWER. THE COMPARISONS AREN'T EXACTLY GREAT BUT OUR BEST ESTIMATE IS OF THE 26, I BELIEVE, VOCATIONAL REGIONAL VOCATIONAL SCHOOLS, MADISON PARK IS IN THE TOP FIVE IN TERMS OF PER PUPIL FUNDING WHEN YOU CONSIDER ALL SORT OF COMPARABLE RESOURCES.

IF YOU THINK HOW WE FUND OTHER SCHOOLS IN THE DISTRICT, ON TOP OF -- ON TOP OF ALL CHARACTERISTICS ON STUDENT NEEDS.

ANY STUDENT IN VOCATIONAL PROGRAM WHICH IS EVERY STUDENT AT MADISON PARK GETS AN ADDITIONAL FULL 1.08 WHICH THIS YEAR WAS SHORT OF \$4300 REPRESENT THE ADDITIONAL VOC. IN ADDITION TO THAT THE SUPPORT VOCATIONAL PROGRAMMING AT MADISON AND IN PARTICULAR SUPPORTS BREADTH OF THE PROGRAMMING THAT WE'RE LOOKING TO OFFER AT MADISON AS PART OF A TURN AROUND.

BUT THAT 1.5 MILLION DOLLARS OF FUNDING IS ADDED ON ON TOP OF THE WAY STUDENT FUNDING FORMULA TO HELP SUPPORT A VOCATIONAL PROGRAMMING.

ISH ADDITION TO THAT ANOTHER ABOUT \$330,000 OF FUNDING IS ADDED TO SUPPORT THE SNAP PROGRAM, WHICH IS WONDERFUL COLLABORATION BETWEEN MADISON PARK AND SOME OF OUR LOCAL COMMUNITY COLLEGES.



>> I DO WANT TO SAY THAT WE HAVE SEEN GAINS, WE ARE ENCOURAGED BY THOSE.

I DO THINK IT'S IMPORTANT THAT YOU FIND WAYS TO HIGHLIGHT AND CELEBRATE THOSE BECAUSE THE MORALE OF THE SCHOOL HAS BEEN SO LOW BECAUSE OF WHAT I THINK HAS FOR LONG TIME BEEN DESTABILIZED LEADERSHIP, CONSTANTLY CHANGING, UNDERRESOURCED I'M GLAD THAT WE'RE MAKING A GREATER INVESTMENT BUT OBVIOUSLY WE'VE GOT TO HAVE REALIGNMENT OF PRIORITIES BECAUSE IF WE'RE SEEING THAT INVESTMENT BUT THEN NOT SEEING THE OUTCOME WHERE THERE'S READINESS FOR CAREER. THEN WHAT'S THE POINT.

THE CONVERSATION CONTINUES. THANK YOU SO MUCH FOR YOUR EFFORT AND YOUR TIME AND MY COLLEAGUES FOR THEIR PATIENTS.

>> WE'VE BEEN JOINED BY COUNCILOR FRANK BAKER. COUNCILOR O'MALLEY.

>> JUST WANT TO FOLLOW UP ON OUR QUESTION, THIS ISN'T TRYING TO BE A GOTHIC GOESA QUESTION. BUT ON PAGE 91 AND 92 OF THE PREHEARING INFORMATION PACKET, WHICH DETAILS CONTRACTS OVER \$100,000.

THERE'S TWO LINE ITEMS, 1.8 MILLION FOR VOC ED SERVICES PAID TO MINUTEMAN REGIONAL HIGH SCHOOL.

OTHER IS ONE MILLION FOR VOC ED PAID TO NORFOLK AGI.

DO I HAVE IT CORRECT THAT JUST FIVE STUDENTS GO TO MINUTEMAN REGIONAL HIGH SCHOOL?

>> CAN WE LOOK INTO THIS GET BACK TO YOU?

WE OFF THE TOP OF OUR HEADS DON'T HAVE THAT INFORMATION AVAILABLE.

WE'LL FIND OUT GET IT BACK TO YOU THROUGH THE PROCESS OF QUESTION AND ANSWER THAT WE SEND AFTER EACH MEETING.

WE'LL GET ON IT THIS AFTERNOON.

>> I DON'T WANT TO BELABOR THE POINT.

WHAT WOULD -- WHAT WOULD THAT  
MONEY -- WHAT WOULD THE 1.8  
MILLION FOR CONTRACTS ENTAIL?  
>> I WANT TO LOOK INTO THAT  
CONTRACT IN PARTICULAR.  
BECAUSE THE CONTRACT LIMIT MAY  
BE 1.8 MILLION BUT WE MAY NOT BE -- NOT SURE WHAT THE TERM OF  
THE CONTRACT IS.  
WE'LL LOOK INTO THE ACTUAL  
EXPENDITURES AGAINST THE  
CONTRACT.  
>> SO THE CONTRACTS -- FIGURE  
MAY BE RIGHT BUT THAT MAY NOT BE  
WE'RE SPENDING?  
>> FIGURE ON CONTRACT IS OFTEN  
LIMIT OF WHAT WE'RE ALLOWED TO  
SPEND ON THAT CONTRACT BUT NOT  
NECESSARILY THE TOTAL OF WHAT WE  
END UP SPENDING.  
>> I'D LIKE THAT INFORMATION.  
JUST GENERALLY -- HOW MANY  
STUDENTS CAN YOU TELL US HOW  
MANY STUDENTS ARE CURRENTLY  
RECEIVING OUT OF PLACEMENT  
SERVICES FOR VOC ED?  
>> STARTED WITH 12.  
12.  
WHAT IS THE BUDGET ON THAT?  
>> I DON'T HAVE THAT -- WE ARE  
GOING TO BACK TO THE ACTUAL  
RIGHT NOW OF HOW MANY STUDENTS  
ARE ENROLLED.  
THAT WAS IN SEPTEMBER.  
I HAD TO GET THE NUMBERS.  
>> AT THE MOMENT OUR PROJECTION  
IS ABOUT 625,000 DOLLARS.  
TO BE SPENT ON VOCATIONAL  
EDUCATION TUITIONS OVER THE  
COURSE OF THIS YEAR.  
>> I'M LISTENING, I'M DOING MA  
MATH.  
ABOUT 625 DIVIDED BY 12 IS  
52,000 IS THAT BALANCE MARK OF  
WHAT THE PER PUPIL ALLOCATION  
WILL BE?  
>> I'M NOT SURE ABOUT THAT.  
I WANT TO CONFIRM THAT NUMBER OF  
PEOPLE.  
>> I DEFINITELY WANT TO FOLLOW  
UP ON THIS.  
I'M NOT LOOKING TO FALL ON  
STICKING POINT WITH A BILLION  
DOLLAR BUDGET.  
THE INFORMATION WE GET WHAT IS

ACTUALLY HAPPENING WE'RE TALKING -- IF INDEED NUMBER FOR  
MINUTEMAN REGIONAL HIGH SCHOOL  
STUDENTS IS FIVE AND WE'RE  
PAYING \$1.8 MILLION THAT IS  
\$350,000 PER STUDENT.

NOW YOU'RE SAYING I HOPE YOU'RE  
RIGHT THAT THAT MAY NOT BE  
ACCURATE WE NEED TO KNOW WHAT  
THE ACCURATE FIGURE IS.

THROUGH THE CHAIR IF WE COULD  
HAVE DETAILED -- WHAT I WANT  
I'LL LEAVE IT WITH THIS, A  
DETAILED MEMORANDUM EXPLAINING  
HOW MANY STUDENTS GO TO OUT OF  
PLACEMENT FOR VOC ED KNOTTED  
SPECIAL ED WHICH IS BULK OF OUT  
OF DISTRICT PLACEMENTS BUT FOR  
VOC ED SOME OF THEM MAY BE  
SPECIAL ED STUDENTS AS WELL.

I WANT THAT, WHERE THEY GO, HOW  
WHERE DO THEY GO, HOW MANY TO  
EACH SCHOOL, AND THE TOTAL  
NUMBER WE ARE ALLOCATING PAYING  
FOR IT, AND THE DISCREPANCY YOU  
GUYS PROVIDED, WHY THAT SEEMS TO  
BE SUCH AN INCREDIBLY HIGH  
NUMBER.

SO IF WE COULD HAVE THAT  
FURNISHED TO US IN THE NEXT  
COUPLE OF DAYS, THAT WOULD BE  
VERY HELPFUL THANK YOU.

>> I WOULD ADD, DOES THAT  
INCLUDE TRANSPORTATION COSTS AS  
WELL.

THANK YOU.

>> COUNCILOR BAKER, AND ON THAT  
SAME SUBJECT, I WOULD ASK-- AM I  
ON HERE?

SO GOOD AFTERNOON.

HOW ARE YOU GUYS?

THANKS FOR COMING OUT.

SO TO ADD TO THAT, WHAT IS--  
WHAT IS IT THEY'RE GOING FOR?

SO WHAT ARE THEY GOING TO  
MINUTEMAN FOR?

IS IT SHEET METAL?

IS IT, YOU KNOW,-- AND WHY ARE  
WE LOSING THOSE STUDENTS?

WHAT ARE WE NOT DOING IN BOSTON  
HERE THAT WE SHOULD BE DOING TO  
NOT LOSE THOSE STUDENTS?

AND ALONG THAT SAME SORT OF LINE  
OF QUESTIONING, ARE WE DOING  
ANYTHING-- IT SEEMS-- I'VE BEEN

HERE FOR I THINK THIS IS MY SEVENTH BUDGET, AND EVERY YEAR IT'S VOCATIONAL SCHOOLS, WE SHOULD BE DOING MORE TO TEACH KIDS THAT MAYBE DON'T HAVE THE CAPACITY, DON'T HAVE THE CAPACITY TO GO TO COLLEGE. OR MAYBE, LIKE MYSELF, DIDN'T WANT TO GO TO COLLEGE, THOUGHT I SHOULD DO SOMETHING ELSE. BUT WHAT ARE WE DOING DIFFERENTLY NOW THAN WE WERE SEVEN YEARS-- OR ARE WE DOING ANYTHING DIFFERENTLY IN THAT VOCED SPACE?

>> SO ONE OF THE THINGS-- GOOD AFTERNOON, HI.

ONE OF THE THINGS THAT WE ARE DOING DIFFERENT IS INSTEAD OF HOSTING ALL THE PROGRAMS AT MADISON PARK, WE ARE ACTUALLY OPENING OTHER PROGRAMS. BY NOW, WE HAVE OTHER SCHOOLS THAT HAVE C.V.T. PROGRAMS--

>> C.V.T.

>> CAREER VOCATIONAL PROGRAMS. BUT WE ALSO HAVE PATHWAYS. PATHWAYS ALSO ALLOWS STUDENTS TO GET CERTIFICATIONS. WHEN IT COMES TO CREDENTIALS, IT HAS TO BE APPROVED BY THE STATE. RIGHT NOW WE HAVE 45 PROGRAMS IN THE BOSTON PUBLIC SCHOOLS. SO WE COUNT C.V.T., CAREER VOCATIONAL TECHNICAL PROGRAMS, AND PATHWAYS, HOW STUDENTS CAN HAVE INTERNSHIPS.

>> SO THOSE C.V.T.s WOULD WORK WITH THE HEALTH INDUSTRY, OR SOMETHING LIKE THAT.

>> DENTAL ASSISTANT, DENTISTRY. WE ALSO HAVE PATHWAYS THAT WILL ALSO LEAD TO CREDENTIALS, AND SOME OF THOSE PATHWAYS WILL BE IN THE ART FIELD, MEDIA ARTS, MEDIA TECHNOLOGY, OR ENGINEERING PROGRAM.

>> OKAY.

AND BACK TO THE REGIONAL HIGH SCHOOLS, LIKE I CAN SEE, IT SEEMS IF WE HAVE NORFOLK AGGY, I DON'T THINK WE WOULD EVER HAVE A CAPACITY FOR AGRICULTURE. UNFORTUNATELY, MAYBE WE SHOULD

START THINKING ABOUT THAT.  
IS THAT WHERE THE MONEY IS  
GOING, MORE TOWARD THE NORFOLK  
AGGIE, AND LESS TOWARDS MINUTE  
MAN.

THERE'S ONE FOR NORFOLK AGGIE,  
AND ONE FOR 1.8.

WE'RE REALLY ONLY SPEND DIGNITY  
600,000 OUT OF THOSE TWO  
CONTRACTS?

AND I APOLOGIZE--

>> MR. BAKER.

>> IF WE ALREADY WENT OVER  
THERE.

>> WE'VE COMMITTED TO GETTING TO  
THE ROOT OF THE-- WHAT EACH OF  
THE CONTRACTS IS FOR, HOW MANY  
STUDENTS IT'S SERVING, WHAT ARE  
OTHER COSTS MIGHT BE INCLUDED  
THERE, AND GETTING THE  
INFORMATION BACK IN THE FORM OF  
A MEMO.

>> OKAY.

>> SO, I MEAN, HOPEFULLY, WE'LL  
HAVE THAT INFORMATION FOR YOU  
WITHIN A DAY OR SO.

>> THANK YOU.

AND IS THERE ANY PLAN TO MAYBE  
OFFER MORE VOCATIONAL-- LIKE YOU  
WERE TALKING ABOUT HOW YOU TOOK  
SOME OF THE PATHWAY PROGRAMS OR  
OTHER PROGRAMS FROM MADISON PARK  
AND THEY'RE IN DIFFERENT HIGH  
SCHOOLS.

IS THAT A MODEL WE'RE GOING TO  
PURSUE A LITTLE MORE?

BECAUSE WHEN-- YEARS AGO, I  
KNOW, LIKE, I THINK IF I HAVE  
THIS RIGHT, IF YOU WANTED TO GO  
INTO SHEET METAL, YOU WENT TO  
SOUTH BOSTON HIGH.

IF YOU WANTED TO GO INTO  
ELECTRICAL, YOU WENT TO BOSTON  
TECH.

ARE THOSE CONVERSATIONS  
HAPPENING AT ALL?

OR WILL ALL THOSE SORT OF--  
THOSE HANDS-ON WORKING WITH  
TOOLS SORT OF TRADES, WILL THEY  
STAY AT MADISON PARK?

>> OKAY, FIRST OF ALL, LET ME  
JUST CLARIFY THAT WE'RE NOT  
TAKING ANYTHING FROM MADISON  
PARK.

>> SO MAYBE I WORDED THAT WRONG.  
I APOLOGIZE FOR THAT.

>> I JUST WANT TO CLARIFY THAT.  
ONE THING WE ARE INCLUDING IS  
ALSO TECHNICAL PROGRAMS, WHICH  
IS WITH TECHNOLOGY, "DESIGNING,  
PROGRAMMING, FLYING DRONES.  
WE ARE LOOKING AT THE STUDENT  
INTEREST AND THE INDUSTRY.  
WHAT ARE THE FIELDS WHERE  
STUDENTS CAN GET JOBS?  
IF WE OPEN A PROGRAM AND THERE  
ARE NO JOBS, IT'S A DISSERVICE  
TO THE POPULATION.  
BEFORE WE OPEN A PROGRAM WE DO A  
SURVEY.

WE LOOK AT THE POPULATION, WHAT  
IS THE INTEREST OF THE STUDENTS,  
AND THEN THE CAPACITY OF THE  
SCHOOL.

IF THEY DON'T HAVE THE CAPACITY,  
THEN WE START WORKING WITH  
SCHOOLS.

IF THERE'S INTEREST FROM  
STUDENTS AND NO CAPACITY, WE  
START WORKING WITH THE CAPACITY.  
AND THEN WE LOOK AT WHAT IS THE  
INDUSTRY FIELD?

WHAT OTHER DEPARTMENTS DO THEY  
HAVE AROUND THE AREA THAT TAKE  
ACTUALLY TAP INTO IN ORDER TO  
HAVE INTERNSHIPS AND  
OPPORTUNITIES FOR JOBS?

WHEN WE TALK ABOUT BIG SHOPS,  
LIKE CARPENTRY.

THOSE ARE VERY EXPENSIVE AND  
VERY HARD TO REPLICATE, THAT WE  
WANT MADISON PARK TO CONTINUE TO  
BE THE HUB OF CERTAIN PROGRAMS  
THAT STUDENTS CAN ABOUT GO  
THERE--

>> THE BIGGER PROGRAMS WITH A  
LOT OF INFRASTRUCTURE.

>> AND LANDSCAPE, THE REDESIGN  
OF MADISON PARK, WE ARE TRYING  
TO OPEN THE AFTER-SCHOOL  
COMPONENT FOR STUDENTS WHO GO TO  
ENGLISH HIGH BUT ARE ALSO  
INTERESTED IN BECOME A CARPENTER  
OR JUST WANT TO EXPLORE TWHY NOT  
GO TO MADISON PARK.

>> THAT SOUNDS LEAK A GOOD IDEA,  
WHEN YOU WERE TALKING ABOUT  
FLYING THE DRONES, NEW INDUSTRY,

NEW TECHNOLOGY.

SO WHERE WILL THOSE-- WILL  
THOSE-- WHERE WILL THOSE  
PROGRAMS ROLL OUT WHEN WE COME  
UP FOR AIR?

IS IT ALL GEARED TOWARDS MADISON  
PARK?

>> MADISON PARK HAS 19 PROGRAMS,  
BUT THERE ARE OTHER PROGRAMS  
THAT EXIST OUTSIDE OF MADISON  
PARK--

>> I MEAN, AS WE DEVELOP OR YOU  
DEVELOP NEWER PROGRAMS, WHERE  
WILL THEY GO.

>> SO IT'S INTEREST BY THE  
SCHOOL, AND WE ALSO TAP INTO THE  
OPEN-ENROLLMENT SCHOOLS WHERE WE  
HAVE-- WE HAVE STUDENTS THAT  
WILL BE EXPLORING SOMETHING IN  
THE INDUSTRY FIELD.

BUT IT IS BY THE INTERESTS OF  
THE SCHOOL, BY THE INTERESTS OF  
THE SCHOOL, INTEREST OF THE  
STUDENTS, THAT WE OPEN THESE  
PROGRAMS.

SO WE ARE LOOKING AT ENGINEERING  
PROGRAM.

THERE'S ONLY ONE EXAM SCHOOL  
THAT HAS A C.V.T. PROGRAM FOR  
THE FIRST TIME EVER THAT WE ARE  
LOOKING AT AND SERVES THE  
POPULATION THAT HAS THE  
INTEREST.

THE LANDSCAPE IS I HAVE THE  
INTEREST, I DON'T HAVE THE  
CAPACITY, WE CAN WORK ON THAT.  
AND WE CAN LOOK AT THE STUDENTS.  
DO THEY REALLY WANT TO HAVE A  
PATHWAY?

WE WANT TO MAKE SURE WE CAN  
SUSTAIN IT.

AND WE DON'T OPEN A PROGRAM WITH  
AN ELECTIVE.

HAS TO BE A FOUR-YEAR  
TRAJECTORY, WHERE EVERY YEAR  
THEY HAVE CERTIFICATIONS AND  
CREDENTIALS.

>> IN THE SAME-- IN THE SAME  
FIELD OR THE SAME PATH.

>> IF A SCHOOL CAN HAVE ACTUALLY  
FOUR TO FIVE PATHS.

>> OKAY, OKAY.

>> AND THAT'S WHAT WEEPTS THE  
STUDENTS TO HAVE, OPTIONS AND

CHOICES.

>> AND MY LAST QUESTION,  
MR. CHAIR, IS THAT THE HEARING  
IS ON-- THE SHORT-RANGE ON  
TRANSFORMATION SUPPORTS.  
YOU CAN EXPLAIN TO MOW WHAT THAT  
ACTUALLY IS, "TRANSFORMATION  
SUPPORTS?

>> THE KIND OF SUPPORTS THAT  
WILL ALLOW SCHOOLS TO TRANSFORM  
INTO SORT OF EXACTLY WHAT YOU  
HAVE BEEN TALKING ABOUT, PLACES  
WHERE LEARNING IS REALLY ALIVE.  
IT'S REALLY RELEVANT, AND WHERE  
STUDENTS, TEACHERS, FAMILIES,  
ARE COMING EVERY DAY, REALLY  
EXCITE BUILD THE OPPORTUNITIES  
FOR LEARNING THAT ARE GOING TO  
HAPPEN, AND WHERE THE OUTCOMES  
ARE EQUITABLE ACROSS ALL  
STUDENTS IN ALL NEIGHBORHOODS SO  
THAT NO ONE FEELS LIKE THEY  
CAN'T FIND A REALLY EXCELLENT  
OPPORTUNITY IN THEIR OWN  
NEIGHBORHOOD.

>> SO WE'RE ACTUALLY THINKING  
ABOUT THE WAY-- WE'RE CHANGE THE  
WAY WE LEARN?

>> YES.

>> AND THIS IS ABOUT  
SUPPORTING--

>> IT'S ABOUT SUPPORTING  
TRANSFORMATION IN THE SCHOOLS,  
YEAH.

>> OKAY, THANK YOU, MR. CHAIR.

>> THANK YOU.

IS IT SAFE TO ASSUME, THOUGH,  
THAT WE DON'T ATTRACT KIDS FROM  
OUT OF DISTRICT IN OUR DISTRICT?  
I KNOW WE HAVE THE HORACE MANN  
FOR THE HEARING IMPAIRED THAT  
ATTRACTS OUTSIDE DISTRICT  
STUDENTS.

WE DON'T ATTRACT STUDENTS FOR  
VOC IN ANY OF OUR PROGRAMS?

>> SO FAR, WE DON'T.

>> SO FAR WE DON'T.

OKAY.

COUNCILOR ESSAIBI.

>> THE HEARING INCLUDED  
VOCATIONAL ED AS ONE OF THE  
SUBJECT AREAS.

I WOULD HAVE EXPECTED MORE OF  
THE INFORMATION TO BE AVAILABLE



DURING THIS HEARING.

>> OKAY.

>> SO IT DOES MAKE GETTING--  
GETTING THROUGH THE BUDGET  
PROCESS, AND WE'VE ALL  
IDENTIFIED THIS AS SOMETHING  
THAT'S IMPORTANT TO US.  
AND IT'S WHY AS A COUNCIL WE'RE  
ALSO HOLDING A HEARING SPECIFIC  
TO MADISON PARK.

CAN YOU TELL ME ABOUT THE--  
WHAT'S THE CAPACITY AT MADISON  
PARK?

HOW MANY STUDENTS CAN IT HOLD  
>> THE BUILDING WAS ONE OF THE  
LARGEST SCHOOLS.

RIGHT NOW WE HAVE 150 STUDENTS.  
>> WHAT'S THE CAPACITY, THOUGH?  
I ACTUALLY ATTENDED BOSTON TEK  
IN THE SAME COMPLEX.

SO IF YOU WERE TO INCLUDE WHICH  
BUILDINGS AND WHAT'S THE  
CAPACITY OF WHAT MADISON-- WHAT  
THE FOOTPRINT NOW IS OF MADISON?

>> THE FOOTPRINT FOR MADISON  
PARK COULD BE 1,000.

>> 1,000 COULD GO TO THE SCHOOL  
AND WE HAVE 150.

>> 850.

>> OH, 850.

IT'S 1,000 IS THE CAPACITY, AND  
850.

AND HOW MANY OF THAT 850 HAVE  
CHOSEN TO ATTEND MADISON, AS  
OPPOSED TO WERE ASSIGNED OR IT  
WASN'T THEIR FIRST CHOICE?

>> I DO NOT HAVE THAT  
INFORMATION AT THIS MOMENT.

>> THEY THINK WOULD BE REALLY  
INTERESTING TO KNOW WHAT THE  
DEMAND IS.

AND ARE THERE ANY OTHER PROGRAMS  
THAT HAPPEN AT MADISON PARK?

YOU KNOW, THERE ARE TEACHER  
TRAININGS THAT HAPPEN THERE.  
THERE'S THE CITYWIDE PARENT  
COUNCIL MEETS THERE.

IT'S USED FOR PARENT UNIVERSITY  
AT TIMES.

ARE THERE OTHER ACADEMIC  
PROGRAMS THAT HAPPEN AT MADISON?

>> YES, WE DO HAVE THE ADULT ED  
PROGRAM THAT HAPPENS THERE.

AND WE ARE LOOKING AT USING IT

FOR SUMMER INSTITUTE.  
WE OFFER SUMMER SCHOOLING THERE,  
TOO, AND MADISON HIGH HAS A  
SATURDAY SCHOOL, WHICH IS A VERY  
PROBUST PROGRAM FOR STUDENT, AND  
IT IS UTILIZED BY, ALSO,  
PARTNERS BECAUSE OF THEIR  
LOCATION, THE FACILITIES, AND  
BECAUSE WE WANT TO MAKE SURE  
THAT PEOPLE KNOW WHAT MADISON  
PARK IS ALL ABOUT.

>> IS MADISON PART OF B.P.S.?  
IS IT IN THE PIPELINE FOR SOME  
SIGNIFICANT INVESTMENTS?

>> IT IS PART OF THE-- WE WANT  
TO MAKE SURE THE ACADEMIC AND  
VOCATIONAL ARE INTGLAITD THERE.  
AND I KNOW WE WILL BE JOINED BY  
MR. ANDERSON.

>> WHILE HE'S COMING DOWN, CAN  
YOU TELL US ABOUT THE STAFFING?  
IS MADISON FULLY STAFFED?  
ARE THERE ANY OTHER STAFFING  
CHALLENGES AT MADISON?

>> SO FOR NEXT YEAR THE  
HEADMASTER WILL CONTINUE TO BE  
THE INTERIM HEADMASTER WHICH  
WILL GIVE US THE TIME TO DO THE  
SEARCH FOR WHOEVER IS GOING TO  
BE THE PERMANENT HEADMASTER.  
THE STAFFING RIGHT NOW, THEY  
HAVE 10 OPENINGS, AND THAT IS  
BECAUSE WE POSTED NEW POSITIONS.  
AND THEY ARE IN THE PROGRAM.  
WE DID A TOTAL ANALYSIS,  
SPECIALIST TEACHERS AND YOU HAD  
THREE CERTIFICATIONS OF  
POPULATIONS THAT YOU CAN SERVE.  
AT THIS MOMENT, I HAVE TO SAY  
STAFFING IS REALLY STRONG.  
THEY HAVE A VERY STRONG TEAM,  
ESPECIALLY IN THE E.L.L.  
DEPARTMENT.

>> ONE OF THE CHALLENGES ACROSS  
THE DISTRICT WITH TEACHERS WHO  
HAVE MULTICERTIFICATIONS, WHICH  
IS GREAT FOR US TO HAVE TEACHERS  
THAT ARE CERTIFIED IN A NUMBER  
OF AREAS, IS THAT THEY STILL  
ONLY COUNT AS ONE PERSON.  
THEY'RE ONLY ONE TEACHER, EVEN  
IF THEY HOLD MULTIPLE LICENSES.  
>> CORRECT.

>> AND JUST-- WE CAN'T AS A

DISTRICT, WE HAVE TO GET AWAY FROM SAYING, "WELL, THAT TEACHER IS ALSO CERTIFIED IN SPECIAL ED."

OR, YOU KNOW, WHATEVER IT IS, THEY'RE STILL ONLY ONE BODY.

>> YEAH, THAT IS CORRECT, YEAH.

>> REGARDING REBUILD B.P.S., THERE ARE A COUPLE OF DIFFERENT CATEGORIES OF WORK.

SOME OF IT IS WHAT IS CALLED ACCELERATED REPAIRS.

I AM NOT SURE IF MADISON IS IN THAT GROUP OF SCHOOLS AT THIS POINT.

>> I DON'T REMEMBER IT COMING BEFORE US, THE SCHOOL BUILDING AUTHORITY.

>> EXACTLY.

YONGE MADISON IS IN THAT GROUP. IF YOU'RE THINKING ABOUT BROADER RENOVATIONS OR PROGRAM TK CHANGES THERE ARE NO CHANGES.

>> I KNOW THERE IS THE FRIENDS GROUP, AND SCHOOL SIDE COUNCIL THEY WILL WE RECEIVED A FEW MONTHS AGO CONCERNS ABOUT THE ENGAGEMENT OF THE SCHOOL SIDE COUNCIL EXPILT BUDGET PROCESS. IN ANY SCHOOL IN THE DISTRICT, WHAT IS THE ROLE OF THE SCHOOL SIDE COUNCIL WHEN IT COMES TO APPROVING A SCHOOL'S BUDGET?

>> IT IS-- I WAS GOING TO LET MARY?

>> OKAY.

>> THE SCHOOL SIDE COUNCIL ACTUALLY REVIEWS THE BUDGET. THEY HAVE APPROVAL OVER THE DISCRETIONARY FUNDS WITHIN THE BUDGET.

SO THE LINE THAT COVERS THINGS LIKE STUDENT SUPPLIES, NOT PERSONNEL LINES, OR COMPLIANCE LINES, BUT THE DISCRETIONARY FUNDING.

>> AND SCHOOL SIDE COUNCIL MEMBERS ARE ALSO REQUIRED TO PARTICIPATE IN THE INTERVIEW PROCESS?

>> YES, EACH SCHOOL SIDE COUNCIL NEEDS TO HAVE A PERSONNEL SUBCOMMITTEE, AND THAT PERSONNEL SUBCOMMITTEE PARTICIPATES IN THE

PROCESS FOR HIRING ALL SCHOOL STAFF, EXCEPT THE SCHOOL LEADER. IN THE CASE OF HIRING A SCHOOL LEADER, THERE'S A SEPARATE PERSONNEL-- A SEPARATE PRINCIPAL SCREENING COMMITTEE THAT'S CONVENED THAT INCLUDES THREE MEMBERS-- THREE PARENT MEMBERS AND THREE B.T.U. MEMBERS AND IN THE CASE OF A HIGH SCHOOL, ALSO A STUDENT MEMBER. AND ALWAYS A BASIS MEMBER. AND THAT GROUP DOES THE SCREENING FOR ANY SCHOOL LEADER OPENINGS.

>> AND THEN AT ALL OF OUR SCHOOLS, MADISON INCLUDED, HIGH SCHOOL, ELEMENTARY, OUR SCHOOL SIDE COUNCILS ARE WE FOLLOWING OUR COMMITMENT TO OUR FAMILIES AND OUR COMMUNITIES AND OUR TEACHERS?

I KNOW TEACHERS PARTICIPATE IN SCHOOL SIDE COUNCIL. ARE WE FOLLOWING OUR COMMITMENT TO HAVING THEM ENGAGED IN THE BUDGET PROCESS, SIGNING OFF ON THE BUDGET PROCESS, PARTICIPATING IN THE INTERVIEW PROCESS?

IS THAT HAPPENING IN A MEANINGFUL WAY ACROSS THE DISTRICT?

>> SO ONE OF THE THINGS IS THAT IN THE REQUIREMENT FOR OPEN POSTING, IN ORDER FOR SCHOOLS TO BE ABLE TO OPEN POST THEIR POSITIONS, THEY HAVE TO DEMONSTRATE THEY HAVE AN ELECTED SCHOOL SIDE COUNCIL AND I WILL THAT SCHOOL SIDE COUNCIL HAS A PERSONNEL SUBCOMMIT.

SCHOOLS THAT DON'T MEET THAT REQUIREMENT, ARE NOT ABLE TO PARTICIPATE IN THE OPEN POSTING AND AUTONOMOUS HIRING. THAT'S ONE ACCOUNTABILITY CHECK. IN TERMS OF THE PERSONNEL SUBCOMMITTEES AND HOW THAT PROCESS PLAYS OUT IN EACH SCHOOL, THERE'S AN ONGOING COMMUNICATION BACK AND FORTH BETWEEN THE B.T.U., AND MY TEAM, FOR INSTANCE.

IF THERE'S ANY QUESTION ABOUT WHETHER, IN FACT, THE SCHOOL LEADER ISING IF THE CIRCULAR, IF THE CIRCULAR, IF NOT THEY RECEIVE SUPPORT AND TRAINING FROM A MEMBER OF MY TEAM AND THE OPERATIONAL SUPERINTENDENT.

>> WE RECEIVED SOME-- AND I THINK THERE ARE SOME REAL CONCERNS ABOUT THE INVOLVEMENT OF SCHOOL SIDE COUNCIL AT MADISON, SPECIFICALLY, IN THE BUDGET PROCESS OVERALL. I'M GOING TO SHIFT GEARS FTHAT'S OKAY.

HOW MANY SCHOOLS DO WE HAVE RIGHT NOW THAT ARE IN TURNAROUND STATUS?

>> LEVEL 4 OR LEVEL 4 AND 5?

>> BRIGHTON HIGH.

>> WE HAVE A TOTAL OF EIGHT.

>> CAN YOU NAME THEM FOR ME?

>> BRIGHTON, EXCELL, DEARBORN, ENGLISH, MADISON PARK--

>> DORCHESTER ACADEMY.

>> DORCHESTER ACADEMY, SORRY, NINE.

SO THERE ARE SIX HIGH, AND THEN DREW, CHANNING AND WINTHROP.

>> AND ARE THEY ALL OF THESE SCHOOLS--

>> MAY I JUST ADD, WE ALSO HAVE TWO LEVEL-FIVE SCHOOLS THAT THE STATE OPERATES.

WE ARE THE RECEIVER FOR THE DEVER, AND THE OTHER SCHOOL IS UP ACADEMY HOLLAND.

>> AND DO ALL OF THESE SCHOOLS HAVE TURNAROUND PLANS?

>> YES.

>> AND ARE WE FOLLOWING THEM?

>> WE ARE WORKING HARDER TO IMPLEMENT-- TO MAKE SURE THEY'RE BEING IMPLEMENTED WITH FIDELITY OVER THE PAST TWO YEARS.

YES, WE HAVE WORKED HARDER TO MAKE SURE THAT WHAT'S BEING WRITTEN IN THE PLANS IS BEING IMPLEMENTED.

>> WHO'S CHARGED WITH MAKING SURE THAT WE'RE FOLLOWING THE PLANS?

>> THE OFFICE OF TURNAROUND AND TRANSFORMATION.

>> THAT'S YOUR OFFICE OR IS THAT--

>> IT'S UNDERNEEGTHS-- IT'S AN OFFICE IN THE STRATEGY DIVISION REET NOW THAT WILL BE PART OF THE TRANSFORMATION.

>> PART OF THE MOVE TEAM. AND THEN THERE IS SOMEONE APPOINTED THROUGH DES THEY ALSO FOLLOWS THROUGH.

>> WE WORK WAY ATTEMPT PEOPLE FROM DESY.

>> WHEN WE PUT SCHOOLS INTO TURNAROUND STATUS, YOU KNOW, WE REAP SOME BENEFITS OF AN INVESTMENT OF FINANCIAL RESOURCES, HUMAN CAPITAL, SOME DIFFERENT ENERGY. BUT WE'RE ALSO FIGHTING THIS TIDE OF, YOU KNOW, LOWER MORAL, BOTH FOR THE STUDENT BODY, FOR THE SCHOOL, THE ADULTS IN THE BUILDING. AND THERE'S A LOT OF WORK AND EFFORT PUT INTO WRITING A TURNAROUND PLAN. AND SORT OF WALKING AWAY FROM THAT TURNAROUND PLAN AND FOLLOWING DOWN A PATH AIMLESSLY SOMETIMES. AND "AIMLESSLY" IN THE SENSE THAT, "OH, LOOK AT THIS, YOU KNOW, SPARKLY WHATEVER OVER HERE, THIS NEW IDEA." AND WE JUST PUSH ASIDE OUR TURNAROUND PLAN THAT A LOT OF PEOPLE HAVE INVESTED TIME AND ENERGY AND VERY OFTEN TEARS INTO. AND I'VE HEARD THAT EXPERIENCE MAYBE HAPPENING AT BRIGHTON HIGH WITH THEIR TURNAROUND PLAN, AND SOME FRUSTRATIONS ABOUT THAT. WE THINK ABOUT THE REPAIR THAT HAPPENS DURING TURNAROUND, ESPECIALLY AROUND MORAL. YOU KNOW, WHAT ARE THE-- WHAT IS THE COMMITMENT THAT YOUR OFFICE HAS AND THIS GROUP HAS TO PUBLICLY PRESENTING ON THAT TURNAROUND PLAN TO ENSURE THAT IT IS HAPPENING?

>> DAN.

>> THANK YOU FOR YOUR QUESTION.

THERE'S A LOT IN THERE THAT WE  
THINK ABOUT ALL THE TIME.  
SO A COUPLE THINGS.  
FIRST, DURING THE PROCESS OF THE  
DEVELOPMENT AND THE TURNAROUND  
PLAN, "WE ARE REQUIRED AND WE  
APPRECIATE THAT WE ARE REQUIRED  
TO HOLD WHAT'S CALLED A LOCAL  
STAKEHOLDER GROUP, WHICH  
INCLUDES VARIOUS  
REPRESENTATIONS, INCLUDING FROM  
THE STATE, FROM THE CENTRAL  
OFFICE, FROM THE SCHOOL,  
INCLUDING FAMILIES, INCLUDING  
STUDENTS, IF IT'S A HIGH SCHOOL,  
AND INCLUDING TEACHER  
REPRESENTATION.  
AND THEY-- THE LOCAL STAKEHOLDER  
GROUP HELPS CREATE THE VISION  
FOR THE TURNAROUND PLAN AND THEN  
LOOKS AT DRAFT WORK THAT'S BEEN  
DEVELOPED.  
WE ALSO HAVE THE OPPORTUNITY, AS  
WE GO-- AS YOU MENTIONED,  
THERE'S A LOT OF CHALLENGE WITH  
TURNAROUNDS AND A LOT OF  
OPPORTUNITY TO BRING IN NEW  
ENERGY.  
WE TRY TO FOCUS WHEN WE'RE  
SUPPORTING SCHOOLS ON WRITING  
TURNAROUND PLANS ON NOT LETTING  
IT GET TO BE TOO BROAD OF A SET  
OF THINGS THAT WE'RE ATTEMPTING,  
BUT TO KEEP IT NARROW ENOUGH  
THAT IT CAN GO REALLY DEV  
DEEP AND BE REALLY EFFECTIVE.  
WE DON'T WANT IT TO BE LIKE A  
CHRISTMAS TREE WHERE YOU HANG A  
LOT OF REALLY NICE ORNAMENTS ON  
IT, RIGHT.  
WE WANT IT TO BE RELATIVELY  
SIMPLE AND REALLY, REALLY  
EFFECTIVE.  
THERE'S ALSO THE OPPORTUNITY,  
ESPECIALLY AT A POINT LIKE THIS,  
WHEN WE'RE NEITHER THE END OF  
THE FIRST YEAR OF IMPLEMENTATION  
OF THE TURNAROUND PLAN FOR  
BRIGHTON AND EXCEL, THIS IS A  
CHANCE TO MAKE REVISIONS AS WE  
RENEW OUR SCHOOL REDESIGN GRANTS  
WITH THE STATE, AND AS WE THINK  
ABOUT WHAT BENCHMARKS AND GOALS  
WE'RE GOING TO SET FOR NEXT YEAR

SO WE CAN DO A LITTLE COURSE  
CORRECTING.  
AND EVERY YEAR THERE'S GOING TO  
BE A LITTLE BIT OF CHANGE, BASED  
ON THE EXPERIENCE OF  
IMPLEMENTING THE PLAN FOR THE  
FIRST YEAR, WHERE MAYBE WE FIND  
THAT SOME AREAS ARE HAVING THE  
MOST IMPACT, SO WE EITHER INVEST  
A LITTLE BIT MORE TIME THERE, OR  
WE KEEP THAT STRATEGY CONSTANT,  
WHERE WE ADJUST THE STRATEGY  
SLIGHTLY IN ANOTHER AREA.  
SO THOSE ARE SOME OF THE WAYS WE  
THINK ABOUT THOSE CHALLENGES.  
>> AND WHEN A SCHOOL GOES INTO  
TURNAROUND, HALF OF THE SCHOOL,  
THE TEACHERS ARE NEW.  
THE ADMINISTRATION IS NEW.  
WHAT WORKS HAPPENS TO TRAIN AND  
SUPPORT THOSE NEW TEACHERS AND  
LEADERS ON THE PLAN THE LOCAL  
STAKEHOLDER GROUP SPENT A LOT OF  
TIME AND ENERGY, AND OFTEN  
TEARS, PUTTING TOGETHER?  
>> YEAH, SO WE THE SCHOOL LEADER  
IS NOT NECESSARILY BRAND NEW.  
THERE ARE RULES THAT GOVERN WHO  
IS ELIGIBLE TO BE A SCHOOL  
LEADER, AND IF THE SCHOOL LEADER  
HAS BEEN IN THE SCHOOL FOR A  
LONG TIME, WE HAVE TO CHANGE  
SCHOOL LEADERS.  
BUT IF SOMEBODY JUST ARRIVED AT  
THE SCHOOL THAT YEAR AND WE FEEL  
CONFIDENT THEY'RE DOING A GREAT  
JOB, THEY CAN STILL BE ELIGIBLE  
TO STILL BE A SCHOOL LEADER.  
WE HAVE ALSO TAKEN STEPS LAST  
YEAR TO MOVE THE SCHOOL LEADERS  
WHO WERE GOING TO BE AT BRIGHTON  
AND EXCEL THIS YEAR, TO LAUNCH  
THE TURNAROUND PLAN.  
WE BROUGHT THEM IN EARLY, NOT  
WAITING FOR JULY 1 WHEN THEY  
WOULD NORMALLY START.  
WE DID IT-- I DON'T REMEMBER THE  
EXACT DATE--  
>> MID-MARCH.  
>> IT WAS MID-MARCH.  
BROUGHT THEM IN EARLY SO THEY  
COULD BE PART OF THE  
PLAN-WRITING PROCESS.  
IT WASN'T THE CENTRAL OFFICE AND



LOCAL STAKEHOLDER GROUP SAYING,  
"WE HAVE WRITTEN A TREMENDOUS  
TURNAROUND PLAN.  
PLEASE IMPLEMENT THIS."  
>> WHAT DID BRIGHTON DO THIS  
YEAR?  
THEY WERE NOT ALREADY IN  
TURNAROUND STATUS?  
>> THEY WROTE THE PLAN LAST YEAR  
AND THEY'RE IN THEIR FIRST YEAR  
OF IMPLEMENTATION.  
>> THEY'RE IN THE FIRST YEAR OF  
IMPLEMENTATION BUT WE JUST  
BROUGHT IN A SCHOOL LEADER NOW?  
>> NO, LAST YEAR.  
>> SO IS THERE A CHANGE IN-- IS  
THERE A CHANGE OF LEADERSHIP AT  
BRIGHTON, AT EXCEL, AT ENGLISH,  
AT MADISON, AT ANY OF THESE  
SCHOOLS IN THE MIDDLE OF THEIR  
TURNAROUND PLAN?  
HAVE WE ACTIVATED ANY CHANGE IN  
LEADERSHIP?  
>> WE ASKED DR. NORIEGA TO COME  
TO CENTRAL OFFICE.  
>> SO SHE WAS REPLACED.  
>> THAT WAS DO YOU RECALL LAST  
YEAR.  
SHE FINISHED LAST YEAR AND CAME  
OVER AT THE BEGINNING OF THIS  
YEAR.  
WE'RE LOOK AT ALL OF THE COST  
COMES ASSOCIATED WITH EACH OF  
THE PLANS, AND LOOKING AT  
DECISIONS ABOUT BOTH CONTINUING  
THE WORK AND MAINTAINING THE  
STAFF.  
I MEAN, WE DON'T HAVE AN ANSWER  
FOR YOU AT THIS MOMENT.  
COULD I ALSO ADD A COUPLE THINGS  
TO WHAT DAN SAID ABOUT THE FROM  
AS WELL?  
EVERY ONE OF OUR TURNAROUND  
PLANS INCLUDES AN EXTENDED  
SUMMER EXPERIENCE, PARTICULARLY  
THAT YEAR OF BRINGING IN THE NEW  
STAFF AND LAUNCHING THE WORK SO  
EVERYONE IN THE SCHOOL SHOULD BE  
FAMILIAR WITH THE PLANS BEFORE  
SCHOOL STARTS AND UNDERSTAND  
WHAT THEIR ROLE IS, GO THROUGH  
SOME P.D., RELATED TO THAT AND  
BEGIN THE BONDING PROCESS AS A  
COMMUNITY.

IT'S TRUE, WHEN YOU DO A  
TURNAROUND MODEL IT TAKES TIME  
TO BUILD A STAFF AGAIN.  
THE OTHER KEY POINT I WANTED TO  
MAKE IS WE DON'T KNOW WHAT  
CONDITIONS WOULD BE ATTACHED TO  
ANY LEVEL OF SANCTION BY THE  
STATE, BECAUSE THE STATE HAS  
BEEN FREED FROM A LOT OF  
REQUIREMENTS OF THE NO CHILD  
LEFT BEHIND DUE TO THE NEW  
FEDERAL LAW, ESSA.  
AND WE DON'T KNOW WHETHER OR NOT  
THE SAME REQUIREMENTS HELD IN  
THE PAST OR EVEN THE SAME SET OF  
OPTIONS WILL END UP BEING THE  
ONLY OPTIONS WE HAVE.  
THOSE ARE ALL THINGS WE'RE  
WAITING THE FINAL DECISION ON.  
AS I TOLD YOU EARLIER, THE STATE  
HAS DONE OPINION POLLING ON WHAT  
MIGHT CHANGE AND WHAT MIGHT STAY  
THE SAME, BUT WE'RE WAITING FOR  
THE FINAL ANNOUNCEMENT OF WHAT  
THOSE THINGS ARE.  
>> I WOULD LIKE TO ACKNOWLEDGE  
SOMETHING, AT THIS MOMENT, IN  
BRIGHTON HIGH SCHOOL, THE  
HEADMASTER IS NOT AT THE SCHOOL.  
SO I JUST WANT TO ACKNOWLEDGE  
THAT THAT MIGHT BE WHAT YOU  
MIGHT BE HEARING.  
>> THANK YOU.  
THAT CONCLUDES THIS SESSION OF  
THE HEARING, AND I HAVE A PERSON  
WAITING TO TESTIFY, ROBERT.  
YOU WANT TO COME UP TO THE  
PODIUM?  
YEAH.  
>> GOOD AFTERNOON, ALL.  
MY NAME IS ROBERT JENKINS, CLASS  
OF 1978 FROM MADISON PARK.  
I AM ALSO THE PRESIDENT OF THE  
ALUMNI ASSOCIATION.  
I AM ALSO A SCHOOL SIDE COUNCIL  
MEMBER.  
I HAVE BEEN A SCHOOL SIDE  
COUNCIL MEMBER FOR THE LAST FIVE  
YEARS.  
SO I'VE BEEN THROUGH THE UPS AND  
DOWNS OF MADISON PARK.  
I CAN GIVE YOU A ROAD MAP ON THE  
PROGRAMS.  
THE SCHOOL-- I'M GOING TO GIVE

YOU THE GOOD POINTS OF THE SCHOOL.

WE HAVE THE NUMBER ONE CULINARY ARTS PROGRAM IN THE STATE.

WE HAVE, LIKE, A \$50,000 FOOD TRUCK THAT IS PARKED UP, BRAND NEW, THAT CAN GO OUT AND SHOWCASE THEIR TALENTS, BUT THAT'S BEING HELD BACK BECAUSE OF PAPERWORK.

WHEN KEVIN CASKLE CAME, HE CAME WITH SEAN SHACKELFORD.

WHEN SEAN SHACKELFORD LEFT, KEVIN ASSUMED THE ROLE OF EXECUTIVE DIRECTOR AND HEADMASTER UP UNTIL THIS PAST YEAR.

THE SCHOOL SITE COUNCIL NEEDS WORK-- AND I WILL SAY THAT-- BUT ONE OF THE THINGS WE WERE NOT PRIVY TO, WE ONLY SAW THE BUDGET.

WE DID NOT TALK ABOUT THE BUDGET.

WE DIDN'T TALK ABOUT ANY POINT OF THE BUDGET.

WE JUST SAW \$14 MILLION THAT WAS PUT IN THE BUDGET-PLUS.

AND WE DID NOT SEE ANY OF-- WE HAD NO SAY-SO IN THE BUDGET.

I UNDERSTAND THAT, BECAUSE AT THE TIME, WHEN YOU GO BACK TO DECEMBER, WHEN KEVIN WAS PIT ON LEAVE, KEVIN WAS PUT ON LEAVE FOR AN INCIDENT THAT WE DON'T KNOW BECAUSE OF CONFIDENTIALITY. THERE WAS A HUGE MEETING AT THE SCHOOL WITH PARENTS, COMMUNITY, AND ALUMNI THAT A PROCESS WAS SUPPOSED TO HAPPEN WHETHER KEVIN LEFT OR KEVIN CAME BACK.

WHEN KEVIN CAME BACK, THERE WAS NO PROCESS.

WE WERE TOLD, AS MEMBERS OF THAT EMERGENCY MEETING, THAT WE WOULD BE, YOU KNOW, INFORMED BEFORE THE STUDENTS WERE INFORMED OF WHETHER KEVIN WAS COMING BACK OR NEVER COMING BACK.

THAT WAS REALLY THE LAST COMMUNICATION WITH B.P.S.

WE STILL, HOWEVER, MAINTAINED AND WENT ON TO SCHOOL SITE COUNCIL MEETINGS.

AS A MATTER OF FACT, I'M MISSING ONE RIGHT NOW, BUT IT'S MORE IMPORTANT FOR ME TO STAY HERE.

I KNOW THAT WE HAVE 20 PROGRAMS-- I HEARD 32.

UNLESS THAT NUMBER HAS CHANGED, WE WERE TOLD WE HAD 20 PROGRAMS, 19-20 PROGRAMS ON PAPER.

WE KNOW THE SCHOOL HAS GOTTEN HUNDREDS OF THOUSANDS OF DOLLARS OUTSIDE OF B.P.S., WHICH IS-- YOU KNOW, WE UNDERSTAND THOSE ARE DEVELOPMENT PARTNERSHIPS. BUT ONE OF THE THINGS THAT WE DO KNOW-- AND STINS I'VE BEEN HERE FIVE YEARS, I KNOW ABOUT THE TURNAROUND PROGRAM MADISON HAS, AND I CAN TALK ABOUT THE MONEY. MADISON IS FAR BELOW WHAT THE VOC ED-- REGIONAL VOC ED EDUCATION SCHOOLS THAT THEY'RE COMPARABLE TO.

MY UNDERSTANDING FROM LOOKING THAT UP IS FROM LOOKING AT THOSE NUMBERS THAT WE WERE PRIVY TO WAS \$10,000 FOR MADISON PARK STUDENTS COMPARED TO THEIR STATE COUNTERPARTS, \$14,000 TO \$16,000.

ANDA IN MADISON PARK IT WAS EVEN MORE PREVALENT BECAUSE WE HAVE KIDS WITH SPECIAL NEEDS AND E.L.L., SO SUPPOSED TO BOOST IT UP-- CORRECT ME IF I'M WRONG. BUT MADISON PARK IS A FIXABLE SITUATION.

THE KIDS STILL-- ARE STILL DOING WELL.

I USED TO WORK FOR MAYOR RAY FLYNN, AND HE SAID ONE TIME BACK WHEN BEIRUT WAS WHAT BEIRUT WAS-- A WAR-TORN COUNTRY-- AND HE SAID, "IF YOU WERE A BUSINESS, WOULD YOU PUT A BUSINESS IN BEIRUT?"

NO, YOU WOULDN'T.

BUT MADISON PEOPLE ARE STILL PUTTING FORTH.

ONE OF MY CONCERNS I HAVE RIGHT NOW, WHEN I HEAR THAT'S BTHESE SATELLITE, YOU KNOW, FOR VOCATIONAL.

FIX MADISON FIRST.

YOU KNOW, FIX MADISON AND THEN

GO OUT.

AND YOU TALK ABOUT RECRUITMENT,  
MADISON DOES NOT HAVE AN  
ADMISSIONS POLICY BECAUSE THE  
SCHOOL COMMITTEE CAN'T AGREE  
UPON THAT.

THAT'S NOT ON B.P.S.

THE SCHOOL COMMITTEE HAS AGREED  
WE NEED TO FIX THAT.

THEY HAVE, FOR THE PAST THREE  
YEARS, GONE OUT TO THE MIDDLE  
SCHOOLS NOW, AND THE NUMBERS WE  
GOT WERE, LIKE, I THINK 250-PLUS  
STUDENTS PUT MADISON DOWN AS  
THEIR FIRST PREFERENCE.

AND I THINK 152 SECOND  
PREFERENCE.

I DON'T KNOW THOSE NUMBERS,  
THOSE NUMBERS MAY FLUCTUATE.

BUT THE SCHOOL CAN DRAW.

IT CAN DRAW.

THEY CAN, I MEAN, IF YOU PUT OUT  
A PRODUCT, IT WILL PRODUCE.

I MEAN, I CAN'T THINK OF ANY  
PARENT THAT IF THEY KNOW THEIR  
CHILD AFTER FOUR YEARS GOES TO  
MADISON, CAN COME OUT WITH A  
COMPARABLE SALARY TO AFFORD THE  
BOOMING RENT PRICES THAT WE'RE  
FACING IT WILL WORK.

BUT IT'S GOING TO TAKE A VILLAGE  
TO RAISE A CHILD.

AND, AGAIN, ONE THING I WANT TO  
SAY BEFORE I CLOSE IS THAT  
MADISON, WHEN YOU HAVE TO  
INVOLVE THE PARENTS, WE HAVE TO  
DO A BETTER JOB.

AND I'VE SAID THAT MANY A TIME.

I KNOW THAT B.P.S. IS GOING  
THROUGH A TRANSITION.

I HAVE SAT HERE FOR ALMOST TWO  
AND A HALF HOURS.

AND YOU KNOW WHAT I VERY RARELY  
HEARD WAS WHAT IS GOING TO BE  
THE ENGAGEMENT OF ENGAGING  
PARENTS AND STUDENTS?

ALL OF US ARE PARENTS, AND IT'S  
A HARD MISSION, BUT WE HAVE TO  
DO BETTER TO GET THEM INVOLVED  
IN THEIR CHILD'S EDUCATION  
BECAUSE, OF COURSE, WE DON'T  
HAVE TO JUST KNOW, YOU KNOW, HOW  
TO-- ONE THING I WOULD SUGGEST  
FOR B.P.S. TO DO, YOU HAVE A

NUMBER OF CITY PARTNERS.  
YOU GUYS CAN'T DO IT ALL BY  
YOURSELF.  
I KNOW THAT.  
BUT START USING THE BOSTON  
PUBLIC HEALTH COMMISSION.  
THEY DO PEER LEADERSHIP  
PROGRAMS.  
THEY DO, YOU KNOW, COUNSELING  
FOR FAMILIES.  
ALSO, 15, A LOT OF OUR SCHOOL  
HOUSES, WHEN YOU TALK ABOUT  
THESE EXTENDED PROGRAMS, A LOT  
OF OUR SCHOOL HOUSES ARE HOUSED  
WITH COMMUNITY CENTERS.  
AND YOU GUYS KNOW THE PROBLEM  
YOU HAVE WITH GETTING BUILDING  
SPACE.  
THEY SOMETIMES WANT TO CHARGE  
YOU IN THE CITY OF BOSTON.  
WE HAVE TO LOOK AT WAYS OF  
GETTING PAST THAT, BECAUSE THEIR  
PRICES ARE ASTRONOMICAL.  
THAT'S ANOTHER STORY FOR ANOTHER  
DAY.  
BUT IN CLOSING, WE HAVE TO FIND  
ADDED REVENUE.  
THE PILOT TAX NEEZ TO BE LOOKED  
AT.  
WE HAVE THESE UNIVERSITIES AND  
THESE HOSPITALS NOT PAYING THEIR  
FAIR SHARE OF TAXES.  
WE HAVE TO GET THEM TO PAY THEIR  
FAIR SHARE OF TAXES.  
AND IN CLOSING, WITH MADISON,  
YOU LOOK AT WHAT MADISON IS,  
LOOK HOW FAR ALL THESE  
ORGANIZATIONS, SCHOOLS,  
HOSPITALS, THEY NEED TO COME AND  
INVEST NOT ONLY IN MADISON BUT  
FOR ALL OUR KIDS.  
WE HAVE A PARTNERSHIP WITH  
R.C.C.  
THAT'S BEAUTIFUL.  
IT HAS BEEN I THINK FOR FOUR  
YEARS, AND IT WORKS.  
AND WE NEED TO REALLY, AGAIN,  
PUT MORE PRESSURE, MORE MONEY  
INTO MADISON SO THAT IT CAN  
PROSPER.  
LIKE I'VE SAID, WHEN I WAS AT  
MADISON, MADISON'S BEEN GOING  
THROUGH STRUGGLES FOR FOUR  
YEARS.

WHEN I GRADUATED IN '78, THEY  
HAD US IN A HALF BUILDING THAT  
WAS DONE.

OKAY.

THEN THEY TRIED TO CHANGE OUR  
NAME FROM MADISON TO HUBERT  
HUMPHREY HORATIO HIGH.

AND WE MARCHED AND FOUGHT AND  
WON THAT.

THEN THEY TOOK AWAY HALF OF OUR  
SCHOOL AND GAVE IT TO BROCKTON  
TECH, WHICH IS NOW O'BRIEN.

SO MADISON IS STILL FIGHTING AND  
WE'RE GOING TO KEEP IT STILL  
GOING ON.

LIKE I SAID, AGAIN, IN CLOSING,  
PLEASE INVEST IN MADISON.

DON'T DIVEST.

THANK YOU VERY MUCH FOR YOUR  
TIME TODAY.

>> THANK YOU, ROBERT.

THAT CONNECTION TODAY'S HEARING.

I WANT TO THANK EVERYBODY FOR  
THEIR TIME AND TESTIMONY.

THIS HEARING STANDS ADJOURNED.