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**Reorganization Plan**  
*for the*  
**Boston Public Schools**



*February 1996*

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# **Reorganization Plan**

*for the*

# **Boston Public Schools**

*Boston School Committee*

*Robert Gittens, Chairperson*

*Elizabeth Reilinger, Vice-Chairperson*

*Members*

*Felix Arroyo*

*John Gould*

*Alfreda Harris*

*Edwin Melendez*

*William Spring*

*Thomas W. Payzant, Superintendent*

**February 1996**

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## Reorganization Plan for the Boston Public Schools

### EXECUTIVE SUMMARY

The Reorganization Plan for the Boston Public Schools describes in detail a complete structural redirection of the Boston school department—from a rigidly defined pyramid of command and control to a streamlined, customer-service oriented organization where the layer of administration between school-based leadership and the Superintendent has been eliminated. In the new organization, all services are clearly connected and accountable to one another, and the focus in every department and for every employee will be to support teaching and learning in the schools.

The purpose of the reorganization is to improve teaching and learning for all students in each of the system's 117 schools. The new plan strikes a balance between central direction and local school autonomy for decision-making. Accountability is shared from the top down and the bottom up. The plan is premised upon a clearly spelled out vision of excellence with a set of guiding principles for an effective organization. Attention to the shared and unique needs of students will become the organizational norm.

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In this model the system retains and strengthens its commitment to School-Based Management/Shared Decision-Making. School-Site Councils will have greater flexibility in making determinations in the use of resources and will now have a central support structure designed to be more responsive to their needs.

A new team approach to managing the school department creates a clear structure of support between central office and the schools. The Reorganization Plan specifies the organizational connections as well as responsibilities of each department, eliminating fragmentation and duplication of administrative functions. The driving organizational concept is teams—flexible, collegial units with a focus on customer service to schools and with accountability shared from the top down and bottom up.

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## **KEY FEATURES**

### ***Schools Become Central to the Organization of the School System.***

This reorganization is a radical departure for the Boston Public Schools. Reorganization efforts in the past have used the existing structure as their starting point, sought budgetary economies where possible, and for the most part redeployed staff into essentially the same roles and departments. In marked contrast, this plan starts with a different set of assumptions: that the primary point of operation for the school system is at the school site, not the central office; that school-based staff must have a major stake in the decision-making process for the system as a whole as well as their schools; and that all staff exist to support schools in their instructional mission.

### ***The Superintendent and Principals/Headmasters Lead the School System.***

With the elimination of the Level Offices, the Superintendent and the city's principals and headmasters become the educational leaders of Boston, with no administrative layer or bureaucratic procedures separating them. To that end, principals and headmasters will comprise half the members of the school system's senior decision-making body, the Superintendent's Leadership Team, reversing decades of representation through level administrators. The components of the organization have been redesigned to eliminate barriers, facilitate communication, and enable principals and headmasters to be the true educational leaders in their schools.

### ***Clusters of Schools Provide a Structure for a Seamless Kindergarten Through Grade 12 Network.***

The focal point for the entire organization becomes the ten "clusters" of 10 to 12 elementary, middle, and high schools in geographic proximity. Within this cluster model, principals and headmasters will be able to share ideas, collectively solve problems, coordinate curriculum initiatives from kindergarten through grade 12, and identify obstacles to improving school performance. Level Offices will be eliminated.

Each cluster will have a principal or headmaster from one of the schools in its cluster serving as Cluster Leader while they run their schools. These ten Cluster Leaders will sit on the Superintendent's Leadership Team and will share in all decision-making for the Boston Public Schools. With this reorganization, principals and headmasters have nearly a majority voice on the senior administrative team for the school department.

### ***Superintendent Establishes Leadership Team and Simplifies Central Organization***

Overall leadership for the Boston Public Schools will be provided by the Superintendent's Leadership Team:

- the Superintendent
- 10 principals/headmasters who also serve as Cluster Leaders
- Teaching & Learning Support Services Team Leader

- Student Support Services Team Leader
- Parent Support Services Team Leader
- Operations Support Services Team Leader
- Human Resources Team Leader
- Chief Financial Officer.

The Deputy Superintendent, Chief of Staff, and Director of Communications will complete the membership of the Leadership Team.

### ***New Customer Service Orientation Will Ensure Prompt Response to Schools and Other Constituents***

With this reorganization, a major new focus of all teams, units, and staff will be on customer service, with a special emphasis on responding to parents' needs. Customer service extends as well to serving and supporting schools and fellow employees.

### ***Central Support Teams Assist Schools in Achieving Excellence***

The Reorganization Plan describes six central support teams, the collective mission of which is to support the educational leadership of the school system.

- ***Teaching & Learning Support Services*** includes unit teams for Curriculum & Instructional Practices, Comprehensive School Planning, the Center for Leadership Development, Bilingual Education, Special Education, Instructional Technology & Library Media, School-to-Career, and Vocational Technical Education.

One of the responsibilities of this team is to ensure the full utilization of the Center for Leadership Development to help schools prepare for higher academic standards and assist them in customizing professional development services for their staff. The Curriculum and Instructional Practices Unit Team will design the new Citywide Learning Standards—curriculum and frameworks with high expectations for all students in kindergarten through grade 12. For the first time, responsibility for instructional technology is placed in one location—Instructional Technology & Library Media Unit Team.

- ***Student Support Services*** includes Counseling Services, Health Services, Adult Education, Alternative Education, Athletics, Comprehensive Health Education, and Hearings/ Appeals and Attendance. With the establishment of the Student Support Services Team, the Boston Public Schools will be able to identify, coordinate, and manage social services and other resources to help schools in their efforts to support students and their families.
- ***Parent Support Services*** will be responsible for providing information for parents, managing the Parent Information Centers, working with parent organizations, and helping

schools establish parent centers at each site. Before school opens in September, for example, a Parent Information Center will be opened on the first floor of the central office at Court Street with full services for parents.

- **Operations Support Services** includes Information Services, Implementation, Food Service, Facilities/Planning and Engineering, Business Services, School Safety Services, and Blue Ribbon Commission Plan Implementation. The focus of this Team is customer service—to provide timely response to school needs and other requests for information, and in many cases to do so within 24 hours.
- **Human Resources** includes Staffing, Employee Relations, and Records Management. This Team will use state-of-the-art technology to improve services to employees, new applicants, and others. In addition, a primary purpose will be to attract the best and the brightest teachers, principals, and staff to the system—and support and retain them.
- **Finance and Budget** will align resources with educational priorities, which represents a significant departure from "business as usual" in the school system, and work with the Superintendent to meet fiduciary responsibilities.

In addition, two new offices have been established in the Reorganization Plan:

- the Office of Communications, responsible for internal and external communications including an active and productive working relationship with the media and with schools, parents, and the community as a whole; and
- the Development Office, responsible for developing new resources, grants, and gift opportunities for the Boston Public Schools.

The mission, staffing, lines of communication, and responsibility for each of these teams are detailed in the Reorganization Plan.

The organizational structure is the foundation that will enable the Boston Public Schools to reach its goals. Educators, students, parents, and community will build together on this foundation to improve teaching and learning for all students in the Boston Public Schools.



# Reorganization Plan for the Boston Public Schools

## INTRODUCTION

This is a plan for the reorganization of the Boston Public Schools. Its overall purpose is to improve teaching and learning for all students in each of the system's 117 schools. It is philosophically grounded in strong customer service whereby the primary role of the central administration is to support the schools. It is based on guiding principles which define expectations for the school system and for the employees and students who are responsible for meeting them. This plan strikes a balance between central direction and local school autonomy for decision making. Accountability is shared from the top down and bottom up. Hierarchy will be minimized and teamwork accentuated.

The central office will set expectations and priorities for the school system and provide support and technical assistance as each school determines the best way to meet system-wide goals. The organization will be streamlined to make efficient use of resources, to facilitate effective two-way communication and to focus on responsive customer service. The organizational structure is the foundation that will enable the Boston Public Schools to reach its goals. Educators, students, parents, and community will build on this foundation to improve teaching and learning for all students in the Boston Public Schools.

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## VISION OF EXCELLENCE

The vision of the Boston Public Schools is to enable all students to learn at high levels. This vision requires:

- setting clear expectations for what students are to know and be able to do in elementary, middle, and high school;
- providing excellent and equitable opportunities for children to meet these expectations;
- enhancing the capacity of all employees to support the improvement of teaching and learning;

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- collaborating with parents, business, universities, community-based organizations, and government to offer services that strengthen and support children's learning;
- holding all employees and collaborators accountable for results for student success; and
- helping students to recognize their responsibility for learning and to understand that the challenges of the twenty-first century will require greater effort than ever imagined.

## **GUIDING PRINCIPLES FOR AN EFFECTIVE ORGANIZATION**

To enable all students to achieve at high levels, the Boston Public Schools must create an organization that will enable all employees to support teaching and learning in more strategic and effective ways. This plan is based upon the following interrelated guiding principles:

- Instructional leaders at the school level and at the system-wide level must work in close concert to improve teaching and learning. The key instructional leaders in the Boston Public Schools, those who must address all the needs and the full potential of every child for whom they are responsible, are the Superintendent and the principals/headmasters of the schools. Decentralizing the organization will enable the Superintendent and principals/headmasters to work together in a new and different manner on behalf of better teaching and higher student achievement. Change will take place through:
  - 1.) elimination of the elementary, middle, and high school offices, including the assistant superintendents and their staffs;
  - 2.) direct contact between the Superintendent and principals/headmasters by including ten on the Superintendent's Leadership Team;
  - 3.) the establishment of central support teams to coordinate services for schools;
  - 4.) enhanced School-Based Management and Shared Decision-Making;
  - 5.) focus on improved instruction and student success; and
  - 6.) a change in the role of central administration from directive to one that is supportive and customer service oriented.
- All central support teams will focus on providing comprehensive, high-quality, and responsive service and support to the schools. Streamlining the organization in this manner will enable all personnel to concentrate on school improvement.
- Attention to the shared and unique needs of students will become the organizational norm. This will require the incorporation of special education, bilingual education, vocational education, instructional technology, and school-to-career into the common core of learning for Boston's students.
- A multi-layered command-and-control structure will be replaced by a service-and-support structure which values two-way communication, responsiveness, and accountability.

- There will be a new emphasis on curriculum standards, effective instructional practice, multiple forms of assessment, professional development, parent involvement, and community and business partnerships.
- The system will be organized into ten clusters of ten to twelve schools each that span the spectrum of kindergarten through grade 12. Geographic proximity of schools in the cluster will facilitate the sharing of best practices, resources, and information and will ease the transition of students from elementary school to middle school to high school. Schools will be able to reflect upon and improve their own plans and practices with greater understanding because they will gain, through clusters, a sense of the whole system and how the parts fit together.

## **THE ORGANIZATION**

### **OVERVIEW**

The current organization is hierarchical and multi-layered (Chart 1). Separate offices for elementary, middle, and high schools create levels between the Superintendent, the Deputy Superintendent, and the schools. Communications moves vertically, but not horizontally in the organization.

The new organization will support the schools and teaching and learning. Chart 2 illustrates that ten clusters of 10-12 elementary, middle, and high schools in geographic proximity are the focus. Each cluster will have a principal or headmaster from one of the schools in the cluster as leader. The elementary, middle, and high school level offices will be eliminated. There will be no organizational layer between the Superintendent and the principals and headmasters. Communications will move from the bottom up and across the organization as well as from the top down. The central office staff will work in teams to provide help and support for the schools.

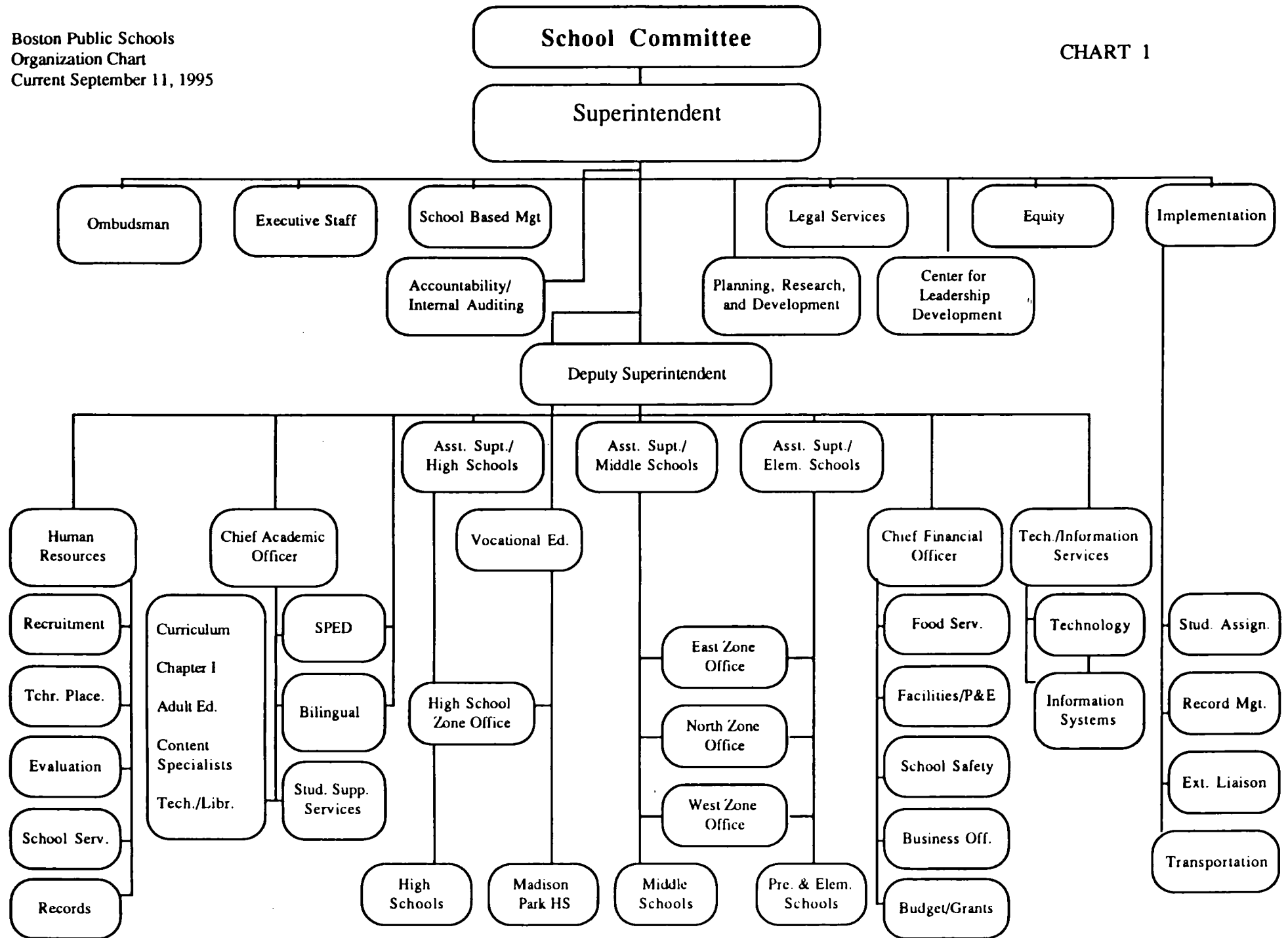
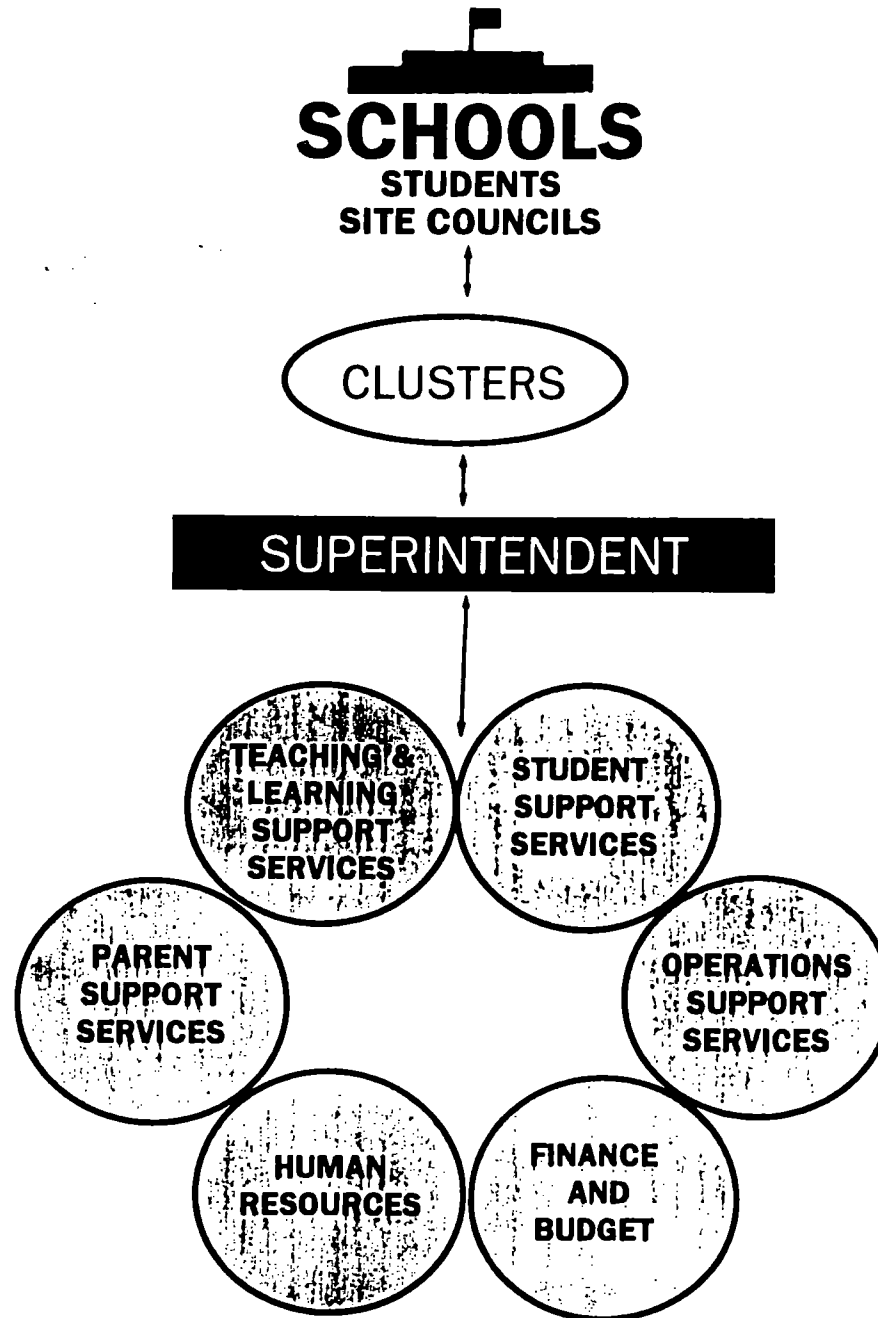


CHART 2  
ADMINISTRATIVE REORGANIZATION CHART/FEBRUARY 14, 1996



**LEADERSHIP TEAM**

The Superintendent, Deputy Superintendent, Chief of Staff, Director of Communications, and ten Cluster Leaders will work as a team and with the team leaders of the other central support teams:

*Teaching & Learning Support Services*

*Student Support Services*

*Parent Support Services*

*Operations Support Services*

*Human Resources*

*Finance & Budget.*

Each team will carry out functions to support the work of the schools. The Superintendent's Leadership Team will be the decision-making group that facilitates comprehensive system-wide thinking, planning, and implementation to reach Boston Public Schools goals (Chart 3). Members will include ten Cluster Leaders, Teaching & Learning Support Services Team Leader, Operations Support Services Team Leader, Student Support Services Team Leader, Parent Support Services Team Leader, Finance & Budget Chief Financial Officer, Human Resources Team Leader, Director of Communications, Chief of Staff, Deputy Superintendent, and Superintendent.

The Leadership Team will model the behavior for the organization by judging every decision it makes based on the impact it will have on teaching and learning and student success. This team must convey by its actions the values embedded in the guiding principles of the organization, policies that focus on teaching and learning and that drive whole school reform and improvement, commitment to the priorities it sets, and accountability for results. The Leadership Team must demonstrate its understanding of both the difficulty and value of organizational change. Rethinking roles and relationships is necessary and hard work. In organizational change, the past and the future co-exist. There is tension and ambiguity as the old ways of working disappear and new ways emerge. Tension and ambiguity cannot be ignored but they can be managed by the Leadership Team.

**OFFICE OF THE SUPERINTENDENT**

The Office of the Superintendent will consist of:

*Superintendent*

*Deputy Superintendent*

*Chief of Staff*

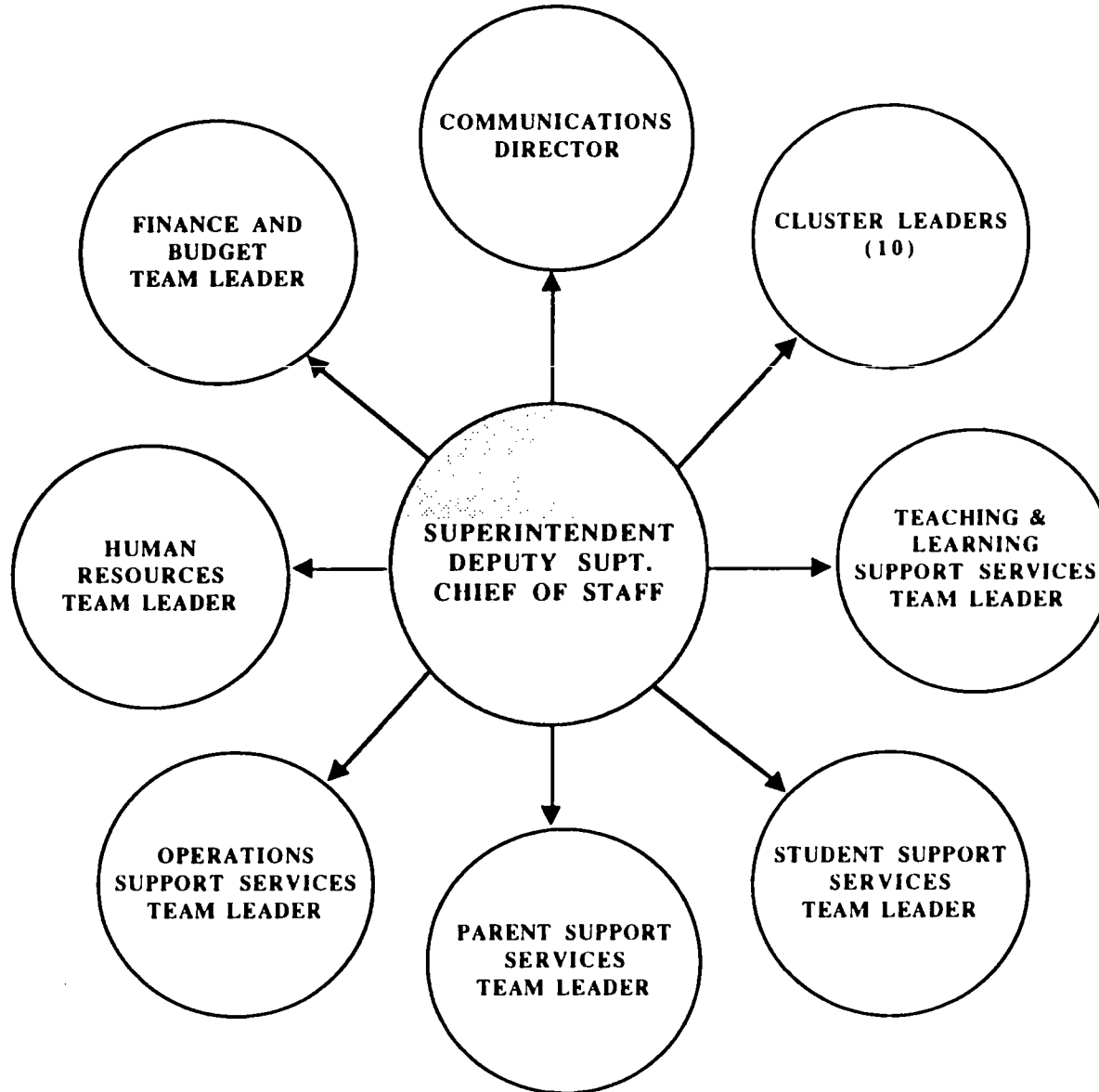
*Individual contributors in the areas of Communications, Internal Auditing, Equity, and the Boston Compact (ex officio)*

*Teams in the areas of Research, Assessment, and Evaluation, Development, and Legal Services*

Taken collectively, the members of the Office of the Superintendent will shape policy, engage in strategic planning, develop organizational capacity for high performance and continuous

# SUPERINTENDENT'S LEADERSHIP TEAM

## CHART 3



improvement, and assess organizational effectiveness, all in support of teaching and learning (Chart 4). The specific functions of the individuals and teams are described below.

### **COMMUNICATIONS**

The Office of Communications is responsible for managing internal and external communications for the Boston Public Schools. The director works as part of the Leadership Team to develop effective communications within the Boston Public Schools, with the media, and with a variety of public constituencies. Toward that end, the office is responsible for planning and implementing outreach efforts to enhance understanding of the school system and its commitment to improve teaching and learning for all students.

The office will include a director, publications specialist, and staff assistant.

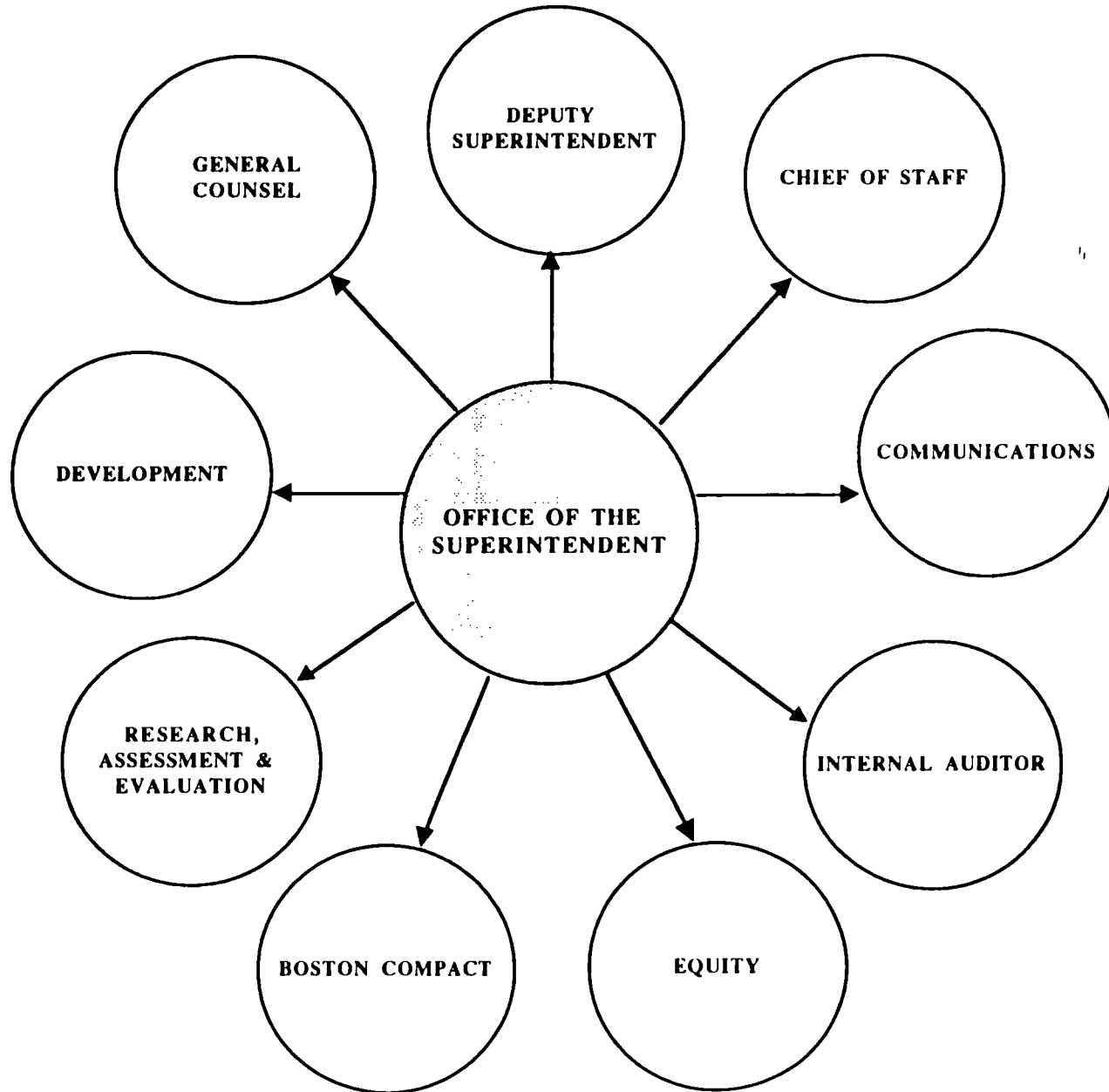
*The Office of Communications will take lead responsibility for:*

- Designing and implementing an external communications plan. External communications includes the development of professional and appropriately accessible relationships with media outlets. This involves engaging in proactive media relations through the distribution of press releases and press packets and the organization of press conferences and briefings. In addition, the office will facilitate the Superintendent's contacts with editorial boards, the drawing of media attention to stories about students, schools, staff, and the system as a whole, and the use of non-English-language as well as English-language communications vehicles. Additionally, external communications involves developing and managing the implementation of a system-wide protocol for responding to media requests for interviews, photo/video shoots, and the like.
- Initiating logo and publications redesign so that all are easily recognized and user friendly.
- Developing innovative public service campaigns.
- Facilitating the planning and sponsorship of special events.
- Designing an internal communications plan. Internal communications involves regular communications with staff, parents, students, and organizational teams.

*The Office of Communications will assist:*

- Schools, programs, and teams in implementing the internal communications plan, e.g., via working with the Center for Leadership Development to provide media training to Cluster Leaders or working with Human Resources to make appropriate use of non-BPS communications vehicles developed by professional associations, unions, and the like.
- Research, Assessment, and Evaluation in conducting surveys and focus groups of parents, students, and staff regarding their satisfaction with internal communications.

**OFFICE OF THE SUPERINTENDENT  
CHART 4**



### **INTERNAL AUDITOR**

The Internal Auditor has the responsibility for conducting independent reviews of programs and practices within the Boston Public Schools to provide the Superintendent and School Committee with reports and recommendations to improve operations, consistent with the goals of the school system and standards of good management and fiduciary practices.

The office will include an auditor and clerical support.

*The Internal Auditor will take lead responsibility for:*

- Periodic, in-depth reviews of expenditures of selected grants relative to grant entitlements.
- Periodic, in-depth reviews of expenditures of selected GSP accounts of critical interest.
- Periodic, in-depth review of service performance of the Operations Support Services Team.

### **EQUITY**

The Boston Public Schools is committed to both equity and excellence. Standards of equity including due process, access to opportunity, and fair treatment for employees and students are monitored by this office. The Office of Equity will take a leadership role with equity issues.

The office will include a senior officer and clerical support.

*Equity will take lead responsibility for:*

- Advising the Superintendent on equity issues.
- Analyzing and reporting on staffing patterns.
- Ensuring fair criteria and procedures are used to hire and evaluate personnel.
- Assisting staff and students in addressing equity issues.
- Representing the school department before the Massachusetts Commission on Discrimination and the United States Office of Civil Rights.

*Equity will assist:*

- Human Resources in developing and implementing personnel recruitment strategies and in providing technical assistance to schools, teams, and others in selecting and evaluating personnel.
- Student Support Services in ensuring fair criteria and procedures for student hearings and appeals.
- Business Services in identifying minority and women vendors.
- Center for Leadership Development in designing a plan for enhancing the leadership capacity of minorities and women historically under-represented in the ranks of lead teachers, department heads, assistant principals, principals, headmasters, and team leaders.

### **BOSTON COMPACT**

Boston is fortunate to have a strong tradition of vigorous business and higher education support for public education. The liaison with the Boston Compact provides an opportunity for connecting the school system with important partners, supporting open communications, and providing a process for addressing the critical issues facing the public schools with the business community and institutions of higher education.

The office will include the Executive Director of the Boston Compact, who will serve as the liaison to the business and higher education communities.

*The Boston Compact Executive Director will take lead responsibility for:*

- Working with the Superintendent on the priorities and initiatives of the Boston Compact, the Boston Private Industry Council, and the Boston Plan for Excellence in the Public Schools.
- Developing and supporting business and university partnerships.
- Advising the Superintendent on matters dealing with business and university collaboration.
- Working with signatories to carry forward the recommendations made by the Boston Compact.

*The Boston Compact Executive Director will assist:*

- The Development Office in identifying and analyzing grant/gift/partnership opportunities.
- The Office of Communications in developing and implementing the external communications plan.
- Cluster Leaders in establishing new partnerships between the schools and business and higher education institutions.

### **RESEARCH, ASSESSMENT, AND EVALUATION**

A school system must have the capacity for research, assessment, and evaluation. Research provides information on teaching and learning: what does and does not work. Assessment enables educators, parents, students, and the community to know what kind of progress individual students, schools, and the school system are making toward reaching high expectations. Program evaluation provides good data on the effectiveness of particular programs. The data and analyses by this office will serve as a prod and conscience for all who are committed to improving teaching and learning for all Boston students.

The office will include a director, professional/technical staff members, and clerical support.

*The Office of Research, Assessment, & Evaluation will take lead responsibility for:*

- Developing appropriate measures of, analysis of, and clear and consistent reporting on progress toward meeting goals and objectives of the system as a whole; school performance;

program performance; and goals and service quality of each organizational team that is not a school/program, including teams in Operations Support Services.

- Designing and implementing studies of critical issues, e.g., of school dropout trends or parent/school satisfaction with transportation services.
- Managing studies contracted to outside agencies or individuals.
- Developing protocol to be used by outside agencies and individuals seeking access to the system to do research and monitoring of adherence to this protocol.
- Implementing, analyzing, and reporting on assessments of student performance.
- Reporting on current new developments in and best practices in research, assessment, and evaluation.
- Leading study groups.
- Providing technical assistance in the analysis of evaluation and assessment data by principals, teachers, School-Site Councils, team leaders, and others to inform continuous improvement efforts.

*The Office of Research, Assessment, & Evaluation will assist:*

- Teaching and Learning Support Services in researching and designing assessments of student performance.
- The Center for Leadership Development in identifying current best practices in teaching and leadership development.
- Parent Support Services in developing materials for parents on school and student performance.
- Operations in preparing and analyzing measures of the effectiveness of initiatives, policies, procedures, etc.

## **DEVELOPMENT**

Private non-profit organizations usually have an office of development which is responsible for creating and implementing a plan to acquire resources. Public agencies often have grant offices that complete grant applications for external funds. This office will combine both functions and have as its focus the creation of a comprehensive plan and strategies for acquiring resources to support whole school reform efforts in the Boston Public Schools.

The office will include a director, an assistant, and clerical support.

*The Development Office will take lead responsibility for:*

- Identifying and analyzing grant/gift/partnership opportunities to support system-wide priorities.
- Updating and analyzing information about federal and state policies and regulations involving sources of funds such as Chapter I and Chapter 636.
- Planning, writing, and submitting proposals intended to address system-wide priorities

and/or managing the planning, writing and submitting of such proposals.

- Developing protocol for schools, programs, and teams to identify possible sources of funding for school-, program-, and team-specific initiatives and needs; providing technical assistance in proposal planning and writing; reviewing applications to ensure consistency with district policies and the requirements of the funding source; coordinating the submission of applications to prevent duplication or conflict of effort.
- Planning and managing outreach and relationship-building activities with potential funders.
- Serving as liaison to federal, state, and local governments regarding education legislation and programs.
- Maintaining records and preparing reports on grants/gifts/partnership opportunities.
- Disseminating successful models and ideas.

*The Development Office will assist:*

- Finance and Budget in projecting revenues from funding sources such as Chapter I and Chapter 636.
- Finance and Budget in providing technical assistance to schools and teams in developing grant budgets and engaging in grant management.
- The Boston Compact Executive Director in identifying grant/gift/partnership opportunities.
- Teaching and Learning Support Services and the Center for Leadership Development to ensure proposals and funds are targeted to priorities.
- Clusters and schools in the identification of needs and priorities for external funding and in the development of proposals designed to seek funding to help address the needs.

### **LEGAL SERVICES**

Legal Services will provide counsel on legal issues for the Superintendent and School Committee to enable them to carry out their respective responsibilities.

The office will include a general counsel, three staff attorneys, and clerical support.

*Legal Services will take lead responsibility for:*

- Representing the school department's legal interests in litigation.
- Identifying and analyzing new developments in laws, regulations, and consent decrees.
- Monitoring and reporting on legal compliance with laws, regulations, and consent decrees.
- Serving as liaison between the Office of the Superintendent and Corporation Counsel.
- Advising the Superintendent, team leaders, principals/headmasters, and others of legal responsibilities, constraints, and implications in areas such as contract negotiations, grievances, and arbitrations.
- Advising the Superintendent and School Committee concerning the legal implications of current and proposed policy.

*Legal Services will assist:*

- Communications in designing an internal communication plan that incorporates the routine dissemination of information on laws, regulations, and consent decrees to schools, programs, and teams.
- Human Resources in contract negotiations.
- Staff and student hearings as needed.
- Finance and Budget and Operations in the review of contract documents.

## **SCHOOL CLUSTERS**

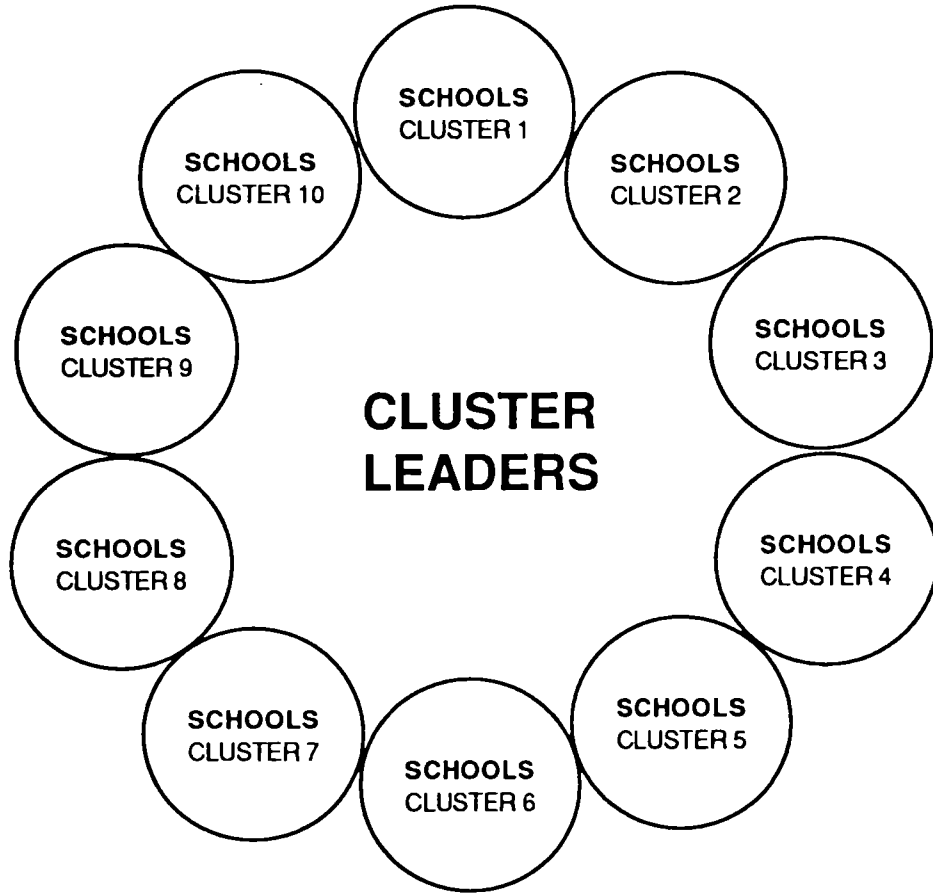
Given the commitment of the Boston Public Schools to educating the whole child and every single child, it is necessary to rethink the school-by-school, program-by-program, and grade-level-by-grade-level approach that historically has been taken to improve teaching and learning in the schools. This approach, while well intended at the start, has resulted in fragmentation. The education of too many children falls through the cracks at any given moment. Children who receive a solid education in one school are likely to experience a “disconnect” when they move on to another school at a higher grade level. A child may receive appropriate instruction in one subject area, but not another. Schools and programs have become single-mindedly invested in “their children.” Balkanization has taken hold and the common ground that we share for all children has been lost. The challenge of enabling all children to achieve at high levels in each of the core content areas throughout their schooling requires the restoration of the common ground. This organization plan is intended to do just that.

The conceptual common ground will consist of high expectations for the teaching and learning of all children, as embodied in new curriculum standards and frameworks and accompanying forms of assessment. The organizational common ground will consist of clusters of schools working together, Cluster Leaders working with the Superintendent and the Superintendent’s leadership team, and the rest of the system working together to serve the clusters and schools, for that is where high expectations for teaching and learning will be realized.

Specifically, schools will be grouped into a total of ten clusters (Chart 5). Each cluster will encompass kindergarten through grade 12. Schools within a cluster may also be located in the same geographic area and/or may share common instructional interests, approaches, or goals. The principals and headmasters in each cluster will meet regularly to join together in activities such as:

- securing the system-wide and external information and services needed to plan, newly implement, or sustain school improvement initiatives;
- serving as sounding boards for the design, implementation, and outcomes of each other’s ideas and school improvement plans;
- alerting Cluster Leaders to recurring problems, emerging issues, and obstacles that need to be resolved centrally;

**CLUSTERS**



BOSTON PUBLIC SCHOOLS

**PROPOSED CLUSTERS**

CLUSTER 1	CLUSTER 2	CLUSTER 3	CLUSTER 4	CLUSTER 5	CLUSTER 6	CLUSTER 7	CLUSTER 8	CLUSTER 9	CLUSTER 10
Fenway Mid. College Charlestown East Boston Pal Program Umana/Barnes Edwards Adams Alighieri Bradley Guild P. Kennedy Harvard/Kent McKay O'Donnell Otis	McKinley -Vocational -Technical -Elementary -Middle ACC Carter Center Boston High Snowden Int. Downtown Eve. Acad. Dearborn Wheatley Blackstone Eliot Emerson Hurley Mason Quincy	South Boston Gavin McCormack Clap Condon Dever Everett Perkins Perry Russell Tynan	Boston Latin O'Bryant Madison Park Lewis Timilty Farragut Hale Tobin Young Achievers	Horace Mann Brighton High Edison Taft Baldwin Gardner Garfield Hamilton Jackson/Mann Lyon North Zone ELC Winship	English High Mary Curley Agassiz James Curley Ellis Fuller Hennigan Hernandez Higginson J.F.Kennedy Manning Mendell West Zone ELC	Latin Acad. Burke High Cleveland King Dickerman East Zone ELC Holland Marshall Mather Trotter	W.Roxbury Irving R.G.Shaw Bates Beethoven Conley Kilmer Lyndon Mozart Ohrenberger Philbrick Sumner	Hyde Park Lewenberg Rogers Channing Chittick E.Greenwood Grew Haley Mattahunt Roosevelt P.Shaw	Dorchester Thompson Wilson Endicott Fifield S.Greenwood Holmes Kenny Lee Murphy O'Hearn Stone Taylor

- making recommendations for and providing feedback on systemwide improvement; and
- devising solutions to school-specific problems and problems affecting several schools.

The intent is to bring principals and headmasters together across grade levels in educationally meaningful and manageable-sized groups to focus their best thinking and best practices on providing an educational experience for students, one that is enriched by collaborative instructional leadership and that is, to the degree possible within a controlled choice system, seamless from kindergarten through grade 12.

Each cluster of principals and headmasters will be headed by a Cluster Leader. Cluster Leaders will be selected by the Superintendent. They will serve for up to three years, with the initial terms of office being staggered so that there will not be a 100 percent turnover in any given year. Cluster Leaders will remain principals or headmasters of their schools but will take on additional responsibilities. Each will have a cluster coordinator and secretary to help meet their expanded responsibilities. They will be housed in their schools to enable them to work with school staff, students, and parents to stay focused on teaching and learning.

As described in other parts of this organization plan, the infrastructure of the system will be improved in terms of information technology and customer service. Information technology improvements will enable Cluster Leaders, as well as all principals and headmasters, to communicate with each other in fast and easy ways, at any time and from any place. The norm of customer service will mean that Cluster Leaders, as well as all their principal and headmaster colleagues, will no longer have to spend an inordinate amount of time securing operational support services but will instead be able to concentrate on improving teaching and learning.

Cluster Leaders will schedule and convene meetings of their clusters, set the agendas for the meetings, and arrange for other individuals internal or external to the system to join the meetings when their expertise is required. A Cluster Leader will also broker services needed by a cluster, for example, the services of the Comprehensive School Planning Unit Team from the Teaching and Learning Support Services Team to work with the cluster or specific schools within a cluster on school improvement priorities. Cluster Leaders will also represent their colleagues on the Superintendent's Leadership Team. The intent of representation is to create regular, direct, and interactive connections between instructional leaders at the school level and instructional leaders at the system-wide level.

More specifically, as members of the Superintendent's Leadership Team, the Cluster Leaders will connect the principals and headmasters in their respective clusters to the Superintendent and to the rest of the system through:

- the communication to the principals and headmasters in their clusters of the priorities and direction of the Superintendent and the leadership team;

- the brokering of support services requested by their clusters;
- the representation of the interests and needs of the cluster to the Superintendent and the leadership team; and
- the presentation of cluster-devised solutions to school problems and challenges to the Superintendent and the leadership team for adoption as system-wide policies.

## **TEACHING AND LEARNING SUPPORT SERVICES TEAM**

A goal is to realize the vision of the Boston Public Schools of enabling all students to learn at high levels by assisting schools in the implementation of new curriculum standards and frameworks. The Teaching & Learning Support Services Team will accomplish this goal, in part, by supporting comprehensive planning and action that results in whole school reform and improvement. To better serve the schools, Unit Teams will be established and focus on building linkages among themselves and the clusters and schools. They can then establish priorities for allocating their services to meet the needs of the clusters and schools.

The Team Leader's office will include the Team Leader, an administrative assistant, and clerical support (Chart 6). The Team will include the Unit Teams of:

*Curriculum & Instructional Practices*  
*Comprehensive School Planning*  
*Center for Leadership Development*  
*Bilingual Education*  
*Special Education*  
*Instructional Technology & Library Media*  
*School-to-Career*  
*Vocational Technical Education*

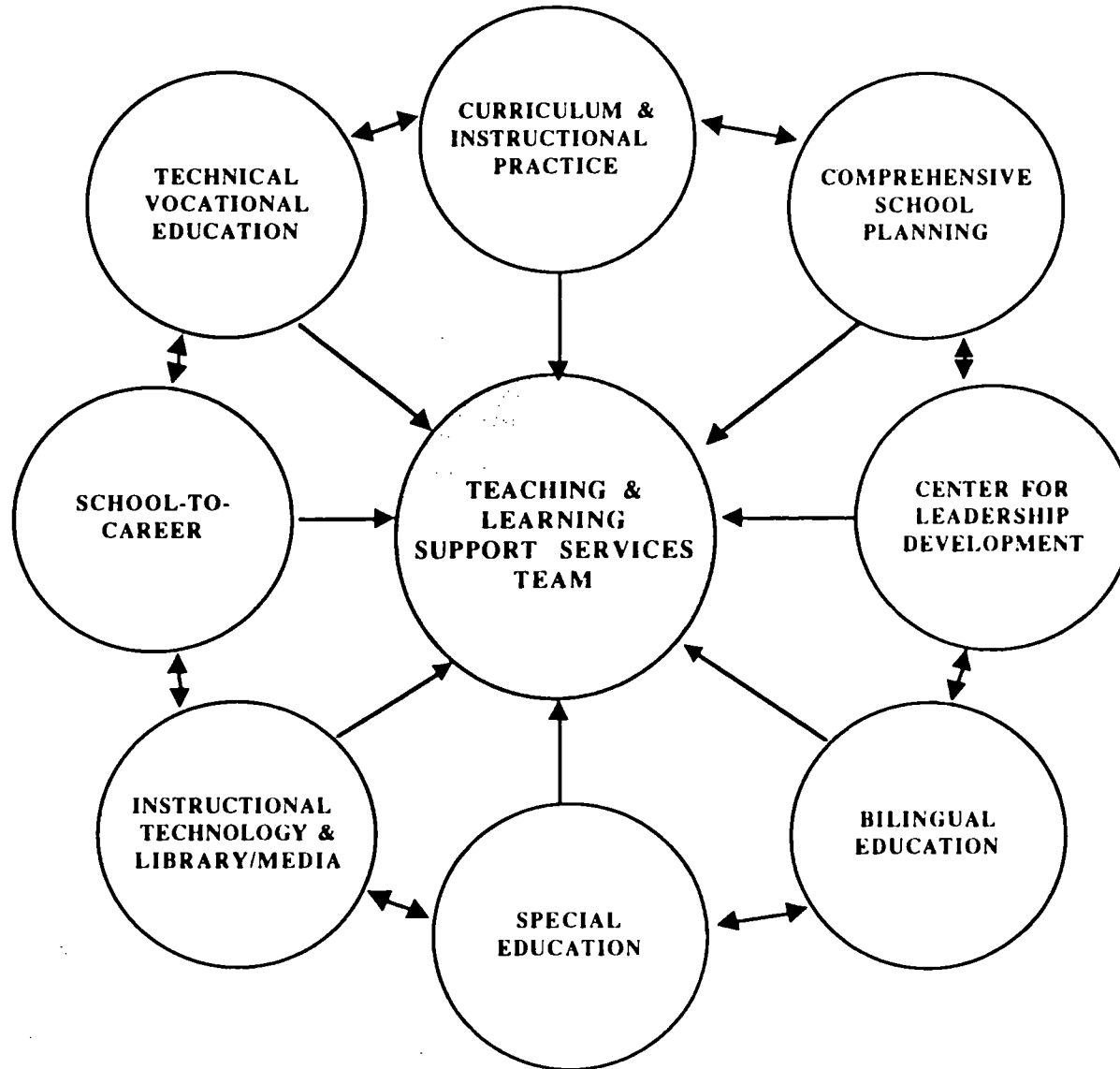
In support of high-quality teaching and learning processes for *all* students and teachers, this team will ensure the coordination of services from all of its Unit Teams to the schools. While the organizational structure will have clear reporting relationships, the operating style will be one of responsiveness to the needs of the students and schools, as identified by particular schools or clusters. Supporting school-identified initiatives while assuring compliance with federal and state mandates and School Committee policy will be a major function of this team.

### ***CURRICULUM & INSTRUCTIONAL PRACTICES***

The Curriculum and Instructional Practices Unit Team will focus on providing those services that are most directly connected to the support of teaching and learning processes.

The Curriculum and Instructional Practices Unit Team will include the director, eight curriculum specialists (language arts/reading, mathematics, science, arts (2), social studies, world languages,

**TEACHING AND LEARNING SUPPORT SERVICES TEAM  
CHART 6**



and early childhood), and clerical support. The curriculum specialists will provide system-wide support. Each curriculum specialist will provide quality support of curriculum implementation, namely, support of good teaching and learning processes. Each individual will have responsibility to the team for a primary and secondary content area. By sharing their specialized knowledge, they will also operate as generalists to help schools that are engaged in interdisciplinary teaching and learning.

*The Curriculum and Instructional Practices Unit Team will take lead responsibility for:*

- Designing and monitoring the implementation of the Citywide Learning Standards, the new curriculum standards and frameworks.
- Coordinating and making recommendations on curriculum review and textbook adoption.

*The Curriculum and Instructional Practices Unit Team will assist:*

- Research, Assessment, and Evaluation to identify, design, and support effective school-level, standards-based assessments for instructional practices.
- Student Support Services Team to solicit help from social service and city and community agencies regarding the implementation of the Citywide Learning Standards. These agencies can reflect the standards in their activities with students and students' parents, guardians, and other significant adults.
- Schools on curriculum issues and serving on Academic Support Teams.

### **COMPREHENSIVE SCHOOL PLANNING**

Comprehensive School Planning will focus on providing services in support of equity for all students by assisting clusters and schools in identifying and acting on plans which will comprehensively move the schools toward a supportive school climate, whole school reform, and excellence in teaching and learning.

The Comprehensive School Planning Unit Team will include the Unit Team Leader, five school planning specialists, the Title 1 program director, support staff, and clerical support.

*The Comprehensive School Planning Unit Team will take lead responsibility for:*

- Providing comprehensive planning and technical assistance to clusters and schools in the development and implementation of comprehensive school plans that will focus on the schools' strategies for establishing priorities, seeking and allocating resources, building on what works, eliminating weaknesses, assessing results, and maintaining continuous progress.
- Providing direct assistance to the clusters and individual schools, by establishing Academic Support Teams which would include internal staff and external resource people with knowledge and expertise in areas such as school-based management, curriculum content areas, bilingual education, special education, career development, positive discipline

practices, etc.

- Providing advocacy, support, and assistance for School-Based Management and Shared Decision-Making and the work of School-Site Councils.
- Coordinating Title I schoolwide planning efforts.

### **CENTER FOR LEADERSHIP DEVELOPMENT**

The system's priorities and the comprehensive plans of schools to address those priorities define the direction of professional development. The Center for Leadership Development (CLD) must align the system's priorities with the allocation of resources to support the professional development that administrators, teachers, non-teaching staff, and non-school-based administrators need to be successful. The Center for Leadership Development will include the executive director, two assistant directors, a program director, an administrative assistant, and clerical support.

As the coordinator of professional development for the system, the CLD will facilitate a conversation across the system about the integral role of professional development in whole school improvement, broadening the system's traditional definition of professional development to ensure that it is connected to whole school reform. Specifically, the CLD must work with central support teams and schools which will provide professional development that reflects research on effective instructional practices and leadership. This enhanced communication and coordination will ensure that there is a unified, systemic approach to the provision of professional development—resulting in varied offerings which are responsive to system, school, student, and employee needs and are sustained and consistently high quality. Through this coordination, the CLD will serve as a clearinghouse of information on professional development, providing a simple, single source of information for school staff, helping them identify their professional development needs, and then linking them to appropriate resources.

The CLD will be a catalyst to expand the professional development available to school staff. The CLD must identify new areas where professional development is needed. Areas that have already been defined as needing attention include leadership and management skills of school-based administrators, new conceptions of teaching and learning for teachers and administrators, and customer-driven provision of services by the central offices of the system. In each of these areas, the CLD must determine the community resources and expertise that are available and then design professional development programs which access the resources and expertise within the schools and across the community and respond to the needs of the schools and staff. In this role the CLD will serve as an important link among the business community, higher education, local and national philanthropy, community agencies, and the school system. Such coordination will increase the effective use of limited resources and will make the Boston Public Schools better able to compete for local and national philanthropic support.

The CLD will be the unit which thinks strategically and holistically about professional development, provides a systematic process for delivering professional development, offers support and technical assistance to schools in identifying needs and accessing professional development resources, and establishes valuable collaborative partners outside of the system.

The Center for Leadership Development will focus on supporting administrators, teachers, and parents in their efforts to build capacity at the school level to improve instructional practice that leads to student success.

*The Center for Leadership Development Unit Team will take lead responsibility for:*

- Providing teachers, principals, headmasters, other school-based and central office administrators, and parents with training, technical assistance, and ongoing support needed to lead school-based improvement and whole school reform efforts.
- Providing professional development opportunities for teachers and other school staff members that focus on priorities as identified by the system and its practitioners.
- Acting as broker, linking higher education, outside educational institutions, the business community, and foundations with schools (or central offices providing direct school support) to focus on the system's priorities.
- Developing and maintaining a database of technical resources for schools and central offices to access as they plan professional development programs based on school-identified needs.
- Identifying best leadership and teaching practices that will provide good information for those planning high quality professional development programs.

### **BILINGUAL EDUCATION**

The bilingual/multicultural educational program will provide children with programs of quality instruction in their native language and in English so that English language learners will receive a complete education comparable to that of other children. The bilingual/multicultural education program will create an educational environment that is responsive to student learning styles and validates their culture, promotes confidence in their abilities, and results in academic success.

The Unit Team will include a director, an assistant director, and support and clerical staff. The Director of the Unit Team will have access to the Superintendent's office.

*The Bilingual Education Unit Team will take lead responsibility for:*

- Developing high quality bilingual/multicultural education programs for kindergarten to grade 12 and serve as a primary resource for all children whose first language is not English.
- Serving as a resource to administrators, teachers and parents within designated clusters to improve teaching and learning; and parent participation and involvement in the development of bilingual/multicultural education programs at the school level.
- Managing the services provided by the Multicultural Communication and Placement Center

and providing technical assistance to administrators, teachers and parents concerning educational programs.

- Overseeing the development and implementation of curriculum and services for language minority students and integrating them into the whole school.
- Monitoring compliance with local, state, and federal mandates and guidelines and mandates and taking appropriate action to ensure positive results.
- Ensuring equal access for English language learners to all instructional programs offered in the Boston Public Schools.

*The Bilingual Education Unit Team will assist*

- The Superintendent in identifying issues that will ensure ongoing commitment to the implementation of bilingual programs that result in student success.
- Human Resources and schools in recruiting and screening qualified staff.
- Implementation in identifying space and capacity at the school level for bilingual/multicultural education programs.
- Implementation and Information Services in gathering data for required reports and other requests.
- Title I in maintaining compliance with the Title I Consent Decree as it pertains to services provided to English language learners.
- Curriculum in developing integrated curriculum standards that respond to the programmatic needs of English language learners and in reviewing and identifying appropriate instructional materials.
- Center for Leadership Development in planning and implementing professional development activities for bilingual/ESL mainstream teachers.
- Special Education in providing appropriate service to English language learners who are also in need of special education program services
- Research, Assessment, and Evaluation in collecting data for program evaluation.

### **SPECIAL EDUCATION**

The Special Education Unit Team will provide services to students between the ages of three and twenty-two with mild to severe special needs in a full continuum of quality special education services. The Unit Team will have responsibility for coordinating educational planning for students in the least-restrictive environment, including pre-referral intervention, assessments, transitioning, individual educational plan (IEP) development, and special education service delivery. The Unit Team will also have responsibility for helping schools maintain compliance, data management, professional development, technology, parent outreach and advocacy, and budget oversight. The director of the Unit Team will have access to the Superintendent's office.

The Unit Team will be organized to serve school-based and itinerant staff to optimize services to students with special needs while maintaining compliance and quality assurance. The director will

be responsible for coordinating all of the programmatic and regulatory services consistent with the inclusion policy of the Boston Public Schools. The responsibilities for budget oversight of private placements and itinerant services will be centralized to ensure better management. Program advisors will be assigned to clusters to serve in schools as consultants/advisors to school personnel for the implementation of a seamless kindergarten to grade 12 service model. Evaluation Team Leaders and Early Childhood Liaisons will be assigned to schools.

There will be three major components in the Unit Team's organization: School-Based Support, Program Operations, and Program Support.

The School-Based Support component will emphasize accountability for the many operational functions which must be addressed on a day-to-day basis in order to provide services to improve teaching and learning in schools. It will introduce cross-level work groups that address special education instructional concerns, problem solving, and program development. The staff assigned to perform these functions will include ten senior advisors assigned to coordinate services within the ten cluster framework; one program advisor for itinerant services; three lead therapists/teachers; eight early childhood liaisons assigned to schools; a clerical pool of twelve; and a senior technician assigned to the central office to help facilitate operational administrative duties.

The Program Operations component will introduce the coordination of problem solving to improve service delivery, an evaluation process to establish programmatic quality assurance, and a compliance maintenance system to assure that schools are following Boston Public Schools procedures, court orders, and state and federal regulations regarding special education. The staff assigned to perform these functions will include one manager and two assistant managers for compliance and quality assurance; three specialists for professional development; bilingual special education and special education technology; one translator with IEP and parent outreach communication duties; one junior technician with responsibilities for communication coordination; three compliance ETLs; and a clerical pool of three.

The Program Support component will manage budgetary matters of special education and contracted services to eliminate duplication of services and assure maintenance of optimal operations. The staff assigned to perform the functions of this component include one manager, one assistant manager, six private school ETLs, six ETL clerks, and a clerical staff of one.

The new organizational structure will unify special education administration under the leadership of the director of special education, maintain support for principals and headmasters and teachers in schools, and ensure compliance to court orders and special education regulations. Although each staff member will have a major function responsibility, in addition each staff member will be involved in systemic concerns to address vertical and horizontal programmatic problem solving.

*The Special Education Unit Team will take lead responsibility for:*

- Coordinating special education services with system-wide initiatives such as curriculum development, assessment practices, bilingual education, and program development.
- Developing a flexible team approach to problem-solving in the areas of compliance, court reporting, contracted services, and private placements.
- Creating an internal budget and staffing review process which reflects a consistent planning and investment process, particularly for itinerant therapies and private placements.
- Eliminating duplication of services and maintenance of current operational capabilities.
- Enhancing program improvement within special education, such as inclusion practices and technology.
- Transitioning of students from home to school, from grade to grade, and from school to work.
- Developing cross-level work groups that draw on the problem solving abilities of staff at all levels.
- Offering support and outreach to parents and parent centers.

*The Special Education Unit Team will assist:*

- The Center for Leadership Development with the design and implementation of professional development programs.
- Other Unit Teams in Teaching and Learning Support Services to integrate support for schools in the provision of services to students with special needs, including school to career services.
- Research, Assessment, and Evaluation with the collection of data for program evaluation and the development of indicators for student achievement.
- Human Resources with the recruitment of high quality teachers and other staff to work with students with special needs.
- The Superintendent in identifying and addressing issues that will ensure ongoing commitment of the Boston Public Schools to high quality special education programs.

### **INSTRUCTIONAL TECHNOLOGY & LIBRARY MEDIA**

The reorganization of the Office of Instructional Technology will move all those who support instructional technology to one unit—they are currently scattered among six cost centers—enabling them to share resources and expertise and better serve the schools in support of technology as a tool to enhance teaching and learning. All staff members will support schools, and in addition, each will share a particular area of expertise with the entire team (i.e., networking, telecommunications, distance learning, adaptive technologies for students with special needs, graphing calculators, library, media, specific grade level and curriculum area support). The Office of Instructional Technology will assume responsibility for overseeing all administrative and instructional professional development in technology, working in collaboration with the Center for Leadership Development. The Sped Technology Center will also be part of Instructional Technology & Media Services.

The Unit Team will include a director, a coordinator, six technical support specialists, five technicians, and clerical support.

*The Instructional Technology & Library Media Unit Team will take lead responsibility for:*

- Designing and implementing the Boston Public Schools instructional technology and library media plan.
- Providing support for schools as they develop the technology and library media components of their comprehensive school plans addressing infrastructure, equipment, media and software acquisition, maintenance, and staff training.
- Providing support for the use of the Internet and linkages with the Boston Public Library and other institutions that support learning
- Maintaining a library of software, videos, curricula, journals, and other materials for schools to use in planning purchases, previewing materials, and developing technology plans.

*The Instructional Technology & Library Media Unit Team will assist:*

- Other teaching and learning teams to support the use of instructional technology and library media.
- The Center for Leadership Development in providing professional development to help educators use technology and library media to improve teaching and learning.
- The Office of Information Systems in its work to develop and implement information systems that will provide access for students and educators to the networks and data that will enhance teaching and learning.

### **SCHOOL-TO-CAREER**

The School-to-Career Program includes and embraces school-based, community-based, and work-based learning. The walls of the school are “broken down” so that students know about the many different places where teaching and learning take place. Applied academics, where students see the connection between what they are learning and where, when, and how they will use the skills or information gained, is at the core of school-to-career. The School-to-Career Unit Team will include a Director, several coordinators, and clerical support.

School-to-career is neither a tracking system, nor a program option intended only for older students. It is for all students, from kindergarten through grade 12, whether the post-high school choice is college, a job or career path, military service, volunteerism, or other option. School-to-career involves direct linkages to post secondary institutions and the world of work. Career pathways developed in each school-to-career school offer students a head start to career exploration and/or higher education, and job experiences in a real work environment, linked to a general theme such as Travel and Tourism, Health Professions, Public Service, and other industry or career “themes.” The overall intent is to prepare students for careers that are emerging and critical, and to enable students to acquire the skills to work, learn, relate, and interact in a variety of settings.

Career advancement is another goal, acquired through higher education and/or directly through the work place.

*The School-to-Career (STC) Unit Team will take lead responsibility for:*

- Overseeing the school-to-career activities of the current ten high schools in BPS that are school-to-career high schools.
- Issuing Requests for Proposals (RFPs) for other high schools to apply for school-to-career status.
- Issuing RFPs for the selection of four middle schools to become the “first wave” of school-to-career middle schools in the Boston Public Schools.
- Overseeing the process for elementary schools to begin school-to-career programming in their schools.
- Identifying professional development needs and conducting professional development and staff training.
- Assuring that all students have access to school-to-career programs.
- Developing grant proposals and initiating fund raising efforts to obtain external support.
- Collaborating with the Boston Private Industry Council, the Boston Higher Education Partnership, and other school-to-career partners.
- Recruiting and supervising college and graduate school interns;
- Developing and implementing a comprehensive and valid assessment process, with the Office of Research, Assessment, and Evaluation.

### **TECHNICAL VOCATIONAL EDUCATION**

The Technical Vocational Education (TVE) Unit Team is responsible for vocational education as provided under state law Chapter 74. Currently, TVE performs functions that include school operations, school support, and administrative support.

The goals of TVE include enhancing student achievement by providing high quality technical and vocational programs; offering integrated academic and vocational curricula; ensuring graduates have viable options of skilled employment and/or post-secondary study; providing support to students and teachers for work-based educational activities; involving the business community to build context for learning and opportunities for training and employment; fostering career preparation and life-long learning through school-to-career activities. The Unit Team will include a Director, several coordinators, and clerical support. The Director of the unit will have access to the Superintendent's office.

*The Technical Vocational Education Unit Team will take lead responsibility for:*

- Exercising leadership in creating a work-based education vision for the Boston Public Schools that includes a variety of models: traditional vocational education, school-to-work programs, and ProTech programs.

- Fostering a level of career awareness among elementary school students, encouraging technical and professional career options for middle school students, and preparing high school students for career pathways.
- Overseeing the operations of Madison Park Technical Vocational High School.
- Maintaining legal oversight of other state-certified vocational programs.
- Providing program support for home economics and industrial arts programs citywide and for evening apprenticeship and pre-apprenticeship programs.
- Providing technical assistance for school staff for employer involvement.
- Planning and conducting staff development and developing curriculum.
- Communicating with external agencies.
- Administering state and federal vocational education grants and out-of-district tuition programs.
- Preparing long-range plans for vocation technical education.

*The Technical Vocational Education Unit Team will assist:*

- School-to-Career to build a system that will attract resources for work-based learning development.
- Center for Leadership Development to plan teacher training on workplace learning and skills.
- Teaching and Learning to the new curriculum standards.

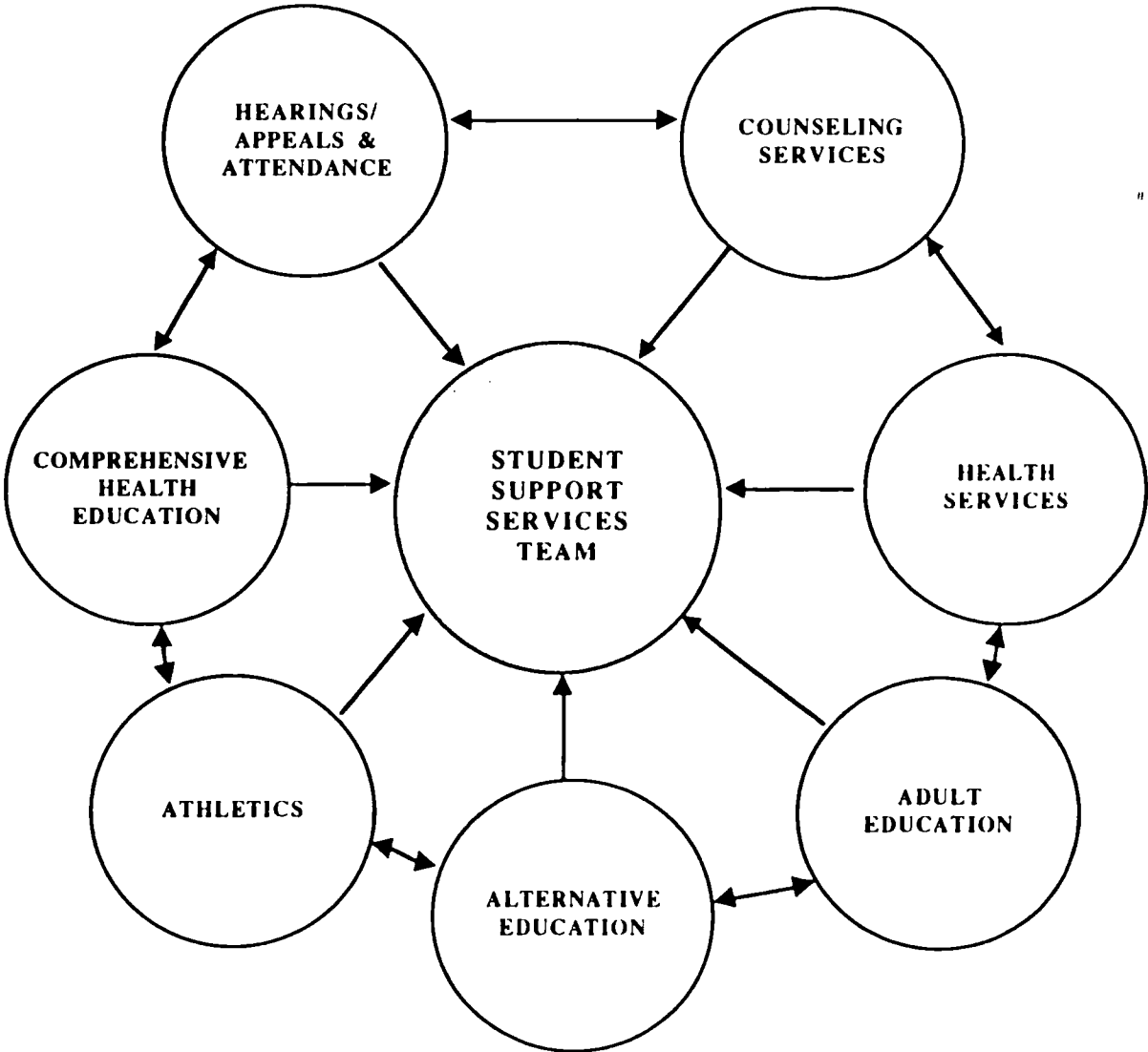
## **STUDENT SUPPORT SERVICES**

Effective education has been measured almost exclusively in terms of student achievement, with social competence and psychological well-being playing a minimal role in assessing educational programs. Many educators subscribe to a mechanical, behavioral stimulus-response model of learning, which in effect minimizes the importance of affective concerns, such as how pupils perceive their role in the classroom group or how their families relate to the school. Likewise, traditional forms of mental and physical health services have been designed to treat children's psychological, physiological, or emotional and behavioral problems after they occur, and the mode of delivery is usually on an individual clinical basis. The purpose of creating a Student Support Services Team in the Boston Public Schools is to create a systems approach, focusing on preventing psychosocial, physical, and behavioral problems, and ensuring children's social, moral, physical, linguistic, emotional, and cognitive needs are met.

Frequently, support services personnel play reactive roles in schools. Furthermore, in many schools, support services staff—social workers, nurses, psychologists—work as itinerants, moving from school to school. In such circumstances, several people may provide overlapping services: They may see the same children without ever meeting to share information, discuss strategies, or develop a comprehensive, coordinated plan for that child. Even in cases where support service staff are

# STUDENT SUPPORT SERVICES TEAM

## CHART 7



based in one school, there is often little coordination among them. This is exacerbated by the fact that each staff member may report to a different office or department at the district office. Such lack of coordination is not only wasted effort on the part of those staff members but also an erosion of the very educational experience which their involvement was meant to support. Furthermore, such fragmented efforts are costly, disorganized, and can make matters worse for students.

An effective and comprehensive Student Support Services model requires a strong infrastructure in order to manage its complex dynamics and measure its effectiveness. This infrastructure is for the purpose of:

- working to support whole school reform and system-wide efforts to enable all students to meet high standards;
- establishing goals and priorities for design, support and implementation of the program standards;
- providing integration and coordination among the components;
- developing and coordinating linkages with external health and human service agencies;
- coordinating with school based management teams;
- providing technical assistance to principals, headmasters, and school personnel for health and human service initiatives.

The Student Support Services Team will represent the merger of units and functions which have, heretofore, been distinct, often disconnected entities (Chart 7). The Team Leader's office will include the Team Leader, an administrative assistant, and clerical support.

The following individual Unit Teams will be part of the Student Support Services Team:

*Counseling Services: Guidance, Psychological, and Pupil Adjustment Counseling Services*

*Health Services*

*Adult Education*

*Alternative Education*

*Athletics*

*Comprehensive Health Education: Health Education, STD HIV/AIDS, Safe Schools/Violence Prevention,*

*Drug Free Schools, Physical Education, Nutrition*

*Hearing/Appeals and Attendance*

*The Student Support Services Team will take lead responsibility for:*

- Coordinating support services for students provided by health, physical education teachers, coaches, guidance counselors, school psychologists, contracted medical providers, school nurses, attendance officers, pupil adjustment counselors, a nutritionist, student support coordinators, alternative educators, and other federal, state, city, and community agencies that serve children, youth, and families. The personnel will be assigned to schools in an effort to provide direct services to students; however, the Central Team will coordinate the

personnel to ensure efficient deployment of people to the areas of greatest need.

- Developing comprehensive health education instruction that is developmentally appropriate and culturally sensitive for students in kindergarten to grade 12. This program will include instruction in the following content areas: community health, consumer health, disease prevention and control, environmental health, family life, injury prevention and safety, personal health and fitness, mental and emotional health, nutrition education, prevention of tobacco, alcohol and other substance abuse, lifeskills training.
- Providing health services which enable children and staff to be healthy enough to participate successfully in the learning process. The Health Services Unit Team will address prevention case findings, early intervention, the remediation of specific health problems, and linkages with primary health care providers.
- Coordinating alternative education and developing a network of alternative schools and programs linked with existing counseling and other special support services that ensure satisfactory academic success for all students. Home and Hospital Instruction will be one of the alternative education options.
- Directing counseling services/guidance and assisting students with career and post-secondary education planning. Counselors will serve as a resource and catalyst in the delivery of these services.
- Coordinating both psychological and pupil adjustment counseling services to ensure that students have access to services that help them cope with the complex issues they face daily.
- Directing the athletics program and developing an interscholastic program that is an integral part of a student's total academic experience. The athletic program will help students to develop social and emotional skills while promoting a positive school climate and school spirit.
- Managing adult education by providing services to a special segment of the community. Adults who wish to earn a G.E.D. or high school diploma or pursue enrichment activities will be offered a variety of programs from which to choose.
- Managing summer school programs and coordinating other summer enrichment programs to provide students in need of remedial services with the academic support they need.
- Overseeing hearing and appeals and supervising attendance to ensure due process and link necessary long-term suspensions and expulsions to alternative education programs and services and to identify and provide for necessary pro-active approaches to improving school attendance.
- Coordinating student support coordinators who are the linchpin of the Student Support Services Team. They are school based staff charged with organizing and coordinating health and social services available to students. The Student Support Services Program Advisor will share responsibility with the principal/headmaster to help schools establish functioning student support teams to work with agencies to coordinate services for children, youth, and families.

*This Unit Team will assist:*

- Facilities Management, Food Services, and School Safety Services in providing coordinated and integrated programs/services. This partnership will encourage the development of a healthy and safe school environment for all students.

## **PARENT SUPPORT SERVICES**

The four Parent Centers are the “front door” for the Boston Public Schools. All parents must visit the Centers to register for school, and many return frequently to check on waiting lists, transfers, and transportation issues. How parents feel about the school system is often determined by how they are treated on their first contact. The Controlled Choice Assignment Plan has to be explained, school programs and activities have to be described, and much sensitive, personal information is exchanged.

While parents are in the Centers, there is an opportunity to emphasize the importance of parental involvement, especially giving advice about making sure that homework is completed, television watching is limited, and good study habits are encouraged. Many parents also need help in understanding how the school system works, how it can work for them and for their children, and what the formal and informal networks are to get information.

In addition, Center staffs are expected to recruit new parents and students to the system and to visit schools and programs so that they are informed and can give parents feedback on the schools. Each center has developed its own local partnerships with community organizations, agencies, day care centers, health centers, and homeless shelters, keeps them updated on registration deadlines and other issues of interest to parents, and shares information received from these local partners with visitors to the centers. Parent Centers also sponsor workshops and activities for parents on a variety of subjects ranging from reading to pre-schoolers to multicultural sensitivity. The level of service provided must be checked regularly so that parents have the most accurate, sensitive, relevant information available so they and educators can work together to help their children become successful students. The Parent Support Services Team also will assist schools in establishing school-based parent centers to support increased parent involvement.

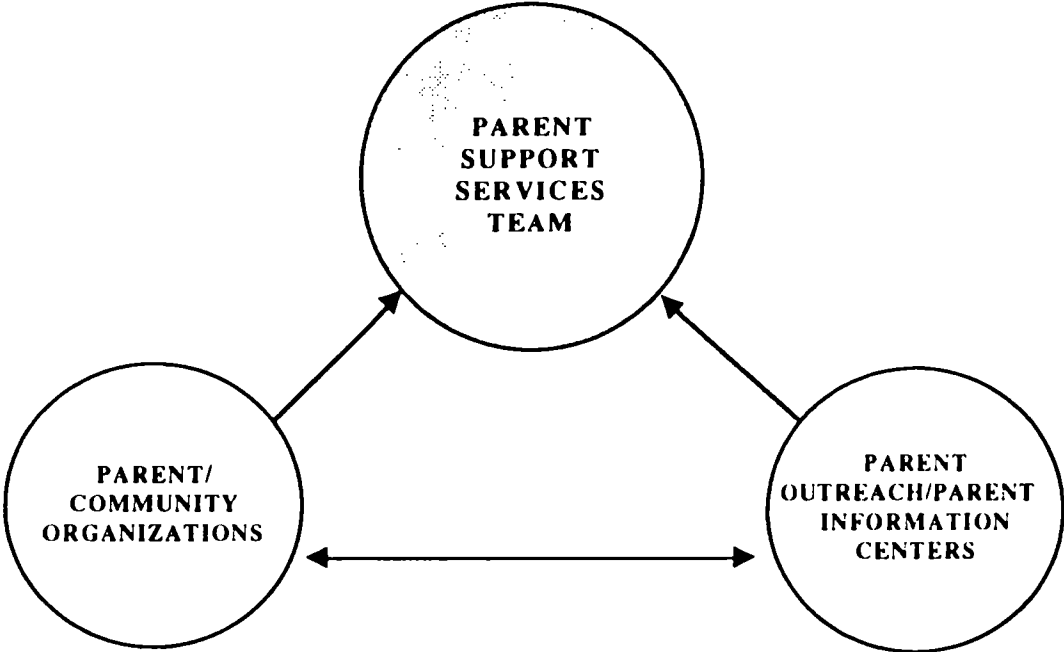
The Parent Support Services Team (Chart 8) will include a team leader, coordinators, and support staff.

*The Parent Support Services Team will take lead responsibility for:*

- Providing equitable, clear, accessible information for parents making school choices and assistance for parents in dealing with school-related matters.
- Offering top-notch customer service at Parent Centers and schools, on the Hotline, and system-wide.
- Supporting on-site parent centers at each school.

**PARENT SUPPORT SERVICES TEAM**

**CHART 8**



- Expanding the array of services and information at the Centers and resources aimed at reinforcing the home/school connection.

*The Parent Support Services Team will assist and collaborate with:*

- Other central office teams and units including Title 1 Parent Center, Multilingual Resource Center, Implementation and Transportation, Medical Services, Special Education and Bilingual Education, School-Based Management, and Cluster Leaders to improve outreach and services to parents.
- Appropriate external organizations including the Mayor's Office, social service, health centers, day care and community agencies, Head Start centers, Parents United for Child Care, CWEC, ACCESS, Latino Parents' Association, Higher Education Information Center, Boston Partners in Education, Read Boston, and university partners to coordinate parent involvement, services, and activities.
- The Citywide Parents' Council, MasterPAC, Sped PAC, Title I PAC, School-Site Councils, and other parent organizations to improve parent involvement in the schools.

## **OPERATIONS SUPPORT SERVICES**

The Operations Support Services Team will be responsible for the provision and coordination of its services in support of the mission of the district's schools, namely teaching and learning. The team will be guided by the needs and requests of parents, students, teachers and principals. The Team Leader will establish a system where each unit designates one or two staff to serve as customer service representatives. These representatives will be responsible for responding to requests for assistance from the schools within 24 hours.

The Operations Support Services Team will include the Team Leader, an administrative assistant, and clerical and appropriate technical support. The Team (Chart 8) will include the Unit Teams of:

*Information Services*

*Implementation (Student Assignment and Transportation)*

*Food Service*

*Facilities/Planning and Engineering*

*Business Services*

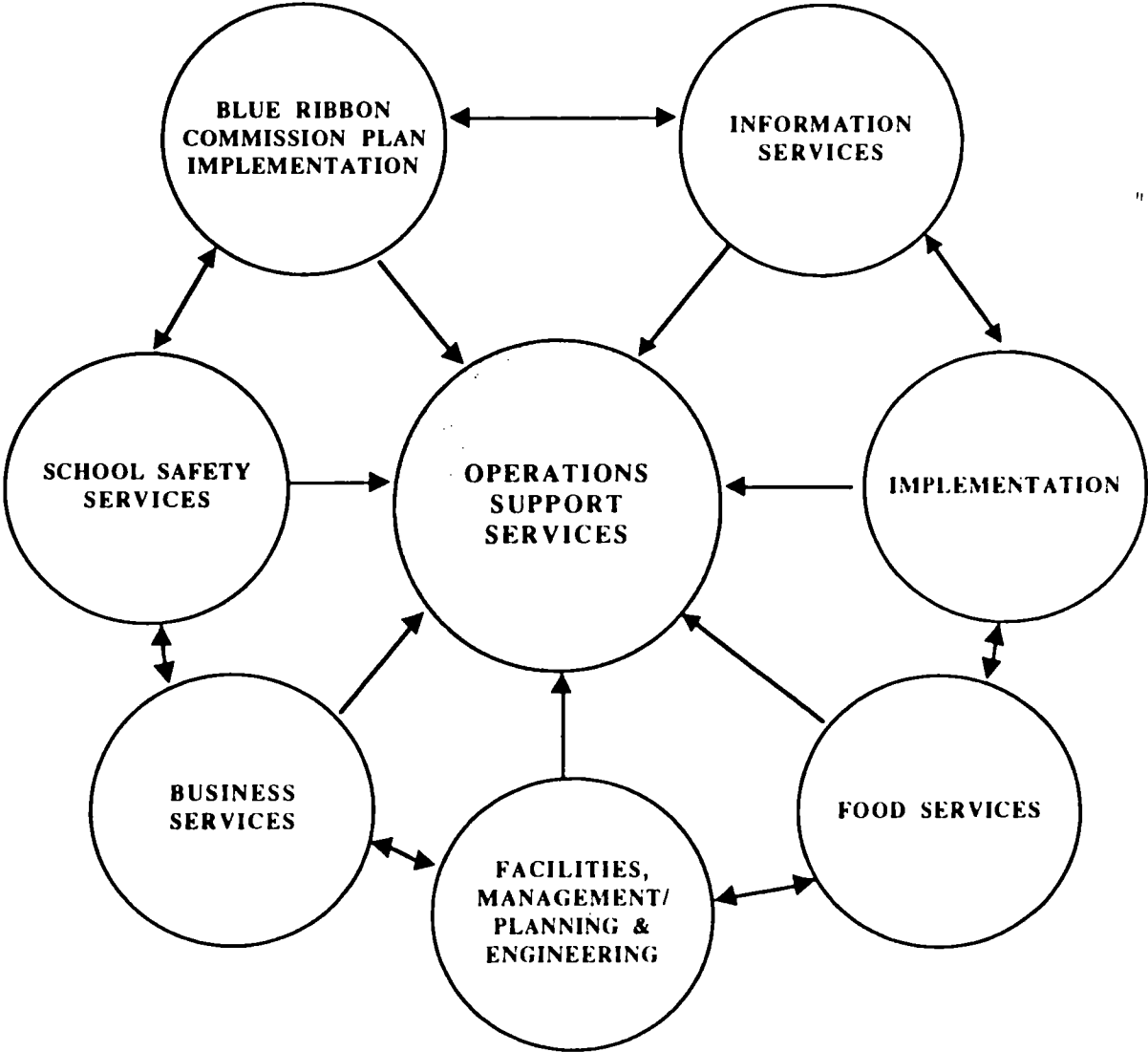
*School Safety Services*

*Blue Ribbon Commission Plan Implementation*

The effectiveness of the Operations Support Services Team will be determined by its ability to deliver its services in a timely and cost-effective manner. Principals, headmasters, leaders of other teams, and others will be surveyed—initially each semester, annually thereafter—in order to determine their satisfaction with the team and its services. Responsiveness to school requests, facilitation of school-based decision making, and development of policies, procedures, and practices that meet school needs are examples of what quality assurance reviews will address. The

**OPERATIONS SUPPORT SERVICES**

**CHART 9**



results of the quality assurance reviews, combined with an analysis of service levels through the budget development process, will be used to make corresponding changes in policies regarding needs for kinds of services, service levels, methods of operation, and resource allocations. To accomplish this mission, the Team Leader will take the lead responsibility for a strategic planning process for the upgrading of the infrastructure of the Boston Public Schools. The school system does not currently have adequate technological resources or facilities to be a high performance, service-driven, and cost-effective organization. It is lacking basic technology, and essential but routine services such as the distribution of payroll warrants, which is done by hand. Of the technology that exists, a great deal is either poorly coordinated, out of date, or not user friendly, thus making it difficult to monitor use of resources and engage in other strategic tasks. Without an adequate infrastructure, everyone has to work overly hard to do ordinary things.

The Team Leader will collaborate with the other members of the Leadership Team and school principals/headmasters to assess accurately the training needs of operation's employees and the technology/facilities needs and professional development needs of the school system so that the Boston Public Schools can expertly make the transition necessary to accomplish the new vision of education for its students.

### **INFORMATION SERVICES**

The Information Services Unit Team will consolidate information services functions into one responsibility center while eliminating duplication of resources. It will realign existing staff to support the implementation of new technology initiatives such as the Boston Public Schools Technology Plan, the Blue Ribbon Commission's recommendations, and the City of Boston Strategic Information Systems Plan. Establishing a "one-stop" help desk and equipment maintenance structure to support both instructional and administrative users will result in better customer service. Consolidation of telecommunications and networking functions into the Information Services Unit Team will streamline the extensive installation of the new telecommunications infrastructure. The Unit Team will include a director, assistant manager, professional/technical support staff, and clerical support.

*The Information Services Unit Team will take lead responsibility for:*

- Merging and coordinating functions and services for Informational Technology and Student and Personnel Records.
- Providing timely and accurate data to school personnel for decision making. Such data should include information on student demographics, academics, attendance, testing, student assignment, transportation, special education, bilingual education, medical and mental health condition, and suspensions.
- Providing timely and accurate data to team leaders for decision making. Such data should include information on budget, expenditure control, business transactions, facilities management, human resources, position control, and food services.

- Taking an active role in the Deloitte Touche Information Technology Design and Study Project, making sure that all existing systems such as the Student Grade Report System (which does not include elementary school data) and Special Education Information Management System (which does not permit analysis) are reviewed with an eye towards improvement or replacement.
- Exploring partnerships for data and technology with other governmental agencies, universities and the business community so that employees, for instance, can make use of the resources of the Internet.

*The Information Services Unit Team will assist:*

- Teaching and Learning Support Services (i.e., Curriculum and Instructional Practice) in the development of instructional technology.
- Implementation in the support of student assignment and transportation.
- All teams and schools in securing solutions to their needs for timely, complete, accurate, and coordinated information.
- All teams and schools in upgrading or acquiring telephone and other systems needed for communication.
- All teams and schools in automating the delivery of basic services such as payroll.

#### **IMPLEMENTATION (STUDENT ASSIGNMENT AND TRANSPORTATION)**

The Implementation Unit Team has responsibility for assignment of students to schools/programs, maintenance and oversight of the student assignment process, and provision of appropriate student transportation. The primary goal of the Implementation Unit Team is to implement the Controlled Choice Student Assignment Plan. The mission is to provide accurate and credible student information as a support base for parents, students, teachers, and administrators in their efforts to provide all students who are enrolled with a good education. The Unit Team will include an executive director and program directors of transportation and student assignment, assignment specialists, transportation specialists, and clerical support.

*The Implementation Unit Team will take lead responsibility for:*

- Implementing the student assignment policies of the Boston Public Schools.
- Processing student assignments or transfers and providing relevant reports on the implementation of policies.
- Overseeing the admission process and follow-up activities for the examination schools and the advanced work class process and working with Parent Information Centers to assist parents in the registration or assignment of students to schools.
- Providing appropriate transportation services to students in support of the school assignment plan, the requirements of special education students pursuant to the Individualized Educational Plan (IEP), and ancillary services such as therapies or Alternative Transportation.

- Providing transportation services in the most cost effective manner, utilizing available technology and up-to-date practices employed in the pupil transportation industry.
- Developing and providing oversight of contract specifications for the provision of school transportation services, fleet insurance, and fleet procurement.
- Assigning special education monitors pursuant to IEP requirements.
- Making recommendations to the Team Leader and Legal Services relative to negotiation of bus monitors' collective bargaining issues.
- Making recommendations to the Team Leaders and BPS representatives involved in negotiation of bus drivers' collective bargaining issues.
- Resolving transportation issues communicated by school principals and parents which impact the instructional program.
- Creating positive customer service programs to respond to parents, schools, and students served by the Implementation Unit Team.

*The Implementation Unit Team will assist:*

- Information Systems in creating and maintaining the student computerized file and protecting the confidentiality of student information.
- Parent Support Services in providing parents timely access to accurate information and quality service regarding student assignment, the examination school admission process, and transportation services.

### **FOOD SERVICE**

The Food Service Unit Team is responsible for providing breakfast and lunch programs for Boston Public School students. The Unit Team will focus on providing nutritious meals for students, quality customer service, and cost-effective operations. Students who have regular, high quality, nutritious meals will be better able to learn and achieve. The Unit Team will include a director, two assistant directors, coordinators, specialists, and clerical support.

*The Food Service Team Unit will take lead responsibility for:*

- Providing nutritious and appealing meals for all students.
- Adhering to federal/state regulations pertaining to program requirements as well as implementing U.S. dietary guidelines and other quality criteria.
- Establishing a positive perception of school food service and nutrition programs.
- Advocating for district policy to expand and enhance child nutrition programs.
- Providing professional development training in the areas of nutrition, customer service, food service management, culinary, and food safety skills.
- Serving as primary source of nutrition and wellness information for the schools and district.

*The Food Service Unit Team will assist:*

- Student Support Services and Curriculum to provide nutrition education to students,

teachers, parents, and employers.

- The Office of Information Systems to help monitor various computer printouts.
- Business Services on invoice payment and auditing requirements.
- Human Resources to maintain appropriate documentation on personnel.
- Facilities/Planning & Engineering for purchasing equipment, facility repairs, and service requests.
- National, state, and local public health and nutrition agencies in coordinating services for the school system and schools..

### **FACILITIES/PLANNING AND ENGINEERING**

The mission of the Facilities/Planning & Engineering Unit Team is to provide safe, clean, healthy, and well-maintained facilities that support the current and future educational needs of the school system. The Unit Team will include a director; two assistant directors; managers; supervisors and staff for planning and engineering, alterations, heating, plumbing, roofing, energy, custodians, grounds, contracts, maintenance, and telephones; and clerical support.

*The Facilities/Planning & Engineering Unit Team will take lead responsibility for:*

- Supervising and directing all activities of operations, building services, maintenance, construction alteration, and repairs with all school department facilities.
- Establishing and maintaining policies to ensure a safe and educationally sound environment in all buildings.
- Visiting facilities, then preparing and establishing priorities with regard to building services and engineering needs.
- Preparing and administering the department budget.
- Coordinating with various city and outside agencies for capital improvements.
- Administering and negotiating contracts with unionized personnel under the purview of Facilities Management.
- Preparing, advertising, and awarding contracts which require public bidding in accordance with Chapter 30B and Chapter 149.
- Maintaining all athletic fields under the purview of the Boston Public Schools.
- Managing maintenance, construction, and renovation contracts.
- Preparing capital projects plans, in conjunction with principals, headmasters, and the Operations Support Services Team Leader, to address major maintenance needs, including a response to issues raised by the New England Association of Schools and Colleges regarding the accreditation of high schools.
- Maintaining a recycle and solid waste program for all schools.
- Managing the Energy Conservation Program in all school buildings.
- Meeting with other city and state agencies to coordinate facilities needs with regard to renovations, licenses, occupation certificates, etc.
- Developing short- and long-term projects that are technically and economically feasible.

- Maintaining all schoolyards and playgrounds.
- Arranging technical courses and seminars for professional training.

*The Facilities/Planning & Engineering Unit Team will assist:*

- Schools and clusters in maintaining clean, healthy, and inviting buildings that are conducive to learning.

### **BUSINESS SERVICES**

The Business Services Unit Team provides operations support to the central office and schools for payroll, purchasing, contract management, warehousing, and materials distribution. The Unit Team will focus on timely, high quality customer service to support schools in their efforts to improve teaching and learning for all students. The Unit Team will include a director, coordinators, technical staff, and clerical support.

*The Business Services Unit Team will take lead responsibility for:*

- Handling all payroll, purchasing, warehousing, materials distribution, and contract functions for the Boston Public Schools.
- Locating and assessing the value of sources of services, materials, and equipment where system policies call for economies of scale and also where policies call for schools to exercise discretion in meeting particular needs.
- Developing procedures to facilitate vendor and payroll payments for principals, headmasters, and team leaders.
- Preparing timely expenditure reports.
- Collaborating with Human Resources, Operations Support Services (i.e., Information Services), Finance, and the city in automating the payroll system.

*The Business Services Unit Team will assist:*

- Finance and Budget and Information Services in a response to the Deloitte Touche study.
- Finance and Budget in devising a long-term budget forecast for the Boston Public Schools.

### **SCHOOL SAFETY SERVICES**

The School Safety Services Unit Team will provide school safety and security systems for the Boston Public Schools. It will assign officers to work in schools to help principals and headmasters and school staff create and maintain a safe environment for learning. The Unit Team will include a safety coordinator who reports to both the Superintendent of Schools and the Police Commissioner and is housed in the School Safety Office, a safety chief, deputy, investigators, dispatcher, and clerical support.

*The School Safety Services Unit Team will take lead responsibility for:*

- Providing school safety and security services, with guidance from school principals and

headmasters and in accordance with sound practice.

- Reviewing safety assessments and incident reports to accurately assess school safety needs, in collaboration with principals and headmasters.
- Providing professional development in school safety and violence prevention for School Safety Services Officers and school personnel as required.
- Establishing and maintaining a positive and cooperative working relationship in all public safety agencies.
- Conducting internal school system safety investigations.

*The School Safety Services Unit Team will assist:*

- Schools and clusters in providing safe learning environments.
- Schools in providing safety education.
- Comprehensive School Support Services in developing prevention activities.

#### **BLUE RIBBON COMMISSION PLAN IMPLEMENTATION**

The Blue Ribbon Commission Plan Implementation Unit will be responsible for the implementation of the Blue Ribbon Commission's recommendations adopted by the School Committee. The Unit will facilitate capital planning and improvements, work with the community, keep the research provided by the Blue Ribbon Commission updated and viable, and collaborate with the Public Facilities Department on renovation and new construction projects.

The plan for the construction of new school buildings over the next ten years provides an extraordinary opportunity to support educational reform in the Boston Public Schools with the development of Community Learning Centers and Early Childhood Centers. These facilities will operate as educational and community centers well into the next century and will set the educational tone for a significant number of students, educators, and the community. The Unit Team will include a director, two professional/technical staff, and clerical support.

*The Blue Ribbon Commission Plan Implementation Unit Team will take lead responsibility for:*

- Implementing the educational and community learning center vision for school/community facilities.
- Assisting the Office of the Superintendent in the preparation of a response to the recommendations of the Blue Ribbon Commission with regard to facilities renovation, expansion and construction, with emphasis given to the educational priorities of the Boston Public Schools.
- Collaborating with principals and headmasters and other building level leaders in determining facilities conditions, setting priorities for work orders, and identifying needs for capital improvements.
- Providing educational leadership and managing capital planning and improvement for new and renovated schools.

- Coordinating planning and decision-making relative to long-range educational goals and program priorities of the Boston Public Schools with respect to new building projects.
- Preparing research on demographic and educational trends.
- Initiating and coordinating proposed projects with Public Facilities Department and Massachusetts Department of Education.
- Assisting with the development of educational program descriptions which describe teaching and learning in Boston Public Schools.

*The Blue Ribbon Commission Plan Implementation Unit Team will assist:*

- Public Facilities Department with the development of architectural designs and with the transitioning of existing and the opening of new facilities.
- Other departments including the Massachusetts Department of Education, City Hall departments, and agencies such as Boston Housing Authority in coordinating efforts to implement the facilities master plan.

## **HUMAN RESOURCES TEAM**

Every employee of the Boston Public Schools is responsible for improving the education of children. Employees should benefit from, as well as contribute to, the organizational mission of supporting teaching and learning. Accordingly, the two-fold purpose of the Human Resources Team will be to ensure that all employees are effectively recruited, selected, and evaluated based upon their demonstrated capacity to support the teaching and learning of children; and provided with professional development opportunities and related assistance so as to manifest continuous improvement in serving children. The Team will identify and develop talent both from within and outside the system, and it will work to provide all employees with clear and up-to-date information about the system's priorities and overall direction, a sense of connection in working together to address common goals, and a work environment that rewards and celebrates high performance on behalf of children. The Team (Chart 10) includes a team leader, staff assistant, professional support staff, and clerical support.

The Human Resources Team will consist of the office of the Team Leader and the following Unit Teams:

*Staffing*

*Employee Relations*

*Records Management*

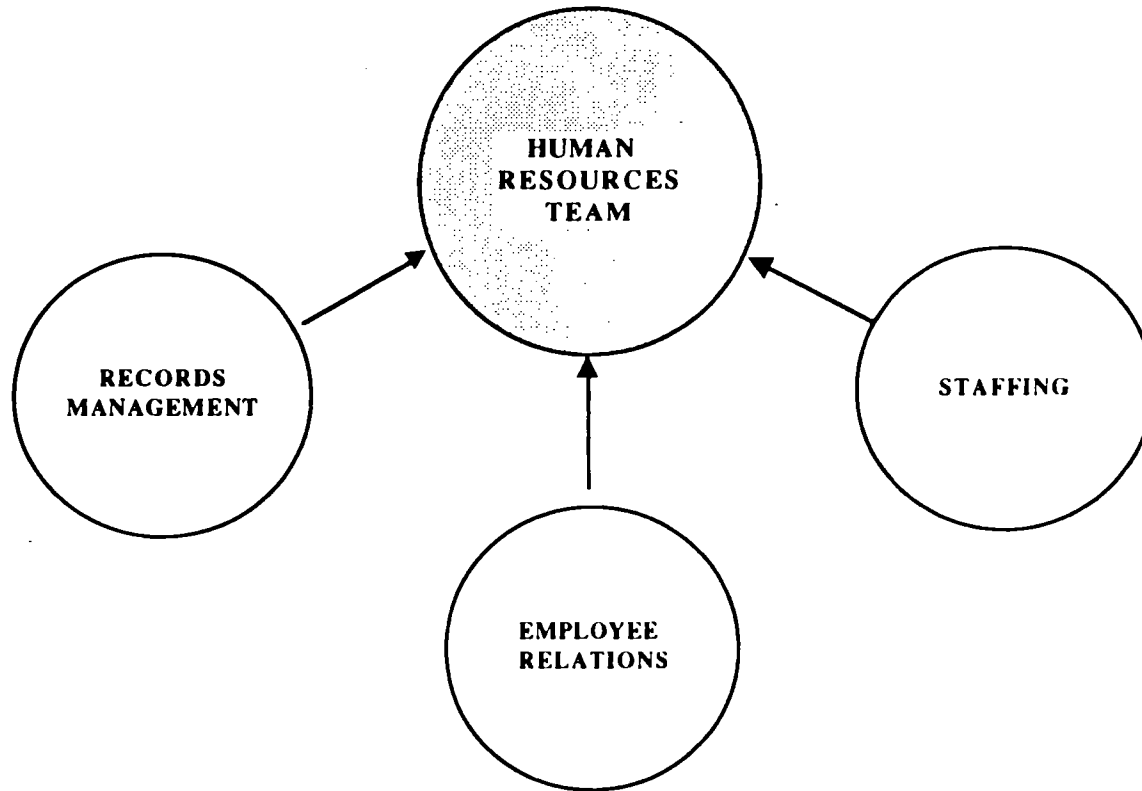
### **STAFFING**

*The Staffing Unit Team will take lead responsibility for:*

- Assessing talent needs on a system-wide basis over the long term, prior to each school year, and during the school year, as adjustments are needed.

# HUMAN RESOURCES TEAM

## CHART 10



- Developing position descriptions and devising and implementing recruitment strategies. Teacher recruitment strategies will include the development of partnerships with colleges and universities that operate teacher education programs.
- Designing and implementing application policies and procedures.
- Creating screening and appointment policies and processes and screening applicants to identify those meeting minimum qualifications. A pool of qualified candidates for teaching positions will be established before the end of each school year. The screening of potential teachers will require applicants to give demonstration lessons.
- In some cases, matching qualified applicants with appropriate openings in teams and schools to be further screened and then selected by team leaders, principals/headmasters, and School-Site Councils; in other cases, providing technical assistance to team leaders, principals/headmasters, and School-Site Councils in screening and selecting from the entire pool of qualified applicants.

*The Staffing Unit Team will assist:*

- Principals, headmasters, and team leaders in identifying staffing needs.
- Principals, headmasters, and team leaders in training School-Site Councils and others to participate in the process of personnel selection.
- Office of the Superintendent (i.e., Equity) in analyzing and reporting on staffing patterns and in ensuring the use of fair criteria for personnel selection and evaluation.
- Teaching and Learning and Finance and Budget in projecting instructional staffing needs based upon the priorities of the system, enrollment and revenue projections, the school staffing formula, union contracts, and applicable state laws.

## **EMPLOYEE RELATIONS**

*The Employee Relations Unit Team will take lead responsibility for:*

- Designing and offering an orientation program for all employees new to the system.
- Implementing the components of the internal communication plan that pertain to all employees.
- Identifying training priorities for all employees (e.g., training in team building) and for non-instructional employees (e.g., training in customer service) and brokering the design and provision of such training.
- Initiating and helping to design studies of critical issues such as employee satisfaction, absenteeism, or impending retirements and making corresponding recommendations for changes in policies or practices.
- Planning and developing an employee assistance program which would: indirectly support employee capacity to work productively (e.g., via referrals to elder care, child care, and mental health resources); directly support employee capacity to work productively (e.g., via exploring the feasibility and appropriateness of lateral transfers, job sharing, or flex time schedules); and facilitate employee efforts to find new job opportunities both internal and

external to the system (e.g., via career counseling and mentoring or training in job search, interviewing, and resume writing).

- Devising “360-degree” evaluation policies and procedures for all employees and providing technical assistance to team leaders, principals, headmasters, and others in implementing the policies and procedures.
- Ensuring that required evaluations are done according to policy and procedures and timelines and that appropriate personnel actions are taken accordingly.
- Seeking advice from members of the Superintendent's Leadership Team and Unit Team leaders in “establishing priorities for labor contract negotiations,” forming a collective bargaining team (inclusive of legal counsel), and serving as the head of the collective bargaining team.
- Serving as hearing officer for employee appeals.

*The Employee Relations Unit Team will assist:*

- Communications in the design of the component of the internal communication plan that targets all employees.
- Student Support Services in the identification of elder care, child care, mental health resources, and the like.
- Research, Assessment, and Evaluation in the conduct of studies of employee satisfaction, absenteeism, and the like.
- Center for Leadership Development in designing and providing training and in brokering training services from outside agencies and/or individuals.
- The Workers' Compensation agent for the city in providing compensation services.

## **RECORDS MANAGEMENT**

*The Records Management Unit Team will take lead responsibility for:*

- Streamlining the process of employment and employee record keeping once a job candidate has been selected, e.g., by reducing the number of approvals needed to make an appointment, clearly establishing the authority of team leaders, principals/headmasters, and School-Site Councils to make final selections within established priorities, policies, and procedures, and establishing the candidate on payroll, personnel, and position control databases in a timely manner.

*The Records Management Unit Team will assist:*

- The Superintendent, Information Services, and others in ensuring the utility and accessibility of the personnel and position control databases as tools for organizational analysis and decision making.
- Finance, Business Services, and the city in automating the payroll system.
- Information Services in ensuring the integrity of position control and personnel databases.

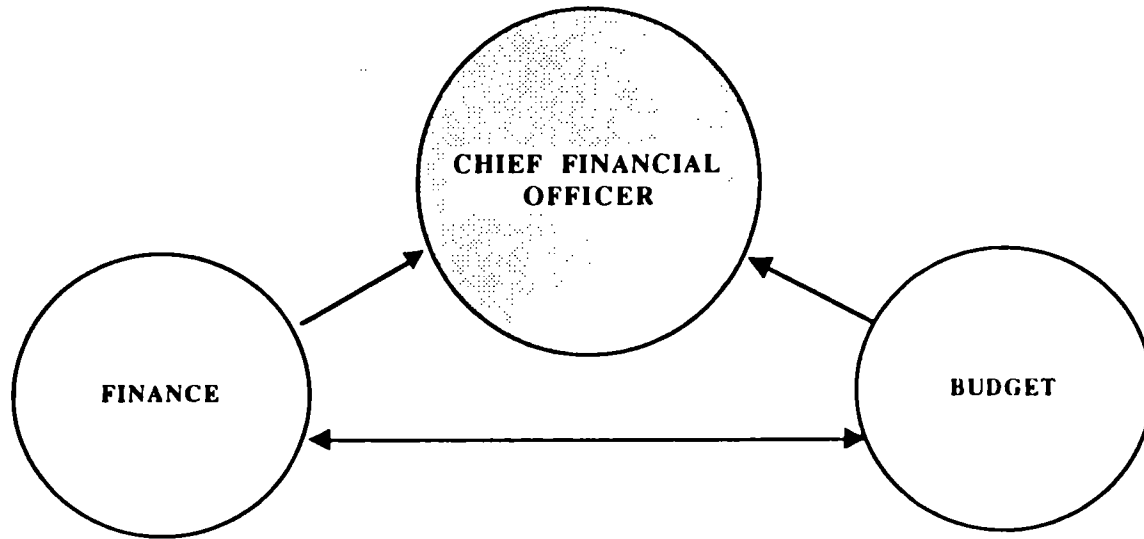
## FINANCE AND BUDGET TEAM

The Finance and Budget Team will be responsible for overseeing the financial and budgetary functions of the Boston Public Schools to ensure that the Superintendent and School Committee execute their fiduciary responsibilities. Budget development will be driven by system-wide policies and priorities for teaching and learning. The plan for allocation of resources will clearly advance these policies and priorities. Realizing and sustaining improvement in student achievement is the goal and requires a comprehensive approach to budgeting. Accordingly, a long-term, "all-funds," bottom-up/top-down strategy is the goal in financial planning. Within a budget explicitly constructed to support educational goals and objectives, the norms of fiscal integrity and restraint will prevail. Infrastructure improvements will be implemented to support fiscal responsibility. The Team (Chart 11) will include a chief financial officer, budget director, technical staff, and clerical support.

*The Finance and Budget Team will take lead responsibility for:*

- Maintaining accurate and complete financial records through sound accounting and auditing procedures.
- Presenting budget information in a timely, easily understandable, and accessible way for planning, management, and reporting purposes.
- Facilitating the budget planning process, including estimating resources needed to implement initiatives and sustain ongoing efforts, projecting revenues from the city and external sources such as Chapter I and 636, benchmarking present expenditure levels against those used by comparable systems, and doing cost analyses of alternatives.
- Working with the Superintendent, School Committee, and city on budget development.
- Providing justification and support for funding proposals made to School Committee and the city.
- Preparing the budget for submission to the School Committee and the city.
- Advising, assisting, and enabling team leaders, principals, and headmasters to engage in school- and team-level budget planning, budget control, expenditure monitoring, and budget reporting, all of which are aligned with school- and team-level priorities for teaching and learning.
- Establishing a principled process for amending school and team budgets during the school year.
- Making sure that system-wide spending accords with planned spending.
- Monitoring expenditures of funds from foundations, state and federal governments, and other external sources and ensuring compliance with the requirements of funders.
- Preparing and submitting financial reports.
- Engaging in strategic planning towards the establishment of a contingency fund for the system.
- Overseeing finance and budget functions to ensure the Superintendent and School Committee carry out their fiduciary responsibilities.

**FINANCE AND BUDGET TEAM**  
**CHART 11**



*The Finance and Budget Team will collaborate with:*

- Development in the provision of technical assistance to schools and teams in developing and managing grant budgets.
- Principals/headmasters, team leaders, and Human Resources in analyzing budget implications of the needs of schools and teams for staffing.
- Principals/headmasters, team leaders, and Operations Support Services in analyzing budget implications of the needs of schools and teams for materials, supplies, maintenance, and capital improvements.
- Information Services in working with implementation of approved recommendations from the Deloitte Touche study.
- Human Resources, Information Services, and the city in automating the payroll system.

## **CONCLUSION**

The Reorganization Plan for the Boston Public Schools provides the foundation to support a vision for excellence and enable the schools to focus on improved teaching and learning for all students. It facilitates the effective and efficient use of scarce resources to support school-based management and shared decision-making as schools develop comprehensive plans for whole school reform based on systemwide high standards and curriculum frameworks. Student success and accountability in 117 schools of excellence are the clear goals. This streamlined organization, free of hierarchy and bureaucratic layers, will enable the central office to focus on customer service and support the schools as they make continuous annual progress in meeting the goals of the Boston Public Schools.