

;;;BCC 180426

>> WE'RE HERE REGARDING DOCKETS
0559 THROUGH 0563 FOR THE
OPERATING BUDGETS INCLUDING
ANNUAL APPROPRIATION FOR THE
DEPARTMENTAL OPERATIONS.
THE ANNUAL APPROPRIATIONS FOR
THE SCHOOL DEPARTMENT AND
APPROPRIATION FOR OTHER
POST-EMPLOYMENT BENEFITS.
APPROPRIATION FOR CERTAIN
TRANSPORTATION AND PUBLIC REALM
IMPROVEMENTS AND CERTAIN PARK
IMPROVEMENTS AND DOCKETS 0564
THROUGH 0565 WITH AGREEMENTS.
THIS SAY PUBLIC HEARING.
IT'S BEEN BROADCAST AND RECORDED
FOR LATER VIEWING ON RCN CHANNEL
82 AND COMCAST 8, VERIZON, 1964
AND STREAMED AT
BOSTON.gov/\CITYCOUNCIL.TV.
I'D ASK PEOPLE TO SILENCE THEIR
DEVICES.
WE'LL TAKE PUBLIC TESTIMONY AT
THE CONCLUSION OF THE
PRESENTATION AND QUESTIONS FROM
COLLEAGUES.
THERE'S A SIGN-IN SHEET TO MY
LEFT.
WE ASK YOU STATE YOUR NAME,
AFFILIATION AND RESIDENCE AND
PLEASE CHECK THE BOX IF YOU DO
WISH TO TESTIFY.
I'D LIKE TO ALSO REMIND FOLKS
THAT THERE WILL BE LESS THAN 36
HEARINGS NOW BUT 36 HEARINGS
OVER SIX-PLUS WEEKS.
WE STRONGLY ENCOURAGE RESIDENTS
WHETHER HERE IN THE CHAMBER OR
AT HOME TO TAKE A MOMENT TO
ENGAGE IN THIS IMPORTANT PROCESS
BY GIVING TESTIMONY FOR THE
RECORD.
THAT CAN BE DONE IN SEVERAL
WAYS.
FIRST, COMING TO THE HEARING AND
SIGNING UP IN THE CHAMBER.
WE HAVE DEAD KATED ONE DEDICATED
HEARING JUNE 5 FROM 2:00 TO 6:00
P.M. TO TAKE ONLY PUBLIC
TESTIMONY AT THAT TIME AND YOU
CAN SEND YOUR TESTIMONY IN BY
MAIL AS WELL AS E-MAIL AT

CCC.WM@BOSTON.gov.

IN ORDER OF THEIR ARRIVAL, MY COLLEAGUES COUNCILOR ANNISSA ESSAIBI GEORGE AND COUNCILOR FLYNN AND COUNCILOR ZAKIM.

WELCOME TO YOU AND YOUR TEAM. THANKS AGAIN.

WE'LL BE SEEING A LOT OF EACH OTHER AND I'LL HAND IT OVER TO YOU FOR YOUR PRESENTATION.

>> THANK YOU, COUNCILORS AND GOOD MORNING.

THE TOPIC FOR OUR DISCUSSION ARE SCHOOL BUDGETSES.

I'LL START WITH A BRIEF OVERVIEW OF THE FY19BTF BUDGET FOR MEMBERS OF OUR AUDIENCE AND FOR FOLKS WHO WHETHER OR NOT -- WEREN'T HERE.

THERE'S A \$48 MILLION INCREASE VERSUS THE BUDGET YOU VOTED ON LAST YEAR.

THE PROPOSED BUDGET FOR NEXT YEAR IS ROOTED IN THE GUIDING PRINCIPLES THAT WERE DEVELOPED BY OUR BUDGET EQUITY WORK GROUP. ONE OF THOSE PRINCIPLES IS TO PUT MORE MONEY IN THE HAND OF OUR SCHOOLS STHEFSHG -- SERVING THE HIGHEST NEEDS STUDENTS AND THE HALLMARK IS AN INVESTMENT IN THE SCHOOLS \$30 MILLION FOR RISING SALARIES AND \$10 MILLION OF ADDITIONAL DOLLARS IN THE HAND OF OUR SCHOOLS REALLY FOCUSED ON OUR SCHOOLS SERVING OUR HIGHEST NEEDS STUDENTS.

THAT'S GOING TO BE THE SUBJECT OF OUR CONVERSATION TODAY. THE OVERVIEW OF THE TOTAL BUDGET IS FOUND ON THE NEXT PAGE.

WE HAVE DIRECT SCHOOL EXPENSES AND THE DIRECT BUDGET OF SCHOOLS AND BENEFITS FOR STAFF WHO ARE REQUESTED IN THE BUDGETS.

THE NEXT IS SCHOOL BUDGETS SERVED TRANSPORTATIONALLY AND WE'LL HAVE HEARINGS COMING UP THAT WILL DIVE INTO THOSE ITEMS SPECIFICALLY.

OUR FOCUS IS ON THE FIRST CATEGORY, THE SCHOOL EXPENSES AND HOW WE THINK OF ALLOCATING THEM FAIRLY AND WHAT THEY'LL BE

SPENT ON.

WE'RE EXCITED ABOUT THE INVESTMENTS THAT ARE PART OF THE PROPOSAL.

THEY'RE SUMMARIZED IN PAGE FIVE. I'LL REMIND YOU THEY INCLUDE \$6 MILLION OF SYSTEM WIDE INVESTMENTS.

SOME OF THE HIGHLIGHTS THAT WE'RE PARTICULARLY EXCITED ABOUT INCLUDE \$2.4 MILLION FOR SOCIAL AND EMOTIONAL LEARNING AND WELLNESS IN THE FORM OF ADDITION NURSES AND PSYCHOLOGISTS AND SOCIAL WORKERS AND MORE IN INTERPRETATIONS AND PROGRAMS LIKE EXCELLENCE FOR ALL AND BECOME A MAN.

AND THE \$10 MILLION I MENTIONED U BUDGETS.

WITH THAT BRIEF OVERVIEW OF THE BUDGET I'LL FIVE INTO HOW WE THINK OF FUNDING SCHOOLS EQUITABLY AND TRANSPARENTLY.

LAST YEAR WHEN WE WERE WORKING ON THE FY18 PROPOSAL WE HEARD A LOT OF ABOUT THE TOPIC.

THE VOIFS -- VOICE OF THE COMMUNITY WAS STRONG.

WE HEARD PEOPLE SAY WE WANT TO DO MORE AND BETTER FOR OUR SCHOOLS.

BASED ON THE FEEDBACK, WE HAVE FOUR PRIORITIES OUTLINED ON PAGE SEVEN OF HOW WE'RE FUNDING SCHOOLS IN FY19.

FIRST IS EQUITY.

PROVIDING MORE RESOURCES TO KIDS WHO NEED MORE AND EQUITY TRANSPARENCY AND THIRD IS STABILITY.

WE WANT TO MINIMIZE THE CHANGES SO SCHOOLS CAN PLAN YEAR OVER YEAR AND FINALLY SCHOOL FLEXIBILITY.

WE RECOGNIZE OUR LEADERS, PARENTS AND TEACHERS CLOSEST TO KIDS OFTEN KNOW WHAT THEIR SPECIFIC COMMUNITIES WANT.

SO WHERE APPROPRIATE WE WANT TO EMPOWER THEM AND HOLD THEM ACCOUNTABLE TO MAKE THE RIGHT DECISIONS ABOUT WHAT SERVICES

THEIR KIDS NEED.

YOU'LL SEE WE MADE CHANGES IN
FY19.

A PROPOSAL FOR NEXT YEAR ALONG
EACH OF THE FOUR PRIORITIES.
IN THE CATEGORY OF EQUITY, WE'VE
TAKEN ALMOST \$6 MILLION OF
PARTNERSHIP FUNDS THAT USED TO
BE ALLOCATED BASED ON LEGACY
RELATIONSHIPS BETWEEN THE OFFICE
AND SCHOOLS AND PARTNERS AND NOW
ALLOCATING IT WITH A FORMULA SO
IT GOES TO HIGHEST NEEDS
STUDENTS.

WE HAVE \$3 MILLION IN PURELY
DISCRETIONARY FUNDS GOING TO THE
HIGHEST NEEDS STUDENTS AS WELL
AND ADDITIONAL SUPPORT THAT WILL
BE FOCUSED ON THE COMMUNITY
THAT NEED THEM THE MOST.

TRANSPARENCY.

IF YOU GO ON OUR WEBSITE YOU'LL
SEE LOTS AND LOTS OF
INFORMATION.

WE'RE VERY PROUD WE POST ALMOST
EVERYTHING WE DO.

YOU CAN TRACK EVERY DOLLAR GOING
TO EVERY SCHOOL AND THIS YEAR
WE'RE TRYING TO DO EVEN MORE.
WE PUT AN ADDITIONAL \$5 MILLION
FOR INCLUSION SUPPORT AND FUNDS
FOR STUDENTS EXPERIENCING
HOMELESSNESS.

WITH STABILITY, FOR SCHOOLS
EXPERIENCING SMALL SHIFTS, WE
WANT TO PROTECT THEM OR SOFTEN
THE SMALL ANNUAL CHANGES THAT
ARE A NATURAL PRODUCT OF A
CHOICE SYSTEM LIKE IN BOSTON.
WE INTRODUCED A NEW MECHANISM WE
PLAN TO KEEP IN PLACE FOR FUTURE
YEARS THAT PROTECTS SCHOOLS FROM
THE FIRST 1% DECLINE IN THEIR
BUDGET.

THE SCOREBOARD -- SECOND IS WE
HAD A \$1 MILLION SOFT LANDING FOR
SCHOOLS WITH BIG DECLINES IN
NUMBERS AND RESOURCE ROOM
SERVICES.

THE REASON FOR THAT IS THAT WE
HAD A CHANGE IN THE TRENDS OF
OUR PROJECTIONS THIS YEAR AND
AGAIN WE DON'T WANT SCHOOLS TO
BARE THE BRUNT OF A CHANGE WE'RE

DOING IN OUR PROJECTIONS.
LASTLY, WE DOUBLED DOWN ON A
STRATEGY WE PUT IN PLACE LAST
YEAR TO HAVE A RESERVE
SPECIFICALLY TARGETED AT OUR
LOWER PERFORMING SCHOOLS OF
DECLINING ENROLLMENT.
WE'LL TALK MORE ABOUT THAT IN
THE HEARING TODAY AND ALLOCATE
THAT WITH OUR INSTRUCTIONAL
SUPERINTENDENT WHO ARE THE
SUPERVISORS OF THE SCHOOLS AND
YOU'LL SEE THE EFFORT TO
ACKNOWLEDGE SCHOOLS ARE A UNIT
OF CHANGE.
WE WANT YOUR KID TO GO TO A
GREAT SCHOOL.
PEOPLE CHOOSE SCHOOLS NOT SCHOOL
DISTRICTS.
WE WANT TO EMPOWER OUR SCHOOL
LEADERS TO BUILD THAT SCHOOL
THAT EVERY PARENT WANTS TO SEND
THEIR CHILD TOO.
WE'RE EMPOWERING OUR SCHOOL
YEARS TO ALLOCATE MORE AND MORE
DOLLARS.
THE EXAMPLES INCLUDE THE
PARTNERSHIP FUNDS WHICH USED TO
BE ALLOCATED BY A CENTRAL OFFICE
AND THE RESOURCE TO SUPPORT
STUDENTS EXPERIENCING
HOMELESSNESS WITH THAT I'M GOING
TO TURN IT OVER TO DAVID BLOOM,
OUR BUDGET DIRECTOR TO WALK OVER
MORE OF THE DETAILS.
>> GOOD MORNING, EVERYONE.
THE NEXT SLIDE WE'LL SEE A
SUMMARY OF
[INDISCERNIBLE]
MADE THROUGHOUT THE BUDGET
PROCESS.
I WANT IT TAKE A MOMENT BEFORE I
WALK THROUGH THOSE DETAILS TO
PUBLICLY RECOGNIZE THE BUDGET
TEAM FROM BPS WHO GUIDES 125
SCHOOLS THROUGH THE PROCESS OF
MAKING THE SCHOOL-BASED
DECISIONS AND PROVIDE SUPPORT.
THEY'RE ALL ON MY LEFT IN ORDER
THAT I SEE THEM.

[READING NAMES]
AND THEY'VE ENSURED THEY'RE MAKE
THE BEST USE OF THE FUNDS THEY

HAVE.

WHAT THAT WORK'S RESULTED IN IS POSITIVE BENEFITS FOR THE STUDENTS OF BOSTON.

WE'VE SEEN AN INCREASE IN TEACHING STAFF ACROSS THE DISTRICT.

WE EXPECT TO GROW THROUGH 80 STAFF, INCREASE IN SPECIAL EDUCATION SPENDING.

AN INCREASE IN SUPPORTS FOR OUR ENGLISH LANGUAGE LEARNERS.

ADDITIONAL FUNDING OR THE WRAP-AROUND SUPPORT POSITIONS THAT FILL IN THE GAPS BETWEEN TRADITION INSTRUCTION AND GUIDANCE COUNSELORS AND COACHES AND INCREASES IN THE BASICS LIKE INSTRUCTIONAL SUPPLIES.

WE ARE SEEING SCHOOLS TAKE THE FLEXIBILITY TO BUDGET MORE FOR THOSE SORTS OF NEEDED SUPPLIES.

AND WE'RE PROUD THAT OVER THE LAST FOUR YEARS, BPS HAS ADDED 350 F.T.E.s TO SCHOOLS TO SUPPORT HIGHEST NEEDS STUDENTS LIKE ENGLISH LANGUAGE LEARNERS AND STUDENTS WITH DISABILITIES. THIS TABLE OUTLINES HOW FUNDING GETS OUT TO SCHOOLS.

YOU CAN SEE AT -- CAN SEE AT THE BOTTOM AT \$754 MILLION OUR DISTRICT SCHOOL SPENDING REPRESENTS A SIGNIFICANT MAJORITY OF THE SPENDING OF OUR DISTRICT.

THE MAIN METHOD IS ABOUT TWO-THIRDS IS GOING OUT TO WAYS STUDENT FUNDING.

THAT'S OUR FUNDING FORMULA FOR SCHOOLS BASED ON THE NEED OF -- NEEDS OF THEIR STUDENTS.

THERE'S A HANDFUL OF SCHOOLS THAT DON'T GO THROUGH WEIGHTED FUNDING LIKE CARTER SCHOOL WHO PROVIDE SUPPORT FOR A SPECIFIC NEED AND POPULATION OF STUDENTS WHERE WE'RE SETTING UP A BUDGET AS A PROGRAM AS WE REFERRED TO AS SPECIAL PROGRAMS.

THERE'S FUNDS FROM THE FEDERAL GOVERNMENT IN THE STATE THROUGH TITLE I THAT WE PASSED THROUGH THE SCHOOLS.

AND SOFT LANDINGS AND STABILITY ALLOCATION THAT WE HAVE A MINIMUM STANDARD THAT ALL SCHOOLS NEED TO MEET TO MEET THE NEED OF THEIR STUDENTS.

IF THEY'RE NOT ABLE TO MEET THAT WITH THE FUNDING THEY GET THROUGH THE WEIGHTED STUDENT FUNDING WE PROVIDE ADDITIONAL SUPPORT AND SOME SCHOOLS HAVE BEEN ABLE TO RECEIVE FUNDING INSTEAD.

THERE'S EYE NUMBER OF SMALL ADDITIONAL ADJUSTMENTS CALLED OUT IN THE FOOTNOTE FOR SPECIFIC PROGRAMS AND SCHOOLS AND THINGS LIKE EXTEND THE DAY IN THE EARLY EDUCATION CENTERS AND SOME PROGRAM-BASED SUPPORTS FOR STUDENTS WITH LIMIT AND FORMAL EDUCATION.

STUDENTS WITH EMOTIONAL IMPAIRMENTS.

THIS AMOUNT YOU'LL NOTICE IS DECREASING BECAUSE WE MOVED SOME OF THE FUNDING OUT OF THE ADDITIONAL ADJUSTMENTS CATEGORY AND INTO WEIGHTED STUDENT FUNDING ITSELF.

THE LAST CATEGORY IS FUNDING FOR ADDITIONAL LEARNING TIME FOR SCHOOLS THAT ARE IN THE NEW SCHEDULE A AGREEMENT BETWEEN BPS AND THE BOSTON TEACHERS STUDENT UNION.

THERE'S 58 IN THAT AGREEMENT.

THERE'S ALSO PILOT AND AUTONOMOUS SCHOOLS THAT EXTEND THEIR DAY THAT ARE REPRESENTED.

THE DOLLARS PER PUPIL BY NEED ARE DETERMINED BY THINGS LIKE STAFFING GUIDANCE AND POVERTY. FOR EXAMPLE, A STUDENT WITH WHO IS LEARNING WILL GET HIGHER FUNDING THAN THE STUDENT ALREADY PROFICIENT IN ENGLISH. Niçó >> THERE'S PROGRAM TYPES AND ENGLISH LANGUAGE LEARNERS AND STUDENTS INVOCATIONAL EDUCATION AND THE CHARACTERS OF STUDENTS NEED BASED ON THE DEFINITION OF POVERTY, THE OPPORTUNITY INDEX WHICH IS OUR NEW MEASURE OF

STUDENT NEEDS AND MEASURES OF ACADEMIC PERFORMANCE. THINGS WE CALL HIGH RISK BASED ON INDICATORS OF STUDENTS STRUGGLING AND GOING TO NINTH AND TENTH GRADE. ADDITIONAL HIGH SCHOOL FUNDING FOR THOSE STUDENTS. IN ADDITION TO THE STUDENT-BASED CHARACTERISTICS EVERY SCHOOL RECEIVED A FOUNDATION BUDGET FOR SUPPORT. WE'RE PROUD OF THE TRANSPARENCY WE BRING TO THE BPS BUDGET. WHEN YOU'RE LOOKING TO DETERMINE THE BUDGET BY SCHOOL, THERE ARE FOUR MAIN DOCUMENTS ON OUR WEBSITE THAT YOU CAN USE TO DETERMINE THAT. THE TOP TWO DOCUMENTS ARE AVAILABLE AS A ONE-PAGER PER SCHOOL. THERE'S 116 OF THESE. ONE FOR EACH SCHOOL AND ON THE RIGHT 125 ALLOCATION ONE-PAGERS. THIS WOULD ALLOW YOU TO DETERMINE HOW EVERY DOLLAR GETS CALCULATED FOR EACH SCHOOL. THE TABLES ON THE BOTTOM SHOW A SUMMARY ACROSS THE DISTRICT. AND SUPPORTING SCHOOLS WITH CHANGING ENROLLMENT IS A KEY PART OF OUR BUDGET PROCESS. THIS OCTOBER IT WAS DOWN SLIGHTLY FROM THE PRIOR OCTOBER BUT WE ARE ANTICIPATING OUR TREND OF STEADY ENROLLMENT TO CONTINUE. WE SEE THE COMMONWEALTH CHARTERS ARE CONTINUING TO ADD SEATS APPROXIMATELY ADDITIONALLY 525 NEXT YEAR IN UPPER GRADES AT THIS POINT. WE'RE PROUD OF THE FACT WE'VE CONTINUED TO ADD SEATS AND CAPACITY IN GRADE ONE AND 26 STUDENTS MORE IN K-1 MORE THAN THE '13-'14 SCHOOL YEAR. AND THIS IS PRIMARILY DUE TO THE EXPANSION OF THE K-8 MODEL WHICH HAS MEANT THAT STUDENTS ARE STAYING IN THEIR ELEMENTARY SCHOOLS VERSE UG GOING TO A TRADITIONAL MIDDLE SCHOOL.

HIGH SCHOOLS ARE ALSO FEELING FINANCIAL PRESSURE BECAUSE OF WHAT WE'RE SEEING AS A DECREASE IN HIGH SCHOOL ENROLLMENT WHICH MEAN S HIGH SCHOOLS ARE SEEING SMALLER COHORTS. WE'RE SEEING DIFFERENT DEMANDS IN DIFFERENT NEIGHBORHOOD. WHERE SOME NEIGHBORHOODS SUCH AS HYDE PARK, MATTAPAN, ARE GROWING AND WE'RE STRUGGLING TO FIND ENOUGH SEATS TO FIT THE DEMAND AND OTHER NEIGHBORHOODS SUCH AS

ALSTON BRIGHTON WE'RE SEEING DECLINING ENROLLMENT IN BPS. WE'RE PROJECTING TO SEE A STUDENTS IN LEVEL 1, LEVEL 2 UNDER THE MOST RECENT STATE ACCOUNTABILITY SYSTEM DONE LAST YEAR.

50% OF STUDENTS ARE PROJECTED TO BE IN LEVEL 1 OR 2 ACCORDING TO THE LAST ACCOUNTABILITY SYSTEM. WE'RE SEEING 92% ARE ATTENDING SCHOOLS WITH AN INCREASING BUDGET.

THAT'S ACROSS 111 SCHOOLS WITHA MEDIAN INCREASE OF \$120,000. 13 SCHOOLS REPRESENTING 8% ARE SEEING A DECREASE BUDGET WITH A MEDIAN DECREASE OF APPROXIMATELY \$90,000.

THAT'S NOT THE FULL PICTURE BUT THE BASE AMOUNT WE GIVE PER PUPIL IS ADJUSTED IN LINE WITH RISING SALARIES.

SOME SCHOOLS WITH DECLINING ENROLLMENT CAN BE AFFECTED. THERE ARE 49 SCHOOLS THAT HAD INCREASING OVERALL BUDGET BUT DECLINING ENROLLMENT AND WE WANTED TO MAKE SURE THEY WEREN'T STRUGGLING.

20 SCHOOLS AT 20 OF THE 49 SCHOOLS NEW INVESTMENTS ENROLLMENT DECLINES LEADING TO INCREASED STAFFING DESPITE ENROLLMENT DECLINE.

11 SCHOOLS DESPITE ENROLLMENT DECLINE, THEY WERE ABLE TO KEEP STAFFING LEVEL MOSTLY FLAT AND THERE ARE ABOUT 18 SCHOOLS IN ADDITION TO THE SCHOOLS

MENTIONED ON THE PREVIOUS SLIDE
AND THE STAFFING LEVELS WERE
RELATIVELY MINOR.
WE'RE PARTNERING WITH SCHOOLS
THAT ARE IN THAT SITUATION TO
IDENTIFY IMMEDIATE AND LONG-TERM
SOLUTIONS.
PART OF WHAT WE DO IS LOOK AT
UNDER ENROLLED CLASS OR
PROGRAMS.
WHAT IS IT ABOUT THE SCHOOL THAT
IS CAUSING AN UNDER ENROLLMENT
AND IS THERE ANYTHING WE CAN DO
TO UPDATE THAT PROGRAM.
SOME OF IT JUST SOLUTIONS WE CAN
DO -- DO IN THE SCHOOL.
CHANGING THE STRUCTURE OF
SUPPORTING STUDENTS AND SOME
PROGRAMS JUST TAKE LONGER
BECAUSE THEY MAY RESULT IN A
STUDENT PATHWAY CHANGING.
>> THAT CONCLUDES OUR
PRESENTATION.
WE'D BE DELIGHT TO TAKE YOUR
QUESTIONS.
>> THANK YOU VERY MUCH.
I KNOW YOU MENTIONED THE STATIC
ENROLLMENT FOR THE PAST SEVERAL
YEARS BUT I THINK IT GOES BACK
10 YEARS.
MY RECOLLECTION IS I DON'T THINK
WE'VE EXCEEDED 56,000 OR 57,000
STUDENTS FOR THE PAST TEN YEARS.
MEANWHILE, OUR MEANWHILE
POPULATION HAS GROWN BY -- BUT
WE'RE LOSING FAMILIES.
>> THE CHARTER SCHOOL EXPANSION
HAS CERTAINLY TAKEN SOME OF THE
STUDENTS THAT WOULD HAVE BEEN
ENROLLED IN BPS AND INSTEAD
THEY'RE ENROLLED IN THE CHARTER
SCHOOLS WHICH HAVE EXPANDED.
WE DO SEE SOME DIFFERENCES IN
SIZE OF COHORT PER YEAR.
NOW WE HAVE A SMALLER COHORT OF
STUDENTS.
ACTUALLY, IT'S A LARGER COHORT
OF STUDENTS EXITING HIGH SCHOOL.
THEY'RE BEING REPLACED BY A
COHORT OF STUDENTS THAT'S MORE
TYPICAL SO IT LOOKS LIKE A
DECLINING HIGH SCHOOL ENROLLMENT
AND IT'S ABOUT THE COHORT OF
STUDENTS THAT STARTED WITH US

WAS SMALLER.
SO YOU SEE FROM K-2 THAN FOURTH
AND FIFTH GRADE WITH A LARGER
COHORT MOVING THROUGH.
IT'S HARD TO ASSIGN CAUSALITY.
>> WHAT HAVE THE CHARTER SCHOOL
NUMBERS BEEN?
ARE WE OVER 5,000 CHARTER
STUDENTS NOW?
IS THAT ABOUT RIGHT?
>> I THINK THEY'VE REACHED THE
CAP AT 17% OF NET SCHOOL
SPENDING.
IT'S ROUGHLY TRANSLATES TO
STUDENTS AS WELL.
>> I CAN PULL THE NUMBERS.
>> OBVIOUSLY THE MAYOR AND I
APPLAUD HIM FOR HIS EFFORTS IN
INCREASING K-1 SEATS.
THREES K-1 STUDENTS ENROLLED.
>> THAT'S UP TO WHEN HE CAME IN?
>> THAT ROUGHLY 725 SEATS.
AND ANOTHER TROUBLING PROBLEM IS
OF THE STUDENTS WE GRADUATE, 50%
DON'T FINISH COLLEGE.
HOPEFULLY WE CAN FOCUS GREATER
RESOURCES AND ATTENTION THERE TO
MAKE SURE THERE'S A PATHWAY FOR
JOBS FOR THESE KIDS.
LET ME RECOGNIZED WE'RE BEING
JOINED BY COUNCILOR TIMOTHY
McCARTHY AND ANNISSA ESSAIBI
GEORGE.
>> AS I MENTIONED THE OTHER DAY
DURING THE BPS OVERVIEW HEARING
WE HAD INVITED STUDENTS TO
PARTICIPATE.
AND BECAUSE TODAY WAS DURING THE
SCHOOL DAY, THEY DID SUBMIT.
THIS IS THE SUBMISSION.
MY NAME IS EVELYN REYES AND I'M
A SOMETIME AT THE JOHN D.
SCHOOL OF SCIENCE AND I'M
WRITING THIS TESTIMONY TO
AMPLIFY THE VOICE OF THE YOUNG
PEOPLE BECAUSE I HAVE SEEN AND
EXPERIENCED THE REPERCUSSIONS OF
INEFFECTUAL BUDGETING
SPECIFICALLY IN RELATION TO
SOCIAL AND EMOTIONAL SUPPORTS ON
STUDENTS IN SCHOOL ENVIRONMENTS.
THOUGH WE ARE FORTUNATE TO HAVE
AN INCREASE THIS YEAR, WE STILL
LACK THE FULL FUNDING TO SUPPORT

A FULLY WHOLESOME EDUCATION.
SOME RESOURCES WE'RE NOT
EQUIPPED WITH ARE FULL AND WELL
STOCK LIBRARIES, ENOUGH
COUNCILORS TO PROVIDE PROPER
SUPPORT AND A RICH AND DIVERSE
CURRICULUM THAT PROVIDES A WIDE
RANGE OF OPPORTUNITIES.
THESE THINGS ARE BASIC
NECESSITIES EVERY SCHOOL IN OUR
CITY NEEDS.
YOUNG PEOPLE SPEND AN EXTENSIVE
AMOUNT OF TIME IN SCHOOL OVER
THE COURSE OF THE WEEK.
THEREFORE IT'S IMPERATIVE A
SCHOOL MAINTAIN A HEALTHY
ATMOSPHERE.
MUCH OF WHAT IS SEEN IN THE
SCHOOLS IS CAUSED IN PART FROM
THE LACK OF SUPPORT FROM CARING
AND TRUSTED ADULTS.
MANY SCHOOLS EMPLOY PUNITIVE
TACTICS BEFORE OTHER WAYS AND
NOT ONLY ARE RESTORE TIF JUSTICE
MEASURES NECESSARY BUT PROPER
TRAINING FOR STAFF IS ALSO NEED.
STUDENTS NEED ASSISTANCE IN
DEVELOPING A CULTURE OF TRUST.
I ASK THAT THE BUDGET REFLECT A
HOLISTIC VIEW OF THE STUDENTS.
WE'RE NOT JUST PEOPLE BUT YOUNG
PEOPLE IN NEED OF TENDER CARE
AND SUPPORT.
WE NEED TO PROVIDE A QUALITY
LEARNING ENVIRONMENT FOR ALL
STUDENTS YET EVERY YEAR THE WAY
WE FUND OUR SCHOOLS CREATES
CLEAR DISPARITIES.
LAST YEAR ALONE, 49 SCHOOLS FELT
LARGE CUTS THAT AFFECTED OUR
MOST VULNERABLE STUDENTS.
WHILE THIS YEAR'S BUDGET IS
BETTER BECAUSE OF THE WAY THE
STUDENT FUNDING FORMULA, THE
SCHOOLS STRUGGLING THE MOST WILL
LIVE IN AN ANNUAL AND ENDLESS
CYCLE OF BUDGET CUTS.
THIS IS UNFAIR AND WE NEED TO
THINK DEEPLY ABOUT UPDATING THE
FORMULA TO ENSURE THAT NO SCHOOL
GETS LEFT BEHIND.
IN ORDER TO MAKE SURE THAT EVERY
SCHOOL'S NEEDS ARE FULFILLED, WE
NEED EQUITABLE FUNDING THAT

REFLECTS OUR COMMITMENT TO EVERY SCHOOL.

IT'S IMPORTANT TO RECOGNIZE BOSTON SAY -- IS A WEALTHY CITY BUT CREATE PART OF THE REASON THE SCHOOLS ARE LACKING IS HALF THE LAND IN THE CITY ARE OWNED BY NON-PROFIT AND INSTITUTIONS WHICH ARE NOT REQUIRED TO PAY PROPERTY TAX.

EVEN SO THEY CONSISTENTLY UNDER PAY THEY'RE PILOT PAYMENT FOR VOLUNTEERS AND BOSTON COLLEGE ALL OWE MILLIONS THAT COULD BE PUT TOWARDS SCHOOLS.

WHAT THESE INSTITUTIONS HAVE BEEN ASKED TO CONTRIBUTE IS A SMALL PIECE OF THEIR TOTAL WEALTH BUT IT COULD MAKE A HUGE DIFFERENCE.

I ASK OUR ELECTED LEADERS DEMAND MORE FROM THEM.

FINALLY I WANT TO APPLAUD BPS AND THE MAYOR FOR INCREASING THE BUDGET ESPECIALLY RECENTLY LISTENING TO PARENTS, TEACHERS AND STUDENTS AND SCHOOL STAFF AND ADDING EXTRA FUNDING FOR NURSES, PSYCHOLOGISTS AND COUNSELLORS.

IT'S THE FIRST STEP IN THE SERIES OF ACTIONS THAT CAN ELEVATE OUR SCHOOLS AND THEREBY ALL THE STUDENTS IN BPS.

THAT IS EF -- EVELYN REYES. SO ONE THING THAT CHANGED IS LAST YEAR WE HAD THIS INCREDIBLE INVESTMENT TO SUPPORT STUDENTS EXPERIENCING HOMELESSNESS AND IT WAS ITS OWN LINE ITEM ON INDIVIDUAL SCHOOL BUDGETS.

THIS YEAR, I UNDERSTAND, IT'S PART OF THE WAY STUDENT FORMULA BUDGETS.

IT HASN'T BEEN SEPARATED OUT. >> WHEN I WENT THROUGH THE INDIVIDUAL SCHOOL ITEMS THERE'S NOT A LINE LIKE LAST YEAR. SO WHEN I PRINTOUT LOOKING AT -- CAN YOU HOLD THAT UP? THERE'S THE ALLOCATION TRACKER WHICH SHOWS SCHOOLS AND THE HOMELESSNESS ALLOCATION IS NOW PART OF THE FUNDING WHICH WE

FEEL CONFIRMS OUR LONG-TERM
COMMITMENT TO THAT SOURCE OF
FUNDING.

SO IT IS AVAILABLE FOR EVERY
SCHOOL AND SOMETHING CALL OUT
WHEN THEY RECEIVED IT.

>> WE KNOW EVERY SCHOOL HAS AT
LEAST EIGHT STUDENTS
EXPERIENCING HOMELESSNESS.
AT LEAST SINCE LAST YEAR.

I'M ASSUMING --

>> I'D HAVE TO DOUBLE CHECK.

>> SCHOOLS HAVE BEEN THOUGHTFUL
IN THEIR WAY OF USING THE
ALLOCATION BUT THE WAY OF
LOOKING AT THE LARGER BUDGET MY
CONCERN IS --

>> WE WANT TO MAKE SURE IT
CONTINUES TO GET THE LEVEL OF
ATTENTION FOR THE STUDENTS IT
WAS INTENDED TO SERVE.

WE MEANT IT AS THE OPPOSITE.
WE THOUGHT OUR SCHOOLS IT WOULD
BE A SIGNAL OF THE PERMANENCE
AND BEING A LONG-STANDING PART
OF HOW WE FUND SCHOOLS.

THAT WAS OUR INTENTION WAS A
POSITIVE SIGN OF A MULTI-YEAR
COMMITMENT BUT WE'LL MAKE SURE
WE WORK WITH A TEAM TO MAKE SURE
IT CONTINUES TO GET THE
ATTENTION FOR THE STUDENTS IT
WAS INTENDED FOR.

>> BECAUSE I DID RECEIVE AND I
HOPE IT'S NOT SOMEWHERE ELSE AND
I'VE ALREADY SPENT IT.

>> AND FROM A TIMING
PERSPECTIVE, LAST YEAR WE ROLLED
OUT THE HOMELESS ALLOCATION
LATER IN THE PROCESS.

IT WAS TAGGED BECAUSE IT WAS NEW
MONEY AND WE WANTED TO MAKE SURE
THEY SAW IT.

EVEN WE'D KEPT IT AS A SEPARATE
ALLOCATION THEY WOULD HAVE GOT
IT STARTED AS A PART AND IT
WOULDN'T HAVE BEEN AS OBVIOUS
BECAUSE OF A TIMING THING THEY
HAD AN EXPLICIT THING ADDED LAST
YEAR.

>> I'M CONCERNED SOME SCHOOLS
HAVE ALREADY ALLOCATE HAD FOR
CERTAIN RESOURCES WHICH THAT
RESOURCE COULD BE A GREAT

RESOURCE BUT IF IT'S NOT SPENT FOR THE INTENTION OF THE FUNDING AND THERE'S STILL WAITING FOR IT TO HAPPEN THE SAME WAY IT HAPPENED LAST YEAR THAT THERE'S GOING TO BE ADDITIONAL SURPRISES COMING.

WHEN WE SPEAK WITH THE OFFICE -- SOME SCHOOLS -- A NUMBER OF SCHOOLS HAVE HAD DIFFICULTY IN SPENDING THEIR MONEY BECAUSE OF THE RESTRICTIONS ON HOW VENDORS ARE SIGNED UP FOR THE SCHOOL AND IT'S GREAT TOIVE GOOD THEM THAT MONEY -- TO GIVE THEM THAT MONEY BUT IF THEY'RE FORCED TO SPEND IT IN WAYS THAT ISN'T THE MOST BENEFICIAL FOR OUR KIDS.

>> I WAS ON THE PHONE WITH THE SCHOOL LAST WEEK ABOUT THE SPENDING THE MONEY FOR THIS YEAR.

ONE OF THE THINGS THEY'VE DONE A NICE JOB OF IS WORKING WITH VENDORS TO IDENTIFY THE TYPES OF RESOURCES AVAILABLE AND WHEN THE SCHOOL CALLED LAST WEEK AND SAID THE PURCHASING DEADLINE'S APPROACHING I WAS ABLE TO CONNECT PEOPLE WITH THE SCHOOL LEADERS THAT WORKED WITH THE TEAM THAT IDENTIFIED WAYS TO GET SCHOOL UNIFORMS, FOOD, SCHOOL SUPPLIES AND A LOT OF THAT IS WORK THE TEAM HAS DONE WITH VENDORS.

FOR EXAMPLE, WITH OUR MAJOR SCHOOL UNIFORM VENDOR THEY WERE ABLE TO GET THEM TO AGREE TO PROVIDE THE RAW, UNBRANDED SOCKS TO SCHOOLS.

>> AND WE WANT TO MAKE SURE IN THIS FIRST YEAR WE CAN DO THIS KIND OF PROBLEM SOLVE.

>> GREAT, THANK YOU.

I APPRECIATE THAT.

>> THANK YOU, WE'VE BEEN JOINED BY CITY COUNCILOR AT-LARGE MICHAEL FLAHERTY.

YOU WANT TO ASK QUESTIONS?

>> THE OTHER QUESTION ABOUT SCHOOL BUDGET AND THE INVESTMENT IN BPS IS FANTASTIC AND WE TALK ABOUT IT IN BIG NUMBERS.

THERE'S A REFERENCE OF THE \$48 MILLION INCREASE THAT INCLUDES THE ADDITIONAL PIECE AND WE'VE INCREASE OVER LAST YEAR.

IS THERE A WAY TO BREAK IT DOWN BY -- I DON'T KNOW NECESSARY WANT TO -- WELL, I DO BUT NOT FOR OUR PURPOSE HERE BUT FOR SCHOOL BUDGETS.

WHAT'S THE REALITY INCREASE FOR SCHOOLS THAT'S NOT IN ADDITION TO STAFFING?

>> WHEN WE'RE ADDING ADDITIONAL FUNDS TO SUPPORT OUR TEACHER PAY, WE'RE NOT ACTUALLY ADDING ANYTHING TO THE SCHOOL. THE TEACHER EARNS THE SAME -- AND THE CURRICULUM BEING ENRICHED OR ARE THERE NEW ACTIVITIES AND WHAT IS NEW AND ADDITIONAL COMING TO THE SCHOOL NOT JUST THE PAYROLL EXPENSE?

>> SO WE CAN CERTAINLY TRY AND PUT IT IN A WAY --

>> IT'S \$40 MILLION TOTAL GOING NEW TO SCHOOL BUDGETS. \$10 MILLION OF NEW MONEY ON TOP OF SALARY INCREASES IS GOING TO SCHOOL BUDGETS AND WE'VE TRIED TO -- WE THINK OF IT AS A SUMMARY OF SCHOOL-BASED DECISIONS.

OUR JOB IS TO EQUITABLY AND TRANSPARENTLY SHIFT THE MONEY WHERE WE THINK IT'S MOST NEED AND WORK WITH SCHOOL LEADERS WHO DETERMINE THEIR BUDGETS FOR THE YEAR AND THEN WE CAN LOOK ACROSS ALL THE DECISIONS AT 126 SCHOOLS AND SEE WHAT IT ADDS UP TO AND THAT'S SUMMARIZED ON PAGE EIGHT.

>> AND MY ADDITIONAL QUESTION BECAUSE I THINK IT LENDS ITSELF TO THAT \$10 MILLION QUESTION IS THE LOFT OF SOME PROGRAMS WHETHER IT'S PLAY WORK OR TENACITY OR THE BOSTON DEBATE LEAGUE.

WHEN WE SAY SCHOOLS ARE RECEIVING ADDITIONAL FUNDING, YET, FOR THE EXPERIENCE OF THAT CHILD THEY'RE LOSING PROGRAMS THEY REALLY ENJOY.

>> I THINK WE WERE ABLE TO

ENGAGE WITH SCHOOL LEADERS WITH
CREATIVE PROBLEM SOLVING TO HELP
THEM THROUGH SHIFTS THEY'RE
EXPERIENCING.

FOR EXAMPLE, WORKING IN
COLLABORATION WITH THE BOSTON
DEBATE LEAGUE WE WERE ABLE TO
GREATLY REDUCE THE COST TO
INDIVIDUAL SCHOOLS OF
PARTICIPATING IN THE DEBATE
LEAGUE WHEREAS AT THIS POINT I
BELIEVE, LAST TIME I CHECKED,
80% OF THE SCHOOLS THIS YEAR
ALREADY HAD SET PLANS TO
PARTICIPATE NEXT YEAR AND THE
OTHER 20% WERE STILL WORKING ON
IT.

AND IF THERE WERE CITY WIDE
TOURNAMENTS AND THINGS LIKE
THAT.

AND THE OTHER THING IS SOME OF
OUR SOFT LANDING MONEY WENT TO
SCHOOLS TO SUPPORT ANY
TRANSITION THEY WERE HAVING WITH
PLAY WORKS OR ANY OF THE OTHER
GROUPS YOU MENTIONED.

WE'VE BEEN WORKING ONE-ON-ONE IN
OUR PARTNERSHIPS TEAM AND WE'VE
DONE A NICE JOB WORKING
ONE-ON-ONE WITH OUR SCHOOL
COMMUNITY TO TRY TO LESSEN THE
IMPACT, IF POSSIBLE.

>> THE SOFT LANDING PIECE IS FOR
SCHOOLS THAT ARE BASICALLY UNDER
ENROLLED?

IF A SCHOOL IS AT FULL CAPACITY
IT DIDN'T REQUIRE A SOFT
LANDING?

>> TWO THINGS.

THE SOFT LANDING IS FOR A SCHOOL
EXPERIENCING A NEGATIVE IMPACT
IN THEIR BUDGET.

THE PRIMARY REASON FOR THAT IS
DUE TO ENROLLMENT BUT THERE CAN
BE OTHER SHIFTS THAT LEAD TO
THAT SO A SOFT LANDING IS YOU'RE
EXPERIENCING MAYBE \$100,000
DECREASE RELATED TO ENROLLMENT
AND YOU GET \$20,000 SOFT LANDING
TO HELP YOU ADJUST YOUR BUDGET
OVERTIME FOR THAT AND MAYBE NEXT
YEAR IF IT GOES UP YOU DON'T
EVER HAVE TO CUT ALL THE WAY

DOWN.

THE SECOND THING THAT'S MORE TIED DIRECTLY TO PERSISTENT UNDER ENROLLMENT IS THE SUSTAINABILITY ALLOCATION FOR A SCHOOL WHERE THEY ARE UNDER ENROLLED TO A POINT WHERE THE WEIGHTED STUDENT FUNDING DOESN'T SUPPORT THE BASIC NEEDS OF THE SCHOOL.

I BELIEVE THERE'S NINE OF THOSE SCHOOLS THIS YEAR AND IN THOSE CASES, WE SIT DOWN WITH THE SCHOOL AND THE SCHOOL MAKES A REQUEST THAT STUDENT FUNDING CAN'T PROVIDE THE BASIC NEEDS OF THE SCHOOL.

WE REVIEW AND HAVE A DEFINITION OF WHAT THAT LOOKS LIKE WITH THE INSTRUCTIONAL SUPERINTENDENT AND PROVIDE ADDITIONAL FUNDING SO THE \$1 MILLION FINDING AND ONE OF OUR LONG TERM GOALS IS TO GET RID OF THE NEED FOR THAT ENTIRELY.

>> WHO ARE THE NINE SCHOOLS NOW AND CAN WE IDENTIFIED THE TOP ONE OR TWO REASONS WHY THEY ARE UNDER ENROLLED?

>> THERE ARE NINE SCHOOLS THE CHANNING ELEMENTARY, BRADLEY ELEMENT, WINSHIP ELEMENTARY, PERRY KAY AND GREW ELEMENTARY, WINTHROP ELEMENT AND CHITICK ELEMENTARY.

>> AND WHY?

>> AND I KNOW ONE OF THE PROBLEMS AT THE PERRY IS THE ENROLLMENT PROBLEM AND I THINK SOME OF THAT HAS BEEN FIXED NOW WITH CHANGING HOW ENROLLMENT HAPPENS AT THAT SCHOOL. THAT'S WHAT I GET CONCERNED ABOUT IS ENROLLMENT DECIDES THE SUCCESS OF THE SCHOOL BUT ENROLLMENT ISN'T NECESSARILY BECAUSE THE SCHOOLS AREN'T BEING SELECTED.

HOW MANY EXCEPTIONS DO WE MAKE TO THE ASSIGNMENT PROCESS? THERE ARE CERTAIN EXCEPTIONS WE WOULD MAKE SO A SCHOOL WOULD BE AVAILABLE TO BE SEEN BY MORE

PEOPLE.

>> IT'S NOT AN EXCEPTION.
IT'S PART OF THE DESIGN OF THE
PLAN WE CAN DESIGNATE WHAT'S
CALLED OPTION SCHOOLS.
THEY'RE AVAILABLE THROUGH A
BROADER DISTRIBUTION OF
STUDENTS.

SO WHAT YOU'RE MENTIONING IS
LAST YEAR THE PERRY WENT FROM
BEING A STANDARD SCHOOL ON THE
CHOICE SYSTEM TO AN OPTION
SCHOOL WHICH OPENED IT UP FOR
MORE FAMILIES TO SELECT IT FROM
FURTHER AWAY.

I COULD GIVE THE NUMBER OF
OPTION SCHOOLS.

WHAT WE DO IS WE TRY AND LOOK
ACROSS THE SYSTEM AND SEE WHERE
WE DON'T HAVE ENOUGH SCHOOLS TO
ASSIGN KIDS AND TRY AND SELECT
THE OPTION SCHOOLS SO THAT THAT
CAIN -- CAN BETTER HELP US
ASSIGN AND THERE ARE TIMES WHEN
WE RUN THE ASSIGNMENT
AND WE WORK THROUGH THAT AND ON
THE LIST OF SCHOOLS, THERE ARE
SCHOOLS GROWING OR CHANGING
THEIR PROGRAMMING AND SOMETIMES
WHEN YOU'RE CHANGING OR GROWING
A PROGRAM LIKE THE NEW SCHOOL IS
GROWING, WE NEED SUSTAINABILITY
ALLOCATIONS AS IT GROWS TO THE
FULL SCHOOL MODEL.

I'M THINKING OF THE GREW AND THE
CHANNING AS EXAMPLES IN HYDE
PARK.

THE BRADLEY AND THE CONNELLY ARE
SCHOOLS WHERE TO THE CONNELLY
HAS A BUBBLE CLASSROOM.

THIS IS ONE YEAR WE NEED TO ADD
AN ADDITIONAL K-2 CLASS IN
ROSLINDALE.

AND IT KIND OF STICKS OUT FROM
THE TRADITIONAL STRAND.

AS THEY BUBBLE UP THROUGH THE
GRADES IT BECOMES UNSUSTAINABLE
BECAUSE WE LOSE ENROLLMENT OR
THE CLASS SIZE GROWS.

THE CONNELLY IS NOT AN UNDER
DEMANDED SCHOOL.

THE BUBBLE MOVES OUT WE
ANTICIPATE THE PROBLEM WILL GO
AWAY.

THERE ARE DIFFERENT SCENARIOS FOR EACH AND WHAT WE'RE TRYING TO DO BETTER IS THINK ABOUT HOW DO WE MATCH SCHOOL DESIGN TO NEIGHBORHOOD NEEDS.

THE PERRY'S A GREAT EXAMPLE OF A SCHOOL WHERE THE CHALLENGES IN THE UPPER GRADES NOT LOWER GRADES SO YOU SEE A BIG WAIT LIST IN K-1 AND K-2 AND IT'S FULL IN THE EARLY GRADES AND AS STUDENTS EXIT THE SYSTEM OR THE SCHOOL AND DON'T GET REPLACED YOU GET SMALL SEVENTH AND EIGHTH GRADES THAT CAUSE FINANCIAL PROBLEMS.

>> THANK YOU.

AND WE'VE SINCE BEEN JOINED BY CHAIR CHANNING AND THE CHAIR RECOGNIZES COUNCILOR FLAHERTY. THIS GETS PARENTS AND KIDS EXCITED TO COMPETE SO YOU MAY WANT TO GIVE THOUGHT OF PUTTING IN AN ADVANCED WORK PROGRAM. THAT'S AN ATTRACTIVE LURE FOR PARENTS TO STAY IN PUBLIC SCHOOLS.

WE SHOULD BE TALKING ABOUT THE EXAM SCHOOLS.

THEY'RE THE JEWEL OF THE FLEET, IF YOU WILL AND WE SHOULD BE ADDING TO THAT.

AND TALK ABOUT CREATING ANOTHER TYPE OF ACADEMY.

MAYBE IT'S ART AND SCIENCE.

WE'RE IN A GLOBAL ECONOMY.

AND WE HAVE THE BEST COLLEGES BUT AFTER THE FIRST YEAR OF THOSE SCHOOLS THEY CAN'T COMPETE AND IT DOVETAILS TO STUDENT FUNDING.

I'M ANTICIPATING KIDS THAT CAN'T COMPETE OR HAVE THE LEARNING CHALLENGES OR DIFFERENCES OF THE STUDENT WEIGHTING FUNDING WE WANT TO MAKE SURE THEY'RE NOT HOLDING THOSE STUDENTS OR FAMILIES BACK EITHER.

IN THE EFFORT TO HAVE A RISING TIDE AND TO CONNECT WITH FOLKS WHO NEED THE ADDITIONAL WEIGHTED STUDENT FUNDING.

I'D LIKE TO MAKE SURE WE HAVE ASSURANCES IT'S NOT HURTING

STUDENTS THAT ARE PERFORMING.
I'D LIKE TO GET YOUR THOUGHTS ON
THAT.

>> YES.

WE HAVE ONLY ADDED TO RESOURCES
THIS YEAR.

IN WSF, WE HAVE TAKEN LAST
YEAR'S WSF AND MADE ADDITION.
THE ONE PLACE WE MADE
REDISTRIBUTION WAS IN
PARTNERSHIP AND THE LEGACY PATH
OF MONEY HELD AT THE CENTRAL
OFFICE FOR FUNDING 13 PARTNERS
AND THERE WERE RELATIONSHIPS
WITH THE CITY GOING BACK MANY
YEARS.

THAT FELT LIKE AN AREA THAT
NEEDED TO BE MODERNIZED AND
WE'VE WORKED WITH EVERY ONE OF
THE PARTNERS THERE TO MAKE SURE
WE CAN TRANSITION THOSE
RELATIONSHIPS.

THAT'S THE ONLY PLACE WHERE WE
HAVE MADE THAT KIND OF CHANGE.
SO WE'RE CONFIDENT WE'VE
MAINTAINED RESOURCES.

EVERY ELSE IN THE SYSTEM.

>> THOUGHTS TO ADDING ADVANCED
WORK IN SCHOOLS THAT HAVE
STRUGGLING WITH ENROLLMENT?
LONGEST SERVING WITH THE CITY
COUNCIL, I'VE SEEN A LOT OF
BUDGETS, PARTICULARLY SCHOOL
BUDGETS.

ONE THING I DO KNOW IS SCHOOLS
PERFORMING WELL THERE'S A COMMON
DENOMINATOR TO THAT AND IT'S A
STRONG PARENTAL PARTICIPATION.
THERE'S A BUZZ ABOUT THE SCHOOL
AND SOMETHING NEW AND EXCITING.
IT COULD BE A DYNAMIC AND
ENGAGING PRINCIPAL OR TEACHERS
AND HOW CAN WE REPLICATE THAT
SUCCESS IN THE DISTRICT AND IF
WE HAVE SCHOOLS NOT PERFORMING
THAT WELL OR HO HUMMING AND
CHUGGING ALONG AND IT NEEDS AN
INFUSION OF SOME ENERGY AND
ENTHUSIASM, ADVANCE WORK PROGRAM
BRINGS THAT RIGHT TO TABLE.
CREATES A INSTANT BUZZ AND THE
SUCCESS AND GOOD THINGS ARE
HAPPENING.

IT'S A RISING TIDE I THINK YOU

MAY WANT TO CONSIDER.

I WANT TO HEAR THE AD MUGS
STRAUGS AND THE SCHOOL
DEPARTMENT'S POSITION ON
ADDITIONAL EXAM SCHOOLS.

>> I WILL TAKE THE AWC ONE
FIRST.

WE HAVE SEEN A INTERESTING TREND
IN THE DATA. FAMILIES ARE
SHOWING US THEY ARE LESS
INCLINED TO HAVE STUDENTS MOVE
BETWEEN THIRD AND FOURTH GRADE
FOR AWC.

SO, IT'S CREATING INTERESTING
PRESSURE ON SOME BUT NOT ALL OF
THE AWC PROGRAMS.

THEY'RE HAVING TROUBLE GETTING
FULL.

SO NATE AND I WILL BE HAPPY TO
TAKE IT BACK TO THE TEAM TO TALK
A LOOK AT AND REFLECTION.

SPECIFICALLY AS YOU MENTIONED.
I WILL SHARE THE DATA SHOWS THE
TRENDS THAT CREATES A CHALLENGE
FOR THE AWC PROGRAMS.

THE EXAMPLE I CAN'T PRETEND TO
HAVE AN ANSWER ON.

WE CAN TALK IT BACK TO THE TEAM
FOR CON ANSWER SAUGS.

I'M NOT READY FOR A RESPONSE AT
THIS TIME.

WHETHER IT'S SCIENCES OR ROBOT
UBGZ.

IT COULD BE IN THE LANGUAGES.
WHY NOT A FOURTH EXAM -- THINK
WE SHOULD PROVIDE MORE OPTIONS
FOR PARENTS TO SEND THEIR
CHILDREN IN BOSTON PUBLIC
SCHOOLS.

PARTICULARLY IF YOU LOOK AT THE
TUITIONS GOING ON IN THE PRIVATE
PAROCHIAL SCHOOLS.

ALSO TO KEEP FAMILIES IN THE
CITY.

BECAUSE THEY HAVE A GREAT
EDUCATIONAL OPTION AVAILABLE TO
THEM.

JUST FOLLOWING UP ON THE THEORY
AROUND THE PERRY.

THE MURPHY HAD AN ADVANCE WORK
PROGRAM.

BPS THOUGHT THE DEFAULT WAS THE
PERRY.

THE DEFAULT WAS THE.

WHY BECAUSE THEY HAVE AN ADVANCE PROGRAM.

>> IF YOU'RE A PARENT WHAT THE BEST OPPORTUNITIES FOR YOUR CHILDREN, CHILD TO COMPETE IN THE GLOBAL ECONOMY TO COMPETE AND POTENTIALLY GET NO ONE OF THE BEST SCHOOLS IN THE COUNTRY. LATIN, LATIN ACADEMY AND THE OWE WRROEUPB.

TO GET NO ONE OF THESE FINEST INSTITUTIONS IN THE WORLD THAT CALL BOSTON A HOME, THAT'S THE ROUTE OF TRAVEL.

IT'S THROUGH THE ADVANCE WORK PROGRAM, PRAUFRPGLY, THAT CREATES THE BUZZ AND THE ENERGY. THAT GETS THE PARENTS EXCITED. PARENTAL PARTICIPATION.

THEY'RE ENGAGED.

YOU LOCK AT THE SCHOOLS PERFORMING WELL IT'S THE KEYS TO SUCCESS.

WE SHOULD DO THAT ACROSS CITY. AGAIN I'M PUSHING ACADEMIC EXCELLENCE.

I WANT TO HAVE A DISCUSSION ON ACADEMIC EX LICENSE.

OUR CHILDREN GET NOTHING THE GREAT SCHOOLS AND COMPETING IN THE GLOBAL ECONOMIES.

SO OUR KIDS, THE KIDS FROM THE NEIGHBORHOODS OF BOSTON ARE ABLE TO GET AND, PARTICIPATE AND HAVE ACCESS IN THE OPPORTUNITIES.

>> WE HEAR YOU.

YES, ABSOLUTELY.

>> THANK YOU, MR. CHAIRMAN.

>> THANK YOU, I WANT TO PIGGY BACK ON.

THAT LET'S FIRST ACKNOWLEDGE WE HAVE BEEN JOINED BY SIT OWE COUNSELOR LYDIA EDWARDS.

EARLIER I ASKED ABOUT THE HIGH SCHOOL I CAN'T DO AOUATION RATE AT 50%.

WE'RE TALKING ABOUT THE EXAM SCHOOLS.

THEY'RE OBVIOUSLY INCLUDED IN THAT METRIC OF KIDS THAT GO ON FROM BOSTON PUBLIC HIGH SCHOOLS, 50% DON'T FINISH COLLEGE.

IF YOU TAKE OUT BOSTON LATIN, LATIN ACADEMY AND THE O'BRIEN

FROM THE MIX.
WHAT DO THE NUMBERS LOOK LIKE?
>> THAT'S A GOOD QUESTION.
WE HAVE DONE A SIMILAR ANALYSIS
LOOKING AT OUR UNSTERNAL HIGH
SCHOOL DATA. YOU ARE ABSOLUTELY
RIGHT.
>> IF YOU LOOK AT AVERAGES IT
DOESN'T TELL THE STORY OF WHAT
IS HAPPENING IN BOSTON.
YOU HAVE TO TEAR IT APART.
WE'RE AWARE IN OUR HIGH SCHOOLS
WE HAVE CONCENTRATED NEED IN A
SUBSET OF OUR HIGH SCHOOLS.
WE ARE REALLY COMMITTED TO
SUPPORTING THEM AND MAKING
SHOWER OVER ALL OUR HIGH SCHOOL
SYSTEM IS EQUITABLE AND
SUPPORTED.
YOU ARE RIGHT.
I DON'T HAVE THE DATA AT MY
FINGER TIPS ON THE -- WHAT
HAPPENS FOR THE STUDENTS WHEN
THEY LEAVE DIFFERENTIATED.
I WANT TO TELL YOU OUR TEAM IS
ACTIVELY WORKING ON THE HIGH
SCHOOL TRAT COMBO OVER ALL AND
DOING THAT LOOKING AT THIS
APART.
>> I THINK IT'S CRITICAL.
I DON'T HAVE TO BE A RESEARCH
EXPERT TO UNDERSTAND 90% TO SO
0% OF BOSTON LATIN KIDS ARE
GRADUATING HIGH SCHOOL,
INCLUDING LATIN ACADEMY AND
O'BRIEN.
-- AGAIN PROBABLY THIS CRIES OUT
FOR MUCH BIGGER ROBUST
INVESTMENT AND VOCATIONAL AT
LEAST.
I WANT TO BIGGIE BACK ON THE
WIND SHIP.
I HAVE SEEN THIS AS THE SECOND
LONGEST SERVING COUNSELOR.
THE WIND SHIP HAS COME A LONG
WAY.
SINCE WE CHANGED THE A IONMENT
PROGRAM IT'S SOMEWHERE IN THE
90% REALM OF STUDENTS FROM THE
COMMUNITY.
I SEE PARENTAL INVOLVEMENT IN
THE SCHOOL THAT I HAVE NEVER
SEEN.
AS I HAVE SEEN AT THE GUARD

NEER.
TWO GEMS.
THEY ARE TEETERING ON THE EDGE
OF LOSING FUNDING AND
ENROLLMENT.
I WANT TO PUT IN A WORD THERE
ARE COMMITTED KPAEURPBTS.
THE PRINCIPAL IS WONDERFUL.
TO CONTINUE TO, YOU KNOW LOOK TO
INVEST TO THE SCHOOLS THAT KIND
OF TEETER ON THE EDGE OF LEVEL
TWO AND THREE.
THEY NEED THAT EXTRA ATTENTION
AND LOVE TO, YOU KNOW, KIND OF
GET OVER THE HUMP.
I VISIT THAT SCHOOL OFTEN.
I AM AN ALUMNI.
THEY BRING ME IN ALL THE TIME.
IT'S GREAT THAT, THERE IS GREAT
STUFF GOING ON.
ONE LAST THING.
I KNOW THAT, YOU KNOW AWC HAS
DRAWN A LOST KIDS OUT OF THE
WIND SHIP IN THE PAST.
I DON'T KNOW THE NUMBERS TODAY.
YOU KNOW, THE SUPERINTENDENT IS
LOOKING TO KIND OF MAKE
EXCELLENCE FOR ALL.
THE MODEL, RIGHT.
IT'S NOT NECESSARILY TO EXPANDED
AWC.
AM I RIGHT IN THAT ASSUMPTION.
>> WE'RE STILL LEARNING WHAT WE
CAN LEARN FROM EXCELLENCE FOR
ALL.
WE HOPE WE CAN TAKE WHAT PARENTS
LOVE ABOUT AWC AND MAKE IT RIGHT
FOR ALL 4, 5, 6 GRADERS.
>> THAT MEANS INCREASING RIGGER.
KNOWING WHAT IS GOING ON IN EACH
CLASSROOM.
THAT EACH CLASSROOM IS
FUNCTIONING.
YOU KNOW, THERE IS NOT
DISRUPTIONS.
YOU KNOW, KIDS CAN GO IN AND
FEEL SAFE.
HAVE A GREAT LEARNING
ENVIRONMENT.
NOT BE DISTRACTED BY OTHER
EXTRANEIOUS NON EDUCATION RELATED
THINGS.
>> CAN I -- THE WIND SHIP I
THINK PROVIDES AN INTERESTING

EXAMPLE WHAT WE'RE DOING WITH
EXCELLENCE FOR ALL.
I THINK LIKE 19 OUT OF 20-22
KIDS IN THAT CLASS QUALIFY FOR
AWC.
WHAT THAT MEANS IS THERE IS
RIGOROUS AND EXCELLENT
INSTRUCTION IN THE SCHOOL
ALREADY.
I WAS TALKING TO A COLLEAGUE
WHOSE DAUGHTER ATTEND THE
ROOSEVELT AND THEIR CLASS HAS
SIMILAR RESULTS FOR THE THIRD
GRADERS.
THE PARENTS GOT TOGETHER AND
REALIZED THERE IS NO REASON TO
LEAVE AND GO TO ANOTHER SCHOOL
AND GO TO AWC WHEN THE SCHOOL
WAS WORKING FOR THEM.
WE SEE A LOT OF OUR ELEMENTARY
SCHOOLS.
OUR ELEMENTARY SCHOOLS ARE
REALLY GOOD.
WE HAVE EXCELLENT K-1, K-2
PROGRAMS.
WE HAVE A LOT OF SCHOOLS TO BE
PROUD OF.
JUST POINTING OUT THE AWC
PROGRAMS OF OUR MORE POPULAR
SCHOOLS IS DOING A DISSERVICE TO
THE SCHOOLS WORKING.
LUKE THE WIND SHIP WITHOUT AWC,
THE LINNEDEN THE MARY LIONS AND
THE ROOSEVELT.
WE COULD GO ON WITH SCHOOLS THAT
PARENTS ARE PROUD ABOUT.
WE ARE TRYING TO REMOVE THE IDEA
OF LABELING A CLASS ADVANCED
THAT, THAT IS THE ONLY WAY FOR
KIDS TO GET RIGOROUS
INSTRUCTION.
MOVE TO A PLACE WHERE THERE IS
AN EXPECTATION WHETHER YOUR KID
QUALIFIED OR NOT BY TAKING AN
EXAM OR YOUR KID NEEDS TO BE
PUSHED FURTHER OR RECEIVE EXTRA
SUPPORT THEY HAVE THE RIGOROUS
CURRICULUM.
THIS IS EARLY TO SORT CHILDREN.
HOW MANY STRUGGLE BETWEEN FOURTH
AND SIXTH GRADE AND DID WELL IN
HIGH SCHOOL OR COLLEGE.
KIDS NEED THE OPPORTUNITY TO
ADVANCE AT DIFFERENT SPEEDS AND

HAVE ACCESS TO THE RIGOR.
IF WE SORT OUR KIDS AND HAVE
THEM CHANGE SCHOOLS AND SAY SAYS
THIS KIDS HAVE ACCESS AND THESE
KIDS DON'T, I THINK WE'RE GOING
TO SIS SERVICE OUR STUDENTS AND
SCHOOLS.
I JUST TURNED INTO A SOAP BOX
MOMENT.
THAT'S WHAT WE'RE DOING.
>> I UNDERSTAND IT.
>> I THINK THE WINDSHIP SUFFERED
A LITTLE BIT FROM THE
AFFIRMATION BUBBLE TKHRAS.
THEY HAVEN'T COME BACK FROM.
THAT I SEE IT AS A GEM ON THE
CUSP OF EXCELLENCE.
WANTED TO MAKE SURE WE KEEP THAT
TRAIN RUNNING.
LET ME RECOGNIZE WE HAVE BEEN
JOINED BY COUNSELOR ED FLYNN
AGAIN.
LET ME RECOGNIZE COUNSELOR
JANEY.
>> THANK YOU, SO MUCH.
>> THANK YOU, MR. CHAIR.
THANK YOU FOR BEING HERE.
I APOLOGIZE IF SOME OF MY
QUESTIONS HAVE BEEN ASKED AND
SERD.
I WAS AT AN EVENT IN MY DISTRICT
THIS MORNING AND I'M COMING
LATE.
I WANTED TO COMMEND THE CHAIR
FOR MAKING HIS COMMENTS EARLY
THE NEED TO FOCUS ON THE
DISTRICT HIGH SCHOOLS.
SO MANY OF THE DATA WE'RE NOT
GETTING A TRUE PICTURE WHAT HAD
IS HAPPENING IN THE SCHOOLS IF
IT'S WEIGHED WITH THE EXAM
SCHOOLS.
THE DISCUSSION AROUND AWC.
THINK IT'S ALSO IMPORTANT WHERE
YOU WANT TO IN SHOWER THAT WHAT
PARENTS AND STUDENTS LOVE ABOUT
AWC IS TRUE FOR ALL HE GRADERS I
WOULD SAY THE SAME IS TRUE WITH
THE EXAM SCHOOLS.
WHAT PARENTS, WHAT STUDENTS LOVE
ABOUT THE EXAM SCHOOLS WE WANT
TO MAKE SURE THAT'S AVAILABLE TO
ALL HIGH SCHOOL STUDENTS
THROUGHOUT THE DISTRICT.

I APPRECIATE YOUR SENTIMENT THAT WHICH R. WE -P DON'T WANT TO SORT AND TRACK STUDENTS BUT INSURE ALL STUDENTS IN BPS GET THE RIGGER AND OPPORTUNITY TO EXCEL.

I'M VERY MUCH INTERESTED IN EARLY BUDGET HEARING.

SINCE WE'RE TALKING ABOUT ENROLLMENT THE, THE ENROLLMENT OF MADISON CAME UP.

I'M NOT SURE IF THAT CAME UP EARLIER TODAY.

I'M VERY MUCH INTERESTED.

ONE AGAIN, IF YOU CAN TELL ME THE TRENDS WHAT HAD WE HAVE SEEN THE LAST THREE TO TRIFE YEARS FOR ENROLLMENT.

GOING UP, GOING DOWN.

>> MATTHEW PARKS ENROLLMENT HAS SHRUNK THE PAST SEVERAL YEARS. WE CAN PULL SPECIFIC DATA FOR YOU.

NATE WAS MENTIONING EARLIER WE HAVE SEEN THE TAIL END OF A RELATIVELY COHORT OF HIGH SCHOOLERS LEAVE.

THE OTHER THING THAT HAPPENED AT MADISON PARK, HISTORICALLY, IS WE LOOKED AT THE CONCENTRATION OF SPECIAL EDUCATION PROGRAMS IN MADISON PARK AND MOVED SOME OF THE PROGRAMS TO OTHER SCHOOLS SO THEY SAW A SLIGHT DECREASE IN THE SPECIAL ED ENROLLMENT THE LAST THREE TO FOUR YEARS AS SOME OF THAT DISPROPORTIONATE NATURE WAS RESOLVED.

WE'RE CAUTIOUSLY OPTIMISTIC THEY'RE REVERSING THE ENROLL HADN'T.

WE LOOK AT THE 9th AND TENTH COMPARED TO THE 11th STKPWRAEUD WE SEE SIGNS OF STABILITY AND SIGNS OF POSSIBLE GROWTH.

THEY'RE PREDICTED TO GO DOWN PO STUDENTS FROM THIS YEAR TO LAST YEAR.

THAT'S THE LAST REALLY BIG CLASSñi LEAVING FROM BEFORE THEY WENT TURN AROUND.

>> SO WHAT YEAR DID MADISON SHIFT IN TERMS OF NOT ACCEPTING

STUDENTS THAT DID NOT CHOOSE THE SCHOOL.

WAS THERE A CHANGE IN THE ASSIGNMENT?

>> THAT POLICY WAS PUT IN PLACE TWO AND A HALF YEARS AGO, I BELIEVE.

>> I THINK IT WAS THE 14-15 SCHOOL YEAR --

>> 16-17.

>> IN TERMS OF THE OVER ALL ENROLLMENT.

2014 WAS 923.

2015, THE 05.

2016, WHICH IS I BELIEVE THE FIRST YEAR THE POLICY CHANGED IN TERMS HOW WE ASSIGNED STUDENTS WENT TO 854.

THEN 850 IS -- 852 FOR 2017.

PROJECTED 836 NEXT YEAR.

THAT'S TOTAL ENROLLMENT.

NO BREAKDOWN FOR SPECIAL EDUCATION PROGRAMS OR ELL PROGRAMS.

SO, AS DAVID MENTIONED YOU SEE THE DECLINE IN THE YEARS.

THE LARGER COHORTS ARE GRADUATING AND BEING REPLACED BY MORE STEADY ENROLLMENT.

STUDENTS CHOOSE THE VOCATIONAL PROGRAM EXPLICITLY.

>> HOW HAS THE DECLINE IMPACTED THE BUDGET FOR THE SCHOOL AND THE RESOURCES.

IF YOU SEE LESS STUDENTS WITH DISABILITIES THEN DRAWING A GREATER WEIGHT IN TERMS OF FUNDING HOW HAS THAT IMPACTED THE SCHOOL BUDGET.

>> IN THE CURRENT YEAR THE IMPACT IS MINIMAL.

THE STAFFING IS ESSENTIALLY FLAT.

THEY HAVE MADE, THEY HAVE MADE ADJUSTMENTS IN TYPES OF POSITIONS THAT WE WOULD HAVE TO GET BACK TO ON WHAT THEY'RE THINKING ON.

THAT AFTER CONSULTING WITH THE SCHOOL TEAM.

THE POSITION HAS CHANGED A BIT. IN TERMS OF THE OVER ALL BUDGET I THINK WHEN YOU VOTED THIS TIME LAST YEAR THERE WERE 155

POSITIONS PROJECTING FOR NEXT YEAR WE SEE 155.5.
SO FLAT SOMEWHERE
WHAT WE SAW A FEW YEARS AGO IS THEY HAD TO DO A RELATIVELY SIGNIFICANT SHIFT FOR TEACHES IN THE LEADERSHIP.
WHAT IS RIGHT FOR THE PROGRAM MOVING FORWARD.
THE TURN AROUND PLANNING PROCESS WAS PART OF THAT.
AS THEY SHIFTED TOWARDS HAVING SLIGHTLY LOWER CONCENTRATION OF STUDENTS WITH SIGNIFICANT DISABILITIES THEY, SOME OF THE SPECIAL EDUCATION STAFF TRANSITIONED TO BEING VOCATIONAL STAFF OR GENERAL ED STAFF OR OTHER SUPPORT STAFF.
THEY HAVE BEEN SEEING A SLIGHT INCREASE IN THE NUMBER OF STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.
THEY HAVE ADDED STAFF AS PART OF THE PROCESS FOR STUDENTS WHO ARE LEARNING ENGLISH.
THAT MOSTLY HAPPENED THOUGH AS THEY WENT THAT TURN AROUND.
>> YOU MENTIONED THE ENROLLMENT HAS DECREASED THE LAST SEVERAL YEARS.
THAT THE STAFFING WAS STEADY FOR THE LAST COUPLE.
HOW HAS STAFFING COMPARED TO ENROLLMENT.
ARE THEIR FEWER STAFF OVER A LONGER PERIOD OF TIME WHEN YOU SAY STEADY THE LAST TWO YEARS IS IT DOES THAT -- ARE CLASS SIZES GETTING SMALLER?
>> I HAVE TO LOOK AT, GOING BACK MORE THAN THE CURRENT YEAR I HAVE TO PULL THE DATA.
>> WHEN DAVID SAID THE 155 I BELIEVE IT WAS.
HE SAID CURRENTLY AS A SCHOOL YEAR THIS SCHOOL YEAR 155 STAFF. NEXT YEAR IT'S 11.5.
SO THE STAFFING HAS BEEN ROUGHLY NAT BETWEEN THIS YEAR AND NEXT YEAR'S SCHOOL YEAR DESPITE THE DECLINE.
THE ENROLLMENT DECLINE OF 30 STUDENTS THIS YEAR TO NEXT YEAR

IS RELATIVELY SMALL FOR A SCHOOL
THE SIDE OF MADISON PARK.

>> LAST THING ON MADISON.

THE OPPORTUNITY INDEX HOW DOES
THAT HELP OR HURT MADISON?

>> SO MADISON PARK HAS A INDEX
SCORE OF 9.698 RANKING IT AMONG
THE NEEDIER SCHOOLS IN THE
TKEUFD REUBGT.

ONE THING DIFFERENT FOR MADISON
PARK FROM OTHER SCHOOLS IS WE
DIDN'T SHIFT THE PARTNERSHIP.
THEY PARTNER WITH ROCKSMATH.
THEY DIDN'T HAVE THE OPPORTUNITY
TO SORT OF RETHINK THAT.
WE WANT TO MAINTAIN THE
PARTNERSHIP.

THE SCHOOL DID GET ADDITIONAL
RESOURCES AS PART OF THE
INVESTMENT IN THE OPPORTUNITY
INDEX THROUGH THE PARTNERSHIP.

>> YOU MENTIONED THE NEEDIER
SCHOOLS.

SOMEONE MADE A COMMENT ABOUT THE
CONCENTRATED NEED OF A SUBSET OF
SCHOOLS.

IF WE COULD JUST FLUSH THAT OUT
AND TALK ABOUT THE SCHOOLS WE
SEE --

>> YES.

I DON'T THINK IT'S ANYTHING TO
SURPRISE YOU.

WE LOOK ACROSS OUR HIGH SCHOOLS
WE SEE THAT WE HAVE MORE
STUDENTS WHO ARE HIGHER NEED,
PARTICULARLY IN THE
COMPREHENSIVE HIGH SCHOOLS AND
MADISON PARK VERSUS OUR EXAM
SCHOOLS OR OUR SCHOOLS OF
SPECIAL ADMISSIONS.

WE LOOK AT IT IN A NUMBER OF
DIMENSIONS.

WE HAVE LOOKED AT IT THROUGH
MEASURES OF POVERTY, ELO,
SPECIAL EDUCATION STATUS MOST
REFLECTED IN WSS WAS MOST HEAVE
HEE WAITED IN WSS.

WE ALSO LOOK AT IT IN
PREPARATION OF HIGH SCHOOL.
ATTENDANCE IN MIDDLE SCHOOL,
TEST SCORES IN MIDDLE SCHOOL.
IT'S THE SECOND CATEGORY OF PAST
ACADEMIC RESULTS WHERE YOU SEE,
I THINK THE STORY LOOKS MORE

PRONOUNCED THAT THE NEED IS
CONCENTRATED.
PART WHAT HAD WE'RE TRYING TO DO
AS A FINANCE TEAM IS RECOGNIZE
THAT WE WANT TO MAKE SOME SHIFTS
. SO FUNDING REFLECTS.
THAT THE OPPORTUNITY INDEX IS
PART OF THE EFFORT.
NOT TO GET OVERLY TECHNICAL, BUT
THE INDEX IS DIFFERENT FOR
ELEMENTARY, MIDDLE AND HIGH.
IT'S BASED ON WHAT THE
REGRESSION SAYS IS MOST
CORRELATED WITH STUDENT OUT
COMES.
BY THE TIME WE GET TO HIGH
SCHOOL IS PREDICTIVE OF HIGH
SCHOOL, NOT ENTIRE LY SOME KIDS
PEAT THE ODDS.
WE KNOW MORE ABOUT YOU THAN A
INCOMING KINDERGARTEN.
WE USE THAT OPPORTUNITY INDEX TO
FOLD THAT INFORMATION.
IN WE HAVE A AT-RISK INDICATER
BUT WHICH WANT TO DO MORE TO
REFLECT THAT ASPECT OF NEEDS.
WE THINK WE DO A GOOD JOB
ALREADY AT RECOGNIZING AND
FUNDING NEEDS FOR SPECIFIC
INSTRUCTIONAL DEMANDS FROM ELL
AND SPECIAL EDUCATION.
WE'RE TRY TO DO MORE TO REFLECT
THE NEED FROM MIDDLE SCHOOL
YEARS.
>> YOU TALK ABOUT ENROLLMENT
OVER ALL, ENROLLMENT IS
INCREASING?
>> WE HAVE BEEN STEADY THE LAST
FIVE YEARS.
WE HAVE HOVERED AROUND 56,000.
>> DIDN'T IT GO UP TO 57 AT SOME
POINT?
>> OUR ENROLLMENT FLUCTUATES
THROUGHOUT THE YEAR AND BY GRADE
AND PROGRAM.
IT DEPENDS ON THE TIME YOU'RE
TALKING ABOUT WITH 56,000
STUDENTS.
OUR PROJECTED STUDENTS LOOKS
CLOSER TO 57,000.
WE HAVE TO PROJECT CAPACITY AT
EACH PROGRAMMINGxD GRADE TO THE
PEEK POINT IN THE YEAR SO WE
HAVE ENOUGH STAFF PREPARED.

ANY GIVEN YEAR WE HAVE ALMOST
60,000 STUDENTS THROUGH THE
BOSTON PUBLIC SCHOOLS COMING IN
LATE OR EARLY.

>> WHAT DO WE SEE IN TERMS OF
SPECIFIC SCHOOLS.

ARE WE SEEING THINGS THAT LOOK
KIND OF OUT OF SORTS BASED ON
WHETHER A SCHOOL IS A TURN
AROUND SCHOOL OR SUDDENLY GOT A
NEW PROGRAM.

ARE WE SEEING ANYTHING THAT
LOOKS UNUSUAL FOR ENROLLMENT
THROUGH MIDDLE SCHOOLS AND
ELEMENTARY, PARTICULARLY?

>> THERE ARE CERTAIN -- GO
AHEAD.

>> I WAS GOING TO SAY I STARE AT
ENROLL HADN'T NUMBERS WAY TOO
OFTEN TO THINK ANYTHING LOOKS
ABNORMAL.

WE SEE AFFECTS OF SCHOOLS IN
TURN AROUND NOT IN THE FIRST
YEAR, USUALLY A YEAR OR TWO
DELAYED.

WE SEE DECLINES.

WE DO HAVE SOME CHALLENGES IN
THE MIDDLE GRADE PARTICULAR LY
WITH THE MATCH OF CAPACITY AND
ENROLLMENT.

WE HAVE EXTRA SEATS IN THE
MIDDLE SCHOOLS.

PHYSICALLY OUR STAND ALONE
MIDDLE SCHOOLS SEE DECLINING
ENROLLMENTS.

WE'RE NOT PROJECTING THIS FOR
NEXT YEAR.

WE HAVE STABILIZED OUR CAPACITY.

WE SEE THEY'RE UNDER ENROLLED
RELATIVE TO THE TOTAL BUILDING
SIZE.

>> LAST QUESTION.

IS THE DISTRICT STILL DOING
ADMINISTRATIVE ASSIGNMENTS AS A
WAY OF KEEPING CERTAIN SCHOOLS
VIABLE?

>> NO.

>> UNDER CHOSEN SCHOOLS VIABLE?
THAT WAS THE PRACTICE IN YEARS
PASSED.

I WONDER IF THAT IS STILL
HAPPENING.

>> I CAN'T SPEAK ABOUT PAST
PRACTICE.

I CERTAINLY HAVE HEARD THAT FROM A NUMBER OF PEOPLE WHO BELIEVE THAT AS ONE OF THE THINGS WE DO TO HELP SUPPORT UNDER ENROLLED SCHOOLS.

THE WAY ADMIN ASSIGNMENTS TYPICALLY WORK, IT'S THE CLOSEST SCHOOL WITH SPACE TO YOUR HOME. IT LOOKS LIKE SCHOOLS, SOME OF OUR SCHOOLS PARTICULARLY IN ROXBURY, THEY LOOK LIKE WE'RE PROPPING THEM UP WITH ADMIN ASSIGNMENT.

THEY'RE SO CLOSE TO SO MANY STUDENTS.

I PULLED THE DAT AT OTHER DAY, LIKE TEN THOUSAND STUDENTS K-12 LIVE WITHIN A MILE OF THE FREDERICK.

THAT'S A LOST STUDENTS IN ONE CONCENTRATED AREA.

YOU SEE DISPROPORTIONAL ADMIN ASSIGNMENTS TO CERTAIN SCHOOLS.

NOT TO PROP UP ENROLLMENT.

THE RULE IS THE CLOSEST SCHOOL WITH SPACE IS WERE YOUR ADMIN IS ASSIGNED.

>> THANK YOU.

>> COUNSELOR EDWARDS.

>> I HAVE QUICK QUESTIONS WITHIN MY DISTRICT.

I THINK I TALKED ABOUT THE SOFTER LANDING WITH DECLINING ENROLLMENT.

I WAS SPECIFICALLY TALKING ABOUT EAST BOSTON HIGH SCHOOL. THE SCHOOL COMMITTEE PRODUCED A BUDGET THAT DECREASED THE FUNDING FOR THE HIGH SCHOOL. WE'RE STRUGGLING, THE SCHOOL HAS DONE AN IMMENSE AMOUNT OF WORK AND IT'S IN A LEVEL THREE. WE'RE DOING OUR BEST TO KEEP IT FROM A LEVEL FOUR.

FOR A SCHOOL STRUGGLING AND A DECLINING BUDGET, I WONDER HOW TO MAKE SURE TO MAKE SURE THE SCHOOL HAS THE RESOURCES IT NEEDS TO CONTINUE TO EDUCATE THE FOLKS IN OUR DISTRICT.

>> I THINK DAVE WILL TALK ABOUT THE SPECIFIC CHANGES TO EAST BOSTON HIGH.

EAST BOSTON IS A INTERESTING

EXAMPLE FOR US.
BECAUSE WHEN I FIRST STARTED IN
BUDGET FOUR OR FIVE YEARS AGO,
THE CONVERSATIONS ABOUT EAST
BOSTON HIGH WITH CONCERN
REACHING THE FIRE LIMIT IN THE
BUILDING AT 1500 STUDENTS.
>> RIGHT.
>> EAST BOSTON IS A
COMPREHENSIVE HOOLA TRACTING
FAMILIES FROM THE NEIGHBORHOOD.
NOW WE SEE DECLINING ENROLLMENT.
WE ANTICIPATE THIS TO CONTINUE
THROUGH EAST BOSTON.
THE REASON IS AGAIN, LARGER
COHORTS OF STUDENTS ARE
GRADUATING AND LARGER CLASSES
ARE GRADUATING REPLACED BY
SMALLER CLASSES.
THEY'RE GOING TO EXPERIENCE AT
LEAST ANOTHER YEAR PROBABLY TWO
OF HUNDRED STUDENT DECLINES IN
ENROLLMENT.
NOT BECAUSE OF ANY STRONG
SKHAEUPBG IN OPINION OF THE
SCHOOL BUT A SHIFT IN THE NUMBER
OF STUDENTS IN THE GRADE LEVELS
DISTRICT WIDE.
IT CREATES A INTERESTING
CHALLENGE FOR US.
WE NEED TO RIGHT SIZE OUR
SCHOOLS FOR THE NUMBER OF
STUDENTS THEY SEVEN.
IF YOU HAD 20 ENGLISH CLASSES
FOR 1500 SCHOOLS AND NOW YOU
HAVE 1300 KIDS YOU NEEDLESS
ENGLISH CLASSES.
THEY'RE NOT LOSING SERVICES YOU
JUST DON'T NEED THE NUMBER OF
CLASSES.
WE NEED TO RIGHT SIZE THE
SCHOOL.
REDUCING THE BUDGET AND STAFF,
BUT NOT NECESSARILY REDUCING THE
SERVICES EACH STUDENT RECEIVES.
THAT'S THE CHALLENGE WORKING IN
W. ANY HIGH SCHOOL AND WE
EXPERIENCE THE DECLINING
NUMBERS.
DAVID, I DON'T KNOW IF THERE IS
SOMETHING PARTICULAR TO ADD
ABOUT EAST BOSTON AND THE
REDUCTIONS MADE.
>> YES.

SO, EAST BOSTON HIGH SCHOOL I
WAS LOOKING THROUGH THE DATA ON
THE SOFT LANDING.
EAST BOSTON HIGH SCHOOL
QUALIFIED FOR THE SECOND LARGEST
SOFT LANDING THAT WE GAVE OUT
THIS YEAR.
IN TERMS OF SUPPORT FOR OUR HIGH
NEEDS SCHOOLS.
THEY -- ESSENTIALLY AMOUNTED TO
A POSITION AND A HALF ADDED BACK
TO THE SCHOOL BUDGET.
WHEN I, I WAS LOOKING THROUGH
THE E-MAILS WITH THE HEADMASTER.
I BELIEVE IN THE LAST TIME WE
SPOKE HE WAS TALKING ABOUT
ADDING A GUIDANCE COUNCILOR AND
.5 TEACHING POSITION BACK IN.
I WILL TRY TO CLARE TOY WHERE
HE ENDED UP.
>> WHERE DOES THE HIGH SCHOOL
LAND ON THE OPPORTUNITY INDEX.
>> THE OPPORTUNITY INDEX
SCORE --
>> AROUND .67.
NO?
>> THAT IS FROM MEMORY.
>> WHILE HE LOOKS UP.
I WANT TO SAY ALL OPPORTUNITY
INDEX SCORES FOR ALL SCHOOLS CAN
BE FOUNDED ON THE WEIGHED SCHOOL
FUNDING TEMPLATE.
THAT'S ON OUR WEBSITE FOR THOSE
FOLLOWING ALONG AT HOME.
YOU CAN GO TO WEBSITE, DOWNLOAD
THE TEMPLATE AND SEE THE SCORE
OF THE INDIVIDUAL SCHOOL ON
THERE.
>> I WAS OVER CONFIDENT
REMEMBERING THAT ENOUGH.
>> .58 THEY QUALIFIED FOR BOTH
PONGETS OF MONEY DISTRIBUTED
THROUGH THE OI THIS YEAR.
THE PARTNERSHIP AND
DISCRETIONARY FUNDS CALLED
SCHOOL SUPPORT.
>> WITH THE OPPORTUNITY INDEX WE
LOOK AT THE NEEDS OF THE
STUDENTS AND WEIGHED FUNDING.
>> YES.
>> IN THAT PACKAGE OF ASSESSMENT
DO YOU LOOK AT SAFETY IN THE
SCHOOL?
>> WE -- NO.

SAFETY INSIDE THE SCHOOL, NO. INTENTION FOR THE OPPORTUNITY INDEX WAS TO LOOK AT THE NEED THAT THE STUDENTS BRING TO SCHOOL EVERY DAY.

THE FACTORS OUTSIDE OF THE CONTROL OF THE SCHOOL.

I HAD SCHOOL LEADERS SAY THE KIDS COME WITH A LOT IN THE BACKPACK AND IT'S NOT ALL BOOKS. THEY COME WITH NEEDS.

WE WERE GATHERING THE DATA AVAILABLE TO US TO RECOGNIZE THAT AND ACKNOWLEDGE IT.

>> I THINK ONE OF THE CONCERNS IS SAFETY HAS A DIRECT IMPACT ON A PERSON'S ABILITY TO LEARN.

>> WE TOTALLY AGREE.

>> -- A TEACHER'S ABILITY TO TEACH.

WITH THREE INCIDENTS IN THE HIGH SCHOOL SAFETY CONNECTED THE REAL, WHAT THE PARENTS MEETING CAME UP A LOT IS WHAT OTHER RESOURCES ARE BEING PROVIDED TO THE SCHOOLS.

HOW IS THAT CALCULATED SPECIFICALLY FOR EAST BOSTON HIGH SCHOOL?

>> THOSE RESOURCES AND SUPPORTS ARE LIKELY COMING FROM OTHER PARTS OF BPS.

NOT THE FUNDS ALLOCATED.

I KNOW OUR OFFICE OF SCHOOL SAFETY IS WORKING CLOSELY WITH EAST BOSTON.

WE'RE TRYING TO MAKE SURE THEY HAVE WHAT THEY NEED.

IT'S A DIFFERENT BUCKET OF RESOURCES.

THE OPPORTUNITY INDEX IS MORE INTENDED TO RECOGNIZE STUDENTS THAT ARE LIVING IN NEIGHBORHOODS WHERE THEY MAYBE SEEING GUN VIOLENCE OR OTHER FORMS OF TRAUMA BEFORE THEY ARRIVE AT SCHOOL.

WE AGREE WITH YOU COMPLETELY. WE'RE TRYING TO ADDRESS THOSE.

>> ALSO IMPACTING THE ABILITY FOR STUDENTS TO LEARN IS THE CLASS TIME AND TIME TEACHERS HAVE THERE.

A BIG DISCUSSION YESTERDAY WITH

TEACHERS AND BPD IS THE PARKING ISSUE.

THE FACT THAT TEACHERS LEAVE CLASSES TO MOVE CARS AND ARE GETTING TOWED.

I DON'T KNOW IF THERE IS A PLAN IN THE BPS ASSESSMENT TO MAKE SURE TEACHERS STAY THERE.

THE INCREASE IN THE NURSES YOU HAVE MOVING BETWEEN THE SCHOOLS AND BEING TICKETED.

THERE IS A CONCERN THE INCREASE OF THE BUDGET YOU'RE TAKING FROM SALARIES, TIMES AND CLASSROOMS.

>> YES, WE HAVE TRIED TO, INTERESTING ASSESSMENT ON BILL BPS WAS AROUND PARKING AND DROP OFF FOR FAMILIES IS ANOTHER ISSUE.

THIS IS IN A NUMBER OF SCHOOLS. WE HAVE HAD CONVERSATIONS WITH BPD BEFORE FOR PARKING FOR TEACHERS.

WE DON'T HAVE A COMPREHENSIVE SOLUTION.

SOME SCHOOLS TEACHERS NEED TO TAKE PUBLIC TRANSPORTATION.

IT'S PART OF WHAT WE CONSIDERING WHEN WE THINK ABOUT PLANS AND THE FUTURE FOR SCHOOLS, THE EXPANSIONS AND ACQUISITION OF PROPERTY TO BUILD SCHOOLS.

IT'S HARD TO SAY HOW MUCH WE WILL PRIORITIES GIVEN ALL OF THE NEEDS AND THE CON STRAIGHTS AROUND SPACE.

OFTEN TIMES WE THINK ABOUT THE TRADE-OFF BETWEEN PLAYGROUNDS AND PARKING.

IT IS DROPPING OFF TWO KIDS IN TWO DIFFERENT PLACES IN THE MORNING IT'S NOT A INSIGNIFICANT CHALLENGE JUST DOING IT FOR DROP OFF LET ALONE PARKING FOR THE DAY.

>> MY FINAL QUESTION IS ABOUT THE EDWARDS MIDDLE SCHOOL. YOU MENTIONED THAT STAND -5 LOAN MIDDLE SCHOOLS ARE SEEING A DECLINE.

I HAVE HEAR AS HIGH OF 80% OF THE EDWARDS MIDDLE SCHOOL ARE KIDS BUSD IN FROM EAST BOSTON. SO, I'M TRYING TO FIGURE OUT

WHAT MAKES SENSE IN TERMS, WHAT YOU SEE MAKING SENSE FOR THE FUTURE OF THE EDWARDS SCHOOL AND THIS MOVEMENT TO PUSH MORE K-8 THEN K-6s AND THE STAPD ALONE SCHOOL IN OUR DISTRICT. FINANCIALLY WHAT IS MAKING THE MOST SENSE.

>> YES.

THE OVERLAP BETWEEN THE EDWARDS AND EAST BOSTON IS STRONG. I THINK IT MAYBE AS MUCH AS 80%. I CAN GET THOSE NUMBERS. ANY, ANY PATH FORWARD FOR K-6 OR K-8 IN EAST BOSTON HAS TO TAKE INTO CONSIDERATION THE EDWARDS. A CHALLENGE WE HAVE HAD IN THE PAST IS AS WE EXPANDED CAN-8 IN THE DISTRICT AS PART OF THE REDESIGN AND REINITIATIVE STARTING 2010 WE DIDN'T TAKE COMPREHENSIVE MIDDLE SKAOFZ OFF-LINE AT THE SAME RATE CAUSING THE DECLINE. AS THE K-8s EXPANDED WE SEE THE DECLINE IN THE STAND ALONE MIDDLE SCHOOLS. WE NEED TO BE SMARTER AND MORE STRATEGIC MAKING SURE WE MANAGE OUR KA PASS PASS IT IN THE MIDDLE GRADES. EAST BOSTON IS UNIQUE IN TERMS OF THE NUMBER OF STUDENTS THAT WE HAVE THAT WILL TAKE UP SEATS IN BOSTON PUBLIC SCHOOLS. ONE OF HOUR HIGHEST NEIGHBORHOODS FOR PARTICIPATION AND GOING TO SCHOOL IN THE NEIGHBORHOOD. IT'S THE EAST BOSTON GUARANTEE. SOMETHING LIKE 70% OF STUDENTS OF STUDENTS IN EAST BOSTON, THAT'S HUGE COMPARED TO OTHER NEIGHBORHOODS. THAT WAS A LONG WAY TO SAY, SPACE IS AT A PREMIUM. WE HAVE SMALL SCHOOLS IN EAST BOSTON. THE EXPANSION OF K-6 IS CHALLENGING BECAUSE WE'RE LITERALLY LOOKING FOR EMPTY CLASSROOMS THAT DON'T EXIST IN THAT PART OF THE CITY. I THINK THAT WHEN WE THINK ABOUT

THE FUTURE PLANS I THINK IT WILL REQUIRE CONSTRUCTION IN EAST BOSTON.

THAT IS A LONG TIME LINE.

THEN YOU KNOW THE IMPACT ON CHARLES TOWN AND AS A RESULT THE EDWARDS.

AN EAST BOSTON QUESTION PRIMARILY.

>> YES, THANK YOU.

>> THANK YOU.

>> WE HAVE BEEN JOINED BY COUNSELOR FRANK BAKER AND CHAIR RECOGNIZING RECOGNIZES COUNSELOR ED FLYNN.

>> THANK YOU, COUNSELOR CIOMMO FOR YOUR LEADERSHIP ON THE ISSUE.

COUNSELOR ESSAIBI-GEORGE, YOUR LEADERSHIP AS WELL.

I HAVE A FEW QUESTIONS.

I WANT TO FOLLOW-UP ON COUNSELOR EDWARDS QUESTIONS FOR SAFETY IN THE RULES.

WHAT IS IN THE BUDGET PROPOSED TO MAKE THE SCHOOLS SAVER?

I KNOW THERE HAVE BEEN SEVERAL INCIDENTS IN THE SCHOOLS.

THERE WAS ONE IN MY NEIGHBORHOOD AS WELL.

HI A OPPORTUNITY TO TALK TO THE SUPERINTENDENT ABOUT SAFETY IN THE SCHOOLS.

WHAT REWE SPECIFICALLY ALLOCATING FUNDS FOR TO MAKE THE SCHOOLS SAVER.

>> WE HAVE A ADDITIONAL INVESTMENTS IN SCHOOL SAFETY WE WILL HAVE THE TEAM HERE FOR THAT IN FUTURE HEARINGS TO TALK ABOUT IT IN MORE DETAIL THEN I CAN.

WE'RE MODERNIZING OUR RADIOS FOR THE SCHOOL POLICE.

WE'RE ADD IT WOULD GO MORE POLICE OFFICERS IN THE OPERATING BUDGET.

OUR CAPITOL BUDGET WILL INCLUDE MORE SIGNIFICANT INVESTMENTS.

I THINK IT'S AT ABOUT \$5 MILLION NOW FOR CAPITOL INVESTMENT FUNDS FOR CAMERAS, LOCKS AND KEY ACCESS THIS.

IS AN AREA AS YOU CAN IMAGINE THAT IS GETTING A LOT OF

ATTENTION AND FOCUS NOW.
IT HAS FOR A NUMBER OF YEARS.
DR. CHANG HEADED UP A OFFICE OF
SCHOOL SAFETY FOR THESE TWO
ISSUES TWO YEARS AGO AND KIM WHO
RUNS THAT OFFICE WILL BE WITH US
AT A FUTURE HEARING.
>> I WOULD BE INTERESTED.
MAYBE I CAN ASK HER DOWN THE
ROAD.
ARE THERE SCHOOLS RIGHT NOW THAT
ARE NOT IN COMPLIANCE WITH
PUBLIC SAFETY GUYED LINES.
WHETHER IT'S AN EVACUATION PLAN
OR THE DOORS OR STRUCTURE OF THE
BUILDING.
THOSE ARE THE ISSUES I WOULD
LIKE TO GET ANSWERS ON, YOU KNOW
DOWN THE ROAD IF YOU DON'T HAVE
THE ANSWERS NOW.
>> I WILL DEFER YOU --
>> CAN I INTERJECT WE HAVE A
HEARING SPECIFICALLY ON SCHOOL
SAFETY.
YES, MATTER OF FACT I WILL START
TO DISTRIBUTE EACH HEARING'S
ACTUAL TOPICS.
THIS HEARING TODAY IS REALLY FOR
ENROLL HADN'T PROJECTIONS AND
WEIGHED STUDENT FUNDING.
>> GO AHEAD.
>> THANK YOU.
I KNOW IN THE BUDGET 92% OF
STUDENTS ATTEND A SCHOOL WITH A
INCREASING BUDGET.
-- DECREASING BUDGETS.
WHAT SCHOOLS ARE BEING
DECREASED?
>> WHY WOULD YOU DECREASE A
BUDGET?
>> ALL OF THE SCHOOLS IN THAT
CATEGORY ARE SCHOOLS WITH
DECLINING ENROLLMENT.
WE WERE JUST TALKING FOR
INSTANCE WITH COUNSELOR EDWARDS
ABOUT EAST BOSTON HIGH.
WE ARE SEEING A LOT FEWER KIDS
THAT WANT TO ATTEND HIGH SCHOOL
THERE.
THEY ARE LEFT, THERE ARE FEWER
HIGH SCHOOL KIDS CITY WIDE.
IT'S SPECIFICALLY HITTING EAST
BOSTON.
AS THE SCHOOLS ARE GETTING

SMALLER IN SIZE WE ARE ADJUSTING
HOW MANY CLASSES THEY OFFER.
I THINK NATE SAID A MOMENT AGO
WE REALLY TRY TO BE CAREFUL THE
SCHOOLS WITH DECLINING
ENROLLMENT ARE -- I DON'T THINK
WE WANT TO FUND A ENGLISH
TEACHER TO STAND UP THERE WITH A
HALF A CLASSROOM, TWO TEACHERS.
WE JUST NEED ONE.
HAD ARE DIFFICULT STAFFING I AM
MY CATIONS FOR THE ADULTS.
THE RIGHT SITUATION IS ONE
ENGLISH CLASS AND NOT TWO.
WE TRY TO THREAD CAREFUL HEE
WITH THE DECLINING ENROLLMENT.
IF IT AFFECTS THE SERVICE THAT'S
REMAINING STUDENTS RECEIVE.
THINGS LIKE LIBRARIAN SERVICES
OR ATHLETICS AND ARTS, MUSIC,
COUNSELING.
THOSE ARE AREAS WE TRY TO
SUPPORT THE SCHOOLS WITH FOR
DECLINING ENROLLMENTS.
WE HAVE A SERIES OF REPORTS
DEFLECTED THIS IS BUDGET THAT
DIDN'T DO THAT IN THE PAST, FOR
JUST THAT.
TO DAVID NOW.
>> SO, THE 13 SCHOOLS WE SEE
WITH DECREASING BUDGETS FOR NEXT
YEAR ARE IN I THINK -- NO
PARTICULAR ORDER.
THE BALDWIN.
THE CHIDEC.
THE GRU.
THE GILE.
THE LEE ACADEMY, THE WINDSHIP,
BRIGHTON HIGH SCHOOL, DORE CHEST
EAR CAD HEE, EAST BOSTON HIGH
SCHOOL, GREATER -- HIGH SCHOOL,
THE HALEY K-8, LA PERRY, AND
BOSTON DRONE ACADEMY.
FOR A COUPLE OF THESE SCHOOLS
THIS REFLECTS BUBBLE CLASSROOM
MOVING OUT AS PART OF THE
RESTRUBGS TOURING.
FOR EXAMPLE THE LEE CAD HEE WITH
A PATHWAY TO YOUNG ACHIEVERS
THEY HAVE TWO SECTIONS PER GRADE
UP UNTIL SECOND GRADE.
THIS YEAR THEY HAD THREE
SECTIONS OF SECOND GRADE.
THEY ARE MOVING ONTO YOUNG

ACHIEVERS.

NEXT YEAR THEY'RE GOING BACK TO TWO SECTIONS PER GRADE ACROSS EVERY GRADE.

LOSING THE ONE SECTION WHEN YOU HAVE TEN OR ELEVEN CLASSROOMS IN THE SCHOOL MEANS THE BUDGET GOES DOWN THERE.

ARE A COUPLE OF SCHOOLS ON THE LIST I MENTIONED IN THAT SITUATION.

IT'S A STRUCTURAL CHANGE WITH NO IMPACT ON THE BUDGET.

>> YOU MENTIONED THE PERRY SCHOOL.

I WAS TALKING TO A RESIDENT OF SOUTH PW-FT ON TRYING TO GET HIS DAUGHTER INTO THE PERRY KIDDER GARDEN PROGRAM.

UNSUCCESSFULLY NO EATS WERE AVAILABLE.

WHAT DO WE SAY TO THAT PARENT. THAT THERE IS NO SEAT FOR YOUR CHILD AT THAT SCHOOL.

WORE CUTTING FUNDING FOR THE PERRY AND KIDS ARE TRYING TO GET INTO THE SCHOOL.

>> YES.

THINK THE CHALLENGE, THE MATCH BETWEEN THE UPPER GRADES AND LOWER GRADES.

IF WE COULD ADD A K-1 CLASSROOM AT THE PERRY AND HAVE IT GROW WE MAY CONSIDERING DOING THAT.

IT'S A VERY SMALL BUILDING.

WE CAN'T EXPANDED THE CAPACITY AND GRADES PEOPLE ARE LOOKING.

IN THE UPPER GRADES WE SEE THE DROP OFF BETWEEN 6 AND SEVENTH GRADE AT THE PERRY.

FAMILIES LEAVING POOR EXAM SCHOOLS AND OTHER OPPORTUNITIES.

WE NEED TO EVALUATE THE RIGHT GRADE SPAN FOR THAT SCHOOL AND THE PROGRAM FOR THE SCHOOL.

PERRY HAS BEEN A MULTIPLE-YEAR SUSTAIN ABILITY SCHOOL.

PART OF WHY YOU MAY SEE A DECLINE IS IF THERE IS A CHANGE IN NEED FOR ESL SERVICES OR IF WE DON'T HAVE TO HAVE ESL INSTRUCTOR FOR A NUMBER OF KIDS WE MAY REMOVE THAT FROM THE SUSTAIN ABILITY ALLOCATION.

>> IF ONE CHILD IS GETTING INTO THE KINDERGARTEN PROGRAM ASK ANOTHER CHILD IS NOT GETTING INTO THE KINDERGARTEN PROGRAM. THE CHILD IN THE PROGRAM IS GOING TO BE AT AN ADVANCED LEVEL COMPARED TO THE OTHER CHILD. YOU KNOW, LET'S GIVE THESE KIDS A OPPORTUNITY TO GET INTO THE KINDERGARTEN PROGRAM SO EVERYONE IS EQUAL.

>> YES, IN TERMS OF KINDERGARTEN THERE IS K1.

WE ARE TRYING TO EXPANDED. THE PROGRAM FOR FOUR YEAR OLDS. WE'RE TRY TING EXPANDED TO GET TO A PLACE TO MEET THE DEMAND FOR SEATS IN BPS, HIGH CALL PROGRAM.

AS I SAID EARLIER WITH HAVE OUTSTANDING EARLY CHILDHOOD SUPPORT AND PROGRAMMING. I WOULD PUT IT UP AGAINST ANY SCHOOL DISTRICT. SEEING IT NOW FIRST HAND WITH MY OWN SON.

IT'S OUTSTANDING.

WE SHOULD BRAG ABOUT EVERY SCHOOL IN THE SYSTEM FOR K1 AND K2 SYSTEMS.

WE'RE TRYING TO EXPANDED K1. WE'RE OUT OF SPACE FOR K1. PART OF THE CHALLENGE IS TO FIND SPACE FOR THAT HIGH PRIORITY EXPANSION PROGRAM.

K2 IS A GUARANTEED SEAT IN THE CITY OF BOSTON.

AGAIN SOMETHING THAT IS UNIQUE TO SUBURBAN NEIGHBORS.

IT'S UNIVERSAL FULL DAY AND FREE.

SO KIDS NOT GETTING INTO THE PERRY K2 PROGRAM ARE GIVEN ACCESS TO OTHER SCHOOLS.

WE DO A LOT WITH THE EARLY CHILDHOOD PROGRAM.

JASON SACS HAS BEEN HERE IN THE DISTRICT SUPPORTING EARLY CHILDHOOD FOR ALMOST A DECADE, THINK, MAYBE MORE.

TO GUARANTEE HIGH QUALITY PROGRAMMING ACROSS ALL SCHOOLS.

I THINK, YOU KNOW ONE OF THE THINGS WE ASK AS YOU TALK TO

FAMILIES AND INTERACT WITH
PEOPLE WHO ARE NERVOUS.
IT'S DIFFICULT TO MAKE
EDUCATIONAL DECISIONS FOR YOUR
KIDS.

NEW PARENTS LOOK FOR SUPPORT AND
CONFIDENCE FOR SENDING THE KIDS
TO AND PROVIDING A HIGH QUALITY
PROGRAM.

BY AND LARGE YOU CAN SAY THEY'RE
K1 AND K2.

WE HAVE SUCH GREAT PROGRAMMING
THERE.

>> AND AS IT RELATES TO ALL WHAT
ARE WE DOING TO INSURE THAT YOU
KNOW STUDENTS SUCH AS, YOU KNOW,
THAT SPEAK CANTONESE AT --
SCHOOL FOR EXAMPLE.

IF THERE IS .5 NURSES IN THE
BUILDING OR IN THE SCHOOL.
HOW ARE THEY INTERACTING WITH
THE NURSE OR WITH THE SUBSTITUTE
OR TEACHER?

ARE WE INSURING THEY HAVE
CERTIFIED TRANSLATORS AS WELL IN WELL,
AND THE NURSES ARE ABLE TO
ENGAGE WITH THE STUDENT?

>> I DON'T KNOW ABOUT HOW THE
INTERPRETATIONS WORK AT A SCHOOL
LEVEL.

WE HAVE A PRESENTATION FROM THE
OFFICE OF ENGLISH LANGUAGE
LEARNERS COMING AND THEY HANDLE
INTERPRETATION SERVICES.
WILL MAKE SURE TO PASS THAT
QUESTION ALONG.

I WILL SAY, THIS I MENTIONED
YESTERDAY, THE OFFICE OF HUMAN
CAPITAL IS INCREASING RECRUITING
EFFORTS FOR MULTI LINGUAL STAFF
TO START TO MATCH SUPPORT STAFF,
PARTICULARLY SOCIAL WORKERS,
NURSES, SCHOOL PSYCHOLOGISTS FOR
LANGUAGE BE ABILITIES FOR
STUDENTS IN THE SYSTEM.

I KNOW THE QUINCY IS, YOU KNOW,
A UNIQUE PLACE WITH THE CHINESE
LANGUAGE.

>> THEY DO.

BUT IF A CHILD AS LIMITED
ENGLISH AND IN SPECIAL
EDUCATION, I WANT TO MAKE SURE
THE CHILD HAS THE SAME ACCESS TO
COMMUNICATE WITH THE TEACHER,

WITH THE NURSE.

YOU KNOW, ARE WE CERTAIN THAT,
THAT CHILD IS ABLE TO
COMMUNICATE KNOWING THAT HE OR
SHE MAY NOT SPEAK ENGLISH OR
SPECIAL EDUCATION WEIGHED
ISSUES.

ARE WE CERTAIN THEY'RE
COMMUNICATING WITH THE STAFF AT
QUINCY IN THEIR LANGUAGE.

>> WE WILL BE SURE OUR TEAM
ANSWERS THAT NEXT WE'RE.

I'M SORRY, WE'RE NOT THE EXPERTS
ON.

THAT I WOULDN'T WANT TO ANSWER
THAT WITHOUT CONFIDENCE.

>> I KNOW THIS ARE SEVERAL
HUNDRED STUDENTS FROM PUERTO
RICO THAT CAME TO BOSTON OVER
THE LAST YEAR.

LAST TWO YEARS.

HOW IS THE PLACEMENT BEEN?
WHAT ARE SOME OF THE ISSUES AND
CONCERNS.

IS THERE ANYTHING WE NEED TO DO
TO ADVOCATE ON THEIR BE HALF.

>> FROM AN ENROLLMENT
PERSPECTIVE IT HAS INCREASED THE
NUMBER OF STUDENTS WHO NEED
SPANISH PROGRAMS.

SPANISH ELL PROGRAMS FOR THE
DISTRICT.

WHAT WE SAW IS ALL OF OUR
PROGRAMS WERE FULL EARLIER IN
THE YEAR THAN WE ARE USE.
TO WE WERE ABLE TO ACCOMMODATE
THE STUDENTS WITHOUT OPENING NEW
CLASSROOMS.

WE HAD SPACE AND HAVE THE
ABILITY TO ADD A PARA
PROFESSIONAL TO INCREASE THE
CLASS SIZE.

WE HAVE DONE A LOT AS A DISTRICT
TO SUPPORT THEIR NEEDS OUTSIDE
OF THE CLASSROOM AS WELL.

THE SUPERINTENDENT CREATED A
GROUP SPECIFICALLY TO REVIEW THE
NEEDS OF THE STUDENTS.

I THINK IT MIGHT BE BEST -- IN
ELINOR'S SPIRIT OF NOT BEING TOO
CONFIDENT IN OUR EFFORTS TO ASK
THE ELL DEPARTMENT TO TALK ABOUT
SUPPORT FOR THE KIDS COMING FROM
PUERTO RICO.

>> I WILL ADD THE MAYOR AND SUPERINTENDENT TO GET WERE DEEPLY COMMITTED TO MAKING SURE WE HAD A WELCOMING STUDENT JOINING US FROM ANYWHERE IN THE WORLD, PARTICULARLY AFTER WHAT HAPPENED IN PUERTO RICO. IT WAS A HUGE PRIORITY.

>> THERE IS A SPECIFIC PART OF THE WEBSITE THAT IS IN ENGLISH AND SPANISH. IT IDENTIFIES RESOURCES FOR FAMILIES COMING IN FROM PUERTO RICO.

>> WHAT IS THE OTHER OVER STATUS FOR SOUTH BOSTON HIGH SCHOOL? I KNOW MANY YEARS AGO THERE WERE THREE HIGH SCHOOLS IN THE BUILDING. MONUMENT, EXCEL, AND ODYSSEY. WHAT IS HAPPENING AT SOUTH BOSTON HIGH SCHOOL.

>> CURRENTLY EXCEL IS THE ONLY PROGRAM IN THE SOUTH BOSTON EDUCATION COMPLEX, THE FORMER SOUTH BOSTON HIGH.

>> WHAT IS THE REASON?

>> WHY IS IT THE ONLY PROGRAM CURRENTLY?

SO THE SMALL SCHOOLS MOVEMENT WAS FUNDED BY THE GATES FOUNDATION OVER TEN YEARS AGO NOW.

WE BROKE UP THE LARGE COMPREHENSIVE HIGH SCHOOLS TO SMALLER LEARNING COMMUNITIES. THIS WERE FOUR PROGRAMS BROOK FARM, PATH, URBAN SCIENCE ACADEMY AND.

THE HIGH PART IS THREE PROGRAMS SOCIAL JUSTICE ACADEMY.

NOW I CAN'T COME UP WITH THEM ALL.

DORCHESTER HIGH SCHOOL IS BROKEN UP AND SOUTH BOSTON HIGH SCHOOL IS BROKEN UP TO SMALLER LEARNING COMMUNITIES.

THE GREAT COST TO OPERATE VERY SMALL HIGH SCHOOLS AND PROVIDE THE RESOURCES.

IT DIDN'T PAN OUT WITH THE ACADEMIC AFFECTS THAT WE AN ADVERTISED.

WE ALSO SAW A SIGNIFICANT

DECLINE IN THE DEMAND OF THE SCHOOLS.

SO, IN 2010 A NUMBER OF THE SCHOOLS INCLUDING ODYSSEY AND MONUMENT HIGH WERE SOME OF THE SCHOOLS CHOSED.

WE HAVE NOT RECENTLY CLOSED ANY SCHOOLS PART OF THE SMALL SCHOOL MOVEMENT.

THOUGH WE DO SEE A DECLINE IN DEMAND FOR SCHOOLS LIKE URBAN SCIENCE AND WEST ROXBURY ACADEMY OF SCHOOLS LOCATED.

GENERALLY SPEAKING WE DON'T THINK OF CO LOCATION AS A PRIMARY GOAL.

WE WANT TO HAVE SCHOOLS IN THEIR OWN BUILDING.

WE HAVE HAD CHALLENGES WITH CO LOCATIONS IN THE PAST.

WHEN YOU TRY TO DEVELOP YOUR OWN SCHOOL CULTURE AND MANAGE A BEHAVIOR GOING ON IN YOUR BUILDING YOU DON'T WANT TO COMPETE WITH ANOTHER SCHOOL CULTURE AS WELL.

CO LOCATION IS NOT SOMETHING THAT WE SORT OF LOOK TO DO.

THOUGH WE HAVE SPACE IN THE SOUTH BOSTON EDUCATION COMPLEX TO USE IN THE FUTURE.

>> THANK YOU.

CAN I ASK ONE MORE QUESTION?

>> SURE.

>> I KNOW A COLLEAGUE MENTIONED EARLIER.

AS IT RELATES TO BPS AND THE CITY OF BOSTON TRANSPORTATION DEPARTMENT.

DO YOU THINK WE COULD CONSIDER A PILOT PROGRAM FOR TEACHERS THAT LIVE OUTSIDE OF THE NEIGHBORHOOD TO POSSIBLY GIVE THEM A PARKING STICKER DURING SCHOOL TIME SO THEY CAN PARK IN THE NEIGHBORHOOD.

IS THAT SOMETHING BPS WOULD WORK WITH TRANSPORTATION ON?

>> WE -- I THINK SO.

JOHN HANDLIN IN OPERATION S-TZ PERSON -- I KNOW WE HAVE REACHED OUT TO IDENTIFY SPECIFIC COMMUNITIES.

I THINK THE BARRIER IS ON THE

TRANSPORTATION SIDE AND THE
COMMUNITY SIDE.

WE HAVE SEEN IN A COUPLE OF
SCHOOLS AND AROUND A COUPLE OF
SCHOOLS COMMUNITIES GET APPROVAL
FOR RESIDENT PARKING BECAUSE THE
TEACHER IS COMING IN AND OTHER
THINGS THAT HAVE HAPPENED HAVE
CAUSED A DEMAND FOR PARKING IN
THE AREA THIS.

IS A INTERESTING PLACE WE WOULD
LOVE TO HAVE PARKING PASSES FOR
TEACHERS.

THINK THE NEIGHBORHOODS WOULD
PUSH BACK.

>> I DON'T KNOW IF THAT WOULD BE
TRUE.

AS A EXAMPLE OF SOUTH BOSTON A
LOT OF PEOPLE DRIVE TO WORK
THERE.

ARE A LOT OF SPACES DURING THE
DAY.

BECAUSE THE CARS ARE NOT THERE.
FOR TEACHERS TO PARK THERE I
DON'T THINK IT'S A ISSUE GIVING
THEM THE TONIGHT TO PARK FROM
7:00 IN THE MORNING TO 3:00 OR
4:00 IN THE AFTERNOON.

I THINK A PILOT PROGRAM WOULD
WORK AND THE NEIGHBORHOOD WOULD
SUPPORT.

THAT THEY WANT TO SEE THE SCHOOL --
>> BEEN THERE AND DONE THAT.

>> I THINK IN BRIGHTON --
[INAUDIBLE]

>> I WOULD LOVE TO FOLLOW YOUR
CHARGE ON.

THAT.

>> I THINK IT WILL TAKE
NEGOTIATION WITH THE
NEIGHBORHOODS.

I THINK IT WOULD BE A GREAT
BENEFIT.

>> JUST FOR, LET YOU KNOW MY
EXPERIENCE AROUND THE GARDNER
SCHOOL.

WE WERE LOBBIED TO OPEN IT UP.
IT WAS SOMEWHAT CONTENTIOUS.
WE CAME TO A FAIR AGREEMENT
OVERTIME.

IT WASN'T LIKE, YOU KNOW THE
RESIDENTS EMBRACING THIS IDEA
AFTER THEY HAD PETITIONED SIGNED
TO MAKE IT RESIDENTS ONLY.

IT IS JUST MY EXPERIENCE.
COULD YOU HAVE A DIFFERENT
EXPERIENCE.
IT WASN'T A SLAM DUNK.
>> I PROBABLY DON'T HAVE TIME
FOR QUESTIONS.
I WILL GET THE NEXT ROUND.
>> THANK YOU, COUNSELOR FLYNN.
COUNSELOR ESSAIBI-GEORGE.
>> THANK YOU I HAVE A FEW
QUESTIONS.
THE GREATEST CONCERN OF THE
PARKING FOR THE STAFF IS THE
WORKERS MOVING FROM SCHOOL TO
SCHOOL.
WE WILL GET BACK TO THE SUBJECT
AT HAND.
>> DO WE HAVE A PARKING TOPIC.
>> HE WE CAN ADD IT.
WHEN WE THINK ABOUT THE BUDGETS
FOR EACH SCHOOL RECEIVING WHICH
POSITIONS DO SCHOOL LEADERS NOT
HAVE AUTONOMY OVER FUNDING.
WHAT IS FLEXIBLE SPENDING.
>> YES.
THERE ARE VARYING DEGREES OF
AUTONOMY, RIGHT.
FOR EXAMPLE IF A SCHOOL HAS
PROJECTED TO HAVE 40, SECOND
GRADERS IN GENERAL ED THEY DON'T
HAVE AUTONOMY OVER TWO SECOND
GRADE TEACHERS.
I SUPPOSE THEY HAVE THE AUTONOMY
TO ADD A THIRD IF THEY WANTED.
SOME OF THE SCHOOLS DO IN
DIFFERENT SPECIAL ED PROGRAMS OR
ENGLISH LANGUAGE LEARNERS.
ESSENTIALLY THE LIMITS ON
AUTONOMY ARE TO DO WITH
COLLECTIVE BARGAINING AGREEMENT.
THEN ANY LEGAL AGREEMENTS OR
OTHER REGULATION THAT'S WE HAVE
SUCH AS THE AGREEMENT WITH THE
DEPARTMENT OF JUSTICE AROUND OUR
WORKING WITH ENGLISH LANGUAGE
LEARNERS.
OUR REQUIREMENTS UNDERSTATE LAW
FOR STUDENTS WITH DISABILITIES.
BUT THERE ARE AREAS OF MODERATE
AUTONOMY.
FOR EXAMPLE WE HAVE A
REQUIREMENT THAT YOU HAVE A
CERTAIN AMOUNT OF SPECIALISTS IN
THE ELEMENTARY SCHOOL TO IN

SHOWER YOUR HOME ROOM TACHERS
GET APPROPRIATE PLANNING TIME.
THE SCHOOL LEADER HAS AUTONOMY
OVER THE SPECIALISTS AVAILABLE
UNDER A GUIDE LINE OF
REQUIREMENTS.
THIS IS REQUIREMENTS FOR SPECIAL
EDUCATION FOR EXAMPLE.
THE SCHOOL CAN DECIDE ART,
MUSIC, THEATER, DANCE.
STEM, WHAT TYPE OF SPECIAL
SUPPORTS THEY WANT.
THEN THERE IS THE FULLY
DISCRETIONARY RESOURCES THAT
COME ON TOP OF A SPECIFIC GUIDE
LINE WE HAVE.
WHERE SCHOOL LEADERS MAKE
CHOICES BETWEEN DO THEY WANT A
OPERATIONS MANAGER FOR THEIR
SCHOOL, DO THEY WANT A PARENT
COORDINATOR, ARE THEY LOOKING
FOR Açó PARTNERSHIPS MANAGER.
THE SCHOOL HAS PARTNERSHIPS AND
OUR HIGH SCHOOLS HAVE THAT,
ETCETERA, .
>> THAT ADDITIONAL FUNDS FOR
THAT, THOSE POSITIONS YOU
MENTIONED.
IS THAT WHAT IS LEFTOVER FROM
THE WEIGHED STUDENTS FUNDING,
ALOTMENT AFTER THE TEACHERS HAVE
BEEN TAKEN CARE OF WHAT THE
SPECIALISTS --
>> YES IT'S PRIMARILY THROUGH
THAT MECHANISM.
WHEN THE SCHOOLS ARE FULL A
PORTION WHAT HAD THEY GET UNDER
THE CORE STUDENT FUNDING GOES
FOR THE DISCRETIONARY RESOURCES.
ALSO OUR HIGHER NEEDS SCHOOLS
GET WEIGHED FUNDING ALLOCATIONS
PURELY DESIGNED FOR THE
DISCRETIONARY SUPPORT.
THERE IS NO, FOR EXAMPLE THE NEW
\$3 MILLION PUT IN UNDER THE
OPPORTUNITY INDEX THERE IS NO
REQUIREMENT ON THAT.
THAT IS JUST GOING STRAIGHT INTO
THAT LAST BUCKET OF
DISCRETIONARY RESOURCES.
>> OKAY.
THE TOPIC TODAY OR THIS MORNING
HAS BEEN THE WEIGHED STUDENT
FORMULA AND WEIGHTED TO

PROJECTION PERFORMANCES.
WHEN THE SCHOOL SUNDAY A GOAL
EVEN BY A FEW KIDS THAT CAN BE
DEVASTATING.
WE TALK ABOUT SOFT LANDINGS AND
SUSTAIN ABILITY ALLOCATION AND
ALL THAT.
INCLUSION WE WILL TALK ABOUT
INCLUSION AS A PRACTICE FOR A
LATER HEARING AS WE MOVE TO A
DISTRICT ALMOST ALL INCLUSION
ACROSS ALL GRADES WE SEE THAT
WE'RE NOT ABLE TO FILL THOSE
SEATS.
SO, THERE ARE MANY CLASSROOMS
ACROSS THE DISTRICT WITH EMPTY
INCLUSION SEATS.
DO YOU HAVE AN IDEA OF WHAT THAT
NUMBER IS AND THE IMPACT ON A
INDIVIDUAL SCHOOL'S BUDGET?
>> HE DON'T HAVE THE NUMBER OF
SORT OF PARTIALLY FILLED
INCLUSION CLASSES.
THINK WE COULD PROBABLY PULL THE
DATA --
>> IS THAT A REAL PROBLEM?
I HAVE HEARD A LITTLE OF THAT IN
THE SCHOOLS BEING PART OF CON
ANSWER SAEUGSZ.
IS THAT A REAL CONCERN?
IT IS A REAL CONCERN.
WHEN WE HAVE A LITTLE BIT OF
CHICKEN AND EGG CHALLENGE WITH
EXPANSION OF NEW PROGRAMS BEING
MORE INCLUSIVE.
WE NEED TO BUILD THE CAPACITY
FOR STUDENTS BEFORE THEY ARE
IDENTIFIED AS NEEDING A
INCLUSION SETTING.
IT IS DRIVEN BY THE STUDENT'S
INDIVIDUAL EDUCATION PLAN.
WE CAN'T JUST MOVE STUDENTS.
SO WE ALSO HAVE A VERY SET
CAPACITY NUMBER FOUR OUR
INCLUSIONS.
THE PROGRAM IS IN K-8.
IT'S 15-515 GENERAL EDUCATION
STUDENTS AND 5 STUDENTS
IDENTIFIED AS NEEDED INCLUSION
SETTINGS.
>> WE HAVE CLASSROOMS WAY WAIT
LIST FOR GENERAL ED.
ONE OF THE 15 SEATS BUT WE'RE
NOT FULL CAPACITY WITH THE ARE 5

INCLUSION.

IS THERE A OPPORTUNITY
THROUGHOUT THE SCHOOL YEAR
BEFORE THE WAIT LIST KHROSS TO
FILL THOSE FIVE, ANY OF THOSE
OPEN SAY FIVE INCLUSION SEATS
FOR THE GENERAL ED KIDS.

>> YES.

THERE IS A COUPLE OF WAYS FOR
THAT SITUATION TO ARISE.
I WILL SAY SOME OF THE TIMES YOU
SEE A EMPTY INCLUSION SEAT.
WHICH IS, IF YOU WALKED IN THE
CLASSROOM WE HOLD THE CAPACITY
OR PAY FOR THE CAPACITY UP FRONT
TO HAVE THE SEAT AVAILABLE AND
THE STUDENT IS IDENTIFIED IN
DECEMBER OR JANUARY.

SO THE SCHOOL WAS TPUPDED FOR AN
ENROLLMENT WILL COME AT A LATER
POINT.

WE WOULDN'T A SIGN A KID IN
OCTOBER TO A GENERAL EDUCATION
STUDENT TO THAT SEAT.

WE NEED TO KEEP THE CAPACITY
OPEN.

WE TRY TO MANAGE THE CAPACITY
ACROSS THE DISTRICT TO HAVE THE
RIGHT NUMBER IN THE RIGHT PLACE.
THOUGH WITH THE BROAD AND
EXPANSION OF ENROLLMENT AND AS
IT'S ROLLED UP THROUGH THE
GRADES WE PROBABLY EXPANDED MORE
INCLUSION CLASSROOMS THEN WE,
THEN WE NEEDED TO IN ORDER TO
ACCOMMODATE THE DEMAND FOR THE
INCLUSION SEATS.

>> AS A POLICY IT'S A LOVELY
IDEA TO HAVE INCLUSION ACROSS
ALL GRADES AND ALL SCHOOLS.
BUT IF THE DEMAND IS NOT THERE
AND THE DEMAND IN TERMS HURTS
SCHOOLS FROM A
SCHOOLS FROM A BUDGET
PERSPECTIVE AND CAN NEGATIVELY
IMPACT THE CLASSROOM EXPERIENCE
BECAUSE THE CLASSROOMS AREN'T BE
APPROPRIATELY SUPPORTED BY THE
RIGHT NUMBER OF ADULTS OR THE
RIGHT NUMBER OF PROPERLY
SUPPORTED ADULTS IN THAT
CLASSROOM, THAT CREATES SOME
OTHER CHALLENGES.

IT'S NOT A FULFILLING EXPERIENCE

FOR ANYBODY.

SO I WOULD BE CURIOUS IN THE NUMBER OF INCLUSION SEATS ACROSS THE DISTRICT -- DISTRICT THAT UNFILLED AND I GET HOLDING A SEAT SOMETIMES AT THE EARLIER GRADES BUT WHEN WE'RE NOW EXPANDING IT ACROSS ALL GRADES, THERE'S A LOT OF EMPTY SEATS -- IF A FOURTH GRADE SEAT ISN'T FILLED, INCLUSION SEAT OR FIFTH OR THIRD GRADE, ARE YOU TELLING ME THE DISTRICT IS FUNDING THAT SCHOOL IF THE SEAT WAS FULL?

>> IN COLLABORATION WITH THE SPECIAL EDUCATION DEPARTMENT WE ARE PROJECTING THE STUDENTS IF WE'RE EXPECTING THEM TO COME. IN A CASE WHERE WE'RE HOLDING A SEAT OPEN AND DENYING BEING SAID TO A SEAT IS BECAUSE WE'RE PROJECT THE EXPECTED STUDENTS TO COME.

WE'RE WORK WITH -- WORKING WITH SCHOOLS SAYING OKAY WITH THE SPECIAL EDUCATION DEPARTMENT LOOKING AT DEMAND ACROSS THE DISTRICT, MAYBE THIS SEAT WILL GO TO 16 AND 4 IN SAID OF 15 AND 5.

>> SO YOU ARE PROACTIVELY DOING THAT?

>> WE ARE PROACTIVELY DOING THAT IN A NUMBER OF SCHOOLS AND IT'S BASED ON SPECIAL EDUCATION IS LOOKING AT THE DEMAND ACROSS THE DISTRICT AND BY NEIGHBORHOOD AND MAKE SURE WE HAVE ENOUGH SEATS AND OPEN AND WE HAVE ONE SCHOOL IN PARTICULAR THAT DOES NOT HAVE AN INCLUSION PROGRAM IN ALL GRADES.

THEY ONLY HAD ONE IN K-0 AND K-1.

SO ONE CLASS OF INCLUSION AND NOW THAT NEIGHBORHOOD HAS A LOT OF KIDS AND WE'RE SEEING THAT CLASSROOM UNDER ENROLLED SO FOR NEXT YEAR WE STOPPED ASSIGNING KIDS TO THAT CLASS.

WE CHANGE THE CLASS FROM, INCLUSION TO BEING A GENERAL ED CLASS.

SO NOW THIS CLASS WILL GO FROM

15 AND K-1 TO 22 AND AS WE
LOOKED ACROSS THE NEIGHBORHOOD
AS PART OF THE EXPANSION HAS
ENOUGH SEATS FOR STUDENTS WITH
DISABILITIES.
SO WE THEN CLOSED THE INCLUSION
CLASS AT THAT SCHOOL AND OPENED
IT AS A GENERAL EDUCATION CLASS.
>> IS IT FULL?
I THINK IT'S GREAT AND
ENCOURAGING TO KNOW YOU'RE BEING
THAT FLEXIBLE WITH THOSE NUMBERS
AND RECOGNIZE IT AS A CHALLENGE.
I WISH IN OUR SCHOOLS THAT ARE
K-8 THAT HAVE DRAMATICALLY UNDER
FILLED SEVENTH AND EIGHTH GRADE
WE WERE THAT FLEXIBLE AND QUICK.
MY BOYS HAVE BEEN AT THE PERRY
SO MANY YEARS, SEVENTH AND
EIGHTH GRADE, THEY'RE LESS THAN
HALF FULL CLASS.
WE'VE TALKED TO THE SCHOOL
COMMUNITY FOR TOO MANY YEARS
ABOUT MOVING IT TO A K-6.
THERE'S A DEMAND AT THE LOWER
GRADES.
AS THE A TREMENDOUS WAIT LIST.
LET'S JUST GET THERE ALREADY.
IT'S A REAL CHALLENGE BECAUSE IT
IN TURN AFFECTS THE SCHOOL
BUDGET AND THE DISCRETIONARY
DOLLARS THAT SUPPORT THE PLAY
WORK AND BOSTON DEBATE LEAGUE
AND PROGRAMS LIKE WE HEARD ABOUT
THE OTHER DAY.
TODAY I GOT A CALL ABOUT THE TAG
PROGRAM.
IT HAS THESE OTHER IMPACTS ON
PROGRAMS THAT MAKE SCHOOLS VERY
ATTRACTIVE TO FAMILIES AND TO DO
RIGHT BY OUR KIDS.
>> DO YOU MIND IF I MAKE ONE
MORE COMMENT?
>> NO.
>> WE HEARD A LOT ABOUT THIS
LAST YEAR FROM YOU AND OTHERS IN
THE COMMUNITY, CONCERN ON HOW WE
FUND SCHOOLS.
I WANT TO BE EMPHATIC THAT WE
DID THINGS DIFFERENTLY THIS
YEAR.
WE DIDN'T THROW OUT THE WHOLE
SYSTEM AND TRY TO RE-IN SENT --

RE-INVENT IT BUT WE HEARD YOU
LOUD AND CLEAR THAT LAST YEAR WE
HAD TOO MUCH INSTABILITY.
WE MADE ADJUSTMENTS FOR THIS
SCHOOL YEAR'S BUDGET BUT WHEN WE
GOT THE BUDGET IN PLACE WE
IMMEDIATELY TURN TO PLANNING FOR
FY18 AND CREATED A GROUP THAT
MET ONCE A MONTH AND WENT AROUND
AND TALKED TO SCHOOLS AND

PRINCIPLES -- PRINCIPALS AND
LEADERS AND OTHERS AND THE
SUMMARY OF THE CHANGES ON THE
PAGE I WANT TO EMPHASIZE WE FEEL
LIKE WE ENTERED THIS YEAR TRYING
TO MAKE SIGNIFICANT CHANGES HOW
WE FUND SCHOOLS.

I DON'T KNOW WE'VE GOTTEN IT
PERFECT YET BUT I WILL SAY THAT
ANECDOTALLY WHEN WE WERE WALKING
THROUGH THE HALLWAYS OF BOWLING
AND EVERY SCHOOL COMES IN TO DO
THEIR BUDGET THE DIFFERENCE WAS

PALPABLE.

YOU COULD FEEL THE DIFFERENCE.
SCHOOL HE'DERS FOR THE FIRST
TIME

SCHOOL HE'DERS FOR -- SCHOOL
LEADERS WERE SINGING AND DANCING
BECAUSE THEY WERE MAKING
INVESTMENTS.

>> DON'T SHOW THAT TO ANYONE.
>> WE'RE NOT INSTANCES WHERE WE
WANT TO BE AND I'M NOT CLAIMING
IT'S A PERFECT BUT WE TRIED TO
MAKE CHANGES VERSUS LAST YEAR --
I CAN'T POINT TO DATA THAT SAYS
THIS PERCENTAGE OF PRINCIPALS
ARE HAPPY THIS YEAR VERSUS LAST
YEAR BUT I THINK WE MOVED THE
NEEDLE ON SUPPORTING -- MAYBE WE
SHOULD DO A SURVEY.

IT FELT REALLY DIFFERENT IN
THOSE COUPLE WEEKS.

THERE ARE PLACES WHERE WE NEED
TO DO WORK STILL BUT I WANT TO
JUST THANK YOU FOR HOW YOU
PUSHED US LAST YEAR IN THE
BUDGET PROFS BECAUSE IT WAS A
BIG B
PROCESS BECAUSE IT WAS A CHANGE
THIS YEAR.

>> THANKS AGAIN FOR YOUR TIME
AND TESTIMONY.
THIS HEARING IS ADJOURNED.