

;;;BCC 190425

>> MORNING, I'M MARK CIOMMO,
THURSDAY, APRIL 25, HERE WITH
GOOD FRIENDS FROM BOSTON PUBLIC
SCHOOLS REGARDING REVIEW BPS
SCHOOL BUDGET, DOCKETS, ORDERS
FOR THE FY '20 OPERATING BUDGET
INCLUDING ANNUAL APPROPRIATIONS
FOR DEPARTMENTAL OPERATIONS,
ANNUAL APPROPRIATION FOR THE
SCHOOL DEPARTMENT, APPROPRIATION
FOR OTHER POST-EMPLOYMENT
BENEFITS AND APPROPRIATION FOR
CERTAIN TRANSPORTATION AND
PUBLIC REALM IMPROVEMENTS.
DOCKETS 0626, 20628, CAPITAL
BUDGET APPROPRIATIONS INCLUDING
ORDERS, LEASE PURCHASE
AGREEMENTS.

I WOULD LIKE TO REMIND FOLKS IN
THE CHAMBER THAT THIS HEARING IS
BEING BROADCAST LIVE AND
RECORDED FOR FUTURE REVIEW ON
COMCAST CHANNEL 8;CN 82, VERIZON
1964, AND STREAMED AT
BOSTON.GOV/CITY-COUNCIL-TV.
ASK PEOPLE IN THE CHAMBER ALSO
TO SILENCE THEIR ELECTRONIC
DEVICES.

WE WILL TAKE PUBLIC TESTIMONY AT
VARIOUS POINTS OF HEARINGS.
AND WE ASK THAT FOLKS WHO WISH
TO TESTIFY SIGN UP ON THE SHEET
AT THE FRONT DOOR.

PLEASE STATE YOUR NAME, ANY
AFFILIATION AND RESIDENCE AND
MARK THE BOX YES IF YOU WISH TO
TESTIFY.

THIS BUDGET REVIEW WILL
ENCOMPASS AROUND 34 HEARINGS
OVER ROUGHLY 6 MORE WEEKS.
WE STRONGLY ENCOURAGE RESIDENTS
WHETHER HERE IN THE CHAMBER OR
AT HOME TO TAKE A MOMENT TO
ENGAGE IN THIS PROCESS BY GIVING
TESTIMONY FOR THE RECORD.
THIS CAN BE DONE IN SEVERAL
WAYS.

COME TO ONE OF THE HEARINGS AND
GIVE PUBLIC TESTIMONY LIVE.
COME TO THE HEARING DEDICATED TO
PUBLIC TESTIMONY ON TUESDAY,

JUNE 4, ANY TIME FROM 2:00-6:00
P.M.

WE WILL BE HERE FOR AT LEAST
THAT TIME FRAME.

AND WE'LL STAY AS LONG AS WE
NEED TO TO HEAR FROM EVERYONE
WHO WOULD LIKE TO SPEAK ON THE
BUDGET.

YOU CAN SEND YOUR TESTIMONY TO
THE COMMITTEE ON WAYS AND MEANS
AT CITY COUNCIL, FIFTH FLOOR IF,
BOSTON CITY HALL, BOSTON, MASS,
02201.

OR E-MAIL THE COMMITTEE AT
CCC.WM AT BOSTON.GOV.

I WILL INTRODUCE MY COLLEAGUES
IN ORDER OF THEIR ARRIVAL.

TO MY IMMEDIATE LEFT IS
COUNCILOR ANISSA ESSAIBI GEORGE.
TO MY FAR LEFT IS COUNCILOR ED
FLYNN AND COUNCILOR CAMPBELL
SEEMS TO HAVE STEPPED OUT FOR A
MOMENT.

AS I SAID, I'M GOING TO CALL A
COUPLE OF FOLKS TO TESTIFY
BEFORE YOUR PRESENTATION.

I WOULD LIKE TO BRING UP MAY LEE
RIVERA AND FUENTES.

YOU CAN SPEAK TO THE PODIUM
WHERE THE LAP TOP IS.

DO WE JUST DIVE IN?

>> MY NAME.

>> SEE THE MICROPHONE?

BRING IT FAR UP.

THANKS.

>> I GO TO EAST BOSTON HIGH
SCHOOL AND I'M HERE TO SUPPORT
MY SCHOOL.

SOME OF MY FAVORITE TEACHERS AND
AS A STUDENT ATHLETE AND VICE
PRESIDENT OF MANY CLUBS I
SUPPORT MY SCHOOL AND CARE ABOUT
IT VERY MUCH.

AND I WOULDN'T WANT TO SEE ANY
OF MY TEACHERS LEAVE.

>> THANK YOU.

>> I'M

[INAUDIBLE]

FUENTES, SENIOR AT EAST BOSTON
HIGH.

I LOOK AT MY TEACHERS AS PEOPLE
WHO COME AND TEACH AND AS A
FAMILY BECAUSE THEY CHANGE MANY

PEOPLE'S LIVES.

I WOULD FEEL REALLY, I DON'T KNOW, I WOULD JUST FEEL BAD BECAUSE POVERTY NOW, POVERTY MAKING LIFE VERY DIFFICULT FOR THE CHILDREN BECAUSE SOME CHILDREN LIKE HAVE PROBLEMS AT HOME, THEY DON'T GET ENOUGH SLEEP, NOT ENOUGH BREAKFAST AND I FEEL LIKE THIS NEEDS TO CHANGE.

THANK YOU.

>> THANK YOU BOTH VERY MUCH. APPRECIATE IT.

WITH THAT WE HAVE JUST BEEN JOINED BY DISTRICT 7, CITY COUNCILOR KIM JANEN.

THANKS, KIMW THAT I'LL HAND IT OVER TO ELEANOR FOR YOUR PRESENTATION.

>> THANK YOU, COUNCILOR.

I AM GOING TO START WITH A VERY BRIEF FEW MINUTES TO RECAP OUR FY '20 PROPOSAL.

WE HAVE NEW MEMBERS IN THE AUDIENCE AND FOR FOLKS AT HOME.

THEN DAVID BLOOM WILL WALK THROUGH MORE DETAILS ON HOW WE FUND SCHOOLS.

MY COLLEAGUES FROM OFFICE OF HUMAN CAPITAL, SARAH AND EMILY WILL BE PRESENTING ON OUR HUMAN CAPITAL.

THANK YOU, DAVID:A FEW KEY FACTS AND FIGURES THAT SUMMARIZE THE FY '20 BUDGET PROPOSAL.

THE PROPOSAL INCLUDES A 26 MILLION DOLLAR INCREASE, WHICH WILL BRING OUR TOTAL GENERAL FUND OPERATING BUDGET TO 1.139 BILLION DOLLARS.

I WANT TO EMPHASIZE CRITICALLY THAT THIS DOES NOT INCLUDE ANY INCREASES IN TEACHER SALARIES AS WE'RE STILL IN ACTIVE NEGOTIATIONS WITH THE BOSTON TEACHERS UNION.

AS OUR CONTRACT WITH THE TEACHERS UNION REPRESENTS ALMOST 600 MILLION DOLLARS WE CAN ASSESS, EXPECT SUBSTANTIAL INCREASE WHEN THE CONTRACT IS SETTLED.

IN ADDITION THE \$15 MILLION

ANNOUNCEMENT IN INVESTMENT IN UPK BY THE MAYOR IS ON TOP OF AN AND OUTSIDE OF THE BPS BUDGET. IN TOTAL SINCE FY '14 IN THE LAST SIX YEARS WE HAVE HAD A 25% INCREASE IN PER PUPIL SPENDING. WE'RE NOW AT OVER 20,600 PER PUPIL.

WE APPRECIATE THE SUPPORT OF THE CITY FOR EDUCATION AS THE CITY CONTINUES TO MAKE UP FOR STAGNANT STATE AND FEDERAL FUNDING.

WITH THE \$26 MILLION INCREASE, IN ADDITION TO COVERING INCREASING COSTS OUTSIDE OF OUR COLLECTIVE BARGAINING CONTRACT WITH THE TEACHERS, WE'RE ALSO MAKING A SERIES OF PROPOSED INVESTMENTS.

NOTABLY \$6 MILLION THAT WE BELIEVE WILL CONTINUE TO SUPPORT EQUITY AND STABILITY IN OUR SCHOOLS, AS WELL AS SERIES OF INVESTMENTS IN CENTRAL BUDGETS.

I WALKED THROUGH SLIDE FOUR WITH THIS BODY TUESDAY.

AGAIN, I WILL BRIEFLY SUMMARIZE TO PROVIDE CONTEXT TO WHAT DAVID WALKED US THROUGH.

WE THINK OF THE BPS BUDGET IN FOUR MAJOR CATEGORIES.

THE FIRST ARE THE DIRECT CORE EXPENSES, THE DOLLARS THAT PRIMARILY SIT ON SCHOOL BUDGETS. DAVID WILL WALK US THROUGH TODAY HOW WE DECIDE TO TAKE THE FUNDS WE HAVE AND DIVIDE THEM AS EQUITIBLY AS POSSIBLE.

WE HAVE A SERIES OF IMPORTANT RESOURCES THAT SERVE STUDENTS AND SCHOOLS EVERY DAY, BUT THEY HAPPEN TO SIT ON CENTRAL LINE ITEMS.

WE CALL THOSE SCHOOL SERVICES BUDGET ESSENTIALLY.

THOSE TWO CATEGORIES OF SPEND ARE 89% OF TOTAL SPENDING IN BPS.

OUR CENTRAL ADMINISTRATION WHICH WILL BE THE TOPIC OF A HEARING THIS AFTERNOON, IS APPROXIMATELY 5.4%.

WE ALSO SPEND 5.3% ON SERVICES

TO NON-BPS STUDENTS, A
COMBINATION OF STATE MANDATES
THAT THE CITY DECIDED TO MAKE.
WITH THAT I'LL HAND IT OVER TO
DAVID BLUM, OUR BUDGET DIRECTOR.

>> CAN I INTERRUPT FOR ONE
MINUTE?

I WOULD LIKE TO ALSO RECOGNIZE
THAT WE HAVE BEEN JOINED BY
COUNCILOR MICHAEL FLAHERTY AND
COUNCILOR TIM McCARTHY.

I WANT TO READ IN TO THE RECORD
FROM ONE OF OUR COLLEAGUES,
COUNCILOR CIOMMO, I REGRET TO
INFORM YOU THAT I WILL BE
MISSING TODAY'S HEARING ON THE
CITY COUNCIL'S WAYS AND MEANS
DOCKET 0622 THROUGH 0628 FY '20
BUDGET, BPS SCHOOL BUDGETS ON
THURSDAY, APRIL 25 AT NOON.

I WILL REVIEW THE HEARING ONLINE
AND PLEASE READ THIS IN TO THE
RECORD.

INS SEARLY, MATT O'MALLEY.
THANKS.

TAKE IT AWAY.

>> SO AS WE TALK ABOUT OUR
SCHOOL FUNDING TODAY, WE THOUGHT
WE WOULD START BY SHARING OUR
FOUR MAIN PRIORITIES FOR HOW
WE'RE FUNDING SCHOOLS.

EQUITY, TRANSPARENCY, STABILITY
AND SCHOOL FLEXIBILITY.

THIS SLIDE HIGHLIGHTS OUR
INVESTMENTS, MADE ACROSS THOSE
AREAS BOTH IN THE CURRENT SCHOOL
YEAR THAT WE ARE COMMITTED TO
MAINTAINING, AND ADDITIONAL NEW
INVESTMENTS IN THE UPCOMING
SCHOOL YEAR.

IN ADDITION AS MENTIONED, OVER
THE LAST SIX YEARS PER PUPIL
SPENDING HAS INCREASED OVER 25%
WITH SCHOOL BUDGETS GROWING
SLIGHTLY FASTER THAN THAT THAN
OVERALL SPENDING.

AS WE DISCUSSED ON TUESDAY, THIS
HAS LED TO AN INCREASE IN
CLASSROOM BASED TEACHING STAFF
AND BOTH IN THE TOTAL NUMBER OF
STAFF, BUT ALSO IN STAFF PER 100
STUDENTS.

SO I WANT TO WALK THROUGH SOME
NEW INFORMATION ON A SUMMARY OF

SCHOOL-BASED DECISIONS.

AS YOU MAY RECALL, WE ALLOCATE FUNDS OUT TO SCHOOLS THROUGH A PROCESS CALLED WEIGHTED STUDENT FUNDING.

THEN SCHOOL COMMUNITIES MAKE DECISIONS ON HOW THAT FUNDING IS GOING TO BE SPENT.

SO OVER THE PAST SIX YEARS AS WE MENTIONED, TEACHING STAFF HAS RISEN BY PROPOSED OR 388 FTE. BETWEEN '19 AND '20 WE EXPECT THAT NUMBER TO BE 70, 14 TEACHERS AND 56 PARAS.

THE NUMBERS WILL INCREASE AS AS WE HAVE FUND IN RESERVE TO RESPOND TO CHANGES IN ENROLLMENT ALLOCATED OVER THE COURSE OF THE SPRING, SUMMER AND FALL.

AS YOU ALSO MAY BE AWARE, WE ARE EXPANDING INCLUSION PRACTICES THROUGHOUT THE DISTRICT.

AS A RESULT THE NUMBER OF GENERAL EDUCATION TEACHERS IS DECLINING, WHILE THE NUMBER OF OUR SCHOOL BUDGET, SPECIAL EDUCATION TEACHERS AND PARAS ARE RISING 90 FTE.

THERE'S ALSO CENTRALLY BUDGETED SCHOOL BASED FTE THAT RISE ANOTHER 25 IN THAT SPECIAL EDUCATION WORLD.

OVERALL THIS REPRESENT AS 3% INCREASE IN SPECIAL EDUCATION BUDGET.

IN ADDITION THERE'S A 5% INCREASE IN TEACHERS TEACHING SEI OR ESL, TWO PRIMARY WAYS TO TEACH ENGLISH LEARNERS, ALL BEFORE RESERVES ARE LIQUIDATED. WEIGHTED STUDENT FUNDING IS MAIN METHOD OF DISTRIBUTING FUND TO SCHOOLS.

I'LL GO OVER THAT IN A MOMENT. I WANTED TO HIGHLIGHT OTHER METHODS OF DISTRIBUTING FUNDS TO SCHOOLS.

WE HAVE CERTAIN SPECIAL PROGRAM SCHOOLS THAT DUE TO THEIR COMPLEXITY DO NOT RECEIVE WEIGHTED STUDENT FUNDING. THEIR FUNDING IS ESSENTIALLY FLAT WITH SOME SMALL ADJUSTMENTS.

WE ALSO HAVE TITLE 1 AND SPECIAL EDUCATION IDEA FUNDING THAT GOES OUT TO SCHOOLS AND THAT'S ALSO BASICALLY FLAT.

THEN THERE'S A SERIES OF STANDARD ALLOCATIONS WE MAKE IN TO SCHOOL BUDGETS WHERE WE'RE ADDING A POSITION TO A SCHOOL, LIKE A NURSE OR A SPECIAL EDUCATION COORDINATOR.

THERE ARE ALSO RULES-BASED, WHAT WE CALL SOFT LANDINGS AND SUSTAINABILITY ALLOCATIONS GIVEN OUT TO SCHOOLS EXPERIENCING DECLINING ENROLLMENT OR SUFFERING WITH LOW PERFORMANCE AS WELL AS SCHOOLS JUST STRUGGLING TO FUND ALL THE BASIC ESSENTIALS.

THERE ARE ADDITIONAL ADJUSTMENTS A LIST IN THE FOOTNOTES FOR OTHER SORTS OF PROGRAMS AS WELL AS EXPANDED LEARNING TIME AND BENEFITS.

BUT THE MAIN METHOD IS WEIGHTED STUDENT FUNDING.

THIS WAS APPROVED BY SCHOOL COMMITTEE IN 2011 AS THE MAIN MECHANISM TO DISTRIBUTE THE AMOUNT OF MONEY WE HAVE.

IN THIS VERY SIMPLIFIED OVERVIEW, THERE'S A LOT MORE AVAILABLE ONLINE, ESSENTIALLY THE IDEA IS THERE'S A CERTAIN AMOUNT OF DOLLAR PER PUPIL BY NEED, RIGHT?

SO IF A STUDENT GOES TO A DIFFERENT SCHOOL WITH THE SAME AMOUNT OF NEED, THEY GET THE SAME AMOUNT OF FUNDING.

STUDENTS WITH HIGHER NEED GET MORE FUNDING.

THAT'S MULTIPLIED BY EXPECTED NUMBER OF STUDENTS TO GIVE YOU THE TOTAL AMOUNT ALLOCATED TO THE SCHOOL.

SOME EXAMPLES OF WHAT THOSE WEIGHTS ARE ARE ON SLIDE 14.

THERE ARE BASE INSTRUCTIONAL WEIGHTS FOR TEACHERS AND CLASSROOM PARAs THAT EVERY TYPE OF CLASSROOM ACQUIRES, DRIVEN BY THE WAY WE STAFF AND CLASS SIZE RATIOS, BUT THERE ARE ALSO SOME

ADDITIONAL WEIGHTS FOR THINGS LIKE POVERTY OR SOME MONEY THAT WAS ALLOCATED THROUGH THE OPPORTUNITY INDEX THAT GIVES SCHOOLS DISCRETIONARY FUNDS THAT THEY CAN CHOOSE HOW BEST TO USE IN THEIR SCHOOL COMMUNITY. I MENTIONED THERE IS A LOT MORE DETAIL THAN WHAT I'M PROVIDING IN THIS PRESENTATION. IF YOU GO TO BOSTON PUBLIC SCHOOLS.ORG/BUDGET YOU'LL SEE THESE FOUR DOCUMENTS. WHAT THEY DO IS THE TOP TWO SHOW YOU FOR EACH SCHOOL, BOTH HOW DID THEY GET THEIR WEIGHTED STUDENT FUNDING TOTAL AND HOW DO ALL OF THE DIFFERENT THINGS BEYOND WEIGHTED STUDENT FUNDING TOTAL UP TO TOTAL BUDGET TO THE BOTTOM THERE'S SUMMARY INFORMATION AVAILABLE FOR ALL SCHOOLS IF YOU WANT TO LOOK ACROSS SCHOOLS. BUT BOTH THINGS ARE AVAILABLE FOR ALL SCHOOLS. FINALLY WE KNOW A PARTICULAR TOPIC OF CONCERN IS SUPPORTING SCHOOLS WITH ENROLLMENT CHANGES. WE KNOW THAT ENROLLMENT IS ONE OF THE PRIMARY FACTORS IN THE WEIGHTED STUDENT FUNDING SYSTEM OF HOW SCHOOL BUDGETS CHANGE. CURRENTLY OUR BASE AMOUNT OF WEIGHTED STUDENT FUNDING STAYED THE SAME DUE TO ABSENCE OF THE BT AGREEMENT. THAT WILL INCREASE WHEN WE HAVE A NEW AGREEMENT WITH HIGHER SALARIES. 76 OF OUR SCHOOLS CAME IN TO THIS YEAR WITH PROJECTED DECREASE ENROLLMENT. BUT THROUGH OUR MECHANISMS THAT WERE IN PLACE TO TRY TO HELP THOSE SCHOOLS ADJUST BOTH THROUGH ADDITIONAL INVESTMENT AND SOFT LANDING, 37 OF THOSE 76 SCHOOLS WERE ABLE TO SEE INCREASING OVERALL BUDGET DESPITE DECLINING ENROLLMENT. THERE ARE FIVE SCHOOLS WHERE IN ADDITION TO 37 NEW INVESTMENT WAS ABLE TO ALLOW FOR INCREASED

STAFFING DESPITE PERHAPS A NOT INCREASING OVERALL BUDGET. AT 9 SCHOOLS ESSENTIALLY THE BUDGETS NOT INCREASING BUT IT'S ESSENTIALLY FLAT WITHIN ONE FTE. THEN THERE ARE 25 SCHOOLS LOSING AT LEAST ONE FTE.

MEDIAN STAFFING CHANGE IN THAT GROUP WAS ABOUT 2.3 FTE AND NEED NAN ENROLLMENT DECREASE IN 31 STUDENTS.

MANY OF THESE SCHOOLS ARE GETTING THE 1.3 MILLION DOLLAR POT OF MONEY WE HAVE AVAILABLE TO SUPPORT LOW PERFORMING SCHOOLS WITH ENROLLMENT ISSUES. IT DOESN'T TURN THEM AROUND TO GAIN MONEY BUT HELPS SOFTEN THE BLOW.

AND THERE IS AN ADDITIONAL INVESTMENT OF \$750,000 TOWARD LOW PERFORMING SCHOOLS THAT HAS NOT YET BEEN ALLOCATED.

FINALLY I MENTIONED RESERVES. WE DO NOT HAVE GENERAL PURPOSE RESERVES IN THE BOSTON PUBLIC SCHOOLS.

WE HAVE A SERIES OF RESERVES FROM VERY SPECIFIC PURPOSES. THEY ARE LAID OUT HERE.

THE PRIMARY, THE LARGEST ONE YOU'LL SEE HERE, A RESERVE FOR STAFF COSTS, BUT THERE'S ALSO THE RESERVE FOR WEIGHTED STUDENT FUNDING AND THAT MONEY GOES OUT TO SCHOOLS OVER THE COURSE OF SPRING AND SUMMER AND FALL AS WE SEE THE ENROLLMENT ROUNDS COME IN AND WE SEE SCHOOLS THAT MIGHT HAVE HIGHER ENROLLMENT THAN WE HAVE PROJECTED.

WE HAVE MONEY IN RESERVE TO GIVE OUT TO THOSE SCHOOLS, ALLOCATE THEM ADDITIONAL STAFF, ADDITIONAL FUNDING TO HELP THEM WITH THE ADDITIONAL STUDENTS.

WE EXPECT THAT EVERY YEAR THAT AMOUNT ENDS WITH ZERO BY THE MIDDLE OF THE YEAR.

THERE IS A LOT MORE INFORMATION ONLINE ONCE AGAIN.

WE HAVE THIS NEW INTERACTIVE WEB TOOL TO HELP EXPLORE THE BUDGET AND FOUR DOCUMENTS I MENTIONED

AS WELL AS ALL THE DOCUMENTS WE PRESENTED THE SCHOOL COMMITTEE AT BOSTON PUBLIC SCHOOLS/BUDGET. YOU CAN E-MAIL BUDGET AT BOSTON PUBLIC SCHOOLS WHY ORG WITH QUESTIONS OR CONCERNS.

AND WITH THAT, I'M GOING ON TURN IT OVER TO THE OFFICE OF HUMAN CAPITAL FOR THEIR INFORMATION.

>> GOOD AFTERNOON.

MY NAME IS EMILY AND I AM THE CHIEF HUMAN CAPITAL OFFICER IN THE BOSTON PUBLIC SCHOOLS.

I AM JOINED TODAY BY SARAH DAILY, DIVERT PROGRAM AND MULTIPLE MEMBERS OF OUR TEAM HERE IN THE CHAMBERS.

GIVEN TODAY'S FOCUS ON SCHOOL BUDGETS, IT IS APPROPRIATE THAT WE FOCUS ON THE PEOPLE IN THE SCHOOLS.

AS WE JUST HEARD FROM THE TWO STUDENTS WHO TESTIFIED FROM EAST BOSTON HIGH SCHOOL, WE MUST FOCUS OUR RESOURCES ON ENSURING THAT WE HAVE THE EDUCATORS, EMPLOYEES THAT WILL EMPOWER EACH CHILD IN OUR SYSTEM WITH EXCELLENT EDUCATIONAL OPPORTUNITIES.

AS YOU HAVE SEEN OVER THE PAST FIVE YEARS, WE THINK ABOUT OUR WORK IN THREE MAIN CATEGORIES. CULTIVATING AND RECRUITING EDUCATORS, HIRING EDUCATORS, AND THEN DEVELOPING AND RETAINING THEM.

WITHIN THAT WORK I'M GOING TO TALK FOR A VERY BRIEF TIME SPECIFICALLY ABOUT HOW WE'RE RECRUITING AND PREPARING THE TEACHERS THAT OUR STUDENTS NEED, PROVIDING DIFFERENTIATED SUPPORT TO OUR SCHOOLS AND DEVELOPING OUR LEADERS AND LEADERSHIP TEAMS.

TODAY I WOULD LIKE TO HIGHLIGHT THREE KEY AREAS OF INVESTMENT IN PROGRESS IN OUR OFFICE.

FIRST, IN OUR WORK TO ENSURE THAT OUR STUDENTS HAVE EXCELLENT TEACHERS WHO REFLECT THE RICH DIVERSITY OF OUR STUDENT BODY WE IDENTIFIED THE STATE'S TEACHER

LICENSURE EXAMPLE AS A MAJOR OBSTACLE FOR MANY TEACHERS OF COLOR.

OVER THE PAST YEAR WE REFINED AND EXPANDED OUR SUPPORT FOR EDUCATORS TO SUPPORT THE MASSACHUSETTS, TO PASS THE MASSACHUSETTS TEST FOR EDUCATIONAL LICENSURE.

OUR PROGRAM HAS EMPOWERED BPS EDUCATORS OF COLOR TO PASS THE STATE TEST AT 2 TO 3 TIMES THE STATEWIDE PASS RATE.

AND TO ENABLE BPS TO RETAIN A HIGHER NUMBER OF THESE EDUCATORS.

SECOND, WE HAVE INVESTED IN A POSITION TO LEAD OUR PORTFOLIO OF RETENTION PROGRAMS AND TO WORK DIRECTLY WITH OUR EDUCATORS OF COLOR.

THESE PROGRAMS ARE DESIGNED TO DIRECTLY ADDRESS THE NEEDS OF OUR EDUCATORS OF COLOR WHO ARE IN OUR SYSTEM.

FINALLY, WE'RE EXCITED TO ANNOUNCE AN INNOVATIVE TWO-YEAR PARTNERSHIP WITH CITY YEAR, IN WHICH INDIVIDUALS WILL SPEND A YEAR WORKING IN BPS SCHOOLS AND EARN FUNDING FOR MASTERS IN TEACHING.

WE'RE EXCITED ABOUT THE PATHWAY IN TO THE TEACHING PROFESSION. EACH OF THESE INVESTMENTS IS A SPECIFIC EFFORT TO IDENTIFY, CULTIVATE AND RETAIN THE EDUCATORS THAT OUR STUDENTS NEED.

OVER THE PAST FEW YEARS THE OFFICES OF HUMAN CAPITAL, EQUITY, ACADEMIC SUPERINTENDENTS HAVE WORKED IN COLLABORATION TO PROVIDE ADDITIONAL WORKFORCE DIVERSITY SUPPORTS TO 15 TO 20 SCHOOLS PER YEAR.

THESE SCHOOLS ARE IDENTIFIED BY MEETING TWO CRITERIA.

THE NUMBER OF POSITIONS THAT THEY HAD HAD TO FILL AND STAFF DIVERSITY LEVELS BELOW 35% EDUCATORS OF COLOR.

LAST YEAR THE CANDIDATES HIRED AT LEAST 15 SCHOOLS WHO SELF

IDENTIFIED AS EDUCATORS OF COLOR INCREASED BY 4% FROM 41% TO 45% IN LINE WITH THE DISTRICT'S OVERALL HIRING PERCENTAGES. THIS IS THE FIRST YEAR THAT THERE HAS BEEN NO GAP BETWEEN HIRING DONE BY LOWER DIVERSITY SCHOOLS AND THE OVERALL DISTRICT.

IN ADDITION, LAST YEAR IN LINE WITH THE SHIFT IN THE DISTRICT'S STRATEGY T1 DIFFERENTIATE SUPPORT TO LOW PERFORMING SCHOOLS, OUR OFFICE FOCUSED SUPPORTS IN NINE LOW PERFORMING SCHOOLS.

THESE NINE SCHOOLS FILLED 120 VACANCIES, WHICH IS ABOUT 10% OF THE TOTAL VACANCIES IN THE DISTRICT AND DID 81% OF THAT BY JUNE 1.

DEMONSTRATING THE EFFECTIVENESS THAT ADDITIONAL SUPPORT CAN HAVE IN OUR SCHOOLS.

THESE SUPPORTS AND MEASURABLE OUTCOMES HELP US UNDERSTAND WHAT THE MOST EFFECTIVE AND HIGH LEVERAGE INTERVENTIONS ARE THAT WE CAN PROVIDE AS A CENTRAL OFFICE TO BEST SUPPORT SCHOOL BASED HIRING.

FOCUSING ON CONTINUING TO IMPROVE HOW WE SUPPORT SCHOOLS IN MANAGING THEIR STAFF AND ALSO HOW WE HOLD THEM ACCOUNTABLE.

THIS YEAR WE'RE BUILDING ON A PARTNERSHIP WITH THE OFFICES OF EQUITY, ACADEMIC SUPERINTENDENTS, AND ACHIEVEMENT GAP BY HAVING SCHOOLS SET SCHOOL BASED DIVERSITY HIRING GOALS.

THIS IS THE FIRST YEAR THIS LEVEL OF ACCOUNTABILITY MOVING TO SCHOOL LEVEL FOR EVERY SCHOOL SINCE IT'S INCORPORATED IN THE SCHOOL LEADER EVALUATION.

OUR OFFICE ALSO FOCUS THIS YEAR ON BETTER SUPPORTING SCHOOL LEADERS WHO CAN IN TURN ACHIEVE REMARKABLE OUTCOMES FOR STUDENTS, FOCUS AS A TEAM AND MANAGE TEACHERS AND STAFF.

TO DO SO WE CONTINUE TO PARTNER WITH LOCAL AND NATIONAL EXPERTS

INCLUDING THE LEADERSHIP ACADEMY AND THE UNIVERSITY OF VIRGINIA SCHOOL TURN AROUND PROGRAM. FINALLY THE SUPPORT SCHOOL LEADERS WITH CHALLENGING JOBS WE'RE ALSO INVESTING IN HELPING THEM BUILD THEIR LEADERSHIP TEAM.

THOSE ARE ASSISTANT PRINCIPALS, DIRECTORS WAS INSTRUCTION, TEACHER LEADERS WHO WORK ALONGSIDE THEM AS THEY LEAD THE SCHOOL.

THIS YEAR WE'RE WORKING TO PROVIDE THE MAXIMUM FLEXIBILITY FOR SCHOOLS TO BUILD, RECRUIT, SELECT THE BEST INDIVIDUALS FOR THEIR LEADERSHIP TEAMS IN LINE WITH OUR OVERALL DISTRICT PRIORITY OF SUPPORTING SCHOOLS. WE HAVE ALWAYS FOCUSED ON ENSURING OUR STUDENTS HAVE EDUCATORS WHO REPRESENT THEIR OWN RACIAL, CULTURAL, LINGUISTIC DIVERSITY.

AS I KNOW THIS COUNCIL CITED BEFORE RESEARCH BEHIND IMPORTANCE OF ROLE MODELS AND CULTURALLY RESPONSIBLE TEACHING CONTINUE TO GROW.

A RECENT REPORT SHOWED HAVING ONE BLACK TEACHER IN THIRD, FOURTH, FIFTH GRADE REDUCED Le INCOME BLACK BOYS PROBABILITY OF DROPPING OUT OF HIGH SCHOOL BY 39%.

THIS RESEARCH AS WELL AS WHAT WE HEAR FROM OUR STUDENTS, TEACHERS AND OUR SCHOOL LEADERS THEMSELVES FUELS OUR WORK.

AS YOU CAN SEE ON THIS GRAPH, OVERALL THE PERCENTAGE OF HIRES WHO SELF REPORT AS BLACK, LATINA OR ASIAN INCREASED FROM 39% IN 2014 TO NEARLY 46% THIS YEAR.

THIS YEAR WHILE IT'S STILL A DEEP AREA IN WHICH WE AS A DISTRICT NEED TO IMPROVE, WE SAW PARTICULARLY STRONG OUTCOMES FOR LATINX HIRES, PERCENTAGE OF HIRES REPORTING INCREASED FROM 11.8% TO 13.5%.

WE HAVE SEEN A 45% INCREASE IN THE NUMBER OF CANDIDATES WHO

IDENTIFY AS LATINX SINCE
2014 INCREASE FROM 331
CANDIDATES IN 2014 TO 479 LAST
YEAR.

THE COMBINATION OF HAVING MORE
LATINX CANDIDATES AND
INTERVENTIONS THAT WE PUT IN
PLACE HELP TRANSLATE IN TO THE
2% INCREASE IN HIRES THIS PAST
YEAR.

AND A 7% INCREASE IN OVERALL
EDUCATORS OVER THE PAST FIVE
YEARS.

AGAIN, THIS IS STILL AN AREA OF
FOCUS AND WE ARE NOT SATISFIED
WITH THESE RESULTS BUT WE ARE
HEADED IN THE RIGHT DIRECTION.
THESE SPECIFIC INTERVENTIONS AND
OTHERS THAT I HAVE DESCRIBED
TODAY HAVE LED TO SMALL BUT REAL
IMPROVEMENTS IN OUR WORKFORCE
DIVERSITY.

AFTER 2016, LOSING GROUND IN
2016, WE RECOVERED IN 2017,
RECOVERED IN OUR OVERALL
WORKFORCE DEMOGRAPHICS WHO HAVE
IDENTIFIED AS PEOPLE OF COLOR
THIS YEAR.

THE OFFICE OF HUMAN CAPITAL THAT
AS FEW KEY COMPONENTS TO OUR
BUDGET.

3 BE GENERAL FUND OPERATING
BUDGET FOR FY '19 WAS 4.91
MILLION DOLLARS AND THE PROPOSED
BUDGET NEXT YEAR IS \$4.96
MILLION.

THE INVESTMENTS LISTED ON THE
SLIDE ARE PRIMARILY FUNDED
THROUGH TITLE 1 AND 2 GRANTS.
AND I'M HAPPY AS WE GET IN TO
THE DISCUSSION AND I HEAR YOUR
QUESTIONS TO ANSWER ANYTHING
ELSE WOULD YOU LIKE TO KNOW
ABOUT EITHER THE BUDGETTOR
PROGRAMS OR OUTCOMES THAT I HAVE
DESCRIBED.

THANK YOU VERY MUCH.

>> THANK YOU, EMILY.

WE HAVE BEEN JOINED BY
COUNCILORS FRANK BAKER AND
COUNCILOR LYDIA EDWARDS.
THE WEIGHTED STUDENT FORMULA,
CAN YOU DETAIL ANY CHANGES FROM
LAST YEAR TO THIS YEAR?

AND THAT IS KIND OF A CONSISTENT EVERY YEAR YOU READJUST AND HOW DO YOU COME UP WITH THE ADJUSTMENTS, I GUESS?

>> THE PHILOSOPHY BEHIND WFS REMAINS THE SAME BUT WE MADE IMPORTANT CHANGES.

THE PHILOSOPHY BEHIND IT IS WE SEE IN A SEA OF IMPERFECT WAYS TO DIVVY THE MONEY WE HAVE, IT'S THE BEST ONE WE HAVE.

WE BELIEVE IT IS MOST EQUITABLE AND MOST TRANSPARENT TO USE SOMETHING LIKE WFS TO ALLOCATE MONEY TO SCHOOLS AS OPPOSED TO OLD MODELS WHERE CENTRAL OFFICE FRANKLY HAD TOO MUCH POWER TO ALLOCATE STAFF TO SCHOOLS AND THERE WAS TOO MUCH INCENTIVE FOR THE LOUDEST VOICES TO GET THE MOST.

HAVING SAID THAT, WE HAVE HEARD LOUD AND CLEAR CONCERNS FROM THE COMMUNITY FOR THE LAST COUPLE OF YEARS WHAT HAPPENS WITH A SCHOOL WITH DECLINING ENROLLMENT, WHY CAN'T WE HAVE A FULL-TIME NURSE OR LIBRARIAN IN EVERY SCHOOL? WE HAVEN'T MADE IT PERFECT BUT I THINK WE'RE MAKING REAL CHANGE EACH YEAR.

LAST YEAR WE INSTITUTED A HOST OF CHANGES TO TRY TO INCREASE STABILITY FOR SCHOOLS.

AND WE DOUBLED DOWN ON THAT STRATEGY THIS YEAR.

SO THE BIGGEST CHANGE FOR THIS YEAR WAS THAT THE DISTRICT IS NOW FULLY ABSORBING THE FIRST TWO PERCENT DECLINE IN ANY SCHOOL BUDGET.

AND DAVID AND I ARE GOING TO BE CONVENING A WORK GROUP THIS SUMMER WITH SCHOOL LEADERS TO GET INPUT ON EVEN MORE CHANGES WE SHOULD MAKE LAST YEAR.

SO IN SUMMARY OUR PHILOSOPHY OF TRYING TO BE EQUITABLE AND TRANSPARENT REMAINS BUT WE'RE REALLY TRYING TO LISTEN AND ADJUST.

THERE ARE SOME CHANGES YEAR-OVER-YEAR.

DID YOU WANT TO ADD ANYTHING,

DAVID?

>> WITHOUT ADDING ANYTHING SPECIFIC, ONE OF OUR GOALS THAT IS WE ARE NOT DECREASING THE AMOUNT OF PER PUPIL FUNDING IN THE INDIVIDUAL WEIGHTS WORKING WITH THE CITY TEAM.

SO THEN THIS YEAR WE ACTUALLY DID INCREASE THE AMOUNT OF FUNDING GOING THROUGH ONE OF THE WEIGHTS AND AS I MENTIONED THERE ARE TWO TYPES, THE CORE INSTRUCTIONAL AND THEN THE SCHOOL DISCRETIONARY.

WE INCREASED A WEIGHT FOR SCHOOL DISCRETIONARY FUNDS THROUGH THE OPPORTUNITY INDEX.

WE SOMETIMES REFER TO IT AS SCHOOL SUPPORT FUNDS.

THESE FUNDS GO TO ABOUT 100 SCHOOLS IN WEIGHTED SCHOOL FUNDING AND ARE AVAILABLE.

THEY'RE NOT TIED TO ANY ONE PART OF THE BUDGET.

THE SCHOOL COMMUNITY CAN DECIDE HOW THEY'RE SPENDING IT.

WE ALLOCATED ABOUT ADDITIONAL \$3 MILLION THROUGH THAT.

>> ITCHES LOOKING AT SLIDE 14, RIGHT?

SO THOSE, I WAS LOOKING AT SLIDE 14.

THOSE WEIGHTS DEPICTED IN THE GRAPH TO THE BOTTOM RIGHT, POVERTY, POVERTY, WHAT'S POVERTY CONC.

>> POVERTY CONCENTRATION.

>> SO ALL OF THOSE WEIGHTS REMAIN THE SAME FROM PRIOR.

>> YES, COUNCILOR.

WE HAVE ONLY INCREASED WEIGHTS OVER THE LAST, THIS IS THE THIRD YEAR IN A ROW WHERE ALL OF THE WEIGHTS WILL STAY THE SAME.

>> AND THEN LAST ON THIS, I SAW THAT THERE WAS SOFT LANDINGS AND SOFT LANDINGS SUSTAINABILITY.

CAN YOU EXPLAIN THE DIFFERENCE?

>> SO OUR WEIGHTED STUDENT FUNDING SYSTEM IS BASED ON AN IDEA THAT THE FUNDING SYSTEM SHOULD BE ABLE TO FUND THE INSTRUCTIONAL NEEDS OF THE CLASSROOM, 87.5% FULL.

AS A RESULT, IMAGINE IF A SCHOOL, SCHOOL Y IS LESS THAN 87.5% FULL, IT STRUGGLES TO FUND THE BASE NEEDS OF ANY OF THE SCHOOLS.

SO THE TEACHERS, PARRA PROFESSIONALS AND SO ON.

SO THE SUSTAINABILITY ALLOCATIONS PROVIDE EVERYBODY UP TO A MINIMUM FLOOR OF REQUIRED STAFFING EVEN IF WEIGHTED STUDENT FUNDING IS NOT ABLE TO PROVIDE THAT DUE TO CHRONIC EMPTY CLASSROOMS.

WE HAVE NINE SCHOOLS I BELIEVE THAT QUALIFIED FOR THAT THIS YEAR WHICH IS SIMILAR TO WHAT WE HAVE SEEN IN PRIOR YEARS.

SO I KNOW ONE OF THE GOALS OF OUR BUILD BPS PROCESS IS TO TRY TO HELP SCHOOLS THAT HAVE THESE TYPES OF ISSUES FIGURE OUT HOW THEY CAN MOVE AWAY FROM THAT. WE HAVE HAD SOME SUCCESS IN THE PAST IN MOVING SCHOOLS OUT OF SUSTAINABILITY.

>> RIGHT.

LASTLY, I JUST WANTED TO ASK FOR SOME LISTS.

SO 76 SCHOOLS THAT HAVE OVERALL DECLINING ENROLLMENT, MAYBE IF YOU CAN EVEN SORT THEM BY DISTRICT MAYBE.

I THINK THAT WOULD BE HELPFUL FOR MY COLLEAGUES.

ALSO THE 37 SCHOOLS THAT ARE, THAT SLIDE 17, IF YOU CAN PROVIDE ME THE DETAILS BACK UP INFORMATION ON THOSE AREAS, I WOULD APPRECIATE IT.

ON HUMAN CAPITAL, I KNOW THAT FOR MANY YEARS WE WEREN'T ABLE TO ACTUALLY ENTER THE COMPETITION FOR RECRUITS BECAUSE I DON'T REMEMBER WHY, BUT I REMEMBER DURING JOHN McDONOUGH'S INTERIM SUPERINTENDENCY, HE WAS ABLE TO GET US TO A PLACE WHERE WE COULD COMPETE EARLIER.

I MEAN I SEE THE RESULTS COMING RECENTLY.

I'M WONDERING WHERE WERE WE IN 2011 AND 2012 BEFORE THOSE CHANGES?

MAYBE YOU CAN SPEAK TO THE CHANGES, EMILY, HOW WE WERE ABLE TO GET OUT AND BE MORE COMPETITIVE IN THE MARKET.

>> SURE.

THE CHANGE IN HIRING PRACTICES STARTED IN 2013.

AND SO I'M USING 2014 AS MY REFERENCE OFTEN BECAUSE WE'RE FIVE YEAR IN TO THE CHANGES.

SO YOU'RE CORRECT.

AMONG THE PROBLEMS THAT INTERIM SUPERINTENDENT JOHN McDONOUGH HELPED US SOLVE WAS THAT BEFORE THEN WE WERE WAITING FOR STAFFING PROCESSES THAT WERE GOVERNED BY THE CONTRACT TO PLAY OUT.

AND WE NEEDED TO DO THAT FIRST. THAT LED TO SUMMER HIRING FOR TEACHERS, WHICH IS JUST COMMON SENSE IF YOU COMPETE FOR A TEACHER IN AUGUST, THE MOST DIVERSITY.

GROUP OF TEACHERS HAVE BEEN HIRED.

YOU'RE MISSING OUT.

WE OPENED ALL POSTINGS, DOING ALL HIRING STARTING MARCH 1.

THEN OUR GOALS ARE SET SO THAT THE VAST MAJORITY OF HIRING IS DONE BEFORE SCHOOL IS OUT FOR THE SUMMER T EARLIER WE HIRE THE MORE DIVERSITY.

OUR WORKFORCE, THE STRONGER THE EDUCATORS.

>> I WOULD JUST ASK EVEN IF LOOKING BACK, SOME TIME BEFORE 2013, WHAT WAS THE PERCENTAGE OF MINORITY TEACHERS AT THAT POINT? WAS IT 25% AND NOW IT'S 40?

WAS IT 30%, NOW IT'S 40?

CURIOUS TO SEE HOW THIS POLICY CHANGES.

>> SO I CAN GET THOSE NUMBERS FOR YOU EITHER DURING THIS HEARING OR RIGHT AFTER.

I'LL DO THAT AND THEN MAYBE I SHOULD GET TO THE NUMBERS AND SPEAK TO THE TREND OVER TIME.

I BROUGHT DATA STARTING IN 2014.

>> THANK YOU.

I APOLOGIZE FOR TAKING MORE TIME.

COUNCILOR ESSAIBI GEORGE.

>> THANK YOU FOR YOUR PRESENTATION THIS AFTERNOON. THE WEIGHTED STUDENT FORMULA. HOW DO WE DETERMINE THE AMOUNTS WE'RE ALLOCATING SO THAT AT THE CORE, IF YOU CAN SHARE THE CORE AND WHAT THE DIFFERENT VALUES ARE FOR EACH WEIGHT.

>> SO OUR CORE AMOUNTS ARE SET USING OUR STAFFING GUIDANCE, WHICH IS SET THROUGH A COMBINATION OF THE CLASS SIZE RATIOS IN COLLECTIVE BARGAINING AGREEMENTS AND BEST PRACTICES THAT ARE SET OUT BY THE CENTRAL OFFICE AS WELL AS STATE REGULATIONS.

THAT'S SORT OF THE CORE PART OF THE FUNDING.

>> WHAT IS THAT VALUE?

>> FOR EACH WEIGHT?

>> WELL, FOR A STUDENT?

I IMAGINE WE HAVE A WEIGHT FOR A CHILD ELEMENTARY, HIGH SCHOOL, MIDDLE SCHOOL.

>> THE BASE WEIGHTS FOR, SO IT'S AT THE HIGHEST WEIGHTS ARE IN THE, FOR YOUNGEST STUDENTS BECAUSE THEY HAVE THE SORT OF BEST, THE LOWEST STUDENT TEACHER RATIO.

>> IF WE WANT TO, TO SIMPLIFY, WE HAVE STUDENTS HERE FROM EAST BOSTON HIGH SCHOOL.

WHAT IS THE BASE WEIGHT FOR A HIGH SCHOOL STUDENT.

>> THE BASE WEIGHT FOR A HIGH SCHOOL STUDENT, IS AN ENGLISH LEARNER, DOESN'T HAVE A DISABILITY IS 5,578.

>> HOW DO WE DETERMINE THAT DOLLAR AMOUNT?

>> THAT DOLLAR AMOUNT IS SET LOOKING AT OUR STAFFING GUIDANCE AROUND HIGH SCHOOL WHICH THE CLASS SIZE MAX OF 31.

AND THEN HOW MUCH FUNDING WOULD YOU NEED TO SORT OF HAVE THE STAFF REQUIRED TO SERVICE THAT CLASS WITH 87.5% FULL.

I CAN DO THAT MATH QUICKLY.

AND ESSENTIALLY THE IDEA AT HIGH SCHOOL, TYPICAL HIGH SCHOOL

TEACHERS ARE TEACHING FOUR OUT OF EVERY SIX PERIODS.

YOU'LL HAVE 1 1/2 TEACHERS 1 1/2 KIDS, YOU KNOW THAT.

SO ESSENTIALLY YOU THINK LIKE YOU HAVE THE 31 STUDENTS, 87.5% FULL, AND THEN YOU HAVE THE STAFFING REQUIREMENT WHICH IS THE 1 1/2 TEACHING FTE PER ONE CLASS.

>> ARE THERE ANY WAYS TO PLAY WITH THOSE NUMBERS WHEN A SCHOOL HAS EITHER MORE THAN 6 PERIODS? SO SOME SCHOOLS HAVE 7 PERIODS A DAY, A ROTATING SCHEDULE SO STUDENTS, ESPECIALLY AT THE HIGH SCHOOL LEVEL HAVE ACCESS TO ELECTIVES AND HONORS CLASSES AND AP PROGRAMS.

>> YES, SO ESSENTIALLY THE WAY IT WORKS IS WE HAVE THE SORT OF BASE MODEL WE FUND TO.

THEN SCHOOLS, ALL SCHOOLS HAVE SOME AMOUNT OF DISCRETIONARY FUNDING.

SOME SCHOOLS HAVE MORE THAN OTHERS, BUT THEY'RE ABLE TO USE TO MAKE STRATEGIC DECISIONS ABOUT HOW THEY WANT TO -- LET'S SAY A SCHOOL IS DOING A ROTATING A & B PERIOD BLOCK OR 7 PERIOD SPLIT OVER AND EVERYONE DOESN'T MEET EVERY DAY OR SOMETHING LIKE THAT.

SOME OF THOSE SCHEDULES ACTUALLY END UP COSTING ABOUT THE SAME AMOUNT AS THE FOUR OUT OF SIX TRADITIONAL.

SOME ARE A LITTLE MORE EXPENSIVE.

IF THEY'RE CHOOSING A MORE EXPENSIVE SCHEDULE THEN THEY ARE USING SOME OF THEIR DISCRETIONARY MONEY TO PAY FOR THAT.

>> SO A BLOCK SCHEDULE FOR EXAMPLE THAT WE SEE SOMETIMES REAPS ACADEMIC AWARD FOR STUDENTS IN A CLASSROOM FOR A LONGER PERIOD OF TIME, THERE CAN ONLY BE FOUR OR FIVE PERIOD A DAY.

>> AND WE HAVE A STAFF MEMBER ON OUR FINANCE TEAM WHO HELPS

SCHOOLS LOOK AT DIFFERENT SCHEDULING OPTIONS AND THINK THERE ARE WAYS TO DO MODIFIED BLOCK SCHEDULES SO THAT YOU STILL HAVE THE SAME SORT OF COST BUT YOU CAN DO A VARIETY OF DIFFERENT LENGTHS OF PERIOD. WE HAVE SOME SCHOOLS THAT ARE WORKING ON, THINKING ABOUT A 40 AND 80 MINUTE PERIOD SO SOMETIMES YOU'RE TEACHING 40 MINUTE PERIOD, SOMETIMES YOU'RE TEACHING 80 SO YOU HAVE THE OPPORTUNITY TO DO LONGER BLOCKS OF TIME BUT YOU'RE ALSO HAVING THINGS THAT LOOK MORE LIKE A TRADITIONAL PERIOD. AND SO ON.

THERE'S A VARIETY OF DIFFERENT THINGS PEOPLE ARE EXPLORING.

>> IT WOULD BE HELPFUL FOR ME IF COULD YOU SHARE WITH US THE BASE WEIGHTS OF ALL THE DIFFERENT LEVELS AND THEN HOW WE'RE DETERMINING THE ADDITIONAL VALUES.

>> YES.

>> WITH THE 87% AS SORT OF THE BREAKING POINT FOR SCHOOLS TO BE ABLE TO FUNCTION AT FULL SCALE, HOW MANY SCHOOLS ARE NOT AT 87% CAPACITY?

>> WE COLLECT THAT DATA FOR PRE-K THROUGH 8th GRADE.

IT'S ACTUALLY SURPRISINGLY HARD TO CALCULATE IN OUR HIGH SCHOOLS DUE TO COMPLEXITY OF HOW MASTER SCHEDULES LOOK.

BUT WE ALSO HAVE DATA WHICH WE CAN SHARE.

>> SO ONE OF THE CONCERNS WE TALKED ABOUT INDIVIDUAL SCHOOLS, THE SCHOOL LOSING THE MOST IS THESE BOSTON HIGH, THE STUDENTS THAT ARE HERE, THE SCHOOLS THEY HAPPEN TO TEACH AT FOR 13 YEARS, AND IT MAKES ME VERY ANXIOUS TO HEAR HOW MUCH THEY'RE LOSING BECAUSE OF CAPACITY ISSUES, BECAUSE OF SOME OF THE TREND THAT ARE HAPPENING IN THE NEIGHBORHOODS AND ACROSS THE CITY.

SO HOW DO WE SUPPORT A SCHOOL

LIKE THAT OR ANY OF THESE 30 OR SO SCHOOLS THAT ARE ALL LOSING MONEY THIS YEAR?

>> IT'S DEFINITELY A DIFFICULT SITUATION FOR ALL THE SCHOOLS BUT ESPECIALLY EAST BOSTON WHERE ENROLLMENT CHANGES ARE SO MUCH MORE SIGNIFICANT.

THERE ARE TWO MAIN TYPES OF THINGS WE DO.

ONE IS THE SOFT LANDING WHERE WE'RE SAYING SO THE PROJECTED ENROLLMENT DECREASE AT EAST BOSTON HIGH SCHOOL IS 15%, ESSENTIALLY 200 STUDENTS.

SO THE ACTUAL FUNDING LEVEL DECREASE IS 12 1/2%, WHICH IS STILL VERY SIGNIFICANT.

I DON'T MEAN TO TAKE ANYTHING AWAY FROM THAT.

BUT WE SORT OF HAVE TAKEN THE FIRST 2%, PLUS A LITTLE MORE, FROM OFF OF THE TOP OF THAT REDUCTION.

THE SECOND THING WE DO IS WORK REALLY CORROBORATIVELY WITH THE SCHOOL TO ENSURE THAT THE THINGS THAT WE'RE REDUCING ARE THE CORE CLASSES THE STUDENTS WERE NO LONGER ATTENDING WOULD TAKE AS OPPOSED TO THE TYPES OF ADDITIONAL OR SUPPLEMENTAL CLASSES THAT EVERY STUDENT MIGHT STILL BE INTERESTED IN.

YOU CAN IMAGINE IF YOU HAVE 200 FEWER STUDENTS YOU JUST, YOU CAN REDUCE MAYBE 6 SECTIONS OF ENGLISH, RIGHT?

OR 6 SECTIONS OF MATH WITHOUT HAVING A SIGNIFICANT IMPACT ON STUDENTS WHO REMAIN VERSUS REDUCING A GUIDANCE COUNSELOR, SOCIAL WORKER, THINGS LIKE THAT, WHERE THEY ARE STILL WORKING WITH THE STUDENTS WHO ARE STILL IN THE SCHOOL.

NOT THAT MAKING A REDUCTION IS EVER EASY, BUT OUR HOPE IS TO FOCUS MORE ON THE SORT OF CORE SUPPORTS FOR THE STUDENTS WHO WILL NO LONGER BE ATTENDING VERSUS THOSE TYPES OF DISCRETIONARY OR SCHOOL WIDE SUPPORTS THAT ARE AVAILABLE FOR

ALL STUDENTS.

>> I'LL SAVE MY QUESTIONS FOR THE NEXT ROUND.

>> COUNCILOR FLYNN.

>> THANK YOU, COUNCILOR CIOMMO AND THANK YOU TO THE PANELISTS FOR BEING HERE AND FOR YOUR WORK AND HELPING OUR STUDENTS.

I HAVE TWO BASIC QUESTIONS.

CAN YOU TALK ABOUT THE RECRUITMENT STRATEGY YOU HAVE AND KIND OF IDENTIFYING POTENTIAL TEACHERS AT SOME OF OUR COLLEGES AND UNIVERSITIES? AND WHAT TYPE OF ASSISTANCE WOULD YOU BE GIVING TO THOSE POTENTIAL TEACHERS IN TERMS OF HELPING THEM RELOCATE TO BOSTON, HELPING THEM TO GET ACCUSTOMED TO BPS?

THE RECRUITMENT ALSO FOR ELL, TEACHERS THAT ALSO SPEAK A LANGUAGE OTHER THAN ENGLISH AS WELL.

AND THE AFRICAN-AMERICAN, LATINA, ASIAN, ARE YOU ALSO AS RELATES TO LATINA AND ASIAN, ARE YOU ALSO LOOKING FOR THEM, THOSE TEACHERS TO SPEAK CANTONESE, MANDARIN OR SPANISH?

>> I CAN TAKE IT.

WE DO A MYRIAD OF STRATEGIES FOR OUR RECRUITMENT.

YOU ASKED SPECIFICALLY ABOUT COLLEGES.

WE HAVE VERY STRONG RELATIONSHIPS WITH OUR UNIVERSITIES AND PARTNERS WHO PRODUCE EDUCATORS, PARTICULARLY EDUCATORS OF COLOR.

WE CONNECT WITH OUR PARTNER INSTITUTIONS ON A REGULAR BASIS. WE INVITE THEM IN SPECIFIC WAYS TO ATTEND ANY OF OUR RECRUITMENT EVENTS.

IF YOU WERE TO LOOK ON OUR WEB SITE, OUR RECRUITMENT EVENTS ARE IN ADDITION TO WIDE OPEN AND ANYONE CAN ATTEND ANY OF OUR RECRUITMENT INFO SESSIONS.

WE HAVE VERY SPECIFIC, UNIQUE RECRUITMENT EVENTS FOR MULTILINGUAL EDUCATORS, EDUCATORS OF COLOR, MATH,

SCIENCE, SPECIAL EDUCATION.
SO WE DIVERSIFY THE RECRUITMENT
AND THE CONTENT AREA.
WE ALSO FOCUS ON THE
MULTILINGUAL EDUCATORS AND LOOK
YOU ASKED ABOUT ELL,
SPECIFICALLY FOCUS ON CANTONESE
AND SPANISH.

IT WAS A HIGH PRIORITY GIVEN WE
HAVE SUCH A LARGE POPULATION OF
EDUCATORS AND STUDENTS WITH
DIFFERENT LANGUAGE NEEDS, BUT WE
ARE ALSO RECRUITING HEAVILY FOR
EDUCATORS THAT SPEAK MULTIPLE
LANGUAGES.

>> THANK YOU.

JUST AS A BRIEF FOLLOW UP, DO
YOU HAVE A PARTNERSHIP WITH
ROXBURY COMMUNITY KREJ, BUNKER
HILL COMMUNITY COLLEGE AND MAYBE
IDENTIFYING POTENTIAL TEACHERS?

>> WE DO HAVE PARTNERSHIPS WITH
FOUR-YEAR AND TWO-YEAR
INSTITUTIONS.

OUR PARTNERSHIPS THAT ARE
GROWING WITH OUR TWO-YEAR
INSTITUTIONS ARE BOTH THEIR
OUTPUT MEANING GETTING THEM OUT
FROM THEIR SECOND YEAR,
ASSOCIATES PROGRAM IN TO BA
PROGRAMS AND ALSO PARTNERING
WITH THOSE INSTITUTIONS.

WE ALSO WORK WITH OUR HIGH
SCHOOL TEACHER PROGRAM, THAT
PROGRAM IS ALSO LOOKING AT
PARTNERSHIPS FOR OUR HIGH SCHOOL
STUDENTS TO BEGIN THEIR JOURNEY
IN TO EDUCATION THROUGH THEIR
COMMUNITY COLLEGES IF THAT'S
THEIR OPTION.

>> THANK YOU VERY MUCH.

>> YOU'RE WELCOME.

>> THANK YOU.

COUNCILOR CAMPBELL.

>> THANK YOU, COUNCILOR CIOMMO
AND THANK YOU TO THE PANELISTS
FOR YOUR HARD WORK AND
DEDICATION AND PARTICULARLY ON
THE HUMAN CAPITAL SIDE,
APPRECIATE AND APPLAUD YOUR
CREATIVE EFFORTS TO MAKE OUR
TEACHING FORCE OF AS DIVERSITY.
AS POSSIBLE.

JUST GOING BACK TO THE WEIGHTED

STUDENT FORMULA PIECE, DOES, I
GUESS WHEN WE TALK ABOUT
POVERTY, HOW DOES IT ACCOUNT FOR
POVERTY?

>> SO THERE ARE TWO MAIN METHODS
IN THE WEIGHTED STUDENT FORMULA
TO ACCOUNT FOR POVERTY.

THE FIRST IS WE HAVE A WEIGHT
THAT'S EXPLICITLY FOR POVERTY
BASED ON DIRECT CERTIFICATION,
WHICH IS HOW THE STATE HAS MOVED
TO IDENTIFY POVERTY AND THE
DISTRICT MOVE THERE WHEN WE WENT
TO THE FULLY FREE LUNCH DISTRICT
AND NO ONE COLLECTED FREE OR
REDUCED LUNCH FORMS.

WE MOVED TO THE NEW POLICY
AROUND DIRECT CERTIFICATION THAT
IDENTIFIES FAMILIES THAT QUALIFY
FOR PUBLIC SERVICES.

SO OUR, WE HAVE TWO WEIGHTS
ESSENTIAL LY FOR STUDENTS IN
POVERTY.

ONE IS JUST FOR EVERY STUDENT IN
POVERTY ACROSS THE DISTRICT,
THERE'S A FIRST WEIGHT FOR THOSE
STUDENTS.

THIS IS ON TOP OF WHAT'S IN
TITLE 1, WHICH IS OUR FEDERAL
ALLOCATION FOR STUDENTS IN
POVERTY.

THAT ALLOCATION IS \$429 PER
STUDENT.

DISTRICTWIDE WE IDENTIFIED 71%
OF STUDENTS QUALIFYING FOR THAT.
THEN THERE'S A SECOND
ALLOCATION.

>> IF I COULD INTERJECT.

WE HAVE NEARLY 40 MILLION
DOLLARS WE ALLOCATE FOR POVERTY
BETWEEN THE GENERAL FUND AND
TITLE 1.

>> SO THAT'S ABOUT SYSTEM WIDE
ABOUT JUST SHORT OF \$17 MILLION
THROUGH THAT WEIGHT.

THE SECOND PART OF THE WEIGHT
FOR POVERTY WHICH IS FOR ANY
SCHOOL THAT HAS MORE THAN 50%
STUDENTS OF POVERTY WHICH IS A
NUMBER OF SCHOOLS, HOWEVER MANY
KIDS THEY HAVE OVER THAT 50th
PERCENTILE A SECOND \$429.

SO ESSENTIALLY THE WAY YOU CAN
THINK ABOUT THAT IS THE DOLLAR

PER PUPIL YOU GET FOR STUDENTS
IN POVERTY STARTS AT \$429 IF YOU
HAVE LESS THAN 50%.
AND RISES BASED ON WHAT PERCENT
STUDENTS IN POVERTY YOU HAVE.
THE MORE STUDENTS IN POVERTY YOU
HAVE THE MORE DOLLAR PER PUPIL
YOU GET.

>> DO YOU TAKE IN TO
CONSIDERATION WHERE THE SCHOOL
IS SITUATED, WHERE IT'S LOCATED?
SO IF A SCHOOL FOR EXAMPLE, THE
BROOK HIGH SCHOOL IN MY
DISTRICT, CONCENTRATED IN A
NEIGHBORHOOD OF POVERTY, DOES
THAT RATE IN ANY WAY OR SHIFT
THE STUDENT POPULATION?

>> I PROMISE WE DIDN'T PLANT
THAT QUESTION BUT AMAZING ONE
AND TIMELY.

THE NEXT WAY WE WEIGHT IS
THROUGH INFORMATION FROM THE
OPPORTUNITY INDEX.
THAT WEIGHT DOESN'T LOOK AT
WHERE THE SCHOOL IS LOCATED, BUT
IT'S WHERE THE STUDENTS ARE
COMING FROM.

SO IF THE BURKE IS TAKING
STUDENTS FROM THE AREA AROUND
THE BURK, IT WOULD BE RELATED TO
WHERE THE SCHOOL IS LOCATED.
THE WAY, THE OPPORTUNITY INDEX
IS A VARIETY OF NEED-BASED
FACTORS INCLUDING SOCIOECONOMIC
FACTORS BUT ALSO THINGS LIKE
NEIGHBORHOOD CRIME, EDUCATIONAL
ATTAIN HIM LEVELS AND SO IN
ADDITION TO THE 22 MILLION
DOLLARS THAT GOES OUT THROUGH
WEIGHTED STUDENT FUNDING FOR
POVERTY, THERE'S AN ADDITIONAL
11, 10 TO \$11 MILLION THAT GOES
OUT THROUGH THE OPPORTUNITY
INDEX.

IT GOES OUT THROUGH TWO METHODS.
ONE IS --

>> I WANT TO, TIME IS OF THE
ESSENCE.

I KNOW THIS PIECE.

WHY I ASKED THAT QUESTION IS
BURK HIGH SCHOOL UNDERSTAND THE
OPPORTUNITY INDEX IS ALMOST
HAVING THE OPPOSITE EFFECT.
SO THEIR DOLLARS I THINK WENT

DOWN UNDERSTAND THE OPPORTUNITY INDEX, NOT UP.

THAT'S BECAUSE I THINK THEY HAVE EXTERNAL PARTNERSHIPS AND MIGHT BE FROM WHERE THEIR STUDENTS ARE COMING FROM.

SO I THINK THERE'S A DIFFERENCE BETWEEN LOOKING AT WHERE THE STUDENTS ARE COMING FROM BECAUSE NOT ALL OF THOSE SCHOOLS PULL FROM KIDS IN THE NEIGHBORHOOD VERSUS WHERE THE SCHOOL IS SITUATED.

BUT I JUST WANT TO PUT A PIN IN THAT.

DOES THE WEIGHT IT STUDENT FORMULA TAKE IN TO CONSIDERATION THE TYPE OF SCHOOLS?

SO IF FOR EXAMPLE IT'S AN OPEN ENROLLMENT LIKE THE BURK HIGH SCHOOL, EAST BOSTON, CHARLESTOWN?

>> IT DOES NOT.

>> WHY I SAY THAT IS BECAUSE WE KNOW OPEN ENROLLMENT HIGH SCHOOLS IN PARTICULAR UNLIKE SELECTIVE SCHOOLS ARE SORT OF STAV AND TEACHERS ARE CHARGED WITH TEACHING THE COURSE AND MEETING THE NEEDS OF OUR MOST NEEDIEST.

USUALLY IT'S FOLKS WITH THE HIGHEST NEEDS IN TERMS OF SPECIAL ED, POVERTY, TRAUMA, MAYBE THEY'RE NEW ARRIVALS, ENGLISH ISN'T THE FIRST LANGUAGE, WE HAVE TALKED ABOUT THIS IN VARIOUS HEARINGS HOW CONCENTRATED OR PACKED IN TO OUR OPEN ENROLLMENT HIGH SCHOOLS.

SO THEN OF COURSE IT GETS A LITTLE TROUBLING WHEN WE LOOK AT THE NUMBER, THE AMOUNT OF FUNDING, THE OPEN ENROLLMENT HIGH SCHOOLS GET COMPARED TO THEIR COUNTERPARTS.

SO I JUST ONE QUESTION WAS JUST DO WE TAKE IN TO CONSIDERATION THE OPEN ENROLLMENT, THE TYPE OF HIGH SCHOOL THAT IT IS?

THE OTHER IS SCHOOLS THAT HAVE THE ABILITY TO OBVIOUSLY WE TALKED ABOUT THIS YESTERDAY, FUND RAISE ON THEIR OWN, I'M

THINKING ABOUT BOSTON LIVE SCHOOL, I'M THINKING ABOUT OTHER HIGH SCHOOLS THAT HAVE THE ABILITY TO FUND RAISE EITHER BECAUSE OF FOUNDATION OR EVEN IN THE COMMUNITY WHERE THEY ARE SITUATED, THERE'S AN ABILITY TO HAVE CERTAIN TYPES OF PARTNERSHIPS, MAYBE IT'S COLLEGES OR HOSPITALS OR WHATEVER ELSE.

DOES THE WEIGHTED STUDENT FORMULA TAKE ANY OF THAT IN TO CONSIDERATION WHEN DISTRIBUTING RESOURCES FOR STUDENTS?

>> NOT YET, NOT TODAY IT DOES NOT.

I THINK IT'S AN IMPORTANT QUESTION FOR US TO BE DISCUSSING AS A COMMUNITY OF WHAT OPTION THERE'S WOULD BE TO IMPROVE THE EQUITY.

ON THE FIRST QUESTION YOU ASKED FOR THAT OPEN ENROLLMENT.

I WANT TO START BY SAYING WE AGREE.

WE THINK THE DATA IS VERY CLEAR THAT WE HAVE CONCENTRATED NEED IN SOME OF OUR SCHOOLS TO A GREATER DEGREE THAN OTHERS, WHICH IS I THINK, WHICH IS WHY WHEN YOU LOOK AT WHEN WE HAVE BEEN ABLE TO PUT MORE MONEY IN TO SCHOOL BUDGET FORCE LAST THREE YEARS WE HAVE HAD A LASER-LIKE FOCUS ON TWO THINGS: ONE IS STABILITY AND THE OTHER IS EQUITY.

STABILITY MEANS SUPPORTING SCHOOLS WITH DECLINING ENROLLMENT.

IT'S PRIMARILY THE 2% BUFFER I MENTIONED.

THE SECOND IS EQUITY AS WE LOOKED AT SOME OF THE RECOMMENDATIONS FOR INSTANCE THAT CAME OUT OF THE REPORT THAT LOOKED AT CONCENTRATIONS OF NEED, WE FELT LIKE THE OPPORTUNITY INDEX WAS A GOOD TOOL TO HELP DIRECTLY ADDRESS SOME OF THE ISSUES THAT WERE RAISED IN THAT REPORT AND THAT WE HAVE ALL KNOWN ABOUT IN

BOSTON FOR MANY, MANY YEARS.
SO EACH YEAR WE'RE TRYING TO DO
MORE AND MORE.

SO THAT THE DIFFERENTIATION
GROWS IN THE FUNDING.

>> I'LL ADD BECAUSE I HEARD THE
BUZZER BEEP.

I THINK WE'RE GOING TO KEEP
COMING BACK TO THIS ISSUE OF THE
SCHOOLS AND THE STUDENTS THAT
NEED THE MOST WILL NEVER GET IT
UNLESS WE START DOING SOME REAL
DRASTIC STUFF TO CHANGE WHETHER
IT'S THE STUDENT FORMULA OR
OPPORTUNITY INDEX OR TWEAKING
THAT TO MEET THE NEED OF OUR
STUDENTS.

TALKING ABOUT INEQUITIES NOT
JUST IN THE SCHOOL REALM BECAUSE
WE KNOW IT'S ALSO AFFECTED BY
WHERE SCHOOLS ARE LOCATED,
HOUSING PATTERNS, SEGREGATION
FROM THE CITY OF BOSTON, ALL OF
THESE INEQUITIES WILL CONTINUE
TO PERCENCIES UNLESS WE DO
SOMETHING DRASTIC IN ADDRESSING
THOSE INEQUITIES AND APPLYING AN
EQUITY LENS, PARTICULARLY
LOOKING AT OPEN ENROLLMENT HIGH
SCHOOLS, WHAT I'M FOCUSING ON
NOW NOT BECAUSE OF EAST BOSTON
BUT BURK AND OTHER PLACE ORS
SOME STAND ALONE MIDDLE SCHOOLS
THAT ARE STRUGGLING TO MEET THE
NEED OF THOSE STUDENTS IN THE
FORMULAS ARE NOT, THEY'RE JUST
NOT QUITE THERE, RIGHT?

TO GET THEM THE RESOURCES THEY
NEED, TO MEET THE NEEDS OF THEIR
FAMILIES AND THE STUDENTS.

>> I KNOW WE'RE SHORT ON TIME,
COUNCILOR.

IF I COULD ADD ONE MORE THING.
I WOULD AGAIN SAY WE AGREE.
I WANT TO NOTE THAT BOSTON HAS A
STRONG STARTING POINT WHEN IT
COMES TO EQUITY, BUT EVERYONE AT
THIS TABLE IS COMMITTED WE NEED
TO DO MORE, WE'RE NOT DOING
ENOUGH.

WHEN WE DID THE PER PUPIL
ANALYSIS POSTED ON THE WEB SITE
NOW, THE SCHOOL WITH THE LOWEST
PER PUPIL IS BOSTON LATIN.

IF YOU LOOK AT SCHOOL DISTRICT IS A CROSS THE COUNTRY, THAT TYPE OF COMMITMENT TO EQUITY IS NOT ALWAYS REFLECTED AND SO I THINK WE SHOULD SAY WE HAVE A STARTING POINT THAT'S NOT BAD BUT WE NEED TO DO MORE.

WITH NEW MONEY THAT'S COME IN, OUR FOCUS HAS BEEN ON STABILITY AND EQUITY.

I THINK WE CAN CONTINUE TO HAVE A CONVERSATION IF WE'RE NOT MOVING FAST ENOUGH, THEN IT REQUIRES FRANKLY TAKING FROM SOME TO GIVE TO OTHERS, AND THAT CROSS AS LINE WHICH WE HAVE DONE ONLY VERY SELECTIVELY AND IS I THINK A FRUITFUL CONVERSATION FOR THIS BODY TO ENGAGE IN.

>> THANK YOU.

>> THANK YOU.

COUNCILOR JANEY.

>> THANK YOU SO MUCH.

LET ME JUST OPEN UP BY SAYING THANKS TO EC FOR BEING IN THE HOUSE.

MY DAUGHTER WENT TO EAST BOSTON HIGH SCHOOL WHEN SHE WAS A FRESHMAN AND I SERVED ON THE SCHOOL COUNCIL, SO GREAT TO SEE NINA AND THE YOUNG PEOPLE HERE AND THANK YOU FOR OPENING UP THE HEARING WITH THEIR TESTIMONY.

I THINK IT'S ALWAYS IMPORTANT TO INCLUDE THEIR VOICES.

I HAVE A NUMBER OF SCHOOLS IN MY DISTRICT THAT ARE SEEING DECREASES FROM FY '19 TO '20.

THAT IS BECAUSE OF THE DECLINING ENROLLMENT?

WHAT IS THAT?

SO I HAVE THE HIGGINSON, WINTHROP, ELLIS, NEIGHBORHOOD SCHOOL, TROTTER AND HALE ALL SEEING CUTS.

IS THAT BECAUSE OF PROJECTED DECLINING ENROLLMENT?

WHAT DO WE MAKE OF THAT?

BECAUSE CLEARLY ALL OF THESE SCHOOLS ARE ATTRACTING STUDENTS WHO WOULD RECEIVE GREATER DOLLAR AMOUNTS BASED ON THE STUDENT POPULATION.

THESE ARE STUDENTS WHO ARE

COMING FROM COMMUNITIES THAT ARE IN DEEP POVERTY, STUDENTS OF COLOR, THESE ARE STUDENTS WHO HAVE DISABILITIES, WHO HAVE LANGUAGE NEEDS.

SO WHY ARE WE SEEING THOSE TYPES OF CUTS FOR THOSE SIX SCHOOLS?

IS IT THE ENROLLMENT?

>> YES.

THE PRIMARY REASON WOULD BE THE ENROLLMENT AND WHAT I WOULD SAY IS WE WORK CAREFULLY WE HAVE OF THE SCHOOLS TO FIGURE OUT WHAT'S HAPPENING AND WHAT, IF ANYTHING, CAN WE DO TO ADDRESS THE CONCERNS OR ISSUES AT THE SCHOOL.

SO ACTUALLY IN THE FINAL APPROVED BUDGET FROM THE SCHOOL COMMUNITY, THE HALE IS ACTUALLY THEIR BUDGET IS NOW UP.

>> OKAY.

SO THE HIGGINSON AND WINTHROP ACCORDING TO WHAT I HAVE IN FRONT OF ME SEE SIGNIFICANT CUTS, 9% AND 8%.

>> YES.

LET ME PULL THEM UP VERY QUICKLY.

YES, THE HIGGINSON LEWIS IS DEFINITELY A SIGNIFICANT CHANGE RIGHT THERE.

ENROLLMENT IS DOWN, APPEARS TO BE DOWN ABOUT 15%.

THAT'S 45 STUDENTS IN A SCHOOL THAT ONLY STARTED WITH 300.

SO IT'S A VERY SIGNIFICANT REDUCTION.

I THINK SOME OF WHAT'S HAPPENING THERE RELATES TO NO LONGER NEEDING A CLASSROOM.

SO WE WERE ABLE TO CLOSE ONE CLASSROOM AND THE HOPE WOULD BE WHEN YOU CLOSE A CLASSROOM THAT YOU CAN IDENTIFY A WAY THROUGH NATURAL TURN OVER TO NOT LOSE A TEACHER IN THE BUILDING.

OTHERWISE YOU'LL HAVE A RELATIVELY LIMITED IMPACT ON STUDENTS, BUT --

>> I'M SORRY, DAVID, I HAVE TO CONTINUE TO MOVE ON.

IF YOU CAN KEEP YOUR ANSWERS VERY BRIEF.

>> I WILL.
>> THAT WOULD BE HELPFUL.
SO OVERALL, THOUGH, WE SEE IN
BOSTON 76 SCHOOLS WITH DECLINING
ENROLLMENT.
>> YES.
>> WHAT DO WE MAKE OF THAT?
ONLY 126 SCHOOLS OVERALL TO.
SEE THE VAST MAJORITY OF SCHOOLS
WITH DECLINING ENROLLMENT, ARE
THEY GOING TO THE OTHER 24%
SCHOOLS IN BPS?
ARE THEY LEAVING THE DISTRICT
AND GOING TO CHARTERS?
PAROCHIAL, WHAT IS HAPPENING?
>> THIS OCTOBER OUR ENROLLMENT
NUMBERS WE SENT HAD A 2% DECLINE
DISTRICTWIDE, A LOSS OF
APPROXIMATELY 1200 STUDENTS
VERSUS THE PREVIOUS OCTOBER.
I MENTIONED THIS ON TUESDAY,
APOLOGIZE FOR BEING REDUNDANT.
BUT WE COLLECT INFORMATION BY
SECTOR THAT HAS NOT YET BEEN
RELEASED.
WE DON'T HAVE PERFECT ANSWERS
BECAUSE WE CAN'T SAY WHETHER THE
PAROCHIAL OR PRIVATE SCHOOLS
WENT UP.
WE KNOW CHARTER NUMBERS BECAUSE
OF THE CAP SITUATION ROUGHLY
GIVE OR TAKE.
AND WE'RE DIGGING IN TO IT.
I DON'T THINK THERE'S ANY ONE
ANSWER TO IT.
IT'S A COMBINATION OF RISING
HOUSING PRICES IN EAST BOSTON
WHICH WAS THE NEIGHBORHOOD THAT
WAS HIT THE HARDEST, DEMOGRAPHIC
SHIFT.
AND IT IS, WE ARE 1200 STUDENTS
SMALLER THIS YEAR THAN WE WERE
LAST YEAR.
SO THAT --
>> SWITCH OVER TO OHC.
THANK YOU SO MUCH, APPRECIATE,
THAT BOTH OF YOU.
ARE WE LOOKING AT NEW HIRES OR
IMPROVING PROVISIONALS?
WHAT ARE THESE NUMBERS SAYING?
YOU KNOW THE QUESTIONS I'M GOING
TO ASK.
>> YES.
>> WHAT DATA DO I HAVE IN FRONT

OF ME HERE?

WHEN WE TALK ABOUT THESE
INCREASES?

>> YOU CAN HAVE ANY DATA YOU
WANT, COUNCILOR JANEY.

I THINK YOU'RE LOOKING AT WHICH
SLIDE?

>> IT'S NOT NUMBERED.

>> SUPPORT SCHOOLS.

THESE ARE SCHOOLS THAT THE
EQUITY OFFICE WOULD BE WORKING
WITH THE SCHOOL LEADER THERE TO
HELP THEM IMPROVE THEIR
DIVERSITY NUMBERS.

>> YES, THOSE ARE OVERALL HIRES,
EXTERNAL AND INTERNAL.

>> SO IF WE BREAK THAT DOWN, SO
HOW MANY OF THESE ARE ACTUAL NEW
HIRES AND NOT PROVISIONALS BEING
REHIRED WHO DID NOT GET THEIR
LOA OR WHATEVER IT IS, LOI?

>> OVERALL HIRING WE HAD THE
SCOPE, 969 OVERALL HIRES,
INCLUDES PEOPLE MOVING SCHOOL TO
SCHOOL, PROVISIONALS, REHIRED
AND EXTERNAL HIRES.

OF THOSE 969, 338 TOTAL IN THE
DISTRICT WERE EXTERNAL HIRES.

SO I'M HAPPY --

>> FOR THOSE NUMBERS WHAT ARE WE
LOOKING AT IN TERMS OF
DIVERSITY?

>> FOR THE 338 EXTERNAL HIRES
NEW TO BPS, 18.64 IDENTIFY AS
BLACK.

>> I'M SORRY, I MISSED THAT.
HOW MANY?

>> 18.64 PERCENTAGE.

13.02% LATINAX, 7.69% ASIAN.

65.62% 3 WHITE.

>> SO IT SEEMS WE STILL HAVE A
LOT OF WORK TO DO.

I'M BEING INFORMED MY TIME HAS
RUN OUT.

SO TO CLOSE, I GUESS I WOULD
REALLY PREFER TO SEE WE CAN LOOK
AT THE OVERALL HIRES BUT I NEED
TO SEE THE BREAK DOWN SO WE
UNDERSTAND HOW MANY ARE NEW
HIRES TO THE DISTRICT VERSUS
PROVISIONALS THAT ARE BEING KIND
OF COUNTED IN THAT NUMBER SO WE
CAN GET A TRUE SENSE OF HOW
WE'RE MOVING FORWARD.

THEN FINALLY, DOESN'T THE EQUITY OFFICE STILL HAVE SIGN OFF ABILITY ON THESE HIRES? HOW IS THAT BEING USED? OR NOT BEING USED? BECAUSE IT WOULD SUGGEST TO ME IT'S NOT BEING USED IF I AS A HE THAT THESE EXTERNAL NUMBERS LOOK THE WAY THEY DO IN TERMS OF THE DIVERSITY THAT WE'RE NOT REALLY USING THAT SIGN OFF.

>> WE ARE ABSOLUTELY, BECKY IS USUALLY PRESENTING WITH US. IT'S DIFFERENT THIS YEAR, BUT SHE IS STILL VERY INVOLVED. THE APPROACH OF FOCUSING ON DIVERSITY FOCUS SCHOOLS WITH BECKY'S PARTNERSHIP AND COLIN'S PARTNERSHIP AND MARY DRISCOLL HAS BEEN THE ONE WE HAVE TAKEN OVER THE PAST COUPLE YEARS. YOU DIRECT FUSS WE COME BACK AROUND AND YOU WANT TO GET IN TO SOMETHING DIFFERENT, WE CAN.

>> THEN THE LAST THING FOR THE PROGRAM THAT TRACKS THE HIGH SCHOOL STUDENTS, WHAT DO WE CALL THAT?

>> HIGH SCHOOL TEACHERS.

>> HOW MANY HIGH SCHOOL HAVE WE HIRED?

>> WE HAVE ONE OF OUR HIGH SCHOOL STUDENTS IN THIS LAST COHORT IS DOING THEIR CITY YEAR, SO WE HAVE A PARTNERSHIP.

>> NO, NO, HOW MANY HIGH SCHOOL STUDENTS.

>> WE HAVEN'T GOTTEN.

>> SINCE THE BEGINNING OF THIS PROGRAM.

>> THE PROGRAM IS IN ITS FOURTH YEAR, I BELIEVE.

AND IT IS NOT, THE KID HAVEN'T GOTTEN --

>> I THOUGHT YOU DID IT WAY BACK WHEN.

>> YOU'RE TALKING TEACH BOSTON.

>> THE DISTRICT HAD A TEACH BOSTON PROGRAM AND JUST TO SAY MANY OF THE STUDENTS WE HAVE IN OUR DISTRICT NOW WHO ARE TEACHERS FROM -- WHAT I CAN SHARE CURRENTLY IS THE LEADING PACK.

WE HAVE A STUDENT WHO IS AT OUR
IN CITY YEAR DOING HIS GAP YEAR
THAT WILL BE STARTING HIS
EXPERIENCE IN THE FALL.

>> AND GRAD SCHOOL.

>> CORRECT.

HE'S THE FIRST STUDENT THAT IS
POPULATING AND STARTING OFF CITY
YEAR PARTNERSHIP.

>> THANK YOU, MR. CHAIR, FOR
INDULGING ME.

IT WAS A LITTLE MORE TIME.

I'LL SAVE THE REST FOR THE
SECOND ROUND.

>> THANK YOU.

COUNCILOR McCARTHY.

>> THANK YOU VERY MUCH,
MR. CHAIR.

WELCOME AGAIN.

WE WILL BE SEEING YOU OFTEN THIS
NEXT COUPLE WEEKS.

I HAVE A COUPLE QUICK QUESTIONS
MAINLY FROM THE SLIDE, THE
PRIORITIES IN FUNDING.

FIRST ONE, 75 SCHOOLS DECREASING
ENROLLMENT AND I KNOW THAT
CHAIRMAN CIOMMO ASKED FOR THE
LIST, WHICH WILL BE GREAT.

AND 25 SCHOOLS LOSING FULL-TIME
EMPLOYEES.

ARE THOSE OVERLAPPING?

>> YES, IT'S A SUBSET.

>> OKAY.

WE'LL SEE THAT, THAT WILL BE
GREAT.

SECOND QUESTION, SO YOU HAVE AN
ADDITIONAL .6 MILLION FOR
VOCATIONAL TECH.

WITH HE HAD A HEARING NOT TOO
LONG AGO.

WHAT ARE THE THOUGHTS ON
TEACHNER CREATING TO THE VOC
LINE?

>> ONE OF THE WEIGHTED STUDENT
FUNDING IS VOCATIONAL, GROWING
OVER THE LAST SEVERAL YEARS.

ONE OF THE BIGGEST THINGS IT'S
TIED TO IS ENROLLMENT IN MADISON
PARK.

INITIAL DATA FROM NEXT YEAR IS
ENCOURAGING THAT WE'RE
CONTINUING TO SEE STRONG GROWTH
IN THE PROGRAM AT MADISON PARK.

SO THE HOPE IS THAT IT WILL

CONTINUE.

>> THAT'S GREAT.

COUNCILOR BAKER AND I AND SENATOR COLLINS VISITED A SCHOOL THAT HAS VO-TECH, TOOK IT TO ANOTHER LEVEL, TRADITIONAL, CAR MECHANIC, ELECTRICAL, AND ACROSS THE STREET ANOTHER ONE WHICH IS A HOSPITALITY VOKE TECH, PASTRY CHEFS, BARISTAS, BAR TENDERS, WAITERS, WAITRESSES, AND IT WAS PHENOMENAL TO SEE YOUNG PEOPLE WHO SCHOOL WASN'T FOR THEM BUT THEY WEREN'T, THEY DIDN'T WANT TO BE A CARPENTER EITHER AND IT'S PERFORMING GREAT CAREERS. THINKING OUTSIDE THE BOX LIKE THAT, I'M HAPPY TO HEAR ONCE AGAIN THAT THE MAYOR IS COMMITTING MORE MONEY ON THE VO-TECH AREA AND MAYBE NEXT YEAR OR FUTURE YEARS WE EXPAND THAT TO HOSPITALITY AND THINGS, ESPECIALLY BOSTON, WE RUN ON HOSPITALITY HERE AS YOU KNOW WITH VISITORS FROM ALL OVER THE WORLD.

IT'S A BUSINESS THAT YOU CAN DO VERY WELL IN IF DONE RIGHT.

LASTLY, THE SCHOOL LEADERSHIP DEVELOPMENT, WHAT EXACTLY IS THAT?

>> LEADERSHIP DEVELOPMENT, SCHOOL LEADERSHIP DEVELOPMENT PROGRAM.

>> YES, PLEASE.

>> SO THERE ARE A COUPLE DIFFERENT INITIATIVES.

ONE IS RECOGNITION THAT WE HAVE TURN AROUND SCHOOLS IN THE DISTRICT AND THAT LEADING A TURN AROUND SCHOOL TAKES A DIFFERENT SET OF SKILLS THAN A TYPICAL SCHOOL.

WE ARE PARTNERING WITH THE UNIVERSITY OF VIRGINIA THAT IS A PARTNERSHIP WHERE THEY DO TWO THINGS: THEY HELP DEVELOP THE ACTUAL SKILLS OF LEADERS OF THE SCHOOLS, WE HAVE SIX OF THEM, I'M HAPPY TO TELL YOU WHICH ONES THEY ARE.

THEY ALSO REQUIRE THE CENTRAL OFFICE TO CHANGE THE WAY THAT WE

SUPPORT SCHOOLS.

THEY BELIEVE YOU CAN'T JUST TAKE
EVEN A ROCK STAR PRINCIPAL, PUT
THEM IN TO ONE OF OUR TYPE OF
SCHOOLS AND SAY GOOD LUCK.
SO THAT HAS CAUSED US TO
ALLOCATE OUR SUPPORTS
DIFFERENTLY.

>> OKAY.

SO LAST QUESTION: VIRGINIA, I'M
GLAD UNIVERSITY OF VIRGINIA,
PHENOMENAL.

HOW COME WE'RE NOT WORKING --
ARE WE WORKING WITH HARVARD, BU
FOR THINGS LIKE THAT?

>> WE HAVE PARTNERSHIPS WITH
UMASS BOSTON, OTHER HIRED EDS
AROUND LEADERSHIP.

THEY HAVE RESULTS WITH TURN
AROUND SCHOOLS SPECIFICALLY AS A
NICHE WELL.

DO WORK WITH LOCAL EDUCATORS.

>> SOUND LIKE IF VIRGINIA CAN DO
IT, THEN CERTAINLY WE SHOULD BE
ABLE TO DO IT HERE.

WE'RE ALWAYS LOOKING TO GAIN THE
PILOT OBVIOUSLY IS A HUGE ISSUE
ON THIS FLOOR.

THERE MIGHT BE AN AREA WHERE WE
CAN PUSH LOCAL UNIVERSITIES TO
STEP UP TO THAT.

>> YES.

THIS IS A SHORT-TERM
PARTNERSHIP.

THOSE ARE LONGER TERM
PARTNERSHIPS.

>> WHEN THOSE RESULTS COME OUT
FROM VIRGINIA, WE SHOULD PUT
THAT ON OUR LOCAL COLLEGES AND
SAY WHY ARE WE SHIPPING TO
VIRGINIA.

THANK YOU, MR. CHAIR.
COUNCILOR FLAHERTY.

>> DEEPER DIVE ON THE 76 SCHOOLS
THAT HAVE DECLINING ENROLLMENT
THAT WAS ON THE PRESENTATION ON
PAGE 17.

CAN YOU PROVIDE ME A LIST OF
THOSE SCHOOLS AND MAYBE GIVE ME
A SENSE AS TO WHAT YOUR THOUGHTS
ARE AS TO WHY WE'RE EXPERIENCING
DECLINING ENROLLMENT IN THOSE
SCHOOLS.

>> YES.

I'M AFRAID THERE AREN'T ANY EASY ANSWERS.
WE SAW DECLINES ACROSS ALMOST EVERY NEIGHBORHOOD AND PROGRAM AREA.

THE NEIGHBORHOODS WITH THE LARGEST DECLINES WERE EAST BOSTON AND THE NORTHERN PART OF DORCHESTER.

AND WE SAW THE REDUCTIONS ACROSS EVERY PROGRAM AREA EXCEPT OUR HIGHER NEEDS SPECIAL EDUCATION AREAS WHICH CONTINUE TO GO UP.

SO I APOLOGIZE THERE'S NOT AN EASY ANSWER BUT IT WAS SURPRISINGLY WIDESPREAD.

>> ANY CORRELATION BETWEEN PAROCHIAL, CHARTER, METCO OR ANYTHING LIKE THAT?

>> NOT THAT WE HAVE DATA AVAILABLE YET.

WE'RE AWAITING WITH THEY RELEASE DATA FOR THIS YEAR.

PREVIOUS YEAR'S DATA DOESN'T SUGGEST THAT.

>> OF THE 76 SCHOOLS, 37 OF WHICH THEY HAVE INCREASING BUDGET ISSUES, RIGHT?

>> SO FROM SORT OF A MANAGEMENT AND OPERATION PERSPECTIVE THAT'S SOMETHING THAT ARGUABLY WOULD YOU SAY IT'S UPSIDE-DOWN WHERE WE'RE EDUCATING LESS CHILDREN BUT COSTING US MORE MONEY.

I GUESS WHAT ARE THOSE INVESTMENTS THAT WE'RE MAKING AND/OR WHAT ARE THOSE INCREASED NEEDS SO THE 37 OF THE 76 SCHOOLS THAT ARE DECLINING ENROLLMENT?

>> THOSE WOULD BE A COMBINATION OF ONE OF TWO THINGS.

WE HAVE BEEN MAKING INVESTMENTS SPECIFICALLY TO TRY TO CUSHION THE BLOW FOR SCHOOLS KNOWING THAT IT'S HARD TO REDUCE STAFF, PARTICULARLY WITH SMALL ENROLLMENT CHANGES.

ONE IS THE DECISION TO INVESTMENT THE SECOND IS A SCHOOL THAT FOR INSTANCE MIGHT ADD AN ADA CLASSROOM TO SERVE STUDENTS WITH AUTISM.

THAT CLASSROOM IS MORE EXPENSIVE

ON A PER PUPIL BASIS.

THEY HAVE SEEN A DRAMATIC INCREASE IN STUDENTS WITH AUTISM IN THE LAST FIVE, SIX YEARS IN PARTICULAR.

>> WHEN WE INCREASE, I GUESS INCREASE THE FUNDING, WHAT ARE THE METRICS?

WHAT ARE WE LOOKING FOR IN MATERIALS OF A TURN AROUND OR AN INCREASE IN A LOT OF TIMES AS A PARENT THAT'S SENDING CHILDREN TO THE BOSTON PUBLIC SCHOOLS. SOMETIMES IT'S STRONG PARENTAL INVOLVEMENT.

SOMETIMES THERE'S A BUZZ AND ALMOST LIKE A PR EFFORT BEHIND A PARTICULAR SCHOOL, COULD BE ADVANCED WORK, COULD BE THIS SCHOOL, COULD BE THAT SCHOOL. I GUESS WHAT ARE THE THINGS WE CAN DO IN THE DECLINING ENROLLMENT?

IS IT NEW LEADERSHIP?

IS IT GETTING STRONGER PARENTAL INVOLVEMENT?

IS IT SMALLER CLASS SIZE?

IS IT ART, MUSIC, SPORTING PROGRAMS?

AT SOME TIME I WANT TO COME TO THE BUDGET HEARING AND HAVE A DISCUSSION ABOUT ACADEMIC EXCELLENCE, SMALLER CLASS SIZE AND WE TALK ABOUT SO MANY, MYRIAD OF DIFFERENT ISSUES THAT WHETHER IT IT BOILS DOWN TO CLASSROOM OR NOT.

END OF THE DAY, WE'RE IN A GLOBAL ECONOMY.

WE BOAST OF THE BEST COLLEGES AND UNIVERSITIES IN THE WORLD BUT NOT ENOUGH FOR OUR, NOT ENOUGH OF OUR KIDS ARE GETTING IN THE SCHOOLS.

NOT GOOD ENOUGH WE'RE GRADUATING A KID FROM HIGH SCHOOL.

AGAIN, TO MY COLLEAGUE'S POINT, SCHOOL IS NOT FOR EVERYONE, I GET THAT.

WE CLEARLY HAVE OPPORTUNITIES THROUGH VO-TECH AND OTHER PATHWAYS.

BUT WHAT A TRAVESTY WE HAVE THE BEST COLLEGE, UNIVERSITIES, CALL

BOSTON HOME AND NOT ENOUGH OF
OUR KID ARE ABLE TO GET IN TO
THOSE SCHOOLS.
I JUST PROBABLY PAINS ME MORE
THAN ANYTHING WHEN WE TALK ABOUT
BUDGET.

I WANT TO TALK ABOUT ACADEMIC
EXCELLENCE, I WANT SMALLER CLASS
SIZE, I WANT COLLEGE PREP, APs,
SPORTS, ART, MUSIC, EVERYTHING
THAT ALL THESE SUBURBAN
COMMUNITIES HAVE IN THEIR
SCHOOLS.

SOMETIMES WE GET CAUGHT UP ON
OTHER STUFF AND START BANGING
OUR HEADS AGAINST THE WALL TO
SATISFY A WHOLE VARIETY OF
DIFFERENT AGENDAS AND EVERYONE
HAS, IF YOU THINK ABOUT IT,
EVERY AUDIENCE, THE MOST
IMPORTANT AUDIENCE IS THE
CHILDREN IN THE CLASSROOM AND
THE FAMILIES OF THE CHILD IN THE
CLASSROOM OF SEEMS LIKE IT'S
BETWEEN JUST, AND YOU KNOW IT,
PROBABLY MORE POLITICS IN THE
BOSTON PUBLIC SCHOOLS THAN IN
CITY HALL, YOU KNOW.

I JUST THINK THAT WE ALWAYS LOSE
SIGHT OF THAT FACT.

I WOULD LIKE TO GET YOUR
THOUGHTS ON THOSE ISSUES.

>> ONE OF OUR CORE INVESTMENTS
IN THIS CYCLE IS MONICA ROBERTS
ISN'T HERE BUT I HAVE HEARD HER
TALK ABOUT THIS A NUMBER OF
TIMES IS SORT OF IMPROVING THE
MARKET AND THE BRAND OF BPS
BECAUSE I THINK ONE OF THE
THINGS THAT HAPPENS AT A NUMBER
OF THESE HEARINGS WE TALK ABOUT
THINGS GOING WRONG OR TALK ABOUT
THINGS THAT AREN'T THE WAY WE
WANT TO SEE THEM.

THAT OVERSHADOWS SOMETIMES
REALLY EXCELLENT THINGS THAT ARE
HAPPENING IN A LOT OF OUR
SCHOOLS.

SO PART OF OUR WORK OVER THE
NEXT FEW YEARS I THINK,
REPRESENTING THIS BUDGET, IS TO
REALLY HELP SHINE A LIGHT ON
SOME OF THE REALLY EXCELLENT
THINGS THAT ARE HAPPENING IN BPS

SCHOOLS.

AND THROUGH OTHER INVESTMENTS LIKE DOING ISE IN THE CLASSROOM AND THESE THINGS, HELP PUT MORE OF OUR STUDENTS ON THE TRACK TOWARD THOSE COLLEGES AND UNIVERSITIES, I THINK WE AGREE WITH YOU, THAT THE GAP IS SIGNIFICANT AND ONE WE NEED TO ADDRESS.

>> THROUGH THE CHAIR, I WOULD SUGGEST POTENTIALLY WITH THOSE 76 SCHOOLS I WOULD RECOMMEND CUTTING THE CLASS SIZE IN HALF, PUTTING A SECOND TEACHER IN THAT CLASSROOM.

I THINK THAT WILL CREATE A TREMENDOUS BUZZ T SCHOOLS WILL TURN AROUND QUICKLY.

I THINK THERE WILL BE A DEMAND FOR FOLKS TO SEND THEIR CHILDREN THERE.

YOU THINK ABOUT SOME OF, AND I HAVE ALWAYS FELT COMPETITION IS GOOD, IT'S HEALTHY, SO WE HAVE COMPETITION, WE HAVE COMPETITION FROM PAROCHIAL SCHOOLS, PRIVATE SCHOOLS, FROM CHARTER SCHOOLS. SOME OF THOSE SUCCESSFUL MODELS THAT WE HAVE SEEN IN SOME OF THE SUCCESSFUL CHARTERS, THEY'RE NOT ALL SUCCESSFUL BUT SOME HAVE BEEN SMALLER CLASS SIZE, TWO TEACHERS IN THE CLASSROOM, SO I JUST THINK THAT WITH RESPECT TO THOSE 76 SCHOOLS THAT WERE EXPERIENCING DECLINING ENROLLMENT OR FOR OUR UNDERPERFORMING SCHOOLS I THINK THE TIME IS WE JUST CUT THE CLASS SIZE IN HALF, ADD A SECOND TEACHER AND LET'S MAKE A RUN ARE IT, TRY SOMETHING DIFFERENT AND SEE IF WE GET RESULTS.

THERE HAS TO BE METRICS ON THE INCREASED INVESTMENT WHEN WE EDUCATE LESS KIDS THAN WE WERE LAST YEAR, FIVE, 10, 15 YEARS AGO BUT CONTINUE TO SPEND MORE MONEY, JUST FROM AN OPERATIONS AND MANAGEMENT STANDPOINT IT BEGS THESE QUESTIONS AT THE END OF THE DAY IT'S TAXPAYER DOLLARS.

WE HAVE A FIDUCIARY
RESPONSIBILITY TO PUT THE BEST
PRODUCT OUT THERE.
THAT MAY BE SOMETHING TO LOOK AT
WITH RESPECT TO THOSE SCHOOLS.
THANK YOU FOR YOUR TIME AND
ATTENTION.

THANK YOU, MR. CHAIR.

>> THANK YOU, COUNCILOR.

>> THANK YOU VERY MUCH.

I WANTED TO GO BACK TO THE
STUDENT WEIGHTED FORMULA, ALONG
WITH WEIGHTS YOU EVER IN
ASSESSING POVERTY AND NEED SUCH
AS LANGUAGE, DISABILITY, I'M
ASSUMING PHYSICAL AND ALSO
LEARNING, IEPs, SO DO YOU, IN
ASSESSING YOUR POVERTY ANALYSIS,
IS IT BASED ON CONCENTRATION YOU
SAID SPECIFICALLY?

>> IT'S BOTH THE TOTAL NUMBER OF
STUDENTS AND THE CONCENTRATION.

>> TOTAL NUMBER OF STUDENTS ON
WHAT?

THAT ARE MEASURES, MAYBE HAVE
FOOD STAMPS OR GETTING FREE
LUNCH?

HOW ARE YOU MEASURING POVERTY OF
A STUDENT?

>> THE MEASURE USED TO BE FREE
AND REDUCED LUNCH FORMS FILLED
OUT.

IT'S NOW SOMETHING THAT THE
STATE CALLS DIRECT CERTIFICATION
WHERE WE GO THROUGH AN ANNUAL
PROCESS OF MATCHING STUDENT
RECORD WITH STATE RECORDS AND
THE FAMILIES THAT HAVE ANY FORM
OF PUBLIC ASSISTANCE ARE WHAT WE
CALL DIRECT CERTIFICATION.

>> SO SCHOOLS WITH HIGH
POPULATIONS OF IMMIGRANTS,
UNDOCUMENTED, RECEIVE NO STATE
FUNDS, BUT STILL COULD VERY WELL
BE POOR.

>> THAT IS AN ISSUE THAT HAS
CONCERNED US THAT WE SPENT A LOT
OF TIME STUDYING IN THE LAST
COUPLE YEARS.

BECAUSE OUR UNDOCUMENTED
FAMILIES ARE UNDOCUMENTED WE
STRUGGLED TO ANALYZE WHETHER OR
NOT THAT, HOW IT'S PLAYING OUT.
AND THAT WAS PART OF THE IMPETUS

FOR IMPLEMENTING THE OPPORTUNITY INDEX THAT DREW ON DATA THAN THE DIRECT CERTIFICATION.

>> I GUESS MY CONCERN IS BECAUSE YOURS IS, THE WEIGHTED STUDENT FORM LACE SO POPULATION DEPENDENT, IF YOU'RE NOT ACCOUNTING FOR THE POVERTY NEEDS OF ALL OF THE STUDENTS IN A SCHOOL BECAUSE OF IMMIGRATION STATUS, YOU COULD ACTUALLY NOT BE WEIGHTING THEM ALL CORRECTLY OR ENOUGH.

>> YES, WE DID A VERY THOROUGH LOOK OF WHEN THE SHIFT, WHEN WE WENT FROM FREE AND REDUCED PRICE LUNCH FORMS OVER TO THE DIRECT CERTIFICATION, AND WE SAW ONLY VERY SMALL CHANGES IN WHICH NEIGHBORHOODS AND SCHOOLS AND STUDENT POPULATIONS WERE RECEIVING FUNDS.

>> DO YOU THINK YOU'RE CATCHING THEM WITH THE ELL WEIGHT POTENTIALLY?

>> IT WOULD BE HARD FOR ME TO CONJECTURE, BUT OUR INTENTION IS FOR THOSE ARE FOR SEPARATE PURPOSES.

OUR ELL WEIGHTS ARE FOR DIFFERENT INSTRUCTIONAL NEEDS AND POVERTY WEIGHTS ARE TO ACKNOWLEDGE AND SUPPORT THE NEEDS STUDENTS HAVE WHO LIVE IN POVERTY.

>> SO AGAIN, ACKNOWLEDGING THAT THERE'S LIKE A GAP.

>> YES.

>> IN TERMS OF DISPLACEMENT OR HOMELESSNESS, HOW IS HOMELESSNESS ACCOUNTED FOR IN THE WEIGHTS?

>> SO THERE ARE TWO PARTICULAR WEIGHTS THAT DEAL WITH HOMELESSNESS.

SIMILAR TO POVERTY, THERE'S BOTH A TOTAL NUMBER OF HOMELESS STUDENTS AND THERE'S A FLAT AMOUNT ALSO, \$429 THAT A SCHOOL GETS FOR EVERY STUDENT THAT IS HOMELESS.

THERE'S ALWAYS ACKNOWLEDGMENT THAT SCHOOLS THAT HAVE A CONCENTRATION OF HOMELESS

STUDENTS MIGHT EXPERIENCE A MORE, MIGHT BE MORE CHALLENGING TO SUPPORT WHEN THERE IS THAT CONCENTRATION AND THAT THRESHOLD IS SET AT ABOUT 5%.

ESSENTIALLY ONE STUDENT PER CLASSROOM.

>> HOW DO YOU AGAIN DETERMINE WHO IS HOMELESS?

HOW ARE YOU GETTING THAT INFORMATION?

>> HOW DO WE DETERMINE?

IT'S REPORTED BY EACH OF THE SCHOOLS.

SO WHEN WE, ANY TIME WE HAVE AN INDICATION THAT A FAMILY IS HOMELESS, IT'S NOT A PERFECT SYSTEM BUT ONCE WE STARTED FUNDING FOR IT WE GOT A LOT BETTER DATA.

>> IT WAS INTERESTING NEWS TO ME TO LEARN FROM A CHILDREN'S HEALTH WATCH THAT THE LEARNING IMPACTS ON HOMELESS STUDENTS ARE EQUALLY SEEN IN KIDS WHO ARE FACING DISPLACEMENT AND IMPACTS THEM THE SAME WAY.

AND SO I'M WONDERING IF YOUR WEIGHTS ACCOUNT FOR DISPLACEMENT FOR THOSE FAMILIES BECAUSE WE'RE IN A CRISIS SINCE EAST BOSTON.

I WONDER IF YOUR RATES, CRISIS IN EAST BOSTON, THE DEPRESSION, THE WAY THEY LEARN, THE GROWTH, ARE THE SAME.

>> SO ONE OF THE THINGS WE DO EVERY YEAR IS TAKE FEEDBACK ON HOW THE WEIGHTS ARE WORKING.

AND IN THIS YEAR'S CYCLE ONE OF THE THINGS I HAVE HEARD SOME SCHOOLS TALK ABOUT IS STUDENT MOBILITY IN GENERAL.

STUDENTS MOVE BETWEEN SCHOOLS, STUDENTS MOVING BETWEEN HOMES, THE IMPACT THAT CAN HAVE ON EDUCATION.

I DON'T THINK THAT'S LIMITED TO DISPLACEMENT BUT I THINK DISPLACEMENT IS A PART OF THAT.

SO ONE OF THE THINGS WE ARE CONSISTENTLY LOOKING TO DO IS IDENTIFY THINGS WE CAN MEASURE AND THEN TEST TO SEE IF THOSE THINGS ARE LINKED TO EDUCATIONAL

OUTCOME.

SEEMS LIKE YOU HAVE SOME RESEARCH THAT SAYS THEY, ARE WHICH IS GREAT.

AND THEN WE IDENTIFY WAYS TO FUND IT.

SO THREE, FOUR YEARS AGO THAT WAS HOMELESSNESS AND WE DID IDENTIFY FUNDS FOR THAT.

AND SO I KNOW THAT STUDENT MOBILITY AND NOW ADD DISPLACEMENT TO MY LIST OF THINGS WE WILL BE INVESTIGATING OVER THE SUMMER FOR POTENTIAL ITEMS FOR INVESTMENT.

I'LL WRITE DOWN THE ARTICLE YOU SAID AND GO HOME AND READ IT.

>> COUNCILOR ZAKIM JOINED US. DO ENOUGH ANY QUESTIONS?

>> NOT YET.

>> COUNCILOR.

>> IF I COULD, THROUGH THE CHAIR, CONTINUE SOME OF YOUR RESPONSE TO COUNCILOR EDWARDS ABOUT HOW WE COUNT, HOW WE ACCOUNT FOR STUDENTS WITH HOMELESSNESS.

IT IS OFTEN STUDENTS SELF-IDENTIFYING THROUGH THE SCHOOL BUT IT'S ALSO PART OF THE TRANSPORTATION PIECE WHEN STUDENTS ARE HOUSED OR SHELTERED OUTSIDE OF THE CITY OF BOSTON, THAT TRANSPORTATION INDICATOR IS SOMETHING THAT'S IMPORTANT FOR THAT CALCULATING.

AND ALSO FOR THE RECORD, JUST BECAUSE WE CAN'T SAY IT ENOUGH OR SHARE THE INFORMATION ENOUGH. RIGHT NOW WE BEINGEDED FOR EXPERIENCING HOMELESSNESS THAT'S WHAT WE'VE COUNTED WE THINK THE NUMBER IS CLOSER TO 5,000.

THANK YOU COUNCILOR EDWARDS FOR YOUR QUESTIONING AND ATTENTION TO THAT.

IT'S VERY IMPORTANT POPULATION. WHEN WE LOOK AT DECLINING ENROLLMENTS BECAUSE IT'S SO CRITICAL TO THE WAY THE STUDENT FORMULA AND SCHOOL BUDGET, ARE WE THEN ANALYZING, A, WHY STUDENTS ARE LEAVING.

I THINK THAT THAT QUESTION SORT

OF HAS BEEN ASKED.

BUT ARE WE ALSO LOOKING AT THE NUMBER OF STUDENTS WHO ARE WAIT LISTED IN THE LOWER GRADES THAT WE AS A DISTRICT SHOULD REALLY BE CAPTURING.

I HAD A CONVERSATION YES MORNING WITH A NUMBER OF MOMS WITH YOUNGER CHILDREN IN CHARLESTOWN. THE WAIT LIST IN CHARLESTOWN HAS TRIPLED IN A NUMBER OF THE SCHOOLS.

IF THOSE KIDS AREN'T ACCESSING BPS FOR K1 OR K2 WE MAY NEVER GET THEM AND THAT CREATES A BIGGER PROBLEM FOR US DOWN THE ROAD.

HOW CAN WE BE RESPONSIVE TO THAT.

AND REALLY MEET THE NEEDS OF OUR FAMILIES BEFORE THEY LEAVE THE DISTRICT, ACTUALLY MOVE OUT OF THE DISTRICT OR OUT OF THE CITY OR LEAVE THE DISTRICT AND ENTER EITHER THE CHARTER SCHOOL OR PRIVATE PAROCHIAL SCHOOL.

>> DEPUTY CFO.

AS PART OF OUR WORK WITH BUILD BPS WE ARE LOOKING AT WAYS TO EXPAND ACCESS FOR FAMILIES IN NEIGHBORHOODS.

PART OF OUR FACT BASE THAT WE INCLUDED WAS ACCESS TO SEATS CLOSE TO HOME AND TO IDENTIFY THE NEIGHBORHOODS WHERE WE HAVE THE LARGER STRUGGLE OF ASSIGNING STUDENTS.

WE'RE ALSO OVER LYING THAT WITH DEMAND DATA AS WELL TO SEE WHERE THE SCHOOLS IN PARTICULAR THAT ARE IN DEMAND AND HOW CAN WE LOOK TO MEET THAT DEMAND IN A BETTER WAY.

UNFORTUNATELY BECAUSE OF THE RISING STUDENT NEED IN SPECIAL EDUCATION AND NEEDS TO PRIORITIZE PROGRAMMATIC PLACEMENT IN ELEMENTARY SCHOOLS IN PARTICULAR AND LEGACY OF K-8 EXPANSION THAT TOOK UP A LOT OF OUR ELEMENTARY SCHOOL CLASSROOMS WITH THOSE 6th, 7th ANDth GRADES BEING ADDED NOW I'M TALKING 12-120 YEARS AGO WHEN

THAT WORK WAS DONE THERE WASN'T A LOT OF ROOM TO EXPAND EARLY CHILDHOOD CLASSROOMS WHICH IS WHY WE'RE WORKING ON THE PLAN TO DO MORE COMMUNITY-BASED PROGRAMS WE'RE LOOKING WAY TO CREATE THE CONNECTORS TO SCHOOLS SO THAT FAMILIES ARE ENROLLING IN THOSE EXPANDED SEATS THAT THEY MAY ALSO BE GUARANTEED A SEAT IN A SPECIFIC BOSTON PUBLIC SCHOOLS SO CAN START BECOMING INVOLVED IN THE SCHOOL COMMUNITIES EARLIER.

BUT THIS IS A PRIORITY FOR US NOW JUST MATTER UNFORTUNATELY OF PHYSICAL SPACE TO DO EXPANSION IN PLACES LIKE CHARLESTOWN WHERE WE HAVE SEEN INCREASE IN DEMAND AND PARTICULARLY HIGH QUALITY SCHOOLS THAT ARE THERE.

>> IT WORRIES ME WHEN WE'RE NOT ABLE TO RESPOND TO THE NEEDS OF THOSE NEWER FAMILIES HERE IN THE DISTRICT BECAUSE WE'RE GOING TO -- WE'LL CONTINUE TO TALK ABOUT THINGS LIKE WHAT'S HAPPENING AT EAST BOSTON HIGH WITH DECLINING ENROLLMENT IF WE CAN'T GET THEM IN IN THE EARLY YEARS, IT'S HARD TO CAPTURE THEM, TO CAPTURE THEM LATER ON. WHEN WE TALK ABOUT DECLINING ENROLLMENTS THEN RESULTING DECLINE IN SCHOOL BUDGET, I THINK DAVID YOU REFERENCE THE DEFAULT CUTTING OF ENGLISH TEACHERS OR MATH TEACHERS BECAUSE BECAUSE OF THE IMPACT ON THE SCHOOL COMMUNITY.

ARE I WOULD SEEING AN INCREASE IN THE CUTTING OF NONCLASSROOMS, ADULTS IN THE BUILDING, PARAS AND FAMILY COORDINATORS, COMMUNITY COORDINATORS, PEOPLE WHO AREN'T NECESSARILY TEACHING IN ANY OF THE SUBJECT AREAS. BUT SUPPORTING THOSE TEACHERS BOTH IN THE CLASSROOM AS PARAS OR SCHOOL COMMUNITY AS A WHOLE.

>> I'M NOT SURE OFF THE TOP OF MY HEAD WHETHER WE'RE SEEING INCREASE RELATIVE TO PRIOR YE YEARS.

I CAN SAY SOME ANALYSIS WE'VE DONE SUGGESTS THAT ABOUT BEFORE WE STARTED IMPLEMENTING SOME OF OUR NEWER SOFT LANDINGS ABOUT 75% OF REDUCTIONS THAT WERE COMING DUE TO ENROLLMENT WERE OF THAT FIRST GROUP OF STAFF AND THEN ABOUT 25% WERE THE SCHOOL-WIDE OR DISCRETIONARY STAFF I THINK ONE OF OUR GOALS IS TO REALLY GO AFTER THAT 25% AND MAKE SURE THAT SCHOOL AS MUCH AS POSSIBLE ARE ABLE TO KEEP THOSE STAFF MEMBERS.

SO WHAT WE DO EVERY WINTER AS WE'RE WORKING WITH EACH OF THE SCHOOLA EXPERIENCING DECLINING ENROLLMENT TRYING TO IDENTIFY WAYS TO HELP THEM KEEP THOSE STAFF WHO ARE SCHOOL-WIDE WHO ARE WORKING WITH THE KIDS WHO REMAIN AS WELL.

>> I KNOW ONE OF THE UNFORTUNATE THINGS THAT HAPPEN DURING THIS PROCESS IS SCHOOL DECLINING BUDGETS WE'RE HEARING I THINK EAST BOSTON, 16 ADULTS IN THE BUILD KNOWLEDGE, OR COMBINATION OF TEACHERS AND ADMINISTRATORS AND OTHERS ARE GOING TO BE LOSING THEIR JOBS POTENTIALLY OR LIKELY.

BUT THEN OVER THE NEXT FEW MONTHS WE START TO RECALCULATE SOME OF THAT, BRICK PEOPLE IN AND THAT PERIOD OF TIME REALLY WORK THE MORALE THAT HAVE SCHOOL COMMUNITY.

WE SEE THAT IN THE RESULTING IMPACTS IN DEVELOPING OUR HUMAN CAPITAL OUR RESOURCES IN THE SCHOOLS.

WHEN WE DO THAT TO ADULTS, VERY DIRECT IMPACT ON THE KIDS, I IT'S REALLY HARD TO HAVE A STABLE WORKFORCE WHEN WE'RE DOING THAT IN SCHOOL COMMUNITIES.

I DON'T KNOW IF WE CAN TALK ABOUT SOME DOLLAR AMOUNTS WE KNOW AFFECT THE STAFFING LEVELS BUT THAT CREATES DIRECT IMPACT ON THE QUALITY OF THE ADULTS AND QUALITY OF LIFE FOR THE SCHOOL

COMMUNITY.

I DON'T KNOW IF THAT'S A HUMAN
CAPITAL QUESTION OR BUDGET
QUESTION.

COMBINATION OF BOTH, I THINK.

>> I WOULD SAY ONE OF THE THINGS
WE HEARD LOUD AND CLEAR WHEN, AT
LEAST WHEN I CAME IN FOUR YEARS
AGO, WAS THE GOAL OF OUR SYSTEM
IS TO NOT BE IN THE PLACE WHERE
WE'RE MAKING REDUCTIONS IN THE
WINTER, TEACHERS ARE GETTING
ACCESSED THEN COMING BACK
REOPENING THEIR POSITIONS.

AND CAUSING UNNECESSARY TRAUMA
AND DISRUPTION IN THE SCHOOL.
AND SO ONE OF THE THINGS WE ARE
DOING IS CONSTANTLY MONITORING
ALL THE BEST AVAILABLE DATA,
EVEN THROUGH THE PROCESS SO THAT
WE'RE WAITING UNTIL THE LAST
POSSIBLE MOMENT TO SEND A
TEACHER AN EXCESS NOTICE SO THAT
IF A TREND CHANGES IN ALL OF
THEM WE THINK PERHAPS WE CAN
MAKE AN ADJUSTMENT TO
PROJECTIONS, WE WILL DO THAT AND
WE'RE HAVING THOSE CONVERSATIONS
WITH SCHOOL YEARS.

NOVEMBER THROUGH FEBRUARY.

>> THAT WAS SAID WELL.

WE ARE PAYING GREAT ATTENTION TO
WHEN ADULTS ARE NOTIFIED AND AS
DAVID SAID LAST POSSIBLE SECOND
WITH -- WHEN WE HAVE ALL THE
EVIDENCE AND ALL THE DATA WE'RE
GOING TO HAVE TO MAKE THAT
DECISION.

>> I GUESS JUST TO GIVE ONE
SPECIFIC EXAMPLE WE HAD SCHOOL
WITH SPECIAL EDUCATION CLASSROOM
THAT WAS NO LONGER NEEDED,
SUBSTANTIALLY SEPARATE.
SOMEWAYS IS GOOD NEWS.
BUT MEANS THAT TEACHER'S
POSITION WAS GOING TO BE CUT OUT
OF THE SCHOOL AND ONE OF THE
THINGS WE WERE ABLE TO DO IS
IDENTIFY THE FACT THAT THAT
SCHOOL WOULD BE WILLING TO TAKE
A PLACEMENT OF A NEW SPECIAL
EDUCATION PROGRAM AND THAT
TEACHER WOULD BE WILLING TO
TEACH IN SLIGHTLY DIFFERENT BUT

SUBSTANTIALLY SPECIAL ED PROGRAM.

INSTEAD OF WAITING UNTIL WE NEEDED THAT PROGRAM SIX MONTHS LATER WE WERE ABLE TO OPEN IT IN THE SAME SCHOOL AS WE WERE REDUCING THE OTHER PROGRAM SO THE TEACHER NEVER GOT EXCESS NOTICE, NEVER CUT FROM THE SCHOOL THAT WE DID OPEN THAT CLASSROOM AT BEGINNING OF THE YEAR, WE ACTUALLY NEEDED IT WHICH WAS PROBABLY IN MARCH OR APRIL.

SAVE SOME THAT HAVE DISRUPTION SO WHILE THERE IS DISRUPTION, I DON'T MEAN TO TAKE ANYTHING AWAY FROM THAT WE ARE WORKING TO LIMIT IT.

LIMIT THE UNNECESSARY DISRUPTION.

>> WHEN WE HAVE EDUCATORS WHO ARE PART OF OUR DISTRICT THAT WE REALLY RESPECT AND WANT TO STAY IN OUR DISTRICT, WE ALSO HAVE SPECIFIC RECRUITMENT EVENTS JUST FOR THOSE EDUCATORS SO THEY GET CHANCE IN MUCH MORE INTIMATE SETTING AS EDUCATORS THAT WE ALL WANT TO RETAIN TO MEET OUR SCHOOL LEADERS WHO ARE ALSO LOOKING TO HIRE REALLY STRONG AND VALUABLE EDUCATORS.

>> THANK YOU, COUNCILOR EDWARDS.

>> THANK YOU.

JUST FOLLOWING UP ON -- THE BUDGETING WITH THAT ANALYSIS, MOST OF THOSE DECISIONS FOR THE NEXT YEAR, FOR EXAMPLE, IS MADE ABOUT WHAT TIME.

DECISIONS FOR THIS BUDGET CUT SO ON SO FORTH WAS MADE WHEN?

>> INITIAL ENROLLMENT PROJECTIONS GO OUT TO SCHOOLS AT THE BEGINNING OF NOVEMBER. THEY GIVE FEEDBACK THROUGHOUT NOVEMBER.

THEN A INITIAL BUDGET GOES OUT IN EARLY DECEMBER TO SCHOOL, THEY ARE WORKING WITH SCHOOL SITE, PROVIDING ADDITIONAL FEEDBACK WE'RE STILL MAKING ADJUSTMENTS ALL THE WAY THROUGH DECEMBER AND JANUARY AND THAT

GETS US TO A PLACE WHERE WE'RE PROPOSING A BUDGET TO THE SCHOOL COMMITTEE IN THE FIRST WEEK OF FEBRUARY.

THERE ARE ADJUSTMENTS MADE THROUGH THE SCHOOL COMMITTEE PROCESS UNTIL FINAL BUDGET IS APPROVED IN MARCH.

>> OKAY.

FOR IT TO BE REALLY BE IMPLEMENTED THE SCHOOL YEAR COMING UP IN THE FALL.

>> EXACTLY RIGHT.

>> HOW DOES YOUR BUDGET THEN ACCOUNT FOR INCREASED IN POPULATION SO WE END UP, FOR EXAMPLE, WITH 15 NEW STUDENTS IN EAST BOSTON IN THE MIDDLE OF THE SCHOOL YEAR WHO JUST SHOWED UP WHICH IS BEAUTIFUL, WE'RE WELCOMING THEY'RE COMING TO OUR SCHOOL.

OR AS SOME PEOPLE HAVE CALLED IT A PURGE FROM THE CHARTER SCHOOLS WHEN THEY COME -- STUDENTS WHO ARE NOT WORKING OUT THERE COME TO BPS IN THE MIDDLE OF THE SCHOOL YEAR.

ARE THOSE FUNDS COMING IMMEDIATELY WITH THEM.

WE NOW HAVE A BUDGET CUT FOR CERTAIN POPULATION THAT WENT UP BUT THE MONEY DIDN'T AS WELL.

>> OUR PROJECTIONS WHEN WE'RE VIEWING PROJECTIONS AND REVIEWING STUDENT DATA WE'RE LOOKING AT VARIETY OF POINTS OF TIME IN THE YEAR WHERE WE LOOK BACKWARDS SO THAT WE CAN MAKE OUR PROJECTIONS GOING FORWARD BASED ON ALL OF THE DATA.

WE'LL HAVE ENROLLMENT PROJECTIONS TEAM, IF THEY DO SNAPSHOTS IN MULTIPLE TIMES OF THE YEAR TO LOOK AT HOW ENROLLMENT IS CHANGING OVER TIME AND IMPACT THAT THAT MIGHT HAVE ON A SCHOOL BUDGET.

SO, FOR EXAMPLE, IN OUR HIGH NEEDS SPECIAL EDUCATION PROGRAMS, THEIR HIGHEST ENROLL TIME OF THE YEAR IS IN JUNE.

WE'RE ACTUALLY PROJECTING TO THEIR HIGHEST POINT.

OUR GOAL IS ALWAYS TO DO THAT.
WHAT I WOULD SAY SOMETIMES WE
ARE NOT ABLE TO PROJECT
CORRECTLY.

>> IT'S A PROJECTION, IT'S A --
GO AHEAD.

>> YOUR HIGHEST -- THE 200
STUDENT DROP IS TO THE HIGHEST
POPULATION PROJECTION FOR EAST
BOSTON AT HIGHEST IS 200?

>> THAT IS WHAT THE PROJECTION
IS BASED ON.

THAT IS THE HIGHEST POINT.

THE OTHER THING THAT WE DO IS WE
ARE CONSTANTLY MONITORING, WE
HAVE A TEAM THAT MEETS
THROUGHOUT THE ENTIRE YEAR TO
RESPOND TO CHANGES IN ENROLLMENT
THAT WE ARE -- DID NOT PREDICT
SO, FOR EXAMPLE, I SAY TWO YEARS
AGO THERE WERE A LOT OF STUDENTS
WHO WERE NEW TO THE COUNTRY WHO
SPOKE VIETNAMESE WHO WERE 11th
GRADERS ACADEMICALLY.
THEY CAME IN JANUARY OR
FEBRUARY.

WE HADN'T PROJECTED THAT, IT'S
NOT HAPPENED SINCE.

BUT WHAT WE DID DO, THE SCHOOL
YEAR REPORTED THAT THIS HAD
HAPPENED WE WERE ABLE TO ASSIGN
ADDITIONAL STAFF OUT TO THE
SCHOOL TO MEET THE NEEDS OF
THOSE STUDENTS.

WHAT WHAT OUR RESERVE IS FOR.
IF THERE IS SOMETHING THAT WE
HAVEN'T PROJECTED WE ARE
ALLOCATING ADDITIONAL FUNDS OUT
TO SCHOOLS, IF THEY DO NOT HAVE
THE STAFF AND SUPPORT THAT THEY
NEED TO MEET THE NEEDS OF THE
KIDS WHO ARE ARRIVING.

>> HOW MUCH IS IN THE RESERVE?

>> IT'S AROUND \$5 MILLION.

>> WERE YOU GOING TO ANSWER MORE
SPECIFICALLY HOW THE MONEY
FOLLOWS OR WHEN THE MONEY COMES
IN?

I'M JUST GENUINELY CURIOUS, KIDS
COME FROM EXCEL IN THE MIDDLE OF
THE YEAR.

>> I THINK THERE'S TWO PARTS TO
IT, ONE WE'VE STARTED DOING
ENROLLMENT RECONCILIATIONS FOR

SCHOOL CURRENTLY IN THE FALL
WHEN WE DO THE ENROLLMENT
RECONCILIATION THAT'S THE PLACE
PARTICULARLY IN HIGH SCHOOLS
WHERE WE SEE THE LARGEST GENERAL
EDUCATION POPULATION SO IT'S
RARE THAT WE WOULD HAVE
PROJECTED A SCHOOL TO HAVE,
LET'S JUST SAY 200 STUDENTS IN
THE FALL THEN IN THE SPRING THEY
ALL OF A SUDDEN GET INFLUX OF
THAT.

I KNOW THAT THE CHARTER AFFECT
THAT YOU'RE TALKING ABOUT WHERE
THERE ARE STUDENTS WHO ARE
COMING TO BPS SOMETHING THAT IS
FAIRLY CONSISTENT.

I DON'T HAVE EXACT NUMBERS FOR
EXCEL AFFECTING EXCEL CHARTER
AFFECTING EAST BOSTON HIGH
SCHOOL BUT IT IS SOMETHING THAT
WE SEE ACROSS.

THE SUDDEN INFLUX IS THAT TEND
TO BE LESS ACCOUNTED FOR, THING
THAT DAVID MENTIONED AROUND
SUDDEN INFLUX OF STUDENTS THAT
SPEAK VIETNAMESE OR WHERE WE SEE
A CHANGE IN DEMOGRAPHIC SHIFTS.
THOSE ARE UNPREDICTABLE.

BY AND LARGE THE BIGGEST FACTOR
THAT WE SEE IS THE NUMBER OF
STUDENTS WHO ARE IN SCHOOL THIS
YEAR IS LARGEST PREDICTOR OF WHO
IS IN YOUR SCHOOL NEXT YEAR.

BIGGEST FACTOR AFFECTING ENGLISH -- EXCUSE ME EAST BOSTON
HIGH SCHOOL FOR NEXT YEAR IS THE
SIZE OF THE CURRENT 9th GRADE
CLASS AND PROJECTED 9th GRADE
CLASS FOR NEXT YEAR COMPARED TO
THE SENIORS WHO ARE EXIT CAN
RING THE BUILDING.

THESE LARGE DEMOGRAPHIC TRENDS
ARE MUCH BIGGER THAN EVEN SHIFTS
IN DEMAND THAT WE SEE DEMAND IS
FAIRLY STATIC SO THE DEMOGRAPHIC
TRENDS CITY WIDE, REGIONALLY AND
THROUGHOUT NEW ENGLAND AROUND
AGING POP PEW LIKES THAT'S
HAVING CHILDREN LATER.

LESS STUDENTS PER HOUSEHOLD.
THE AGE AND DEMOGRAPHICS MOVING
OUT OF HIGH SCHOOL AT THIS POINT
ARE NOT BEING REPLACED WITH THE
SAME SIZE COHORTS.

THOSE ARE THINGS THAT ARE AFFECTING US, THE ONE OFF DEVELOPMENT OR THE DEMAND AND OPINION OF PEOPLE AROUND BPS WE SEE THAT THESE ARE LARGER DEMOGRAPHIC TRENDS AFFECTING US, BY WORKING WITH THE BPDA WE ARE STARTING TO GET MUCH MORE NUANCED AND STABLE IN TERMS OF OUR UNDERSTANDING OF WHERE NEIGHBORHOOD TRENDS ARE GOING.

>> COUNCILOR ZAKIM?

>> THANK YOU, MR. CHAIRMAN. APPRECIATE MY COLLEAGUES BRINGING THIS.

I DO HAVE ONE FOLLOW UP QUESTION, YOU TOUCHED ON IT. WHEN YOU ARE PREDICTING ENROLLMENT NOW, LOOKING TO PROJECT YOU GO TO THE HIGHEST POINT THAT'S HOW SCHOOLS ARE STAFFED FOR.

IS THAT --

>> WE REFER TO IT AS LOOKING AT HIGH WATER MARK DATA.

WE LOOK ACROSS THE DISTRICTS BY GRADE AND BY PROGRAM IS WHAT IS OUR PEAK ENROLLMENT AND HOW MANY WE HAVE TO SERVE.

DAVID MENTION THE BEST EXAMPLE OF PROGRAM THAT GROSS THROUGHOUT THE YEAR IS EARLY CHILDHOOD SPECIAL EDUCATION FOR THREE AND FOUR YEAR OLDS.

WHAT WE CALL CENTER-BASED SUBSTANTIALLY SEPARATE CLASSROOMS OR EARLY CHIDE HOOD ABA CLASSROOMS FOR STUDENTS WITH AUTISM.

WE HAVE AN OBLIGATION AS SCHOOL DISTRICT TO IDENTIFY STUDENTS AS SOON AS THEY TURN THREE AND SERVING THEM AS SOON AS THEY TURN THREE.

WHERE GENERAL EDUCATION STUDENTS IS CUT OFF YOU HAVE TO HAVE CERTAIN AGE BY SEPTEMBER 1. STU TURN THREE ON JUNE 1 WE ARE OBLIGATED.

AS RESULT OF THAT YOU SEE THAT ENROLLMENT GROW THROUGHOUT THE YEAR.

FOR OTHER POPULATIONS YOU SEE A DECLINE HIGH SCHOOL STUDENTS,

GENERAL EDUCATION, OUR PEAK ENROLLMENT IN OCTOBER THEN SEE DECLINE THROUGHOUT THE YEAR. WHAT WE'RE LOOKING ACROSS THE DISTRICT THEN WE LOOK BY GRADE AND PROGRAM ACROSS THE DISTRICT THEN FOR INDIVIDUAL SCHOOLS WE'RE LOOKING TO SEE, ARE THERE SCHOOLS THAT HAVE PEAK ENROLLMENT THAT DIFFER FROM THE DISTRICT.

>> BUT FOR BUDGETING AND STAFFING YOU'RE DOING IT FOR THE PEAK.

FOR HIGHEST PROJECTION?

>> WE TRY TO AIM TO SAY WHAT IS MAXIMUM NUMBER OF STUDENTS YOU'RE GOING TO SERVE AT YOUR SCHOOL.

HOW MANY WILL WE HAVE TO FUND FOR THAT.

OF COURSE AS DAVID MENTIONED, LIKE TO SAY PROJECTIONS ARE ALWAYS WRONG WE TRY TO MAKE THEM USEFUL.

>> THANK YOU.

>> JUST TO FOLLOW UP ON THAT, ACCORDING TO OUR INFORMATION HERE YOU'RE BASING ALL THE FUNDING ON 54,781 STUDENTS, DOES THAT SOUND RIGHT?

>> NUMBER OF STUDENTS, ALSO SIX OTHER PROGRAMS THAT ARE FUNDED NOT INVOLVING THE STUDENT FUNDING SCHOOLS.

LIKE MADISON.

THEIR ENROLLMENT PROJECTIONS, SCHOOLS LIKE THE CARTER SCHOOL, MCKINLEY SCHOOLS.

>> THE TOTAL NUMBER WE'RE USING IF YOU INCLUDE THOSE ADDITIONAL SCHOOLS WAS 55 5,668.

CHALLENGE WITH THAT NUMBER IS THAT BECAUSE WE ARE DOING WHAT NATE SAID AROUND THE HIGH WATER MARK IT MAY NOT BE THAT THAT EXACT NUMBER OF KIDS AT ANY ONE GIVEN TIME MAY HAVE GREAT -- LIKE NUMBER OF UNIQUE KIDS WE SERVE OVER THE COURSE OF THE YEAR IS MUCH HIGHER THAN NUMBER OF KIDS WE'RE SERVING.

>> IT'S ALWAYS A MOVING TARGET. COULD YOU GET US LIKE THE

HISTORICAL DATA LIKE LET'S SAY
THE LAST SEVEN YEARS OF
PROJECTIONS AND ACTUALS FOR
EVERY SCHOOL YEAR FROM SAY,
2013.

I DON'T NEED YOU TO TICK IT OFF
IF YOU COULD PROVIDE IT TO THE
BODY THAT WOULD BE GREAT.

>> WE WILL GO BACK AND PULL THE
DATA THAT WE HAVE.

ARE YOU LOOKING AT FOR THE
DISTRICT OVERALL?

>> YES.

>> THEN I THINK IN THAT CASE
WHAT WE WOULD MIGHT RECOMMEND
DOING SHOWING THE THREE
DIFFERENT SNAPSHOTS THAT WE TEND
TO LOOK AT THE OCTOBER,
DECEMBER, JUNE.

HOW MANY YEARS WE CAN GET BOTH
OUR PROJECTIONS AND ACTUALS FOR
THOSE DIFFERENT SNAPSHOTS SEE
FLUCTUATIONS.

THIS IS NOTE WHERE PLANNING
ANALYSIS TEAM HAS BEEN DOING
ENROLLMENT PROJECTIONS, I THINK
THIS IS OUR THIRD BUDGET CYCLE
SO OUR DATA FOR PRIOR YEAR
PROJECTIONS --

>> WE IMPLEMENTED STUDENT
FORMULA IN 2013 FOR FISCAL YEAR
'12.

SCHOOL YEAR.

>> SCHOOL YEAR '11-12.

>> COUNCILOR ESSAIBI-GEORGE.

>> THANK YOU AGAIN.

THE SCHOOLS THAT ARE
RECEIVING -- THAT WILL HAVE
DECLINING BUDGETS FOR NEXT
SCHOOL YEAR ARE THINK OF THEM
LOSING A PORTION OF THEIR
NURSING STAFF?

>> NURSES ARE PAID FOR
SEPARATELY.

YOU'RE THINKING OF THE OVERLAP
BETWEEN.

>> IN TERMS OF WHAT WE ALLOCATE
OUT TO SCHOOL, THAT DECISION
MADE BY OUR HEALTH SERVICES TEAM
AND SO I CAN REVIEW IF THERE
WERE ANY CHANGES THAT LED TO
REDUCTION THERE.

95% OF OUR NURSES ARE ALLOCATED
CENTRALLY AND SO CHANGE IN

ENROLLMENT WOULD NOT HAVE SIGNIFICANT IMPACT.

>> WITH DECLINING SCHOOL BUDGET. SCHOOLS THAT HAVE CENTRALLY FUNDED .5 NURSE MAKE UP FOR THE REST OF THAT NURSE.

>> I CAN DOUBLE CHECK THAT.

>> RIGHT NOW HAVE FULL TIME NURSE BUT THAT MAY CHANGE IN THE NEW SCHOOL YEAR.

>> I'LL DOUBLE CHECK THAT FOR YOU.

THAT WOULD BE HELPFUL TO KNOW.

I THINK IF WE CAN EVEN LOOK AT ANY SCHOOL THAT'S LOSING, AGAIN RELATED TO MY LAST QUESTION AROUND, I WANT TO CALL THEM SUPPORT SERVICES BUT THEY'RE CRITICAL TO OUR SCHOOL BUILDINGS, WHETHER IT'S SCHOOL NURSE, CERTAINLY CRITICAL. SCHOOL LIBRARIAN IS CRITICAL. A COMMUNITY FACILITATOR IS CRITICAL.

ALL OF THE PARA, IS THAT PLAY SPECIFIC ROLES.

IT WOULD BE IMPORTANT TO UNDERSTAND THE IMPACT ESPECIALLY OF THE SCHOOLS OF DECLINING BUDGET WHO THE IMPACT IS GOING TO LOOK LIKE IN THOSE SCHOOLS.

>> COUNCILOR EDWARDS TALKED ABOUT OUR EXPERIENCE OF HOMELESSNESS EARLIER WE TALK ABOUT -- I RECOGNIZE AND APPRECIATE THAT THERE'S INCREASE IN THAT FUNDING.

BUT THERE'S ALSO INCREASE IN THE NUMBER OF STUDENTS EXPERIENCING HOMELESSNESS FROM THE FIRST TIME WE TALKED ABOUT THIS.

IN THIS SETTING IN 2016.

>> THANK YOU FOR BRINGING THAT TO OUR ATTENTION.

ONE OF THE -- SO THE TEAM THAT WORKS WITH THE TEAM OF OPPORTUNITY OFFICE WILL BE HERE MONDAY CAN ANSWER SPECIFIC QUESTIONS OF WHAT SUPPORT WE'RE PROVIDING FROM FINANCE PERSPECTIVE.

ONE OF THE THINGS THAT WE DID IN THE LAST BUDGET CYCLE WAS WE ACTUALLY MOVED OUR HOMELESSNESS

INVESTMENT INTO WEIGHTED STUDENT FUNDING FOR THIS EXACT PURPOSE. IT IS NOW A DOLLAR PER PUPIL THAT IS TIED TO THE PUBLIC OF PUPILS FOR THIS YEAR THAT AMOUNT IS UP \$170,000.

BEYOND WHAT WE HAD DONE IN THE SCHOOL YEAR '19.

NOT BECAUSE WE INCREASED THE WAIT BUT INCREASE IN THE NUMBER OF IDENTIFIED STUDENTS.

>> WHAT IS THAT DOLLAR AMOUNT?

>> IT'S \$49 PER STUDENT EXPERIENCING HOMELESSNESS.

ANOTHER 429 IF THAT STUDENT IS ABOVE THE FIFTH PERCENTILE IN THE SCHOOL.

THE TOTAL AMOUNT LAST YEAR WAS -- OR FOR SCHOOL YEAR '19 ALLOCATED WAS 1.8 MILLION.

IT'S NOW CLOSER TO TWO.

IT'S 1966.

>> I BELIEVE IT WAS 1.2 IN THE FIRST YEAR THAT WE IMPLEMENTED IT.

>> WE'RE PROJECTING -- WE'RE AT 1.8 FOR THE CURRENT SCHOOL YEAR FOR NEXT FISCAL YEAR WILL BE AT 1.96?

>> JUST SHY OF TWO.

>> I WANT TO SAY THAT'S GREAT. GREAT THAT WE'RE DOING THAT INVESTMENT.

HAD THAT RESOURCE FOR OUR STUDENTS IT'S UNFORTUNATE THAT WE NEED IT.

>> WHEN WE SEE AN INCREASE IN THE SPENDING THAT WE HAVE ON STUDENTS EXPERIENCING HOMELESSNESS, GO OVER BUDGET IN OUR TRANSPORTATION BUDGET, WHERE DO THOSE DOLLARS SHIFT FROM? CAN YOU TALK WHERE THIS CAME UP THE OTHER DAY I WONDER IF WE CAN THINK ABOUT IT AND TALK ABOUT IT IN MORE DETAIL WHERE DOES THAT SHIFT COME FROM?

>> WE HAVE -- BEEN A LITTLE LUCKY THE LAST FEW YEARS THAT WE'VE HAD TRANSPORTATION OVERRUNS IN THAT WE'VE COME IN UNDER A COUPLE OF OTHER AREAS. OUR PAYROLL TENDS TO HAVE -- CLOSE TO \$800 MILLION A YEAR.

AS YOU CAN IMAGINE VERY SMALL FLUCTUATIONS IN OUR VACANCY RATE, HOW LONG IT TAKES PEOPLE TO FILL JOBS, CAN HAVE MILLION DOLLAR A FIX ON 800 MILLION FAY ROLE.

THERE'S SOME NOISE IN THERE.

WE'VE COME IN SLIGHTLY LOW ON SALARIES AND ON BENEFITS.

WE'VE ALSO COME LOW VERSUS OUR BUDGETED ON UTILITIES AND I THINK I MENTIONED SNOW REMOVAL WHICH ISN'T THE BIGGEST DOLLAR AMOUNT.

>> BIGGEST ONE, UTILITIES IS PRETTY SIGNIFICANT WE'VE HAD COUPLE OF WARM WINTERS IN A ROW. THAT PUT -- WARM WINTERS AND COOL SPRINGS TOGETHER REALLY SAVE US MONEY.

>> WE'VE ALSO COME IN UNDER BUDGET FOR OUR TEACHING PROFESSIONAL CAPACITY WHICH I CAN CALL OUT MY COLLEAGUES WHO ARE SITTING RIGHT NEXT TO US FOR MANAGING THAT SO WELL.

IN OTHER YEARS WHEN WE'VE HAD SURPRISES IN AN AREA LIKE TRANSPORTATION GOING OVER, IF WE AREN'T HAVING SOME OTHER THINGS COME IN UNDER, WE IMPLEMENT SPENDING HIRING FREEZES TO END THE YEAR IN A BLACK.

>> THANK YOU.

>> COUNCILOR EDWARDS.

>> JUST WANTED TO MAKE SURE I WAS CLEAR ON THE TIMING FOR WHEN YOU ARE ASSESSING THE WEIGHTS FOR THE STUDENT FORMULA, WHEN DOES THAT HAPPEN, WHEN DO YOU ADD WEIGHTS OR SUBTRACT WEIGHTS?

>> THAT WOULD BE, WE'RE MAKING INITIAL DECISIONS THEY GO OUT TO SCHOOLS AS PROPOSED INVESTMENTS USUALLY IN THE BEGINNING OF DECEMBER.

I THINK THIS YEAR WAS DECEMBER 10th.

BUT THOSE INCREASES OR CHANGES ARE SUBJECT TO SCHOOL COMMITTEE APPROVAL SO WE'RE SPENDING AN INITIAL DRAFT OUT TO SCHOOL LEADERS AND IT DOESN'T GET FINAL APPROVAL FROM SCHOOL COMMITTEE

UNTIL THE END OF MARCH.
BUT THE SCHOOLS THEMSELVES SEE
WHAT WE'RE PROPOSING IN THE
BEGINNING OF DECEMBER.

>> WHEN THERE ARE BUDGET CUTS IN
SCHOOLS, DO YOU TRACK THE IM
IMPACT?

MY COLLEAGUE, COUNCILOR
ESSAIBI-GEORGE NOTED ON MORALE
AND SO ON AND STAFF IS NOT
THERE.

BUT HAVE YOU TRACKED THE IMPACT
WHEN YOUR BUDGET GOES DOWN FOR
SCHOOL OR DROPS MAYBE AS LARGE
AS 1.2 MILLION IN ONE SCHOOL.
HOW THAT IMPACTS THE 'TRACK
SIEVENESS OF THAT SCHOOL GOING
FORWARD?

I WOULD LOOK AT IT AND THINK
THERE'S CERTAIN LEVEL OF LACK OF
INVESTMENT IN A SCHOOL.

SO IF I'M CHOOSING BETWEEN THE
CHARTER SCHOOL WHICH IS GROWING,
BUILDING HIGH SCHOOL IN EAST
BOSTON AND SCHOOL THAT BPS IS
TAKING MONEY FROM, ME AS A
PARENT I'M INCLINED TO GO TO THE
OTHER SCHOOL.

WHERE THERE SEEMS TO BE GROWTH
AND EXCITEMENT AND CONTINUED
MOVEMENT.

THE OTHER THING I THINK YOU
COULD LOOK AT OTHER EXAMPLES
WHERE THERE'S INCREASE FUNDING
OR INVESTMENT IN A SCHOOL AND
YOU CAN SEE THAT IT COMPOUNDS
EXCITEMENT ABOUT THE SCHOOL AND
PEOPLE LIKELY TO DONATE TO THE
SCHOOL YOU HAVE AN ELLIOTT THAT
IS INCREDIBLY SUCCESSFUL.

IT BRING THAT UP BECAUSE IT'S IN
MY DISTRICT.

I LOOK AT TWO SCHOOL PALES OF
EXTREME.

HAVE YOU STUDIED THE IMPACT OF
LOSS OF A MILLION DOLLARS ON A
SCHOOL HOW THAT ACTUALLY -- HOW
THAT IMPACTS THE ATTRACTIVENESS
OF THAT SCHOOL, PEOPLE WANTING
OR BE EXCITED ABOUT THAT SCHOOL
OVER TIME.

>> I THINK WE SEE NUMBER OF
FACTORS CONTRIBUTE TO A SCHOOL'S
BRAND.

I KNOW --

>> JUST WANT TO FOCUS ON THIS ONE, ON THE LOSS OF FUNDS.

>> ONE OF THE THINGS WE'RE DOING WITH ALL OF OUR SCHOOLS, IN PARTICULAR THOSE SCHOOLS ARE STRUGGLING THE MOST WITH ENROLLMENT AND FUNDING IS IDENTIFYING WHAT ARE THE THINGS WE CAN DO TO HELP THEM BUILD THEIR BRAND IN THEIR LOCAL COMMUNITY.

WE'VE SEEN SOME GREAT SUCCESSES THERE.

AN EXAMPLE WE'LL HIT CLOSE TO HOME FOR THE COUNCIL THAT THE PERRY SCHOOL IN SOUTH BOSTON THAT WAS STRUGGLING WITH ENROLLMENT FOR A NUMBER OF YEARS.

WORKED REALLY COLLABORATIVELY WITH THE DISTRICT TO FIGURE OUT WHAT CAN WE DO TO HELP FILL THE ENROLLMENT BACK UP FOR THE SCHOOL.

WHAT ARE FACTORS PLAYING INTO THAT LACK OF ENROLLMENT.

A NUMBER OF YEARS FOR SUSTAINABILITY BELOW 87.A%.

>> SO YOU HAVE -- WHEN YOU SEE A DECLINE IN ENROLLMENT THEN REDUCES THE DECLINE INVESTMENT FROM BPS THEN YOU GO TO THE SCHOOL THEN HELP THEM TRY TO BUILD ENROLLMENT AGAIN?

>> WE'RE WORKING WITH EVERY SCHOOL TO FIGURE OUT SORT OF WHAT IS BEHIND THE REDUCTION IN ENROLLMENT AND HELP THEM FIGURE OUT HOW THEY CAN IMPROVE.

SOMETIMES IT IS MORE OF A REPUTATIONAL BRAND ISSUE.

OTHER TIMES THERE ARE SORT OF STRUCTURAL THING ABOUT THE WAY STUDENTS ARE ENROLLING IN THE SCHOOL THAT AREN'T WORKING.

AND WE WORK WITH THE SCHOOL THEN TO FIGURE OUT HOW CAN WE HELP BECAUSE WE CAN CONTROL THOSE -- SOME OF THOSE STRUCTURES, FIX THOSE STRUCTURAL ISSUES TO HELP THEM IMPROVE THEIR ENROLLMENT.

>> SO, WITH REGARDS TO EAST BOSTON, ONE OF THE THINGS WE ARE

SO PROUD ABOUT IS THAT GRADUATION RATE WAS GOING UP. THING WERE TURNING AROUND IN EAST BOSTON THEN IT SEEMS LIKE CAPPED WITH THE BUDGET CUTS. SEEMS LIKE JUST THE OPPOSITE. WE WERE GETTING PEOPLE TO GO AND BELIEVE IN THE LOCAL HIGH SCHOOL AND COME THERE.

SO I THINK THAT -- I'D LOVE TO SEE A LONG-TERM STUDY ON HOW THAT HAPPENS.

IT WAS HAPPENING, GRADUATION RATES WERE UP AT LEVELS THEY HAD NEVER SEEN BEFORE THAT SPEAKS TO THE TURN AROUND OF THE PRINCIPAL AND STUFF.

I WOULD LOVE TO SEE HOW THIS IS A SCHOOL CAN BOUNCE BACK FROM THIS OR HAS BOUNCED BACK.

I'M GLAD YOU GOT UP TO PERRY AS AN EXAMPLE.

THE OTHER COMPONENT IN THE -- YOU HAVE THE LETTER, WITH REGARDS TO FUNDING STRUCTURES OR POTENTIALLY STUDENT POPULATION, CONFIGURATION THAT CAN HELP WITH THAT.

WE HAVE THE BABIES, WE HAVE THE YOUNG FOLKS IN CHARLESTOWN WE HAVE POPULATION, GOING TO OTHER SCHOOLS NOT GOING TO EAST BOSTON HIGH SCHOOL THEY'RE GOING TO A GROWING CHARTER SCHOOL.

WHERE WE HAVE NOW ALSO A SPACE ISSUE AS YOU MENTIONED IN CHARLESTOWN AND THE EDWARDS MIDDLE SCHOOL WHICH IS SLATED TO -- WE DON'T KNOW IT WILL CLOSE WHEN.

TWO POPULATIONS OR TWO SCHOOLS THAT I THINK BENEFIT FROM A PLAN THAT 80% OF THE EDWARDS SCHOOL ARE KIDS BUSSED IN FROM EAST BOSTON, 7th AND 8th GRADERS. STOP BUSING THOSE KIDS OVER TO CHARLESTOWN.

THEN YOU HAVE SPACE ISSUE I THINK COMPENSATING FOR THE ONE FOR THE MODULAR SPACE THAT YOU'RE SPENDING EXTRA MONEY ON FOR SPACE NOW YOU HAVE POTENTIALLY A FACILITY THAT COULD -- THAT ALREADY IS EDUCATING STUDENTS, COULD BE

POTENTIALLY USED.

I GUESS WHEN PEOPLE COME WITH US, I'M DEEPLY SAD, OBVIOUSLY AS YOU CAN SEE BEEN BY THESE CUTS, I'M DISAPPOINTED, IT'S SAD, SOMETHING I CANNOT ACCEPT WITHOUT SOME KIND OF SOLUTION BUT COUNCILOR WE CAN DO THIS BY NEXT YEAR OR SO ON.

THE 2% IS NICE, IT DOESN'T FIX.

WHAT'S THE PLAN?

BY PLAN I MEAN DATES, TIMES, NOT JUST THAT WE LOOK LIKE TO LOOK INTO IT, IT CAN'T HAPPEN THIS YEAR.

WAS IT EVEN LACKED AT FOR THIS YEAR WHEN YOU MADE BUDGET CUTS, TALK TO ME HOW ARE WE GOING TO GET OUT OF THIS?

>> A COUPLE OF THINGS I THINK, EAST BOSTON IS A NEIGHBORHOOD THAT WE -- OF ALL OF OUR NEIGHBORHOODS IN BOSTON THE NEIGHBORHOOD WHERE WE HAVE HIGHEST PERCENTAGE OF STUDENTS IN EAST BOSTON WHO ARE ATTENDING THE BOSTON PUBLIC SCHOOLS. IN ADDITION IS THE HIGHEST PERCENTAGE OF STUDENTS WHO ARE ATTENDING BOSTON PUBLIC SCHOOLS IN THEIR OWN NEIGHBORHOOD WHICH MEANS SOMETHING LIKE 70% OF THE STUDENTS IN EAST BOSTON ARE ATTENDING BOSTON PUBLIC SCHOOLS IN EAST BOSTON.

IT IS TRULY A NEIGHBORHOOD WHERE WE WERE ABLE TO ACCOMMODATE OF COURSE THE CHALLENGE, TWO PLACES WHERE WE SEE STUDENTS TRAVELING OUTSIDE OF THE NEIGHBORHOOD ARE IN HIGH SCHOOL WHERE WE HAVE FULL CHOICE THEN IN MIDDLE SCHOOL YOU MENTIONED ISSUE WITH THE EDWARDS.

WHEN WE WERE -- ROLLED OUT THE BUILD BPS PLAN IN THIS FALL AND ANNOUNCED THAT WE WOULD WE BEGIN RECONFIGURATION CONVERSATION WITH McCORMACK, THAT WAS AFTER MONTHS OF US EVALUATING WHAT MOVES POSSIBLE FOR US AS A DISTRICT WHAT CHANGES WE COULD MAKE.

AT THAT TIME WE WERE NOT

PROJECTING AS BIG OF A DECLINE,
NOT SEEING AS BIG OF DECLINE IN
EAST BOSTON HIGH SCHOOL.

PART OF THE REASON THAT WE'RE
SEEING SUCH A SIGNIFICANT
DECLINE THIS YEAR IS BECAUSE,
FALLEN ROLE.

WAS LOWER THAN ANTICIPATED.
LOOK HOW THE SCHOOL IS GOING TO
BE CHANGING NEXT YEAR AS A
RESULT OF THIS YEAR'S
ENROLLMENT, PROJECTING EVEN
BIGGER DECLINE.

IT WAS AT THAT POINT WHEN WE SAW
THE LARGE DECLINE IN HIGH SCHOOL
ENROLLMENT IN EAST BOSTON THAT
WE WERE ABLE TO HAVE THE
CONVERSATION AROUND POSSIBLY
ADDING 7th AND 8th GRADE TO
EAST BOSTON HIGH SCHOOL ON MORE
AGGRESSIVE TIMELINE THAN WE HAD
TALKED ABOUT BEFORE.

WE'RE GOING TO BEGIN
CONVERSATIONS WITH THE
COMMUNITY.

WE ARE LEARNING FROM THE
McCORMACK RECONFIGURATION IS
THAT EVEN WHEN WE ANY WE HAVE A
PROPOSALS THAT IS WELL THOUGHT
OUT THAT THE COMMUNITY NEEDS
TIME TO HEAR IT.

I THINK PART IS SAY GIVEN TIME
TOLT EDWARDS COMMUNITY AND
RESPECT TO THE EDWARDS COMMUNITY
SAY THIS CHANGE IS COMING WHO
ARE THE THINGS THAT YOU NEED AS
COMMUNITY TRANSITION, HAVE THE
CONVERSATION WITH EAST BOSTON
AND CHARLESTOWN.

BOTH TO FIGURE OUT WHAT'S THE
RIGHT PAIRING, THE SPACE
CHALLENGES AND COUNCILOR
ESSAIBI-GEORGE WHAT YOU'VE
MEMBERS AND DEMAND FOR SCHOOLS
IN EAST CHARLESTOWN -- IN
CHARLESTOWN NOW COMBINE THE TWO
NEIGHBORHOODS.

IN CHARLESTOWN BECAUSE WE DO
THINK IF WE ARE ABLE TO ADD MORE
ELEMENTARY SPACE THAT WE DO SEE
MORE OF THESE FAMILIES STAYING.
THERE'S A LOT OF REASONS WHY
WE'RE MOTIVATED TO MAKE THE
CONVERSATION MOVE.

THE FIRST MOVES AROUND K-6 EXPANSION OUTSIDE OF THE MIDDLE SCHOOL RECONFIGURATION IS THE FALL OF 2020.

ALL OF THE EAST BOSTON ELEMENTARY SCHOOLS HAVE APPLIED TO BECOME A K-8 FOR THAT FALL AS HAS HARVARD KENT WHICH IS ONLY K-5 IN CHARLESTOWN HAVE APPLIED. BECAUSE OF THAT, WHEN WE SEE THAT UNIVERSAL APPEAL, WE ARE EVALUATING WHETHER OR NOT WE CAN MOVE QUICKLY TO POTENTIALLY DO MORE AGGRESSIVE RECONFIGURATION BUT I WILL SAY IT'S NOT JUST ABOUT THE EDWARDS, THE UMAN RECEIVES MANY STUDENTS FROM THE Q-5 THEY WILL BE SIGNIFICANTLY IMPACTED.

SO AS PART OF THIS I THINK WE NEED TO PREPARE FOR THE EDWARDS COMMUNITY BEING CONCERNED AROUND THE FUTURE OF THEIR SCHOOL AND FEELING OF CLOSURE, WE NEED TO BE PREPARED FOR THE OTHER COMMUNITY IF WE'RE CUTTING THEM TAKING AWAY 6th GRADE CAPACITY.

WE NEED TO BE PREPARED FOR KAY COMMUNITY WE CANNOT DO THEM QUICKLY.

IN OUR CONVERSATIONS WITH THE COMMUNITY AND QUITE HONESTLY AS YOU CAN TELL FROM THE REACTION WE'VE GOTTEN FROM OTHERS, NOT A LOT OF FAITH AND TRUST IN US IN TERMS MUCH THESE CONVERSATIONS FROM YEARS PAST.

WE'RE TRYING TO BUILD THAT TRUST AND BUILD THAT COMMUNITY THAT WE CAN DO THIS WITH THEM NOT TO THEM.

I THINK THE MOST SPECIFIC I CAN BE IN TERMS OF CONVERSATION IS, I THINK THERE WILL BE SOME INITIAL CONVERSATIONS WE'VE BEEN IN CONVERSATIONS WITH ALL OF THE SCHOOL LEADERS, BOTH EAST BOSTON AND CHARLESTOWN AROUND THESE ISSUES NOT JUST -- BUT IN MANY NEIGHBORHOODS ACROSS THE CITY. WE ARE CONTINUING THE CONVERSATIONS THIS SPRING WE'RE LOOKING TO START THE PUBLIC

ENGAGEMENT.

IF NOT THIS SPRING SOME TIME IN THE FALL BUT THOSE DECISIONS AT THE EARLIEST WILL BE FOR THAT FALL 2020 SCHOOL YEAR.

IF NOT 20201 JUST BECAUSE IT TAKES TIME FOR US TO CHANGE ENROLLMENT PATTERN, NOTIFY FAMILIES IN TIME FOR THEM TO MAKE THEIR CHOICES MAKE SURE THAT WE'RE NOT MISSING ANY CRITICAL PROGRAMMATIC ISSUES IT'S AN IMPORTANT AND COMPLICATED QUESTION THAT YOU ASK.

>> I'LL SUMMARIZE, AS EARLY AS FALL OF 2020 IF THERE IS GOING TO BE A GRADE CONFIGURATION IT WILL BE THE 6th GRADER, THAT WOULD BE THE EARLIEST.

>> THAT WOULD BE THE EARLIEST.

>> ALL RIGHT.

>> COUNCILOR ESSAIBI-GEORGE.

>> THANK YOU, NATE, FOR THAT.

I THINK THAT RESPONSE ESPECIALLY BOUT BUILDING.

THOSE ARE THINGS GENERALLY TALKED ABOUT, OBVIOUSLY HERE ON THE RECORD BUT ALSO IN COMMUNITY NOW.

WOULDN'T IT MAKE SENSE THEN TO HOLD THE SCHOOLS THAT WILL BE IMPACTED EAST BOSTON HIGH IN PARTICULAR HOLD THEM HARMLESS WITH THIS CUT BECAUSE WE'RE LOOKING TO REBUILD THEM PRETTY QUICKLY IN THE NEXT SCHOOL YEAR AND A HALF.

SO, THOSE ARE MOVES THAT WE KNOW ARE COMING BECAUSE, THE CHANGE IN FEEDER PATTERNS WE HAVE TO DO WITH THE ROLLING UP OF PROGRAMS AT MILDRED AVENUE.

SO WHAT WE WORKED WITH THE HEAD MASTER AT TECH BOSTON WHO FLAGGED THIS ISSUE, DON'T MAKE ME CUT 6th, 7th AND 8th GRADE STAFF ONLY TO RAMP IT BACK UP AGAIN BECAUSE IT DOESN'T MAKE ANY SENSE.

WHAT WE DID THEY RECEIVED, YOU CAN SEE THIS ON OUR SCHOOL ALLOCATION THEY RECEIVED ALLOCATION SUPPLEMENT EQUAL TO

THE ANTICIPATED ENROLLMENT INCREASE THAT THEY'RE GOING TO GET WHEN FEEDER PATTERN CHANGES FOR 6th, 7th AND 8th GRADE THAT SUPPLEMENT WILL CONTINUE UNTIL THAT NEW FEEDER PATTERN ENROLES.

MAKE EAST BOSTON DIFFERENT IN TERMS OF THEY ARE BUILDING NEW PROGRAM.

I'M QUOTING SOME OF THE MEMBERS OF OUR ACADEMIC TEAM, WE CAN'T THINK ABOUT 7th AND 8th GRADERS AS JUST SMALLER HIGH SCHOOLS.

DIFFERENT ACADEMIC PROGRAM, DIFFERENT CURRICULUM, DIFFERENT NEEDS BOTH SOCIAL, EMOTIONALLY AND ACADEMICSLY AND SO THE STAFF, THE HIGH SCHOOL STAFF THAT EAST BOSTON IS LOSING ISN'T NECESSARILY THE RIGHT STAFF TO ADD BACK IF AND WHEN WE ADD THE 7th AND 8th GRADE.

>> WE DON'T KNOW THAT WE'RE WAITING FOR THAT INFORMATION BECAUSE IT COULD BE THOSE COMMUNITY FACILITATORS, IT COULD BE THE PARA, THE LIBRARIAN SERVICES, THE 7th AND 8th GRADERS STILL NEED AND MANY 69 STAFF OF EAST BOSTON HIGH MANY OF THEM, ALL OF THEM ARE PROBABLY DUAL CERTIFIED OR TRIPLE, MANY OF THEM HAVE FIVE MIDDLE SCHOOL CERTIFICATIONS AS WELL.

>> THE OTHER PIECE THAT WE DON'T KNOW YET IF IT WILL BE ADDING A 7th AND 8th GRADE AND SCHOOL GROWING THEIR OWN PROGRAM LIKE IN NEW MISSION OR POTENTIAL MERGER OPPORTUNITY WITH THE -- WHETHER OR NOT THE STAFF AT EDWARDS AND STAFF AT EAST BOSTON WOULD MERGE INTO A 7-12.

WITH THE McCORMACK ANNOUNCEMENT THE ORIGINAL PLAN WAS THE CLOSURE OF THE ORIGINAL ANNOUNCEMENT WAS CLOSURE OF McCORMACK.

NOW WE'VE MOVED TO PLACE WHERE WE'RE GOING THROUGH FACILITATED CONVERSATION AND POTENTIAL

MERGER OF TWO STAFF AND TWO SCHOOL COMMUNITIES.

THERE'S A LOT OF COLLECTIVE BARGAINING IMPACTS.

THERE'S A LOT OF WORKING OUT OF WHO AND WHICH POSITIONS WILL REMAIN.

SO IF WE DASH -- SUPPLEMENTING TWO, THREE, FOUR YEARS, JUST SO MANY UNKNOWNNS AND BECAUSE THERE'S NOT A PATH FORWARD. BUT WITH BUILD BPS THE MIDDLE SCHOOLS ARE FIRST THAT WE'RE SEEING THIS WHERE WE MAKE A DETERMINATION THAT WE ARE MAKING A CHANGE AND WE SPECIFY THE TIMELINE FOR THAT CHANGE.

WE ARE LOCKING THOSE SCHOOLS IN SO THAT THEY ARE NO LONGER SUBJECT TO ENROLLMENT DECLINE SO THAT WE CAN GUARANTEE CONSISTENT EXPERIENCE FOR THE STUDENTS IN THOSE SCHOOLS.

WHAT THAT MEANS, NOW THAT WE'VE ANNOUNCED TIMELINE FOR THE McCORMACK WE DO NOT PLAN TO ADJUST THEIR -- LOT OF THEIR SUPPLEMENTAL LIKE NON-CORE CLASSROOM STAFFING OVER THE NEXT FEW YEARS AS WAY TO ADJUST OUR BUDGET.

WE WILL BE HOLDING THEM HARMLESS SO THAT WE CAN GUARANTEE THAT CONSISTENT EXPERIENCE THAT'S SOMETHING THAT WE ARE PLANNING TO DO WITH ALL OF THE BUILD BPS ANNOUNCE TIMELINE CHANGES WHEN WE SEE IT AND WHEN WE ANNOUNCE MAJOR CHANGE FOR SCHOOL COMMUNITY.

>> THANK YOU.

>> COUNCILOR EDWARDS, DO YOU HAVE ANYTHING LEFT?

>> JUST WANTED TO FOLLOW UP MAYBE WE CAN DO THIS AGAIN OFF LINE WHEN WE'RE DISCUSSING THE WEIGHTS.

I AM INTERESTED IN BEING ABLE TO HAVE ROBUST CONVERSATION ABOUT THE WEIGHT THAT YOU CHOOSE. AND NOT SO MUCH DOLLAR AMOUNT BUT WHAT IS ALL CONSIDERED. I DO THINK THAT PLACEMENT SHOULD BE PART OF YOUR WEIGHTEDDED

STUDENTS THE SCIENTIFIC RESEARCH
THAT BACKS UP IS ALMOST EQUAL IN
THE LEARNING WHO ARE
EXPERIENCING HOMELESSNESS.
I LOOK FORWARD TO OPENING THAT
UP.

I THINK IT WOULD WOULD HELP WITH
THE TRUST AND I APPRECIATE YOU
BRINGING THAT UP.

I ALSO LOOK FORWARD TO AGAIN
SOONER THE BETTER TO BE ABLE TO
SAY, OKAY, THIS IS GOING TO
HAPPEN, IN BETWEEN EAST BOSTON
AND CHARLESTOWN ALL OF THESE
COMMUNITIES.

AGAIN WE CAN SET UP THAT OFF
LINE CONVERSATION FOR HOW THAT
WORKS TO MAKE SURE.

I DON'T ENVY THE AMOUNT OF WORK
THAT YOU HAVE TO DO FOR A
MASSIVE SYSTEM.

I JUST -- I HOPE YOU UNDERSTAND
MY CONCERNS ARE BASED OFF OF
LOOKING AT WONDERFUL SUCCESSES
IN MY DISTRICT BUT ALSO
STRUGGLING SCHOOLS AS WELL AND
I'M REALLY TRYING TO MAKE SURE
THAT THEY'RE ALL WONDERFUL
OPTIONS FOR THE PARENTS.

>> YOU CAN SEE US NODDING WE
AGREE.

YOUR CONCERNS ARE NOTED, WE'D BE
HAPPY TO FOLLOW UP OFF LINE.

>> THANK YOU.

>> THANK YOU.

BEFORE I ADJOURN THE HEARING, I
HAVE A FEW PEOPLE THAT MAY STILL
BE HERE THAT WISH TO TESTIFY
PUBLICLY.

NINA GAIDA.

ASHLEE FIGAROA.

SEBASTIAN PARA.

THERE'S THE MIC RIGHT THERE.

>> I HAVE PETITIONS AND LETTERS
FROM PARENTS WITH STUDENTS I
JUST WANT TO CALL TO THE
ATTENTION THAT EACH SIGNATURE
REPRESENTS A REAL HUMAN BEHIND
THIS.

THANK YOU.

>> I WANTED TO ADDRESS BPS
STAFF, THANK YOU VERY MUCH AS
STAFF MEMBER AT EAST BOSTON HIGH
SCHOOL I KNOW HOW HARD YOU WORK

BUT THERE ARE THREE THINGS THAT I NEED TO SAY.

WHEN WE WERE CUT 1.2 MILLION, THERE IS NO SUCH THING AS A SOFT LANDING.

WHAT HAPPENS TO THE TEACHERS THAT YOU'RE RECRUITING RIGHT NOW WHEN THERE ARE NO STUDENTS TO TEACH.

AND WE ARE AN EXCELLENT SCHOOL, JUST WANTED TO SAY THAT, YOU GUYS KNOW THAT.

I'D LIKE TO SAY THIS.

THANK YOU FOR YOUR TIME.

YOU HAVE THE PETITIONS AND LETTERS, I WANT YOU TO KNOW THAT WHILE THE STUDENTS AND PARENTS COULD NOT BE HERE TODAY THEY ARE DEEPLY INVESTED IN OUR STUDENTS AND OUR SCHOOL.

I COME BEFORE YOU DURING THIS PARTICULAR BUDGET DISCUSSION TO TELL YOU THAT A BUDGET-BASED FORMULA ON PRO-PUPIL ENROLLMENT IS HURTING THE SCHOOL.

I AM THE FAMILY CENTER COORDINATOR FOR EAST BOSTON HIGH SCHOOL.

WE LIVE IN A COMMUNITY THAT IS EXPERIENCING RAPID

GENTRIFICATION, THE IMPACT OF WHICH IS FELT IN OUR SCHOOL.

YOU KNOW THAT OUR ENROLLMENT DECREASED BY MORE THAN 200 STUDENTS OVER 18 MONTHS

PRIMARILY BECAUSE OUR FAMILIAR NO LONGER AFFORD TO LIVE HERE.

WE LOST OVER A MILLION DOLLARS AND 12 TEACHERS AND STAFF BECAUSE OF THAT DECLINE.

ESPECIALLY STAFF WHO WORK WITH OUR SPECIAL EDUCATION POPULATION IN THE FORM OF

PARA-PROFESSIONALS AND ENGLISH LANGUAGE LEARNERS.

I ASK HOW DOES THIS HELP CLOSE THE ACHIEVEMENT GAP.

IF THE CITY HAS MONEY AND BASED ON THE NEW INITIATIVES IT

PROPOSES, IT DOES, WHY NOT JUST ENRICH THE STUDENTS WHO ARE STILL ABLE TO ATTEND.

WHY CAN'T MONEY BE RESTORED TO MAKE SURE CLASSES ARE NOT

MAXIMIZED, NOT 31 STUDENTS PER CLASS.

WHY CAN'T WE HAVE THAT MONEY STILL OFFER OUR S.A.T. AND TESTS AND KEEP TEACH THAT'S RIGHT INSPIRE.

OUR SCHOOL MADE INCREDIBLE PROGRESS ACROSS THE BOARD AND WE WANT TO CONTINUE THAT PROGRESS THAT WE'VE MADE.

SIMPLY BASING BUDGET ON FORMULA IS NOT LOOKING AT THE HUMAN SIDE OF WHO IS IN THAT BUILDING AND IT'S THE STUDENTS WHO DESERVE MORE THAN BEING A NUMBER ON A SPREAD SHEET.

WE'RE ALSO EXPERIENCING A LOSS OF STUDENTS DUE TO LACK OF BOSTON PUBLIC SCHOOLS MIDDLE SCHOOL SEATS IN THE COMMUNITY. EACH YEAR AN ESTIMATED 350 STUDENTS HAVE NO MIDDLE SCHOOL SEATS TO CHOOSE FROM MUST LOOK OUTSIDE OF THE COMMUNITY.

THAT IS NOT SCHOOL CHOICE, THAT IS -- THERE IS NO OTHER CHOICE.

THE BPS HAS PLANS TO RECONFIGURE SCHOOLS TO K-6 AND 7th THROUGH 12, I CAN'T TELL YOU HOW EXCITED WE ARE THAT YOU MIGHT DO IT QUICKER THAN 2027.

IT IS BECAUSE OF THIS LACK OF MIDDLE SCHOOL SEATS WE'RE LOSING STUDENTS TO CHARTER SCHOOLS OR FAMILIES ARE SIMPLY LEAVING.

THOSE FAMILIES DON'T COME BACK.

SPEAKING FOR MYSELF AS A RESIDENT OF THE CITY, PLEASE LOOK CAREFULLY AT THIS BUDGET AND SEND IT BACK.

I IMPLORER THE COUNCIL TO LOOK AT THE REASONS WHY STUDENT ENROLLMENT IS DECLINING.

IT IS THE DEVELOPMENT OF LUXURY CONDOS AND HOUSES ON BOTH A LARGE AND SMALL SCALE.

THE COST OF AN APARTMENT IN EAST BOSTON IS PROHIBITIVE FROM MANY OF OUR PARENTS.

I HAD TWO LIFE LONG EAST BOSTON RESIDENTS BOTH OF WHOM GRADUATED FROM EASTON HOW HAVE CHILDREN WITH US TELL ME THAT THEY WILL TRY TO HANG ON UNTIL THEIR

STUDENTS GRADUATE FROM OUR SCHOOL, A PLACE THEY LOVE THEN WILL HAVE TO MOVE OUT BECAUSE IT'S TOO EXPENSIVE FOR THEM, THAT'S A LOSS FOR THEM, A LOSS FOR THE CITY.

I ASK YOU, WHY.

STABILITY IN HOUSING LEADS TO STABILITY IN OUR SCHOOL.

I THANK YOU VERY MUCH FOR YOUR TIME.

>> THANK YOU.

>> GOOD AFTERNOON.

EVEN BEFORE I SAY MY NAME I ALSO LIKE TO MENTION HOW YOU WERE TALKING BASED ON NUMBERS, I ALSO WANT TO MENTION THAT I'M GOING TO TALK HOW I LEARNED FROM A COUPLE MONTHS AGO I WENT TO TALK FROM MY EXPERIENCE.

MY NAME IS -- I AM COLOMBIAN, I AM A SENIOR, I AM WITH MY FRIEND.

I'M ALSO -- I KNOW WHAT IT IS TO LOSE FAMILY.

I LOSE NEARLY 200 FAMILY MEMBERS LAST YEAR IN MY SCHOOL.

AND IT HURTS.

I DON'T WANT IT TO BE 215.

I DON'T WANT TO LOSE 50 MORE OF MY FAMILY MEMBERS.

EAST BOSTON HIGH SCHOOL NOT LOSING MEMBERS BECAUSE IT IS A BAD HIGH SCHOOL.

YOU CAN ASK SUPERINTENDENT OR AS MY FRIENDS WILL SAY -- WHO SAYS THAT MYSELF AND OTHER STUDENTS FROM EAST BOSTON HIGH SCHOOL ARE AMBASSADORS OF BOSTON THROUGH ART.

NOT LOSING STUDENTS BECAUSE IT'S A BAD SCHOOL.

WE'RE LOSING STUDENTS BECAUSE OF GENTRIFICATION.

WE HAVE 10% INCREASE OF THE COST OF HOUSING IN EAST BOSTON.

USING ONE YEAR.

WE KNOW THAT BUDGET IS ONE OF THE MOST IMPORTANT PARTS OF BEING IN A COMMUNITY.

EAST BOSTON HIGH SCHOOL IS ONE OF THE BIGGEST INSTITUTIONS OF THE CITY, EVEN MASSACHUSETTS.

WE KNOW IT'S IMPORTANT FOR THE

FUTURE.
WHO HAS HISPANIC ETHNICITY.
WE LOST NEARLY 15% OF THE
STUDENTS IN ONE YEAR AND YOU ASK
SOMEONE YOU ASK, WHERE ARE THESE
STUDENTS GOING.
NO ONE REALLY ANSWERED THAT
QUESTION.
I HAVE AN ANSWER.
THEY ARE NOT GOING ANYWHERE.
SINCE INCREASE OF HOUSING,
INCREASE OF COST OF HOUSING,
THEY HAVE TO WORK, THEY ARE NOT
GOING TO SCHOOL RIGHT NOW.
THEY HAVE TO WORK SO THEY CAN
PAY FOR THAT HOUSING.
I WOULD LIKE TO KNOW IF ANYONE
IN THIS BUILDING DOESN'T HAVE
HIGH SCHOOL DIPLOMA.
WE NEED HIGH SCHOOL DIPLOMA, WE
NEED EDUCATION IN ORDER TO
SUCCEED.
YOU WERE TALKING ABOUT
RECRUITMENT OF DIFFERENT AND
DIVERSE TEACHERS IN IN
INSTITUTIONS.
WE DO KNOW WHO ARE LOSING, WE
KNOW THE KIND OF STAFF WE'RE
LOSING.
WE ARE LOSING THE MOST AFFECTED
STAFF MEMBERS ARE THE E-LIST
LEARNERS AND TEACHERS.
NEARLY 60,000 OF THE IMMIGRANT
EACH YEAR ARE YOUNGER THAN THAT.
IF WE WANT TO HAVE 7th GRADE
WE'RE LOSING ENGLISH LEARNERS,
WHAT IS GOING TO HAPPEN WITH
THOSE 60,000 ENGLISH LEARNER
STUDENTS THAT DOESN'T HAVE
ANYWHERE TO GO BECAUSE THEY
DON'T HAVE A HIGH SCHOOL TO GO
OR MIDDLE SCHOOL.
I WANT TO BELIEVE THAT WE ALL
AGREE TO THE FACT THAT WE'RE NOT
JUST NUMBERS.
MY SCHOOL IS NOT A SCHOOL WITH
15% LESS OF STUDENTS.
MY SCHOOL IS NOT A SCHOOL WITH 8
87% OF STUDENTS ENROLLED.
WE ARE THE FUTURE AND WANT TO
BELIEVE THAT.
WE ARE NOT LOSING MONEY WE'RE
LOSING OPPORTUNITIES RIGHT NOW.
YOU HAVE THE FACTS THAT WE ARE

LOSING 200 STUDENTS PER YEAR.
IN MY HANDS I HAVE THE FACTS
THAT AT LEAST 500 STUDENTS
DOESN'T AGREE WITH THIS BUDGET
CUT.

IF YOU GIVE ME ONE YEAR I'LL
HAVE THE ENTIRE COUNTRY.

>> THANK YOU.

IS THERE ANYONE ELSE?
THAT WISHES TO TESTIFY AT THIS
POINT?

>> HELLO.

GOOD AFTERNOON.

BEFORE I PRESENT MY ARGUMENT I'D
LIKE TO INTRODUCE MYSELF.

MY NAME IS ASHLEE FIGAROA I AM
ONE OF THE COPRESIDENTS OF OUR
SENIOR CLASS AT EAST BOSTON HIGH
SCHOOL AND I'M ALSO PRESIDENT OF
STUDENT COUNCIL AND I WAS ALSO
CAPTAIN OF OUR INDOOR TRACK TEAM
THIS PAST SEASON.

I'VE BEEN INVOLVED IN MANY
STUDENT ADVOCATE ACTIVITIES,
BOSTON STUDENT COUNCIL, MADE UP
OF STUDENT REPRESENTATIVES FROM
EVERY PUBLIC HIGH SCHOOL IN OUR
DISTRICT.

TODAY I AM HERE BECAUSE OUR
SCHOOL IS EXPECTED TO LOSE
AROUND \$1 MILLION IN BUDGET
CUTS.

THIS IS BECAUSE OUR ENROLLMENT
HAS GONE DOWN.

I DO UNDERSTAND THAT ENROLLMENT
IS ONE OF THE BIGGEST FACTORS IN
BUDGETING, BUT WE CANNOT DO
ANYTHING WHEN OUR COMMUNITY IS
SUFFERING FROM GENTRIFICATION.

RENT IS GOING UP, THAT IS
PUSHING THE LOW INCOME PARENTS
OUT OF OUR COMMUNITY AND WHY IS
THIS BAD FOR OUR STUDENTS?
KNOWING OUR BUDGET IS GOING TO
ELIMINATE THE BEST EDUCATION WE
CAN GET.

FOR EXAMPLE, CLASS SIZE WILL
HAVE TO INCREASE OVER THE YEARS
AND THAT'S NOT GOOD BECAUSE
STATISTICALLY IT IS PROVEN THAT
A LOWER CLASS SIZE THAT IS
BOATER EDUCATION FOR US BECAUSE
TEACHERS ARE BETTER TO
INDIVIDUALLY FOCUS ON US.

NOW TEACHERS.

PERSONALLY I THINK EAST BOSTON HIGH SCHOOL I HAVE NEVER FOUND ANY MORE MOTIVATED TEACHERS THAN THE ONES I HAVE NOW.

NOT ONLY THAT BUT CUTTING BUDGETS MORE THAN -- TO LET OUR PROGRAMS BE LOST AND HAVE PARTNERSHIPS WITH COLLEGE ADVISING -- SOME OF THE PROGRAMS.

OUR ENROLLMENT WILL CONTINUE TO DECREASE IF WE LOWER OUR BUDGET COSTS.

WHY IS THAT?

BECAUSE UNFORTUNATELY WE WON'T HAVE ENOUGH MONEY FOR THESE PROGRAMS, FOR THESE CLASSES AND WHOLE REASON WHY STUDENTS WANT TO ATTEND OUR HIGH SCHOOL IS BECAUSE OF THE OPPORTUNITIES WE OFFER AND PROGRAMS WE HAVE.

IT'S MENTIONED THAT OUR TEST SCORES WILL START DECREASING, CURRENTLY WE OFFER MANY S.A.T. COURSES TO TAKE AND MCAS PREP COURSES WHICH IS WHY OUR S.A.T. SCORES HAVE GONE UP QUITE A LOT RECENTLY.

EAST BOSTON HIGH SCHOOL IS VERY DIFFERENT FROM ANY OTHER HIGH SCHOOL AND BPS IN MY OPINION. WE HAVE STRONG ADMINISTRATIVE STAFF THAT HAS BASICALLY BECOME A FAMILY TO ME.

NOW INSTEAD OF CUTTING THE BUDGET, LET'S FIND A WAY TO BETTER OUR COMMUNITY, TO MAKE IT A BETTER ENVIRONMENT.

EAST BOSTON ITSELF IS CHANGING. PEOPLE CAN'T AFFORD TO PAY RENT. HOW CAN SCHOOL ENROLLMENT RATE INCREASE IF A CITY IS PUSHING STUDENTS AND PROPERTY OUT. BPS IS ONE OF THE BEST DISTRICTS FLAKES NALLY.

WHY SHOULD OUR EDUCATIONAL RESOURCES BE LIMITED BECAUSE OF POVERTY.

INSTEAD OF GIVING US A WAY OUT, HELP US, GUIDE US IN THIS ROUGH PATCH.

I DON'T WANT MY SCHOOL -- MOTIVATED ME AND HELPED ME

BECOME A BETTER STUDENT, TO SHUT
DOWN IN THE FUTURE BECAUSE OF
THESE BUDGET COSTS.

THE GOVERNMENT SOLUTION TO A
PROBLEM IS USUALLY AS BAD AS THE
PROBLEM.

SO WHAT I'M TRYING TO SAY IS,
DON'T ONLY THINK ABOUT WHAT IS
BEST FOR THE DISTRICT, THINK
ABOUT WHAT IS BEST FOR THE
STUDENTS.

THANK YOU.

>> THANK YOU.

THAT CONCLUDES THIS HEARING ON
SCHOOL BUDGETS.

I WANT TO THANK YOU FOR YOUR
TIME, TESTIMONY AND ATTENTION.
THIS HEARING IS ADJOURNED.