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>> MARK CIOMMO, CHAIRMAN OF WAYS
AND MEANS AND THE AUSTIN
BRIGHTON CITY COUNCILOR.

TODAY'S MONDAY MAY 1ST.

WE ARE HERE WITH THE BOSTON
PUBLIC SCHOOL DEPARTMENT TO
DISCUSS INDIVIDUAL SCHOOL
BUDGETS AS THEY RELATE TO THE
OVERALL FISCAL YEAR 18 BOSTON
SCHOOL BUDGET.

I WANTED TO REMIND FOLKS THIS
HEARING IS BROADCAST LIVE AND
RECORDED ON RCN CHANNEL 82 AS
WELL AS COMCAST CHANNEL 8.

I ASK FOLKS IN THE CHAMBER TO
SILENCE THEIR ELECTRONIC DEVICES
AND WE WILL TAKE PUBLIC
TESTIMONY AT THE CONCLUSION OF
THE QUESTION AND ANSWER PERIOD.
THERE'S A SIGN IN SHEET BY THE
DOOR.

WE ASK YOU SIGN YOUR NAME,
AFFILIATION AND RESIDENCE.

WE ARE HERE TO DISCUSS DOCKETS
0536 THROUGH 0538.

ORDERS FOR THE FISCAL YEAR 18
OPERATING BUDGET INCLUDING
ANNUAL APPROPRIATIONS FOR
DEPARTMENTAL OPERATIONS FOR THE
SCHOOL DEPARTMENT AND
APPROPRIATION FOR OTHER POST
EMPLOYMENT BENEFITS.

AS WELL AS DOCKETS 0539 THROUGH
0543 CAPITAL BUDGET
APPROPRIATIONS INCLUDING LOAN
ORDERS AND LEASE PURCHASE
AGREEMENTS.

I'M GOING TO INTRODUCE MY
COLLEAGUES IN ORDER OF THEIR
ARRIVAL.

TO MY IMMEDIATE LEFT IS VICE
CHAIRMAN OF EDUCATION, COUNCILOR
ANNISSA ESSAIBI GEORGE.

TO MY FAR LEFT COUNCILOR ANDREA
CAMPBELL, DISTRICT CITY COUNCIL
TIM MCCARTHY.

TO MY RIGHT, COUNCILOR MATT
O'MALLEY.

BACK TO MY LEFT, COUNCILOR
PRESIDENT MICHELLE WU.

ALSO ON MY LEFT, DISTRICT CITY COUNCILOR JOSH ZAKIM AND TO MY FAR RIGHT AGAIN COUNCILOR AT LARGE MICHAEL FLAHERTY AND TO MY IMMEDIATE RIGHT THE CHAIRMAN OF EDUCATION, COUNCILOR TITO JACKSON.

BEFORE I HAND IT OVER, I JUST WANT TO ADDRESS THE HOW DIFFICULT IT IS FOR YOU TO SCHEDULE THESE HEARINGS FOR MY COLLEAGUE.

WE WANT INPUT FROM THE PUBLIC AS MUCH AS POSSIBLE.

AND WE DO GET INPUT THROUGHOUT THE YEAR.

THIS IS AN OPPORTUNITY FOR MY COLLEAGUES TO GIVE THE FEEDBACK TO THE DEPARTMENTS THAT THEY HEAR YEAR IN AND YEAR OUT EVERY YEAR.

WE DO OUR BEST TO ACCOMMODATE PUBLIC TESTIMONY, WE'LL TAKE IT IN ANY FORM IT COMES WHETHER IT'S AN E-MAIL OR LETTER, SEND IN THE TAPE.

HOWEVER YOU'D WISH TO TESTIFY.

WE ALSO, WITH THE SCHOOL DEPARTMENT AS I MENTIONED EARLIER, HAVE SCHOOL COMMITTEES HEARINGS THROUGHOUT THE YEAR. THEY'RE ALL AT NIGHT.

MY COLLEAGUE AND I HAVE MANY DEMANDS ON OUR TIME ESPECIALLY AT NIGHT WITH OUR OWN NEIGHBORHOOD MEETINGS.

SO I JUST WANT TO CLARIFY THAT FOR THE VIEWING PUBLIC AT LEAST, THAT WE DO THE BEST WE CAN.

WE ALSO HAVE HEARINGS IN THE NEIGHBORHOOD WHICH ARE ALSO AT NIGHT.

SO JUST WANTED TO LET FOLKS KNOW WHO ARE VIEWING THAT WE ARE OPEN TO ALL INPUT AT ANY TIME, NOT JUST THESE HEARINGS BUT THROUGHOUT OUR TERMS IN OFFICE. WHENEVER WE'RE AT COMMUNITY MEETINGS OR VISITING SCHOOLS WHICH WE ALL DO.

WITH THAT, I WANT TO WELCOME ALAN AND YOUR TEAM FOR THE SCHOOL BUDGETS HEARING.

THANK YOU.

>> THANK YOU, COUNCILOR.
I'M GOING TO TRY TO KEEP MY
REMARKS RELATIVELY BRIEF BECAUSE
I KNOW WE'RE RUNNING A LITTLE
BEHIND SCHEDULE.
I'M GETTING A THUMB'S UP.
I WANT TO ACKNOWLEDGE AND THANK,
WE HAVE EIGHT ON OUR
INSTRUCTIONAL SUPERINTENDENT
WITH US TODAY.
THANK YOU ALL FOR JOINING US.
OUR INSTRUCTIONAL SUPERINTENDENT
ARE PRINCIPLES AND THEY ARE ABLE
TO JOIN US IF WE HAVE QUESTIONS
ABOUT INDIVIDUAL SCHOOLS
THANK YOU FOR BEING HERE.
THERE ARE THREE TOPICS I'LL
TOUCH ON BRIEFLY.
I'LL REMIND YOU ABOUT THE FY18
PROPOSAL OVERALL.
THANK YOU ABOUT HOW WE STRIVE TO
FUND SCHOOLS EQUITABLY AND
TRANSPARENTLY AND TALK
SPECIFICALLY ABOUT HOW WE
SUPPORT SCHOOLS WITH DECLINING
ENROLLMENT.
AS I MENTIONED LAST WEEK, MAYOR
WALSH'S FY18 BUDGET PROPOSAL
INCLUDES THE PROJECTED \$40
MILLION INCREASE FOR BPS.
THE TOTAL APPROPRIATION WOULD BE
1 BILLION, 62 BILLION BEFORE
COLLECTIVE BARGAINING AND 1
BILLION 81 MILLION AFTER
COLLECTIVE BARGAINING.
WE SET OUT TO DESIGN FY18
PROPOSAL WITH TWO VERY LARGE
PRIORITIES.
FIRST A MAJOR INVESTMENT IN
EXTENDING THE SCHOOL DAY.
WE TALKED ABOUT THAT MORNING AT
OVER \$14 MILLION.
ALSO, TO DO THAT WHILE
MAINTAINING OUR CURRENT SCHOOL
FUNDING FORMULAS KNOWN AS WFS
AND WE HAVE ACCOMPLISHED BOTH
OBJECTIVES.
IN FACT WE WENT EVEN FURTHER
THAN THAT.
ON PAGE FOUR WE SEE A LIST OF
ALL THE INVESTMENTS THAT ARE
PART OF THE FY18 BUDGET
PROPOSAL.
THIS IS A CAREFULLY REVIEWED AND

CONSIDERED LIST THAT WE HOPE CONTINUES ON OUR PATH AND OUR EFFORT TO CLOSE OPPORTUNITY AND ACHIEVEMENT GAPS.

SO LET'S TALK ABOUT HOW WE FUND SCHOOLS.

I'M TURNING TO PAGE SIX AND I'M AFRAID I NEED TO MENTION THERE'S ONE SMALL TYPO ON THIS PAGE.

IT SAYS SCHOOL BUDGETS ARE INCREASING 22 MILLION, IT SHOULD READ 25 MILLION K THE GENERAL FUND ARE RISING BY DID \$25 MILLION NEXT YEAR.

THE BIGGEST DRIVER OF THAT INCREASE IS INDEED ELP BUT THERE ARE OTHER THING AS WELL.

YOU HEARD US TALK ABOUT SUPPORT STUDENT'S EXPERIENCE IN HOMELESSNESS MORE MONEY FOR VOCATIONAL EDUCATION.

INCREASE STUDENTS EXPERIENCE IN POVERTY.

IN TERMS OF STAFF, WE EXPECT THE NUMBER OF TEACHERS IN OUR SCHOOLS TO BE ROUGHLY EVEN NEXT YEAR VERSUS WHERE THEY ARE THIS YEAR.

WE CONTINUE TO SEE A SLIGHT SHIFT OVER TIME TOWARDS HAVING MORE SPECIAL EDUCATION TEACHERS AND FEWER GENERAL EDUCATION TEACHERS AS WE MOVE TOWARDS MORE INCLUSION CLASS ROOMS.

THIS IS WHAT WE CALL AN ALL FUNDS APPROACH WHICH WE INCLUDE BOTH THE GENERAL FUNDS DOLLAR FROM THE CITY AS WELL AS EXTERNAL FUNDS.

WHEN WE HAVE OVER \$700 MILLION THAT GO DIRECTLY TO SCHOOLS. BY FAR THE BIGGEST SOURCE OF DOLLARS THAT GO DIRECTLY TO SCHOOLS IS THE \$483 MILLION THAT IS PART OF WSF BUT NOT THE ONLY SOURCE OF FUNDS.

YOU'LL SEE HERE ON THIS PAGE, PAGE 7, THE OTHER MAJOR 10ERSZ OF SCHOOL FUNDING.

THESE ARE THE TIMES I'M NOT GOING TO GO THROUGH ALL THE DETAILS HERE BUT I'M HAPPY TO ANSWER QUESTIONS.

WE ARE VERY PROUD ABOUT HOW

TRANSPARENT WE ARE ABOUT EVERY DOLLAR THAT GOES TO A SCHOOL AND WHY.

ON PAGE 8, YOU CAN SEE A SAMPLE PRINT OUT OF WHAT AN ALLEGATION LOOKS LIKE FOR A SCHOOL.

HERE WE HAVE VIOLA FREDERICK MIDDLE SCHOOL.

EVERY SCHOOL LEADER CAN SEE THIS FOR THEIR OWN SCHOOL.

YOU SEE THE BASE ALLOCATION WHICH YOU HEAR US REFER TO AS WSF.

IT'S BY FAR THE LARGEST ALLOCATION BUT THERE ARE OTHER RULES FOR ALLOCATION.

A SCHOOL GETS A NURSE -- THERE COULD BE PROGRESS MATIC ALLOCATIONS FOR THINGS LIKE SLICE PROGRAMS OR EARLY CHILDHOOD PROGRAMS.

AND THEN THE SCHOOL TYPICALLY WILL ALSO BE RECEIVING EXTERNAL GRANTS.

SO WE'LL FOCUS A LITTLE BIT ON WSF BUT I WANT YOU TO KEEP IN MINE THAT WHILE WSF IS THE LARGEST SOURCE OF FUNDS IT IS NOT THE ONLY.

YOU MAY OCCASIONALLY HEAR OUR TEAM GO BACK AND FORTH ABOUT TALKING WITH WFS VERSUS THE TOTAL SCHOOL BUDGET AND THAT'S WHY.

WE CONTINUE TO BELIEVE STRONGLY THAT WEIGHTED STUDENT FUNDING IS THE BEST WAY TO DISTRIBUTE DOLLARS TO SCHOOLS.

IT IS EQUITABLE.

WE ALLOCATE SIMILAR FUNDING LEVELS TO STUDENTS WITH SIMILAR CHARACTERISTICS NO MATTER WHERE THEY GO TO SCHOOL.

IT IS TRANSPARENT AS I JUST SAID ON THE PREVIOUS PAGE.

WE CAN TELL OUR COMMUNITY ABOUT EVERY DOLLAR THAT'S GOING TO EVERY SCHOOL AND WHY.

IT ALSO ALLOWS US TO EMPOWER SCHOOLS.

SCHOOL LEADERS, THOSE WHO ARE CLOSEST TO THE KIDS IN THAT SPECIFIC SCHOOL TO DESIGN A SCHOOL PROGRAM THAT IS BEST FOR

THEIR INDIVIDUAL COMMUNITY.
AND LASTLY, IT ENABLES SCHOOL
CHOICE.

IT ALLOWS PARENTS TO HAVE A
VOICE IN WHERE THEIR STUDENTS
ATTEND SCHOOL SO THE DOLLARS CAN
FOLLOW THEM.

I'M GOING TO GIVE A VERY BREST
OVERVIEW OF HOW WSF WORKS.
AT ITS MOST BASIC, IT IS A
SIMPLE FORMULA WHERE WE TAKE A
DOLLAR PER PUPIL, WE MULTIPLY IT
BY A NUMBER OF STUDENTS AND THEN
WE GET A SCHOOL BUDGET.

HOW DO WE COME UP WITH THE
DOLLARS FOR PUPILS.

SO WE LOOK AT THE STAFFING
GUIDELINES, RATIOS AND
BARGAINING AWE STRAINTS AND
ADDITIONAL STUDENT NEEDS STUFF
AS POVERTY OR AT RISK STUDENTS.
AND THEN WE MULTIPLY IT BY THE
NUMBER OF STUDENTS WE EXPECT TO
BE THERE IN THE FALL.

YOU'LL HEAR SCHOOLS TALK ABOUT
THEIR PROJECTIONS.

OF COURSE THIS IS A CRITICAL
EXERCISE FOR US TO GO THROUGH.
WE REALLY INVESTED OVER LAST 12
MONTHS TO GET THIS RIGHT.

WE LOOK AT A WHOLE LOT OF DATA.
WE LOOK AT DEMANDS FROM
FAMILIES, HISTORIC TRENDS FOR
THE DISTRICT OVERALL AND FOR
EACH SCHOOL.

AND MOST IMPORTANTLY, WE REVIEW
IN DETAIL EVERY PROJECTION WITH
EVERY SCHOOL LEADER AND
INCORPORATE THEIR FEEDBACK.
TO HELP YOU UNDERSTAND HOW WSF
WORKS, WE PUT TOGETHER THIS
ATTACHED SIMPLIFIED EXAMPLE OF A
THIRD GRADE CLASS ROOM.

I'M ON PAGE 11.

WHEN A CLASSROOM'S A HUNDRED
PERCENT FULL, EVERY STUDENT
BRINGS DOLLARS WITH THEM FROM
WSF.

THE FORMULA THEN GENERATES
ADDITIONAL DOLLARS, IN THIS CASE
IT'S ABOUT 24, \$25,000 WHICH THE
SCHOOL LEADER CAN HELP DECIDE
HOW TO SPEND THAT ON
DISCRETIONARY THINGS BEYOND THE

CORE CLASSROOM.

THIS IS WHERE A LOT OF THE SUPPORT AND ENRICHMENT MIGHT COME FROM.

THE BREAK EVEN POINT IS 8 % . THE CLASSROOM CAN STILL HAVE FOUR EMPTY SEATS.

THE CORE CONSTRUCTION FROM THE BPS FUND TO PAY FOR IT.

WHERE WE RUN INTO CHALLENGE IS WHERE WE HAVE CLASSROOMS THAT ARE HALF FULL IN WHICH CASE THE CLASSROOM ITSELF IS RUNNING AT A DEFICIT NOW.

WE ALWAYS ENSURE EVERY SCHOOL HAS THE CORE CLASSROOM INSTRUCTIONAL NEEDS.

WE GUARANTEE THAT HAPPENS.

WE DO HAVE A FEW SCHOOLS THAT GET THE SAME ALLOCATIONS FOR THAT REASON.

IN THE INTEREST OF TIME, I'M GOING TO JUMP AHEAD AND LET YOU KNOW HERE IS SOME AWE DWITIONAL DETAIL THAT WE PROVIDE THE SCHOOLS SUCH AS POVERTY, ELO AND SPECIAL EDUCATION.

WE DO HAVE SCHOOLS WHOSE BUDGET CAN SHIFT FOR OTHER REASONS OUTSIDE OF WSF IF THEY HAVE CHANGING ENROLLMENT.

WE HAVE AUTONOMOUS SCHOOLS WHO HAVE ELECTED TO PAY TEACHERS ON ACTUAL SALARIES RATHER THAN AVERAGE SALARIES.

THEY COULD DEAL A CHANGE IN THERE BUDGET AS WELL IF THEY HAVE A TEACHING FORCE THAT IS MOVING ON IN OUR BP SALARY SCHEDULE.

DURING OUR PUBLIC PROCESS WITH THE SCHOOL COMMITTEE, ISSUES WERE RAISED BY SCHOOL COMMITTEE MEMBERS AS WELL AS MEMBERS OF OUR PUBLIC HOW WE ARE SUPPORTING SCHOOLS WITH THE CLIMBING ENROLLMENT.

IN RESPONSE WE DID A FAIRLY COMPREHENSIVE ANALYSIS OF SCHOOLS LOSING ENROLLMENT, THOSE THAT ARE LOW PERFORMING.

I WANT TO SHARE HIGHLIGHTS WITH YOU NOW.

IN THE NEXT SCHOOL YEAR, WE

EXPECT 600 MORE STUDENTS TO ATTEND LEVEL ONE IN TWO SCHOOLS. THIS IS AN EXCITING FACT, AN EXPRESSION OF RESPONDING TO FAMILY CHOICE IN OUR SYSTEM. THOSE SUPPORTS ADD UP TO OVER \$15 MILLION.

BUT BECAUSE OF CONCERNS THAT WERE RAISED SPECIFICALLY ABOUT THESE GROUPS OF SCHOOLS, WE ADJUSTED OUR ORIGINAL PROPOSAL TO ADD A \$1.25 MILLION DOLLAR RESERVE, SPECIFICALLY TO SUPPORT LOWER PERFORMING SCHOOLS FOR DECLINING ENROLLMENT.

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T

I'LL SHARE NOW A LITTLE BIT MORE OF THE DATA BEHIND SOME OF THE STAFF I JUST REFERENCED. THE DATA BEHIND SOME OF WHAT I JUST REFERENCED.

ON PAGE 18 ON THE GRAPH ON THE LEFT YOU CAN SEE THE BREAK DOWN OF OUR STUDENTS, PROJECTED STUDENTS BY CATEGORY OF SCHOOL BUDGET CHANGE.

THE STUDENTS ARE AT SCHOOL WITH DECLINING BUDGETS.

ON THE RIGHT YOU CAN SEE HOW OUR ENROLLMENT PATTERNS ARE CHANGING.

AGAIN, IN RESPONSE TO FAMILIES, WE HAVE MORE STUDENTS WHO ARE LEVEL ONE AND TWO ARE HIGHER PERFORMING SCHOOLS JUST YEAR.

WE CAREFULLY EXAMINE THE RESOURCE AVAILABLE TO THOSE SCHOOLS WHO TWO HAVE DECLINING ENROLLMENTS.

YOU'LL SEE ON PAGE 19 WE LOOK, FOR INSTANCE, AT THE PER PUPIL SPENDING FOR THOSE SCHOOLS.

THAT IS ALMOST \$10,000 IS ACTUALLY HIGHER IN SCHOOLS WITH DECLINING BUDGETS THE STUDENTS WITH FTE RATIO WILL IMPROVE NEXT YEAR.

THIS YEAR THEY HAVE ON AVERAGE 8.2 STUDENTS PER TEACHER, NEXT YEAR WILL BE 7.9 THIS ANALYSIS GAVE US CONFIDENCE, SIGNIFICANT

RESOURCE ARE INDEED IN PLACE AT THOSE SCHOOLS.

WE LOOK CAREFULLY AT THE 15 SCHOOLS, HOW MUCH MONEY ARE THEY LOSING, WHERE IS IT COMING FROM. IN SOME ABOUT \$4 MILLION CUMTIVELY WITH DECLINING ENROLLMENTS.

WE LOOKED AT WHAT CHANGES WERE MADE TO THE SCHOOL BUDGETS, ABOUT 75% OF THE CHANGE OF THAT \$4 MILLION OR ROUGHLY \$3 MILLION, WAS FROM REDUCING CAPACITY BECAUSE THEY WOULD BE SERVING FEWER STUDENTS.

ABOUT QUARTER OF IT WAS FOR SUPPORTS OUTSIDE THE CORE CLASSROOM TEACHING.

AND THAT IS OUR AREA OF CONCERN, THE AREA OF FOCUS FOR OUR NEWLY RATED RESERVE.

I MENTIONED WE HAVE SERIES OF SPORTS IN PLACE FOR THESE SCHOOLS, EVEN BEFORE THE NEW RESERVE THAT WE HAD CREATE THIS YEAR.

I LISTED THOSE SUPPORTS IS INCLUDED ON PAGE 21.

LASTLY, I JUST WANTED TO CLOSE BY REMINDING THE COUNCIL OF SOMETHING WE TALKED ABOUT LAST WEEK, WE'RE VERY PROUD THIS WEEK TO HAVE EQUITY ANALYSIS, ARE JUST SAMPLE OF IT I WANT TO ALSO REMIND THE COUNCIL THAT WE DID AN EQUITY ANALYSIS OF EVERY DOLLAR OF NEW INVESTMENT THAT WAS GOING TO A SCHOOL.

IT WAS THE BREAK DOWN OF THE STUDENTS SERVED AT THAT SCHOOL AND THE EQUITY SHARED ON PAGE 22 AND CONFIRMED THAT OUR NEW INVESTMENTS ARE DISPROPORTIONAL SHOWING TO SERVE UNDER SERVED POPULATIONS.

YOU ARE PROBABLY TIRING OF HEARING ME SAY THIS, WE STRIVE SO HARD TO BE TRANSPARENT WHERE DOLLARS GO, WE PUT ALL OF THE DETAIL UP ON OUR WEBSITE AND WE ENCOURAGE THOSE WATCHING FROM HOME OR IN THE PUBLIC TO CHECK IT OUT FOR MORE INFORMATION.

THAT WAS -- I'LL TAKE QUESTIONS.

>> THANK YOU.

I WANT TO START BY A REQUEST
THEN I'LL PASS IT ALONG.
TO PROVIDE CONTEXT TO THE ENTIRE
SCHOOL DEPARTMENT BUDGET, CAN
YOU GIVE ME THIS YEAR'S
PERCENTAGE OF THE OPERATIONAL
AND THE EXTERNAL AND PROBABLY
THE TRANSPORTATION BECAUSE I
THINK THEY MAY BE SEPARATE.
THE PERCENTAGE THAT ARE
PERSONNEL BENEFITS, BASICALLY
STAFF RELATED COSTS OF THE 1.061
BUDGET AS WELL AS WHAT THE
EXTERNAL FUNDS ARE AND HOW
THAT'S BROKEN OUT.

MAYBE A FIVE-YEAR HISTORICAL
ILLUSTRATION, IF YOU WILL.

>> I CAN TELL YOU THAT FOR THE
CURRENT BUDGET PROPOSAL ON THE
SALARY LINE WE HAVE 691.8
MILLION IN SALARIES.

144.1 MILLION IN BENEFITS, THIS
IS ON THE GENERAL FUND SIDE.
THAT IS TOTAL EVER 835 MILLION
GOING DIRECTLY TO STAFFING AND
COSTS.

THAT IS ROUGHLY 79% OF OUR
OVERALL BUDGET.

WE ALSO HAVE 21.8 MILLION IN
RESERVE, WE -- MOST OF OUR
RESERVES ARE SET ASIDE FOR
THINGS LIKE ELT OR WE HAVE SOME
STUDENTS HELD IN RESERVE THAT WE
PLAN TO ALLOCATE OUT WHERE WE
SEE STUDENTS ENROLL.

I WOULD ACTUALLY INCLUDE THAT IN
OUR ESTIMATED PERSONNEL
SPENDING.

THAT BRINGS OUR TOTAL TO 857.8
MILLION OVERALL OR ALMOST 81% OF
OUR FY18 BUDGET PROPOSAL GOING
DIRECTLY TO STAFFING AND COSTS.

>> THAT'S ALL FUNDS.

WAS JUST CITY FUNDS,
GENERAL FUNDS.

>> OPERATIONAL.

I COULD DO THE BREAK DOWN FOR
YOU, WE'LL GET YOU THE FIVE-YEAR

--

>> JUST A SIMPLE SPED SHEET TO
GET HISTORICAL PERSPECTIVE OF
WHAT PERCENTAGES ARE ABOUT
STAFF.

>> WE'D BE HAPPY TO.
TO YOUR POINT ABOUT
TRANSPORTATION SPENDING THE BULK
OF OUR TRANSPORTATION SPENDING
IS THROUGH A CONTRACT, THAT THE
PERSONNEL COST OF BUS DRIVERS IS
ACTUALLY IN THE CONTRACT LINE
THAT WOULDN'T BE INCLUDED IN
THIS DRIVERS' WAGES WOULD NOT BE
INCLUDED IN THE NUMBER.

>> JUST TO CLARIFY, THE 1.061
BILLION, ABOUT 110 MILLION I
BELIEVE IS IN TRANSPORTATION
LINE.

SO IF WE TAKE THAT OUT, THE 857
MILLION STAFF, BENEFITS, ET
CETERA, ACTUALLY WOULD BRING US
ABOVE 80%.

>> WE WOULDN'T TAKE THE FULL 110
MILLION BECAUSE THERE ARE COSTS
IN THE TRANSPORTATION DEPARTMENT
THAT ARE IN PERSONNEL LINES,
SINCE OUR TRANSPORTATION STAFF
IS IN CENTRAL OFFICE AND OUR
TRANSPORTATION MONITORS, BUS
MONITORS AND SAFETY MONITORS ARE
IN OUR BUDGET.

BUT THE DRIVERS' WAGES, COSTS
ARE INCLUDED IN OUR CONTRACT.

>> HISTORICAL --

COUNCIL, I'M SO SORRY, I WAS
REMISS NOT INTRODUCING THOSE
RIGHT OFF THE TABLE I APOLOGIZE.
DO YOU MIND IF I DO THAT NOW?

>> NOT AT ALL.

WE'RE JOINED BY MICHELLE
SHANNON OUR CHIEF OF SCHOOLS.
MONICA ROBERTS.

>> ASSISTANT SUPERINTENDENT OF
ENGAGEMENT.

>> NATE, OUR DEPUTY CFO, I'M
ELEANOR, THE CFO OF THE BOSTON
PUBLIC SCHOOLS AND OUR BUDGET
DIRECTOR.

APOLOGIES FOR THAT.

>> NO PROBLEM.

I RECOGNIZE THAT LARGE CITY
COUNCIL ESSAIBI GEORGE.

>> THANK YOU ALL FOR BEING HERE.

WITH THE WEIGHTED STUDENT
FORMULA IT'S IMPORTANT WE
MAXIMIZE ENROLLMENT IN ALL OUR
SCHOOLS.

CAN ANY OF YOU SPEAK TO WHICH

SCHOOLS ARE ENROLLED AT CAPACITY AT FULL UTILIZATION, THEN ALSO WHICH CLASSROOMS ARE AT FULL UTILIZATION OR THE PERCENTAGE OF UTILIZATION IS?

>> WE NOTED THAT YOU ASKED THE SAME QUESTION, I APOLOGIZE WE HAVEN'T GOTTEN THE ANSWERS. WE ARE PREPPING A FILE TO SHARE WITH YOU, NOT QUITE READY BUT WE'RE WORKING ON IT. WE HAVE THAT FOR EVERY SCHOOL.

>> I'M SURE THAT IT IS AN ENORMOUS AMOUNT OF DATA ONE OF THE THINGS THAT THAT ANSWER WOULD HELP US GET TO IS REALLY UNCOVERING WHAT SCHOOLS NEED HELP.

I THINK THAT WE KNOW THAT BECAUSE WE CAN TELL WHICH BUDGETS ARE DECLINING. IF WE CAN TALK A LITTLE BIT ABOUT MAYBE HOW MANY SCHOOLS HAVE HAD MULTIPLE YEARS OF DECLINING BUDGETING WHICH WOULD LEAD TO DECLINING ENROLLMENT. IF WE CAN HAVE A BETTER -- THEN SAID, OKAY, THESE ARE THE TEN SCHOOLS THAT ARE PRIORITY BECAUSE THEY HAVE HAD MULTIPLE YEAR OF DECLINING FUNDING, WHAT CAN WE DO AS A DISTRICT TO RESPOND TO THOSE SCHOOLS AND FULFILL THE GAPS OR THE NEEDS OR CHANGE THE WAY WE DO BUSINESS SO THAT IT IS FULLY UTILIZED.

>> I'LL ANSWER THAT IN A SECOND. I JUST WANT TO NOTE WHEN I SHARED THAT VISUAL THAT THE THREE -- ONE OF THE POINTS WE WERE TRYING TO MAKE IS THAT HAVING MORE STUDENTS AT YOUR SCHOOL IS NOT ALWAYS FINANCIALLY BETTER.

THE GOAL THAT WE HAVE IS WE WORK WITH SCHOOLS IS TO RESPOND TO THE WAY THEY WANT TO SET UP THEIR PROGRAM.

THAT WE HELP THEM FILL THE CLASSROOMS.

A SCHOOL CAN BE SMALLER OR BE RICHER, SO THAT'S WHAT WE TRY SO HARD TO PUT IN THE SCHOOLS TO ACHIEVE.

WE WOULD BE HAPPY TO SHARE THE
TOP LINE --

>> I ABSOLUTELY AGREE THAT IT IS
IMPORTANT TO NOT JUST FILL THE
SEATS BUT FILL THEM
APPROPRIATELY BUT THEN IF WE
HAVE TO CONTINUALLY UNDER FUND A
PARTICULAR SCHOOL THAT WE'RE NOT
DOING SOMETHING RIGHT.

>> I WOULD SAY OUR HIGHEST
PRIORITY SCHOOLS ARE NOT
NECESSARILY THE SCHOOLS WITH
DECLINING ENROLLMENT EXACTLY.
I THINK BECAUSE THE SCHOOLS,
THINGS MAY CHANGE HOW THE SCHOOL
IS STRUCTURED SO THAT THEY DO
HAVE DISCRETIONARY FUND
KNOWLEDGE, ABLE TO KEEP THEIR
CLASSROOMS FULL.

MAYBE ORIENTATION IS CHANGING,
MAYBE ENROLLMENT IS DECLINING
BECAUSE THEY'RE MOVING TOWARD
SMALLER CLASS SIZES, I WOULD SAY
OUR PRIORITY ARE SCHOOLS WITH
THE SUSTAINABILITY ALLOCATION,
THOUGH SCHOOLS ARE NOT ABLE TO
FUND THE BASIC THINGS REQUIRED
ON THEIR OWN WE HAVE TO PROVIDE
STOPGAPS ON THOSE.

OUR GOAL TO HAVE ZERO SCHOOL
SUSTAINABILITY --

>> HOW MANY DO WE HAVE RIGHT
NOW?

>> THERE ARE TEN.
TEN SCHOOLS.

HOW LONG HAVE THEY BEEN EITHER
RECEIVING THIS TYPE OF
ALLOCATION, THE SOFT LANDING
FUNDING, WHATEVER WE WANT TO
CALL IT, I KNOW WE CALL IT A FEW
DIFFERENT THINGS, HOW MANY OF
THOSE TEN SCHOOLS HOW MANY HAVE
DONE IT FOR MULTIPLE YEARS?

>> FOUR OF THE SCHOOLS ARE NEW
THIS YEAR.

AND SIX OF THEM ARE REPEATING.

>> THEN WITHIN THE SIX HOW MANY
HAVE BEEN MORE THAN TWO YEARS?

>> I WOULD HAVE TO GO BACK AND
DOUBLE CHECK.

>> ARE THERE SOME THAT HAVE BEEN
MORE THAN TWO YEARS?

>> IT'S POSSIBLE.
I WOULD HAVE TO --

>> I UNDERSTAND THAT MY OWN CHILDREN'S SCHOOLS, CONSTANTLY UNDER ENROLLED. NOT FOR LACK OF DESIRE BUT FOR PROBLEM OF THE ASSIGNMENT PROCESS MULTIPLE YEARS.

>> IT'S POSSIBLE. I WOULD HAVE TO CHECK.

>> WHATEVER SCHOOL IT IS, WHAT DO WE DO TO MAKE SURE THAT THAT SCHOOL GETS OUT OF THAT SITUATION, OUT OF THAT STATUS TO BE NOT JUST -- THIS COMES BACK TO FINANCIAL RESPONSIBILITY, BUT WHEN A SCHOOL IS UNDERENROLLED THEN UNDER FUNDED, THERE'S A LARGE POPULATION OF STUDENTS THAT DON'T HAVE AGO SAYS TO SOME GREAT THINGS THAT ARE HAPPENING THERE.

CONSISTENTLY UNDER ENROLLED. THERE ARE SO MANY KIDS THAT ARE MISSING THE OPPORTUNITY MY FOUR CHILDREN AT THAT SCHOOL BECAUSE ASSIGNMENT SYSTEM IS BROKEN.

>> I KNOW TO WHAT HAPPENED, I'LL LET HIM --

>> IT CAN BE PERRY SPECIFICALLY BUT THIS IS HAPPENING IN -- UP TO TEN SCHOOLS.

>> I WOULD SAY THERE MAY BE MORE SCHOOLS LIKE PERRY THAT HAVE ASSIGNMENT ISSUES, BUT THERE ARE ALSO SCHOOLS ON THIS LIST WHERE THEY ARE STRUGGLING WITH CONFIGURATION AND AS DEMAND FOR SCORING IN THE NEIGHBORHOOD HAS CHANGED THEY MAY NOT LOOK LIKE THE PERRY WHERE AT A GIVEN SCHOOL ONLY ONE CLASSROOM AND THAT ONE CLASSROOM IS AT FAULT. THERE ARE SOME SCHOOLS ON THIS LIST THAT MAYBE HAVE TWO CLASSROOMS BUT ONLY ONE AND A HALF ARE FULL.

IN SOME CASES, TWO OF THEM THAT ARE NEARBY OR PROGRAMMING IS OVERLAPPING, ONE OF THE THINGS WE'RE LOOKING AT IS HOW CAN WE WORK WITH GROUPS OF SCHOOLS WHO ARE IN THE SIMILAR NEIGHBORHOOD TO MAKE SURE THAT WE CREATED A COHERENCE OF PROGRAMMING AND CONFIGURATION THAT WORKS FOR

THAT NEIGHBORHOOD AND FAMILIES
THEY ARE CHOOSING WITHIN THAT
NEIGHBORHOOD.

THAT ALL OF THE SCHOOLS HAVE
DISCRETIONARY SPENDING, INSTEAD
OF RELYING ON THE DISTRICT FOR
SUSTAINABILITY.

>> IT WOULD BE NICE TO HAVE
DISCRETIONARY FUNDING, BUILT
NICE TO AT LEAST BREAK EVEN, GET
TO A POINT WHERE THE SCHOOL IS
SUPPORTING ITSELF, NEVER MIND
DISCRETIONARY FUND BUT WE NEED
TO GET TO THIS OTHER POINT.

>> I AGREE COMPLETELY.

FROM MY PERSPECTIVE, I AM IN
MOST OF THE 125 BUDGET MEETINGS
THAT HAPPEN IN JANUARY, I WOULD
LOVE TO NOT BE IN ONE THAT HAS
TO DO WITH SUSTAINABILITY
ALLOCATIONS BECAUSE THOSE
MEETINGS ARE NOT AS MUCH FUNS AS
ONES HELPING THE SCHOOLS PLAN.

>> TALK A LITTLE BIT TO THE --
ANOTHER EXAMPLE, JUST MENTION
ELEMENTARY SCHOOL THAT HAS BEEN
CAPPED, WE'RE CAPPING ENROLLMENT
AT SOME SCHOOLS BUT THEN ALSO
EXTENSIVE WAIT LIST, YOU HAVE AN
IMBALANCE.

I THINK WE HAVE THIS FINANCIAL
REQUIREMENT TO FUND THESE
SCHOOLS BUT WE ALSO HAVE LIKE A
CUSTOMER SERVICE REQUIREMENT TO
FULFILL THE DESIRES OF FAMILIES
AND STUDENTS.

>> THAT IS PART OF THE
PARTNERSHIP WITH ENROLLMENT
PROJECTIONS, EARLIER WORKING
WITH SCHOOLS, UNDERSTAND WHAT
THEIR IDEAL SIZE IS, IN
PARTICULAR SCHOOLS LIKE BCLA OR
ACC SOME OF THE SCHOOLS THAT
HAVE HAD RECENT CHALLENGES WITH
ENROLLMENT.

WE WANT TO UNDERSTAND WHAT IS
THE INCOMING COHORT SIZE THAT
THEY'RE LOOKING FOR TO HELP
DESIGN THEM.

I THINK ONE OF THE CHALLENGES
THAT HAPPENS WITH SOME OF OUR
AUTONOMOUS SCHOOLS WHERE THEY
HAVE CONTROL OVER ADMISSION IF
THEY'RE NOT ADMITTING ENOUGH

STUDENTS WE'RE GOING TO PROJECT THEM TO BE AT THE SMALLER SIZE. SO WE WANTED TO UNDERSTAND FROM THEM HOW MANY STUDENTS CAN YOU SERVE IDEALLY.

THE CAPPING THAT HAPPENS IS EITHER BECAUSE OF PHYSICAL SPACE CONSTRAINTS THAT WE LITERALLY DON'T HAVE ANY MORE SPACE OR IT'S IN CONVERSATION WITH THE SCHOOL LEADER WHAT IS THEIR MODEL AND THEIR IDEAL SCHOOL SIZE.

SO THAT THEY CAN PROVIDE THE MODEL THAT THEY HAVE AT THAT SIZE.

SO, WITH THOSE TWO FACTORS WE WILL TRY TO PROJECT AND WORK WITH SCHOOLS TO GET THEM TO THEIR ACTUAL SIZE WHEN DOING THE PROJECTIONS AND DOING THE ASSIGNMENT.

>> I UNDERSTAND THE -- WE TALK ABOUT BEST PRACTICE FOR A SCHOOL, TALK ABOUT THE PHYSICAL ENVIRONMENT THAT THE SCHOOL HAS BUT THEN THERE'S ALSO SORT OF A POLITICAL DEBATE THAT HAPPENS WITHIN A SCHOOL COMMUNITY ESPECIALLY WHEN I THINK THE BCLA SHARED SPACE WITH ANOTHER SCHOOL, THERE'S A LOT OF, I THINK, SOME CONFLICT BETWEEN WHICH SCHOOL GETS TO TAKE WHICH SPACE AND THAT PHYSICALLY CONSTRAINS THE GROWTH OF THE SCHOOL.

WHEN YOU HAVE A SCHOOL LIKE BCLA USING THAT AS AN EXAMPLE THAT DOES HAVE HIGH GRADUATION RATES, WHY CAN'T WE GET MORE KID INTO THAT BUILDING TO BENEFIT FROM THAT EXPERIENCE.

>> I WILL SAY WHEN WE WERE PUTTING TOGETHER THE 8th GRADE PROJECTIONS, I KEEP TALKING ABOUT 9th GRADE PROJECTIONS FOR HIGH SCHOOLS BECAUSE THAT'S USUALLY THE GRADE WHERE WE GET THE MOST NEW SELECTION, ALSO THE GRADE THAT WE START TO DESIGN FOR HAVING COHORTS MOVE THROUGHOUT WHEN IT COMES TO BCLA THE NEW MISSION EXPANSION AS

WELL, THE 9th GRADE CLASS SIZE IS NOT IN CONSIDERATION OF THE 7-12 SIZE.

THE 9th GRADE SIZE WAS CAPPED AT CONVERSATION WITH THE SCHOOL ABOUT WHAT THEIR DESIGN WAS FOR THEIR SCHOOL.

WHILE THERE COULD BE SITUATIONS WHERE SCHOOLS WILL COME SAY, I CAN'T GROW BECAUSE I'M SHARING SPACE IN THAT SPACE WITH THE 9th GRADE CONVERSATION, IT WASN'T CAPPED THAT WAY.

>> THAT'S IT FOR ME FOR NOW, THANK YOU.

>> THANK YOU, THANK YOU GUYS FOR BEING HERE AND THANK YOU FOR YOUR PRESENTATION, ELEANOR.

PICKING UP ON THOSE QUESTIONS, LINE OF QUESTIONING THAT COUNCILOR ESSAIBI GEORGE ASKED. CAN YOU GET LIST OF THE SCHOOLS THAT TURNLY HAVE WAIT LISTS.

>> THE UNIQUE STUDENTS, MOST OF THEM IF YOU LOOK AT THEM MIGHT LOOK OVER INFLATED BECAUSE STUDENTS ARE ON MULTIPLE WAIT LIST.

>> JUST TO KNOW WHICH SCHOOLS HAVE WAIT LISTS.

IF SO, IS THAT INFORMATION AVAILABLE TO THE PUBLIC.

>> MAINTAINED BY MY OFFICE.

ABLE TO CONTACT WITH REGARDS TO WHERE THINK ARE IN THE WAIT LIST HOW MANY ARE CURRENTLY WORKING ON PROVIDING A PORTAL TO WHICH FAMILIES CAN ACCESS AND CONTINUE TO MONITOR WHERE THEY ARE ON THE WAIT LIST.

THE LISTS ARE NOT PUBLISHED ON A WEBSITE BECAUSE OF THE --

>> IMAGINE SOME SCHOOLS THAT ALWAYS HAVE A WAIT LIST.

>> THERE ARE SOME SCHOOLS THAT ARE MORE LIKELY TO HAVE A WAIT LIST.

>> IS IT POSSIBLE TO MAKE THOSE SCHOOLS AVAILABLE FOR PEOPLE WHO HAVE SENSE OF WHAT SCHOOLS IN THEIR DISTRICT -- HERE IS A QUESTION WE GET OFTEN.

PARTICULARLY KNOW THAT THE SCHOOLS ARE, TO CENTRALIZED

PLACE SOMEWHERE TO BE ABLE TO SEE THAT INFORMATION THEN IF THEY HAVE SPECIFIC QUESTIONS THAT'S NOT LISTED, SCHOOLS THEY CAN ALWAYS CALL AND FOLLOW UP. THEN MY LAST QUESTION ON THE WAIT LIST PIECE, THERE ARE SOME SCHOOLS IN THE DISTRICT THAT HAVE WAIT LIST, THAT HAVE OPEN -- CAN YOU EXPLAIN WHY THAT IS THE CASE BECAUSE THAT IS A BIG THING AMONG CONSTITUENTS, GET ASSIGNED TO A SCHOOL, THEY DON'T WANT TO SEND THEIR CHILD TO, AND WOULD PREFER TO SEND THEIR CHILD TO ANOTHER SCHOOL BUT THEY KNOW THEY ARE WAIT LISTED.

HOW DO WE -- HOW QUICKLY, WHY IS IT THAT SCHOOLS HAVE WAIT LIST IN THE FIRST PLACE?

>> GENERALLY, IF A SCHOOL HAS OPEN SEATS AND THERE'S A WAIT LIST BECAUSE THE SEATS THAT ARE AVAILABLE ARE FOR GRADE WHICH THEY ARE SEEKING ENTRANCE. K-2 OFTEN HAVE HIGH WAIT LIST BUT FIRST GRADE SEATS, FOR EXAMPLE.

EVEN THOUGH SCHOOL HAS WAIT LIST MIGHT BE FOR K-2.

I THINK ONE OF THE THINGS THAT WE CAN DO TO HELP FAMILIES TO UNDERSTAND WHERE THERE ARE OPEN SEATS VERSUS WHERE THERE AREN'T, THAT'S ONE.

CURRENT PLACES WHERE YOU SEE THAT.

ALSO, IN TERMS OF OUR PROCESS CAN THE WAIT LIST CURRENTLY, WE MAKE CALLS TO FAMILIES AS SEATS BECOME AVAILABLE BASED ON WHERE THEY ARE IN LINE, IF THEY WHICH IS TO DECLINE WE MOVE DOWN THE LINE.

WE HAVE TO PROVIDE FAMILIES 24 HOURS FOR THAT SEAT.

IT'S QUITE A PROCESS.

THIS YEAR WE ARE MOVING TO A NEW PROCESS AS OF JUNE 18th.

FAMILIES WILL MOVE TO THEIR HIGHEST WAIT LIST THEY WOULD BE ON ONE WAIT LIST.

THIS WILL ALLOW US TO ASSESS THE

HIGHEST CHOICE THAT A FAMILY WOULD LIKE TO HAVE IN TERMS OF THE SCHOOL.

THE SCHOOL WHOSE WAIT LIST THEY WOULD LIKE TO BE ON, ALSO FIND THAT FAMILIES MIGHT BE ON MULTIPLE WAIT LISTS BUT WHEN WE CALL FOR SEAT IN ONE OF THEM THEY DECLINE BUS THEY JUST WANT ONE OR THEY DECIDE THAT THEY'RE HAPPY WITH THE SCHOOL THEY'RE IN NOT INTERESTED.

BUT THEY DON'T OPT OUT, THEY DON'T CONTACT US TO SAY COME OFF THE WAIT LIST.

WE ARE IN ADDITION, BUS WE HAVE TO MAKE THOSE CALLS WE HAVE A NEW STUDENT WHO COMES IN, EVEN THOUGH THEY ARE IN -- WE PRIORITIZE THE WAIT LIST CALLS OVER THAT STUDENT WHO BECOMES AVAILABLE.

THAT WOULD BE AN ADDITIONAL SHIFT.

A NEW STUDENT COMING EDGE WOULD BE PLACED OVER A STUDENT ON WAIT LIST THEN FAMILIES WOULD BE ASKED TO STAY ON THE -- ONE WAIT LIST AND IDENTIFY THE SCHOOL THAT THEY MOST WANT TO BE ABLE TO GET IN TO.

>> ON JUNE 18 THE DISTRICT IS GOING TO BE PRO-ACTIVELY REACHING OUT TO FAMILIES TO FIND OUT, ARE YOU STILL INTERESTED IN BEING ON THIS WAIT LIST OR COULD WE -- ONE PARTICULAR SCHOOL AS WAY TO FREE UP TO GET TO THE PERSON WHO IS REALLY INTERESTED IN COMING TO THAT SCHOOL?

>> GETTING THEIR ASSIGNMENTS NOW, THEY ARE BEING NOTIFIED THAT THEY WILL AUTOMATICALLY MOVE TO ONE WAIT LIST AS OF JUNE 18th IT WILL BE THE HIGHEST RANKED WAIT LIST, WE'RE ASKING THEM IF THEY WOULD LIKE TO CHANGE THEIR ORDER OF RANKING THAT THEY WOULD CONTACT.

>> DOING THIS THROUGH MAIL?
YES.

I THINK SOME FAMILIES ARE OPTING TO GET INFORMATION VIA E-MAIL, WE'RE SENDING IT OUT.

>> THERE ARE SOME FAMILIES WHO OBVIOUSLY HAVE SPECIAL LANGUAGE PREFERENCE, WOULD PREFER PHONE CALL VERSUS E-MAIL OR MAIL REACHING OUT TO THEM, I ALWAYS FIND IT'S CHALLENGING TO REACH FAMILIES, IMAGINE COME JUNE 1th, THEY MOVED ME, I DIDN'T KNOW.

IT'S GOOD TO KNOW.

BUT I'M CURIOUS YOU DO THE OUTREACH BASED ON PREFERENCES THE FAMILY ARTICULATES TO YOU.

>> YES.

I'LL SAVE MY QUESTIONS FOR THE NEXT ROUND, THANK YOU.

>> THANK YOU.

COUNCILOR McCARTHY.

>> THANK YOU VERY MUCH,

MR. CHAIR.

WHILE WE'RE ON THE WAIT LIST, MIGHT AS WELL STAY ON THAT LINE. I'M UNDERSTANDING THAT THE BPS HAS GOTTEN RID OF THE WAIT LIST CARRY OVER ALTOGETHER IS THAT TRUE?

>> SO, IN GENERAL -- GRADES ONE AND ABOVE, GENERALLY HAVE FAMILIES ON WAIT LIST THROUGH THE END OF JANUARY. AFTER JANUARY THE WAIT LIST GOES AWAY.

FOR THIS COMING SCHOOL YEAR THE WAIT LIST WILL END, K-2 WILL CONTINUE TO STAY UNTIL THE END OF JANUARY.

>> EVERY YEAR -- NOW WE DON'T HAVE CARRY OVER THERE'S A NEW WAIT LIST EVERY YEAR.

>> YES.

REFRESHES EACH YEAR.

>> WHEN WAS THAT DECISION MADE AND WHY DO WE THINK THAT'S FAIR? THE REASON I ASK BECAUSE I HAVE FAMILIES IN MY DISTRICT WHO HAVE BEEN WAITING FOR THREE OR FOUR YEARS, THEY SEND THEIR KIDS TO A PRIVATE SCHOOL, THEY'RE WRITING THE CHECKS, THEY ARE WAITING TO GET IN TO THE SCHOOL THAT IS ACROSS THE STREET, THEY GET DOWN TO NUMBER THREE ON THE WAIT LIST AND THEY ARE THINKING NEXT YEAR IS THE YEAR NOW WE'RE FINDING

OUT NEXT YEAR IS NOT THE YEAR.
NEXT YEAR WOULD WOULD BE 69 ON
THE LIST.

>> THE WAIT LISTS HAVE BEEN
RESETTING FOR SEVERAL YEARS NOW
THIS IS NOT A NEW PROCESS.
I THINK PERHAPS IT HAS NOT BEEN
AS RIGHTLY SHARED WITH FAMILIES,
WE'RE WORKING ON HOW WE
COMMUNICATE THE WAIT LIST
PROCESS WITH FAMILIES.

>> BECAUSE I KNOW PEOPLE ARE
LOOKING TO SEE WHERE THEY ARE ON
THAT LIST.
THEN -- OKAY.

WE DON'T HAVE A LIST, IT DOESN'T
MAKE A LOT OF SENSE FOR PEOPLE
IN MY NEIGHBORHOOD, AS I OPENED
UP MY STATEMENT TWO BPS HEARINGS
AGO THIS IS THE BIGGEST ISSUE,
IT'S NOT REALLY THE QUALITY.
WE HAVE GREAT SCHOOLS OF I WAS
AT THE BATES SCHOOLS SATURDAY,
THEY RAISED OVER \$5,000, THE
AUCTIONEER, THE PLACE WAS
JAMMED, PARENTS, KIDS,
FANTASTIC.

WE HAVE GREAT SCHOOLS.
THE PROBLEM IS THAT PERSON WHO
LIVES ACROSS THE STREET FROM THE
BEATS HAS TO GO TO EAST BOSTON
FOR SCHOOL OR WHEREVER THAT'S
THE PROBLEM.

WE ALSO HAVE INCLUSION SEATS
THAT ARE AVAILABLE, NO INCLUSION
STUDENTS TO FILL THOSE SEATS.
SO WE LEAVE THOSE SEATS EMPTY,
THAT DOESN'T MAKE ANY SENSE TO
ME, CAN WE ADDRESS THAT?

>> ON THE INCLUSION SIDE, AT THE
START OF THE PROCESS WE PROJECT
NUMBER OF STUDENTS WHO
ANTICIPATE INCLUSION SETTING, AT
THE PEAK POINT THROUGHOUT THE
YEAR.

SO WE NEED TO ANTICIPATE, HOLD
SEATS AVAILABLE FOR KIDS WHO MAY
NOT BE IDENTIFIED AS NEEDING AN
INCLUSION CLASSROOM AT THE START
OF THE SCHOOL YEAR, BUT WHO WILL
BE IDENTIFIED AND MOVED INTO
THOSE CLASSROOMS WHEN THEIR IEP
IS WRITTEN.

WE MAY PROJECT A STUDENT, MAY

PROJECT FOUR OR FIVE STUDENTS,
EACH OF THE CLASSROOMS AT SAY
THE ROOSEVELT, BEGINNING OF THE
YEAR MAY BE NUMBER OF
CLASSROOMS, NUMBER OF SEATS THAT
ARE OPEN IN SEPTEMBER BUT BY THE
END OF THE SCHOOL YEAR THEY WILL
BE FILLED.

REASON IS WE HAVE A BASICALLY
WHEN A STUDENT IEP A ASSIGNED WE
HAVE A TIME WHEN WE HAVE TO BE
ABLE TO OFFER THAT SEAT.

AND WE CAN'T AT THAT POINT OF
THE PROCESS GO CREATE NEW
INCLUSION SEATS, CLASSROOMS.
WE LOOK AND SAY TO THE SCHOOL,
ANTICIPATE THIS MANY KIDS
THROUGHOUT THE YEAR, DESIGNING
PROGRAM TO FILL THESE KIDS THEN
THOSE STUDENTS COME IN
THROUGHOUT THE YEAR.

MAY LOOK, CHECKED IN NOVEMBER,
WILL BE FULL IN JUNE.

CHECK AGAIN IN JUNE AT THE END
OF THE YEAR?

>> THE END OF THE YEAR AT SOME
POINT IN THE YEAR, YEAH.

>> I'M NOT FINDING THAT TO BE
THE CASE, BUT I'LL FOLLOW UP
WITH THAT.

ON PAGE 18 PLY LAST QUESTION,
THE CHART TO THE LEFT, WITH THE
BUDGET INCREASES, LOOKS LIKE
ABOUT 22% OF THE CLASSES ARE
GOING TO HAVE -- 22% OF THE
SCHOOL GOING TO SEE SOME
DECREASE.

DO WE KNOW HOW MANY OF THOSE
SCHOOLS ARE LEVELS 1s AND 2s
LOSING MONEY?

THE REASON WHY I ASK THAT LINE
OF QUESTIONINGS I FEEL LIKE
EVERY TIME WE GET A LEVEL ONE OR
TWO, FIRST TO GET RESOURCES TO
HELP FOUR OR FIVE.

SO THE SCHOOLS CONTINUE TO DO
THIS, WE'RE UP TO ONE, IF YOU
CATCH IT RIGHT YOU MIGHT CATCH
ONE OR TWO, OR FOUR OR FIVE
YEARS THEN JUST HOLD ONGOING TO
TAKE THE MOVIE -- MUSIC TEACHER
THEN MOVE THAT TO A FIVE.

IF I CAN GET THAT -- I'D LOVE TO
KNOW HOW MANY LEVEL ONES AND

TWOS IN THE 22%.

>> ABSOLUTELY.

THANK YOU VERY MUCH.

COUNCILOR WU.

THANK YOU.

THANK YOU AGAIN FOR BEING WITH US.

COULD YOU EXPLAIN A LITTLE BIT THE NEW ENROLLMENT TRACKING SYSTEM AND HOW THAT HAS WORKED ESPECIALLY WITH TIMELINES FOR PROJECTIONS FOR COMING SCHOOL YEARS IN TERMS OF CLASSROOM ENROLLMENT AND HOW DIFFERENT SCHOOLS ARE?

>> YOU'RE ASKING ABOUT THE ENROLLMENT PROJECTION PROCESS FOR THIS YEAR?

>> PREVIOUS BUDGET WE'VE TALKED, NO WAY TO KNOW ON ANY GIVEN DAY HOW MANY STUDENTS WERE SITTING IN WHICH CLASSROOMS AND THERE WOULD BE NEW TECHNOLOGY THIS YEAR TO CHANGE THAT.

>> YES.

OUR PROJECTION PROCESS CAME UNDER THE FINANCE OFFICE LAST SUMMER, OVERSEEING THAT PROCESS. AND WE TRIED TO OVERHAUL THE PROCESS, HAVE INFUSED A HUGE AMOUNT OF HISTORIC DATA ANALYSIS, WE CREATED INDIVIDUALIZED REPORTS FOR EVERY SINGLE SCHOOL THAT WE SPENT TO THEM IN OCTOBER AND NOVEMBER THAT SHOWED VERY DETAILED BY MANY DIFFERENT SUBGROUPS, THEIR HISTORIC ENROLLMENT PATTERNS AND DEMANDS.

>> I APOLOGIZE FOR LOOKING AT YOU BLANKLY, I THINK WE'VE DONE THE GAP THAT WE'VE HAD IN OUR DATA IS BEING ABLE TO LOOK CLASSROOM BY CLASSROOM AT THE SCHOOL LEVEL, WE PUT NEW SYSTEMS IN PLACE, NEW DATA COLLECTION, PROTOCOLS IN PLACE TO GET THAT INFORMATION.

THERE'S A NEW FANCY SOFTWARE SYSTEM THAT WE'RE USING.

I THINK WHAT WE'VE TRIED TO DO THIS YEAR IS TWOFOLD.

ONE, IMPROVE THE HISTORICAL DATA THAT WE'RE RELYING ON FOR DOING

PROJECTIONS SO THAT FOR ANY GIVEN SCHOOL WE CAN PULL UP FIVE-YEAR ENROLLMENT TRENDS BY GRADE AND BY PROGRAM AND NOT JUST SEE WHAT THEIR OCTOBER ENROLLMENT IS.

WHICH SOME PROGRAMS, OCTOBER ENROLLMENT IS OUR PEAK, OUR HIGHEST.

SOME PROGRAMS OUR PEAK DOESN'T COME UNTIL JUNE.

WE WANT TO BE ABLE TO LOOK WHEN WE'RE PROJECTING TO SAY, FOR AN EARLY CHILDHOOD SPECIAL EDUCATION CLASSROOM, WE NEED TO PROJECT TOWARDS A MARCH HIGH WATER MARK IS WHAT WE CALL IT, WHERE PEAK STUDENTS WILL ENROLL. FOR GENERAL EDUCATION STUDENTS WE NEED TO PROJECT TO OCTOBER ENROLLMENT.

SO WE'RE LOOKING BY SCHOOL AT THESE HIGH WATER MARKS TO BE ABLE TO COME UP WITH OVERALL, WHAT THE CAPACITY WE NEED ON ABLE TO HAVE IN THE DISTRICT TO SERVE CHANGING STUDENT POPULATION THROUGHOUT THE SCHOOL YEAR.

SO, ANOTHER BIG PART OF THIS IS BEING MUCH MORE TRANSPARENT IN COLLABORATIVE WITH SCHOOL LEADERS AND PROVIDE THAT DATA WE FEEL VERY STRONGLY THAT WHEN THE PEOPLE WHO ARE CLOSEST TO THE STUDENTS HAVE THE DATA THAT THEY NEED, THAT THEY PROVIDE BEST INTERPRETATION OF THE DATA THAT WE HAVE ABOUT WHAT'S HAPPENING WITH THEIR SCHOOLS.

WE PARTNER VERY CLOSELY TO DESIGN THE PROJECTIONS WITH SCHOOL LEADERS.

>> IS SOME OF THE DATE THAT THAT WE DIDN'T HAVE A YEAR AGO, WAS IT THAT WE DIDN'T HAVE THE DATA THE SAME QUESTION THAT COUNCILOR ESSAIBI GEORGE, THE CAPACITY AND -- WE HAVE THAT DATA NOW IT'S NOT PERFECT.

JUST VERY LARGE DATA SET THAT'S VERY MANUALLY CREATED.

WE'RE JUST DOING A LITTLE BIT OF CLEANING OF THAT IT'S SHARED.

WE'LL SHARE THAT AS SOON AS WE

CAN.

>> JUST TO R TO CLARIFY, ARE YOU BASING ENROLLMENT PROJECTIONS ON POTENTIALLY NUMBERS AT DIFFERENT TIMES OF THE YEAR FOR DIFFERENT CLASSROOMS?

>> YES.

ALL OF THE DATA, BASELINE DATA IS ALWAYS IN OCTOBER SNAPSHOT, LATEST DATA THAT'S AVAILABLE ON CURRENT ENROLLMENT.

WHAT WE CALL COHORT GROWTH RATE I TAKE A 9th GRADE HIGH SCHOOL THIS YEAR I NEED TO PROJECT HOW MANY 10th GRADE I'LL HAVE NEXT YEAR.

THE RATES THAT WE APPLY OR DEPENDENT ON THE SCHOOL, THE PROGRAM TYPE AND TIME OF YEAR THAT WE'RE PROJECTING FOR. DIFFERENT LANGUAGE GROUPS HAVE DIFFERENT TIMES OF THE YEAR WHEN THEY HAVE PEAK ENROLLMENTS AND DIFFERENT PROGRAMS HAVE DIFFERENT PEAKS, SPECIAL EDUCATION, WILL INCREASE THROUGHOUT THE YEAR OTHERS WILL HAVE PEAK ENROLLMENT IN OCTOBER AND SEE IT EITHER SPACE OR DECLINE THROUGHOUT THE YEAR. REALLY DEPENDS ON THE STUDENT POPULATION WE'RE TRYING TO PROJECT FOR.

>> DOES THAT MEAN THEN THAT CERTAIN CLASSROOMS WON'T KNOW IF THEY HIT THEIR MARK UNTIL MUCH LATER THAN OTHERS.

>> RIGHT.

WHEN I'M GOING TO DO THE TEST NEXT YEAR HOW ACCURATE OUR PROJECTION WERE, WE'LL KNOW SUBSET IN OCTOBER AND OTHERS WE WON'T KNOW UNTIL JUNE.

>> THEY RECEIVE FUNDING AS PROJECTED AT THE BEGINNING OF THE YEAR THAT DOESN'T CHANGE EVEN IF BY MARCH THEY DON'T END UP HIT THEIR LATER PROJECTION.
>> NEXT YEAR WE ARE IMPLEMENTING DISTRICT WIDEN ROLEMENT RECONCILIATIONS.

WE'LL TAKE INTO ACCOUNT THE STUDENT GROWTH -- ANTICIPATED GROWTH THROUGHOUT THE YEAR WHEN

WE DO MAKE ADJUSTMENTS AND THE IDEA IS THAT IF SCHOOLS RECEIVE MORE STUDENTS WE WANT TO BE ABLE TO GIVE THEM MORE FUNDS.

RIGHT NOW WE PROJECT FOR 100 KIDS IF 1110 SHOWS UP THERE'S NO ADDITIONAL FUNDING.

WE WANT TO BE ABLE TO CHANGE THAT CONCEPT, NEXT YEAR WILL BE THE FIRST DISTRICT-WIDEN ROLEMENT RECONCILIATION.

>> CAN YOU JUST TALK A LITTLE BIT ABOUT WHAT THE NEW DATA COLLECTION PROTOCOL ARE FOR CLASSROOM LEVELS UTILIZATION?

>> WE HOLD BUDGET

COLLABORATIVES, INDIVIDUAL MEETINGS WITH DIFFERENT SCHOOLS AFTER THEY SUBMIT THEIR BUDGET. THIS YEAR ONE OF THE THINGS THAT WE DID WITH EACH OF THE SCHOOLS K-8 WAS SIT DOWN AND BUILD A CLASSROOM MODEL TO SAY TO THEM, OKAY, LIST OUT FOR ME ALL OF YOUR TEACHERS, WHAT CLASSES ARE GOING TO BE SERVING AND HOW MANY -- WHAT CLASSES ARE GOING TO BE IN HOW MANY STUDENTS.

LITERALLY EXCEL TOOL THAT THEY SAY, OKAY, I HAVE ONE GRADE ONE GENERAL EDUCATION CLASSROOM THAT CAN SERVE 22 KIDS.

THEN THE TEACHER, POSITION NUMBER THEN I HAVE ONE GRADE ONE SPECIAL EDUCATION, SEPARATE CLASSROOM THAT CAN SERVE 1 STUDENTS.

THEY BUILD OUT THEIR ENTIRE SCHOOL IN THAT WAY.

THEN ABLE TO TAKE THAT DATA AND MATCH IT TO THEIR PROJECTION TO DO OUR INITIAL ANALYSIS OF HOW FULL WE'RE PROJECTED TO BE, WHERE WE HAVE UNDER UTILIZED SPACE AND BUILD THAT DATA SET AS A DISTRICT SO THAT YOU CAN LOOK ACROSS SAY, OKAY, HOW MANY GENERAL EDUCATION FIRST GRADE CLASSES DO WE HAVE DISTRICT WIDE AND HOW FULL ARE THEY.

>> ARE YOU ABLE TO KNOW ON ANY GIVEN DAY HOW MANY -- IN TERMS OF ATTENDANCE HOW MANY BODIES ARE IN EACH CLASSROOM?

>> WE'VE HAVE NOT GOTTEN TO THE

POINT WHERE WE'RE PULLING ATTENDANCE DATA AND MATCHING IT TO THAT.

RIGHT NOW WE'RE WORKING MOSTLY WITH THE PROJECTIONS, HOW FULL WE'RE DESIGNED TO BE AS OPPOSED TO THEN TAKING THE DATA OF ACTUAL EBB ENROLLMENT.

HOW MANY KID ARE ACTUALLY ENROLLED IN THIS SCHOOL AND THEN YOU'RE ASKING THE NEXT QUESTION WHICH WE DEFINITELY -- HOW MANY KIDS WERE IN THIS CLASSROOM YESTERDAY.

HOW MANY TIMES THE K-1 CLASSROOM IS FULL ON ANY GIVEN DAY, WE DON'T HAVE THAT DATA YET.

OUR TEACHER COULD PULL THE DATA, THE SCHOOL COULD PULL THE DATA ON ANY HOME ROOM SEE HOW MANY KIDS ARE IN IT ON ANY GIVEN DAY, WE CERTAINLY HAVE THAT CAPABILITY FROM OPERATIONAL PERSPECTIVE.

BY LINKING IT TO OUR UTILIZATION AND CAPACITY DATA FROM A SYSTEMS DESIGN.

>> LAST QUESTION, GOING BACK TO THE NEXT YEAR'S DISTRICT WIDE RECONCILIATION PROCESS, YOU MENTIONED THAT THIS IS DESIGNED TO ADDRESS THE FACT THAT SCHOOLS -- CURRENTLY DON'T GET ADDITIONAL MONEY WHEN THEY'RE OVER, ABOVE ENROLLMENT.

DO YOU ANTICIPATE THAT THAT WILL ALSO INCLUDE SHIFTING IF LATEST PROJECTIONS -- IF REALITY IS THAT SCHOOLS, CLASSROOMS ARE NOT AS FULL AS PROJECTED?

>> IT'S POSSIBLE.

WE HOPE THAT IS NOT THE CASE WE'RE ACTUALLY RUNNING PRELIMINARY NUMBERS NOW BASED ON OUR ASSIGNMENT TO DATE.

GOING TO BEGIN REACHING OUT TO THE SCHOOLS NOW, EITHER THROUGH ASSIGNMENT PROCESSOR THROUGH STAFFING SIDE.

>> OKAY.

THANK YOU.

>> COUNCILOR O'MALLEY.

THANK YOU, MR. CHAIR.

GOOD AFTERNOON, LADIES AND GENTLEMEN.

I HATE TO BE REPETITIVE SO I'LL
START BY SAYING THAT I THINK
THAT STUDENT FUNDING FORMULA
MAKES A LOT OF SENSE, IT'S
TREMENDOUSLY, I THINK, VIRTUALLY
ALL WOULD AGREE THAT IT IS A FAR
PREFERABLE SYSTEM IN PLACE TO
FOLLOW THE KIDS JUST TO THE
SCHOOL SITE.

I THINK THERE HAVE BEEN SOME
KINKS THAT HAVE BEEN WORKED OUT
BUT MUCH LIKE ELF THERE'S ALSO
SOME UNINTENDED CONSEQUENCES
THAT CAN HAPPEN NOT THE LEAST OF
WHICH IS A SCHOOL IS CHRONICALLY
UNDER CHOSEN OR ISSUES THEN
YOU'RE GOING TO SEE LESS
RESOURCE GO THERE AND IT'S
ALMOST LIKE THE KIDS ARE GOING
TO -- WILL BE HARDER AND HARDER.
THERE ARE SOME SAFEGUARDS, WE
APPRECIATE THAT.

JUST WANT TO BEGIN BY GETTING TO
THE NUMBER.

FIRST, THANK, A FRIEND AND
CONSTITUENT OF MINE NAMED
KRISTIN JOHNSON WHO IS BPS
PARENT AND GREAT CARRIER AND
WRITTEN EXTENSIVELY ON THIS,
SHE'S DONE SOME GREAT WORK THAT
I'VE READ.

SHE DOVE DEEP INTO THE BUDGET
HAS COME UP WITH ABOUT 49 OR 48
SCHOOLS WITH CUTS AND YOU'RE
SAYING TODAY THAT THERE'S 15.
>> THERE ARE TWO DIFFERENT -- I
BELIEVE NOT LOOKING AT MISS
JOHNSON'S ANALYSIS I BELIEVE 49
IS AT WSF.

AS I MENTIONED, THERE'S OVER
NORTH OF 700 MILLION DOLLARS OF
FUNDING THAT GOES TO SCHOOLS.
WE THINK IT MAKES MORE SENSE TO
LOOK AT THE TOTAL PACKAGE EVER
DOLLARS THAT ARE GOING TO THE
SCHOOL NOT JUST SUBSET OF THEM.
SO, WHEN YOU LOOK AT THE TOTAL
NUMBER IT'S 96 SCHOOLS HAVE
BUDGETS THAT ARE GOING UP.
THE 15 SCHOOLS THAT I FOCUSED ON
WERE THOSE THAT HAVE DECLINING
BUDGETS AND ARE AMONG OUR LOWER
PERFORMING SCHOOLS, SO THOSE 15
SCHOOLS ARE A SUBSET OF THE

SCHOOLS THAT ARE LOSING MONEY,
THE ONES THAT WERE PARTICULARLY
FOCUSED ON SUPPORTING.

DOES THAT ANSWER YOUR QUESTION?

>> KIND OF.

I'M NOT TRYING -- THE 15 ARE THE
SUBSET OF WHAT IS THE ACTUAL
NUMBER?

>> THERE ARE PROBABLY ABOUT --
126 SCHOOLS --

>> 126 SCHOOLS, 6, WOULD BE 30
GOING DOWN.

JUST THE REST OF THEM ARE HIGHER
PERFORMING LEVELS, LEVEL ONE OR
LEVEL TWO.

>> IT'S 30 GOING DOWN.

THE 30 IS A ROUGH NUMBER PLUS
OR MINUS WE HAVE TO CHECK.
ALMOST 80% OF OUR STUDENTS WOULD
BE ATTENDING SCHOOLS WHOSE
BUDGETS ARE FLAT OR GOING UP.

>> A QUICK EXAMPLE TO HELP, THE
SCHOOL IN BRIGHTON IS A SCHOOL
THAT MY GUESS IS -- ONE OF
OUR -- IN THE WAY OF STUDENT
FUNDING ON THAT LIST IF YOU LOOK
ONLY AT THAT LIST OF FUNDING
SCHOOLS, WOULD YOU LOOK AT THE
SHIFT WITH DECLINE OF 5%.

YOU SEE FUNDING HAS DECREASED.
YOU WOULD SAY, THEREFORE, THAT
SCHOOL IS RECEIVING A BUDGET
CUT.

ACTUALLY IF YOU LOOK AT THEIR
ACTUAL BUDGET WHAT'S ACTUALLY
HAPPENING AT THE SCHOOL, THEIR
BUDGET IS INCREASING NEXT YEAR
BY ABOUT \$100,000.

THEN THIS CASE THAT'S BECAUSE
THE SCHOOL IS GETTING ADDITIONAL
RESOURCES FROM THE DISTRICT TO
SUPPORT THAT SCHOOL, FOR
EXAMPLE, IS ONE OF OUR
SUSTAINABILITY ALLOCATION
SCHOOLS.

AND THROUGH THAT SUSTAINABILITY
ALLOCATION PROCESS THE NEED TO
DETERMINE THAT THE SCHOOL,
BUDGET IS INCREASING NEXT YEAR.

>> ALL THIS INFORMATION
AVAILABLE ONLINE?

>> IT IS.

DO APOLOGIZE.
IN OUR EFFORT TO BE CAN QUITABLE

WE MAKE THINGS CONFUSING, I PUT THAT UP, THAT CHART THAT WAS IN OUR PRESENTATION.

WSF FIRST LINE THERE IS 483 MILLION OF THE TOTAL, 712 MILLION THAT GOES TO SCHOOLS. I THINK SOMETIMES IN OUR FOCUS ON WSF WE LEFT OFF SOME OF THE OTHER PIECES.

>> ONE THING, THAT THIS CENTRAL OFFICE HAS DONE WELL HAS PROVIDED SOFT LANDINGS AND OTHER MECHANISMS IN PLACE I'M HOPEFUL THAT THAT WILL CONTINUE, MAYBE EVEN MORE WAYS WE CAN GET CREATIVE.

I APPRECIATE THAT. BUT WOULD STILL BE -- WOULD APPRECIATE HAVING, DETAILED SORT OF -- PROVIDING US US TONS OF INFORMATION, GREAT TO SEE VIRTUALLY EVERYTHING WRITTEN IN LAYMAN'S TERMS, SOMETHING SIMILAR TO THAT.

THAT WE CAN SEE GOING FORWARD BECAUSE I AM CONCERNED ABOUT SOME OF THE -- ALL THE SCHOOLS ON THE LIST BUT THOSE IN THE DISTRICT THAT I REPRESENT. THEN YOU TALKED ABOUT THE 1.2 MILLION RESERVE FOR DECLINING ENROLLMENT IS THAT REFLECTED IN THE FIGURE, THE 1.3.

SUSTAINABILITY ALLOCATIONS.

>> THAT IS WHAT THAT REFERS TO, YES.

>> SO THAT HAS ALREADY BEEN DIVVIED UP TO THE PARTICULAR -->> NOT BEEN ALLOCATED OUT TO INDIVIDUAL SCHOOLS.SO WHAT IS THE TOTAL BUDGET? 1.061?

>> YES.

INCLUDING THE BARGAINING.

>> SO 1.061 BILLION, RIGHT? AND THE QUESTION WOULD BE-- AND IF YOU COULD HELP ME OUT HERE-- WHAT IS-- FOR YOUR MAINTENANCE INCREASE, WHAT PERCENTAGE OF THE BUDGET IS BASED ON THE MAINTENANCE INCREASE?

AND I THINK THAT'S SIGNIFICANT FOR THE COUNCIL TO KNOW, BECAUSE WE THEN ARE VOTING ON YES, NEW, BUT THE UNDERLYING-- AND YOUR

"NEW" DEPEND ON WHAT YOU'RE
GIVING FOLKS RIGHT NOW, RIGHT?
I THINK THAT'S A CRITICAL PIECE,
WHAT COULD GET EXTRACTED, THERE
ARE LIBRARIANS FROM MANY HIGH
SCHOOLS, THAT I'M TOLD, ARE NOT
GOING TO BE THERE.

SO I WANT TO HEAR WHAT IS-- WHAT
PERCENTAGE IS YOUR INCREASE IN
THE MAINTENANCE BUDGET?

>> I-- I APOLOGIZE FOR ASKING
FOR CLARIFICATION AGAIN, BUT AT
THE BEGINNING OF YOUR QUESTION,
YOU-- WOULD YOU MIND SAYING
THOSE AGAIN.

TONIGHT MAKE SURE I'M FOLLOWING
YOUR QUESTION.

I APOLOGIZE.

>> OKAY.

--

>> YOU WERE TALKING ABOUT THE 3
MILLION--

>> YOU'VE GIVEN US A DOCUMENT
THAT SPEAKS ABOUT THE AGGREGATE
INCREASE THIS YEAR.

>> YEAH.

>> RIGHT?

SO WHAT I'M TRYING TO
UNDERSTANDS, YEAR OVER YEAR, YOU
HAVE PROGRAMS HERE THAT ARE--
THERE'S \$13 MILLION OF THIS IS
NEW FUNDS FOR EXTENDED LEARNING
TIME.

>> YES.

>> I NEED TO REMOVE THAT.

>> YES.

>> TO UNDERSTAND WHAT YOUR
MAINTENANCE BUDGET IS, THE WORK
THAT MY COLLEAGUE, COUNSELOR
ESSAIBI GEORGE HAS DONE AROUND
HOMELESSNESS.

TO REMOVE THAT, BECAUSE IT
DOESN'T EXIST.

I'M LOOKING AT YEAR-OVER-YEAR
MAINTENANCE, AND THE REASON THIS
IS SIGNIFICANT IS WE ARE VOTING
ON AN OPERATING BUDGET THAT WE
LOOK AT CHANGE YEAR OVER YEAR.
SO IF YOU CAN DISAGGREGATE FOR
ME YOUR MAINTENANCE BUDGET, WHAT
IS THAT?

AND HELP ME UNDERSTAND, PULLING
OUT ALL OF THE NEW PROGRAMMING,
WHAT YOUR MAINTENANCE BUDGET

INCREASE REPRESENTS AS A PERCENTAGE INCREASE IN THE BUDGET.

>> SO I CAN TALK TO SOME OF THE NUMBERS NOW.

TELL ME IF THIS IS HELPFUL. SO THE TOTAL INCREASE, INCLUDING COLLECTIVE BARGAINING WOULD BE 40 MILLION, AND EXCLUDING IT WOULD BE 29.

>> YOU CAN'T INCLUDE COLLECTIVE BARGAINING BECAUSE YOU HAVEN'T ACTUALLY COLLECTIVELY BARGAINED THE CONTRACT.

I THINK IT'S CRITICAL-- WE ARE OPERATING ON A-- VOTING ON AN OPERATING MONEY.

I UNDERSTAND YOU'RE PUTTING MONEY IN THE THE KITTY.

I WISH THERE WAS 20 MILLION IN THE OPERATING BUDGET.

WE'RE VOTING ON THE OPERATING BUDGET, SO I NEED TO KNOW YEAR OVER YEAR WHAT, IS YOUR CHANGE? SO LAST YEAR, \$18 MILLION, AN \$18 MILLION INCREASE WAS A 1.8% INCREASE.

THAT ACTUALLY IS REALLY EASY.

I WISH IT WAS \$18 MILLION.

IT'S NOT THIS YEAR.

SO WHAT I'M ASKING YOU IS WHAT IS YOUR MAINTENANCE BUDGET, WHAT IS-- WITH THAT MAINTENANCE BUDGET, WHAT PERCENTAGE INCREASE OF THE TOTAL BUDGET DOES THAT REPRESENT?

>> SO STARTING AT THE 40 AND WORKING DOWN, IF YOU TAKE OUT THE COLLECTIVE BARGAINING, THE TOTAL INCREASE WOULD BE-- INCREASE OF 11 WAS IN COLLECTIVE BARGAINING SO THAT WOULD GET YOU TO 29.

AND THEN WE HAVE \$20 MILLION PROPOSED.

SO IF YOU TAKE THOUGH THE RIGHT OUT, THAT WOULD IMPLY \$9 MILLION OF THE INTHERESE-- INCREASE WOULD BE NONPERSONNEL INCREASE OF THE SAME THING WE'RE DOING THIS YEAR, THAT INCLUDING INCREASED BENEFITS, INCREASED TRANSPORTATION, AND WE ARE MAKING A SERIES OF-- TAKING A

SERIES OF COST-SAVING MEASURES
AT CENTRAL OFFICE, \$9 MILLION.
>> WHAT DOES \$9 MILLION
REPRESENT IN A 1.06 BUDGET?
>> 8% OR SO.
>> I THINK WE NEED TO MOVE THE
DECIMAL, RIGHT?
>> .8%.
>> SO I THINK THIS IS IMPORTANT.
AND I JUST WANT TO, FOR THE
RECORD, IT IS IMPORTANT THAT WE
KNOW THAT THE PROPOSALSED
INCREASE YEAR OVER YEAR WITHOUT
NEW FUNDING IS .8%.
>> BUT--
>> AND THAT-- WELL, I'M SORRY,
BUT IT IS IMPORTANT AS
COUNCILORS THAT WE UNDERSTAND
AND WE'RE COMPARING APPLES TO
APPLES.
BECAUSE WHAT HAS BEEN
REPRESENTED TO US WHEN-- YOU
CAN'T USE COLLECTIVE BARGAINING
BECAUSE WE HAVE TO ACTUALLY VOTE
AGAIN ON COLLECTIVE BARGAINING
TO MOVE IT UP ON THE OF THE
RESERVE.
THE CHAIR DOES NOT ALLOW US TO
GLEAN LIKE THAT.
HE'S VERY STRICT WHEN IT COMES
TO THAT.
SO WHEN IT COMES TO-- I THINK
IT'S IMPORTANT THAT THE BOSTON
CITY COUNCIL, AS WELL AS THE
PUBLIC, UNDERSTAND, AS YOU JUST
NOTED, THAT THIS BUDGET
REPRESENTS A .8% INCREASE YEAR
OVER YEAR IN THE MAINTENANCE
BUDGET.
>> I-- I'M NOT SURE WHY WE WOULD
TAKE OUT THE INVESTMENTS,
THOUGH, BECAUSE WE ARE GOING TO
SPEND MORE MONEY EDUCATING OUR
KIDS NEXT YEAR, BOTH IN THE
INVESTMENTS AND ALSO-- WOULDN'T
WE WANT THE .8 TO BE SMALL, THAT
OUR COST OF DOING BUSINESS
CONTAINED THE GROWTH OF COST?
>> BUT THE ISSUE IS, WHEN YOU'RE
TALKING ABOUT SCHOOLS, LIKE THE
McCORMACK SCHOOL THAT IS
LOSING \$950 MILLION, AND YOU'RE
ACTUALLY SAYING EXTENDING
LEARNING TIME THERE.

WELL, IF YOU'RE TALKING ABOUT A SCHOOL LIKE BRIGHTON HIGH SCHOOL, THAT THERE WAS A PROPOSAL TO LOSE \$1 MILLION, AND THAT SCHOOL DOES NOT HAVE ENOUGH PEOPLE IN THE BUILDING TO HAVE MORE THAN ONE BATHROOM OPEN. WHEN I VISITED THAT SCHOOL, THEY ONLY HAVE ONE BATHROOM OPEN FOR GIRLS, ONE BATHROOM OPEN FOR BOYS, AND THERE WAS A STABBING EARLY THIS YEAR IN THAT SCHOOL. THERE'S NOT ENOUGH PEOPLE PHYSICALLY IN THAT BUILDING. A CHILD WAS INJURED, AS WELL AS A TEACHER WAS INJURED IN THAT BUILDING.

SO THIS IS CRITICAL BECAUSE IT MEANS YOU'RE NOT DOING THE SAME THING DID YOU LAST YEAR ALREADY AND THEN YOU'RE BASICALLY ADDING WATER INTO THE MILK IN TERMS OF STRINGING IT OUT.

IT IS VERY IMPORTANT.

I'M GOING TO HAND IT BACK TO OUR CHAIR.

BUT THIS IS AN-- AND I THINK THE COUNCIL IS OWED ON PAPER AN UNDERSTANDING OF WHAT WE JUST TALKED ABOUT.

WHAT IS THE MEANESS BUDGET YEAR OVER YEAR-- AND I'M GOING TO REQUEST THAT THROUGH THE CHAIR AND ALSO AS CHAIR OF EDUCATION, I'M GOING TO REQUEST, FORMALLY REQUEST-- I WOULD LIKE TO SEE, ON PAPER, FROM THE BOSTON PUBLIC SCHOOLS, WHAT THE YEAR OVER YEAR MAINTENANCE BUDGET IS.

THANK YOU SO MUCH, MR. CHAIR.

>> WE-- WE WOULD BE HAPPY TO SPEAK WITH YOU AND YOUR TEAM FURTHER ABOUT WHAT YOU'RE LOOKING FOR.

I JUST WANT TO MAKE IT CLEAR TO THE COUNCILORS THAT I'M NOT TRYING TO IMPLY OUR BUDGET IS ONLY GOING UP .8%.

OUR BUDGET IS GOING UP MUCH MORE THAN THAT.

WE WILL SPEND \$40 MILLION MORE TO EDUCATE KIDS NEXT YEAR THAN WE DO THIS YEAR.

THE TEACHERS IN OUR SCHOOLS,

WHAT WILL BUY-- WHEN YOU WALK THROUGH OUR SCHOOLS NEXT YEAR, YOU SHOULD SEE \$40 MORE OF VALUE--

>> IT'S NOT-- IT'S NOT-- IT'S NOT FAIR TO CALL IT \$40 MILLION. THE MONEY THAT IS BEING PUT IN TO A RESERVE CANNOT BE LEGALLY ACCESSED BY-- AND BY THE WAY, I DON'T KNOW THAT YOU'RE GOING TO SETTLE THAT CONTRACT.

SO IF YOU DON'T SETTLE THAT CONTRACT, THOSE DOLLARS ARE NOT ACCESSIBLE TO THE BOSTON PUBLIC SCHOOLS.

AND I JUST WANT TO BE CLEAR FOR THE RECORD-- UNLESS I'M WRONG AND I DON'T UNDERSTAND THIS PRODUCE THAT THOSE DOLLARS ARE NOT ACCESSIBLE.

AND I WISH-- I WISH THOSE DOLLARS WERE IN THE OPERATING BUDGET, BUT THEY ARE ACTUALLY IN THE RESERVATION CATEGORY.

AND IT'S VERY CRITICAL FOR THE PUBLIC, AS WELL AS MY FELLOW CITY COUNCILORS TO KNOW THAT. THANK YOU SO MUCH, MR. CHAIR.

>> I'M NOT QUALIFIED TO CLARIFY THIS, HOW MUCH, LAST YEAR, TEACHERS GOT PAID A SALARY. THAT SALARY IS NOT GOING UP THIS YEAR, SO THAT'S WHY WE PUT THE \$20 MILLION IN BECAUSE THAT WOULD BE THE INFLATABLE COST IF WE SETTLED AND THEY WENT UP 1% OR 2%.

SO I DON'T THINK IT'S REALLY FAIR NOT TO COUNT THE 20 MILLION BECAUSE THOSE TEACHERS-- RIGHT NOW, THEY'LL GET A RETRO CHECK MAYBE AT SOME POINT NEXT YEAR IF WE SETTLED THIS CONTRACT.

BUT TO NOT COUNT THE 20 MILLION BECAUSE THEY'RE GETTING STATIC PAY.

THAT'S-- AM I SOMEWHERE IN THE BALLPARK?

>> YES.

THAT IS--

>> I THINK-- AND I'M NOT TRYING TO BE ARGUMENTATIVE.

>> I'M NOT EITHER.

>> THE REAL ISSUE-- I'M TRYING

TO GET-- THE REAL ISSUE HERE IS THAT, ONE, THERE ARE SCHOOLS THAT ARE LOSING STAFF. THOSE STAFF WILL NOT ACTUALLY GET THAT RETRO PAY. AND WHAT WE'RE TALKING ABOUT HERE AT THE BURKE HIGH SCHOOL, RIGHT, WHAT WE ALL TOOK-- I'M SO HAPPY ABOUT THE THINGS THAT HAVE HAPPENED AT THE BURKE. THE ADVERSITY THAT THEY WENT THROUGH LAST YEAR SHOWED THAT THEIR COMMUNITY THERE, RIGHT, FIRST HIGH SCHOOL OUT OF-- OUT OF TURNAROUND. \$350,000 LOSS THIS YEAR. TO COUNCILOR McCARTHY'S POINT, ONE OF THE THINGS THAT HAPPENS IS WE-- YOU ACTUALLY-- HOW WE CELEBRATE MANY OF THESE SCHOOLS THAT HAVE DONE A REALLY GOOD JOB IS THAT WE TAKE AWAY MORE FROM THEM. AND SO I JUST THINK IT IS CRITICAL THAT WE ARE UNDERSTANDING THAT. SO AS-- I BELIEVE FOUR LIBRARIANS HAVE BEEN CUT, PROPOSED TO BE CUT. THEY WON'T GET RETRO BECAUSE THEY'RE ACTUALLY NOT GOING TO BE ON THOSE ROLLS. SO I JUST THINK THE NUMBER OF PEOPLE IN THE BUILDINGS -- IF WE'RE CUTTING PEOPLE IN THE BUILDINGS THAT BECOMES A HUGE ISSUE. I'M GOING TO HAND IT BACK TO YOU, MR. CHAIR. SORRY ABOUT THAT. >> THE LIBRARIAN, RETRO WILL COVER THIS YEAR, EVERYONE EMPLOYED BY THE DISTRICT IF WE GET THE CONTRACT WILL GET RETRO PLAY. >> IF THEY'RE WORKING THIS YEAR. THAT'S WHY WE NEED THAT-- >> IF THEY END UP WORKING FOR THE SCHOOL DEPARTMENT NEXT YEAR, BECAUSE THERE ARE NEW LIBRARIAN POSITIONS CREATED IN THE SCHOOL DEPARTMENT, THEY MAY END UP IN A DIFFERENT SCHOOL. THEY WILL GET THE RETROPAY.

>> WE DON'T HAVE ANY LAYOFFS.
WE HAVE TEMPORARY LAYOFFES.
>> A LAYOFF IS A VERY SPECIFIC
TERM IN OUR COLLECTIVE
BARGAINING, WHICH IMPLIES-- I
DON'T GET TO BORE YOU WITH THE
DETAILS-- BUT WE DO OUR STAFFING
FOR TEACHERS BY P.PATCHED,
PRIMARY PROGRAM AREA.
AND IT'S POSSIBLE IN A FEW VERY
SELECT AREAS WE COULD SEE AN
ENVIRONMENT FOR LAYOFFS.
BUT OVERALL, WE'RE GOING TO HAVE
THE SAME NUMBER OF TEACHERS NEXT
YEAR THAT WE DO THIS YEAR.
AND I WANTED TO CLARIFY THE
POINT ON LIBRARIANS AS WELL.
THAT I AM AWARE OF, WE HAVE TWO
SCHOOLS THAT ARE LOSING
LIBRARIANS, BURKE AND
CHARLESTOWN.
BURKE IS NEXT DOOR TO GROVE HALL
BOSTON LIBRARY, AND CHARLESTOWN
REPLACED ITS LIBRARIANS WITH
THREE LIBRARY PAIRS.
WE HAVE THREE SCHOOLS WHO EACH
ADDED LIBRARIANS, AND THE SHAW
WHO ADDED A LIBRARY MEDIA
SPECIALIST.
I THINK OUR COVERAGE OF SCHOOLS
THAT HAVE LASH-- LIBRARIANS
GOING UP.
WE'RE MOVING IN THE RIGHT
DIRECTION.
>> COUNCILOR FLAHERTY, I'M SORRY
FOR THE DELAY.
>> ANY TIME MCHAIRMAN.
IF YOU WANT TO TAKE A POWDER.
... THANK YOU AND GOOD
AFTERNOON.
I WANT TO TOUCH BASE, FOLLOW UP
WITH ESSAIBI GEORGE ON THE
ASSIGNMENT PROCESS.
YOU CAN TAKE ME THROUGH IT
AGAIN?
I THINK WE WAIT TOO LONG, SO I'M
LOOKING AT SLIDE 13.
THIS IS THE SLIDE.
SO I GUESS-- WHEN IS IT THAT WE
KNOW WHETHER WE HAVE 100%, 87%,
OR 50%, HIGHER OR LOWER?
THE NUMBERS ARE THERE BUT-- BUT-- AS
OF TODAY FOR NEXT YEAR.
>> RELATIVELY, NOT PRECISELY.

>> IN YEARS PAST, WE WOULD WAIT
IN THE STUDENTS ARRIVE AND YOU
WOULD BE ABLE TO GO X CLASSROOM
AND SEE--

>> SO NOT ONLY WOULD YOU WAIT
UNTIL THE STUDENTS ARRIVE.
WE WOULD BE, LIKE, THREE MONTHS
INTO THE SCHOOL YEAR, AND THEY
WOULD SAY, "THERE ARE FOUR SEATS
IN THE CLASS, AND YOU WOULD GO
TO THE WAIT LIST OR GRABBED KIDS
THAT WERE UNASSIGNED.

I THINK WE NEEDS TO GET PARENTS
IN THE GAME EARLIER.
THEY NEED TO BE PARE PAYING MORE
CLOSE ATTENTION TO THE SCHOOL
ASSIGNMENT PROCESS.

WE CAN NO LONGER ENABLE BAD
BEHAVIOR, IF YOU WILL, IN TERMS
OF NOT KNOWING, THE PARENTS NOT
KNOWING WHERE THEIR SON OR
DAUGHTER IS GOING TO SCHOOL.

WE SAW IT MANIFEST ITSELF IN
THAT BIG SNOWSTORM WHERE THERE
WAS A MISCALCULATION-- THIS WAS
A PREVIOUS ADMINISTRATION-- A
MISCHALICATION AS TO WHETHER THE
KIDS SHOULD GO TO SCHOOL OR NOT
AND WE HAD A BIG SNOWSTORM.

I GOT A SIGNIFICANT NUMBER OF
CALLS FROM THE FOLKS WORK THE
SCHOOLS THAT WERE CALLING THE
PARENTS TO COME PICK THEIR KIDS
UP, AND THERE WERE PARENTS WHO
DIDN'T EVEN KNOW WHERE THEIR KID
WENT TO SCHOOL, BEYOND
OFFENSIVE.

WHEN WE HAVE THE SCHOOL
ASSIGNMENT PRESSURE AND WE'RE
DEALING WITH TAXPAYER DOLLARS,
AND WE NEED TO GET TO THE
FORMULA, I WOULD RATHER, AS A
CITY COUNCILOR, KNOW SOONER
RATHER THAN HEART WHICH CLASSES
ARE FULL, WHICH ONES ARE
THREE-QUARTER FULL, WHICH ONES
ARE HALF FULL, AS OPPOSED TO
WAITING UNTIL THE SCHOOL STARTS,
WAITING SIX, EIGHT, 10, 12
WEEKS, AND THEN WHAT THEY CALL
EXCESS A SEAT.

THAT'S UNACCEPTABLE.
HOPEFULLY WE'VE CHANGED THAT
UNDER THE NEW ADMINISTRATION.

BUT YOU CAN TELL ME WHAT'S THE CUTOFF DATE RIGHT NOW AS TO WHEN YOU KNOW WHICH SCHOOL YOUR CHILD IS GOING TO, AND WHEN WE AS A CITY KNOW WHEN THOSE AVAILABLE SEATS ARE?

>> SO WE DO THEM AROUND THOSE FAMILIES IN KINDERGARTEN, SIXTH, AND NINTH GRADE HAVE ALREADY RECEIVED THEIR ASSIGNMENT. WE ARE CURRENTLY PROCESSING ALL THE OTHER GUYS--

>> THEY RECEIVED THEIR ASSIGNMENT, BUT THEN THEY COULD DECIDE UP UNTIL THE DAY BEFORE SCHOOL, "WE'RE GOING TO, WE'RE NOT GOING TO GO."

THAT'S UNACCEPTABLE.

THEY RECEIVE THEIR ASSIGNMENT-- HYPOTHETICALLY, PICK A SCHOOL.

>> KING.

>> KING, SO I GET THE LETTER MY CHILD HAS BEEN ACCEPTD TO THE KING SCHOOL.

HOOO-HOOOHELP THAT'S GREAT.

WHAT'S THE RESPONSIBILITY TO SAY WE'LL ACCEPT THAT?

"WHAT DO YOU THINK?

HOW DO WE FEEL ABOUT IT?

THAT THAT'S STOP.

YOU GET THE LETTER FOR THE KING SCHOOL IN APRIL WE NEED TO TURN THAT AROUND MAY 1 WE KNOW WE'RE GOING TO KING.

OUR CHILD IS GOING TO THE KING. YOU KNOW MY CHILD IS GOING TO THE KING.

WE KNOW HOW MANY CHILDREN ARE GOING TO THE KING WHY DO WE SEND OUT NOTICES AND THEN WE DON'T KIND OF REEL THEM?

>> WE DO ASK FAMILY TO CONFIRM THAT THEY'RE TAKING I SEAT.

WE HAVE A LEGAL OBLIGATION, ONCE CHILDREN ARE SIX YEARS OLD OR ABOVE AND FAMILIES REGISTER SOMAKE SURE THAT THEY HAVE A SEAT.

IN OTHER WORDS, THIS BALANCE BETWEEN REALLY WORKING WITH FAMILIES TO TRY TO GET THEM TO INFORM US AS EARLY AS POSSIBLE ARE REACHING OUT.

SOME FAMILIES ARE STILL TRYING

TO FIGURE OUT THEIR OPTIONS
WHICH MAKES IT A CHALLENGE.
I HEAR YOU.
WE'RE TRYING TO GET BETTER AT
TRYING TO FIGURE OUT THE
BALANCE.
>> SO THE ACCEPTANCE LETTER GOES
OUT WHEN NMARCH?
>> SO THE FIRST ROUND WENT OUT
IN MARCH FOR FIRST GRADE AND
ABOVE, THEY'LL BE GOING OUT IN
MAY.
FAMILIES WILL CONTINUE TO
REGISTER ALL THE WAY THROUGH
AUGUST.
SEPTEMBER, WE DO HAVE A HIGH
NUMBER OF FAMILIES WHO REGISTER
LATE, MANY WHO ARE COMING FROM
DIFFERENT COUNTRIES.
SO WE SEE FAMILIES COMING IN ALL
THE WAY THROUGH OCTOBER.
>> REG STERLING LATE BECAUSE
THEY JUST GOT HERE IS ONE THING,
BUT REG STERLING LATE WHEN THEY
RECEIVE AID LETTER SIX MONTHS
AGO IS NOT ACCEPTABLE.
WE HAVE TO STOP THAT.
THAT'S UNACCEPTABLE BEHAVIOR.
THE MOST FUNDAMENTAL OBLIGATION
IS THE EDUCATION OF OUR
CHILDREN.
WHEN THE POSTCARD OR CALL COMES
IN THAT YOUR CHILD IS ACCEPTED
TO A SCHOOL, YOU NEED A SHORT
WINDOW.
NO OTHER SCHOOLS ALLOW THAT.
ACCEPTANCE LETTERS GO OUT ALL
THE TIME.
YOU HAVE A FINITE UNIVERSE.
YOU EITHER WANT TO GO THERE OR
YOU DON'T WANT TO GO THERE.
WHY DO WE ALLOW PEOPLE TO
LANGUISH?
IT'S ALSO NOT FAIR FOR FOLKS ON
THE WAITING LIST OR UNENROLLED.
HOW WOULD YOU LIKE TO BE A
PARENT IN A CITY, YOUR FID IS
UNENROLLED.
ALL THE OTHER PEOPLE ENROLLED
HAVEN'T MADE THEIR MIND UP YET.
WE'RE WAITING EACH OTHER OUT
UNTIL SCHOOL STARTS, UNTIL A
MONTH INTO SCHOOL, TWO MONTHS
INTO SCHOOL, THAT'S ASININE.

THE FORMULA IS ASININE.
THE THEORY IS ASININE.
WE NEED TO HOLD OURSELVES AXE
COUNSEL.
WE NEED TO HOLD EACH OTHER
ACCOUNTABLE.
PARENTS NEED TO BE ACCOUNTABLE.
I JUST DON'T GET THAT.
I DON'T GET HOW WE ASSIGN
CHILDREN IN MARCH, APRIL, AND
MAY, AND WE CAN GET FLUFD OFF
UNTIL THE MIDDLE, END OF
SEPTEMBER, MAYBE OCTOBER, WE'RE
LUCKY IF THEY GET TO US BY
NOVEMBER?
ARE YOU KIDDING ME?
>> EIGHT DAYS AFTER THE SCHOOL
YEAR STARTS, IF A CHILD DOES NOT
REPORT, THEN WE-- WHAT ARE YOU
CALLING--
>> EXCESS THE STREET.
TAKES WEEKS AFTER THAT AND YOU
HAVE TO HAVE A MEETING AND A
MEETING AFTER THE MEETING AND
YOU HAVE TO HAVE A MEET TO TALK
ABOUT THE MEETING AFTER THE
MEETING BEFORE THE OTHER MEETING
AND YOU GET BACK TO THE PEOPLE A
MONTH LATER AND SAY WE HAVE A
FREE SEAT WHERE DO YOU WANT TO
GO AND THEN YOU HAVE TO CONTACT
PEOPLE ON A WAITING LIST AND
IT'S CHRISTMASTIME AND WE
FINALLY PLACE A KID.
DOES ANYONE AGREE WITH ME THAT
THAT'S NOT APPROPRIATE BEHAVIOR?
>> WE HAVE BEEN DOING IS MAKING
SURE STUDENTS ARE ASSIGNED TO
THEIR HIGHEST CHOICE SCHOOL
EARLIER IN THE PROCESS.
ONE OF THE WAYS WE'VE DONE THAT,
WE HAVE LIMITED WAYS TO SORT OF
FORCE THE HAND OF FAMILIES TO
MAKE THEIR CHOICE, 99 OUR MOST
HIGHLY SOUGHT AFTER SCHOOL, YOU
HAVE FAMILIES WHO SAY THEY ARE
ATTENDING AND STILL DO NOT SHOW
UP IN SEPTEMBER.
WE HAVE SCHOOLS APPROACHING
100%.
I ASSIGN 100 DOIDZ THIS SCHOOL.
HOW MANY KIDS ACTUALLY ENROLL IN
OCTOBER?
WHAT WE'VE DONE STARTING LAST

YEAR IN THE SPRING AND THIS YEAR
OUR OFFICES HAVE PARTNERED VERY
CLOSELY TOGETHER, IS ESTIMATE
FOR EVERY SCHOOL THEIR
HISTORICAL YIELD ASSIGNMENT SO
WE CAN BEGIN TO ADMIT MORE
FAMILIES NOW, KNOWING THAT THE
FAMILIES WON'T ACTUALLY-- A
CERTAIN PERCENTAGE OF THE
FAMILIES WON'T ACTUALLY ENROLL
IN THE FALL BECAUSE THEY'VE
MOVED OUT OF THE DISTRICT OR
THEY'VE GOTTEN X HIGHER CHOICE
SCHOOL BECAUSE OF-- IF ANOTHER
SEAT IS OPENING UP, OR THEY MADE
OTHER DECISIONS THAT MAKE SENSE
TO THEIR FAMILIES.

THAT ALLOWS TO US ASSIGN MORE
KIDS INTO THEIR HIGHER CHOICE
SCHOOLS.

AT THIS POINT IN THE PROCESS,
AND HAVE BETTER VISIBILITY IN
ESTIMATE, OKAY, WE HAVE ASSIGNED
100 KIDS TO THE SCHOOL.

WE THINK 80 OF THEM ARE GOING TO
SHOW UP.

SO, THEREFORE, WE KNOW WE HAVE
20 SEATS NOW THAT WE CAN BEGIN
SLOTING KIDS INTO.

THE PROCESS WAS VERY REACTIVE
BEFORE.

IT'S EIGHT DAYS AFTER THE SCHOOL
YEAR, NOW LET'S START CALLING
WAITING LISTS.

WE'VE ALL PUSHED THAT FORWARD
AND STARTED TO ASSIGN EVEN MORE
KIDS NOW IN ANTICIPATION OF THE
OPENING SO THERE IS LESS
UNCERTAINTY TO THE FAMILY.

>> WHAT IS WRONG WITH SENDING
SOMEONE AN ACCEPTANCE LETTER TO
A SCHOOL, GIVING THEM 30 DAYS--
A WHOLE MONTH-- 30 DAYS TO
RESPOND, AND WHEN THEY DON'T
RESPOND WE GIVE THEM AN EXTRA
WEEK BECAUSE WE HAVE TO KNOCK ON
THEIR DOOR, WE SENT THE LETTER,
WHICH SCHOOL DO YOU WANT TO
CHOOSE?

WHY AREN'T WE BEING REACTIVE ON
THE FRONT END.

>> I DON'T THINK THE THE PROBLEM
IS THE FAMILIES THAT DON'T
RESPOND, WE CAN ESTIMATE HOW

MANY WILL SHOW UP.

I THINK THE PROBLEM IS, FAMILIES WITH ACCEPT, EVEN ADMISSIONS TO BOSTON LATIN, THE FAMILIES WILL COME BACK AND SAY WE'RE TAKE THE SEAT AT LAT AND I KNOW STILL SEE FAMILIES NOT SHOW UP IN THE FALL.

THEY SAID THEY WERE COMING. THEY RESPOND NEED DAYS LATER AND SAID, "YEAH, PLEASE HOLD THE SEAT."

AND WE FIND OUT IN THE FALL THEY DECIDED TO MOVE OUT OF THE CITY BECAUSE OF LIFE SERIES, THEY DECIDED TO ENROLL IN A DIFFERENT SCHOOL.

>> MICHAEL?

TO LATIN SCHOOL, THOUGH, IF YOU DON'T RESPOND BY A DATE CERTAIN, AND I DON'T REMEMBER, YOU LOSE THE SEAT.

>> YOU LOSE YOUR SEAT.

>> RIGHT.

>> I JUST WANTED TO MAKE THAT POINT.

>> AND THAT'S A FAIR POINT.

I THINK A REASONABLE PERIOD OF TIME IS FAIR AND REASONABLE. I THINK AN EXCESSIVE AMOUNT OF TIME IS NOT FAIR AND REASONABLE. I THINK WE CURRENTLY OFFER AN EXCESSIVE AMOUNT OF TIME. I DON'T THINK THAT'S FAIR AND REASONABLE.

PUT YOURSELF IN THE PERSPECTIVE OF THE PARENT WHO DIDN'T GET THE SCHOOL OF THEIR CHOICE OR WERE UNASSIGNED.

AS A RESIDENT AND TAXPAYER YOU HAVE TO SIT OUT UNTIL THE MIDDLE OF SEPTEMBER, MAYBE OCTOBER, MAYBE THE PHONE WILL RING AND MAYBE IT WON'T, AND PEOPLE ABUSING THE SYSTEM, IN A SENSE. I'M GOING TO HAVE A BIG PROBLEM CONTINUING TO SORT OF FUND THIS. IT'S LIKE A MERRY-GO-ROUND. AND AT SOME POINT-- IT'S LIKE EVERYTHING ELSE-- YOU NEED HAVE A DEFINED START AND A DEFINED FINISH.

YOU GUYS ARE OVER 1 BILLION BUDGET.

IT'S TOO LOOSEY GOOSY.
AND SOMEONE HAS TO GRAB THE BULL
BY THE HORNS.
WE'LL GIVE YOU 30 DAYS.
YOUR CHILD IS ACCEPTED TO THIS
SCHOOL, WE WILL GIVE YOU 30
DAYS.
IF WE DON'T HEAR FROM YOU, WE
GIVE YOU ONE MORE SHOT.
WE'LL GET ON THE PHONE OR KNOCK
ON YOUR DOOR BECAUSE WE HAVE A
WAITING LIST OF PEOPLE WHO WANT
TO GO TO THE BOSTON SCHOOL OR A
PARTICULAR SCHOOL, THEY WANT TO
ATTEND THE KING.
WE'RE IN THE EDUCATION BUSINESS
AND TRYING TO HELP PEOPLE AND
TRYING TO GET PEOPLE SLOTTED
INTO-- AND WE HAVE TO RESPOND TO
THE CITY COUNCIL AND THE MAYOR
THROUGH THE BUDGET PROCESS.
IT SEEMS TOO WILLY NILLY AND I
WANT TO BUTTRESS MY COLLEAGUE'S
POINT AROUND THE ASSIGNMENT
STUFF, YOU NEED TO MAKE DECISION
AND WE NEED TO MAKE BUDGET
DECISIONS AND YOU CAN'T HAVE
PEOPLE NOT GETTING BACK TO US.
AND THEN IF THEY DON'T GET BACK
TORQUE WE'RE POWERLESS TO
RESPOND WHEN YOU HAVE AN EXAM
SCHOOL.
WE DON'T PUT UP WITH THAT CRAP.
YOU GET ACCEPTED AND YOU'RE IN
OR OUT.
IF YOU'RE IN, GREAT, IF NOT, WE
WILL GIVE IT TO SOMEONE ELSE.
>> COULD I MAKE ONE CORRECTION
ON EXAM SCHOOLS.
IF YOU GET SEND, YOU DO HAVE
YOUR SEAT HELD FOR A YEAR.
SO WE DON'T ACTUALLY--
>> IT'S A DEFERRAL.
IN WRITING-- YOU HAVE TO
INDICATE IN WRITING THAT YOU
DECIDE TO DER.
>> BUT THEN YOU KNOW THAT SEAT'S
AVAILABLE FOR THE NEXT YEAR.
>> RIGHT.
>> THAT'S TO HIS POINT IS IT'S A
TOTALLY--
>> YOU GO RADIO SILENCE, YOU
DECIDE TO GO RADIO SILENCE, THAT
SEAT IS NOT READY FOR YOU.

PEOPLE WHO GO RADIO SILENCE--
>> THEN PEOPLE WILL COPY ON AND SAY, "YEAH, WE'RE COMING, WE'RE COMING," AND THEY DON'T COME AND THERE'S NO CONSEQUENCE SO HOW DO YOU HOLD THEM ACCOUNTABLE. IT'S A DILEMMA WE HAVE HERE. AND I AGREE WITH YOU. WE'RE ALWAYS ESTIMATE AGO DO WE TRACK FAMILIES, WHATEVER, THEIR STUDENTS, WHAT PERCENTAGE OR WHAT NUMBER KIND OF DO WHAT COUNCILOR FLAHERTY DESCRIBES?
>> I'LL ANSWER THE QUESTION. EVERYONE BUT THE EXAM SCHOOLS.
>> WHAT I'M SAYING IS, PEOPLE DECLARE THEIR SEATS AND COME. THEN THERE ARE PEOPLE WHO DECLARE THAT THEY'RE TAKING THEM AND DON'T COME, RIGHT? THEY DON'T SHOW UP AND WE WAIT UNTIL OCTOBER. THAT GAP IS, YOU KNOW, UNFAIR TO EVERYBODY ELSE THAT APPLIES TO THOSE SEATS, I THINK TO YOUR POINT.
>> IT'S UNACCEPTABLE.
>> AND WE FEEL VERY STRONGLY IN THE SAME FAVOR. WE WANT TO MOVE FAMILIES INTO THEIR HIGHEST CHOICE SEATS EARLIER IN THE PROCESS. THAT'S WHY WE HAVE LOOKED AT HISTORICAL DATA TO BE ABLE TO ESTIMATE HOW MANY OF THE FAMILIES ARE GOG HAVE A SEAT AND NOT ACTUALLY SHOW UP, SO WE CAN BEGIN ASSIGNING ADDITIONAL FAMILIES IN ANTICIPATION OF THAT. THAT'S SOMETHING THAT OFFICES HAVE DONE A LOT MORE THIS YEAR SO YOU'RE NOT WAITING UNTIL OCTOBER TO BACKFILL. WE'RE SAYING WE WANT 22 STUDENTS TO SHOW UP AT THE KING SCHOOL, WE'RE GOING TO ASSIGN A CERTAIN NUMBER OF KIDS OVER 22 SO WE KNOW 22 WILL BE THERE ON THE FIRST DAY OF CLASSES AND BRING MORE STABILITY TO THE SCHOOLS, BRINGS MORE PREDICTABLE PATTERNS TO FAMILIES AND MAKE SURE OUR SEATS ARE FULL RIGHT OUT THE

GATE.

>> THROUGH THE CHAIR, IT'S AN
EXAMPLE TAIL WAGGING THE DOG.
PEOPLE ARE PLAYING US.
SO THEY'RE GOING TO TRY A
CHARTER SCHOOL FOR A FEW WEEKS
BECAUSE THERE'S NO THEFT THEM
LOSING THEIR BOSTON PUBLIC
SCHOOL SEAT.

THEY CAN START AT CHARTER
SCHOOL, SEE HOW IT GOES, THAT'S
NOT WORKING OUT, AND FILL A SEAT
LATER IN THE BOSTON PUBLIC
SCHOOL.

WE'RE GETTING TOTALLY PLAYED.
AND HAVING A DEFINED START OR
FINISH, YOU EITHER WANT TO COME
TO THE BOSTON SCHOOL OR NOT.
BUT WE WILL KNOW BY A DATE
CERTAIN, MAY 1, JUNE 1 AT THE
LATEST, WHETHER YOU'RE COMING OR
NOT COMING.

INSTEAD WE HAVE SEATS OPEN.
SOME ARE FULL, SOME ARE EMPTY.
AND MY NEXT QUESTION IS THE
CHARTER SCHOOL REIMBURSEMENT.
WE LOSE A KID TO THE CHARTER
SCHOOL, STAYS THERE A WHILE, AND
DECIDES TO COME TBUX.

DO WE GET ANY DOUGH BACK?
WE SENT THE DOUGH TO THEM?
AND ARE WE SENDING THE SAME
FORMULA, THE PER PEOPLE FORMULA.
AND WHEN THEY TRY TO KICK THE
TIRES ON THE CHARTER SCHOOL FAIR
COUPLE OF WEEKS AND IT'S NOT
CUTTING THE MUSTARD, THEY WANT
TO COME BACK TO THE BOSTON
PUBLIC SCHOOLS.

IS IT THE MONEY COMING BACK.

>> THE STATE TRACTION THE
CHARTER SCHOOL, AND IT'S
PRORATED.

I ASSUME THAT MEANS THEY'D BE
GIVEN YOU OF THE TUITION FOR A
QUARTER OF THE SCHOOL YEAR.

>> I BET YOU'RE MORE AGGRESSIVE
ON TRACK THE DOUGH THAN THE
ASSIGNMENT SEATS.

AND THEREIN LIES THE PROBLEM.
SUPER AGGRESSIVE ON ASSIGNMENT,
SUPER AGGRESSIVE ON THE
TRANSPORTATION STUFF.

THESE ARE THINGS THAT ARE JUST

SPIRALING OUT OF CONTROL.
>> I APOLOGIZE.
WE'RE INTO ASSIGNMENT, AND WE
ACTUALLY HAVE A HEARING ON
ASSIGNMENT AS WE DO ABOUT 23
OTHER TOPICS.
BUT I WOULD JUST ASK IF YOU
COULD JUST GET A RAW NUMBER THE
PAST COUPLE OF YEARS OF SEATS
THAT WE ASSIGNED TO KIDS WHO
JUST DON'T SHOW UP.
I'D REALLY LIKE TO SEE THAT
NUMBER BECAUSE THAT WOULD BE
TELLING ON WHAT YOU ALL HAVE TO
DEAL WITH IN BUDGETING.
IT'S-- HOW DO DO YOU THAT?
BUT ANYWAY, LET ME MOVE ON TO
COUNCILOR ESSAIBI GEORGE.
>> THANK YOU.
I DON'T SEE A SEPARATE HEARING
ON ASSIGNMENTS.
>> I THINK IT'S IN ONE OF THE
SUBTOPICS, I BELIEVE.
>> I LOOKED QUICKLY.
>> IT SAYS "ENROLLMENT."
SO I WOULD SAY THAT PERTAINS--
>> HERE WE ARE.
HERE WE ARE.
>> SHOULD HAVE TOOK WHY YOU WERE
POWDER WHEN I GAVE IT TO YOU.
\(LAUGHTER).
>> I NEED A SANDWICH.
>> SO I JUST-- I WANT TO FOLLOW
UP ON SOMETHING WITH MONICA THAT
COUNCILOR McCARTHY WAS ASKING
YOU EARLIER ABOUT THE WAIT LIST.
HUSAID-- AND CORRECT ME IF I'M
WRONG.
ARE YOU PRIORITIZING NEW
STUDENTS OVER WAIT LIST STUDENTS
IF THERE'S AN OPENING IN A
CLASSROOM?
>> SO, IF WE HAVE A STUDENT TO
PLACE AND THERE IS NOT AN
AVAILABLE SEAT ON THEIR HOME
BASE LIST, AND THE SEAT BECOMES
AVAILABLE IN THE SCHOOL THAT HAS
A LATE WAIT LIST, WE WILL
PRIORITIZE THAT STUDENT FOR A
SEAT, BECAUSE BY LAW WE ARE
REQUIRED TO MAKE SURE EVERY
STUDENT WHO HAS A SEAT.
STUDENTS ON A WAIT LIST ARE
FLORIDA A SEAT.

THEY ALREADY HAVE A SCHOOL ASSIGNMENT.

>> BUT IF A SEAT OPENED UP YOU DON'T GO TO THE FIRST KID ON THE WAIT LIST?

THERE REALLY IDEALLY SHOULD NEVER BE AN OPEN SEAT WITH A WAIT LIST FOR THAT CLASSROOM. SO I GUESS I DON'T UNDERSTAND HOW THAT HAPPENS, HOW WE'D EVER HAVE AN OPPORTUNITY THAT THAT SEAT WOULDN'T BE FILLED IF THERE IS A WAIT LIST.

>> IT'S USUALLY AFTER THE SCHOOL YEAR STARTS, A FAMILY COMES IN AND WE NEED A SEAT TO PLACE THAT CHILD IN, AND SOMETIMES A SEAT BECOMES AVAILABLE IN A SCHOOL THAT HAS A WAIT LIST. IF THERE IS NOT A SCHOOL AGAIN ON THAT CHILD'S WAIT LIST WITH AN AVAILABLE SEAT, BUT THERE IS-- SORRY, IF THERE IS NOT AN AVAILABLE SEAT IN A SCHOOL ON THAT CHILD'S SCHOOL ASSIGNMENT LIST, BUT A SEAT BECAME AVAILABLE AND THERE WAS A WAIT LIST, WE WOULD PRIORITIZE THE CHILD THAT DOES NOT HAVE A SEAT. OTHERWISE, ANY TIME A SEAT BECOMES OPEN IT AUTOMATICALLY GOES TO THE WAIT LIST.

>> DOES IT AUTOMATICALLY GO TO THE WAIT LIST PROCESS THE WHOLE SCHOOL YEAR?

>> OUR INTENTION IS TO PROCESS THE WAIT LIST ALL THE WAY THROUGH THE END OF NOVEMBER--

>> CONSTANTLY.

>> CONSTANTLY FOR GRADES ONE AND ABOVE, AND FOR KINDERGARTEN, WE DO THAT TO THE END OF FEBRUARY.

>> WHAT ABOUT THE--

>> I'LL HAVE ROBBIE.

>> WHILE HE'S COMING UP, I WANT TO BACKTRACK A LITTLE BIT. AS A PARENT, MY CHILD MAY HAVE BEEN PLACED IN A SCHOOL THAT WASN'T MY FIRST CHOICE, SOMEWHERE ELSE, AND I REALLY WANT THEM IN THIS SCHOOL "A," BUT THEY'RE PLACED IN SCHOOL "B," I HAVE A HARD TIME AS A PARENT REALIZING THAT ANOTHER

KID MAY SHOW UP AND TAKE WHAT REALLY IS MY FIRST CHOICE AWAY FROM MY KID.

I HAVE A REAL PROBLEM WITH THAT. AND I'M HOPING YOU'RE SHAKING YOUR HEAD THAT YOU DO, TOO?

>> I HAVE-- I DEFINITELY UNDERSTAND.

WE HAVE BEEN TRYING TO FIGURE OUT THE BALANCE AGAIN BETWEEN OUR LEGAL MANDATE TO PLACE STUDENTS WHEN THEY COME IN SO THAT THEY ARE IN SCHOOL, AS WELL AS OUR DESIRE TO MAKE SURE THAT FAMILIES GET THEIR HIGHEST RANKED SCHOOL.

>> WOULD POSSIBLY THE FIRST KID ON THE WAIT LIST BE PLACED OUTSIDE OF THEIR HOME BASE OR THEIR DISTRICT?

>> YOU ASKING ME IF-- ME AS THE PERSON ON THE WAIT LIST JUST GO TO ANOTHER SCHOOL--

>> NO, YOU'RE SAYING NEW KIDS TO THE DISTRICT, THERE IS NO SCHOOL AVAILABLE TO HIM OR HER WITHIN THEIR ZONE.

BUT THE FIRST KID ON THE WAIT LIST COULD THEORETICALLY BE PLACED OUTSIDE OF HIS OR HER ZONE TO BEGIN WITH.

EUROPE CHOOSING TO PICK ONE KID OVER ANOTHER?

>> WE'RE NOT PLACING STUDENTS OUTSIDE OF THEIR HOME BASE.

>> NO KID IS PLACED OUTSIDE OF THEIR HOME BASE.

WHAT ABOUT FOR KINDERGARTEN SEATS.

>> WE ASSIGN ADDITIONAL SEATS. A GOOD EXAMPLE IS RIGHT NOW FOR K-2, WE HAVE MADE ADDITIONAL SEATS AVAILABLE THROUGH OUR SCHOOL OPTION PROCESS.

THERE ARE CERTAIN AREAS OF THE CITY WHERE WE FOUND THAT THERE ARE MORE REQUESTS FOR SEATS. THERE IS MORE DEMAND THAN ACTUAL SEATS.

>> SO IF A KID IS INSIDE HIS OR HER HOME PACE, THEY COULD NOT--

>> THERE ARE TRANSPORTATION IMPLICATIONS.

>> COULD A KID ATTEND A SCHOOL

OUTSIDE OF THE HOME BASE, SAY,
FOR KINDERGARTEN, BECAUSE
THERE'S A HIGH-VALUE SEAT, IF A
PARENT WOULD AGREE TO TAKE CARE
OF TRANSPORTATION?
>> WE DON'T CURRENTLY HAVE THAT
AS AN OPTION.
IT'S CERTAINLY SOMETHING-- IT IS
NOT CURRENTLY AN OPTION.
>> THERE ARE K2 SEATS ACROSS THE
DISTRICT, HIGH VALUE, OUTSIDE OF
PERHAPS MY HOME DISTRICT THAT
I'M NOT ABLE TO ACCESS?
IT'S DISAPPOINTING TO HEAR.
I UNDERSTAND YOU WANT TO DRIVE
DOWN TRANSPORTATION COSTS BUT
THOSE SEATS ARE OF HIGH VALUE
AND A RESOURCE FOR OUR FAMILIES
THAT WANT THOSE SEATS.
>> CAN I CHILD TRANSFER FROM ONE
SCHOOL TO ANOTHER AT ANY POINT
IN THE SCHOOL YEAR?
>> HE CAN TRANSFER UP TO THE END
OF JANUARY, ALONG WITH THE WAIT
LIST POLICY.
>> YOU CAN GO THROUGH JANUARY.
WHEN YOUR WAIT LIST EXPIRES.
>> MAKE SURE THAT WE HONOR A
FAMILY'S DESIRE TO ANOTHER
SCHOOL.
>> AND JUST SHIFTING GEARS A
LITTLE BIT.
HOW DO WE DECIDE THE FUNDING-- I
KNOW LIBRARIANS WERE DISCUSSED
FOR A LITTLE BIT-- BUT HOW DO WE
DECIDE FUNDING FOR THINGS LIKE
LIBRARIANS AND SCHOOL NURSES IN
OUR SCHOOL BUDGETS?
>> IN THE TWO EXAMPLES YOU GAVE,
THE ANSWERS ARE DIFFERENT.
FOR NURSES, THEY ARE ALLOCATED
ESSENTIALLY, BASED ON A
COMBINATION OF SCHOOL SIZE AND
ACUTE.
WE WILL HAVE TWO ADDITIONAL
NURSES NEXT YEAR VERSUS THIS
YEAR.
LIBRARIANS ARE PART OF SCHOOL
AUTONOMY.
THEY ARE AT THE DISCRETION OF
SCHOOL LEADERES, AND I--
>> I DO WANT TO REITERATE I
DON'T WANT TO GET BACK INTO THE
CONVERSATION I MISWHEN I HAD

STEPPED OUT.

I DO WANT TO ARTICULATE I THINK LIBRARIANS SHOULD BE CENTRALLY FUNDED, BECAUSE IT MAKES IT PART OF WHAT WE DO AS A SCHOOL.

AND YOU TAKE AWAY THE DIFFICULT CHOICE OF A PRINCIPAL OR HEADMASTER THAT'S MAKE BETWEEN ADDITIONAL TEACHER VERSUS THAT LIBRARIAN.

WITH ESSENTIALLY FUNDED NURSEES, WHAT IS THE FORMULA ON SCHEDULING A NURSE?

MY KIDS GO TO A SCHOOL THAT HAS, LIKE, A THIRD OF A NURSE?

>> I BELIEVE ACTUALLY NURSING IS ONE OF THE FEW AREAS WHERE WE DON'T MAKE IT COMPLETELY FORMULAIC.

THE PERSON WHO OVERSEES NURSES LOOKS AT THE ACUTEY OF HEALTH NEEDS OF STUDENT AT INDIVIDUAL SCHOOLS AND COMBINES THAT WITH SCHOOL SIZE TO COME UP WITH AN ALLOCATION OF NURSES FOR EACH SCHOOL.

SO I WOULD SAY IT ALSO AFFECTS A PARENT'S ABILITY TO CHOOSE A SCHOOL.

IF THE CHILD HAS DIABETES OR OTHER HEALTH ISSUES, A PARENT MAY NOT SELECT THAT SCHOOL BECAUSE OF THE-- OF NO NURSE, PERHAPS, ON STAFF 100% OF THE TIME.

>> YES.

I WOULD ENCOURAGE PARENTS OF STUDENTS WITH HIGH MEDICAL NEEDS TO REACH OUT AND SPEAK TO OUR OFFICE ABOUT THAT.

WE WOULD CERTAINLY WANT TO MAKE SURE EVERY CHILD'S NEED IS MET IN EVERY SCHOOL.

>> I ALSO UNDERSTAND THERE IS A SCHOOL THAT HAS CHILDREN THAT ARE EXPERIENCING SEIZURE DISORDERS, KIDS IN UNDERGARTZ, KIDS THAT ARE NONVERBAL, 100% NONVERBAL, AND STILL THOSE SCHOOLS ARE GETTING ONLY A PART-TIME NURSE.

I REALLY HAVE A HARD TIME AS A PARENT WITH-- MY WORRY IS MY KID ENDS UP WAY FEVER, ITOUSLY, SOME

SORT OF STOMACH BUG, IN THE MIDDLE OF THE DAY.
I'M CONFIDENT THAT THE TEACHING STAFF AND THE ADMINISTRATION AT MY KID'S SCHOOL CAN HANDLE THAT.
BUT WHEN YOU HAVE KIDS WITH SIGNIFICANT HEALTH ISSUES, TO KNOW THAT THERE ARE PART-TIME NURSES IN THOSE BUILDINGS IS FRIGHTENING TO ME AS AN ELECTED OFFICIAL, BUT AS A MOM.
>> IF YOU HAVE SPECIFIC SCHOOLS YOU'D LIKE TO US LOOK INTO, WE CAN GET INFORMATION ABOUT WHAT THE SORT OF RATIONALE IS FOR THE NURSING ALLOCATION--
>> I GUESS I WOULD LIKE ANY SCHOOL WITH LESS THAN ONE FULL-TIME NURSE I WOULD LIKE TOPPED THE RATIONALE FOR HAVING LESS THAN A FULL-TIME NURSE.
>> SURE.
I WAS GOING TO ANSWER SLIGHTLY DIFFERENTLY WHICH IS TO SAY, WHEN WE TALK ABOUT THE ACUTEY, THE NURSE DEPARTMENT IS LOOKING AT THE INDIVIDUAL HEALTH NEEDS OF THE STUDENTS AND MAKING SURE THAT ANY STUDENT WITH A SEVERE ENOUGH NEED WILL HAVE A FULL-TIME NURSE ON HAND, AND IN ADDITION, THERE ARE NURSES THAT ARE ALLOCATED SPECIFICALLY TO DEAL WITH HIGH-NEEDS STUDENTS SO THAT THERE'S A FULL-TIME NURSE ON STAFF.
THAT'S I DIDN'T ASKED IF THERE'S A SPECIFIC SCHOOL THAT WE CAN LOOK INTO, THE ONE THAT YOU MENTIONED.
WE CAN GO BACK AND FIND OUT WHAT THE STORY IS.
IN TERMS OF THE OVERALL RATIONALE FOR ALLOCATING NURSES LESS THAN 1.0 TO THE SCHOOLS, WE CAN GET MORE INFORMATION FOR YOU.
>> THAT'S REALLY HARD TO UNDERSTAND.
>> SORRY, I DIDN'T--
>> THERE WILL BE--
>>... ON OUR HEARING ON SOCIAL AND EMOTIONAL LEARNING.
>> THAT'S FOR ME, THANK YOU.

>> COUNCILOR CAMPBELL.
>> THANK YOU, COUNCILOR CIOMMO.
JUST FOLLOWINGUM ON A COUPLE OF
POINTS MADE MY BY COLLEAGUES,
THE NURSE ISSUE, I WAS SHOCKED
TO LEARN WHEN I TOURED FILL
BROOK SCHOOL, THEY HAD A
PART-TIME NURSE.
THE CONCERN, OBVIOUSLY, IS THERE
WERE SOME KIDS WHO WOULD HAVE TO
GO HOME BECAUSE THE PRINCIPAL OR
SECRETARY CAN'T MEET THE NEED OF
A NURSE, WHEREAS THOSE KIDS
COULD STAY IN SCHOOL IF THEY
COULD HAVE QUICKLY SEEN AINOUS
ADDRESS THEIR ISSUE.
SO WE'RE LOOKING FOR SPECIFIC
EXAMPLES.
I DON'T THINK THAT'S CHANGED.
I THINK THEY STILL HAVE A
PART-TIME NURSE, SOLE IF THERE'S
ANY WAY TO GET THEM A FULL-TIME
NURSE, THAT'S ONE EXAMPLE OF A
SCHOOL I THINK NEEDS A NURSE.
I WOULD SAY OF THE ELEMENTARY
SCHOOLS IN GENERAL, THE HOOFLS
ARE DIFFERENT, BUT THE
ELEMENTARY SCHOOL, I THINK AT A
MINIMUM EVERY SCHOOL SHOULD HAVE
A NURSE.
SOMETIMES STUDENTS HAVE TO LEAVE
SCHOOL WHERE THEY WOULDN'T HAVE
TO IF THERE WAS A NURSE IN THE
BUILDING.
GOING BACK TO COUNCILOR
FLAHERTY'S POINT, I'M STILL
CONFUELSSES TOO WHY WHEN WE SEND
OUT THE LETTERS OF-- THIS IS THE
SCHOOL YOU'RE BEING ASSIGNED, TO
THE ASSIGNMENT LETTERS, WHY WE
CAN'T ATTACH A DEADLINE FOR THEM
TO GET BACK TO US ABOUT WHETHER
OR NOT THEY'RE GOING TO ACCEPT
THAT ASSIGNMENT.
>> I THINK CERTAINLY WE CAN SET
A DEADLINE.
I THINK MORE OF THE ISSUE IS
AROUND CAN WE ACTUALLY UNENROLL
FAMILIES?
AND SO I THINK WE HAVE A LEGAL--
RIGHT NOW, A LEGAL OBLIGATION TO
MAKE SURE THAT FAMILY HAS A
SEAT, UNLESS WE OTHERWISE KNOW
WHERE THEY ARE BEING PLACED.

SO WE ALWAYS-- WE KNOW THAT
THEY'RE ATTENDING SCHOOL.
>> ON THAT LEGAL OBLIGATION
APPEARANCE WE, OBVIOUSLY, HAVE
OPEN SEATS IN OTHER SEATS IN THE
DISTRICT.
SO THERE'S AN OPEN SEAT
SOMEWHERE FOR THAT PARENT.
I'M NOT UNDERSTANDING WHY THAT
FACT, THAT WE HAVE OPEN SEATS,
DOESN'T SATISFY THAT
REQUIREMENT.
>> IS SO OPEN SEAT DOESN'T
NECESSARILY EQUAL OPEN SPACE IN
YOUR HOME BASE LIST.
IT'S FINDING A SEAT ON YOUR HOME
BASE LIST.
>> AND IT'S REQUIRED THAT IT BE
ON THE HOME BASE LIST.
>> BASED ON A HOME-BASE POLICY,
YES.
>> BASED ON OUR HOME-BASE
POLICY.
>> YES.
WE LOOK, AT THE HOME BASE
POLICY.
THE SCHOOL COMMITTEE HAS ASKED
TO US DO AN EQUITY ANALYSIS
BEFORE WE MAKE ANY CHANGES.
WE REALIZE THERE ARE THINGS IN
IT THAT NEED TO BE REVIEWED, BUT
WE WANT TO LOOK AT THAT WITH AN
EYE TOWARDS EQUITY, AND REALLY
UNDERSTANDING WHAT'S HAPPENING.
SO WE REALLY ARE TRYING TO PLACE
FAMILIES WITHIN A HOME BASE
LIST, AND TO MEET OUR ORLIGIEGZ
MAKE SURE WE HAVE A SEAT.
THE WAY WE GENERALLY-- IF WE
KNOW THEY HAVE A SEAT IN ANOTHER
SCHOOL, THAT SEAT BECOMES
AVAILABLE.
CERTAINLY I THINK WE CAN TAKE
BACK TO OUR LEGAL COUNSEL THE
QUESTION OF WHETHER THERE IS
SOMETHING ELSE WE CAN DO.
I DO NOT WANT TO MAKE A
COMMITMENT--
>> OF COURSE.
>> THAT HAS LEGAL IMPLICATIONS.
BUT I HEAR LOUDLY AND CLEARLY
THE RECOMMENDATION.
>> SO THAT POINT OF
CLARIFICATION IS VERY HELPFUL,

BECAUSE I THINK A LOT OF PARENTS
IN MY DISTRICT WOULD BE REALLY
EXCITED FOR THE HOME BASE
ASSIGNMENT PROCESS TO REFLECT
THAT CHANGING IF THEY KNEW THAT
FOLKS WHO DIDN'T RESPOND WITHIN
A TIMELY MANNER WERE GOING TO BE
BUMPED, AND THEY HAD A BETTER
OPPORTUNITY OF BEING ASSIGNED TO
A MORE HIGH-PERFORMING SCHOOL.
I'M IN DISTRICT FOUR, MATTAPAN,
DORCHESTER, SORT OF THE HOME
BASE ISSUE IS TROUBLING FOR MANY
PARENTS.

THEY WOULD ACTUALLY PREFER
SOMETIMES TO BE ASSIGNED OUTSIDE
OF THE HOME BASE DISTRICT
BECAUSE THEY HAVE BETTER OPTIONS
ELSEWHERE.

AND SO TALK ABOUT EQUITY.
I THINK THIS IS A BIG ISSUE FOR
EQUITY.

BUT I THINK A LOT OF THOSE
FAMILIES THAT WE'RE TALKING
ABOUT, WHEN THEY PUT THAT EQUITY
LENS ON, WOULD FAVOR SOME OF
THOSE CHANGES IF IT GAVE THEM
MORE OPTIONS TO LEVEL 1s AND
LEVEL 2 SCHOOLS, EVEN IF IT WAS
OUTSIDE THEIR HOME BASE.

I FULLY SUPPORT THAT.
I WOULD LOVE TO SEE THAT
CONVERSATION HAPPEN SOONER THAN
LATER.

I KNOW IT INVOLVES LEGAL AND
SCHOOL COMMITTEE AND ALL OF THAT
BUT I JUST WANTED TO EXPRESS
THAT.

THANK YOU, MONICA.

I HAVE A QUICK QUESTION-- THIS
IS IN THE OVERVIEW-- HOW MANY 1s
AND 2s CURRENTLY IN THE
DISTRICT, SCHOOLS?

>> KNOW THE SUPERINTENDENT SAID
IT.

I JUST-- I DON'T THINK I GOT
THAT.

>> I BELIEVE THE NUMBER WAS 46.
BUT I WOULD WANT TO CONFIRM IT.
HOPEFULLY A COUPLE OF MORE IN
THE FALL.

>> HOPEFULLY, SOME DAY, ALL OF
THE SCHOOLS WILL BE 1s AND 2s.
JUST SWITCHING TO WEIGHTED

STUDENT FORMULA FOR FUNDING, SO
LOOKING AT-- I GUESS I'LL DIRECT
THIS-- LOOKING AT PAGE EIGHT,
FOR EXAMPLE, THE FREDERICK
SCHOOL, WHICH IS IN MY DISTRICT.
THE NUMBER AT THE BOTTOM IS NOT
ACTUALLY AN AMOUNT THAT THE
SCHOOL ACTUALLY RECEIVES.
SO THERE'S AN ANALYSIS THAT
HAPPENS FOR EVERY SCHOOL AT THE
DISTRICT LEVEL.

AND THEN THERE'S THE AMOUNT OF
MONEY THE SCHOOLS ACTUALLY GETS,
IN THE SCHOOL BUDGET TO DO THE
WORK THEY DO.

>> SO THE NUMBER AT THE BOTTOM
IS THAT NUMBER.

NOW, THERE MAY JUST BE A TIMING.
WHEN THEY SIGN IN, THEY SEE THE
NUMBERS AT THE BOTTOM AS THEIR
TOTAL BUDGET.

>> WHAT'S THE TOTAL NUMBER THAT
A SCHOOL WOULD GET?

FOR EXAMPLE, I SIT IN ON
MEETINGS WITH PRINCIPALS FROM BURKE,
WHICH IS MY DISTRICT, AND
SCHOOLS FROM THAT AREA AS WELL,
AND THEY TALK ABOUT HOW THERE'S
A FORMULA, THERE'S AN AMOUNT OF
MONEY THE DISTRICT ASSIGNS TO
THEM.

THEN THERE'S AN AMOUNT OF MONEY
THEY ACTUALLY GET TO USE, AND
THERE'S A GAP BETWEEN THAT.
I WOULD BE CURIOUS TON WHAT THE
FREDERICK WAS ASSIGNED AND WHAT
THEY GOT GOING TO.

>> I HAVE A LOT OF CONVERSATIONS
WITH THE PRINCIPALS ABOUT THAT,
AND ONE OF THE THINGS THEY'RE
TALKING ABOUT IS THE ASSIGNMENT.
FORECAST AT THE FREDERICK, THEIR
TOTAL BUDGET IN THIS EXAMPLE WAS
5.5 MILLION.

IT MAY HAVE CHANGED SLIGHTLY
SINCE WE PULLED THIS.

BUT-- DON'T HAVE FLEXIBILITY
OVER 5.5 MILLION.

SHE HAS TO BUDGET .1 STORY
NURSE.

WE DON'T GET HER THE OPTION OF
WHETHER SHE GETS TO BUDGET THE
1.0 NURSE, SO THAT'S A LITTLE
BIT OF HER FLEXIBILITY TAKEN

AWAY.

SHE WOULD PROBABLY DO THAT ANYWAY.

THAT'S NOT A GREAT EXAMPLE. THERE ARE A NUMBER OF OTHER ASSIGNMENTS.

HER CLASS SIZE CAN'T GO OVER 28, AND 26 IN THE SIXTH GRADE.

WHAT OFTEN HAPPENS WITH PRINCIPALS IS THEY FEEL VERY CONSTRAINED WITH THE

REQUIREMENTS PLACED ON THEM.

THE REQUIREMENT COMES FROM A NUMBER OF DIFFERENT PLACES -- FEDERAL LAW, STATE LAW, OUR UNION CONTRACT, ET CETERA.

>> THAT'S VERY HELPFUL.

>> SO OFTEN WHAT WE'RE DOING IS TRYING MAXIMIZE THE AMOUNT OF MONEY THEY GET, NOT NECESSARILY ON THE BOTTOM LINE.

THEE, WE LIKE THAT, TOO.

BUT ACTUALLY, AFTER YOU TAKE ALL THOSE THINGS AWAY.

AND THAT'S WHAT NATE IS REALLY WORKING ON WITH THE PROJECTIONS AND CAPACITY PROCESS OF HIGHWAY DO WE MAXIMIZE THE AMOUNT OF MONEY THEY HAVE ONCE ALL OF THE REQUIRED THINGS ARE TAKEN AWAY, WHERE THEY'RE GOAT CHOOSE WHAT THEY WANT.

>> RIGHT.

SO THAT'S AN ONGOING CONVERSATION OF HAVING SEVERAL PRINCIPALS IN THAT AREA, AND IT'S A TERRIFIC CONVERSATION TO BRING BACK SUGGESTIONS AND IDEALS TO THE DISTRICT ABOUT JUST THAT.

HOW CAN THEY COME TOGETHER TO OPT OUT SOME OF THESE REQUIREMENTES, THESE POLICY CHANGES?

OBVIOUSLY, IT'S MUCH MORE DIFFICULT WITH LEGAL REQUIREMENTS, STATE AND FEDERAL, SO THEY HAVE MORE AUTONOMY AROUND THE FUNDING TO USE FOR SPECIFIC THINGS THEIR SCHOOLS. THE BURKE, FOR EXAMPLE, THE SECURITY GUARD WHO MAY NOT BE THERE NEXT YEAR.

MISS McENTIRE WOULD LOVE TO

BABLY TO SHIFT SOME THINGS
AROUND IN HER STRUCTURE TO PAY
FOR THAT PERSON BECAUSE IT'S NOT
A-- AN OPTION.

IT'S A NEED.

THIS IS VERY HELPFUL TO
UNDERSTAND.

>> TO STAY WITHIN YOUR DISTRICT,
ONE OF THE THINGS THE SCHOOLS
CAN DO IS GO THROUGH THE
INNOVATION PROCESS WITH THEIR
STAFF AND HAVE A DISCUSSION
ABOUT WHETHER THE TYPES OF
FLEXIBILITIES WE'RE ACTUALLY
OKAY WITH.

MAYBE SOME THINGS THERE ARE SOME
THINGS IN THE TEACHERS'
CONTRACT, THE TEACHERS AT THE
SCHOOL SAY, "WELL, THIS COSTS
YOU MONEY.

AS A SCHOOL COMMUNITY WITH ALL
OF OUR TEACHERS VOTING TO
APPROVE TWE ARE RELINQUISHING
THIS REQUIREMENT SO YOU CAN
REDISTRIBUTE YOUR BUDGET
DIFFERENTLY."

OFTEN, SCHOOLS GUILTY THROUGH
THAT PROCESS.

IT TEENS IT BE A DIFFERENT
SCHOOL EVER YEAR BECAUSE IT'S A
RIGOROUS PROPROCESS.

>> STAYING ON THE WEIGHTED
STUDENT FORMULA PIECE, SO, WE
POSSIBLE HAVE POVERTY AS ONE OF
THE FACTORS, CHARACTERISTICS.
WHAT OTHER THINGS?

WE LOOK AT TRAUMA, VIOLENCE,
WHAT OTHER CHARACTERISTICS
WITHIN THAT WEIGHTED STUDENT
FORMULA GUIDELINES.

>> TODAY, MATIORITY OF OUR
WEIGHTS AS WE CALL THEM, ARE
ASSOCIATED WITH STUDENTS NEEDING
DIFFERENT STRUCTURAL MODELS.
THAT WOULD BE DUE TO THE GRADE
LEVEL THEY'RE AT, WHETHER THEY
NEED E.L.L. OR SPECIAL EDUCATION
SERVICES.

WE HAVE TWO WEIGHTS THAT SPEAK
TO STUDENT NEEDS, THOSE ARE THE
POVERTY AND AT-RISK MEASURES FOR
NINTH AND TENTH GRADERS.

I THINK YOU HAVE HEARD ME TALK--
B--

>> FOR NINTH AND TENTH ONLY?
>> YES.
>> NOT OTHER--
>> BECAUSE THOSE ARE BASED ON
ACADEMIC PERFORMANCE INCOMING
INTO THEIR HIGH SCHOOL
EXPERIENCE.
SO IT'S HARD FOR US TO MIRROR
THAT AT THE ELEMENTARY LEVEL.
THEY DON'T HAVE THE INCOMING
ACADEMIC PROFILE.
>> BUT IF THEY'RE A THIRD
GRADER, THEY DO OR A FOURTH
GRADER.
>> YES, BUT--
>> WE COULD TELL BY THIRD GRADE,
FOR EXAMPLE, IF THEY ARE READING
AT THE LEVEL THEY NEED READ AT.
IF THEY'VE SUFFERED TRAUMA OR
SOMETHING LIKE THAT.
>> YOU'VE HIT ON ONE OF MY
FAVORITE TOPICS TO TALK ABOUT.
ONE OF THE HIGHEST PRIORITIES--
NATE IS LAUGHING AT ME.
ONE OF OUR HIGHEST PRIORITIES IS
WE ARE TRYING TO DO MORE TO
IDENTIFY AND FUND HIGH-NEEDS
STUDENTS.
RY ARE NOT SATISFIED TODAY THAT
WE HAVE MEASURES THAT ARE
SUFFICIENTLY NUANCED.
THE MEASURES POVERTY ARE BASED
ON WHETHER A STUDENT'S PAM
FAMILY IS PARTICIPATING IN
PUBLIC ASSISTANCE.
WE LOOK LIKE ALL SCHOOL
DISTRICTS I SEE NATIONALLY BUT
THAT IS NOT A REASON TO TAKE AS
GOOD ENOUGH.
WE WANT TO BE ON THE CUTTING
EDGE AND SAY IT'S A GOOD
STARTING POINT.
WE ARE MORE TRANSPARENT AND MORE
EQUITABLE THAN SCHOOL DISTRICTS
AROUND THE COUNTRY.
WE WANT TO KEEP PUSHING.
OUR TEAM HAS BEGUN EXPLORING
WHAT IT MIGHT LOOK LIKE TO HAVE
A BETTER DEFINITION OF STUDENT
NEED.
WE'D BE HAPPY TO TALK TO ANY OF
THE COUNCILORS OFF LINE WHO ARE
INTERESTED IN THIS.
WE'RE LOOKING AT THINGS LIKE

NEIGHBORHOOD AND ENVIRONMENTAL FACTORS.
HOW MUCH CRIME IS THERE IN YOUR OWN NEIGHBORHOOD, NOT WHERE THE SCHOOL IS--
>> OR BOTH.
>> OR BOTH.
HOW MANY 911 CALLS ARE THERE IN THEIR GEO CODE?
WHAT IS THE UNEMPLOYMENT RATE IN THEIR GEO CODE?
WHAT IS THE MEDIAN INCOME IN THE COMMUNITY THAT THEY'RE COMING FROM?
>> THAT'S REALLY GREAT TO HEAR BECAUSE I'M HAVING CONVERSATIONS WITH PRINCIPALS, TEACHERS AS WELL, WHO SUPPORTS THESE PRINCIPLES -- STUDENTS AND PARENTS -- WHETHER THE WEIGHTED STUDENT FORMULA IS EQUITABLE. IT'S GREAT TO HEAR THERE IS WORK THAT NEEDS TO BE DONE.
THERE ARE FACTORS WE'RE NOT TAKE SOMETHING CONSIDERATION.
NOT ONLY WHERE A STUDENT IS COMING FROM, BUT ALSO WHERE THE PHYSICAL LOCATION OF THE SCHOOL IS.
>> YUP.
>> AND THOSE MARKETERS.
AND I KNOW B.P.S. CURRENTLY HAS MAPS, FOR EXAMPLE, THAT THEY'VE DONE TO OVERLAY UNEMPLOYMENT, POVERTY, DIFFERENT FACTORS. OF COURSE WE ALREADY KNOW WHERE A LOT OF THESE NEIGHBORHOODS ARE.
BUT I THINK THAT WILL THEN DEFINE WEIGHTED STUDENT FORMULA VERY DIFFERENTLY.
AND FRANKLY, GIVE THOSE SCHOOLS THAT PROBABLY NEED ADDITIONAL SUPPORTS, MORE SUPPORT PEWS OF WHERE THEY'RE LOCATED AND THE POPULATION THEY'RE SERVE UPON PEAND WE PROBABLY WILL FIND OUT THOSE ARE THE SCHOOLS THAT ARE LEVELS THREE, FOUR, AND FIVE. I WILL SAVE MY QUESTIONS FOR ROUND THREE, I GUESS.
BUT I WANT TO BE RESPECTFUL OF THE TIME.
>> COUNCILOR McCARTHY, AND WE

HAVE BEEN JOINED BY COUNCILOR
AYANNA PRESSLEY.

>> THANK YOU VERY MUCH MCHAIR, I
DO SO MUCH AGREE WITH MY
COLLEAGUES, REGARDING THE
LIBRARIES.

IF THE LIBRARIES ARE NEEDED FOR
ACCREDITATION, WHY THE LIBRARIES
-- THE PRINCIPALS AND THE STAFF
HAVE TO DECIDE WHETHER OR NOT
THE LIBRARY STAYS OPEN OR NOT.
SO, CLEARLY, SOME OF THE MONEY
THAT IS DISCRETIONARY TO THEM
ISN'T REALLY DISCRETIONARY
BECAUSE THEY CAN'T LOSE THEIR
LIBRARIAN OR THEY'LL LOSE THEIR
ACCREDITATION.

WE SHOULD REALLY RETHINK THAT
AND HAVE THEM IN A STRAIGHT LINE
ITEM.

REGARDING THE WAIT LIST, THIS IS
A VERY VAGUE QUESTION, BUT WHAT
IS THE REALISTIC NUMBER TO BE ON
THE WAIT LIST?

BECAUSE WE GET CONSTITUENT
CALLS.

I KNOW I'M NUMBER THREE ON THE
LIST.

I KNOW I'M NUMBER FIVE ON THE
LIST.

I KNOW I'M NUMBER 13.

IF SOMEBODY SAYS THEY'RE 27,
SHISAY FORGET ABOUT IT?

IS THERE A BALLPARK, AND HOW
MANY PEOPLE ARE GETTING INTO
SEATS ON THE WAITING LIST?

>> SO IT'S HARD TO GIVE AN EXACT
NUMBER, BECAUSE IT'S-- THE
COMPARISON I LIKE USING IS IT'S
NOT LIKE A RESTAURANT WHERE YOU,
YOU KNOW, YOU'LL BE CALLED AFTER
20 MINUTES BECAUSE THERE ARE A
DIFFERENT NUMBER OF STUDENTS WHO
COME.

THAT DEPENDS ON THE PROGRAM.
THERE IS SOME SCHOOLS WITH A
100% YIELD, WHERE NO ONE MOVES
OFF THE WAITING LIST, AND THERE
ARE OTHER SCHOOLS WITH 70%
YIELD.

IT'S UNLIKE A RESTAURANT IN THAT
SENSE.

A WAIT LIST DOESN'T SUGGEST YOU
WILL BE CALLED.

IT SUGGESTS IF A SEAT OPENS UP.
>> TO COUNCILOR FLAHERTY'S
POINT, IN A RESTAURANT, IF YOU
SIT DOWN TODAY, YOU KNOW YOU'RE
NOT GOING TO GET YOUR MEAL IN
OCTOBER.

HE MACKS A TREMENDOUS POINT.
PEOPLE SHOULD COMMIT BECAUSE
YOU'RE NOW-- IN MY NEIGHBORHOOD,
IN PARTICULAR, YOU KNOW, I'M
HERE PICHES ELECTED TO REPRESENT
DISTRICT 5.

AND WE HAVE PEOPLE WHO ARE NOT
VERY WELL OFF, BUT THEY'RE NOT
GET ANYTHING OF THE SCHOOLS THEY
ASK FOR, LITERALLY, TOP FOUR
SCHOOLS, NONE, UNENROLLED.

SO WHAT DO THEY DO, PICK UP A
SECOND JOB OR THIRD JOB, SEND
THEIR KIDS TO HOLY NAME OR SEND
THEIR KID TO ST. MARY'S OF THE
HILLS IN NEWTON IF THEY'RE FROM
MAT FAN AND HYDE PARK.

AND THEY STRUGGLE.

MAYBE IN NOVEMBER, MAYBE IN
DAMAGE THEY GET A CALL.

MAYBE THEY'LL NEVER LEAVE THAT
SCHOOL.

I DON'T KNOW.

BUT I COULDN'T AGREE MORE WITH
WHAT COUNCILOR FLAHERTY WAS
ASKING AND LOOKING FORWARD TO
SEE WHERE WE CAN GO WITH THAT
PROCESS.

THE CHANNING SCHOOL.

THEY'RE IN YEAR THREE OR MAYBE
FOUR OF A TURNAROUND.

ARE THEY GETTING ADDITIONAL
FUNDING?

ARE WE TRYING TO INCREASE THEIR
ENROLLMENT?

AND I'LL TELL YOU WHY.

THE PRINCIPAL OAF THERE IS
TREMENDOUS.

AND A LOT OF PEOPLE IN MY
DISTRICT, SPECIFICALLY HYDE
PARK, BELIEVE THAT IF THEY DON'T
GET INTO THE ROOSEVELT, THERE'S
NO CHANCE.

AND LIKE I SAID EARLIER, THE
BATS IS AWESOME.

WE HAVE A LOT OF DECENT SCHOOL.
AND THE CHANNING COULD BE ONE,
BUT IT'S A TURNAROUND SCHOOL AND

LAST YEAR WE GOT RID OF THE
MUSIC TEACHER.

I DON'T UNDERSTAND WHERE WE'RE
GOING.

WHAT'S THE SCOOP ON THE CHANNING
SCHOOL?

>> SO THE CHANNING SCHOOL,
THEY'RE IN YEAR THREE OF THEIR
TURNSANDER THIS YEAR.
AND NEXT YEAR WE WILL BE YEAR
FOUR WHERE WE'RE PENDING
DESIGNATION FROM THE STATE.
THE SCHOOL REDESIGNED GRANT FROM
THE STATE EXPIRES AT THE END OF
AUGUST THIS YEAR.

THE DISTRICT IS COMMITTED TO
CONTINUING FUNDING AT 100% OF
THE STATE LEVEL.

SO THEY WILL SEE NO CUTS BECAUSE
OF THE EXPIRATION OF THAT GRANT.
AND THAT FUNDING PICKS UP OVER
THE SUMMER WHEN THE GRANT ENDS.
IT SHOULD BE CONTINUAL.

THEY SHOULDN'T SEE INTERRUPTION
IN SERVICE BECAUSE OF THE LOSS
OF THAT GRANT.

IF THEY AND HOPEFULLY THEY ARE
TAKING THE TURNAROUND AND THEY
GO THROUGH THE NEXT LEVEL,
STARTING THE YEAR AFTER NEXT, WE
WILL SLOWLY STEP DOWN HOW MUCH
SUPPORT THEY GET FROM THE
DISTRICT FOR BEING A TURNAROUND
BECAUSE THEY WILL NO LONGER BE A
TURNAROUND.

AND HOPEFULLY WHAT WILL HAPPEN
AS THEY EXIT TURNAROUND, WHICH
WE HOPE FOR ALL OUR TURNAROUND
SCHOOLS, THEY WILL GET MORE
ATTRACT TOY FAMILIES, THE
ENROLLMENT THE PICK UP, AND THE
INCREASED ENROLLMENT, WHICH WE
KNOW WILL HAPPEN OVER TIERNLG
WILL OFFSET THE SLOWLY
DECREASING DISTRICT SUPPORT FOR
TURNAROUNDS.

>> OKAY, BECAUSE I WAS OVER
THERE NOT TOO LONG AGO, AND THE
CLASSES ARE ATTENTIVE AND THEY
SEEM TO BE VERY MUCH ON THE
BALL.

WHEN ARE THEIR TEST SCORES
COMING OUT, AUGUST?

IS THAT RIGHT?

>> I DON'T KNOW EXACTLY--
>> THEY WERE TESTING LAST WEEK.
>> THEY'RE TESTING NOW.
I'M NOT SURE WHEN THEY WILL BE
FINALIZED.
WE TEND TO HEAR IN THE FALL FOR
LEVEL DESIGNATIONS.
>> AND THAT'S ONE OF THE THINGS
I GET NERVOUS ABOUT, AND THIS IS
JUST A LITTLE HISTORY.
WHEN I WAS FIRST ELECTED, TWO
MONTHS INTO IT, I GOT THE, "HEY,
HOW YOU DOING?
WE'RE CLOSING A COUPLE OF
SCHOOLS INUAL DISTRICT."
AND ONE OF THEM WAS THE
GREENWOOD.
AND I HAVE ALL THOSE PARENTS AND
I WAS VERY DISAPPOINTED IN THE, AND THE
PRINCIPAL WAS OUTSTANDING AND HE
SAID HE HAD JUST GOTTEN THERE A
YEAR OR TWO BEFORE.
AND HE STATED TO ME POINTBLANK
"I WISH THESE TEST CULTS COME
BACK EARLY BECAUSE I'M TELLING
YOU RIGHT NOW OUR RESULTS ARE
GOING TO BE BETTER THAN THEY
THINK THEY'RE GOING TO BE."
AND HE WAS PROVEN TO BE RIGHT.
I THINK THAT'S A NATIONAL
PROCESS THAT YOU CAN'T GET THOSE
NUMBERS UNTIL WHATEVER.
YOU KNOW WHAT I'M SAYING?
IT DOESN'T MAKE SENSE.
YOU ARE NOT GETTING THE PLAYBOOK
UNTIL AFTER THE GAME IS STARTED
SO IT DOESN'T MACK A LOT OF
SENSE TO ME.
>> THE 100% FUNDING LIKE THEY'RE
GOG STAY IN TURNAROUND.
BY THE TIME WE KNOW THE
DESIGNATION, THE SCHOOL HAS
ALREADY MADE A PLAN.
PARENTS HAVE ALREADY MADE
DECISIONS ABOUT ENROLLMENT.
THEY DON'T START TO LOSE ANY
FUNDING THEY MIGHT LOSE FOR EXIT
TURNAROUND UNTIL AFTER THE FIRST
FULL YEAR THEY HAVE OUT OF THE
DESIGNATION.
AND HOPEFULLY, AT THAT POINT,
YOU KNOW, THEY'VE EXITED IN THE
FALL.
PARENTS HAVE HEARD THAT.

THEY'RE MAKING DECISIONS TO
ENROLL STUDENTS FOR THAT
FOLLOWING YEAR, AND WE'RE
STARTING TO SEE THAT.
ENROLLMENT WILL PICK UP, AND
OFFSET THE DISTRICT FUNDING.
>> THANK YOU, MR. CHAIR.
>> THANK YOU.
WHO IS NEXT?
COUNCILOR FLAHERTY.
>> THANK YOU, MR. CHAIR.
NOT TO BELAYER THE POINT, MAYBE
SOMETHING ON THE LINES YOUR
CHILD HAS BEEN SEND BUT IT'S
CONTINGENT ON YOU GETTING BACK
TO THE SCHOOL DEPARTMENT BY A
CERTAIN DATE?
SO WE MAKE THE ASSIGNMENT, AND
IT'S LIKE GIVING SOMEBODY A
PROPERTY RIGHT, AND WE SIT BACK
AND LET THEM PLAY US FAIR WHILE.
I THINK MAYBE JUST THE
TERMINOLOGY, "YOUR CHILD HAS BEEN
ASSIGNED TO."
MY CHILDREN WENT TO THE MURPHY
SO I'LL USE THE MURPHY.
"YOUR CHILD HAS BEEN ACCEPTED
INTO THE MURPHY SCHOOL.
HOWEVER, IT'S CONTINGENT ON YOU
GETTING BACK TO THE SCHOOL
DEPARTMENT BY SUCH AND SUCH A
DATE, OR YOUR CHILD WILL RISK
LOSING THAT SEAT AND BE PUT INTO
THE UNASSIGNED POOL SO WE CAN
GIVE SOMEONE IN THE UNASSIGNED
POOL A SEAT, POSSIBLY AT THE
MURPHY OR ANOTHER SCHOOL."
I THINK WE NEED TO MAKE IT
CONTINGENT.
WE NEED TO HAVE A HARD AND FAST
DEADLINE.
WE NEED TO HOLD PARENTS
ACCOUNTABLE AND RESPONSIBLE FOR
GETTING BACK TO US BECAUSE WE
HAVE BUDGET CONCERNS AND WANT TO
MAKE SURE WE'RE FILLING UP
CLASSROOMS.
ON THE CHARTER SCHOOL, I THINK
THERE ARE PEOPLE WHO TRITE
CHARTER SCHOOL AT THE BEGINNING
OF THE YEAR AND CHECK IT OUT.
IF THEY STAKE THEY STAY.
IF THEY DON'T, THEY KNOW THERE'S
A SEAT WAITING FOR THEM.

WE'RE SUCKERS.

AND I THINK WE NEED TO DO A
BETTER JOB.

I'LL WORK WITH YOU ON IT, OR IF
YOU WANT TO WORK WITH THE
COUNCIL, IF WE NEED A POLICY
CHANGE, I'M FOR DRAFTING
SOMETHING BUT I THINK WE NEED A
DEFINED START AND STOP TO THE
PROCESS AND WE CAN'T BE GETTING
ROPA DOPED INTO THE SCHOOL YEAR
ANY LONGER.

MAYBE THIS WILL BE MORE
APPROPRIATE FOR THE
SUPERINTENDENT, BUT I KNOW WE
TRIED IT A FEW YEARS AGO.
IF MY MEMORY SERVES ME
CORRECTLY.

THE HIGGINS AND LEWIS AND
POSSIBLY OVER AT ENGLISH HIGH
WHERE WE DID EXPERIMENTING ON
SAME-SEX EDUCATION.

I'VE BEEN A STRONG SUPPORTER,
PRODUCT OF B.C. HIGH, THEY
PROBABLY DO IT BETTER THAN
ANYTHING Q.B.

THERE ARE OTHER SCHOOLS THAT DO
IT AS WELL.

INSTEAD OF DISSING WHETHER
ADDING ANOTHER EXAM SCHOOL,
WOULD THEY CONSIDER DOING A
SAME-SEX SCHOOL FOR BOYS AND A
SAME-SEX SCHOOL FOR GIRLS AND
LOOK AT THOSE BENEFITS, CLEARLY
UNDER THE PAM TEFERS TITLE IX,
OF COURSE.

AND I WOULD REALLY LIKE TO SEE
OUR SCHOOL DISTRICTS VENTURE
INTO BEING CREATIVE AND
IDENTIFYING WAYS, AND I THINK
THAT'S A GREAT OPPORTUNITY FOR
US.

IT'S A SUCCESSFUL MODEL.

IT'S PROVEN HERE IN BOSTON.

AND I'M NOT GOING TO COUNT THE
McCARTHY SCHOOL.

I KNOW ROXBURY LATIN DOES IT AS
AN EXAMPLE.

YOU HAVE SCHOOLS LIKE FONT
BRAWN, ANDUS LINE, THEY DRAW A
LOT OF STUDENTS FROM OUR CITY
BECAUSE THERE ARE PARENTS IN
SEARCH OF SAME-SEX EDUCATION FOR
THEIR CHILDREN, BUT WE LOSE OUT

ON THAT TALENT POOL BECAUSE THE PARENTS CHOOSE SCHOOLS OUTSIDE OF THE B.P.S. DISTRICT BECAUSE WE DON'T PROVIDE IT.

I WANT PRELIMINARY THOUGHTS, AND MAYBE THAT'S A BROADER DISCUSSION FOR THE SUPERINTENDENTS.

I KNOW WOE TRIED A COUPLE OF SMALLER MODELS FROM THE HIGGINS, AND AT ENGLISH HIGH, AND MORE IN TERMS OF THE ACTUAL CLASSES.

I WOULD LOVE TO GIVE OUR SCHOOL DISTRICT SOME THOUGHT TO GETTING BEHIND, EVEN IF IT'S A PILOT PROGRAM, TO SEE IF IT WORKS, AND SEE IF IT PAYS DIVIDENDS.

AND IT'S ABOUT MAKING SURE WE'RE GETTING OUR KIDS INTO-- AGAIN, I SAY THIS ALL THE TIME, WE HAVE BEST COLLEGES AND UNIVERSITIES IN THE WORLD, BUT IF OUR KIDS CAN'T GO THERE, WE NEED TO DO A BETTER JOB OF GETTING KIDS PREPARED.

AND I WOULDN'T MIND SEEING A COLLEGE PREP ALL-GIRL SCHOOL AND A COLLEGE PREP ALL BOY SCHOOL AND GIVE IT A SHOT AND SEE WHERE IT TAKES US.

>> I WILL ABSOLUTELY TAKE THAT BACK TO THE SUPERINTENDENT. WE ARE THINKING ABOUT DIFFERENT TYPES OF SCHOOL MODELS AND I WILL THEY CAN BACK TO HIM, AND HOPEFULLY HE WILL HAVE SOME IDEAS AROUND THAT.

>> THAT WOULD BE GREAT. THANK YOU.

>> THANK YOU.

COUNCILOR JACKSON.

>> THANK YOU SO MUCH, MR. CHAIR. TONIGHT AGREE WITH COUNCILOR ESSAIBI GEORGE.

I BELIEVE THAT AS A RULES BASE, LIBRARIANS SHOULD BE CENTRALLY BUDGETED.

AND IT ACTUALLY PUTS US AT A DISADVANTAGE NOT TO HAVE A-- HAVE A SCHOOL LEADER HAVE TO DETERMINE THAT IN THEIR BUDGET.

AND IN PARTICULAR, YOUR-- LOCALLY, IT IS ONE OF THE REQUIREMENTS FOR ACCREDITATION.

AND IT TROUBLES ME, THAT A SCHOOL BACK IN THE 90s, LOST ITS ACCREDITATION, HAS BEEN DOING A GREAT JOB, IS LOSING-- IS ACTUALLY GOING TO LOSE ITS LIBRARIAN, THE BURKE.

SO AGAIN, WE'RE TALKING ABOUT A SCHOOL THAT HAS DONE GREAT WORK, SHOULD BE REWARDED FOR THE WORK THAT IT'S DONE, AND THAT MEANT YEAR OVER YEAR, THEY'RE RECEIVING A CUT.

AND IN THAT CUT, THEY'RE GOING TO RECEIVE A CUT TO SOMETHING THAT IS PART OF THE ACCREDITATION FOR THIS REGION RELATIVE TO THE-- HAVING A LIBRARIAN.

IN ADDITION, IF WE'RE TALKING ABOUT ENABLING OUR STUDENTS-- AND BY THE WAY, THE BURKE ACTUALLY HAS AN AMAZING PROGRAM AROUND GAMING, I BELIEVE.

AND SO IF WE'RE TALKING ABOUT SCIENCE, TECHNOLOGY, ENGINEERING AND MATH, WE DO NEED TO ENSURE THAT THOSE FOLKS ARE THERE.

IN ADDITION, IT IS UNACCEPTABLE TO SAY THAT WE'RE GOING TO HAVE THREE-- THAT DOES NOT FELL THE VOID FOR OUR YOUNG PEOPLE WHO ARE COMPETING WITH A SCHOOL DISTRICT THAT HAS LIBRARIANS. AND I THINK IT'S A VERY BASIC COMPONENT.

QUESTION AROUND, WHEN WILL THE CITY COUNCIL GET WHAT IT WAS PROMISED, RELATIVE TO A OPT HOME REPORT ON HOME BASE.

WHEN HOME BASE WAS IMPLEMENTED, WE WERE GUARANTEED AN ANNUAL REPORT ABOUT HOW IT WAS IMPLEMENTED, AND THE ISSUE IN PARTICULAR WAS THE EQUITY LENS IN WHICH IT WAS IMPLEMENTED.

THE WE KNOW THE OTHER COMPONENT-- AND COUNCILOR CAMPBELL'S POINT EARLIER-- WE ALSO KNOW DURING THIS CONVERSATION WE NEVER DECIDED HOW MANY-- WE KNEW HOW MANY SCHOOLS YOU WOULD HAVE IN EACH BASKET, BUT WE NEVER LOOKED AT THE NUMBER OF ACTUAL SEATS IN

EVERY NEIGHBORHOOD.
SO COUNCILOR CAMPBELL'S
DISTRICT, SHE DIDN'T HAVE ANY--
IN THAT PART OF MATTAPAN, THERE
WERE NO LEVEL-ONE SCHOOLS AT
THAT POINT, RIGHT, WHICH IS
REALLY UNFAIR GEOGRAPHICALLY FOR
FOLKS IN THAT AREA.
SO WHEN DO WE GET THE HOME WORK,
THAT WE WERE PROMISED AS A
COUNCIL?

>> AS YOU KNOW, ASSIGNMENT HAS
RECENTLY MOVED INTO OUR OFFICE
LAST YEAR.

WE ARE WORKING ON AN EQUITY
ANALYSIS SO WE'LL HAVE
PRELIMINARY EQUITY ANALYSIS
AVAILABLE THAT WE WILL BE
SHARING WITH THE SCHOOL
COMMITTEE IN THE FALL.
AND WE ARE IN THE PROCESS OF
PLANNING FOR AN ANNUAL
EVALUATION OF HOME BASE
THEREAFTER.

SO WE KNOW THAT FOLKS HAVE BEEN
EAGERLY AWAITING IT.
WE ARE AS WELL, BECAUSE WE THINK
WE NEED TO BE LOOKING AT THAT AS
WE RETHINK HOME BASE, AND LOOK
AT WHETHER IT'S WORKING WITH IT,
NOT WORKING.
FALL, YOU SHOULD SEE A REPORT.
>> THE FALL.

OKAY.
SO I JUST WANT TO NOTE THAT THE
COUNCIL, WE'RE NOW THREE YEARS
INTO THIS.

>> YEAH.
>> AND YOU ARE TARDY.
AND IT IS CRITICAL AS WE MOVE
FORWARD IN TERMS OF FUNDING, YOU
KNOW, WE WERE TOLD IT'S GOING TO
SAVE US MONEY FOR TRANSPORTATION
COSTS.

AND HERE WE SIT ANOTHER AT LEAST
\$10 MILLION ABOVE WHERE
TRANSPORTATION COSTS ARE GOING
TO BE.

WE HAVE TRANSPORTATION COSTS.
WE WERE TOLD LAST YEAR WE WERE
GOING TO SAVE \$10 MILLION.
AND NOTICE THAT'S BEEN
EXTENDED-- NOW THAT'S BEEN
EXTENDED, IN TWO YEARS WE'RE

GOING TO SAVE \$10 MILLION.
THAT'S A MOVING TARGET.
THAT'S MISSION CREEP.
AND THAT SIMPLY DOES NOT MEET
THE NEEDS OF FOLKS HERE.
IN ADDITION THERE, SHOULD BE A
NURSE AT EVERY SCHOOL.
IN THE DISTRICT THEY REPRESENT,
THEY REPRESENT, WE HAVE SIX
TIMES THE ASTHMA RATE THAN THE
STATE AS A WHOLE.
THE ONE THING WE KNOW, THE
HEALTH CONDITION THAT KEEPS MOST
STUDENTS BACK IN THE BOSTON
PUBLIC SCHOOLS IS ASTHMA.
SO AS EFFICIENT AS NURSES CAN
BE, .3 MEANS THAT PERSON IS
PROBABLY BEING SHARED BY THREE
SCHOOLS, AND IT'S REALLY
CRITICAL THAT WE HAVE WHAT'S
NEEDED THERE.
AND THEN I WOULD ALSO NOTE THAT
THE KINDERGARTEN SEATS SHOULD BE
OPENED UP TO, AS COUNCILOR
ESSAIBI GEORGE NOTED.
WE SHOULDN'T WASTE THOSE SEATS.
IF PARENTS ARE WILLING TO
TRANSPORT THEIR CHILD TO THOSE
SEATS, WE SHOULD ACTUALLY ENSURE
THAT THEY ARE ABLE TO GET THEM.
THANK YOU SO MUCH, MR. CHAIR.
>> COUNCILOR PRESSLEY.
>> THANK YOU, MR. CHAIRMAN.
.>> ...WHERE ARE THOSE STUDENTS
COMING FROM?
BECAUSE ANECDOTALLY, I BELIEVE
THIS IS-- WE MAY BE EXACERBATING
DISPARITIES, AND WE KNOW HOW
CRITICAL THOSE EARLY
INTERVENTIONS ARE, AND THAT
FOUNDATION TO NOT-- RATHER THAN
HAVING TO DISRUPT OR TRY TO
CLOSE AN ACHIEVEMENT GAP TO
PREVENT IT FROM HAPPENING AT
ALL.
AND I WANT TO HAVE A SENSE IF
THOSE SEATS ARE BEING EQUITABLY
DISTRIBUTED GEOGRAPHICALLY.
>> WE CERTAINLY CAN PROVIDE THE
INFORMATION ABOUT WHAT SCHOOLS
HAVE OPEN K1 SEATS, OR EXISTING
K1 SEATS.
AND THE BASIC DEMOGRAPHIC
BREAKDOWN OF STUDENTS WHO ARE

ENROLLED IN OUR K1 PROGRAM.
>> AND WHERE THEY COME FROM.
>> AND WHERE THEY COME FROM.
>> SO CURRENTLY YOU DON'T HAVE
THE DATA ANALYTICS BUT ARE YOU
WILLING TO PROVIDE THAT
INFORMATION.
>> I DON'T HAVE THAT INFORMATION
WITH ME TODAY BUT I CAN
CERTAINLY PULL IT UP.
>> OKAY, GOOD.
JUST ECHOING THE CHORUS, THE
COMMENTS MADE RELATIVE TO
LIBRARIANS.
AND I DON'T THINK I FOUGHT
HARDER FOR ANYTHING IN THE
BUDGET IN MY EIGHT-YEAR TENURE
HERE THAN SCHOOL NURSES.
WE REALLY BELIEVE IT SHOULD BE
PART FOUNDATION BUDGET.
IT SHOULD NOT EVEN BE LESS TO
THE DISCRETION OF A SCHOOL.
IT SHOULD NOT BE A SCHOOL-BASED
DECISION.
THIS IS ABOUT SOCIAL, EMOTIONAL
WELLNESS SUPPORTS, AZMARX
DIABETES, ANXIETY-- THOSE
NUMBERS ARE GROWING.
WE SEE MORE AND MORE NURSES ARE
HAVING TO ADSTIR ANXIETY
MEDICATIONS.
IT SUGGESTS -- IT'S MANDATORY
AND WE NEED ONE FOR EVERY
SCHOOL, SO COULD YOU JUST SPEAK
TO WHEN YOU DO MAKE THE DECISION
TO DIVEST IN A SCHOOL, WHAT IS
INFORMING THAT, BECAUSE WE
REALLY SHOULD BE GROWING THOSE
NUMBERS.
>> THIS YEAR'S BUDGET HAS TWO
ADDITIONAL NURSES-- SORRY.
THE NEXT SCHOOL YEAR'S BUDGET
HAS TWO ADDITIONAL NURSES VERSUS
WHAT WE HAVE FOR THE CURRENT
SCHOOL YEAR.
AND OUR NURSES ARE ALLOCATED
FROM THE CENTRAL STAFF THAT
OVERSEES NURSING.
BASED ON THE COMBINATION OF THE
SIZE OF THE SCHOOL, AND ACUTE OF
THE HEALTH NEEDS OF THE STUDENTS
AT THAT SCHOOL.
>> OKAY, I MAY HAVE SOME
FOLLOW-UP QUESTIONS ON THAT, BUT

IN THE INTEREST OF TIME, I'LL
MOVE FORWARD.

MADISON PARK HIGH SCHOOL, YOU
KNOW, CERTAINLY SHOULD BE OUR
CROWNED JEWEL, BUT HAS BEEN, I
THINK, ONE OF OUR MOST
PERSISTENT CHALLENGES, AND, YOU
KNOW, WE JUST OWE THAT STUDENT
BODY SO MUCH.

AND DO YOU BELIEVE THAT THE
MONIES THAT ARE CURRENTLY BEING
INVESTED IN TURNAROUND SUPPORTS
AT .5 MILLION ;

IN ADDITION TO ANOTHER HALF A
MILLION DOLLARS THAT THE STATE
HAS PROVIDED THOSE SCHOOLS.

>> IS THAT COMMENSURATE WITH THE
INVESTMENTS MADE WITH VOCATIONAL
SCHOOL IN THE STATE PER PUPIL?
AT VOCATIONAL SCHOOL, YOU ARE
GOING TO HAVE TO MAKE A GREATER
INVESTMENT PER PUPIL THAN OTHER
SCHOOLS.

ARE WE ON PACE?

>> IT'S PROPORTIONALLY GREATER,
IN THAT IT'S DOUBLE AS
SMALLER INCREASE.

THE COMPARISON OF THE REGIONAL
VOCATIONAL TECHNICAL SCHOOLS,
THEY'RE STAND ALONE DISTRICTS IN
THE WAY THEIR DATA IS REPORTED
THEY INCLUDE THE COST OF
BENEFITS AND THE COST OF
TRANSPORTATION, OTHER THINGS
THAT WE DON'T CHARGE MADISON
PARK FOR, THAT WE ADMINISTER
CENTRALLY.

I DON'T BELIEVE ANY HAVE GONE
TURN AROUND.

WE'RE NOT ENTIRELY SURE HOW THE
STATE WOULD MANAGE THEIR TURN
AROUND.

WE PROVIDE SIGNIFICANT SUPPORT
TO MADISON PARK ABOVE THE
FORMULA.

IT'S HARD TO -- SOMETHING
COMPARABLE FOR THE REGIONAL
VOCATIONAL TECHNICAL SCHOOLS.

I BELIEVE WE COMPARE FAVORABLY
TO THEM.

>> OUR VOCATIONAL RATE IS 1.0 --

>> YES.

EVERY STUDENT AT MADISON PARK,
IT'S THE HIGHEST FUNDED SCHOOL.

THERE ARE \$4000 ABOVE THE
FORMULA FOR VOCATIONAL
EDUCATION.

WE ALSO PROVIDE \$1.8 MILLION TO
SUPPORT VOCATIONAL EDUCATION
BEYOND THE FORMULA.

IN A ADDITION TO THAT THERE IS
ANOTHER MILLION DOLLARS TO
SUPPORT THE TURN AROUND.

>> OKAY.

WE HAVE STABILIZED FOR
LEADERSHIP STRUCTURE AND THE
LIKE THERE, HAVE WE SEEN THE
YIELD WE HOPED TO SEE AND AS
QUICKLY.

THE ISSUE PREDATES ME.

I'M ON THE COUNCIL NOW, EIGHT
YEARS, EVERY YEAR WE HEAR THAT.
I MEAN, LISTEN, THERE IS A VERY
DEDICATED GROUP OF EDUCATORS
THERE, AN ENGAGED STUDENT BODY,
ENGAGED FRIENDS GROUP.

IT SEEMS WE'RE NOT MOVING AT THE
RATE WE SHOULD, SO, I JUST WANT
TO UNDERSTAND.

>> THANK YOU FOR THE QUESTION.
JUST RECENTLY THE COMMISSIONER
OF EDUCATION FROM MASSACHUSETTS
VISITED MADISON PARK.

HAD A OPPORTUNITY TO VISIT
CLASSROOMS AND MEET WITH
TEACHERS AND FACULTY, AND
STUDENTS.

HE PUBLICLY IN ONE OF HIS
MEETINGS REMARKED ON A CHANGE
THAT HE HAS SEEN.
THAT HE HAS NOT SEEN IN PREVIOUS
YEARS.

I THINK WE'RE -- THE THINK HE
HIGHLIGHTED WAS A SENSE OF
COHERENCE.

THE FOCUS ON THE INTEGRATION OF
ACADEMICS AND VOCATIONAL SUBJECT
AREAS.

THAT MESSAGE CAME THROUGH ACROSS
EACH OF THE GROUPS OF PEOPLE
THAT HE SPOKE WITH.

WE HAVE BEEN PUTTING IN A LOT OF
ADDITIONAL RESOURCES, OUTSIDE OF
JUST FINANCIALLY.

THE ACADEMIC DEPARTMENT IS
LITERALLY MEETING WITH THEM ON A
REGULAR BASIS, WORKING ON THE
CORIN STRUBGS.

AS WELL AS THE ART -- THE
ACADEMIC RESPONSE TEAM.
I THINK WE DEFINITELY STILL HAVE
A WAYS TO GO FOR PUSHING THE
LEVEL OF RIGGER THAT IS
HAPPENING IN THE CLASSROOMS.
WE ARE THINKING ABOUT ENHANCING
PARTNERSHIPS FOR THE VOCATIONAL
SIDE OF THE SCHOOL.
WE'RE DEFINITELY MOVING IN THE
RIGHT DIRECTION.
IT'S STILL TOO SOON TO SEE WHAT
THE M CAST DATA WILL SHOW FOR
THIS YEAR.
I THINK WE HAVE STABILIZED THE
SCHOOL CLIMATE AND CULTURE.
WE HAVE FOCUSED ON USING DATA TO
IMPROVE INSTRUCTIONAL PRACTICE.
>> OKAY, VERY GOOD.
TO YOUR POINT AROUND
PARTNERSHIPS.
I APPRECIATE YOU DIDN'T ONLY
SPEAK TO CONSTRUCTION.
BECAUSE, YOU KNOW, MADISON PARK
USE TO BE A PREMIERE FEEDER IN
TERMS OF NURSES.
I WANT TO MAKE SURE WE'RE
CONSIDERING ALL OF THE TRADES
THERE.
THE CULINARY ARTS, THE
COSMETOLOGY STUDENTS, NURSING
PROGRAM, AUTO MECHANICS, EVERY
ELEMENTS OF THE TRADES.
I WILL MOVE ON.
MY FINAL QUESTION FOR THIS ROUND
IS AROUND THE MADIHUNT.
WHAT INVESTMENTS ARE HAPPENING.
IF ANY, TARGETED TO SUPPORT THE
SOFTTEST LANDING POSSIBLE FOR
THESE STUDENTS.
MANY WHO HAVE HAD TO BE AT
MULTIPLE SCHOOLS, WHICH IS
DISRUPTIVE AND TRAUMATIC.
SO HAVE THERE BEEN ADDITIONAL
INVESTMENTS MADE AT THE SCHOOLS,
MOST HAVE BEEN TRANSITIONING
TOO.
>> SO MAD HUNT STUDENTS HAVE
BEEN DISTRIBUTED TO OVER 30
SCHOOLS, A NUMBER OF SCHOOLS,
FAIRLY EVENLY.
A LEVEL OF ONE, TWO, OR HIGHER
PERFORMING THREE OR A SCHOOL
WITHOUT A LEVEL BECAUSE OF

TESTING DATA.

SO, ONCE IN A HIGHER PERFORMING SCHOOL WE HAVEN'T YET DETERMINED IF SCHOOLS GET ADDITIONAL ALLOCATIONS.

ONE THING WE'RE WAITING FOR AS WE GO THROUGH THE PROCESS, WE KNOW FAMILIES SHIFT AND MAKE DIFFERENT DECISIONS.

IN JUNE WE WILL LOOK AT THE DATA SO TO +* SEE WHERE STUDENTS ARE AND MAKE SURE WE'RE SUPPORTING THOSE SCHOOLS.

OUR SUPERINTENDENTS ARE HELPING WITH THE STUDENTS AND STAFF.

HELPING THEM WORK THROUGH HOW THEY PLAN TO SUPPORT STUDENTS COMING IN.

>> OKAY.

NOT JUST FOR GENERAL ABSORPTION REASONS, BUT THERE ARE UNIQUE CHALLENGES.

THIS IS A LARGE POPULATION OF HOMELESS STUDENTS.

I WANT TO MAKE SURE THAT THE RESOURCES ARE WEIGHED ACCORDINGLY.

>> THE OTHER THING I WILL ADD THERE ARE SUPPORTS WE'RE IMPLEMENTING NOW.

WE'RE NOT JUST WAITING TO LAND IN A NEW SCHOOL.

WE HAVE HAD ACADEMIES OFFER RELIEF FOR THE FOURTH AND FIFTH GRADE.

MARY CAN CORRECT ME IF THAT'S INCORRECT.

OVER FEBRUARY AND APRIL BREAK. EVERY FAMILY IN THE SCHOOL HAS THE OPPORTUNITY TO GO TO SUMMER, A SUMMER PROGRAM.

WE HAVE BEEN MEETING WITH THE FAMILIES AND OFFERING THEM THE OPPORTUNITIES AND ENCOURAGING THEM TO TAKE ADVANTAGE IT HAD. THERE ARE A NUMBER OF ADDITIONAL SUPPORTS AT THE SCHOOL.

WE'RE CONTINUING TO MAKE IMPROVEMENTS IN THE SCHOOL. FAMILIES ARE TRANSITIONING OUT AND WE WANT TO GIVE THEM OUR BEST NOW.

>> THANK YOU, MR. CHAIRMAN.

>> THANK YOU.

>> JUST A COUPLE MORE QUESTIONS.
CAN WE GET A LIST OF THE SCHOOLS
THE STUDENTS WERE ASSIGNED.
TO EARLIER THEY WERE -- I THINK
THEY SAID THE SUMMER ACADEMIES
WILL BE OFFERED TO THE STUDENTS
TRANSITIONING TO THE NEW
MADIHUNT SCHOOL.

I DIDN'T KNOW SUMMER ACADEMIES
WERE OFFERED TO STUDENTS
TRANSFERRING TO THE OTHER
SCHOOLS AS WELL.

>> YES, SUMMER PROGRAMS ARE
OFFERED TO EVERY STUDENT.

>> INCLUDING THOSE TRANSITIONING
TO ANOTHER SCHOOL.

THAT'S GREAT.

MY LAST QUESTION HAS TO DO WITH
THE LEVEL THREEs, FOURs AND
FIVEs.

I KNOW THAT TOMORROW WE'RE GOING
TO GO INTO TURN AROUND.

I IMAGINE YOU WILL TALK ABOUT
SPECIFICS RELATED TO THAT.

QUICKLY, IN THIS PRESENTATION
THAT YOU GAVE TODAY, ELEANOR --
THE \$15 MILLION THAT SUPPORTS
LEVELS THREEs, FOURs AND
FIVEs.

ON TOP OF THAT THERE IS A
RESERVE OF \$1.25 MILLION FOR
LEVELS THREEs, FOURs AND
FIVEs.

>>

>> YES.

>> LARGELY THAT'S EXCEL HIGH
SCHOOL AND BRIGHTEN HIGH SCHOOL.

>> YES.

THE LARGEST RECIPIENT OF THE
FUNDS OUT OF.

THAT >> DO YOU HAVE A SENSE OF
THE 15 SCHOOLS THAT WILL BE
RECEIVED MONEY OUT OF THE
RESERVES.

HOW MUCH EACH WILL RECEIVE.

>> WE SHOULD IN A MATTER OF
WEEKS, NOT TODAY.

WE SOLICITED A REQUEST FROM EACH
SCHOOL LEADER, THE
SUPERINTENDENTS ARE FINALIZING
THE DECISIONS IN THE COMING
WEEKS.

>> WHEN WE HAVE THAT, IF WE CAN
GET THAT TO THE COUNCIL THAT

WOULD BE GREAT.
I WILL SAVE THE REST --
>> THANK YOU.
>> THANK YOU, COUNCILLOR CIOMMO.
>> WE HAVE A COUPLE OF PEOPLE
SIGNED UP FOR PUBLIC TESTIMONY.
IF YOU WANT TO MAKE YOUR WAY
DOWN TO THE PODIUM.
>> HELLO.
>> HI.
>> HI I'M WITH A LITERACY
CAMPAIGN CALLED IT'S LIT.
THIS IS A STARTUP.
WE'RE NOT SURE IF IT'S NON
PROFIT OR FOR PROFIT.
I'M A BOSTON RESIDENT.
I WANTED TO GET AN IDEA AS TO --
THERE WERE FUNDS BEING SPENT ON
PROGRAMMING FOR AFTER SCHOOL.
I DIDN'T KNOW IF IT MADE SENSE
TO IN CERTAIN DISTRICTS HAVE
TRAOEULS OF A LATER SCHOOL START
TIME.
IF KIDS ARE ABLE TO SHOW UP FOR
LATER PROGRAMMING OPPORTUNITIES
BUT NOT ABLE TO COME TO THE 7:00 A.M. OR 7:30 TIME FRAME
THAT'S A PARTIAL REASONING THAT
SOMEONE MAY NOT BE IN THAT SEAT.
IF THERE IS A WAY TO HAVE A
TRAOEUL BASIS, SEE IF IT WORKS,
FOR CHILDREN TO HAVE A
OPPORTUNITY TO EAT BEFORE GOING
TO SCHOOL.
IT MAY ASSIST IN THAT AND CUT
DOWN ON EXTRA COSTS FOR THE
AFTER SCHOOL PROGRAMMING.
IF THERE IS A WAY TO LOOK AT THE
SPECIFIC DEMOGRAPHICS THE
STUDENTS ARE ENROLLED IN AND
HIRING BASED ON THE STUDENT BODY
. SO PEOPLE ARE EDUCATED BY
PEOPLE WHO LOOK LIKE THEM.
SIMILAR TO A SAME-SEX SCHOOL.
IF THERE IS, FOR THE WAIT LIST
IF THERE IS A WAY TO CREATE SOME
FORM OF ALGORITHM THAT UTILIZES
THE FACT THAT.
THE POINT IS A WANT TO GO TO
THIS SPECIFIC SCHOOL.
NOW THERE ARE NO FOURTH GRADE
SEATS, I FIND MY KID WANTS TO GO
HERE, IF I'M ON A LIST, IS THERE
A WAY FOR A PARENT TO HAVE AN
OPTION OF BEING INFORMATIONED OF

GENERAL LEVEL ONES IN THE HOME
BASE OR GENERAL LEVEL TWOs IN
THEIR HOME BASE HAVE OPENS SO
THE PARENT CAN MAKE A DECISION.
AND THEN REMAIN ON A WAIT LIST
TO BE AS A SCHOOL EASIER
ACCESSIBLE FOR THEM.

BE ON A WAIT LIST AND STILL HAVE
THEIR CHILDREN IN A SCHOOL THEY
FEEL IS APPROPRIATE AND
RECEIVING THE EDUCATION THEY
WOULD LIKE THEIR CHILD TO HAVE.
THAT IS MOST OF IT.

AND THE LIBRARIAN ISSUE, TO ME
IS A LARGE ONE.

THE DEGREE IT'S NECESSARY TO
BECOME A LIBRARIAN YOU'RE A
LIBRARIAN FOR YOUR LIFE.

THAT POSITION TO DECLINE IN A
NECESSARY ENVIRONMENT PLACES
LIKE DUDLEY LIBRARY ARE
QUESTIONING CLOSING FOR TWO
YEARS OF CONSTRUCTION.

THERE IS A LARGE LOSS OF HROEUB HROEUB
RARIANSES IN THE AREA.

FOR SOME STUDENTS THAT'S THE
OPBLG EXTRA ATTENTION A STUDENT
MAY GET BECAUSE OF A STUDENT
CLASSROOM, TOO LARGE OR ISSUES
NOT ADDRESSD IN AN APPROPRIATE
MANNER.

IF THERE IS A WAY TO UTILIZE THE
PUBLIC UNIVERSITIES WE.

HAVE I KNOW, YOU CAN GET A
NURSING DEGREE AS AN ASSOCIATES
DEGREE.

ANYONE TAKING THAT TEST
ASSOCIATES, BATCH LOWERS OR
MASTER, PH.D. IN NURSING THEY
ALL TAKE THE SAME TEST FOR THE
NURSING.

IS THERE A WAY TO NETWORK WITH
THE PUBLIC UNIVERSITIES THAT WE
HAVE TO SEE IF THERE ARE
PROGRAMS THAT PEOPLE WHO RECEIVE
AN ASSOCIATES DEGREE IN TEACHING
OR IN NURSING, IF THERE IS A WAY
TO TRANSLATE TO ACQUIRING THE
FULL 4 YEAR DEGREE THAT'S
NECESSARY AS A BPS STANDARD SO
YOU CAN OFFER THEM A LOWER
SALARY BASED ON THE
QUALIFICATIONS THAT THEY HAVE,
STILL HAVING SOMEONE PHYSICALLY

IN THE POSITION SO NEEDS ARE
BEING MET AND LESS MONEY IS
SPENT.

IT'S ALSO LIKE AN APPRENTICE
SHIP TO SEGWAY INTO DIFFERENT
OPPORTUNITIES.

THAT IS IT.

>> THANK YOU, VERY MUCH.

>> YOU'RE WELCOME.

>> GOOD AFTERNOON.

MY NAME IS PEGGY -- IF THERE WAS
ANOTHER PERSON HERE TO SPEAK
BEFORE ME, I WOULD CERTAINLY
WAIT.

THINK YOU CALLED THREE NAMES.

>> I DID.

>> GO AHEAD.

>> THANK YOU.

>> I AM GOING TO SPEAK -- PLEASE
EXCUSE ME.

I PREPARED TESTIMONY FOR THE
HEARING THAT WAS SCHEDULED FOR
2:00.

I AM A RESIDENT OF THE CITY, A
PARENT OF THREE BOSTON SCHOOL
GRADUATES WHO WENT K-12.

I AM AN ACCESS TO JUSTICE FELLOW
WORKING ON EQUITY ISSUES IN THE
BOSTON SCHOOLS FOR A GRASSROOTS
GROUP OF PARENTS QUEST.

QUALITY EDUCATION FOR EVERY
STUDENT.

SINCE THIS HEARING IS ON THE
ENROLLMENT ASSIGNMENT AND
WEIGHED STUDENT FORMULA, I JUST
WANT TO MAKE A FEW POINTS.
ONE WHICH CAME UP EARLIER, I
BELIEVE WITH COUNCILLOR JACKSON.
WHEN THE SCHOOL COMMITTEE
ADOPTED THE HOME BASED PLAN FOUR
YEARS AGO IT REQUIRED THERE TO
BE AN ANNUAL, ANNUAL EQUITY
ANALYSIS OF THE PLAN.

THE POINT OF THE PLAN WAS NOT TO
CUT THE TRANSPORTATION BUDGET.
WHEN THE PLAN WAS ADOPTED THE
EDUCATION ADVISORY COMMITTEE AND
THE SCHOOL COMMITTEE REALIZED
THERE WOULD NOT BE REALIZED
SAVINGS THROUGH THIS PLAN FOR AT
LEAST TEN OR MORE YEARS.

IF THAT.

THE POINT WAS TO INSURE MORE
EQUITABLE CHOICES FOR FAMILIES.

TO HAVE MORE PREDICTABILITY IN
THE SCHOOLS ON THEIR CHOICE
LIST.

THE, THAT IS KEY.

QUEST HAS BEEN REMAINING THE
SCHOOL COMMITTEE, THE SCHOOL
COMMITTEE HAS BEEN ASKING
SUPERINTENDENT AFTER
SUPERINTENDENT WHERE IS THE
EQUITY ANALYSIS.

SO, YOU HAVE HEARD FROM THE
BOSTON OFFICIALS THAT THEY'RE
WORKING FOUR YEARS LATER TO
ISSUE AN RFQ, A REQUEST FOR
PROPOSALS FROM A INDEPENDENT
CONSULTANT TO PROVIDE THE
ANALYSTS TO THE POLICY MAKERS OF
THE SCHOOL COMMITTEE AND
YOURSELVES.

I THINK IT WOULD BE USEFUL TO
KNOW WHEN THAT RFP WILL BE
ISSUES AND HOW WIDELY IT'S
DISTRIBUTED TO MAKE SURE WE GET
THAT ANALYSIS.

THE FULL ANALYSIS WON'T BE READY
THIS FALL.

THAT WILL TAKE LONGER.

>> I BELIEVE COUNCILLOR CAMPBELL
SAID RESIDENTS IN HER DISTRICT
HAVE ACCESS TO FEWER LEVEL ONE
SEATS.

OTHERS IN MORE, FRANKLY AFFLUENT
AREAS OF THE CITY ARE ASKING FOR
CHANGES IN THE WAIT LIST POLICY.
AND WHAT I HEARD PEOPLE SAYING
IS FOR BUDGET REASONS WE DON'T
WANT ANY SEAT LEFT WITHOUT A
STUDENT.

I THINK THAT WE NEED THIS EQUITY
ANALYSIS BEFORE WE START MAKING
CHANGES TO THIS SYSTEM.

SO, ONE THING THAT SEVERAL
COUNCILLORS HAVE BROUGHT UP
TODAY IS JUST HAVE AN RSVP AND A
DATE, TURN IT BACK IN A WEEK TO
FREE UP THE SEAT OR PUT YOU INTO
A WAITING POOL.

I CAN TELL YOU THAT THESE MEN
AND WOMEN HERE HAVE SPENT FOUR
MONTHS AT THE MADIHUNT SCHOOL
TRYING TO HAVE FACE-TO-FACE
INTER ACTIONS WITH VERY
IMPOVERISHED PARENTS.

TEN PERCENT WHO ARE HOMELESS, TO

CHOOSE A SCHOOL.
EVEN WITH HOME VISITS INCLUDING
THE SUPERINTENDENT THERE ARE
FAMILIES THEY COULDN'T REACH AND
ARE ADMINISTRATIVELY A SIGNED.
PEOPLE ARE BEING EVICTED AND
PUSHED OUT OF THEIR HOMES, THE
MAIL DOESN'T GET TO THEM.
THEORETICALLY IF YOU HAVE AN
RSVP SYSTEM IT MIGHT WORK IF YOU
ARE LIKE ME AND HAVE LIVED IN
THE SAME HOUSE SINCE I WAS
EVICTED IN 1986.
SO, I SAY THAT BECAUSE THERE ARE
LAYERS AND LAYERS OF EQUITY
ISSUES.
LET ME GET TO THE STUDENT
WEIGHED FORMULATION.
MANY PARENTS TESTIFIED AT THE
SCHOOL COMMITTEE IN MARCH.
YOU NEED TO UNDERSTAND THAT --
THE WEIGHED STUDENT FORMULA,
AGAIN THEORETICALLY IT'S SUPPOSE
TO BE FAIR AND EQUITABLE.
BUT IT'S COLLIDING WITH
COMMUNITIES.
THE COMMUNITIES, THE SCHOOL
SYSTEM, THE ASSIGNMENT AND
ENROLLMENT PEOPLE STRUCTURE
ASSIGNMENTS.
THERE ARE STRANDS, LANGUAGE
STRAND, SPECIAL NEED STRANDS TO
GET MORE BUDGET.
THEY WILL ALSO DECIDE WHERE THEY
ADMINISTRATIVELY A SIGN KIDS.
SO THE SCHOOLS THAT ARE MOST
VULNERABLE ARE BEING SHRUNK.
IT IS NOT SIMPLY PARENTS ARE NOT
CHOOSING THE SCHOOLS.
THINK WHAT YOU ARE HEARING AND
WHAT YOU NEED TO RECOGNIZE IS WE
WENT FROM A SYSTEM WITH A FORMER
CFO WHERE THERE WERE BASICS THAT
EVERY ELEMENTARY SCHOOL, EVERY
MIDDLE SCHOOL, EVERY HIGH SCHOOL
HAD A CERTAIN FOUNDATION BUDGET.
THERE WAS A CERTAIN SIZE YOU GET
AN ASSISTANT PRINCIPLE, YOU HAVE
A NURSE, YOU HAVE A LIBRARIAN.
FOR HIGH SCHOOLS IT IS
ACCREDITATION.
THEN WE MOVED TO THIS WEIGHED
STUDENT FORMULATION.
WE HAVE SWUNG FROM ONE PENDULUM

TO THE OTHER.
WHAT THIS COUNCIL AND THIS CITY
NEED TO DO AS A MATTER OF EQUITY
IS NOT PENALIZE PEOPLE BY THE
WEIGHED STUDENT FORMULATION.
>> THANK YOU.
>> THANK YOU.
>> IS THIS, THIS CONCLUDES THIS
HEARING UNLESS THERE IS SOMEONE
ELSE, I CALLED EARLIER.
GREAT.
I WANT TO THANK YOU AGAIN FOR
YOUR TIME, ATTENTION AND TALENTS
HERE TODAY.
WE WILL ADJOURN THIS PORTION OF
BPS HEARING.