



September 25, 2024

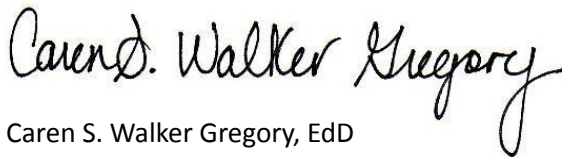
Russell Johnston, Acting Commissioner
Massachusetts Department of Elementary and Secondary Education
135 Santilli Highway
Everett, MA 02149

Dear Commissioner Johnston:

With this letter I am submitting the request package for an amendment to the charter of Edward M. Kennedy Academy for Health Careers to permit an expansion in our enrollment. The request was due by noon today. Due to an administrative oversight, we mistakenly recalled the deadline to be 5:00 PM. We are grateful to Alyssa Hopkins for calling the oversight to our attention so that we could act swiftly to correct it. As it is now just past 2:00PM, we ask your grace to accept the application beyond the deadline.

Please contact me at 617-835-8450 or by email at cswalker@bostonpublicschools.org if you have any concerns about this request.

With gratitude for your consideration -

A handwritten signature in black ink that reads "Caren S. Walker Gregory". The signature is written in a cursive, flowing style.

Dr. Caren S. Walker Gregory, EdD
Head of School

C:

- Mary Skipper, Superintendent, Boston Public Schools
- Eric Esteves, Chairperson, EMK Board of Trustees
- Alyssa Hopkins, Assistant Director of the Office of Charter Schools and School Redesign (OCSSR), Alyssa.K.Hopkins@mass.gov
- Brenton Stewart, Coordinator of School Redesign and Impact, OCSSR, Brenton.Stewart@mass.gov

Massachusetts Department of Elementary and Secondary Education Charter Amendment Request Cover Sheet

All amendment requests (except board of trustee member approvals*) must include a completed cover sheet.

School Information

School Name and Mailing Address	Edward M. Kennedy Academy for Health Careers 10 Fenwood Road Boston, MA 02115
Name of School Leader	Dr. Caren S. Walker Gregory
School Leader Email Address	cswalker@bostonpublicschools.org
Name of Board Chair	Eric Esteves
Board Chair Email Address	eric@esteves.org
Contact Telephone Number <small>Indicate if <input type="checkbox"/> School Leader or <input type="checkbox"/> Board Chair</small>	617-635-8650 School Leader

Description of Amendment Request

Amendment to be Approved by the Board of Elementary and Secondary Education
(check change(s) that are requested)

☐ District(s) specified in the school's charter

XX Maximum enrollment

☐ Grades served

☐ Contractual relationship with an education management organization that is providing or planning to provide substantially all educational services

Amendment to be Approved by the Commissioner of Elementary and Secondary Education
(check change(s) that are requested)

☐ School name

☐ Mission

☐ Governance or leadership structure

☐ Educational programs, curriculum models, or whole-school change designs that are inconsistent with those specified in the school's charter

☐ Bylaws

☐ Memorandum of Understanding (Horace Mann)

☐ Schedule (e.g. length of school year, school week, or school day)

☐ Accountability Plan

☐ Enrollment policy and application

☐ Expulsion policy (within code of conduct)

☐ Location of facilities, if such change involves relocating or expanding to another municipality

*See [Board Governance Resources](#) for information about board of trustees' membership.



September 25, 2024

Board of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
135 Santilli Highway
Everett, MA 02149

Dear Members of the Board of Elementary and Secondary Education:

On behalf of the Edward M. Kennedy Academy for Health Careers Board of Trustees, I respectfully request your approval of a charter amendment to increase our maximum enrollment from 448 to 800 students in grades 9-12 beginning in the 2025/2026 school year.

The Kennedy Academy Board of Trustees, in partnership with the Boston Public Schools, wishes to make this change to expand high-quality high school experiences for Boston students. Health sciences and human services are consistently identified by Boston middle school students among the career fields of greatest interest. And there is an urgent need to prepare Boston students of color to take their place among the healthcare professionals serving our diverse city. The enrollment expansion at EMK is intended to respond to these realities, and it is at the center of the Bloomberg CTE Healthcare Initiative in Boston, which has brought the largest philanthropic investment ever to the Boston Public Schools.

The \$38M initiative will deepen the longstanding partnership between EMK and Mass General Brigham, the largest and preeminent health care employer in Massachusetts. Expanded workplace learning experiences at MGB are matched with significant investments in expanded CTE curriculum time, full-inclusion teaching and social-emotional learning supports at EMK. The experience for EMK students is augmented by early college experiences that will allow nearly all EMK students to earn both general education and CTE pathway-specific college credits while in high school. Finally, EMK students and graduates will be guided by career navigation and mentoring from health professionals within MGB. The result is a carefully crafted road map for all EMK graduates to pursue part-time and full-time higher education as well as part-time and full-time employment in high-demand, family-sustaining career fields.

The enrollment and CTE pathway expansion is supported by the Board of Trustees and Parent Council of EMK, following more than a year of planning. Each year Boston families express their interest in enrolling at EMK in numbers far greater than we can serve, providing evidence of sufficient interest among prospective families to support the expansion. The expansion supports the commitment of the City of Boston and the Boston Public Schools to expand high-quality high school seats with a reconfiguration of the high school portfolio to contain fewer, larger high schools offering differentiated career-connected learning programs for students in full inclusion settings.

The Kennedy Academy Board of Trustees voted to approve this request on September 18, 2024 at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A, §§ 18-25. At

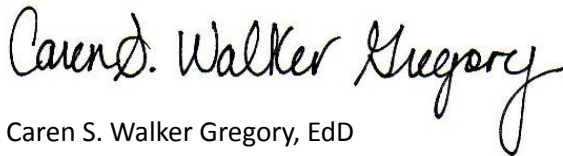
that meeting, the Board of Trustees authorized me to submit this request on their behalf. I have enclosed the required letter of approval from the Boston Teachers Union. The Boston School Committee discussed the amendment request on September 11 and will vote on the request this evening, September 25. With permission granted by Alison Bagg we will upload their signed letter of attestation following the vote.

Kennedy Academy is an academic success, is a viable organization, and is faithful to the terms of its charter. Since 1995 when the school was designated among the first Horace Mann Charter Schools, the EMK charter has been renewed five times without conditions. EMK has earned a place in the high school landscape as a successful open admission high school in Boston. Each year we have a long waiting list of students seeking enrollment at the school. Our extraordinarily high graduation and college acceptance rates, and our low dropout rates stand out among Boston high schools. The school has strong and stable leadership, and has maintained a long-standing positive and collaborative relationship with both the Boston Public Schools and the Boston Teachers Union. The school is financially stable, governed by an effective and attentive Board of Trustees.

The Kennedy Academy Board of Trustees requests that the Board of Elementary and Secondary Education approve this request at its November or December meeting, if possible, to permit effective student recruitment and marketing for the 2025-2026 school year.

Please contact me at 617-835-8450 or by email at cswalker@bostonpublicschools.org if you have any questions about this request.

Sincerely,

A handwritten signature in black ink that reads "Caren S. Walker Gregory". The signature is fluid and cursive, with the first name "Caren" being the most prominent.

Dr. Caren S. Walker Gregory, EdD
Head of School

C:

- Mary Skipper, Superintendent, Boston Public Schools
- Eric Esteves, Chairperson, EMK Board of Trustees
- Alyssa Hopkins, Assistant Director of the Office of Charter Schools and School Redesign (OCSSR), Alyssa.K.Hopkins@mass.gov
- Brenton Stewart, Coordinator of School Redesign and Impact, OCSSR, Brenton.Stewart@mass.gov

A. Criteria for Increasing Maximum Enrollment

Please address the following twenty-one criteria in your school's submission.

Rationale for Expansion

1. Describe how the charter school has determined a need to increase the maximum enrollment, including how the board of trustees determined the need for the charter amendment, why the amendment should be granted by the Board, and specific concerns if the request is not granted. Strong evidence includes materials presented and discussed by the board of trustees prior to its vote, feedback from parent and faculty surveys, a historical pattern of an increase in submitted applications for admission, and a growing population of eligible students in the local district or sending region.

As a Horace Mann Charter School, EMK operates in the larger context of the Boston Public Schools. Our enrollment process is integrated with the BPS enrollment process. While most families complete their enrollment application directly through the online EMK application form available in multiple languages, additional families submit their EMK enrollment application through the BPS school choice process. Each year EMK has many more students apply than it can serve.

EMK Enrollment Lottery Applications Summary					
School Year	24-25	23-24	22-23	21-22	20-21
Grade 09	400	442	468	546	997
Grade 10	49	27	24	30	83
Grade 11	14	17	13	18	45
Grade 12	8	9	10	11	17
Total	471	495	515	605	1142

EMK Waitlist Summary					
School Year	24-25	23-24	22-23	21-22	20-21
Initial Waitlist	March 24	March 23	March 22	March 21	March 20
09	296	327	351	389	864
10	32	19	27	26	78
11		7	13	14	45
12	8	8	10	9	17
Total	336	361	401	438	1004

The decline in the number of applicants and waitlisted students reflects the shift in the Boston Public Schools high school configuration over this period, moving toward high schools enrolling students in grades 7-12 rather than 9-12. The result is fewer students seeking high school enrollment in grade 9. The overall decline in BPS enrollment post-pandemic also contributes to fewer EMK applicants.

The requested enrollment expansion and the consolidation of EMK into a single larger high school is aligned with the Boston Public Schools' commitment to offer a high-quality student experience to a greater proportion of BPS students and families. This is essential to making BPS the first choice among Boston families. The selection of EMK as the recipient of a \$38M 6-year investment from Bloomberg Philanthropies represents the commitment to a shared future. Together, we are creating a first-of-its-kind partnership between a health career-focused public high school and the largest healthcare employer in Boston and Massachusetts, Mass General Brigham.

Boston Public Schools has publicly shared its commitment to expand access to high-quality, high school seats as it reconfigures the high school portfolio to contain fewer, larger high schools offering differentiated career-connected learning programs for students. Securing DESE authorization to add 400 seats at EMK is essential to the BPS commitment to expand opportunities for Boston students in higher-quality, more inclusive high schools. It also provides the scale needed to expand EMK offerings to include five different career pathways envisioned in the Bloomberg CTE Health Care Initiative. EMK and BPS will partner as this process unfolds so that students and families who are impacted by planned changes to high schools within the district will be made aware of additional enrollment opportunities at EMK in the expansion years.

2. Describe the input provided by the school community in the school's proposed amendment, including families interested in enrolling their child(ren). Include a detailed explanation of how community input was collected and incorporated into the request.

The expansion was developed with input from all EMK stakeholders as part of our Strategic Planning process. That process includes written surveys, focus groups, and interviews to gather ideas and feedback from students, families, teaching and non-teaching staff members, school administrators, and the Shared Leadership Team. Discussion of the CTE Health Care Initiative and the related enrollment expansion began with the Board of Trustees in March 2023 and has continued with updates provided as part of the Head of School Report each month during the development, submission, and implementation of the initiative.

Please see Appendix A - EMK Trustees Letter of Support for Enrollment and Pathway Expansion

Please see Appendix B - Parent Council Letter of Support for Enrollment and Pathway Expansion

Please see Appendix G - Documentation of EMK Board of Trustees Discussion and Vote

3. Describe how the school has determined that there is sufficient parent support and interest to fill current and proposed seats at the school under the proposed amendment, including support from families of prospective students as well as current students.

EMK has consistently maintained a robust waitlist of students who are interested in attending the school but are unable to secure a spot due to limited capacity. This waitlist serves as a clear indicator of the demand for the school's programs. In addition, through its focused implementation of the MyCAP middle school college and career readiness curriculum, BPS has gathered data about the identified career interests of middle school students. Data from 2023-2024 demonstrates that BPS students in grades 6-8 identify Health Science and Human Services as two of the top three career clusters of greatest interest. Middle school guidance counselors use this data to guide students as they explore high schools with related career pathways and to collaborate with families as they consider the alignment of high school choices for their students.

Each year, EMK hosts up to four information sessions during which families have an opportunity to learn more about the school. EMK has actively engaged with Boston middle schools to gauge interest from families whose children are nearing high school age. The school has partnered with these middle schools to host informational sessions and distribute materials that describe the opportunities available at EMK. Feedback from these interactions has been overwhelmingly positive, with many families expressing a strong interest in having their children attend a high school that offers a specialized focus on healthcare careers. The high level of interest from these families suggests that the school will be able to attract a sufficient number of students to fill the proposed seats.

Please see Appendix B - Parent Council Letter of Support for Enrollment and Pathway Expansion

Planning for Enrollment

4. Indicate, in a table, both the historical distribution of enrolled students in the present grade span and the projected distribution of students by grade, including the primary entry points for new students and the grades where backfilling will occur. The Department strongly encourages schools to promote new student access under the proposed expansion and to explicitly indicate access for new students at as many grade levels as possible. The table should reflect the implementation timeline, projecting a five-year enrollment pattern or more, if necessary, to project the total maximum enrollment requested. In your projection, clearly indicate the potential for

variation in enrollment to safeguard against the need for a future minor amendment if granted. In addition to the table, please briefly describe current enrollment and backfilling processes, including how grade-level enrollment is determined and how and when vacancies are filled if students withdraw. Please describe any changes that may occur if the amendment is granted. If a regional charter school, provide a projection of how the increase in maximum enrollment will impact enrollment distribution from your sending districts or region. Explain the basis for your projection. Please factor into your projection the current availability of seats under the applicable net school spending cap (see *District Information on Enrollment Projections* at <http://www.doe.mass.edu/charter/governance/>).

The current EMK charter targets enrollment of 112 students per grade, with a maximum of 448 in grades 9-12. In practice, EMK enrolls more students in grades 9 and 10, with fewer students in grades 11 and 12. Consistent with our enrollment policy, EMK backfills enrollment vacancies as they arise in grades 9 and 10. The result is that attrition reduces the enrollment size in the upper grades.

The Bloomberg CTE Healthcare Initiative targets the expansion of enrollment at EMK from approximately 400 students to 800 students over four years. The plan below has targeted higher enrollment in grade 9, with declining enrollment in subsequent grades. At maximum enrollment, we will target enrollment of 224 students in grade 9, 208 students in grade 10, 192 students in grade 11, and 176 students in grade 12.

EMK HMCS Enrollment History							
	Current Charter Maximum	October 1 Average 20-21 through 23-24	Actual September 18, 2024	Expected 25/26	Expected 26/27	Expected 27/28	Expected 28-29 Requested Charter Maximum
Grade 09	112	103	120	224	224	224	224
Grade 10	112	96	102	104	208	208	208
Grade 11	112	90	93	90	100	192	192
Grade 12	112	90	76	86	86	96	176
Total	448	379	391	504	618	720	800

5. Describe how the school assesses the effectiveness of its recruitment and retention strategies and how the strategies may have changed over time in response to any specific challenges or disparities. Provide examples of the data used by the school to evaluate strategies in your response. Additionally, provide examples of anticipated additional strategies to attract, enroll, and retain students that will be incorporated in the school's recruitment and retention plan if changes to the maximum enrollment are granted.

Annually, EMK uses the CHART Recruitment and Retention tool developed by DESE to evaluate the effectiveness of its recruitment and retention strategies. The tool allows us to focus on four high-priority subgroups: students with disabilities, English language learners, African American students, and Hispanic students. Our enrollment of English language learners and students with disabilities exceeds the comparison index for other Boston Schools and is growing over time, though it is somewhat lower than for Boston Public Schools overall. EMK has worked to include special education and ESL teachers in all of our recruitment activities, as well as currently enrolled students with disabilities and English learners. We have also made our recruitment materials available in additional languages. Our special education coordinator actively reaches out to families of students with disabilities following the enrollment offer to support them in deciding to enroll. Our enrollment of African American and Hispanic students consistently exceeds the Boston comparison schools index and the Boston Public Schools overall.

As part of the Bloomberg CTE Health Care Initiative, EMK is currently working with an external marketing consultant to develop new recruitment materials that focus on the partnership between EMK and MGB and which will help families see the connection between enrollment at EMK and the accelerated college and MGB career opportunities available to our students.

6. Submit a draft enrollment policy and application for admission, which reflects the proposed change to entry point(s) and backfilling of vacancies, as applicable. The Department strongly encourages schools to promote new student access under the proposed expansion and to explicitly indicate access for new students at as many grade levels as possible. *[If the school's request is approved by the Board of Elementary and Secondary Education, the Department will work directly with the school to provide provisional approval of a revised enrollment policy and application for admission and ensure timely approval by the commissioner prior to the next enrollment period.]*

EMK anticipates that the existing enrollment policy and application will remain the same. We will continue to backfill spaces in grades 9 and 10 as they become available before February 15 of each school year. Spaces in grade 9 that become available after February 15 will be filled for the following September in grade 10.

Please see Appendix C - EMK Enrollment Policy

Please see Appendix D - EMK Application for Enrollment

Educational Program

7. Describe how an increase in enrollment will enhance or expand the educational opportunities available for families and how the proposed change will benefit the community. Incorporate a discussion regarding the key design elements of your school and a brief description of the experience of new students into your response.

Over a full year of planning, MGB and EMK collaborated to identify curriculum alignment between high school CTE offerings and industry workforce needs so that the academic and vocational programming offered to EMK students would provide clear pathways into full-time and part-time employment and full-time and part-time higher education for all EMK graduates. Specifically, at full enrollment, the expansion will allow us to:

- Increase from 60 to 240 the number of students in grades 11 and 12 who will enroll in the existing Chapter 74 Health Assisting program, with expanded enrollment in the nursing pathway and new pathways in emergency services and medical imaging.
- Secure approval for a new Chapter 74 CTE program in Biotechnology for students interested in medical laboratory services, allowing 80 students to enroll in this pathway.
- Secure approval for a new Chapter 74 CTE program in Medical Assisting, preparing students for entry-level positions as Surgical Technician Assistants and Central Sterile Processing Assistants, allowing 40 students to enroll in this pathway.
- Provide greatly expanded curriculum hours and workplace learning opportunities for EMK students at MGB during the school day in the core grade 9 and 10 CTE exploratory curriculum. This includes on-site, hands-on learning experiences at MGB facilities, medical simulation experiences, and health professional classroom panel visits connected to the five pathways each year.
- Provide greatly expanded access to workplace learning opportunities for EMK students at MGB beyond the school day. This includes an increase from 60 to 115 EMK students in the flagship afterschool and summer health careers exploration programs of Mass General Hospital and Brigham and Women's Hospital.

- Provide significant investment in support for our highest need students with disabilities and multilingual learners in grades 9 and 10, with the addition of interventionist and co-teaching inclusion staff in core English, math, and science classes, as well as additional school guidance counselor and social work staffing.
- Secure approval for a new Early College program, initially with Bunker Hill Community College, to provide accelerated access to general education and career pathway-specific coursework for more than 400 EMK students annually. At full enrollment, EMK expects to enroll all grade 10 students in an introductory college skills readiness course, 120 grade 11 students in two general education courses (fall and spring), and 140 grade 12 students in a mix of general education and pathway-specific career-connected coursework.
- Provide greatly expanded post-graduation mentoring and career navigation support by MGB health professionals for EMK graduates taking positions at MGB and continuing their higher education.

While EMK is one of several high schools in Boston that provide exposure to the healthcare industry, it is the only high school with a single mission to prepare students for careers in the health professions. This has been our mission since our inception. EMK has a proven track record of student success, with high graduation rates, outstanding college acceptance, and strong college placement. By scaling its enrollment, the school can extend its impact, helping more students achieve their academic and career goals. This expansion will benefit individual students and serve the greater Boston community by producing a diverse corps of highly educated, skilled, and culturally competent health professionals.

Our first Health Assisting graduates were a very small cohort of 22 students in the EMK class of 2019. That year, 45% of the students earned the industry-recognized CNA credential. The following year, the pandemic profoundly disrupted the program, not only in terms of academic preparation but particularly concerning their clinical training. Our 2024 graduates are the first students who have come through the full 4-year program post-pandemic, and their success in obtaining the Certified Nursing Assistant industry-recognized credential is impressive: 21 of 28 (75%) Health Assisting graduates in the Class of 2024 obtained their Certified Nursing Assistant credential.

8. Describe how families and the community have been engaged or will be engaged to ensure an instructional model that best serves students and their families, including students with disabilities and English learners.

To ensure that families and the community are actively involved in the instructional model, EMK has established multiple communication channels. These include quarterly parent-teacher conferences, a dedicated parent portal - Talking Points, social media updates, and monthly Parent Council meetings. Written electronic communications (including text and email modes)

are translated into the family's preferred language. In collaboration with Boston Public Schools, translation is available as needed or requested for meetings with families.

EMK ensures that families are regularly updated on their children's academic progress through parent-teacher conferences, progress reports, and individualized meetings. For students with disabilities and English learners, these updates include specific information on their progress toward meeting IEP goals or English language proficiency standards. This transparency allows families to stay informed and engaged in their children's education.

These channels provide consistent updates on school activities, academic progress, and opportunities for involvement, ensuring that families are well-informed and can participate in their children's education.

9. Provide examples of how the school will or has involved parents/guardians as active partners in the education of their children and will build and maintain family-school partnerships that support students' academic progress and social-emotional well-being. Include an explanation of how the school will or has engaged stakeholders, including new and current families, educators and staff, and community members in decision-making for the school.

EMK has maintained open and transparent communication with parents and the community throughout the planning process for the proposed enrollment expansion. The school has regularly updated families on the status of the expansion proposal, provided opportunities for input, and addressed any concerns or questions that have arisen. This ongoing communication has helped build a strong sense of trust and support among parents, ensuring they are fully informed and engaged in the process.

The school has established Parent Council meetings, including parents, guardians, teachers, and administrators. These committees meet monthly to discuss school policies, academic programs, and student support services. Parents on these committees have a direct voice in decision-making processes, ensuring that the school's policies and practices reflect the needs and preferences of the families it serves. For instance, these committees may provide input on curriculum changes, school safety measures, and extracurricular offerings. A parent council member is elected to serve as a voting member of the EMK Board of Trustees.

EMK maintains robust home-school communication systems to ensure parents are informed and involved in their children's education. This includes regular emails, text alerts, and a user-friendly online parent portal where parents can access real-time information on grades, attendance, and school announcements. For parents of students with disabilities or English learners, the school provides additional support, such as translated materials and personalized updates, to ensure that all families stay engaged.

The school regularly hosts family and community events that bring together students, parents, and school staff in a positive and inclusive environment. These events, such as athletic events, cultural celebrations, Big Brother Big Sister Mentoring events, and the annual Celebration of Student Achievement, provide opportunities for parents to connect with teachers, learn about their children's progress, and engage in activities that support their children's learning. Such events also help build a strong sense of community and belonging among families.

The school's partnership with Mass General Brigham has also generated interest and support for the expansion. This institution has expressed enthusiasm for the school's plans to increase enrollment, recognizing the benefits of a larger pool of well-prepared graduates entering the healthcare workforce. Their endorsement has added credibility to the school's expansion efforts and has helped attract interest from families connected to the healthcare industry.

The school has collected and shared testimonials from alumni who have experienced the benefits of an EMK education firsthand. As part of the new marketing strategy, these testimonials will be featured in outreach materials, community meetings, and on our school's website. The positive experiences alumni share will help build trust and confidence among prospective families, further demonstrating strong support for the school's expansion.

Capacity

10. Describe how the staff will implement the request effectively and evaluate its success over time, including during the early years of implementation. Indicate the individuals involved throughout the implementation process and the systems in place for decision-making and communication among all school community members.

Discussion of the CTE Health Care Initiative and the associated enrollment expansion began with the full EMK staff in November 2023. Over the last five years, EMK has developed a very strong distributed leadership model, with veteran faculty members serving as academic department and grade-level chairs. These individuals join school leaders and administrators as the Shared Leadership Team, the central deliberative and decision-making body for the school's operations. Department and grade level chairs have weekly meetings with their colleagues with a focus on planning, troubleshooting student and staff needs, and monitoring progress toward the shared goals and priorities of the school. The greatest benefit of this work is that the people who know our students best across the curriculum and grade levels are engaged in the data gathering, review, and inquiry process that shapes our work. The Shared Leadership Team is the accountability home for implementing the enrollment expansion and the Bloomberg CTE Health Care Initiative more broadly.

Especially important, with the expansion, we are adding two new leadership roles to carry forward the work. A CTE Director and a Higher Education Partnerships Director have been added to the EMK team to provide the leadership needed to expand both our Chapter 74 vocational programs and to build the collaborations with higher education partners that is

needed to support both accelerated college during high school and readiness for post-graduation health professions undergraduate degree and certification programs.

The Department and Grade Level leaders serve a critical role in the successful expansion as they lead the staff recruitment and selection committees for new staff positions to become available, and they facilitate the faculty onboarding and mentoring processes that help build strong departmental teams. They know and are committed to the mission and culture of the EMK school community, which will be important as we double our staff.

11. Provide a complete staffing chart that assumes full implementation of the requested amendment. Provide a detailed narrative that explains the proposed staffing changes during implementation over time and describes how these changes support the planning and implementation of the amendment. Requests that do not include a staffing chart or narrative will be considered incomplete.

Please see Appendix E- EMK Five-Year Staffing Projection Chart

The planned programmatic and student enrollment changes at EMK are the foundation of the staffing and budget planning for EMK over the next five years.

EMK Non-CTE Instructional Staffing is projected using planned enrollment by grade level along with the current class size of approximately 25 students. The model assumes that fully utilized EMK faculty members teach four class sections. The implementation of the inclusion model adds a second instructional staff member to each section of English, math, and science in grades 9 and 10, accounting for the accelerated growth in FTEs in those curriculum areas in the early years.

EMK CTE Instructional Staffing is projected based on an expansion of curriculum hours, especially for the exploratory program in grades 9 and 10, extending coursework to a full year rather than the previous one-semester experience. This is needed to expose all students to all available pathways and fully address the CTE curriculum elements common to all five pathways. At the end of grade 10, students choose which pathway they will pursue in grades 11 and 12. CTE staffing in the upper grades is projected to use a much smaller class size, with expanded curriculum hours dedicated to CTE coursework in grades 11 and 12. This allows for doubling the workplace learning clinical time in our existing Health Assisting program, with a shift from nursing home to hospital-based patient care technician clinical experience in grade 12. Though the two new CTE pathways in Biotechnology and Medical Assisting are still in the development phase, we have assumed both smaller class sizes and extended clinical time for these programs as well in the later years.

EMK student support staffing reflects the planned team of a school guidance counselor and social worker serving the students at each grade level as enrollment expands. It also includes increased reading intervention support needed to accelerate the closing of reading and

comprehension skill gaps for incoming students, especially in grades 9 and 10. The expansion includes a second Health Careers Engagement Coordinator, focused on the after-school and summer workplace learning experiences central to the career-connected learning program expansion.

Perhaps most important to the success of the expansion are four new leadership roles: the CTE Vocational Director, the Higher Education Partnerships Director, a third Instructional Coach focused on our CTE staff members, and a Special Education Leader focused on the inclusion program. These roles are added early in the expansion to invest in the functions of planning, oversight and supervision, professional development, and collaboration with external partners.

12. If the school contracts with an EMO, describe how the EMO will support the planning and implementation of the proposed amendment.

EMK does not contract with an EMO.

13. Provide an action plan for implementation. Describe the proposed strategies that will lead to the successful implementation of the proposed changes. Include: a timeline, action(s) to be taken, designated point person, and start date and projected completion date. Provide details of staffing changes during implementation within the action plan.

Please see Appendix F - Bloomberg CTE Health Care Initiative - Enrollment Expansion Implementation Plan

Governance

14. Describe how the board of trustees will implement the request effectively and evaluate its success. Provide details of the board's role in planning and monitoring the progress of the expansion over time.

In recent years the EMK Board of Trustees has established a rotating schedule of presentations and discussions with school leaders at each meeting focused on key operational areas of the school. These include:

- Recruitment and Enrollment
- Budget and Finance
- School Accountability
- MCAS and Student Assessment
- Achievement of SWD, EL and High Need Students
- Attendance and Discipline
- College Readiness
- Equity Roundtable

- Health Careers/CTE Initiatives

This structure will continue during the implementation of the expansion and the Bloomberg CTE Health Care Initiative, providing an important mechanism for accountability between school leaders and trustees.

The enrollment expansion is a key metric in the overall evaluation of the Bloomberg CTE Health Care Initiative. A team from the Harvard Project on Workforce has been contracted by Bloomberg, along with consultants from Building Impact, to monitor and support the national implementation of the CTE initiative across all ten participating geographies. The metrics that are part of the internal EMK assessment are aligned with the Bloomberg evaluation metrics for the project. An EMK staff member who serves on the EMK Board of Trustees is also a designated member of the Bloomberg Initiative Evaluation Team at the Harvard Project on Workforce.

15. Provide copies of the materials used by the board to arrive at its decision to pursue the proposed amendment, including agendas and approved board minutes (including all relevant board committee minutes) as well as supporting documentation relevant to the board's vote.

Discussion with the EMK Board of Trustees about the CTE Health Care Initiative and the related enrollment expansion began in March 2023, following initial outreach to EMK by the Office of Mayor Wu and Bloomberg Philanthropies. Thereafter, monthly updates were provided as part of the Head of School Report. The model concept was presented in April 2023. The budget implications were shared with the Finance Committee in September 2023. The summary and full details of the proposal for EMK were shared with the Board in September of 2023. The award from Bloomberg Philanthropies and the plan for a reimagined EMK were discussed in January 2024. The financial implications of the initiative were discussed by the Finance Committee and then by the Board in May 2024. The maximum enrollment charter amendment was discussed and voted by the Board in September 2024.

Please see Appendix G, which contains the agendas/minutes and presentations for each of these milestones.

Finance

16. Describe the financial resources that are necessary to implement the school's expansion, including the projected sources of revenue that will ensure the fiscal viability of the school and the successful implementation of the proposed change(s). Describe contingency planning for potential challenges in cash flow or budget shortfalls due to lower than anticipated student enrollment or other financial challenges in the early years of expansion, include specific strategies.

As with all public schools, tuition funding provided to EMK per student per capita drives revenue. Federal entitlement grant funding is the second largest source of revenue. In our financial modeling, we have used our enrollment projections and conservative estimates of per capita increases to project the growth of these funding sources. The Bloomberg Initiative provides significant funding to fill budget gaps in the early years, allowing EMK to invest early in leadership, instruction, and student support as we ramp toward full enrollment. The budget that supports the enrollment expansion is supplemented by significant ongoing investments from Mass General Brigham. The partnership of Mass General Brigham is not simply a philanthropic investment. Rather, a sustained economic investment of direct financial support and in-kind support from MGB to EMK yields a positive future financial return to the MGB organization. The partnership with MGB is driven both by their interest in being a good corporate citizen and, more importantly, by the reality of their employment and workforce development needs. The project is designed to be financially viable without the support of the Bloomberg Initiative grant after year 6.

We recognize two primary financial risks to the projections we have developed. The first is related to a leasing arrangement and renovation of a long-term home sufficient for 800 students. While the Bloomberg grant contributes significant resources to the renovation costs, the responsibility for the long-term facility rests with the City of Boston and Boston Public Schools. To minimize this risk, conversations at a high level between the capital and facilities leaders of the Mayor's Office and the Boston Public Schools are already well underway and are supported by the real estate and legal teams of Mass General Brigham.

The second financial risk relates to a possible enrollment shortfall. Two specific strategies can minimize this risk. The first is a significant investment in new marketing and identity materials, which will increase awareness and shape the image of EMK in the landscape of schools that are available to Boston families. EMK is already working with a preeminent marketing firm, Boathouse Inc., to make the needed changes to our marketing and recruitment materials for the September 2025 enrollment season. The second strategy involves collaborative planning with the Boston Public Schools to time the decision to expand EMK into a high school serving students from grades 7 to 12. Over the next year, we will collaborate to be sure that EMK is well-positioned to complement BPS decisions regarding school consolidation and grade span realignment. The result will be a decision about when to seek DESE approval to add grades 7 and 8 to the EMK high school experience. Additional more targeted outreach to families to make them aware of new opportunities at EMK will support not only our enrollment efforts but also the BPS effort to offer high-quality student experiences to families affected by BPS consolidation and realignment decisions.

17. Provide financial projections performed in planning for the proposed expansion. Financial projections should reflect both immediate and long-term considerations in revenue and expenditures that the board and school leadership have identified for implementation of the proposed amendment. Financial projections should include detailed multi-year projections with a detailed narrative explaining the financial

forecasts, and the underlying assumptions for public revenue, fundraising revenue, and school expenditures, including staff salaries, educational programming, and facility-related expenses.

Please see Appendix H - EMK Five-Year Budget Projection

18. Describe the facility that will be used to meet the school's needs and how it is accessible to individuals with physical disabilities and able to accommodate all students, and if modifications will be required. Indicate if the current facility will accommodate the expansion, or if additional space and/or renovations will be required.

The City of Boston, together with the Boston Public Schools and EMK, and supported with real estate and legal expertise from Mass General Brigham, is currently engaged in a high-priority search for the long-term home for the 800-student reimagined EMK. The intent is to secure this site by December 2024, allowing 18 months to complete needed renovations before taking occupancy in the summer of 2026. This long-term facility will be fully accessible to individuals with physical disabilities. Because our current sites do not accommodate the expanded enrollment in Grade 9 beginning in September 2025, EMK will relocate to a transitional facility, the Lincoln Building at 152 Arlington Street. This is the former home of the Josiah Quincy Upper School. Boston Public Schools has committed to undertake minor renovations needed to accommodate EMK in this facility for the 25-26 school year, with the option to remain for the 26-27 school year if necessary. We will continue to utilize our current building at 384 Warren Street to house students in grades 11 and 12 until our long-term home is available.

19. Describe how transportation services are provided to all eligible students and if modifications will be required. No later than February 1st, charter schools must notify the school district of all transportation needs for the following school year, including any changes resulting from the granting of an amendment, if the school district provides transportation for students who reside where the school is located.

EMK contracts with the Boston Public Schools to provide transportation for EMK students on the same terms as other BPS high school students. Unless different arrangements are required to meet special education needs, EMK students are provided with an MBTA pass. The planned enrollment expansion will not require changes to this arrangement.

School Performance

20. Explain trends and/or anomalies in attendance, chronic absenteeism, retention, stability, churn, attrition, in-school suspension rates, out-of-school suspension rates, and if applicable, emergency removal, graduation, and dropout data over the past five years. The Department performs a review using available student data in the aggregate, and by certain student groups, and grade cohorts using the [CHART tool](https://www.doe.mass.edu/charter/finance/chart/) at <https://www.doe.mass.edu/charter/finance/chart/>. Schools should explain any

unique circumstances related to published school data, and corrective actions taken to address challenges in any of these areas of school performance.

EMK enrolls a diverse student population, with a steady enrollment of African American students (38% in 2024) and Hispanic/Latinx students (54% in 2024). These enrollments far exceed the comparison index. EMK also enrolls a population of English Learners (17.9% in 2024) and students with disabilities (24.5%), which is increasing steadily and far exceeding the comparison index. This is true for newly enrolled students as well as all enrolled students.

The EMK Attrition level is consistently below the median and the third quartile for all students, and all racial subgroups and student subgroups. We note that EMK attrition is rising in the post-pandemic years at EMK, as is true for schools overall.

The EMK Churn rate is consistently below the state average, and the Boston Public Schools churn rate for both African American, Hispanic/Latinx, and English learner student groups (up through 2022, the most recent CHART 2.0 data). We note that the EMK churn rate for students with disabilities is more variable, at times above and at times below the comparison BPS rate.

The EMK Stability Enrollment % is consistently above the BPS Stability Enrollment for both African American and Hispanic/Latinx students. We note that EMK stability enrollment was lower than for BPS with English learners and students with disabilities in 2022, the most recent year available in the CHART 2.0 data.

The 4-year EMK Graduation rate for all students varies between 97% and 100% and is a standout in Boston. This is true also for African American, Hispanic, Multilingual Learners, and Students with Disabilities population subgroups.

Historically, the EMK attendance rate has hovered around 92%. It has dropped post-pandemic and was 86% in 2022 (the most recent year in the Chart Legacy data). This decline mirrors the experience of other schools and districts and places EMK above the median.

EMK absenteeism has been a consistent intervention target in the post-pandemic period. We are especially pleased to see that these efforts are yielding improvements, with significant reductions in chronic absenteeism in 2024 relative to 2023. Those reductions exceeded targets for all students and for all population subgroups.

Chronic absenteeism - High school							About the Data
Group	2023 Rate (%)	2024 Rate (%)	Change	Target	N	Points	Reason
All Students	54.4	44.5	-9.9	52.1	382	4	Exceeded Target
Lowest Performing	70.0	23.8	-46.2	64.2	21	4	Exceeded Target
High needs	55.2	46.8	-8.4	51.4	340	4	Exceeded Target
Low income	56.4	46.5	-9.9	51.3	316	4	Exceeded Target
EL and Former EL	49.1	43.1	-6.0	44.9	123	4	Exceeded Target
Students w/ disabilities	-	-	-	-	95	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	10	-	-
Afr. Amer./Black	44.7	39.9	-4.8	41.6	148	4	Exceeded Target
Hispanic/Latino	60.1	48.8	-11.3	56.1	203	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	12	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	-	-	-	-	8	-	-

EMK is committed to managing student behavioral concerns with an approach grounded in restorative justice. The school maintains a significant investment in social workers, deans of school culture, and student support coordinators who use a case management approach to identify and respond to evidence of student needs before it disrupts teaching and learning. The result is a low level of out-of-school suspension, 5.6% overall in 2023, which compares favorably to other high schools in Boston. In the last five years, we have had just one incident involving emergency removal and expulsion. The EMK out-of-school suspension rate for students with disabilities is typically somewhat higher than for all students, at 8.4% in FY 23. This rate also compares favorably with the SWD out-of-school suspension rate at other high schools in Boston.

21. The Department will conduct a review of the school's academic performance on the [MCAS English language arts, mathematics, and science and technology/engineering tests](#) for the most recent years available. School should explain trends and/or anomalies in past performance. Additionally, schools may submit student performance data for other standardized assessments in English language arts, mathematics, and science and technology/engineering as additional evidence of academic student achievement. Please indicate and define the metric used in your submission. Schools are required to submit at least three years of data for all students and one or more student groups.¹

EMK continues to focus on post-pandemic recovery as measured by the Massachusetts school and district accountability system. With a criterion-referenced target percentage of 48% in 2024 (up from 38% in 2023), EMK is at the very high end of schools making moderate progress

¹ If available, the submission should include comparative performance data, national, statewide, or district(s), for all students and for one or more student groups in comparable grades.

toward their accountability targets. EMK is a school and district not requiring intervention or assistance.

Chronic absenteeism is an area of significant improvement, down from 54% in 2023 to 44% in 2024. EMK improvement exceeded targets in this area and is reflected in ALL population subgroups. This has been a priority in staffing and programmatic investment in the last three years as we attended to the considerably higher social-emotional needs of our student population.

The EMK's outstanding graduation rate and low dropout rate continued in 2024, exceeding targets overall and for ALL population subgroups.

MCAS Growth is in the typical range in both ELA and Math - on the high end for Math at 55% and on the low end of the typical range for ELA at 46%. This is true overall and for ALL population subgroups.

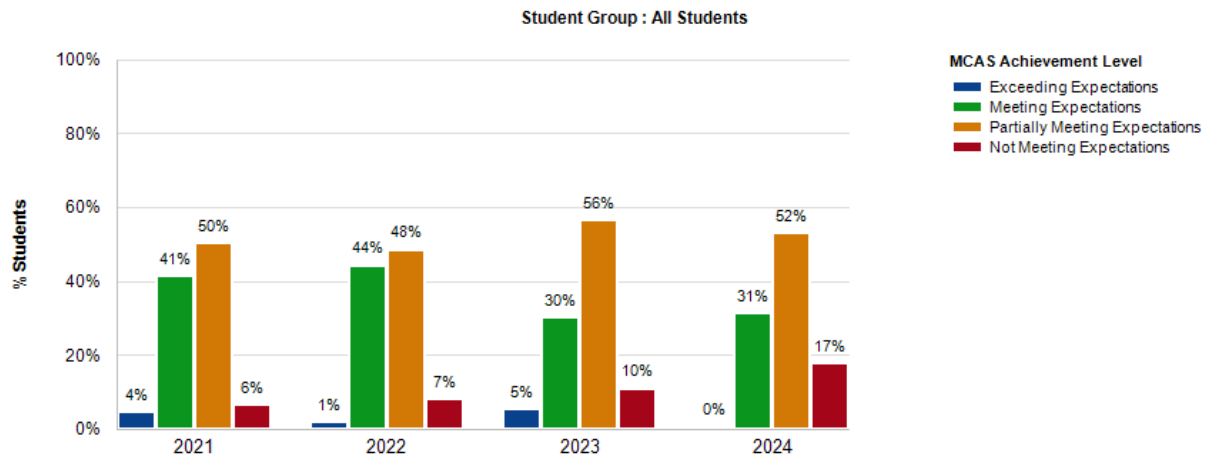
EMK MCAS Achievement results are mixed, however. Science results show improvement above the target overall and for all subgroups, except for low-income students, whose achievement improved but was slightly below the target. The proportion of students meeting and exceeding expectations on the Next Gen Science test increased from 2022 to 2024, and a lower proportion fell in the not meeting expectations. The improved average scaled scores hold true for all students and for all population subgroups at the end of grade 10.

However, for ELA and Mathematics, 2024 and 2023 achievement levels were lower overall and for all subgroups. This is generally consistent with Massachusetts' overall results. EMK has not yet returned to its pre-pandemic 2019 achievement level. Importantly, despite these challenges, EMK students have responded well to additional time and opportunity for re-testing, and all EMK students have earned their competency determination in time for graduation. Also worth noting, despite these declines, the subgroup percentile performance relative to other 9-12 high schools statewide for EMK African-American/Black and Hispanic students and English Learners and Former English Learners is consistently above 60%.

These results are represented in the graphs on the following pages.

EMK Grade 10 MCAS ELA Achievement 2021-2024

Source: Edwin Analytics

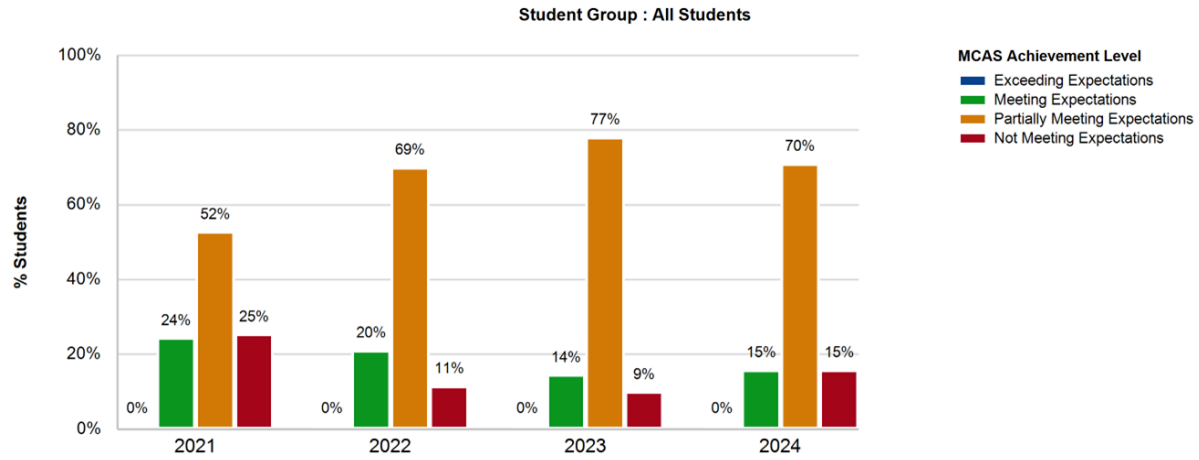


	2021		2022		2023		2024	
	District	State	District	State	District	State	District	State
Exceeding Expectations	4%	19%	1%	9%	5%	15%	0%	
Meeting Expectations	41%	45%	44%	49%	30%	43%	31%	
Partially Meeting Expectations	50%	27%	48%	34%	56%	30%	52%	
Not Meeting Expectations	6%	9%	7%	8%	10%	11%	17%	
Average Scaled Score	497	507	495	503	493	504	491	
N Students	103	64,305	94	67,396	88	70,583	88	
Participation Rate	97%	90%	98%	98%	100%	98%	100%	
Mean SGP	49	53	55	50	48	49	47	
Median SGP	50	54	58	50	40	49	39	

MCAS Grade 10 ELA - By Subgroup	Pre Pandemic 2019	2022	2023	2024
Average Scaled Score				
All Students	503	495	493	491
High Needs	500	494	492	489
Low Income		495	493	491
EL and FEL	496	495	486	484
Students with Disabilities	490	481	481	482
Afr. Amer/Black	503	497	493	490
Hispanic/Latino	503	495	492	492

MCAS Grade 10 ELA - By Subgroup	Pre Pandemic 2019	2022	2023	2024
Student Growth Percentile				
All Students	58	56	46	47
High Needs	55	56	46	47
Low Income		56	46	47
EL and FEL	54	67	46	49
Students with Disabilities				
Afr. Amer/Black	56	58	41	44
Hispanic/Latino	60	57	48	48

EMK Grade 10 MCAS Math Achievement 2021-2024

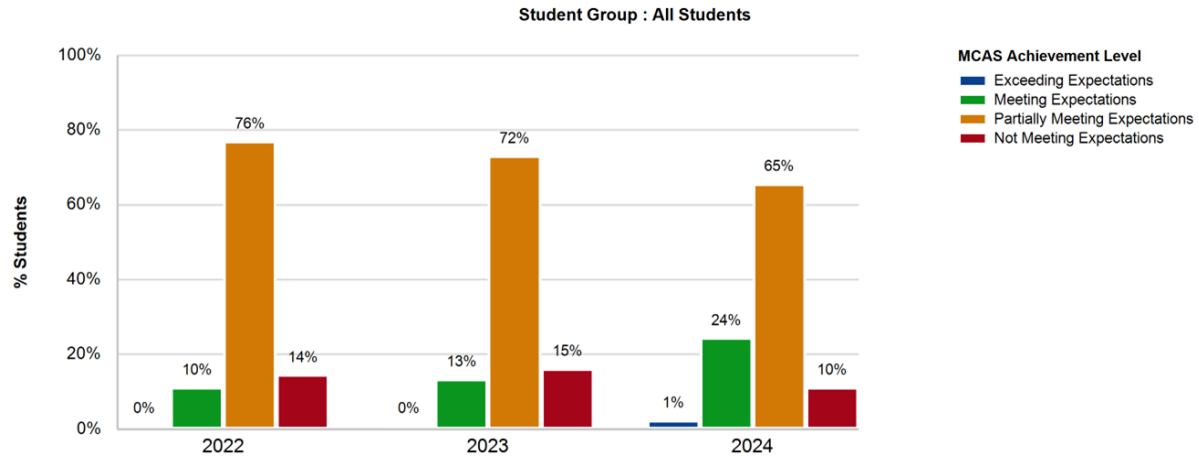


	2021		2022		2023		2024	
	District	State	District	State	District	State	District	State
Exceeding Expectations	0%	11%	0%	11%	0%	10%	0%	
Meeting Expectations	24%	41%	20%	38%	14%	40%	15%	
Partially Meeting Expectations	52%	36%	69%	40%	77%	42%	70%	
Not Meeting Expectations	25%	12%	11%	10%	9%	9%	15%	
Average Scaled Score	483	501	488	501	487	500	486	
N Students	102	64,015	94	67,028	88	70,155	87	
Participation Rate	96%	89%	99%	98%	100%	97%	99%	
Mean SGP	29	37	54	50	44	50	55	
Median SGP	23	31	62	50	45	49	57	

MCAS Grade 10 Math - By Subgroup	Pre Pandemic 2019	2022	2023	2024
Average Scaled Score				
All Students	494	488	487	485
High Needs	493	487	486	484
Low Income		487	486	485
EL and FEL	490	488	482	481
Students with Disabilities	486	482	477	
Afr. Amer/Black	496	488	488	488
Hispanic/Latino	494	489	485	485

MCAS Grade 10 Math - By Subgroup	Pre Pandemic 2019	2022	2023	2024
Student Growth Percentile				
All Students	44	54	44	55
High Needs	45	55	42	55
Low Income		55	42	55
EL and FEL	46	64	40	53
Students with Disabilities				
Afr. Amer/Black	44	53	39	54
Hispanic/Latino	45	59	45	56

EMK MCAS Grade 10 Science Achievement



	2022		2023		2024	
	District	State	District	State	District	State
Exceeding Expectations	0%	9%	0%	11%	1%	
Meeting Expectations	10%	38%	13%	36%	24%	
Partially Meeting Expectations	76%	40%	72%	42%	65%	
Not Meeting Expectations	14%	14%	15%	11%	10%	
Average Scaled Score	484	499	483	499	488	
N Students	88	64,948	72	67,407	68	
Participation Rate	100%	98%	100%	99%	100%	

MCAS Grade 10 Science - By Subgroup	Pre Pandemic 2019	2022	2023	2024
Average Scaled Score				
All Students		484	483	488
High Needs		484	482	487
Low Income		484	482	488
EL and FEL		484	479	485
Students with Disabilities		478	475	
Afr. Amer/Black		484	486	
Hispanic/Latino		484	481	488

Many of the education program changes discussed in question 7 above are already underway at EMK with the start of the 2024-2025 school year. The focus on full inclusion, with co-teaching and intervention support in all English, math, and science classrooms in grades 9 and 10, is intended to accelerate the return to pre-pandemic achievement levels for all students. Similarly, we expect expanding our intensive reading interventions in grades 9 and 10 will address the low incoming reading and comprehension skill levels of EMK students. And the creation of grade-specific student support teams, first in grades 9 and 10 and later in grades 11 and 12 - a collaboration across the School Guidance Counselor, Dean of School Culture, and Social Worker – will allow us to identify and intervene early to support students whose social-emotional learning challenges present obstacles to success in school.

On School Committee Letterhead

**TO BE SUBMITTED SEPARATELY FOLLOWING THE SCHOOL
COMMITTEE VOTE ON SEPTEMBER 25, 2024**

**Edward M. Kennedy Academy for Health Careers
Charter Amendment Request - Maximum Enrollment Increase**

September 25, 2024

ORDERED, That in accordance with Massachusetts General Law (MGL), Chapter 71, Section 89 and 603 Code of Massachusetts Regulations (CMR) 1.10(4)(b), the Boston School Committee hereby approves the charter amendment request for Edward M. Kennedy Academy for Health Careers, a Horace Mann Charter School, to expand its maximum enrollment from 448 to 800 students over a period of four years beginning with the 2025-2026 school year.

This charter amendment is subject to final approval by the Massachusetts Department of Elementary and Secondary Education (DESE).

Yeas -

Nays -

Absent -

Attested By:

Lena Parvex
Executive Secretary



LOCAL 66 • AMERICAN FEDERATION OF TEACHERS, AFL-CIO

180 Mount Vernon Street, Boston, Massachusetts 02125
Phone 617-288-2000 • Fax 617-288-0024 • www.btu.org

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MATTHEW RUGGIERO

CasSANDRA SAMUEL

DANIELLE WEST

ALICE M. YONG

September 11, 2024

BY ELECTRONIC MAIL

Dr. Caren S. Walker Gregory
Head of School
Kennedy Academy for Health Careers
10 Fenwood Road
Boston, MA 02115

Dear Dr. Walker Gregory:

The Boston Teachers Union hereby approves the proposed charter amendment to expand the maximum enrollment of the Edward M. Kennedy Academy for Health Careers from 448 to 800 students in grades 9-12 over a period of four years beginning in September 2025. DESE authorization is essential to realizing the exciting opportunities presented with the \$38M investment by Bloomberg Philanthropies to establish the CTE Health Care Initiative in Boston. It is consistent with the shared commitment of the City of Boston, the Boston Public Schools, and the Boston Teachers Union to provide a high-quality high school experience for more Boston students.

As always, BTU looks forward to partnering with you to serve Boston students and families.

Sincerely,

Erik Berg
President
Boston Teachers Union

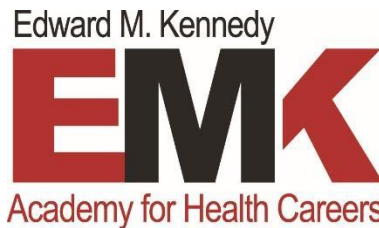




EMK Maximum Enrollment Amendment Request

Appendices

- Appendix A EMK Trustee Support for CTE Health Care Initiative and Enrollment Expansion
- Appendix B EMK Parent Council Support for CTE Health Care Initiative and Expansion
- Appendix C EMK Enrollment Policy
- Appendix D EMK Enrollment Application
- Appendix E Five-Year Staffing Plan
- Appendix F Enrollment Expansion Implementation Plan
- Appendix G Evidence of Board Discussion and Vote
- Appendix H Five-Year Budget Projection



Kennedy Academy for Health Careers is a college preparatory and vocational high school for Boston students exploring careers in health and health-related professions. The Academy provides a supportive learning environment that promotes respect and embraces diversity. Students will attain the life skills needed to become productive and positive members of society.

August 11, 2023

Bloomberg Philanthropies
25 East 78th Street
New York, NY 10075

Dear Bloomberg Philanthropies Proposal Review Committee,

On behalf of the Edward M. Kennedy Academy for Health Careers (EMK) Board of Trustees, it is my sincere pleasure to offer this letter of support for Boston's proposal in response to Bloomberg Philanthropies' Student-Centered, Market-Driven Healthcare Education Initiative. We are thrilled about EMK's opportunity to be part of this transformative effort.

Since 1995, EMK has remained a beacon of excellence, providing promising students with learning experiences that foster a love of inquiry, nurturing their interests and passions, and allowing them to build the skills they need for post-secondary success. We are proud to be champions and ambassadors on behalf of EMK and are excited about the opportunity to deepen and expand EMK's impact on students, families, and the community through this Initiative.

Over the years, the EMK board of trustees has included students, alumni, parents, teachers, partners, and community members who are steadfastly committed to preparing our next generation of healthcare leaders. Given Boston's status as a hub of innovation and industry in the health professions field, it is our duty to provide equitable access to post-secondary education for students who pursue that path. That commitment extends to preparing and supporting EMK students and their families as they navigate the joys and complexities of this important life transition. We have seen EMK's impact on students' life trajectories and are eager to grow enrollment and expand the school's pathway offerings.

Dream. Grow. Excel.

Lower Campus (Grades 9-10)

10 Fenwood Road
Boston, MA 02115
617-635-8450 (school)
617-635-8452 (fax)

www.kennedyacademy.org

Upper Campus (Grades 11-12)

384 Warren Street (Enter 5 Maywood St.)
Boston, MA 02119
617-635-8650 (school)
617-635-8651 (fax)

A Horace Mann Charter Public School in partnership with Boston Public Schools



Kennedy Academy for Health Careers is a college preparatory and vocational high school for Boston students exploring careers in health and health-related professions. The Academy provides a supportive learning environment that promotes respect and embraces diversity. Students will attain the life skills needed to become productive and positive members of society.

EMK's student outcomes speak for themselves. Bloomberg Philanthropies' Student-Centered, Market-Driven Healthcare Education Initiative would provide EMK the opportunity to substantially broaden its impact through bold and deep partnerships. Please accept our strongest support for this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric Esteves".

Eric Esteves
Chairperson
EMK Board of Trustees

Dream. Grow. Excel.

Lower Campus (Grades 9-10)

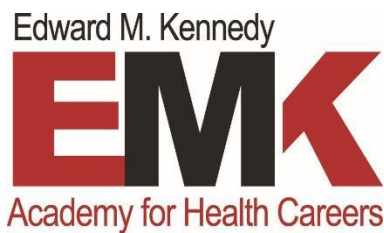
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A Horace Mann Charter Public School in partnership with Boston Public Schools



August 10, 2023

Bloomberg Philanthropies
25 East 78th Street
New York, NY 10075

Dear Bloomberg Philanthropies Proposal Review Committee,

We are writing as proud parents and guardians of students attending the Edward M. Kennedy Academy for Health Careers (EMK) to express our enthusiastic support for the proposed expansion of healthcare pathways within the EMK curriculum.

Quality education is the foundation of a prosperous society, and it is with great excitement that we have learned about EMK's plan to expand its offerings in healthcare education. As parents, we understand the value of providing our children with diverse opportunities to explore their interests and develop skills that will serve them throughout their lives. Introducing new healthcare pathways, such as Radiology Technicians, Surgical Technicians, and Medical Laboratory Technicians, aligns perfectly with the school's mission.

These healthcare pathways offer students a holistic understanding of the healthcare sector, allowing them to make informed decisions about their future careers. Whether they choose to pursue medicine, nursing, public health, research, or any other healthcare-related field, these pathways will undoubtedly equip them with the expertise and confidence they need to excel.

As parents, we appreciate EMK's commitment to providing a nurturing environment that supports each student's unique talents and aspirations. Expanding healthcare pathways will benefit individual students and contribute to the betterment of our community at large. By producing well-educated and compassionate healthcare professionals, EMK will play an instrumental role in shaping the future of healthcare delivery and wellness in our region.

In conclusion, we wholeheartedly support the Edward M. Kennedy Academy's endeavor to expand healthcare pathways within its curriculum. We commend Bloomberg Philanthropies for its dedication to advancing education and improving the lives of young individuals. Your continued support of this initiative will undoubtedly pave the way for a brighter and healthier future for our children and future generations.

Thank you for considering our perspective and your ongoing commitment to education and community development.

Sincerely,

The Parent Council of the Edward M. Kennedy Academy for Health Careers



Edward M. Kennedy Academy for Health Careers
A Horace Mann Charter Public School

Overview of the Enrollment Process

1. Eligibility

Only students who are Boston residents at the time of application and entering grades 9 through 12 are eligible to apply to enroll and attend Kennedy Academy. Only students who have submitted a completed application prior to the application deadline will be included in the lottery. Kennedy Academy does not administer enrollment tests to any applicants and does not use any test results in the enrollment process. In accordance with its non-discrimination and zero-tolerance policy, Edward M. Kennedy Academy for Health Careers does not discriminate in enrollment on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. Information requested in the application is not intended, and will not be used, to discriminate. All applicants will be notified in writing of students' rights with diverse learning needs to attend Kennedy Academy and receive accommodations and support services, including students who may have disabilities, require special education services or are English language learners. This information is available on our website, as part of our outreach materials, and in our student handbook. Kennedy Academy will develop and implement a student recruitment and retention plan as outlined in G.L c. 71, § 89(f), and 603 CMR 1.05(1). We will never use financial incentives to recruit students. No potential student or his/her family will be required to attend interviews or informational meetings as a condition of application or enrollment.

Kennedy Academy conducts its enrollment process separate from Boston Public Schools. However, students who are not already enrolled in the Boston Public Schools must provide proof of Boston residency when an offer of enrollment is made. In addition to a photo identification, parents must provide TWO of the following documents (items cannot be from the same bullet):

- A Utility Bill (not water or cell phone) dated within the past 60 days
- A Deed, Mortgage Payment dated within the past 60 days, or Property Tax Bill dated within the last year
- A current Lease, Section 8 Agreement, or BPS Landlord Affidavit
- A W2 form dated within the year or a Payroll Stub dated within the past 60 days
- A Bank or Credit Card Statement dated within the past 60 days
- A Letter from an approved government agency (a state office of the Commonwealth of Massachusetts or Courts) dated within the past 60 days

Note that students will be asked to provide evidence of satisfactory completion of the current grade before enrolling at Kennedy Academy.

2. The Application Process

Applications are available on the Academy's website and also at the information sessions, generally by October 1, but never less than 30 days prior to the application deadline each year. In addition to submitting a completed application, applicants,

along with a parent or guardian, are strongly encouraged, but not required, to attend an information session. At the information session, you will learn more about our school, our goals, our commitments to you, and our expectations of you.

3. The Lottery

The Head of School determines the number of students admitted into each grade level at each campus for the subsequent school year. The school will give reasonable public notice of at least one month for the application deadline and the principal lottery date. No application deadline will be set, and no principal lottery will be conducted prior to January 1 of each year. The principal lottery will be completed by March 15 of each year. A completed application must be received in the office by the announced due date to be eligible for the principal enrollment lottery. Applications received after the announced due date but before September 1 will be deferred to a subsequent lottery. At least a one-week public notice will be given prior to each enrollment lottery. After September 1, interested students must submit a new application for the subsequent school year.

If there are fewer available spaces than eligible applicants, students will be accepted for admission by the lottery process. The EMK lottery will be conducted electronically in public at the main school office at 10 Fenwood Road. The process will be certified to be fair and random by a neutral third party. Families may indicate in writing on the application if they consent or deny the disclosure of student information from the enrollment process. Upon request, Kennedy Academy will provide students' names and addresses to a third party mail house for mailings unless the parent requests that the school withhold the student's information. The Kennedy Academy lottery divides applicants into three enrollment categories:

- By law, siblings of currently enrolled students are the first enrollment category and are given first preference in the lottery. A sibling is anyone who shares a common parent, either biologically or legally, through adoption. The academy will require proof of sibling status. Reasonable evidence of sibling status is required at the time an offer of admission is made.
- Applicants currently attending Boston Public Schools are the second enrollment category and will be given second preference in the lottery.
- Applicants who reside in Boston but are attending schools outside of the Boston Public Schools are the third enrollment category and will be given third preference.

If the lottery fails to produce an adequate number of enrolled students, and a waiting list does not exist, the school may conduct a supplemental lottery following this same fair and open process in June and August of each year, or at other times with at least 30 days public notice prior to the application deadline.

4. Notification and Waiting Lists

The results of the lottery will be mailed to all students within one week of the drawing. Applicants who are **not** invited to enroll will be placed on the waiting list and receive a letter indicating their number on the waitlist according to the order the names were selected for each enrollment category in the lottery. Applicants who have been invited may schedule a visit to the Academy to help make their final decision, but this is not required. The deadline for invited students to accept or decline their invitation will be announced on the application each year. Students who decline the offer of enrollment or withdraw from the school will be treated as new applicants if they reapply in subsequent years.

As spaces become available during the school year, a school may repeat the enrollment process to fill these openings and to meet the requirements of G.L. c. 70, § 89(n). 603 CMR 1.05(8). After the lottery, spaces that become available because a student declines an offer of enrollment or because a current student stops attending the school will be offered, by phone, or in writing, to applicants according to their number on the waiting list for their grade. No student may be admitted ahead of other eligible students who were previously placed on a waitlist during a prior enrollment process, except in cases where enrollment preferences change or as described in 603 CMR 1.05(10)(b). Students who submit applications after the deadline may be added to the waitlist in a subsequent fair and open lottery conducted in July and August of each year.

Kennedy Academy will continue to fill all spaces that become available in grades 9 and 10 before February 15 of each school year. Spaces that become available in grade 9 after February 15 will be filled the following September in the subsequent grade. The waiting list will be maintained only for the school year for which the student applied. The school will keep accurate records of the waitlist in the order the names were selected, including first, middle, last name, date of birth, city or town of residence, and grade level.

Questions or concerns about the enrollment policy or individual student eligibility should be directed to Dr. Caren S. Walker Gregory, Executive Director/Head of School, at (617) 635-8450.

Visit us on the web: www.kennedyacademy.org

The Edward M. Kennedy Academy for Health Careers is a Horace Mann Charter Public School serving Grades 9-12. The Academy is a small learning community that blends a strong college-preparatory curriculum with significant commitments to academic support, career exploration, community service, youth development, and family involvement. The Academy helps students develop the academic, social, and personal skills needed to succeed in higher education and health careers.

The Academy is open to Boston residents who will be entering grades nine through twelve. Students are admitted by lottery, up to the maximum permitted by the school's pre-enrollment report submitted each Spring, and the maximum enrollment established in its charter. Only students who have submitted a completed application prior to the application deadline will be included in the lottery. By law, siblings of enrolled students and those who are attending Boston Public Schools are given preference. Kennedy Academy does not administer enrollment tests to any applicants and does not use any test results in the enrollment process. In accordance with its non-discrimination and zero-tolerance policy, Edward M. Kennedy Academy for Health Careers does not discriminate in enrollment based on race, color, religion, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. All applicants will be notified in writing of the rights of students with diverse learning needs to attend Kennedy Academy, and to receive accommodations and support services, including students who may have disabilities, require special education services, or are English language learners. This information is available on our website, as part of our outreach materials, and in our student handbook. In addition to the completed application, applicants along with a parent or guardian, are strongly encouraged, but not required, to attend an information session. At the information session, you will learn more about our school, our goals, our commitments to you, and our expectations of you.

Information requested on this application is not intended, and will not be used, to discriminate.

Part 1	Student Applicant Information	To be completed by the applicant. Be sure to sign and date your application.
Part 2	Parent Information	This section must be completed, signed and dated by a parent or guardian.
Optional	Information Session	Please register for an information session listed below
Session #1	Wednesday, December 6, 2023 7:00pm-8:00pm	<ul style="list-style-type: none"> Click on this link to register in advance for the Zoom session
Session #2	Saturday, January 6, 2024 11:00am-12:00pm	<ul style="list-style-type: none"> Click on this link to register in advance for the Zoom session
Session #3	Wednesday, January 17, 2024 7:00pm-8:00pm	<ul style="list-style-type: none"> Click on this link to register in advance for the Zoom session
Session #4	Saturday, January 27, 2024 11:00am-12:00pm	<ul style="list-style-type: none"> Click on this link to register in advance for the Zoom session
Questions??	Questions??	Please contact Ms. Molina at 617-635-8450 or email lmolina@bostonpublicschools.org

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Instructions: Please print and use blue or black ink

Applicant: First Name _____ Middle _____ Last _____

Check all the following boxes that apply to you

Next school year I will be in: ☐ **Grade 9** (YOG2027) ☐ **Grade 10** (YOG2026) ☐ **Grade 11** (YOG2025) ☐ **Grade 12** (YOG2024)

☐ I have a legal or biological sibling currently enrolled in Kennedy Academy (Name of sibling required) _____

☐ I currently attend a Boston Public School (Name of school required) _____

☐ I currently attend METCO or a charter, private or parochial school (Name of school required) _____

Note that students checking this box must submit proof of Boston residency to accept an offer of enrollment as established in the Kennedy Academy enrollment policy.

My Boston Public School (BPS) Student Identification Number is _____

Gender: ☐ Male ☐ Female ☐ Prefer to self-describe as _____ ☐ Prefer not to say

Address _____ Apt. # _____ City _____ Zip _____

Home Phone _____ Cell Phone _____ E-Mail _____

Date of Birth (Required – MM-DD-YYYY) _____

Student Signature: _____ Date _____

#1 Parent/Guardian Information (Please Print)

#1 Parent First Name _____ Middle _____ Last _____

Home Address _____ Apt. # _____ City _____ Zip _____

Home Phone: _____ Email: _____

Cell Phone: _____ Work Phone: _____ Relation to Student _____

#2 Parent/Guardian Information (Please Print)

#2 Parent First Name _____ Middle _____ Last _____

Home Address _____ Apt. # _____ City _____ Zip _____

Home Phone: _____ Email: _____

Cell Phone: _____ Work Phone: _____ Relation to Student _____

Parent/Guardian Statement (Please Print)

I, the undersigned, have read this application and certify that it is correct and complete.

Parent/Guardian Signature _____ Date _____

Please check this box if you prefer that your child's name not be called publicly during the enrollment lottery. ☐

Please check this box if you do not give permission for your child's name and address to be provided to a third party for mailings. ☐

A Horace Mann Charter Public School in partnership with Boston Public Schools
Please Return Completed Application by email to: Lmolina@bostonpublicschools.org

Alternatively by mail or fax to: Kennedy Academy • 10 Fenwood Road • Boston, MA 02115 • 617-635.8450 (office) • 617.635.8452 (Fax)

Appendix E- CTE Enrollment Expansion - Staffing Plan	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
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Programmatic Changes

CTE Curriculum	CTE Curric 9/10	CTE Curric 9/10/11	CTE Curric 9/10/11/12	CTE Curric 9/10/11/12	Sustain CTE Curric 9-12
Inclusion	Inclusion 9/10	Inclusion 9/10/11	Inclusion 9/10/11/12	Inclusion 9/10/11/12	Sustain Inclusion 9-12
Expansion - CTE Health Assisting - CNA				Expand CNA 11	Expand CNA 12
Expansion - CTE Health Assisting - EMT				Expand EMT 11	Expand EMT 12
Expansion - CTE Health Assisting - Rad Tech		Launch Rad Tech 11	Expand Rad Tech	Expand Rad Tech 11	Expand Rad Tech 12
New CTE Pathway Biotech - Medical Lab				Launch Bio Tech 11	Launch Bio Tech 12
New CTE Pathway Med Asst - Surg Tech/CSP				Launch Surg Tech 11	Launch Surg Tech 12
Accelerated College	Dual Enroll 10	Early College 10/11	Early College 10/11/12	Sustain Early College 10-12	Sustain Early College 10-12

Planned Enrollment

Grade 09	100	200	200	200	200
Grade 10	100	100	200	200	200
Grade 11	85	100	100	200	200
Grade 12	80	85	100	100	200
Total Enrollment	365	485	600	700	800

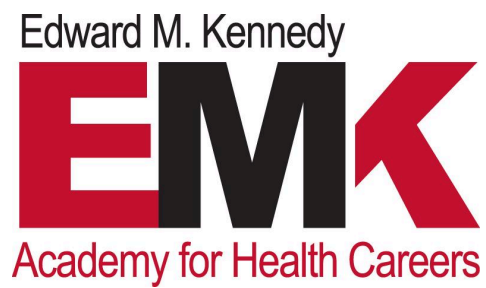
Planned Staff FTEs

Instruction					
English	7	9	11	12	13
Math	7	10	12	13	14
History	4	5	6	7	7
Science	6	8	10	11	12
World Language	3	4	5	4	4
Psych/Health	1	1	1	1	2
Art	2	2	2	2	1
Phys Ed	2	2	2	2	2
Health/Wellness	1	2	2	2	2
Voc Health Exploratory 9/10	2	3	4	4	4
Voc HA - CNA	2	2	2	3	3
Voc HA - EMT	1	1	1	2	2
Voc HA - Rad Tech	0	1	2	3	3
Voc Biotech - Medical Laboratory	0	0	0	1	2
Voc Med Asst - Surgical Tech/CSP	0	0	0	1	1

Appendix E- CTE Enrollment Expansion - Staffing Plan	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Special Ed Resource Room	4	4	4	5	6
Substitutes	4	5	6	7	8
Teaching Asst/Para SPED	6	8	10	11	12
ESL Instruction	1	1	2	2	2
Student Support					
Dean of Students	2	2	2	2	2
Nurse	2	2	2	2	2
Guidance/School Counselors	3	3	4	4	4
Higher Ed Partnerships Director	1	0	1	1	1
Social Work	3	3	4	4	4
Psychologist	0	0	1	1	1
Reading Spec	2	2	3	3	3
Health Engagement Coordinator	1	1	2	2	2
Instructional Coach	2	2	3	3	3
Administration					
Operations Director	1	1	1	1	1
Finance and Development	0	1	1	1	1
CTE Vocational Leader/Director	1	1	1	1	1
ELL Leader	1	1	1	1	1
SPED Leader	1	2	2	2	2
Tech/Web/Soc Media	0	1	1	1	1
Asst Principal	2	3	3	3	3
Admissions/Enrollment/Market	0	1	1	1	1
Secretary	2	2	2	2	2
Head of School	1	1	1	1	1
Instruction - Non CTE	47.5	60.5	73.0	79.0	85.0
Instruction - CTE	5.0	7.0	9.0	14.0	15.0
Professional/Student Support	16.0	15.0	22.0	22.0	22.0
Administration	8.5	14.0	14.0	14.0	14.0
Total FTEs	77.0	96.5	118.0	129.0	136.0

EMK CTE Health Care Initiative - Enrollment Expansion Implementation Plan														
Task	Primary Responsibility	Other Participants	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Recruitment														
Develop new identity and marketing materials to reflect the expanded CTE identity and the partnership with MGP	Walker Gregory	Miller, Smith, Bassett				2024 Only								
Incorporate new branding into revised enrollment application, printed materials, PPT presentations, and EMK identity gifts for prospective students	Molina	Bassett					2024 Only							
Identify the recruitment outreach team members for participation in fall/winter recruitment events	Walker Gregory	Molina, Brown, Martins			Repeats each year									
Schedule hosted EMK information sessions for prospective students and families in connection with BPS school choice process	Molina	Kaufman - BPS					Repeats each year							
Schedule outreach to all BPS K-8 schools and to most private, parochial and charter schools serving grade 8, using whatever mechanim works best to reach grade 8 students and families	Molina	Brown, Martins				Repeats each year								
Staffing and Budget														
Confirm enrollment projections for next school year	Walker Gregory	BPS Enrollment Management and Budget				Repeats annually								
Confirm BPS Budget allocation for next school year to support planned staffing	Walker Gregory	BPS Finance and Human Capital					Repeats annually							
Identify new staff positions for the next school year based on planned programmatic changes and enrollment expansion	Walker Gregory	Assistant Heads of School, Finance/Budget						Repeats annually						
Develop position listings for each available position	Walker Gregory	Instructional Coaches						Repeats annually						
Establish the interview team for each position	Instructional Coaches	Department Chairs and Grade Level Chairs							Annual					
Post positions for the coming school year	Walker Gregory	BPS Human Capital								Repeats annually				
Conduct resume screening, interviews, and on-site observations, and reference checking for potential candidates	Interview Team Chair	Department Chair, Grade Level Chair, selected faculty/staff								Repeats Annually				
Include new staff members in June and August staff professional development activities	Instructional Coaches	Department Chairs and Grade Level Chairs		Annual										Annual
Enrollment														
Exchange data with BPS regarding direct EMK applicants and BPS School Choice ranking applicants	Molina	BPS enrollment management						Repeats annually						

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Appendix G

Evidence of Board Discussions and Vote

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**EMK Board of Trustees/Equity Round Table
Virtual Meeting Agenda
Wednesday, March 15, 2023
5:00pm-6:30pm Via ZOOM**

Zoom Link: <https://k12-bostonpublicschools.zoom.us/j/82359502328>

Members present: Dr. Caren Walker Gregory, Jeffrey Huey, Pivel Morton, Eric Esteves, Bill Rawlinson, Dr. Ebonie Woolcock, Jason Sandoval De Leon, Dr. Thierno Tall

Members absent: Julian Scott

Additional individuals present: Cynthia Brown (Fiscal Director for EMK), Erin Stiling (Consultant), Genesis Bautista (prospective EMK Board member), Jesenia Cortes (prospective EMK Board member), Melissa Hinckley (prospective EMK Board member), Breannah Conward-Lewis (prospective EMK Board member), Nate Simms (prospective EMK Board member), Roger Hamlet (prospective EMK Board member), LaTonia Pettie-Simpkins (EMK School Counselor and School Counseling Department Chair)

Chill-Out Music

Approval Items

- [2023-02-15 EMK Board Minutes](#) - DRAFT - For Review and Vote

Bill Rawlinson motioned to approve the February 2023 Board minutes. Pivel Morton seconded the motion. The motion was approved unanimously.

Financial Report - Cynthia Brown & Jeffrey Huey

FY 2022-2023 Financial Report

- [2023-01-31 EMK Income Statement](#)
- [2023-01-31 EMK Balance Sheet](#)
- Vote Needed

EMK is showing a surplus based on interest earned. Equity has increased by approximately \$300,000 in the past year, so the Finance Committee was able to move a significant portion of funds into an interest-bearing account. Given recent global developments in the world of banking, the Financial Committee is discussing strategies to mitigate the risks to EMK's funds and in considering utilizing multiple banks to reduce the funds held at any single financial institution.

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Pivel Morton motioned to approve the financial reports as submitted. Bill Rawlinson seconded this motion. The motion was approved unanimously.

Head of School Report

- Visit Update
 - Mayor's Office, Bloomberg Philanthropies, EMK, Bain & Company, Boston Public Schools
- [EMK Schedule of Presentations](#) by Erin Stiling
 - [Overview of supports for college and career readiness; report on Class of 2023, progress towards college- and career-ready mission](#), Ms. Petite-Simpkins, EMK Department Chair & School Counselor
 - For reference: [EMK School Counseling / Social Work / Student Support website](#)
 - [Health & Wellness](#) at EMK, Mr. Bill Rawlinson, EMK Department Chair & Health Engagement Liaison

There is a burgeoning effort for EMK to serve as a hub for healthcare education within Boston, in collaboration with the Mayor's Office, the Superintendent's Office, Bloomberg Philanthropies, Mass General Brigham, and Bain & Company. The Board discussed EMK's potential role in this process and how to ensure that EMK students and teachers continue to be thoroughly and effectively supported in all aspects. The EMK Board wants to continue to prioritize EMK's role as a college-preparatory high school in addition to helping students prepare for specific careers.

Ms. LaTonia Pettie-Simpkins, EMK's School Counselor and Counseling Department Chair, shared information on the network of supports that EMK offers as students plan for and transition to college. For the first time this year, EMK hosted on-site visits from over 30 college admissions representatives. EMK students also have access to and receive support from a variety of partner organizations including but not limited to Big Brothers Big Sisters and 826 Boston. EMK students have access to dual enrollment courses, even if they are undocumented. EMK students participate in Junior and Senior Meetings with a School Counselor and the Head of School in order to ensure they are prepared for on-track graduation. 40% of EMK's Class of 2022 has chosen majors in the healthcare field. 96% of current EMK seniors have submitted college applications. EMK's College and Career preparation staff will ensure that 100% of seniors have applied to college and to financial aid.

Bill Rawlinson motioned to amend the agenda such that the Health & Wellness presentation occurs at the April Board meeting. Eric Esteves seconded the motion. The motion to amend the agenda accordingly was approved unanimously.

Chair's Report - Eric Esteves

- Congratulations! The Charter for Edward M. Kennedy Academy for Health Careers Horace Mann Charter School has been renewed!
 - [EMK Commissioner Renewal Letter](#)
 - [EMK Summary of Review](#)
 - [Renewal of all Charters Memo](#)
- For consideration: The Board of Trustees may choose to authorize remote

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participation as permitted by the state's Open Meeting Law. Information about remote participation can be found in the Attorney General's Office [Open Meeting Law Guide](#).

- Charter School Boards of Trustees, [Requirements](#)
- Please update for current and new, [Contact Information](#)

Eric Esteves, Board Chair, shared that EMK's charter was renewed without conditions for an additional 5-year term. The Board congratulates all members of the EMK community on this accomplishment. Bill Rawlinson motioned to authorize remote participation as permitted by the state's Open Meeting Law. Eric Esteves seconded the motion, and the motion passed unanimously.

Board Meeting Calendar, 2022-2023

Board Meetings in person at 10 Fenwood Road (light refreshments will be provided)

- Wednesday, April 12, 2023 from 5:00-6:30 PM
- Wednesday, May 17, 2023 from 5:00-6:30 PM
- Wednesday, June 14, 2023 from 5:00-6:30 PM

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**EMK Board of Trustees/Equity Round Table
Virtual Meeting Agenda
Wednesday, April 12, 2023
5:00pm-6:30pm Via ZOOM**

Zoom Link: <https://k12-bostonpublicschools.zoom.us/j/82186158920>

Members present:

Dr. Caren Walker Gregory, Jeffrey Huey, Pivel Morton, Eric Esteves, Bill Rawlinson, Dr. Ebonie Woolcock, Jason Sandoval De Leon, Julian Scott, Jesenia Cortes, Melissa Hinckley, Breannah Conward-Lewis, Nate Simms

Members absent: Dr. Thierno Tall, Genesis Bautista, Roger Hamlet

Additional individuals present: Cynthia Brown (Fiscal Director for EMK), Erin Stiling (Consultant), Diane Bassett (Consultant)

Chill-Out Music

Approval Items

- [2023-03-15 EMK Board Minutes](#) - DRAFT - For Review and Vote

Bill Rawlinson motioned to approve the March minutes as submitted, and Pivel Morton seconded the motion. The motion was approved unanimously.

Financial Report - Cynthia Brown & Jeffrey Huey

📄 2023-02-28 EMK Income Statement

📄 2023-2-28 EMK Balance Sheet

- Vote Needed

Cynthia Brown shared that EMK has transitioned to using Quickbooks for financial information, which will enable financial data to be more consistently available now and in the future. Cynthia also explained that the line item related to deferred revenue is reflective of the accumulating gap between actual and average salaries, which will be reconciled with BPS and within the financial documentation at year's end.

Melissa Hinckley motioned to approve the financial reports as submitted, and Jeffrey Huey seconded the motion. The motion passed unanimously.

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FY 2023-2024 Preliminary Budget Presentation - Diane Bassett

- [23-24 Budget Proposal - For Review and Discussion](#)

Diane Bassett shared that the budgeting process begins annually in the fall with information from BPS regarding enrollment targets and projected per-pupil allocations. The budgeting process continues in January with a review of current spending and projected funds available. Diane shared that the goal of the budgeting process and related documentation is transparency.

In the coming fiscal year, \$12.8 million in revenue is expected, and the anticipated budget is essentially break-even. For budget planning processes, the assumption is made that federal funds will be constant year-to-year. EMK anticipates level staffing for the '23-'24 school year and does not anticipate adding any positions. EMK anticipates continuing key intervention programming that has been funded by ESSER into '23-'24. It is essential for the Board and EMK leadership to continue planning for future funding for this intervention programming. Diane shared that the EMK Foundation is available to receive contributions in support of the school.

Head of School Report - Dr. Caren Walker Gregory

- [Bain & Company](#)
- [Visit Update-Part 2](#)
- Integration of Health in all courses
 - Mayor's Office, Bloomberg Philanthropies, EMK, Bain & Company, Boston Public Schools
- EMK Schedule of Presentations by Erin Stiling
 - [Health & Wellness](#) at EMK, Mr. Bill Rawlinson, EMK Department Chair & Health Engagement Liaison

Dr. Walker Gregory shared that she has continued to have conversations with collaborators from Bain, Bloomberg Philanthropies, and other collaborating partners. The team shared examples of other schools' course offerings and career pathways, which are serving as inspiration for future planning for EMK. Dr. Walker Gregory also discussed the opportunity to integrate health into each EMK course and subject area. One essential next step is to identify the timeline for implementation of key ideas as part of this collaboration.

Bill Rawlinson, EMK Health & Wellness Department Chair, shared that EMK's efforts at Health span both general health education, as well as specific Health Assisting and EMT course instruction. The Health & Wellness team is striving to have a signature experience for each grade level, such as Vital Signs Day for 9th graders and Harvard MedScience for 10th graders. At a high level, EMK aims to help students understand that they can pursue any professional interest in the context of the healthcare field. Bill explained that students' learning is designed to prepare interested students for certification exams as Certified Nurse Assistants or Emergency Medical Technicians. Right now, 55 upper class students are in the CNA pathway, and 48 are in the EMT pathway. Bill shared that he is striving to recruit more male students into the CNA program and to work with EMK's Reading Specialist to increase EMK's students' success with CNA certification exams. Bill shared that he is working with the Black Nurses' Association to promote the need for staffing the Health Assisting position.

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Chair's Report - *Eric Esteves*

- All newly-elected Board members are approved by the Department of Elementary and Secondary Education
- Update, [Open Meeting Law](#)
- Nominating Committee - Update
- Bylaws Revision - Update
- Charter School Boards of Trustees, [Requirements](#)
- Please update for current and new, [Contact Information](#)

Eric Esteves, EMK Board Chairperson, shared procedural updates related to approval of new Board members and an extension of the Open Meeting Law's provision allowing remote meetings through 2025. Eric shared that the Nominating Committee has another potential Board member to talk with and will update the full Board in the coming months.

The meeting ended at 6:34 pm.

Board Meeting Calendar, 2022-2023**Via Zoom**

- Wednesday, May 17, 2023 from 5:00-6:30 PM
- Wednesday, June 14, 2023 from 5:00-6:30 PM

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Healthcare High School Initiative

Steering Committee Kick-Off Pre-Read

**Bloomberg
Philanthropies**

Case Study: Governor's Health Sciences Academy Summary

A purple circular icon containing a white outline of a person with a speech bubble, representing background information.

Background

- **School-within-a-school** that exposes students to the medical field and sets them on a fast track to a postsecondary medical education
- **Program is established and regulated by the Virginia Department of Education**
- **9 Academies in Virginia**
- **Each academy is a partnership among school districts, postsecondary institutions, and business**
- **Website [link](#)**

A purple circular icon containing a white outline of a person running and holding a flag, representing goals and achievement.

Academy Goals*

- **Improve academic achievement of students in the academy**
- **Provide work-based experiences for students through strong partnerships with businesses**
- **Increase high school graduation rates**
- **Increase enrollment and retention in postsecondary education**
- **Increase the proportion of students completing a college- and career-ready curriculum in high school**
- **Increase the number of industry certifications awarded to high school students**

A purple circular icon containing a white outline of a DNA double helix, representing pathways and science.

Pathways offered

- **The Academy offers 5 career clusters:**
 - **Therapeutic Services (e.g., Nursing)**
 - **Diagnostic Services (e.g., Sports Medicine)**
 - **Health Informatics**
 - **Support Services (e.g., Pharmacy)**
 - **Biotechnology Research and Development.**

A purple circular icon containing a white outline of two hands holding a heart, representing student support and care.

Student support

- **Individual student support provided at a school level**

Case Study: Governor's Health Sciences Academy - Illustrative school (1/2)

/ ILLUSTRATIVE EXAMPLE



	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Classroom-based learning	Math (4 HS credits, 6-20 college cr.)	Algebra I Geometry Algebra II	Geometry Algebra II Pre-Calculus	Pre & AP Calculus Stats. & AP Stats.
	English (4 HS credits, 6-12 college cr.)	English 9	English 10	English 11 Coll. Composition AP Language
	Science (4 HS credits, 6-16 college cr.)	Biology	Chemistry	Third Science (AP option)
	Social Studies (4 HS credits, 12-24 college cr.)	World History I AP Human Geo.	World History II AP World History	US History DE US History AP US History
	World Languages (4 HS credits, 12-24 college cr.)	Level I Language	Level II Language	Level III Language (AP option)
	Nursing (3-4 HS credits, 3-6 college cr.)	PE (online/summer)	PE (online/summer)	College-level courses taught on-site by GW Univ. appointed teachers
	Intro. to Health Access to immersive learning lab w/medical equip. & AR/VR tech.	Medical Terminology w/Anatomy & Physiology	Nurse Aide I	Nurse Aide II

	Traditional module
	Traditional module w/healthcare lens
	Specialized healthcare module
★	Supplemental experiential learning
★	Potential to earn early college credit

Student outcomes

- High school diploma
- Up to 18 college credits with guaranteed admission to GW University (additional pathway with N. Virginia Community College)
- Authentic workforce experiences: Internships, clinical experiences
- Industry-recognized certificates: CNA, Sterile Processing, Phlebotomy, Personal Trainer, EMT-Basic, Health Informatics

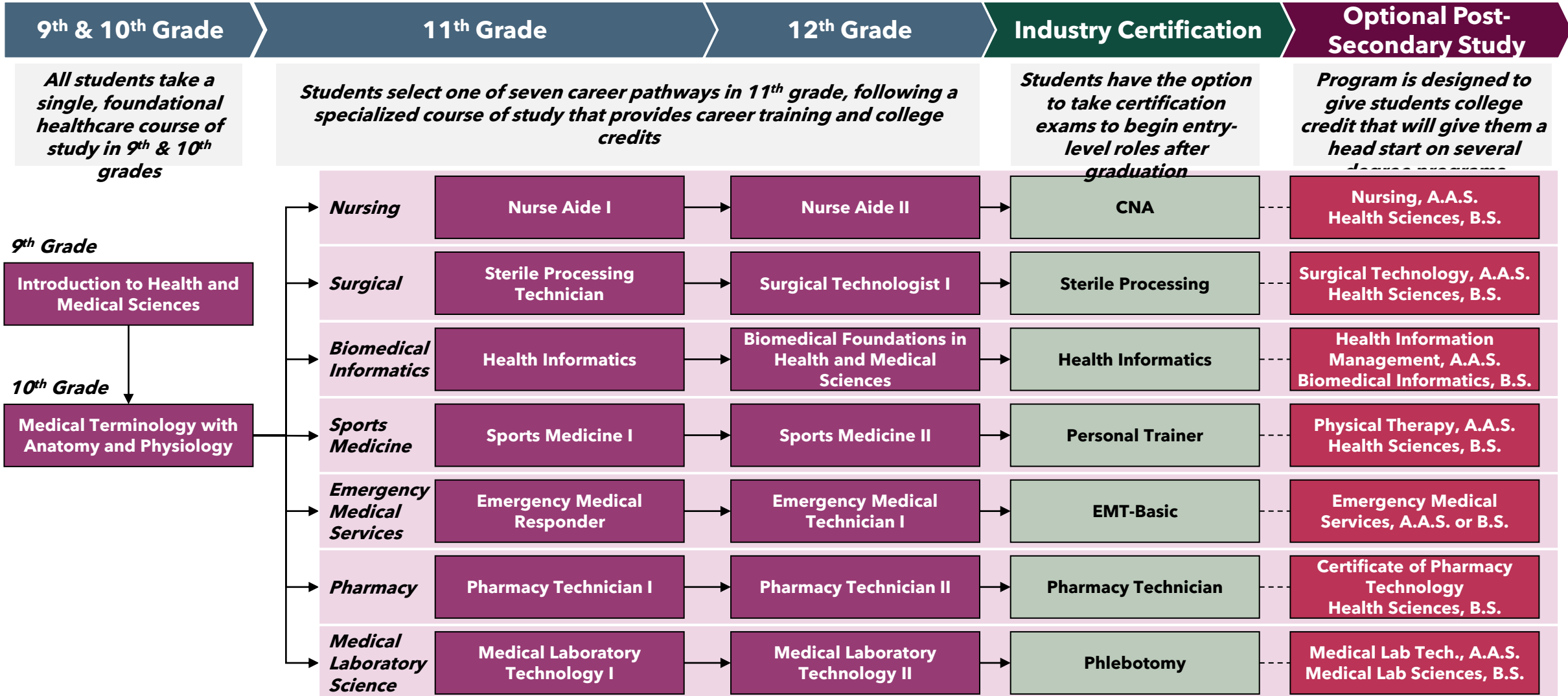
Lessons learned

- One program can support >5 career pathways
- Program provides clear postsecondary educational pathways to students via partnership with local partners
- Students have option for career exploration in earlier grades before choosing a tailored career experience in junior year

Case Study: Governor's Health Sciences Academy - Illustrative school (2/2)



/ ILLUSTRATIVE EXAMPLE





**EMK Board of Trustees/Equity Round Table
Virtual Meeting Agenda
Wednesday, May 17, 2023
5:00pm-6:30pm Via ZOOM**

Zoom Link: <https://k12-bostonpublicschools.zoom.us/j/88272374683>

Members present:

Dr. Caren Walker Gregory, Pivel Morton, Eric Esteves, Bill Rawlinson, Jason Sandoval De Leon, Julian Scott, Nate Simms, Dr. Thierno Tall, Breannah Conward-Lewis

Members absent:

Genesis Bautista, Roger Hamlet, Jeffrey Huey, Jesenia Cortes, Melissa Hinckley, Dr. Ebonie Woolcock

Additional individuals present: Cynthia Brown (Fiscal Manager for EMK), Erin Stiling (Consultant), Mary-Alyce Whitham (EMK Special Education and Student Support Coordinator), Myrna Molina Cabrera (EMK Admissions Coordinator)



Chill-Out Music

Approval Items

- [2023-04-12 EMK Board Minutes](#) - DRAFT - For Review and Vote

Eric Esteves motioned to approve the April 2023 Board meetings as approved. Pivel Morton seconded the motion. The motion passed unanimously

Financial Report - Cynthia Brown & Jeffrey Huey

-  2023-3-31 Revised Income Statement
-  2023-03-31-EMK Revised Balance Sheet
 - Vote Needed

Cynthia Brown shared that Quickbooks reporting gives additional information, including dollars over budget and percent over budget. The EMK Finance Committee will consider increasing the portion of the surplus fund that is housed in an interest-bearing account. The EMK Finance Committee is also carefully attuned to diligent accounting of all funds, including ESSER funds.

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Pivel Morton motioned to approve the March income statements and balance sheets. Eric Esteves seconded the motion, and the motion passed unanimously.

Head of School Report - Dr. Caren Walker Gregory

- Congratulations to Jason DeLeon Sandoval will be attending Boston University majoring in electrical engineering!
- [Constant Contact](#)
- Scholastic Book Fair Comes to the Lower Campus
- 75 ninth grade students participate in MCAS Science Acceleration Academy from 9am-12:00pm at the Lower Campus (4 Saturdays)
- 170 Juniors/ Seniors go to the Museum of Fine Arts for a Docent tour on 5/16
- MCAS Math Testing for Grade 10 Students on 5/16 & 5/17
- [Bain & Company](#) Update
 - Mayor's Office, Bloomberg Philanthropies, EMK, Bain & Company, Boston Public Schools
- [EMK Schedule of Presentations](#) by Erin Stiling
 - [EMK Recruitment Presentation](#), [EMK Postcard](#), [Student recruitment and enrollment](#), Myrna Molina Cabrera
 - [Special Education and Student Service update](#), Mary-Alyce Whitham

Dr. Walker Gregory shared a number of significant events that have recently happened at EMK across grade levels, including the school's first-ever book fair and successful College Decision Days, MCAS Science Acceleration Academies, and ongoing Senior Meetings. Dr. Walker Gregory also shared that the planning for a proposal to present to Bloomberg Philanthropies is ongoing and is now specifically including EMK's partner consultant who has helped to launch EMK's Health Assisting program. One forthcoming decision within this process is around which health pathways EMK should offer.

Ms. Molina Cabrera shared that EMK's recruitment and enrollment efforts have resulted in over 800 applications for the 2023-24 school year. EMK plans to enroll 125 9th graders. She shared that the school's first in-person acceptance day in the past few years was a strong success, with over 50 families and 10-15 staff members present. Ms. Molina Cabrera also shared that the Recruitment Team, which includes the Family Liaison, the Guidance Counselor, and the Dean of School Culture, hopes to go to every middle school next year to continue to recruit future EMK students.

Ms. Whitham shared that there are a variety of supports embedded at EMK that are designed to support the academic and social-emotional needs of every student. EMK is paying special attention to improving student attendance this year and is facilitating an increasing number of home visits for students and families who do not have other options to connect with school team members. Support from BPS attendance personnel also helps some students improve their attendance. The attendance initiative also includes luncheons to reward student improvement in attendance.

Ms. Whitham also shared that EMK has been part of an inclusion planning initiative this year, in collaboration with partners from Boston Public Schools, in order to continue to increase the inclusiveness of its educational program. Intentional co-teaching and push-in support continue to be key features of the academic program designed to

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support students' individual needs. Structured co-planning time is a key aspect of ensuring this adult collaboration can have maximum positive impact on students.

Ms. Whitham shared that some students have been able to exit the Strategies for Success course, which is the goal for all students as they strive to independently navigate the school's curriculum without needing the support of the Strategies for Success class.

Chair's Report - *Eric Esteves*

- Potential addition to EMK Board: CCHERS representative
- [Best practices in Board governance](#)

Eric Esteves shared a resource around highly effective Board functioning and facilitated a discussion around what would help EMK's Board become increasingly effective. Mr. Esteves encouraged Board members to continue to ask questions and discuss key issues as they focus on effective governance of the school and ambassadorship of EMK in the broader Boston community. As part of ever-increasing collaboration, Board members discussed opportunities to be present for school events and visits.

Eric Esteves also shared that the potential new EMK Board member a portion of the materials requested by the Nominating Committee. The Nominating Committee will continue to review the application of this potential Board member.

The meeting was adjourned at 6:33 pm.

Board Meeting Calendar, 2022-2023

Via Zoom

- Wednesday, June 14, 2023 from 5:00-6:30 PM

Other Important Dates

- Thursday, May 25, 2023 - [Celebration of Academic Achievement](#) at RCC Media Arts Center from 5pm-7pm
- Friday, May 26, 2023 - [EMK Field Day](#) at YMCA Roxbury from 9am-1:00pm
- Thursday, June 8, 2023 - EMK Graduation from 5pm-7pm at White Stadium

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**EMK Finance Committee Meeting
Wednesday, September 13, 2023
5:00 PM**

Via Zoom:

<https://us02web.zoom.us/j/81258321768?pwd=aHpHb1NwNDRPSGJtczNCZU1JYmVUdz09>

MINUTES

Members Present: Jeffrey Huey, Julian Scott

Others Present: Diane Bassett Cynthia Brown

Agenda Item 1: Approval of [June Finance Committee Meeting Minutes](#)

Minutes were approved unanimously.

Agenda Item 2: Review of Monthly Financial Closing

[Income Statement - June 2023](#)

[Balance Sheet - June 2023](#)

Cynthia noted that the small deficit is attributable to fundraising from the class of 2023.

Diane noted that the actuals and budgets were close this year, which is encouraging. There will of course be some adjustments as we prepare for the audit, and we will of course update the Finance Committee if there are materials differences.

Cynthia noted a variance related to the cash balance at CCHERS which will be addressed prior to the Board meeting.

Agenda Item 3: Audit Update

Diane noted that the compliance work for the FY 23 audit was completed smoothly earlier this summer. The auditors are scheduled to return during the first week of October to complete the fieldwork in time for the October Board meeting presentation, and a November 1 submission of the audit report.

Agenda Item 4: FY 2023-2024 Budget Update

Enrollment Management

Diane shared information about the status of enrollment as of September 13, given the financial commitment made to meet those enrollment targets as a condition of maintaining the EMK budget allocation. She noted that the shortfall in enrollment is a top concern for EMK staff. Diane indicated that she and Caren will provide an update at the Board meeting, with a focus on how to approach BPS to deal with the potential financial implications.

FY 24 Budget - Grant Adjustments

Diane provided an update on federal grant allocations, noting minor adjustments as well as new eligibility for Title III English Learners funding. She noted that expense adjustments might also be made between now and the Board meeting prior to vote by the full board on the 2023-2024 final budget.

BP EMK 10-Year Budget

Finally, Diane shared the EMK 10-year budget projection that is the foundation for the Bloomberg Philanthropies EMK/MGB proposal which was submitted on August 25. She noted the fine detail that underlies the budget, with a focus on enrollment increases and related staffing increases, with planned programmatic changes to support an expansion of our health careers pathways. She indicated that a decision from Bloomberg will be needed early this fall in order to put in motion the charter amendment, recruitment and facilities planning needed to launch the project with expanded enrollment in September 2024.

The meeting was adjourned at 5:33 PM.

EMK Budget Projection	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
REVENUE										
BPS Tuition	\$ 12,403,782	\$ 15,331,075	\$ 18,422,841	\$ 21,686,316	\$ 22,336,905	\$ 23,007,013	\$ 23,697,223	\$ 24,408,140	\$ 25,140,384	\$ 25,894,595
Chapter 74 Revenue - BPS Passthrough	\$ 2,071,948	\$ 2,667,633	\$ 3,352,148	\$ 4,018,731	\$ 4,139,292	\$ 4,263,471	\$ 4,391,375	\$ 4,523,117	\$ 4,658,810	\$ 4,798,574
BPS Inclusion Allocation Commitment	\$ 347,829	\$ 716,528	\$ 738,023	\$ 760,164	\$ 782,969	\$ 806,458	\$ 830,652	\$ 855,571	\$ 881,239	\$ 907,676
CTE Perkins Funding -Through BPS	\$ 75,000	\$ 95,000	\$ 97,850	\$ 100,786	\$ 103,809	\$ 106,923	\$ 110,131	\$ 113,435	\$ 116,838	\$ 120,343
Supplemental City of Boston/BPS Support								\$ 350,000	\$ 725,000	\$ 1,100,000
IDEA Special Education	\$ 145,921	\$ 180,359	\$ 216,731	\$ 255,124	\$ 262,777	\$ 270,661	\$ 278,780	\$ 287,144	\$ 295,758	\$ 304,631
Title One	\$ 529,815	\$ 654,852	\$ 786,913	\$ 926,310	\$ 954,099	\$ 982,722	\$ 1,012,203	\$ 1,042,570	\$ 1,073,847	\$ 1,106,062
Title IV	\$ 37,665	\$ 46,553	\$ 55,942	\$ 65,851	\$ 67,827	\$ 69,862	\$ 71,957	\$ 74,116	\$ 76,340	\$ 78,630
Title IIA Teacher Quality	\$ 36,059	\$ 44,569	\$ 53,557	\$ 63,044	\$ 64,936	\$ 66,884	\$ 68,890	\$ 70,957	\$ 73,086	\$ 75,278
MGB - In-Kind Transportation	\$ 8,000	\$ 8,000	\$ 16,800	\$ 24,800	\$ 26,400	\$ 28,000	\$ 28,840	\$ 29,705	\$ 30,596	\$ 31,514
MGB - In-Kind Consumables and Certs	\$ 46,250	\$ 56,250	\$ 74,125	\$ 90,375	\$ 93,625	\$ 110,000	\$ 113,300	\$ 116,699	\$ 120,200	\$ 123,806
MGB/BWH - Scholarships	\$ 10,000	\$ 10,000	\$ 10,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,600	\$ 20,000	\$ 20,000	\$ 20,000
MGB/BWH - Health Engagement Coord	\$ 50,000	\$ 50,000	\$ 138,445	\$ 142,599	\$ 146,877	\$ 302,566	\$ 311,643	\$ 320,992	\$ 330,622	\$ 340,540
MGB - Jump Start Summer HS Transition	\$ 150,000	\$ 231,750	\$ 309,000	\$ 386,250	\$ 463,500	\$ 477,405	\$ 491,727	\$ 506,479	\$ 521,673	\$ 537,324
MGB - Support for School Health Services	\$ 115,943	\$ 119,421	\$ 246,008	\$ 253,388	\$ 260,990	\$ 268,819	\$ 276,884	\$ 285,190	\$ 293,746	\$ 302,559
MGB - Support for Funded Staff Benefits	\$ 28,986	\$ 29,855	\$ 96,113	\$ 98,997	\$ 101,967	\$ 142,846	\$ 147,132	\$ 151,546	\$ 156,092	\$ 160,775
Student Activities Fundraising	\$ 13,261	\$ 16,391	\$ 19,696	\$ 23,185	\$ 23,881	\$ 24,597	\$ 25,335	\$ 26,095	\$ 26,878	\$ 27,685
Senior Class Fundraising	\$ 13,261	\$ 16,391	\$ 19,696	\$ 23,185	\$ 23,881	\$ 24,597	\$ 25,335	\$ 26,095	\$ 26,878	\$ 27,685
Foundation - Friends EMK	\$ 6,631	\$ 8,195	\$ 9,848	\$ 50,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
Total Ongoing Operating Revenue	\$ 16,090,351	\$ 20,282,822	\$ 24,663,738	\$ 28,989,104	\$ 29,973,734	\$ 31,072,824	\$ 32,002,009	\$ 33,307,851	\$ 34,667,987	\$ 36,057,676

Transitional Facility Reno/Lease	\$ 2,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ -	\$ -	\$ -	\$ -	\$ -
BPS Third Site Differential Allocation	\$ 176,467	\$ 181,761	\$ 187,214	\$ 192,830	\$ 198,615	\$ -	\$ -	\$ -	\$ -	\$ -

EMK Budget Projection	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Total Transitional Revenue	\$ 2,176,467	\$ 1,181,761	\$ 1,187,214	\$ 1,192,830	\$ 1,198,615	\$ -	\$ -	\$ -	\$ -	\$ -

Total Revenue	\$ 18,266,818	\$ 21,464,583	\$ 25,850,952	\$ 30,181,934	\$ 31,172,349	\$ 31,072,824	\$ 32,002,009	\$ 33,307,851	\$ 34,667,987	\$ 36,057,676
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EXPENSE										
Ongoing Instructional Salary	\$ 6,208,206	\$ 8,002,184	\$ 9,839,064	\$ 11,202,471	\$ 11,692,973	\$ 11,911,211	\$ 12,268,547	\$ 12,636,604	\$ 13,015,702	\$ 13,406,173
Ongoing Prof/Stu Supp Salary	\$ 2,019,347	\$ 2,234,427	\$ 3,024,548	\$ 3,177,755	\$ 3,273,088	\$ 3,371,280	\$ 3,472,419	\$ 3,576,591	\$ 3,683,889	\$ 3,794,406
Ongoing Admin Salary	\$ 1,267,079	\$ 1,437,086	\$ 1,589,471	\$ 1,637,155	\$ 1,686,270	\$ 1,736,858	\$ 1,788,963	\$ 1,842,632	\$ 1,897,911	\$ 1,954,849
Ongoing Employee Benefits	\$ 1,737,754	\$ 2,147,864	\$ 2,581,017	\$ 3,038,225	\$ 3,129,372	\$ 3,223,253	\$ 3,319,951	\$ 3,419,550	\$ 3,522,136	\$ 3,627,800
Externally Funded Ongoing Employee Benefits	\$ 28,986	\$ 29,855	\$ 61,502	\$ 63,347	\$ 65,247	\$ 142,846	\$ 147,132	\$ 151,546	\$ 156,092	\$ 160,775
Subcontracted - BPS Central Services	\$ 2,654,902	\$ 3,281,459	\$ 3,943,220	\$ 4,641,733	\$ 4,780,985	\$ 4,924,415	\$ 5,072,147	\$ 5,224,312	\$ 5,381,041	\$ 5,542,472
Subcontracted - BPS Student Transport	\$ 1,412,588	\$ 1,745,959	\$ 2,098,061	\$ 2,469,717	\$ 2,543,809	\$ 2,620,123	\$ 2,698,727	\$ 2,779,689	\$ 2,863,079	\$ 2,948,972
Subcontracted - YMCA	\$ 105,068	\$ 129,864	\$ 156,053	\$ 183,696	\$ 189,207	\$ 194,883	\$ 200,730	\$ 206,752	\$ 212,954	\$ 219,343
Subcontracted - OTHER	\$ 893,791	\$ 1,104,725	\$ 1,327,511	\$ 1,562,670	\$ 1,609,551	\$ 1,657,837	\$ 1,707,572	\$ 1,758,799	\$ 1,811,563	\$ 1,865,910
Student Transport - Clinical Placements	\$ 8,000	\$ 8,000	\$ 146,800	\$ 24,800	\$ 26,400	\$ 28,000	\$ 28,840	\$ 29,705	\$ 30,596	\$ 31,514
Auditing fees	\$ 33,153	\$ 40,977	\$ 49,241	\$ 57,964	\$ 59,703	\$ 61,494	\$ 63,339	\$ 65,239	\$ 67,196	\$ 69,212
Non Capital Comp Equip	\$ 22,544	\$ 27,865	\$ 33,484	\$ 39,415	\$ 40,598	\$ 41,816	\$ 43,070	\$ 44,362	\$ 45,693	\$ 47,064
Transition to HS Summer Program	\$ 150,000	\$ 231,750	\$ 309,000	\$ 386,250	\$ 463,500	\$ 477,405	\$ 491,727	\$ 506,479	\$ 521,673	\$ 537,324
Textbooks/Academic Software	\$ 33,153	\$ 40,977	\$ 49,241	\$ 57,964	\$ 59,703	\$ 61,494	\$ 63,339	\$ 65,239	\$ 67,196	\$ 69,212
Other program supplies	\$ 100,786	\$ 124,571	\$ 149,693	\$ 176,210	\$ 181,496	\$ 186,941	\$ 192,549	\$ 198,326	\$ 204,275	\$ 210,404
Vocational Consumables	\$ 40,000	\$ 50,000	\$ 61,000	\$ 71,000	\$ 73,000	\$ 75,000	\$ 77,250	\$ 79,568	\$ 81,955	\$ 84,413
Professional Certifications	\$ 6,250	\$ 6,250	\$ 13,125	\$ 19,375	\$ 20,625	\$ 35,000	\$ 36,050	\$ 37,132	\$ 38,245	\$ 39,393
Higher Education Tuition and Support	\$ -	\$ 80,340	\$ 294,400	\$ 455,121	\$ 559,153	\$ 611,489	\$ 629,834	\$ 648,729	\$ 668,190	\$ 688,236
Printing	\$ 4,045	\$ 4,999	\$ 6,007	\$ 7,072	\$ 7,284	\$ 7,502	\$ 7,727	\$ 7,959	\$ 8,198	\$ 8,444

EMK Budget Projection	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Memberships/events/donations	\$ 5,278	\$ 6,524	\$ 7,839	\$ 9,228	\$ 9,505	\$ 9,790	\$ 10,083	\$ 10,386	\$ 10,698	\$ 11,019
Staff training & conferences	\$ 349,407	\$ 431,868	\$ 518,961	\$ 610,891	\$ 629,218	\$ 648,094	\$ 667,537	\$ 687,563	\$ 708,190	\$ 729,436
Food - Events	\$ 24,003	\$ 29,668	\$ 35,650	\$ 41,966	\$ 43,225	\$ 44,521	\$ 45,857	\$ 47,233	\$ 48,650	\$ 50,109
Student Scholarships Grads	\$ 40,000	\$ 40,000	\$ 40,000	\$ 80,000	\$ 85,000	\$ 90,000	\$ 92,700	\$ 95,481	\$ 98,345	\$ 101,296
Student events & activities	\$ 83,944	\$ 103,754	\$ 124,678	\$ 146,764	\$ 151,167	\$ 155,702	\$ 160,373	\$ 165,184	\$ 170,140	\$ 175,244
Insurance	\$ 26,523	\$ 32,782	\$ 39,393	\$ 46,371	\$ 47,762	\$ 49,195	\$ 50,671	\$ 52,191	\$ 53,757	\$ 55,369
Miscellaneous expense	\$ 3,978	\$ 4,917	\$ 5,909	\$ 6,956	\$ 7,164	\$ 7,379	\$ 7,601	\$ 7,829	\$ 8,063	\$ 8,305
Total Ongoing Operating Expense	\$ 17,258,785	\$ 21,378,664	\$ 26,504,867	\$ 30,214,116	\$ 31,435,003	\$ 32,373,529	\$ 33,344,735	\$ 34,345,077	\$ 35,375,430	\$ 36,436,692

Temporary Lease Costs	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000					
Renovation of Transitional Building	\$ 1,000,000									
Externally Funded Transitional Employee Benefits	\$ 105,580	\$ 108,748	\$ 112,010	\$ 115,371	\$ 118,832	\$ -	\$ -	\$ -	\$ -	\$ -
Subcontract - Steer Co Planning Team	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000					
Transitional Instruction Staffing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				
Transitional Stu Supp Staffing	\$ 226,621	\$ 233,419	\$ 240,422	\$ 247,634	\$ 255,063	\$ -				
Transitional Admin Staffing	\$ 195,701	\$ 201,572	\$ 207,619	\$ 213,848	\$ 220,263	\$ -				
Total Transitional Expense	\$ 2,607,902	\$ 1,623,739	\$ 1,640,051	\$ 1,656,853	\$ 1,674,158	\$ -	\$ -	\$ -	\$ -	\$ -

Total Expense	\$ 19,866,687	\$ 23,002,404	\$ 28,144,918	\$ 31,870,968	\$ 33,109,161	\$ 32,373,529	\$ 33,344,735	\$ 34,345,077	\$ 35,375,430	\$ 36,436,692
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Operating Surplus/Deficit	\$ (1,168,434)	\$ (1,095,843)	\$ (1,841,129)	\$ (1,225,012)	\$ (1,461,268)	\$ (1,300,705)	\$ (1,342,726)	\$ (1,037,226)	\$ (707,443)	\$ (379,016)
Transitional Surplus/Deficit	\$ (431,435)	\$ (441,978)	\$ (452,838)	\$ (464,023)	\$ (475,543)	\$ -	\$ -	\$ -	\$ -	\$ -

Total Surplus Deficit	\$ (1,599,869)	\$ (1,537,821)	\$ (2,293,967)	\$ (1,689,034)	\$ (1,936,812)	\$ (1,300,705)	\$ (1,342,726)	\$ (1,037,226)	\$ (707,443)	\$ (379,016)
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**EMK Board of Trustees/Equity Round Table
Virtual Meeting Agenda
Wednesday, September 20, 2023
5:00pm-6:30pm Via Zoom**

Zoom Link: <https://k12-bostonpublicschools.zoom.us/j/87640652388>

Members present:

Dr. Caren Walker Gregory, Pivel Morton, Eric Esteves, Bill Rawlinson, Dr. Thierno Tall, Melissa Hinckley, Dr. Ebonie Woolcock, Jeffrey Huey, Roger Hamlet, Jesenia Cortes

Members absent:

Genesis Bautista, Julian Scott, Nate Simms, Breannah Conward-Lewis

Additional individuals present: Diane Bassett, Consultant; Cynthia Brown, EMK Financial Manager; Erin Stiling, Consultant; Numan Khan, EMK Student / Newly-Approved Board Member

[Chill-Out Music](#)

The meeting began at 5:05 pm.

Chair's Report - *Eric Esteves*

- EMK Board Members, Term Renewal
 - Vote Needed
 - Julian Scott
 - Jeffrey Huey
 - Dr. Ebonie Woolcock
 - Pivel Morton
 - Dr. Thierno Tall
- EMK Board Members, Non-Renewal of Term
 - Jason Sandoval (EMK Student representative)
- EMK Board Members, Resignation
 - Alison Simmons
- [Numan Khan](#): EMK Student representative
 - Vote Needed

Melissa Hinckley motioned to approve the renewal of the five Board members listed above to the EMK Board. Bill Rawlinson seconded the motion. The motion was approved unanimously.

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Pivel Morton motioned to approve Numan Khan as the EMK Student Representative serving on the Board. Dr. Thierno Tall seconded the motion, and the motion was approved unanimously.

Approval Items

- [2023-06-14 EMK Board Minutes - DRAFT](#)
 - Vote Needed

Melissa Hinckley motioned to approve the June 2023 Board Minutes, and Dr. Thierno Tall seconded the motion. The motion was approved unanimously.

Financial Report - Cynthia Brown & Jeffrey Huey

- [2023-06-30 Income Statement](#) - Preliminary FY Closing
- [2023-06-30 Balance Sheet](#) - Preliminary FY Closing
 - Vote Needed

The financial statements presented are not audited and currently reflect a deficit, which will be resolved during the auditing process. EMK's total equity is over \$1.2 million, which represents approximately six months of emergency operating costs, were the funds to be needed.

The annual audit occurs in two parts: the first part has to do with compliance and is the more complex portion of the audit. The compliance work has been completed without difficulty this year. The second piece of the audit happens at the beginning of October for preparation in advance of the October Board meeting. At the October Board meeting, the Board will have the opportunity to consider and vote on the annual audit before it is submitted to DESE.

Bill Rawlinson motioned to accept the financial report as submitted. Dr. Thierno Tall seconded the motion. The motion was approved unanimously.

FY 2023-2024 Preliminary Budget - Diane Bassett

- [Revised Budget, FY 2023-2024](#)
 - Vote Needed

EMK now enrolls a more significant number of English Language Learners and thus is eligible for Title 3 funds. On the expense side, EMK has allocated funds to support international travel for students who may need financial support for the forthcoming proposed trip. The budget also reflects a slightly higher monthly allocation for supplies, given the increased enrollment. The monthly budget for supplies has not increased in a number of years. EMK also has allocated funding for increased marketing materials related to the planning efforts underway with the Bloomberg materials. The proposed budget for student transportation for community-building trips has also increased.

EMK seeks Board approval for a budget that is essentially break-even for the 2023-2024 school year.

Melissa Hinckley motioned to approve the budget. Dr. Ebonie Woolcock seconded the motion. The motion was approved unanimously.

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EMK Accountability Results -- Diane Bassett

- [Preliminary Overview](#)

The statewide Accountability Results are comprised of each school's rates in Achievement, Growth, Graduation & Drop-out Rates, among other variables.

EMK's academic growth, as measured by MCAS, is on track and strong. The high graduation rate, low drop-out rate, and English proficiency rates are relative strengths. The current English, Math, and Biology MCAS Achievement rates are areas for growth.

EMK's accountability percentile is 35; the school is performing better than 35% of 9-12 high schools across the state.

EMK is outperforming 80% of the schools in Massachusetts serving English Learners and is performing well relative to other historically marginalized and/or high-needs populations.

Head of School Report - Dr. Caren Walker Gregory

- [Welcome Back Staff](#)
- [Welcome Back Families](#)
- [EMK Annual Report 2023 - DESE Approved](#)
- [Spain and Portugal Trip for April vacation \(vote needed\)](#)
 - [Details](#)
- Bain & Company Update
 - [Bloomberg Philanthropies Boston Site Proposal - Internal Overview](#)
 - [Bloomberg Philanthropies Boston Site Proposal - As Submitted 2023-08-25](#)
- EMK Schedule of Presentations/Equity Round Table, *Erin Stiling*

Dr. Walker Gregory noted that the Annual Report has been DESE-approved and that the start of school has been positive and felt increasingly more normal with such school traditions as international travel and a Senior class overnight trip.

Dr. Walker Gregory shared that Ms. Cappucci and other staff and students have done extensive planning related to the proposed April 2024 trip to Spain & Portugal.

Eric Esteves motioned to approve the Spain & Portugal trip. Melissa Hinckley seconded the motion. The motion was approved unanimously.

Dr. Walker Gregory thanked Jesenia Cortes and Roger Hamlet on behalf of Boston EMS for providing letters of support to the Bloomberg partnership initiative. The proposal was submitted to Bloomberg on August 25, 2023 and involves a significant commitment to early college coursework during high school and includes the intent for prioritized admission to 2-year and 4-year higher education partner institutions. If the proposal is

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approved, 8th and 9th grade families in the city of Boston will be contacted earlier in the process than is typical.

The meeting was adjourned at 6:32 pm.

Board Meeting Calendar, 2023-2024 (Via Zoom)

Proposed Zoom Meeting Dates

- Wednesday, October 18, 2023 from 5:00-6:30 PM
- Wednesday, November 15, 2023 from 5:00-6:30 PM
- Wednesday, December 13, 2023 from 5:00-6:30 PM
- Wednesday, January 17, 2024 from 5:00-6:30 PM
- Wednesday, February 14, 2024 from 5:00-6:30 PM
- Wednesday, March 13, 2024 from 5:00-6:30 PM
- Wednesday, April 10, 2024 from 5:00-6:30 PM
- Wednesday, May 15, 2024 from 5:00-6:30 PM
- Wednesday, June 12, 2024 from 5:00-6:30 PM

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Bloomberg Philanthropies

Student-Centered Market-Driven Healthcare Education Initiative

Boston Site Proposal



Edward M. Kennedy Academy for Health Careers | Mass General Brigham

PRESENTATION SEPTEMBER 22, 2023

CITY of BOSTON

 **BOSTON**
Public Schools

Edward M. Kennedy
EMK
Academy for Health Careers

 **Mass General Brigham**

Overview

EMK, Mass General Brigham (MGB), BPS and the City of Boston have partnered to submit a proposal to Bloomberg Philanthropies to strengthen and expand the EMK educational model to prepare students for high-demand positions within the Boston health care industry.

- Request: \$49M in total over 10 years
 - \$14.0M direct to EMK
 - \$15.0M for Facility Leasing/Renovation
 - \$20.0M to MGB for support of EMK students
- EMK enrollment expansion from 400 to 800 students
- Expansion of health careers pathways from two to five with both “direct to workforce” and “accelerated higher education” options
- Significant accelerated college credit coursework
- Development of a new state-of-the art facility for EMK



What does this mean for EMK?

- ❖ **Enrollment Expansion** - From 400 to 800 Students - Begins Grade 9 Fall 2024
- ❖ **Full Inclusion Support focused on IEP and EL Students** - Commitment to true co-teaching in grades 9 and 10 in ALL Math, Science and ELA classes
- ❖ **Academic Support Staff** - Additional reading specialists, special education teachers, ESL instructional staff, and special education paraprofessionals across 9-12
- ❖ **Student Support Staff** - Creation of School Guidance Counselor and Social Worker team for each grade level
- ❖ **State of the Art Facility** - lease and renovation of a new site to accommodate expanded enrollment and provided dedicated CTE labs for each pathway, with the goal of consolidation into a single facility long term



What does this mean for EMK? (continued)

- ❖ **Vocational Expansion** - from 2 pathways (EMT and Nursing) to 5 pathways for **ALL** students (with addition of Diagnostic Medical Imaging, Surgery Tech/Sterile Processing Technician, and Medical Laboratory/Biotechnology Technician)
- ❖ **Deep Health Careers Exposure** – significantly increased curriculum hours for all vocational pathways; exposure activities in grades 9 and 10; greatly expanded enrollment in SSJP and YSP at MGB; increased access to after school and summer work experiences.
- ❖ **Accelerated College Credit Coursework** - Beginning grade 10 with College Readiness Skills; Grade 11 two general education courses; Grade 12 two general education courses and one career pathway entry course; with prioritized admission to 2-year and 4-year higher education partner institutions.
- ❖ **Administrative/Leadership Support**- Additional resources for Finance and Development, a second Health Engagement Coordinator. Vocational Instructional Coach, Vocational Director, Higher Education/Alumni Outreach Director, Admissions/Enrollment



What does MGB provide?

- ❖ Work-Based Learning
 - ❖ Clinical placements for all 400 EMK students in grades 11 and 12
 - ❖ Site visit/job shadow exposure for all five pathways for 400 students in grades 9 and 10
- ❖ In-Classroom Learning
 - ❖ Interdisciplinary curriculum planning guidance and support for all five pathways
 - ❖ Guest teachers/lecturers in science and career content areas
 - ❖ Panelists for career discussions grades 9 and 10
- ❖ Increased SSJP and YSP enrollment for EMK students; Increased EMK scholarship support
- ❖ Post graduation support - clinical preceptors for new graduates, tuition reimbursement, higher education program completion incentives; preference in interviews for entry-level roles
- ❖ Direct Funding of Student Support Staff - two social workers and two health engagement coordinators at EMK, and dedicated EMK partnership coordination at MGB
- ❖ In-Kind Support - supplies, equipment, scrubs, professional certification fees



Pathways

1



Nursing

Careers for students interested in becoming a **direct patient caregiver**

\$39K → \$77K

CNA/PCT
Licensed Practical Nurse
Registered Nurse



2



Surgery

Careers for students interested in anatomy and surgery, with **either patient contact or no patient contact**

\$43K → \$235K

Sterile Processing Technician
Surgical Technician
Registered Nurse
Nurse Anesthetist

3



Medical Imaging

Careers for students interested in technology and imaging, with **lower patient contact**

\$39K → \$102K

Diagnostic Imaging
Tech Assistant
Technician

4



Medical Lab Science

Careers for students interested in science, with **no patient contact**

\$37K → \$96K

Lab Aide
Technician
Lab Scientist
Histotechnologist
Cytotechnologist

5



Emergency Services

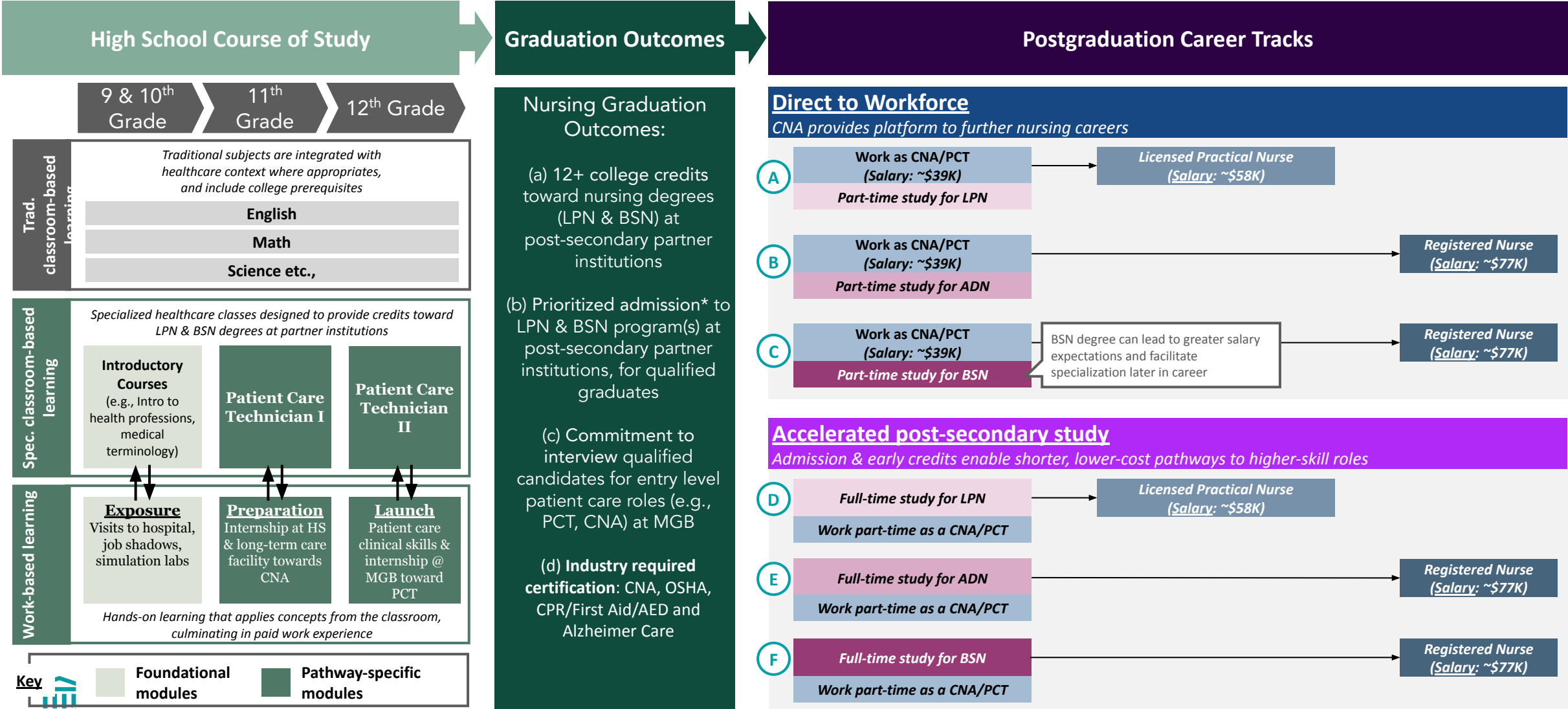
Careers for students interested in emergency care, with **direct patient contact**

\$39K → \$77K

CNA/PCT
EMT/Advanced EMT
Paramedic
Registered Nurse

Pathway Design: Nursing

	Certificate Program (Community College)
	Associate Degree (Community College)
	Bachelor's Degree (University)
	Master's/Doctorate (University)



What happens now?

- ❖ Proposal Submitted – August 25, 2023
- ❖ Bloomberg Boston Site Visit – September 22, 2023
- ❖ Award Decision Expected – October 2023
- ❖ Submission of Charter Amendment – November/December 2023
- ❖ Resolution of Facilities Locations – December 2023
- ❖ Expanded Recruitment for Fall 2024 Enrollment – January -- March 2024
- ❖ Staff Hiring to Support Fall 2024 Implementation – January – April 2024 (25 positions!!!)
- ❖ Student/Family Focused Transition Planning – March – June 2024
- ❖ Move to New Facility – August 2024





**EMK Board of Trustees/Equity Round Table
Virtual Meeting Agenda
Wednesday, January 17, 2024
5:00pm-6:30pm Via Zoom**

[Zoom Link](#)

[Chill-Out Music](#)

Members present:

Dr. Caren Walker Gregory, Pivel Morton, Bill Rawlinson, Melissa Hinckley, Nate Simms, Jeffrey Huey, Breannah Conward-Lewis, Numan Khan, Dr. Ebonie Woolcock, Jesenia Cortes

Members absent:

Roger Hamlet, Eric Esteves, Dr. Thierno Tall, Julian Scott

Additional individuals present:

Cynthia Brown, EMK Financial Manager; Erin Stiling, Consultant; Karen Ziminski, EMK Health Assisting Department Chair; Mary-Alyce Whitham, EMK Coordinator of Special Education & Student Service

The meeting was called to order at 5:12 pm by Jeffrey Huey.

Approval Items

- [2023-12-13 EMK Board Minutes - DRAFT](#)
 - Vote Needed

Melissa Hinckley motioned to approve the December 2023 Board minutes as submitted. Numan Khan seconded the motion, and the motion was approved unanimously.

Financial Report - Cynthia Brown & Jeffrey Huey

- [2023-05 November Profit and Loss](#)
- [2023-05 November Balance Sheet](#)
 - Vote needed

Cynthia Brown, EMK Financial Manager, shared that EMK's net profit is approximately \$14,000, which is generated from an interest-bearing account holding EMK's equity. EMK has sufficient funds in reserves to sustain operations for a number of months. Currently, less than 50% of EMK's capital is activated; the majority is available as reserves. The newly awarded grant will most likely be held by EMK's Foundation, and

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the terms of the disbursement structure are still to be determined. EMK's Finance Committee anticipates taking any opportunities to de-risk funds to ensure the sustainability of funds. The Board discussed initial processes to further expand the EMK Foundation Board. Jeffrey Huey, Treasurer, also asked interested members to consider joining the Finance Committee.

Pivel Morton motioned to approve the November financial statements. Bill Rawlinson seconded, and the motion passed unanimously.

Head of School Report - Dr. Caren Walker Gregory

- [Constant Contact](#)
- Mass General Brigham/Bloomberg Philanthropies Partnership Announcement on Wednesday.
 - "Bloomberg Philanthropies grant marks the largest philanthropic investment in BPS history, enabling EMK Academy to double in size, add new health career pathways, college courses, and work-based learning, and offer graduates access to good-paying careers at MGB."
 - [Celebrating a Historic Partnership](#)
 - [New York Times](#)
 - [Boston Globe](#)
 - [Mass General Brigham](#)
 - [WBUR](#)
 - [NBC Boston](#)
 - [The Business Journals](#)
 - [MSN](#)
 - [Boston Herald](#)
 - [Mass Live](#)
- EMK Schedule of Presentations/Equity Round Table, *Erin Stiling, Consultant*
 - [Health Careers Update](#), *Karen Ziminski, EMK Health Assisting Department Chair*
 - [Student Support Update](#), *Mary-Alyce Whitham, EMK Coordinator of Special Education & Student Service*

Dr. Walker Gregory and Board members who were present for and watched the announcement of the grant from Bloomberg Philanthropies shared that students and leaders spoke authentically about the current impact of EMK and the prospects EMK has to continue to positively impact students in the years to come.

Karen Ziminski, EMK Health Assisting Department Chair, updated the Board on current CTE efforts at EMK in both the Health Assisting and EMT pathways. Ms. Ziminski shared that there is a small population of English Learners within upper-grade enrollment and that EMK's current pass rate for the '22-'23 credentialing exam is 80%. In order to achieve their goal of a 100% pass rate for the certification exam, the exam is scheduled for earlier in the year, and plans for both an Acceleration Academy for preparation and a retest date are in place.

Ms. Ziminski shared that special health career-focused opportunities are available to students in each grade level, including Harvard Med Science and the American College of Surgeons conference. EMK students who successfully complete the Health

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Assisting pathway will have the option of being hired by Hebrew Senior Life, which will also partner with the students to support and partially fund their further study in Quincy College's LPN program.

Mary-Alyce Whitham, EMK Coordinator of Special Education & Student Service, shared that EMK's goal has been to build systems and structures to support students in a number of different ways. Ms. Whitham shared that EMK uses the BARR (Building Assets, Reducing Risks) model to support all EMK students from an asset-based perspective. School team members use Panorama to develop and track intervention plans for students. EMK students also have the support of an Advisory structure, along with Restorative Justice circles in multiple grades. Attendance has been a strong area of focus within EMK this year. The Student Support Team has worked to focus on school culture within the context of the Quality School Plan (QSP) with BPS.

Ms. Whitham shared that EMK has always aimed to have an inclusive approach as it relates to students' learning needs and identities, and the school is continuing to refine its approach to be ever more effective. For the first time, EMK is providing services to students at English Language Level 2. EMK is working to consistently improve the quality of professional development by leveraging the expertise of its own staff members. EMK's Inclusion Planning Team presented a Realignment Proposal to BPS and received an additional inclusion teacher. Approximately 75% of EMK's students with IEPs are enrolled in the Strategies for Support course to support their progress toward IEP goals. Ms. Whitham also shared that EMK team members are doing more home visits than ever before, showing to have a positive impact.

Chair's Report - *Eric Esteves*

Board members discussed their interest in further training on best practices in board governance and committee engagement.

The meeting was adjourned at 6:34 pm.

Board Meeting Calendar, 2023-2024 (Via Zoom)

Proposed Zoom Meeting Dates

- Wednesday, February 14, 2024 from 5:00-6:30 PM
- Wednesday, March 13, 2024 from 5:00-6:30 PM
- Wednesday, April 10, 2024 from 5:00-6:30 PM
- Wednesday, May 15, 2024 from 5:00-6:30 PM
- Wednesday, June 12, 2024 from 5:00-6:30 PM

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**EMK Tuesday, May 7, 2024
5:00 PM**

Via Zoom:

<https://us02web.zoom.us/j/85199139872?pwd=WXAawUUhTeFZzUkExem1ZbGozSzZPd09>



Members Present: Julian Scott, and Jeffrey Huey
Others Present: Diane Bassett and Cynthia Brown

MINUTES

Meeting called to order at 5:03 PM.

Agenda Item 1: Approval of Minutes
 **2024-04-09 EMK Finance Committee Meeting - MINUTES**

Minutes accepted without revisions.

Agenda Item 2: Review of Monthly Financial Closing
 **EMK Profit and Loss 3-31-24.CSV**
 **EMK Balance Sheet-3-31-24.CSV**

Cynthia noted that the year to date deficit is related to support approved by the Board for the Spain Portugal Trip, and the delay in recording revenue donated by staff in support of the Community Building event at TD garden.

Diane suggested that we use remaining Pozen funding in support of the Spain/Portugal trip.

Other Business:

Diane shared an initial version of the funds flow to EMK resulting from the Bloomberg Project. She indicated that payments would flow quarterly to the school from MGB based on invoices from EMK. She indicated that the subgrantee agreement has not yet been resolved, the initial funding payment from Bloomberg to MGB has already been made.

What funds held at MGB support operating expenses at EMK?													
Program Year	1	2	3	4	5	6	7	8	9	10	TOTAL	Subtotal 1-6	Subtotal 7-10
Total	\$1,177,095	\$1,428,992	\$1,767,432	\$1,909,841	\$2,026,946	\$2,226,283	\$2,293,580	\$2,360,999	\$2,430,570	\$2,415,327	\$20,037,064	\$10,536,589	\$9,500,475
Existing MGB Support to EMK	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$600,000	\$360,000	\$240,000
New MGB Funding	\$0	\$0	\$0	\$10,000	\$10,000	\$10,000	\$953,000	\$982,000	\$1,012,000	\$1,045,000	\$4,022,000	\$30,000	\$3,992,000
Direct BP Funding	\$1,117,095	\$1,368,992	\$1,707,432	\$1,839,841	\$1,956,946	\$2,156,283	\$0	\$0	\$0	\$0	\$10,146,589	\$10,146,589	\$0
Accelerated BP Funding Through MGB	\$559,900	\$243,711	\$70,403	\$69,521	\$28,005	\$28,845	\$1,280,580	\$1,318,999	\$858,377	\$810,134	\$5,268,475	\$1,000,386	\$4,268,089
Line Item Description	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34			
Scholarships to EMK Grads	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$100,000	\$60,000	\$40,000
Scholarships to EMK Grads				\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$70,000	\$30,000	\$40,000
Health Engagement Coordinator	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$500,000	\$300,000	\$200,000
Health Engagement Coordinator			\$111,000	\$115,000	\$120,000	\$328,000					\$674,000	\$674,000	\$0
Health Engagement Coordinator							\$340,000	\$351,000	\$363,000	\$376,000	\$1,430,000	\$0	\$1,430,000
School-Based Social Worker	\$136,000	\$140,000	\$285,000	\$294,000	\$303,000	\$336,000					\$1,494,000	\$1,494,000	\$0
School-Based Social Worker							\$346,000	\$356,000	\$367,000	\$378,000	\$1,447,000	\$0	\$1,447,000
Professional Certification and Fees	\$6,000	\$6,000	\$13,000	\$19,000	\$21,000	\$35,000					\$100,000	\$100,000	\$0
Professional Certification and Fees							\$36,000	\$37,000	\$38,000	\$39,000	\$150,000	\$0	\$150,000
Jump Start Summer Program	\$120,000	\$124,000	\$127,000	\$131,000	\$135,000	\$139,000					\$776,000	\$776,000	\$0
Jump Start Summer Program							\$143,000	\$148,000	\$152,000	\$157,000	\$600,000	\$0	\$600,000
Medical Equipment/Consumables	\$40,000	\$50,000	\$61,000	\$71,000	\$73,000	\$75,000					\$370,000	\$370,000	\$0
Medical Equipment/Consumables							\$78,000	\$80,000	\$82,000	\$85,000	\$325,000	\$0	\$325,000
Inclusion Instructional Sal/Bene - ELA, Math and Sci	\$434,786	\$447,830	\$450,434	\$463,947	\$477,865	\$492,201	\$506,967	\$522,176	\$537,842	\$464,977	\$4,799,025	\$2,767,063	\$2,031,962
Vocational Instruction Salary and Benefits	\$171,509	\$176,654	\$181,954	\$187,413	\$193,035	\$198,826	\$204,790	\$210,934	\$217,263	\$223,780	\$1,966,156	\$1,109,390	\$856,766
Vocational Instructional Coach Salary and Benefitse		\$164,993	\$169,943	\$175,040	\$180,291	\$185,700	\$191,271	\$197,010	\$202,920	\$209,008	\$1,676,175	\$875,966	\$800,209
Staff Stipends - Shared Leadership Team	\$100,000	\$100,000	\$80,000	\$80,000	\$75,000						\$435,000	\$435,000	\$0
Consulting - Planning and Implementation Team	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000						\$400,000	\$400,000	\$0
Accelerated College Tuition, Fees, Supplies	\$28,800	\$79,516	\$148,102	\$223,441	\$298,755	\$366,556	\$377,552	\$388,879	\$400,545	\$412,562	\$2,724,708	\$1,145,170	\$1,579,538
EMK CTE Program Director	\$ 187,500								\$ (93,750)	\$ (93,750)	\$0	\$187,500	-\$187,500
EMK CTE Instructional Coach	\$ 160,000								\$ (80,000)	\$ (80,000)	\$0	\$160,000	-\$160,000
EMK Special Education Leader	\$ 160,000								\$ (80,000)	\$ (80,000)	\$0	\$160,000	-\$160,000
EMK Higher Education Partnerships Director		\$ 193,125							\$ (96,563)	\$ (96,563)	\$0	\$193,125	-\$193,125
Harvard Med Science			\$ 38,192	\$ 39,338					\$ (38,765)	\$ (38,765)	\$0	\$77,531	-\$77,531
EMK CTE Design Consultant - Lebo	\$ 36,800	\$ 34,518	\$ 32,211	\$ 30,183	\$ 28,005	\$ 28,845			\$ (95,281)	\$ (95,281)	\$0	\$190,562	-\$190,562
EMK Senior Advisor	\$ 15,600	\$ 16,068							\$ (15,834)	\$ (15,834)	\$0	\$31,668	-\$31,668



**EMK Board of Trustees/Equity Round Table
Virtual Meeting Agenda
Wednesday, May 15, 2024
5:00pm-6:30pm Via Zoom**

Zoom link

<https://k12-bostonpublicschools.zoom.us/j/89241483036>

Members present: Dr. Caren Walker-Gregory, Bill Rawlinson, Jeffrey Huey, Nathan Simms, Pivel Morton, Breannah Conward-Lewis, Eric Esteves, Dr. Thierno Tall

Members absent: Dr. Ebonie Woolcock, Jesenia Cortes, Roger Hamlet, Numan Khan, Melissa Hinckley, Julian Scott

Additional individuals present: Cynthia Brown, EMK Financial Manager; Erin Stiling, Consultant; Diane Bassett, Consultant

Music



Approval Items

- [2024-04-10 EMK Board Minutes - DRAFT](#)
- Jeffrey Huey Vote Needed for Treasurer
 - Vote Needed

Pivel Morton motioned to approve the April 2024 Minutes as submitted. Eric Esteves seconded the motion, and the motion was approved unanimously.

Dr. Thiero Tall motioned to renew Jeffrey Huey's role as Treasurer of EMK's Board of Trustees. Eric Esteves seconded the motion, and the motion was approved unanimously.

Financial Report - Cynthia Brown & Jeffrey Huey

-  EMK Profit and Loss for the period ending March 31, 2024
-  EMK Balance Sheet for the period ending March 31, 2024
- [Bloomberg CTE Initiative - Funding to EMK](#)

Diane Bassett shared a reminder that Mass General Brigham is the grantee of the Bloomberg philanthropy partnership, and EMK is a sub-grantee. EMK has planned for use of funds over the course of the grant and anticipates how funding sources will shift

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for varying expenditures over time. Bloomberg and Mass General Brigham's commitment to the project depends on the economic viability for Boston's healthcare system; this essential theory undergirds the rationale for the shifts in funding sources that will occur over the next ten years. Ms. Bassett shared that there are effective, strategic individuals involved in the Bloomberg partnership that will help shepherd EMK through a potential facility renovation process. Ms. Bassett shared that there will be a Project Director within Mass General Brigham to oversee the entire Bloomberg partnership, and a CTE Director position is also posted within EMK.

As reflected in the current financial statements, EMK has a surplus of \$21,000 and significant equity. Eric Esteves motioned to approve the financial statements as submitted, and Nate Simms seconded the motion. The motion was approved unanimously.

Head of School Report - Dr. Caren Walker Gregory

- [Constant Contact](#)
- [EMK Schedule of Presentations/Equity Round Table](#), Erin Stiling

Dr. Walker Gregory shared that teachers were grateful for the way various stakeholders, including EMK's Board, showed their appreciation during Teacher Appreciation Week. Dr. Walker Gregory also shared other updates from the school, including the exciting European trip that students recently attended and the new process that involves faculty and students in selecting the Commencement speaker. Dr. Walker Gregory also shared that EMK Acceptance Day is on Saturday, May 11; students who were accepted to EMK via the lottery will visit campus and will meet their future teachers.

Chair's Report - Eric Esteves

- CCHERS representative seat, EMK Board
- Board member terms / timelines
- [Drafted Bylaws](#)

Eric Esteves shared that he is continuing to dialogue with CCHERS leadership to collaborate and to identify a strong candidate to serve on EMK's Board.

Mr. Esteves motioned to approve the Bylaws as recently revised, subject to any final revisions requested by DESE. Jeffrey Huey seconded the motion, and the motion was unanimously approved.

Mr. Esteves encouraged Board members to consider serving in an Officer or Committee Chair role with EMK's Board. He also shared an update from the recent autonomous schools network meeting where multiple ideas for collaboration were shared.

Board Meeting Calendar, 2023-2024 (Via Zoom)

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Proposed Zoom Meeting Dates/Important Dates

- Thursday, June 6, 2024 from 4pm-5:30pm - EMK Graduation
 - Boston Convention and Exhibition Center, 415 Summer St, Boston, MA 02210
- Wednesday, June 12, 2024 from 5:00-6:30 PM

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**EMK Board of Trustees/Equity Round Table Monthly Meeting
EMK Board of Trustees Annual Meeting
Virtual Meeting Agenda
Wednesday, September 18, 2024
5:00pm-6:30pm Via Zoom**

<https://k12-bostonpublicschools.zoom.us/j/85936982943>

Members Present: Dr. Caren Walker Gregory, Bill Rawlinson, Breannah Conward-Lewis, Dr. Thierno Tall, Eric Esteves, Jeffrey Huey, Jesenia Cortes, Melissa Hinckley, Julian Scott, Pivel Morton, Nate Simms

Members Absent: Roger Hamlet

Others Present: Cynthia Brown, EMK Financial Manager; Erin Stiling, Consultant; Diane Bassett, Consultant; Kenisha Allen-Daley, EMK Aspiring Principal Fellow; Liz Cappuccilli, EMK ESL Teacher; Dr. Jennifer Smith, EMK Director of Career and Technical Education; *Alison Pultinas, member of the public*

Approval Items

- [2024-06-12 EMK Board Minutes - DRAFT](#)
- [2024-07-29 EMK Board Minutes - DRAFT](#)
 - Vote needed

Pivel Morton motioned to approve the June Minutes as submitted. Jeffrey Huey seconded the motion, which was approved unanimously. Bill Rawlinson motioned to approve the July Minutes as submitted. Pivel Morton seconded the motion, which was approved unanimously.

Financial Report - Cynthia Brown & Jeffrey Huey

- [EMK Profit and Loss Statement for the period ending June 30, 2024](#)
- [EMK Balance Sheet for the period ending June 30, 2024](#)
- [EMK Profit and Loss Statement through July 31, 2024](#)
- [EMK Balance Sheet for the period ending July 31, 2024](#)
- [FY 25 All Funds Budget](#) - For Discussion and Approval

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- Votes needed

Cynthia Brown provided financial statements for June 2024, the end of the EMK fiscal year, and for July 2024, the first month of the 2024-2025 fiscal year. She noted that these preliminary June financials show a small surplus, which will be adjusted somewhat with the completion of the financial audit. She noted that the actual expenditures are in close alignment with the budget. She indicated that the balance sheet shows equity of nearly \$1.5 million, which is important as EMK considers a budget deficit for the 2024-2025 fiscal year. Diane Bassett noted that the compliance portion of the required financial audit has been completed without difficulty, and that the auditors will return for the audit field work in October. She reminded the Board of the importance of a quorum at the the Board meeting in October when they auditors will present their audit report for approval.

Jeffrey Huey motioned to approve the June financial reports as submitted. Eric Esteves seconded the motion, which passed unanimously. Jeffrey Huey motioned to approve the June financial reports as submitted. Eric Esteves seconded the motion, which passed unanimously.

Diane Bassett shared the 2024-2025 proposed budget, focusing on changes to the projections since the Board provided their preliminary budget approval in June. She indicated that the budget shortfall in the original proposed budget was the result of an enrollment projection of 365 students. She noted that current enrollment is 390 students, which is a signal of strength for future planning and resource allocation. The proposed budget deficit is less than originally presented in June, though a deficit is still present in this transitional year. Ms. Bassett shared that in future years EMK may be able to apply for additional support from DESE that is available to charter schools that are expanding enrollment.

Bill Rawlinson motioned to approve the budget as submitted. Melissa Hinckley seconded the motion, which passed unanimously.

Head of School Report - Dr. Caren Walker Gregory

Charter Amendment - Maximum Enrollment Increase - Vote Required

- [Presentation to School Committee](#)
- [Letter of Request to DESE](#)
- [Equity Impact Statement](#)
- [Lower Campus Moves to the Lincoln Building in September 2025](#)
- Hire New Staff
 - [EMK New Staff](#)
- Create a New Organizational Chart

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- [EMK Organizational Chart](#)
- Refine EMK Inclusion Interventionist Model
 - [Inclusion Model Overview](#)
 - [Inclusion Pairings](#)
 - [Resources folder](#)
 - [Grade Level Strategies](#)
 - [Lesson Planning](#)
- Rethinking the August PD
 - [Welcome Back Staff](#)
 - [August PD Agenda](#)
 - [Who Is Dr. Walker Gregory](#)
 - [Where Do We Go from Here](#)
- Town Meeting - Creating a Sense of Belonging on September 11, 2024
 - [Agenda](#)
 - [MGB News Article Coverage](#)
 - [Departure Assignments](#)
 - [Extracurricular Activities Table Assignments](#)
 - [Event Assignments](#) - Set-Up, Food Truck, MGB Simulation Lab, MGB Community Care Van, Photo Booth
 - [Floor Plan](#) of the Reggie Lewis Track & Athletic Center
 - [EMK Bell Schedule](#)
- [EMK Schedule of Presentations/Equity Round Table](#), *Erin Stiling*
 - [Multilingual Learners, ACCESS data update](#), *Liz Cappuccilli, ESL Department Chair & Teacher*

Eric Esteves motioned to amend the agenda to move the presentation of ELL data further up in the agenda. Pivel Morton seconded the motion, which was approved unanimously.

Liz Cappuccilli, EMK ESL Department Chair, shared that the majority of ELL students made progress, as measured by the ACCESS test administered in the 2023-2024 school year. Ms. Cappuccilli shared that, based on the data recently reviewed by DESE, a number of ELL students were exited from the program. Ms. Cappuccilli shared that a number of supports are available to multilingual learners, including direct ESL instruction and the support of interventionists in content-area classes.

To formalize discussions held at prior Board meetings, Eric Esteves motioned that the Board approve submission of the charter amendment request to DESE to increase maximum enrollment from the current 448 students to a 800 students, beginning in fall 2025. Jesenia Cortes seconded the motion, which was approved unanimously.

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Dr. Walker Gregory shared context on the proposed facilities relocation that is necessary to ensure the school's capacity to expand from a proposed enrollment of 100 9th graders to 200 9th graders. She also shared context on the EMK's efforts to continue to build a sense of belonging, including a September Town meeting, careful attention to students' extracurricular activities, and further community-building activities scheduled throughout the year.

Chair's Report - *Eric Esteves*

- EMK Board seats: CCHERS representative, Student, Parent
- [Forthcoming Board roles](#): Secretary, Development Committee Chair
- Annual Meeting, September 2024 ([current Bylaws](#))
 - Board member term expiration / renomination for renewal
 - Eric Esteves
 - Bill Rawlinson
 - Dr. Caren Walker Gregory

Eric Esteves shared that the Executive Director of CCHERS has proposed options to nominate for the CCHERS Board seat and that the efforts are ongoing to recruit a student and parent to consider for membership on the EMK Board.

Melissa Hinckley motioned to renominate Eric Esteves, Bill Rawlinson, and Dr. Caren Walker Gregory to the EMK Board. Jesenia Cortes seconded the motion, and the motion was approved unanimously. The Board discussed ways to continue to engage the community at large and the EMK alumni community.

The meeting adjourned at 6:18 pm.

[EMK Board Meeting Calendar, 2024-2025](#) (Via Zoom)

Wednesday, September 18, 2024 from 5:00-6:30 PM

Wednesday, October 16, 2024 from 5:00-6:30 PM

Wednesday, November 13, 2024 from 5:00-6:30 PM

Wednesday, December 11, 2024 from 5:00-6:30 PM

Wednesday, January 15, 2025 from 5:00-6:30 PM

Wednesday, February 12, 2025 from 5:00-6:30 PM

Wednesday, March 12, 2025 from 5:00-6:30 PM

Wednesday, April 9, 2025 from 5:00-6:30 PM

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Wednesday, May 14, 2025 from 5:00-6:30 PM

Wednesday, June 11, 2025 from 5:00-6:30 PM

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Proposed Charter Amendment Maximum Enrollment Expansion at EMK Request for School Committee Approval

September 11, 2024

Dr. Caren S. Walker Gregory, Head of School

The Request

In order to implement the \$38M Bloomberg CTE Health Care Initiative, EMK seeks Boston School Committee approval of an amendment to its charter to expand maximum enrollment from 448 to 800 students in grades 9-12 over four years beginning in September 2025.

BPS and EMK Share A Vision For The Future

As part of their long range plan, the City of Boston, BPS and EMK seek to offer more Boston students and families a **high-quality student experience**.

- Increase access to high-quality seats
- Differentiated career-connected learning with clear pathways into college and career
- Commitment to full-inclusion

Implementation of \$38M Bloomberg CTE Health Care Initiative at EMK is central to this shared vision for Boston



Career Connected Learning - Targeted High School Preparation for High-Demand, Family-Sustaining Careers

- Expansion of existing **Chapter 74 CTE Health Assisting Program** – supporting careers in nursing, emergency services, and medical imaging – targeting 120 graduates annually
- Addition of a **Chapter 74 CTE Biotechnology Program** – connected to careers in medical laboratory services – targeting 40 graduates annually
- Addition of **Chapter 74 CTE Medical Assisting Program** – connected to careers in surgical technology and central sterile processing - targeting 20 graduates annually

Implementation of \$38M Bloomberg CTE Health Care Initiative at EMK is central to this shared vision for Boston



- **Deep and Extended Workplace Learning 9-12** - Unprecedented industry partnership with Mass General Brigham
- **Accelerated College** for all students, including general education credits and pathway-specific health careers coursework, with pathways to part-time and full time enrollment post graduation
- **Full Inclusion** - with co-teaching/interventionist support in every ELA, math and science classroom in grades 9 and 10
- **Deep SEL and Academic Supports** - Including teams for guidance, social workers, and reading specialists especially in grades 9 and 10
- **Health Careers Engagement** - Greatly expanded after school and summer employment at MGB
- **Career Navigation and Health Professional Mentoring within MGB** - Clear and supported pathways to full-time and part-time employment at MGB with scholarship and tuition assistance

Expansion at EMK Serves Boston Students

- Outstanding graduation and college acceptance rates
- Low drop out rates
- Highest DESE school accountability percentile of all Boston 9-12 high schools
- EMK maintains 100% competency determination in all 3 MCAS subjects for all students in time for graduation
- Growing population of students with disabilities and multilingual learners
- Long-standing and successful commitment of full inclusion
- High demand among Boston families
- Successful experience managing enrollment expansion

EMK HMCS Planned Enrollment Expansion By Year					
	Current Charter Maximum	Expected 25/26	Expected 26/27	Expected 27/28	Expected 28-29 New Charter Maximum
Grade 09	112	224	224	224	224
Grade 10	112	104	208	208	208
Grade 11	112	90	100	192	192
Grade 12	112	86	86	96	176
Total	448	504	618	720	800

EMK seeks Boston School Committee approval to submit to DESE a charter amendment request expanding the maximum enrollment at EMK from 448 to 800 students.

- Approval by the EMK Board of Trustees, September 2024
- Next Steps: Seeking approval by Boston School Committee and Boston Teacher's Union, September 2024



September 25, 2024

Board of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
135 Santilli Highway
Everett, MA 02149

Dear Members of the Board of Elementary and Secondary Education:

On behalf of the Edward M. Kennedy Academy for Health Careers Board of Trustees, I respectfully request your approval of a charter amendment to increase our maximum enrollment from 448 to 800 students in grades 9-12 beginning in the 2025/2026 school year.

The Kennedy Academy Board of Trustees, in partnership with the Boston Public Schools, wishes to make this change to expand high-quality high school experiences for Boston students. Healthcare is consistently identified among Boston students among the career fields of greatest interest. And there is an urgent need to prepare Boston students of color to take their place among the healthcare professionals serving our diverse city. The enrollment expansion at EMK is at the center of the Bloomberg CTE Healthcare Initiative in Boston, which has brought the largest philanthropic investment ever to the Boston Public Schools.

The \$38M initiative will deepen the longstanding partnership between EMK and Mass General Brigham, the largest and preeminent health care employer in Massachusetts. Expanded workplace learning experiences at MGB are matched with significant investments in expanded CTE curriculum time, full-inclusion teaching and social-emotional learning supports at EMK. The experience for EMK students is augmented by early college experiences that will allow nearly all EMK students to earn both general education and CTE pathway-specific college credits while in high school. Finally, EMK students and graduates will be guided by career navigation and mentoring from health professionals within MGB. The result is a carefully crafted road map for all EMK graduates to pursue part-time and full-time higher education as well as pursue part-time and full-time employment in high-demand, family-sustaining career fields.

The enrollment and CTE pathway expansion is supported by the Board of Trustees and Parent Council of EMK, following more than a year of planning. Each year Boston families express their interest in enrolling at EMK in numbers far greater than we can serve, providing evidence of sufficient interest among prospective families to support the expansion. The expansion supports the commitment of the City of Boston and the

Boston Public Schools to expand high-quality high school seats with a reconfiguration of the high school portfolio to contain fewer, larger high schools offering differentiated career-connected learning programs for students in full inclusion settings.

The Kennedy Academy Board of Trustees voted to approve this request on September 18, 2024 at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A, §§ 18-25. At that meeting, the Board of Trustees authorized me to submit this request on their behalf. I have also enclosed certification that the Boston School Committee and the Boston Teachers Union have approved this request.

Kennedy Academy is an academic success, is a viable organization, and is faithful to the terms of its charter. Since 1995 when the school was designated among the first Horace Mann Charter Schools, the EMK charter has been renewed five times without conditions. EMK has earned a place in the high school landscape as one of the most successful open admission high schools in Boston. Each year we have a long waiting list of students seeking enrollment at the school. Our extraordinarily high graduation and college acceptance rates, low dropout rates, and steady MCAS achievements stand out among Boston high schools. We maintain the highest DESE accountability percentile of all 9-12 high schools in Boston. The school has strong and stable leadership, and has maintained a long-standing positive and collaborative relationship with both the Boston Public Schools and the Boston Teachers Union. The school is financially stable, governed by an effective and attentive Board of Trustees.

The Kennedy Academy Board of Trustees requests that the Board of Elementary and Secondary Education approve this request at its November or December meeting, if possible, to permit effective student recruitment and marketing for the 2025-2026 school year.

Please contact me at 617-835-8450 or by email at cswalker@bostonpublicschools.org if you have any questions about this request.

Sincerely,

A handwritten signature in black ink that reads "Caren S. Walker Gregory". The signature is written in a cursive, flowing style.

Dr. Caren S. Walker Gregory, EdD
Head of School

C:

- Mary Skipper, Superintendent, Boston Public Schools
- Eric Esteves, Chairperson, EMK Board of Trustees
- Alyssa Hopkins, Assistant Director of the Office of Charter Schools and School Redesign (OCSSR), Alyssa.K.Hopkins@mass.gov

- Brenton Stewart, Coordinator of School Redesign and Impact, OCSSR,
Brenton.Stewart@mass.gov



Equity Impact Statement: Kennedy Academy Charter Maximum Enrollment Amendment

Title: Kennedy Academy Horace Mann Charter Expansion Enrollment Request

Date: 9/01/2024

Was the [Racial Equity Planning Tool](#) used? ☐ Yes ☒ No

If yes, insert date(s) of REPT meetings and link to completed REPT here: _____

Did a member of the Division of Equity, Strategy, and Opportunity Gaps review this statement? ☒ Yes ☐ No

BPS Racial Equity Planning Tool Sections	Summary/Rationale
1. Proposal/Presentation & Impact <i>What are the proposal's/effort's desired outcomes, including eliminating disparities? Who led this work/planning, and do they reflect BPS students' and families' group identities (key groups include individuals who are Black, Latinx, Asian, indigenous, immigrant, multilingual, and have Special Education experience)?</i>	<p>The Edward M. Kennedy Academy for Health Careers (EMK) is a college preparatory and vocational high school for Boston students exploring health and health-related professions. The Academy provides a supportive learning environment that promotes respect and embraces diversity. Students attain the life skills needed to become productive and positive members of society. EMK will continue to center the voices and experiences of their community by involving them throughout all phases of the decision-making process.</p> <p>EMK was founded in 1995 to provide a seamless pathway for Boston children to access the city's rich educational resources in the health professions. Today, EMK partners with Mass General Brigham and other community health care providers, bringing our students rich career-focused experiential learning opportunities.</p> <p>Kennedy Academy prepares young people for the academically rigorous higher education needed for health professions. Our students are challenged to reach their full potential daily in the classroom and extracurricular activities. Students prepare themselves to realize their dreams of becoming the doctors, nurses, researchers, and social workers who will make up the diverse healthcare workforce of tomorrow.</p> <p>The EMK Shared Leadership Team led the expansion development. The Team comprises 24 staff members representative of our diverse student body (12 Black, 7 White, and 5 Latinx members) and includes individuals with expertise in Special Education and Multilingual learners.</p> <p>The Board of Trustees for Edward M. Kennedy Academy for Health Careers, a Horace Mann Charter School within the Boston Public Schools, respectfully requests your approval of an amendment to the charter granted by the Department of Elementary and Secondary Education. The amendment will increase the maximum enrollment at EMK from 448 to 800 students in grades 9-12. Specifically, EMK plans to increase enrollment in Grade 9 beginning in 2025-2026 and continue its expansion at Grade 9 in the following three years. EMK will reach full enrollment of 800 students in grades 9-12 within the 2028-2029 school year. Click here for more details.</p>
2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i>	<p>EMK is a lottery admission school with 100 open seats annually and a waiting list of over 300 students each year. According to the BPS School Quality Framework, it is a Tier 1 school. EMK aligns with the district's strategic plan's high school redesign, grade configuration, career and technical education, and college-preparatory priorities by expanding seats at a high quality, CTE-focused, full-inclusion high school.</p>

<p>3. Analysis of Data <i>What data was analyzed? Was it disaggregated by race and other key groups? What did it show regarding disparities?</i></p>	<p>EMK's students are 56% Latinx, 36% Black, 3% White, and 1% Asian. EMK issues a Panorama Survey annually to students, staff, families, and board members. The results were used to develop our Charter Renewal Application and our CTE Health Care Expansion Plan, including analyzing the school's rigorous expectations, safety, teacher-student relationships, learning strategies, engagement, and climate. The data was disaggregated by race, gender, grade, and SWD and EL subgroups.</p> <p>"School Engagement" and "School Belonging" were the two lowest-scoring areas, especially for SWD and EL students. To address this, in August 2024, the school hired 2.5 instructional coaches to support teachers in providing engaging classroom lessons, two deans of school culture, and three social workers to support students' social and emotional needs.</p> <p>In recent years, EMK's academic outcomes have shown no disparities based on race, SWD, or EL status. Our ongoing challenge is to support all of our students in recovering from the long-term negative impacts of the pandemic on learning.</p>
<p>4. Stakeholder Engagement <i>Who was engaged (quantity, key groups, and roles) and how, and what did that yield? What did students/families most impacted by this proposal/effort say?</i></p>	<p>EMK, in collaboration with Mass General Brigham, is a recipient of the \$38M Bloomberg CTE Health Care Initiative in Boston, the largest-ever philanthropic investment in the history of the Boston Public Schools. In partnership with MGB, Massachusetts's largest employer and preeminent healthcare system, the EMK initiative will bring students and families new and expanded career-connected learning and accelerated college opportunities. The partnership is designed to serve both the college and career readiness of EMK students, as well as the workforce development needs of Mass General Brigham.</p> <p>The mission of Kennedy Academy, to support the higher education and career aspirations of students interested in health care, is at the center of the proposed amendment. Boston high school students consistently identify health care among their career fields of greatest interest, and there is an urgent need for students of color to take their place among the health professionals serving our diverse city. The requested enrollment expansion is needed for EMK to:</p> <ul style="list-style-type: none"> ● Increase the number of students served in our existing Chapter 74 Health Assisting Program, with pathways to careers in nursing, emergency medical services, and medical imaging. ● Build a new Chapter 74 CTE pathway in Biotechnology for students interested in medical laboratory services. ● Build a new Chapter 74 CTE program in Medical Assisting for students interested in careers as surgical technology and central sterile processing assistants. <p>The growth of these CTE programs deepens the long-standing partnership between EMK and Mass General Brigham. Expanded workplace learning experiences at MGB are matched with significant investments in expanded CTE curriculum time, full-inclusion teaching, and social-emotional learning supports at EMK. They are augmented by early college experiences that will allow nearly all EMK students to earn both general education and CTE pathway-specific college credits while in high school. Finally, EMK students and graduates are guided by career navigation and mentoring from health professionals within MGB. The result is a carefully crafted road map for all EMK graduates to pursue part-time and full-time higher education and part-time and full-time employment in high-demand, family-sustaining career fields.</p>

	<p>The expansion was developed with input from all EMK stakeholders as part of our Strategic Planning process. Surveys, focus groups, and interviews gathered ideas and feedback from students, families, teaching and non-teaching staff members, school administrators, and the Shared Leadership Team. With the support of our family liaison, we have a strong Parent Council that meets monthly. In addition, we hold quarterly Parent/Teacher Conferences.</p> <p>The 2024 EMK Panorama family climate survey indicates that EMK is a welcoming and accessible school grounded in good communication with families. Families report a strong sense of belonging at EMK, with an 82% favorable response overall regarding engagement. This applies to families across race and ethnicity, grade level, and gender subgroups.</p> <p>The family climate survey reveals the greatest concern in learning behaviors, with a 47% overall approval rating across all race and ethnicity categories and grade levels. In this area, families recognize that student learning is compromised by struggles with perseverance, organization, effort, distraction, and motivation, particularly in the wake of the pandemic.</p> <p>Feedback on the 2024 EMK Panorama student climate survey was most positive regarding rigorous expectations, student-teacher relationships, and school safety. We continue to seek formal and informal feedback from students, particularly about our advisory and mentoring programs, which are critical to student belonging and student climate. We continually strive to tailor these efforts to serve students' better needs post-pandemic.</p>
<p>5. Racial Equity Strategies <i>How does this proposal/effort mitigate disparities and increase racial and other equity? What are possible unintended consequences? What complementary strategies will further advance equity?</i></p>	<p>In September 2019, EMK began partnering with the Center for Building Assets, Reducing Risks (BARR). BARR uses a strength-based model to help students transition to and remain successful through all four high school years. BARR and EMK collaborate to develop intentional relationships and use real-time student data for collaborative problem-solving to guide student support. Every EMK student meets weekly with a BARR advisor to discuss grades, attendance, and overall well-being in and out of school.</p> <p>In August 2024, EMK hired Cluster Substitute Interventionist teachers for Grades 9 & 10 to work alongside content teachers to specifically address academic needs. The Interventionists directly support students needing Tier 2 and 3 support and interventions and communicate student concerns, issues, and needs to the BARR advisors and the Student Support Team.</p> <p>EMK has developed an Equity Task Force to address disparities and strengthen our school's mission and core beliefs. EMK is exploring what it means to provide a supportive learning environment, promote respect, and embrace racial and other forms of diversity. The Task Force aims to use the BPS Racial Equity Planning Tool and other strategies to create actionable goals that cultivate a welcoming learning community not only in terms of race and ethnicity but also gender, culture, religion, age, disability, immigration status, sexual orientation, experience, and context. The Task Force seeks to embrace the diversity of our students and their families, support one another as colleagues, and extend that affirmation beyond the school walls to our external communities. Ultimately, the goal of this group is to foster the growth of a community of respect that permeates all aspects of life at EMK.</p>

<p>6 Budget & Implementation <i>What are the budget impacts? How will implementation ensure all objectives, particularly equity-related objectives, are met? What are the group identities of the implementation team, and will they bring an equity lens?</i></p>	<p>The budget is based on student enrollment and will alter the EMK budget allocation proportionate to the enrollment increase. However, the \$38 million Bloomberg Philanthropies investment will also support early investments in support of the expansion. Our Charter will continue to center on equity-related objectives and be led by the same diverse team with a rigorous equity lens.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>In exchange for a high level of autonomy, DESE holds Horace Mann Charter schools accountable for results on an ongoing basis. The increased flexibility, coupled with increased accountability, infuses all aspects of DESE's oversight. Evaluation of the school's success in the three guiding areas (Faithfulness to the Charter, Academic Progress Success, and Organizational Viability) is based on a variety of information regularly provided by the EMK. The Head of School will continue to provide accountability updates to our students, families, staff, and Board of Trustees.</p>

**Appendix H - EMK CTE Enrollment
Expansion 5-Year Budget Projection**

	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	Budget Narrative
Summary Programmatic Changes	CTE Curriculum Revisions, Student Supports and Inclusion 9/10	Build enrollment Grade 9, Curriculum Revisions and Inclusion Grade 9-11, Add Radiology Tech 11	Build enrollment 9/10, Curriculum Revisions and Inclusion Grade 9-12, and Add Radiology Tech 11/12	Build enrollment 9/10/11, Curriculum Revisions and Inclusion Grade 9-12, and Add Bio Tech and Surg Tech 11	Build Enrollment 9/10/11/12, Curriculum Revisions and Inclusion Grades 9-12, Add Bio Tech and Surg Tech 11/12	
Grade 09	100	200	200	200	200	200
Grade 10	100	100	200	200	200	100
Grade 11	85	100	100	200	200	100
Grade 12	80	85	100	100	200	85
Total Enrollment	365	485	600	700	800	485

REVENUE						
BPS Tuition	\$ 9,054,761	\$ 12,392,619	\$ 15,791,007	\$ 18,975,526	\$ 22,336,905	Provided by BPS, and determined by the weighted student funding formula used by BPS for all high schools, and enrollment projections for general education students and special populations. Guided by the BPS budget office we have used an inflation factor of 3% overall in the weighted student formula. Note that budget projections are based on conservative enrollment projections during the expansion period which are lower than our actual expected enrollment.
Chapter 74 Revenue - BPS Passthrough	\$ 1,424,464	\$ 2,160,783	\$ 2,939,998	\$ 3,594,217	\$ 4,197,592	Drawn from the BPS weighted student formula use for BPS per capit tuition, and projected using planned enrollment of students in Chapter 74 CTE programs.
BPS Inclusion Allocation Commitment	\$ 347,829	\$ 597,106	\$ 738,023	\$ 760,164	\$ 782,969	Negotiated with BPS to reflect the participation of EMK in the BPS move toward a full inclusion model. This represents funding for 6 of the 12 positions needed to support a full inclusion model in English, math and science for grades 9 and 10.
CTE Perkins Funding -Through BPS	\$ 75,000	\$ 95,000	\$ 97,850	\$ 100,786	\$ 103,809	Negotiated with BPS annually based on CTE enrollment. Includes supplemental support for Harvard MedScience Grade 10 with expansion year 2
Bloomberg Philanthropies CTE Initiative	\$ 1,995,271	\$ 2,385,624	\$ 2,515,466	\$ 2,036,166	\$ 1,132,128	Allocations to support EMK - drawn from the \$37.8M CTE Health Care Initiative Grant awarded to Boston.
IDEA Special Education	\$ 106,523	\$ 145,790	\$ 185,770	\$ 223,233	\$ 262,777	Assumes proportionate to enrollment with 3% inflation
Title One	\$ 386,765	\$ 529,338	\$ 674,497	\$ 810,521	\$ 954,099	Assumes proportionate to enrollment with 3% inflation
Title IV	\$ 27,495	\$ 37,631	\$ 47,950	\$ 57,620	\$ 67,827	Assumes proportionate to enrollment with 3% inflation
Title IIA Teacher Quality	\$ 26,323	\$ 36,027	\$ 45,906	\$ 55,164	\$ 64,936	Assumes proportionate to enrollment with 3% inflation
MGB - In-Kind Transportation	\$ 7,200	\$ 8,400	\$ 10,800	\$ 20,400	\$ 28,800	Assumes 100% of CTE school day WBL mid-day transport grade 12 only
MGB - In-Kind Consumables and Certs	\$ 40,000	\$ 39,500	\$ 49,500	\$ 65,500	\$ 80,500	Assumes 100% of budgeted medical consumables and prof cert all grade 12 CTE
MGB/BWH - Scholarships	\$ 10,000	\$ 10,000	\$ 10,000	\$ 20,000	\$ 20,000	Proportional with graduation class expansion
MGB/BWH - Health Engagement Coord	\$ 50,000	\$ 50,000	\$ 276,890	\$ 285,197	\$ 293,753	Assumes continued \$50K funding in Yrs 1 and 2 then 2 FTE in year 3+
MGB - Jump Start Summer HS Transition	\$ 150,000	\$ 231,750	\$ 309,000	\$ 386,250	\$ 463,500	Ramps from 50 students year 1 to 150 year 6
MGB - Support for School Health Services	\$ 115,943	\$ 119,421	\$ 246,008	\$ 253,388	\$ 260,990	Assumes support for 1 FT SW Year 1 and 2 FT SW Year 3 forward
MGB - Support for Funded Staff Benefits	\$ 28,986	\$ 29,855	\$ 130,725	\$ 134,646	\$ 138,686	Assumes 25% of salary for externally funded BPS benefits
Student Activities Fundraising	\$ 9,681	\$ 13,249	\$ 16,883	\$ 20,287	\$ 23,881	Placeholder for student activities funds raised and expended by students for EMK apparel and gear.
Senior Class Fundraising	\$ 9,681	\$ 13,249	\$ 16,883	\$ 20,287	\$ 23,881	Placeholder for senior class funds raised and expended in support of prom, senior trip, yearbook etc.
Foundation - Friends EMK	\$ 4,840	\$ 6,625	\$ 8,441	\$ 50,000	\$ 100,000	Assumes addition of Finance/Development staffing in year 3 yields additional EMK foundation grant revenue in years 4-6
Total Revenue	\$ 13,870,761	\$ 18,901,967	\$ 24,111,597	\$ 27,869,352	\$ 31,337,033	

EXPENSE						
Instructional Salary	\$ 5,412,574	\$ 7,170,501	\$ 8,969,232	\$ 10,582,721	\$ 11,667,235	Driven by planned program and enrollment changes, and related staffing projection in Appendix F. Begins with current average BPS salary for each position type, and adds 3% annually for cost of living adjustment.
Professional/Student Support Salary	\$ 1,646,360	\$ 1,943,059	\$ 2,944,224	\$ 3,032,551	\$ 3,123,527	Driven by planned program and enrollment changes, and related staffing projection in Appendix F. Begins with current average BPS salary for each position type, and adds 3% annually for cost of living adjustment.

**Appendix H - EMK CTE Enrollment
Expansion 5-Year Budget Projection**

	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	Budget Narrative
Admin Salary	\$ 840,013	\$ 1,617,438	\$ 1,665,961	\$ 1,715,939	\$ 1,767,418	Driven by planned program and enrollment changes, and related staffing projection in Appendix F. Begins with current average BPS salary for each position type, and adds 3% annually for cost of living adjustment.
Employee Benefits	\$ 1,268,561	\$ 1,736,190	\$ 2,212,300	\$ 2,658,447	\$ 3,129,372	Purchased from BPS in support of health and retirement benefits for EMK staff members employed by BPS. Allocated to EMK based on projected cost per student capita. Begins with current cost for 23-24 and applies 3% inflation adjustment.
Employee Benefits - Externally Funded	\$ 150,245	\$ 187,751	\$ 191,217	\$ 196,953	\$ 202,862	Calculated at 25% of salary for positions funded by external grants, and includes 3% inflation adjustment.
Subcontracted - BPS Central Services	\$ 1,938,079	\$ 2,652,513	\$ 3,379,903	\$ 4,061,517	\$ 4,780,985	Calculated on a per student capita basis for central administrative services contracted with BPS - examples budget, human resources, payroll, school safety, facilities maintenance and management. Includes 3% inflation adjustment.
Subcontracted - BPS Student Transport	\$ 1,031,189	\$ 1,411,317	\$ 1,798,338	\$ 2,161,003	\$ 2,543,809	Calculated on a per student capita basis and allocated to EMK using the average cost for BPS and the projected enrollment. Includes 3% inflation adjustment.
Subcontracted - YMCA	\$ 76,699	\$ 104,973	\$ 133,759	\$ 160,734	\$ 189,207	Assumes EMK will continue to need contracted external facilities for physical education. Begins with current agreement and adjusts for enrollment expansion and 3% inflation adjustment.
Subcontracted - OTHER	\$ 652,467	\$ 892,986	\$ 1,137,867	\$ 1,367,337	\$ 1,609,551	Includes stipends paid to staff in support of extracurricular, academic support, and administrative leadership activities. Also includes contracts with external organizations - 826 Boston, Boston Debate League, Harvard Med-Science, BARR Foundation - providing both curricular and extracurricular engagement with EMK faculty and students. Increases proportionate to enrollment with 3% inflation factor.
Subcontract - Steering Committee Planning	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	2 CTE and Leadership Consultants supporting BP Health Care Initiative project
Student Transport - Clinical Placements	\$ 7,200	\$ 8,400	\$ 140,800	\$ 20,400	\$ 28,800	Placeholder for CTE related transportation 2X weekly for 16 wks for Grade 12 CTE students at \$5 per trip; Year 3 includes 2 CTE vans @\$65K for grade 11 transport to LTC.
Auditing fees	\$ 24,202	\$ 33,123	\$ 42,207	\$ 50,718	\$ 59,703	Independent financial audit required by charter school law.
Non Capital Comp Equip	\$ 16,457	\$ 22,524	\$ 28,700	\$ 34,488	\$ 40,598	Adjusted from current proportionate to planned enrollment expansion and including a 3% inflation factor.
Transition to HS Summer Program	\$ 150,000	\$ 231,750	\$ 309,000	\$ 386,250	\$ 463,500	Year 1 50 students ramps to 150 by Year 5 @\$3000 per student for 5 week program
Textbooks/Academic Software	\$ 24,202	\$ 33,123	\$ 42,207	\$ 50,718	\$ 59,703	Adjusted from current proportionate to planned enrollment expansion and including a 3% inflation factor.
Other program supplies	\$ 73,573	\$ 100,695	\$ 128,308	\$ 154,183	\$ 181,496	Adjusted from current proportionate to planned enrollment expansion and including a 3% inflation factor.
Vocational Consumables	\$ 30,000	\$ 29,500	\$ 40,500	\$ 53,500	\$ 65,500	Assumes \$100 per student annually 9-12 (includes EMK/MGB scrubs)
Professional Certifications	\$ 10,000	\$ 10,000	\$ 9,000	\$ 12,000	\$ 15,000	Average \$200 per Grade 12 CTE student
Higher Education Tuition and Support	\$ 36,000	\$ 99,395	\$ 185,127	\$ 279,301	\$ 373,444	Grade 10 - 3 credits; Grade 11 8 credits; grade 12 10 credits. 440 students annually by year 6.
Printing	\$ 2,953	\$ 4,041	\$ 5,149	\$ 6,188	\$ 7,284	Adjusted from current proportionate to planned enrollment expansion and including a 3% inflation factor.
Memberships/events/donations	\$ 3,853	\$ 5,273	\$ 6,719	\$ 8,074	\$ 9,505	Adjusted from current proportionate to planned enrollment expansion and including a 3% inflation factor.
Staff training, Prof Dev, Conferences	\$ 255,067	\$ 349,093	\$ 444,824	\$ 534,530	\$ 629,218	Includes stipends paid to staff in support of professional development initiatives, and includes the week long August EMK Institute for all staff. Grows proportionate to enrollment with 3% inflation factor.
Food - Events	\$ 17,522	\$ 23,981	\$ 30,558	\$ 36,720	\$ 43,225	Adjusted from current proportionate to planned enrollment expansion and including a 3% inflation factor.
Student Scholarships Grads	\$ 40,000	\$ 40,000	\$ 40,000	\$ 50,000	\$ 60,000	\$10,000 MGB Yrs 1-3 \$20,000 MGB Thereafter. Adjusted proportionate to enrollment expansion.
Student events & activities	\$ 61,279	\$ 83,868	\$ 106,867	\$ 128,419	\$ 151,167	Adjusted from current proportionate to planned enrollment expansion and including a 3% inflation factor.
Insurance	\$ 19,361	\$ 26,499	\$ 33,765	\$ 40,575	\$ 47,762	Adjusted from current proportionate to planned enrollment expansion and including a 3% inflation factor.
Miscellaneous expense	\$ 2,904	\$ 3,975	\$ 5,065	\$ 6,086	\$ 7,164	Adjusted from current proportionate to planned enrollment expansion and including a 3% inflation factor.
Total Expense	\$ 13,870,761	\$ 18,901,967	\$ 24,111,597	\$ 27,869,352	\$ 31,337,033	
Total Surplus Deficit	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	