



FY20 Budget Collaborative and Probable Organization  
Guidance Document

December 8, 2018

This “Master Guidance” is an official collection of documents that has been created for internal use in the Boston Public Schools. This document is an effort to provide you with all necessary information surrounding school budgets and staffing. Because this information is constantly changing, please contact the [respective department](#) from which you need information, for the most up-to-date information.

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**Hint: To search within this document: "Ctrl" + "F" or "Command" + "F"  
Clicking on any of the below items in blue will direct you to that page.**

## Introduction

This document is a compilation of guidance from various district teams that has been created to support school leaders as they develop effective budgets for FY18. This document is an effort to provide you with all necessary information for school budgeting and staffing processes.

Budget development happens across three distinct phases. These three phases are designed to preserve fiscal integrity and engage all stakeholders in a fair, coherent and equitable process.

1. **Phase 1-Enrollment Projections:** The first phase focuses on enrollment projections. There is time for school and district leaders to review and provide feedback. Projections get locked as we move into the Collaborative phase.
2. **Phase 2- Zero-Based Budgeting at Budget Collaborative Meetings:** This phase involves allocating funds and ensuring required staff and non personnel requirements are met. These allocations get locked before moving to the final phase.
3. **Phase 3- Probable Organization:** The final phase is Probable Organization, where staffing decisions are made. A thorough review of staff is conducted to ensure compliance with the district's collective bargaining agreements and other requirements.

## Budget Office Guidance

### Key Changes for This Year

As you move forward in developing your school budget, you are asked to pay close attention to many areas of compliance while ensuring that your budget also supports your Quality School Plan. The goal of the Budget Collaborative process is to make sure that schools are able to build viable budgets. We collaborate to ensure that budgets abide by all legal and contractual obligations while simultaneously supporting our collective work to close opportunity and achievement gaps, as reflected in your Quality School Plans.

The following is general information on the Fiscal Year 2020 school budgets. Specific information will also be available in this [Google Drive](#). Your Budget Preparation [Checklist](#) (TBA) gives a thorough list of items to check prior to submitting your budget request. Below is a brief overview of key definitions, highlights and important policies.

**Due Date:** Your school's 'Version 1' budgets are due back to the Budget Office by noon on January 10th. This will enable your school to be prepared to meet early hiring requirements.

**Future Force:** This customized feature of our Human Capital system, HCM, is where our budgeting platform exists. When you look at your budget allocation in Future Force, you will likely see a deficit. This could occur for many reasons. For example:

1. You may be experiencing a change in enrollment - The positions uploaded into Future Force include all current employees at your school (including any staff added during class size review), some of which may need to be reduced if there is a decline in enrollment.
2. You may have reimbursable positions, and the reimbursable grant dollars have not yet been reflected.
3. You may have a change in the eligibility of your students for Title 1 dollars.
4. You may have positions such as Program Directors, for which the average salary has gone up more significantly than the district-wide average salary.

Start by building up your budget based on the projected enrollment and then go back to see which positions should be deleted or added.

**School Allocations:** A school's General Fund (Fund 100) allocation reflects the Weighted Student Funding allocation plus the value of the current supplemental allocations for expenses like nurse and COSESS FTEs. Please refer to your school's allocation memo to see how the number was built. After the budget is finalized at School Committee the district allocations funds through different methods. These include Enrollment Action Team allocations, funds received for accepting students from closed schools, Class Size Review, etc.

**Weighted Student Funding:** Your school's Weighted Student Funding template shows how your allocation was built up based on students programmatic needs. Part of the increase in the per pupil amounts is to reflect an increase in the cost of the average salaries for teachers. **Final decisions about WSF for FY20 have not yet been made.**

For more information please refer to the memo(TBA) sent by the Superintendent to all school leaders.

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**Actual Salaries:** For autonomous schools who opt to use actual salaries, you will notice that the salaries of the positions will populate automatically with a 'suggested' projected actual salary based on the Budget Office's calculations. Principals are still ultimately responsible, so please review carefully and confirm.

**Average Salaries:** Traditional schools budget on district wide averages for all personnel accounts. These amounts are managed centrally for all schools. The FY20 Average Salary table can be found [here](#).

**Chartfield** - Consists of account, fund, program, subject, department number, descriptions and grant ID numbers. These help to ensure that expenses get charged to the correct allocated funds. Please refer to our [Code Book Folder](#) for lists of active codes.

**Additional Academic Guidance:** Additional guidance on topics such as students with [disabilities](#), [English language learners](#) and [physical education](#) can be found in this document and/or on the SIS.

**Per Diem Substitutes:** You are expected to budget for the anticipated cost of substitutes in your school. At a minimum, you should budget for nine (9) days per FTE. If you have traditionally overspent this account, your budget should reflect historical spending. The FY20 amount to be budgeted for each cluster sub is: \$33,487. The FY20 per diem rate for substitute teachers: \$148.68.

All schools are required to have a minimum of \$1,000 in general funds for subs. You may allocate the remainder of your required sub cost to your Title I budget.

**Purchased Services:** Pilot schools, Horace Mann Charter and Innovation schools can expect to receive a list and description of optional central office discretionary line items. This list will be updated from the list that has been used in the past, both to update the list of services offered, and to update the per pupil funding for each based on central office spending on those services (much of which has been reduced). More information will be coming.

**Form BD-6:** You are expected to send a completed [BD-6 Form](#) (diligence statement) to the Budget Office. This form includes a commitment by the school leader that your school budgeted for adequate textbooks and instructional supplies.

**Supplies:** Schools are required to budget a minimum per student for supplies, depending on grade level. Grant dollars fund supplies, Principals must follow the applicable rules as well. Guidelines for budgeting for school supplies are indicated below.

- Grades K-5 = \$55.00/Student
- Grade 6-8 = \$65.00/student
- Grades 9-12 = \$75.00/student

All schools are required to have a minimum of \$1,000 in general funds for supplies. You may allocate the remainder of your required cost to your Title I budget.

**The Partnership Fund:** The Partnership Fund allocates funding in school budgets to a subset of BPS schools that serve the greatest concentrations of high need students, according to the

Opportunity Index<sup>1</sup>. Schools receiving these funds are empowered to choose and fund partner opportunities to provide ongoing direct services that best meet the unique needs of their school community. **All schools receiving partnership funds are required to review and comply with the implementation and spending guidelines outlined in [this guide](#).**

#### *Overview of Spending Guidelines*

- Partnership funds are generally restricted to funding services that are provided by School-Community Partners.
- Funds may also be used to:
  - Stipend or pay for a portion of a School-Based Partnership Fund Coordinator
  - Support the provision of partner opportunities (e.g. transportation of students to partner programming, coverage of fees for students to participate in a partner-led service, etc.)
- Partnership Funds must only be used to supplement services and personnel rather than to replace or supplant them. For example, a school can not excess a School Social Worker and then use Partnership Funds to contract with a partner organization to hire a social worker.
- Partnerships Fund may not be used to fund any activity that would violate the terms of the Collective Bargaining Agreement between the Boston Public Schools and Boston Teachers Union. Any potential violation of the Collective Bargaining Agreement will be addressed through the contract's Dispute Resolution Process for Grievances.

#### *Overview of Requirements*

- ***By February 15th, 2019: Submit Partnership Preference Forms:*** Schools must submit a *Partnership Preference Form* via [PartnerBPS.org](http://PartnerBPS.org) by February 15, 2019 indicating how they plan to use these funds.
  - Instructions on submission of this form can be found [here](#).
  - Schools must gain approval of the Partnerships Preference Form by School Site Council.
  - Preference Forms will be reviewed and approved by Academic Superintendents and the Office of Engagement to ensure that proposed spending is in compliance with implementation requirements and spending guidelines and aligned with each school's needs.
  - All schools receiving funds will be assigned a Partnership Fund Liaison to support them in the Partnership Preference Process. Liaison list can be found [here](#).
- ***By June 30th, 2019: Sign School-Based Partnership Agreements:*** All schools must complete and sign a non-legally binding Partnership Agreement with each funded partner upon solidification of the partnership. A sample template for this agreement can be found [here](#).
- ***By September 1, 2019: Procurement:*** Schools are responsible for entering requisitions for all partners they plan to fund BEFORE services begin. They are also responsible for receiving partner services once they have been completed and

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<sup>1</sup> The Opportunity Index is a new tool that BPS will use to increase equity and close opportunity gaps. The Index will serve as a more robust, accurate, and differentiated measure for assessing and addressing the needs of our students and their schools. It is a composite index that includes a range of student data that is predictive of students' academic outcomes, including data about crime, educational attainment and income level of students' home neighborhood, along with individual student and family data, such as their socioeconomic status and past academic performance.

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submitting invoices to the business office to allow partners to be paid. More information on Partnership Fund Spending Processes and Procedures can be found [here](#).

**Employment Agreement Employees:** These should be reviewed and re-budgeted each year in account code 52935.

**Custodians:** These positions are funded and managed centrally. Schools will be asked to fund coverage for activities outside official district hours.

**COSESS and Nurse Positions:** Similar to previous years, COSESS and Nurse positions that are funded centrally will appear in your Future Force template. Placeholder funds for these positions have been added to your General Fund allocation. **Do not** adjust the FTEs for these positions. Requests for COSESS pairings (an increase in FTE funded at the school) must be made in writing to [Lemma In-Baptist](#) (Director of Operations, Special Education) by January 5, 2018. At Probable Org, principals will be asked whether or not they would like to retain the employee in their COSESS position. Final COSESS allocations will be determined by Special Education after Probable Org.

**Food Service Workers:** Similar to last year, Food Service Worker positions that are funded centrally by the School Lunch grant will appear in your Future Force template. Funds for these positions will be added to your School Lunch allocation shortly. **Do not** adjust the FTEs for these positions.

**Standard Hours of All Employees:** All school leaders must ensure that budgeted positions reflect the true intended school work schedule. This is particularly important for positions such as paras, CFCs, FCOCs, and transportation attendants. Please note - Exceptions to Standard Hours or any irregular work schedule will **NOT** be carried into future years. If you have a special agreement you wish to carry into the next year you must recreate that in your new year template.

**Reimbursable Positions:** Please refer to the [Grants section](#) of this document for more guidance.

**Soft Landing:** One time, rules-based, allocations to schools to offset a cut to budget

**Sustainability Allocation:** Allocations to schools who do not have the funding to meet their minimum compliance budget, used to compensate for under enrolled classrooms.

**Budget Building Tool:** The Budget Office has created a budget-building tool that is designed to help you budget appropriately and build classrooms. This file is an optional tool. We hope you find it useful.

1. Elementary and Middle School Leaders- please [download](#) the tool(TBA).
2. High School School Leaders- please download the tool here(TBA).

Please do not attempt to use it in Google Sheets, as it will not work correctly.

## Office of Grants and External Funding Guidance

### Key Changes for This Year

- **Supplement, not Supplant rule:** Schools no longer need to identify any individual costs or services as supplemental. Compliance will be tested by looking at the methodology districts use to allocate state and local money to each Title I school. The result is greater flexibility in how your non-EL Title I funds can be used. An important exception is that these flexibilities do *not* apply to the portion of your EL Title I funds earmarked solely to supplement instruction for English Learners, as per the META consent decree spending requirements (refer to the guidelines included in the [English Learners section 6 below](#)).
- **FY20 Title I for ELs Budget Plans.** School leaders are asked to submit their [FY20 Title I for ELs Budget Plans](#) to [Title1EL@bostonpublicschools.org](mailto:Title1EL@bostonpublicschools.org) in advance of their budget collaborative meeting to ensure that planned expenditures will meet the spending requirements of the federal META consent decree to supplement instruction for ELs. Additional information can be found in the English Learners [section 6](#) below, and new examples have been added to this section.
- **Autonomous Schools using CCE as Fiscal Agent:** Federal regulations require special reporting for the use of federal funds at schools. Hereafter, CCE will hold your school's Fund 100 monies and Fund 200 monies, if any, in separate accounts. When submitting check requests to CCE for payment from your school accounts, you will be prompted to identify the source of the funds, whether your school's Fund 100 or, if applicable, Fund 200 account. Fund 200 monies held at CCE must be zeroed out each August 31st pursuant to federal guidelines. Therefore, all Fund 200 monies not spent by August 31st of each school year will be forfeited and unavailable for further use by schools. Please note: Title I EL funds (Fund 200, Program 24XX) may not be transferred to your CCE school accounts.

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### Title I Funding

*Title I provides schools with federal grant revenue, but there are strict requirements around how funding may be spent. This memorandum summarizes the most important considerations for school leaders for planning Title I budgets.*

#### Contents:

1. The Purpose of Title I Funding
2. How Title I Allocations Are Calculated
3. Key Grant Dates
4. Appropriate Uses of Title I Funding
5. Supplement, Not Supplant
6. Meeting Compliance: English Learners and Family Engagement
7. Positions on Title I: Benefits and Time and Effort Reporting Requirements

#### 1. The Purpose of Title I Funding

The purpose of Title I funding as outlined in Title I, Part A is to improve basic programs that are designed to help disadvantaged children meet high academic standards and to help children who are failing or most at risk of failing to meet the district and State's core academic curriculum

standards.[\[1\]](#)

## 2. How Title I Allocations are Calculated

For the 2013-2014 school year, Massachusetts began participating in the Community Eligibility Option, which allows schools to provide meal service to all students at no charge, regardless of economic status. As of FY16 the Federal Government recommends that "direct certification" data, such as data from the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), and Medicaid Enrollment, be used. Using the direct certification data, in compliance with section 1113(a)(5) of the ESEA[\[2\]](#), is how Title I Allocations have, and will continue to be determined in future years.

We project that our Title I funds for FY20 will stay at the same level as what was awarded in FY19. This is projected based on funding from Congress, any potential State set-asides, as well as the potential diminishing shift in our share of the nation's poverty, as measured by census estimates.

School allocations were determined based on the school's percentage of direct certified students and projected enrollment, multiplied by a per pupil amount.

## 3. Key Grant Dates

The Title I Grant begins on September 1<sup>st</sup>, 2019. Before the grant starts, no purchases can be delivered or work charged to the grant. Please make sure to budget all needs prior to September 1st on a different funding source.

Requisitions may be entered prior to September 1<sup>st</sup>, 2019. However, requisitions will not be converted to PO's until September 1<sup>st</sup>.

The FY20 spending deadlines on Title I will be released by the Business Services Office along with the General Funds spending deadlines. All purchases and stipend payments must adhere to these deadlines.

## 4. Appropriate Uses of Title I Funding

Here are a few bedrock principles governing Title I funding:

- **Title I funds must be used to benefit English Learners (ELs) to the same extent as other students.** (See examples and additional details in section 6 on EL Compliance)
- **No less than 1% of each school's allotment must be committed to promoting family involvement.** (See examples and additional details in section 6 on Family Engagement Compliance)

## 5. Supplement, Not Supplant

The new Every Student Succeeds Act changes the way compliance with Title I, Part A Supplement not Supplant requirement is tested for districts and schools.

Title I funds should still not take the place of—supplant—public education services that are to be provided by law to all students. In no case may Title I funds be used to supplant (i.e. take the place of) state or local funds. The method for testing this compliance has however changed.

Schools no longer need to identify any individual costs or services as supplemental. Compliance will be tested by looking at the methodology districts use to allocate state and local money to each Title I school. The result is greater flexibility in how your Title I funds can be used.

Though there is added flexibility around individual cost tests for specific activities, it is important to keep in mind the core purpose of Title I, which is to serve those students who are most at risk of failing. It remains true that Title I allowable activities are those that would help this, and funded activities should fit into this purpose.

**Note:** This new compliance does **not** pertain to the EL portion of your Title I dollars that are still to be spent solely to supplement instruction for English Learners, as per the META consent decree. Please refer to the English Learners section 6 below for spending requirements for those funds.

## 6. Meeting Title I Compliance Requirements

### English Learners

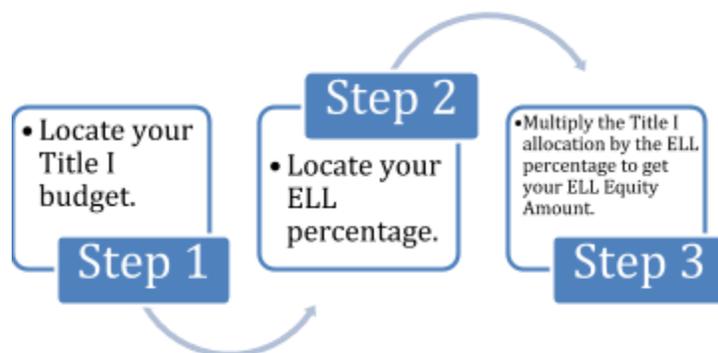
#### The META Consent Decree:

In 1992, BPS and parents of English Learner (EL) students, who were represented by attorneys with the Multicultural Education, Training and Advocacy (META) project, entered into a binding Consent Decree that is enforceable by use of the court's power to hold violators in contempt of court to compel compliance. The Decree requires that Title I funds be used to benefit English Learners to the same extent as other students. It commits BPS to:

- **Improve and provide equal access** to programs for EL students;
- **Refrain from discriminating against EL students** relative to non-ELs, in the provision of Title I services;
- **Ensure proportionality** in the provision of services. The percentage of Title I eligible but unserved EL students must not exceed the percentage non-ELs not benefiting from Title I funds;
- **Adjust Title I school budgets** for staff and services annually and periodically in light of changing student needs;
- **Provide literacy (HILT) programs** for EL students ages 8-22 with limited or interrupted formal education (SLIFE);
- **Consult with and involve EL parents** in each school;
- **Report annually** on the status of Title I services to EL students.

#### Steps to Take When Complying With the META Consent Decree

**STEP 1: Determine your EL Equity Amount. This amount will be provided to you in your school's allocation one-pager, based on your school's EL percentage as determined in the FY20 student projections data.** In an effort to better support schools in meeting the **Title I for English Learners Equity amount**, the **district will identify this Title I for ELs allocation** in the school's allocation one-pager, based on the school's EL percentage determined by the FY20 student projections data (refer to the graphic below). Having this information in advance will allow school leaders to focus discussions during the Budget Collaborative session on appropriate expenditures within the Title I for ELs budget lines.



**STEP 2: Assess the needs of your school’s English Learner students.**

The META consent decree specifies that, prior to spending Title I for ELs funds at schools, the determination of the services most needed by the school’s ELs must be conducted first to ensure that the funds will be used to support the language development needs of English Learner students.

**STEP 3: Budget your EL Equity Amount with appropriate expenditures using the following rules:**

- Title I expenditures for ELs shall **supplement** and not supplant local/state/federal resources.
- Title I funds shall be tailored to **meet the specific needs** of ELs
- Title I services **solely** benefit ELs.
- Supplemental positions funded under Title I must serve ELD Level 1 and ELD Level 2 students, as proportionate to the ELD 1 and ELD 2 student population at your school.
- For schools with HILT for SLIFE programs, expenditures related to this program, including FTEs, may be expended within the Title I for ELs budget lines.<sup>2</sup>

To ensure expenditures will be appropriate, expenditures may be determined in consultation with META attorneys prior to any procurement. In addition to this guidance, please utilize the [OEL website Acceptable Uses for Title I Funding for ELs](#) as well as [OEL’s presentation at ALI](#) as a resource on how to use this funding.

**STEP 4: Submit your [FY20 Title I for ELs Budget Plan](#) to OEL and Grants**

To support schools in planning their Title I for ELs funds in a manner that meets the META consent decree spending requirements, school leaders will be required to receive approval from OEL/Grants on their [Title I EL Budget Plans](#) for the upcoming school year (FY20) prior to having OEL staff sign off on a school’s budget. Schools will receive their plan template in their budget folder and more detailed instructions will be provided. These FY20 Title I for ELs Budget Plans should be submitted to [Title1EL@bostonpublicschools.org](mailto:Title1EL@bostonpublicschools.org) in advance of the budget collaborative meeting.

**Examples of Appropriate Title I Expenditures for ELs**

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<sup>2</sup>The District remains committed to fully funding SLIFE classrooms at a ratio of 15:2. Although it is at the discretion of the school leader where to budget for these 2 teacher FTEs, **we recommend that schools utilize the Title I for ELs budget lines to fund these SLIFE positions** (as well as other expenditures related to SLIFE programs) as this is clearly allowable under the META consent decree.

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The following chart provides examples of allowable and non-allowable expenditures within the Title I for ELs budget lines. These examples have been culled from schools' Title I checklists as well as findings from META attorneys. This list is not meant to be exhaustive, and school leaders are encouraged to contact OEL with any questions specific to their English Learners' needs.

	Examples of Allowable Title I Expenditures for ELs	Examples of <u>Non</u> -Allowable Title I Expenditures for ELs
<b>Supplies / Textbook/ Equipment Line(s)</b>	<p>Supplementary enrichment materials that strengthen the core academic program in the school for ELs and that are designed to meet the specific needs of EL students such as: Supplementary National Geographic ESL curriculum materials:</p> <ul style="list-style-type: none"> <li>● <i>REACH into Phonics Big Books</i> Fiction and Non-Fiction Leveled Readers; <i>Inside Phonics/Word Builder</i>; and <i>Edge Reading Level Gains Test</i> and <i>Edge English Language Gains Test</i>. (<i>Note: Funding of the student and teacher editions of the National Geographic Learning Reach, Inside, and Edge textbooks would <u>not be allowable</u> as these are <u>core</u> ESL curriculum materials</i>).</li> <li>● Native language resources to provide students with additional access points to the curriculum.</li> <li>● Instructional materials for HILT for SLIFE programs.</li> <li>● Other supplementary instructional materials to support English language acquisition (e.g., Scholastic/Scope magazine, Fountas &amp; Pinnell LL1 kits, dictionaries to be used outside of MCAS testing, manipulatives/realia/visual aids, etc.)</li> <li>● Fees associated with testing for World Language Proficiency in order to award students the Seal of Biliteracy.</li> </ul>	<ul style="list-style-type: none"> <li>● Funding of generic school supplies such as copy paper, toilet paper, light bulbs, etc.</li> <li>● Funding of the student and teacher editions of the National Geographic Learning <i>Reach, Inside, and Edge</i> textbooks would <u>not be allowable</u> as these are <u>core</u> ESL curriculum materials.</li> <li>● Purchasing a supplemental program (e.g., online reading support) for <i>all</i> students at the school but charging the amount for the EL students to the Title I EL funding is not <i>allowable</i>. This is because the purchase does not <u>solely</u> benefit ELs; it is a program that is being purchased for <i>all</i> students in the school and also may not be tailored to meet the specific needs of ELs.</li> <li>● Purchasing computers/equipment that benefit <i>all</i> students but charging the amount used by EL students to the Title I for EL budget lines is not <i>allowable</i>. This is because the purchase does not <u>solely</u> benefit ELs; it is a program that is being purchased for <i>all</i> students in the school and also may not be tailored to meet the specific needs of ELs. [Note: chromebook purchases have to be above and beyond what is already available to other students in the school. Headsets for ACCESS testing may not be ordered with these funds.]</li> </ul>
<b>Stipend Line:</b>	<ul style="list-style-type: none"> <li>● Stipending ESL certified teachers to provide supplemental out-of-school time for English language acquisition tutoring of ELs, literacy clubs for EL parents/children, and ESOL classes for</li> </ul>	<ul style="list-style-type: none"> <li>● Stipending the LATF to perform core responsibilities outlined in the <a href="#">LATF job description</a> (e.g., ELD folder management, ELD updates, reclassification decisions, etc.).</li> </ul>

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	<p>EL parents.</p> <ul style="list-style-type: none"> <li>Supplementary counseling, pupil services, and mentoring services to meet the specific needs of ELs. (Note: tutors need to be ESL licensed or SEI endorsed; mentors should work under the supervision of an ESL licensed/SEI endorsed staff member.)</li> </ul>	<ul style="list-style-type: none"> <li>Stipending teachers to plan or administer the WIDA ACCESS or any other state-mandated English language proficiency assessments.</li> </ul>
<b>Contractual Services Line:</b>	<ul style="list-style-type: none"> <li>Consultants/vendors to provide supplemental professional development specific to ELs or to provide enrichment/supplemental programs solely benefitting ELs and tailored to meet the unique needs of ELs.</li> <li>College and career awareness and vocational and technical education programs specific to the needs of ELs.</li> <li>Other high-quality ongoing professional development for teachers, administrators, paraprofessionals, parents, and pupil services personnel, that is not otherwise required, in order to enable EL students to pass academic achievement standards.</li> <li>Other before/after school, summer, Saturday/vacation programs solely benefitting ELs and specifically tailored to support ELs' unique needs.</li> </ul>	<ul style="list-style-type: none"> <li>Any contractual services that are not tailored to meet the needs of ELs.</li> <li>Contractual services for ELs utilizing Title I monies but funding the same contractual services for non-ELs using General Funds.</li> <li>Using Title I funds to provide translation for core materials, such as translating report cards or parent teacher conferences.</li> <li>RETELL trainings are required and therefore not an allowable expense under Title I for ELs.</li> <li>Professional development that is general and not targeted to ELs.</li> <li>Professional development by non-qualified trainers, i.e. not SEI endorsed or ESL certified.</li> </ul>
<b>Travel Line:</b>	<ul style="list-style-type: none"> <li>Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL) annual conference (usually in May in Framingham, MA) and other <a href="#">MATSOL Professional Learning opportunities</a>.</li> <li>MABE annual conference (usually in March, location varies) and other <a href="#">MABE Professional Learning opportunities</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Conferences that are general in nature and are not tailored for ELs specifically.</li> </ul>
<b>Personnel Lines</b>	<p>Supplemental positions that serve EL students only and are addressing the unique needs of EL students.</p> <ul style="list-style-type: none"> <li>Supplemental positions funded under Title I must serve ELD Level 1 and ELD Level 2 students, as proportionate to the ELD 1 and ELD 2 student population at your school.</li> </ul>	<ul style="list-style-type: none"> <li>Funding <u>any</u> core staff required to meet federal, state or local mandates for instruction, such as ESL and SEI teachers or per diem substitutes for those classrooms, is considered supplanting. <i>(The exception to this is HILT ESL and HILT Native Literacy</i></li> </ul>

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	<ul style="list-style-type: none"> <li>• Supplemental ESL teachers who would not otherwise be needed to provide requisite ESL instruction.</li> <li>• <i>HILT for SLIFE</i> ESL and <i>HILT for SLIFE</i> Native Literacy teachers may be funded under Title I for ELs.</li> <li>• Bilingual paraprofessional (<i>not</i> due to class size reasons) to provide ELs with native language clarification in the classroom.</li> </ul>	<p><i>teachers for schools with SLIFE programs.)</i></p> <ul style="list-style-type: none"> <li>• Funding positions that serve the whole school such as: CFC's; lunch monitors; physical education, computer, music/art teachers, school wide counselors; school wide literacy coordinators; and school wide paraprofessionals.</li> <li>• Funding staff that do not serve an equitable proportion of ELD 1 and ELD 2 students enrolled at the school.</li> <li>• Funding supplemental on-site coaches who have little or no expertise in providing instruction for ELs.</li> </ul>
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Additional examples of appropriate Title I Expenditures may be found on [OEL's website for Acceptable Uses for Title I Funding for ELs](#) and in [OEL's ALI presentation](#) on Title I for ELs.

**STEP 5: School leaders are advised to ensure that the appropriate budget accounts and codes are used for all staff funded under Title I to serve ELs.**

Title I for ELs funds are loaded into your RC's budget in lines with the program code prefix of 24\_\_ (e.g., 2401) within the Title I grant. For instance:

38	2017	1011		200	Special Revenue, Grants	51202	Prof/O.T.+ Stipend	2401	Bill. Ed. Admin & Supervisory	BPS17150	Title I Chapter 1	1000.00	0.00	0.00	0.00	0.00	1000.00	100.00
39	2017	1011		200	Special Revenue, Grants	51305	Non-Academic Part-Time	2401	Bill. Ed. Admin & Supervisory	BPS17150	Title I Chapter 1	1781.00	0.00	0.00	0.00	0.00	1781.00	100.00
40	2017	1011		200	Special Revenue, Grants	52907	Cont Serv Other	2401	Bill. Ed. Admin & Supervisory	BPS17150	Title I Chapter 1	2294.00	0.00	0.00	0.00	0.00	2294.00	100.00

All EL related positions must be coded under the appropriate job codes as recommended by OHC. All EL positions will be reviewed during Budget Collaborative and Probable Organization sessions to ensure they are supplemental, serving only ELs, and are serving a proportionate amount of ELD 1 and ELD 2 students as enrolled at the school.

**Monitoring of Title I Funds for ELs**

The BPS Office of English Learners (OEL), as part of the district's monitoring duties under the federal META consent decree, is obliged to ensure compliance with these commitments. A school's intention to comply must be clearly ascertainable from the school's budget. School leaders will therefore be requested annually to submit a Title I Checklist to OEL whereby school leaders will verify the services that Title I funded staff are providing and submit additional information as to how other Title I funded resources are being used. **OEL must ask schools to make appropriate revisions to any budget that does not reflect compliance with Title I and META Consent Decree requirements, including the prohibition against the use of Title I dollars to supplant core funding or to properly fund and code EL instructors including HILT for SLIFE teachers.**

For additional information about Title I Allocations for ELs, please refer to [OEL's website](#) on ***Acceptable Uses of Title I Funding for ELs:***

<https://sites.google.com/a/bostonpublicschools.org/oell-acceptable-uses-title-i-funding-ells/>

META monitors compliance by way of reviewing the Title I Checklists and conducting school visits. During the visit, META will meet with the school leader and may review the school's current and projected budget, Title I Checklist, staff qualifications, and other information deemed necessary to comply with the consent decree.

*Please contact your OEL Liaison if you have any questions about Title I Funding for ELs and visit our [website](#) for additional resources.*

### **Family Engagement**

Title I (initially Part A, Section 1118, of the Elementary and Secondary Education Act and currently under the Every Student Succeeds Act) identifies specific family engagement practices required of all schools that receive Title I funds. The Office of Engagement provides oversight and supports to ensure all schools that receive Title I funds meet the Title I Family Engagement state and federal statutory requirements.

#### ***Requirements of Schools Receiving Title I Family Engagement funds:***

All schools receiving Title I funds are required to do the following:

1. Set aside the equivalent of **1% of Title I allocation in the school's budget for family engagement**. Decisions on how to allocate the 1% for family engagement should be made by the School Site Council.
2. Have a **School-Parent Compact**, developed in collaboration with parents and approved by the School Parent Council and School Site Council. The compact must:
  - a. describe the shared responsibility between the school and families for student learning;
  - b. describe parent-teacher communications that include the frequency of reports to parents on student progress; regular two-way communication and where possible in the language of the home; opportunities for parent volunteerism, observations and participate in classroom activities; and at the elementary level hold at least one parent-teacher conference during which the compact will be discussed.
3. Have a **written Family Engagement Plan/Policy**, developed in collaboration with parents and approved by the School Parent Council and School Site Council. The plan should be agreed on by parents, aligned with the Quality School Plans and goals, and include provisions to build the capacity of educators and families to engage each other around student learning.
4. Hold an **annual parent meeting** to discuss school priorities and programs under Title I.
5. Build capacity of both parents and teachers to effectively engage with one another to improve student learning outcomes. Schools may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. The meetings and/or activities to meet this requirement must include, but is not limited

to the following:

- a. Provide materials and training to help families work with their children at home.
- b. Educate teachers and school staff on the benefit and value of engaging families, and the value of parent contributions.

Schools should contact Engagement Facilitators regarding the requirements and strategies for spending their Title I Family Engagement allocation.

**Director**

Cyntoria Grant - [cgrant@bostonpublicschools.org](mailto:cgrant@bostonpublicschools.org)

**Engagement Facilitators**

Lori Greenwood - [lgreenwood@bostonpublicschools.org](mailto:lgreenwood@bostonpublicschools.org)

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## 7. Positions on Title I: Benefits and Time and Effort Reporting Requirements

### Budgeting for benefits for all positions under Title I

ALL schools, regardless of past practice, MUST budget for benefits for any positions created under Title I and any additional grants.

### Time and Effort Reporting Requirement

#### What is the Time and Effort Requirement?

Per the OMB Uniform Grant Guidance Part 200 (2 CFR 200.430), all employees, including teachers, paraprofessionals, and other staff paid with federal funds must document their time and effort. Time and effort reporting is a form of accountability for the spending of federal funds. Please be aware of this as you budget positions on Title I.

#### What Certification do you need to provide?

- **Full Time Federally Funded Positions:** Semi-annual certifications documenting time and effort.
- **Part- and Split- Federally Funded Positions:** Semi-annual certifications documenting time and effort and work schedule UNLESS the employee does not maintain a fixed work schedule or works on multiple cost objectives. If the employee does not maintain a fixed work schedule or works on multiple cost objectives, monthly certifications documenting time and effort are required. See Appendix for additional information and examples.
- **Stipends paid from Federal Funds:** The current practice of online PS08/ PS09's is meeting compliance requirements. Please ensure you file the corresponding signed timesheets at your school/ department for audit purposes.

#### Next Steps

No action is needed at this time. The Grants and External Funding Office will collect time and effort

certifications in January and June. Sample semi-annual and monthly certification forms can be found [here](#), and will be emailed to every federally funded employee and their department head/School Leader. At that time please have all your school/ departments federally funded employees electronically sign and submit them in January and June.

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[1] <http://www2.ed.gov/programs/titleiparta/index.html>

[2] <http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html>

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### **Reimbursement Grant Guidance**

In order to most accurately track, manage, and analyze all spending, a reimbursement grant (BPS20475) will be established and used for all reimbursable costs as per the process currently in place.

#### **Process:**

As in prior years, the reimbursable grant number BPS20475 will be set up on Fund 200 for FY20. When a department or school receives a commitment letter from a funder the budget will be set up for their respective department within the reimbursement grant, a grant which has a budget but no revenue yet. As additional reimbursable commitments are received through the year, the reimbursement grant budget would be increased per the amount stated in the commitment letters. This process also ensures that any overruns will be paid for through alternative funding in that department/ school.

Any BEDF stipend payments for BPS employees will also be charged directly to the new reimbursable grant and payments will follow the BPS payroll guidelines. All reimbursement costs would follow BPS established tracking and monitoring processes and documents would be filed and tracked within the BPS Finance Office.

#### **Steps to establish a reimbursable budget on fund 200-BPS20475:**

1. Obtain a letter of commitment from your funder. This letter should include the total maximum reimbursable amount from that funder and MUST include benefits for any positions. The template to be used can be found [here](#).
2. Email a scanned, signed version of the commitment letter to your Finance Analyst in the Budget Office.
3. The Finance Analyst will work with the Grants team to approve your total budget amount.
  - a. If this is done while Future Force is opened, you will be able to work with the reimbursable grant funds the same way that you work with grant funds.
  - b. If this is done after Future Force closes, then you will need to work with your Finance Analyst to establish the specific budget lines in the fund.

### **Guidance for all Other Grants**

Any other grants (Extended Learning time grants, School Improvement grants, etc.) that are projected to be awarded in FY20 will be loaded to Future Force. These grants may be loaded on one single budget chartfield or 'rolled over' based on how it was loaded the previous year.

If you have positions loaded on any of these grants please check to ensure they are fully budgeted.

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Also check to ensure the total grant budget is accurate. Please keep in mind that these grants may be loaded based on just a projection. Hence grant lines will be accurately reflected once an actual award letter is obtained from the funder. The Grants team will help coordinate the grant load once this occurs.

## Office of English Learners (OEL) Guidance

### Key Changes for FY20

- **Consideration of language capacity (all schools):** In light of the LOOK Act, we would like to highlight here the teacher's language capacity as a key consideration for staffing and hiring appropriately for English Learner students. We strongly encourage principals to, the extent possible, place teachers and/or paraprofessionals in classrooms where their language capacity matches the linguistic background of their students (e.g., it is recommended that SEI Spanish programs be staffed with Spanish speaking teachers and/or paraprofessionals).
  - **SEI endorsement for administrators (all schools):** Additionally, while not a new requirement, we have added language in this guidance document to identify more clearly identify that all principals/headmasters and other evaluators of core content teachers of English Learners must hold the SEI Endorsement.
  - **Schools with Inclusion and/or Substantially Separate programs:** We have added a new section in this year's guidance to highlight the importance of considering the primary languages of ELSWDs and the language capacity of their teachers and service providers.
  - **SEI Endorsement for CVTE (CVTE schools):** An upcoming change as a result of the LOOK Act includes new DESE regulations that now require that all Career Vocational Technical Education (CVTE) teachers assigned to 1 or more ELs, as well as administrators who supervised or evaluated these teacher(s) must obtain an SEI Endorsement as of July 1, 2021.
  - **Dual Language schools:** The dual language teacher providing instruction in the partner language will no longer be required to hold an ESL license *as long as* that teacher is not providing ESL instruction.
  - **Upcoming LOOK ACT changes:** The LOOK Act has given districts in Massachusetts more flexibility in designing English Learner programs to meet the specific needs of the local population. Any proposals for a change, an update or the addition of new programs must be submitted to OEL and approved by DESE by January 1, 2019. (NOTE: More specific guidance will be provided upon receipt of DESE's feedback and approval.)
- 

In leveraging your school budget and Probable Org process to ensure that you are adequately staffed to service the English Learners in your school, OEL is recommending the following guidance in order for schools to coordinate the appropriate resources to start the academic year meeting all related federal and state mandates.

#### **A: Elementary (K-5) SEI Language Specific Programming (Spanish, Haitian Creole, Cape Verdean Creole, Chinese, Vietnamese or Multilingual)**

- Is there a funded position for a qualified **SEI homeroom teacher** for each grade level of your SEI Language Specific or Multilingual classroom?
  - All positions should be 1.0 FTE (positions may not be funded with the Title I for ELs (META) funds earmarked solely for supplemental EL purposes).
  - Student to teacher ratio should be 20:1 per each grade level. If the school is projected above the 20:1 ratio, a 1 FTE paraprofessional position must be purchased.
  - With the purchase of the paraprofessional, the assignment maximum for that classroom will become 25:1:1.

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- Does the teacher speak the language of the student population to provide native language support? If not, the school should consider funding a bilingual paraprofessional for native language support.
- Is there a funded ESL position(s) to ensure that all projected ELD 1-3 students who are not assigned to the SEI classrooms at each grade are adequately serviced in accordance with the appropriate instructional model and grouping guidelines?
- Is there a funded ESL position(s) to ensure that ELD 4-5 are being adequately serviced in accordance to the appropriate instructional model and grouping guidelines?
- Does the SEI teacher also hold an ESL license and if not, is there a plan to ensure that there is additional ESL staff to service ELs in the SEI classrooms?
- Are the positions appropriately coded as an “SEI- language” in your budget template?
  - SEI positions **cannot** be re-coded due to lack of licensure to accommodate a particular teacher need. The position needs to reflect that the teacher being hired is to service an SEI specific classroom.

### **B: Secondary (6-12) SEI Language Specific Programming (Spanish, Haitian Creole, Cape Verdean Creole, Chinese, Vietnamese or Multilingual)**

- Is there a funded position for a qualified **SEI content** teacher for each grade level of your SEI Language Specific or Multilingual classroom?
  - All positions should be 1.0 FTE and funded from General Funds.
  - Are the positions appropriately coded as an “SEI- language” in your budget template?
    - SEI positions **cannot** be re-coded due to lack of licensure to accommodate a particular teacher need. The position needs to reflect that the teacher being hired is to service an SEI specific classroom.
  - Does the teacher speak the language of the student population to provide native language supports?
- Is there a funded ESL position(s) to ensure that all projected ELD 1-3 students in those grades are adequately serviced in accordance to the appropriate instructional model and grouping guidelines?
- Is there a funded ESL position(s) to ensure that ELD 4-5 are being adequately serviced in accordance to the appropriate instructional model and grouping guidelines?

### **Reminders:**

Only ELs with ELD levels 1-3 with the **assigned language code\*** and appropriate first language designation can be assigned to the SEI language specific or multilingual program classrooms. In other words a student who is ELD 1 but whose first language is Bengali should not be assigned to the SEI Spanish homeroom.

Per DOJ paragraph 39, If the Elementary SEI homeroom teacher is ESL certified and has completed the 15 hour WIDA PD<sup>3</sup>, that classroom teacher can provide ESL instruction to ELD levels 1-3 ELs

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<sup>3</sup> Per DOJ requirements- Paragraph 39(e) all teachers who are assigned to teach SEI K2-5 classrooms where ELD 1-3 are receiving “Embed -Homeroom” as an ESL instructional method are required to complete a District -Based PD around “i.) differentiating ESL instruction for students at ELD levels 1, 2 and 3; and ii.) lesson planning and structuring instructional time to ensure that the unique needs of students at ELD levels 1, 2, and 3 are met. This professional development is currently available on MyLearningplan as either face-to-face sessions or a self-paced online webinar for the teacher’s convenience.

and you should indicate an Embedded Homeroom model on ASPEN. Students in SEI programs who are assigned to teachers without an ESL license must receive ESL instruction from an ESL teacher.”

- [English Learner \(EL\) Program & Scheduling Guidance BPS OEL - August 2018](#)

*\*see SEI program codes ( BES/BLS-Spanish, BEH/BLH-Haitian Creole, BEK/BLK-Cape Verdean Creole, BEM/BLM-Multilingual, BEV/BLV-Vietnamese )*

### **C. NEW: English Learner Students with Disabilities (ELSWDs) in Inclusion and Substantially Separate Programs**

- How many ELSWDs in substantially separate or inclusion settings do you have in your school? What are students' ELD levels, grade bands, and their first/home languages?
- Have you purchased sufficient ESL FTEs to ensure that all your sub-separate ELSWDs are serviced accordingly?
- How are you addressing the linguistic needs of your ELSWDs in the classroom and/or through supported services?
  - It is highly recommended that teachers and service providers of EL students with disabilities be able to provide native language clarification to best support the education of these students.

### **D: Dual Language Programs**

- Are dual language staff accounted for within each language strand and grade of the program?
  - All positions should be 1.0 FTE.
  - Are the positions coded appropriately for each strand:
    - Language Specific Dual Language Teacher, contingent upon the model
    - English Specific Dual Language Teacher, contingent upon the model
    - Are the teachers bilingual and biliterate in the partner language as required for the language program model?
- Is there a funded ESL position(s) to ensure that all projected ELD 1-3 students in those grades are adequately serviced in accordance to the appropriate instructional model?
- Is there a funded ESL position(s) to ensure that ELD 4-5 are being adequately serviced in accordance to the appropriate instructional model?

### **E: HILT for SLIFE (High Intensity Literacy Training for Students of Limited or Interrupted Formal Education) Language Programs (Spanish, Haitian Creole, Cape Verdean Creole, Multilingual)**

- All HILT for SLIFE positions can be funded under Title I and considered towards the EL Equity Amount.
- For each grade cluster (3-5), (6-8) (9-12), is there a:
  - 1-Native Literacy Teacher who can provide instruction in the native language of the SLIFE program classroom?
    - “ The native language teacher teaches math, science, social studies, and native language reading” - **META Consent Decree- Attachment C, pg 2**
  - 1-ESL teacher for each cohort of assigned students?
    - Teacher does not provide instruction in the native language of the SLIFE program classroom.

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- The ESL teacher position should be scheduled primarily to support the SLIFE program population at the school in order to “[instruct] 2 periods of ESL daily” - **META Consent Decree- Attachment C, pg 2**
- Is the SLIFE ESL and Native Literacy teachers appropriately coded in your budget template as SLIFE?

**F. NEW: English Learner Students in Career/Vocational and Technical Education (CVTE)**

- New Massachusetts Department of Secondary and Elementary Education regulations require that CVTE teachers assigned 1 or more ELs during SY 17-18, and administrators who supervised or evaluated these teachers(s) obtain SEI Endorsement by July 1, 2021.<sup>4</sup>
- CVTE teachers assigned to provide sheltered English instruction to ELs, and administrators who supervise/evaluate such teachers, will need to have the SEI Endorsement or earn it within one year of assignment.
- Those seeking re-licensure will be required to have the SEI Endorsement after 2021.

**G: ESL Staffing Calculations:**

The following calculator is used to project how many FTEs will be needed to ensure adequate ESL services, in consideration of the amount of ESL instruction and allowable student groupings for instruction.

ELD Level	DOJ Approved Guidance for BPS to be implemented SY18-19**	Staffing Recommendation for ESL course Where 1 course=1 class of 45 mins ESL Instruction/day <b><u>Note: ESL Instruction is not SEI Content Instruction</u></b>
ELD 1	135 minutes /day 675 minutes/week	For each course of an ELD 1 class: .6 FTE (For K-5 ELT Schools only: .5 FTE)
ELD 2	90 minutes/day 450 minutes/week	For each course of an ELD 2: .4 FTE
ELD 3	60 minutes/day 300 minutes/week	For each course of an ELD 3: .3 FTE
ELD 4/5	45 mins/day 225 minutes/week	For each course of an ELD 4 and/or 5: .2 FTE

Schools need to review their budget to ensure that they have purchased the appropriate ESL FTE necessary to provide the EL students with their required ESL service. **Schools are reminded that your ESL FTE is impacted by grade level/ELD grouping rules. It is recommended that you develop a draft ESL schedule for your projected EL population to identify the number of ESL FTEs needed to meet all required ESL services.**

<sup>4</sup> Refer to DESE's July 2018 letter for more detailed information: <http://www.doe.mass.edu/retell/2018-0720cvte.pdf>

## FY20 Budget Collaborative and Probable Organization Guidance

Elementary SEI language specific programs can leverage the grouping of students within the SEI classroom as they are able to group ELD 1-3 of students with the same “BE\_” or “BL\_” code.

### OEL ESL FTE Buyback Calculator:

OEL will provide school leaders with the calculated number of ESL FTE staff required to service the projected EL population at the school. As school leaders prepare their budgets, they may modify the projected ESL FTE number based on the following buyback rules, and *only* in consultation with the Office of English Learners.

Note: This buyback process is contingent on the teachers that schools expect to fill these positions.

**If the school hires a teacher who does not have an ESL license** for SEI programs (Embed/Homeroom ESL instruction) or for Embedded/ELA ESL instruction, ***the school remains responsible for the cost of the ESL FTE necessary to appropriately service EL students.***

1. **If you have an SEI program in grades K2-5 only:**
  - a. For every SEI Homeroom teacher that is ESL licensed schools can reduce the required ESL FTE by .6 FTE (or by .5 FTE for ELT schools).
  - b. For every non SEI Homeroom teacher who is ESL licensed, where ELD 4 and 5 students are to receive Embed/ELA instruction, schools can reduce the required ESL FTE by .2 FTE.
2. **For all other schools (Excluding Dual Language and SLIFE programs)**
  - a. Elementary: For every homeroom teacher who possesses the ESL license and will provide Embed/ELA instruction for ELD 4 and 5 at the school, schools can reduce the required ESL FTE by .2 FTE.
  - b. Secondary: For every ELA teacher who possesses the ESL license and will provide Embed/ELA instruction for ELD 4 and 5 at the school, schools can reduce the required ESL FTE by .2 FTE.

### Example of Buyback Scenario for non-ELT School:

Example of ESL FTE “Buyback” Scenario:	Number of..	ESL FTE Reduction	FTE
Original Projected ESL FTE Need			8
Number of SEI Homeroom teachers ESL licensed	2	-1.2 ( 2*.6)	6.8
Number of Homeroom/ELA teachers with ESL license to service ELD 4 and 5 students	5	-1.0 ( 5*.2)	5.8
Final ESL FTE school is to purchase (see important caveat above)			5.8

ESL grouping guidance adapted from - [English Learner \(EL\) Program & Scheduling Guidance BPS OEL - August 2018](#) (refer to this memo for additional grouping considerations):

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<b>ELD Level</b>	<b><u>Elementary</u> Grouping options (DOJ SA Para. 38,39, 40,41)</b>	<b><u>Secondary</u> Grouping Options (DOJ SA Para.38, 39, 40,41, 42)</b>
ELD 1	<ul style="list-style-type: none"> <li>● With fellow ELD 1 only across two consecutive grades, <i>or</i></li> <li>● With ELD 2 in a single grade.</li> </ul>	<ul style="list-style-type: none"> <li>● With fellow ELD 1 only, across secondary grades</li> </ul>
ELD 2	<ul style="list-style-type: none"> <li>● With fellow ELD 2 only across two consecutive grades, <i>or</i></li> <li>● With ELD 1 in a single grade</li> </ul>	<ul style="list-style-type: none"> <li>● With fellow ELD 2 only, across secondary grades</li> </ul>
ELD 3	<ul style="list-style-type: none"> <li>● With ELD 3 only, across two consecutive grades</li> </ul>	<ul style="list-style-type: none"> <li>● With fellow ELD 3 only, across secondary grades</li> </ul>
ELD 4 and 5	<ul style="list-style-type: none"> <li>● With fellow ELD 4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>● With fellow ELD 4 and 5 students, across secondary grades</li> </ul>

**H: EL related paraprofessional positions**

For SEI Elementary programs only

- If your projections for a specific SEI strand classroom is over the 20:1 ratio, you are expected to fund the required EL paraprofessional based on these conditions
  - Only ELD 1-3 program students are assigned to that classroom
  - The EL paraprofessional purchased cannot be re-assigned to another room.
  - With the purchase of the EL paraprofessional, the assignment maximum for that classroom will become 25:1:1
  - Requirement of the paraprofessional to represent the linguistic needs of that classroom

**I: Appropriate Staffing Codes for EL Related positions**

All EL related positions must be coded under the appropriate job codes as recommended by OHC. All EL positions will be reviewed during Budget Collaborative and Probable Org.

**J: Licensure Expectations**

1. ESL LICENSE: ALL ELs, including SLIFE and ELSWD<sup>[5]</sup>, must be scheduled for the requisite amount of **ESL instruction** according to their ELD level from an **ESL certified teacher**.
  - a. ESL Provisional Teachers without an ESL license- will be non-renewed from the position.
  - b. ESL Permanent Teachers without ESL license- will need to be reassigned or excessed.
2. SEI ENDORSEMENT: “ If core academic teachers have one or more English language learners (ELs) in their classroom during a given class period, they must earn the SEI Teacher Endorsement. In the case of a principal/assistant principal or supervisor/director ("administrator") who supervises or evaluates one or more core academic teachers of ELs, he/she must obtain the SEI Administrator Endorsement. The following teachers are "core academic teachers" for the purposes of providing SEI instruction:

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- a. teachers of students with moderate disabilities
- b. teachers of students with severe disabilities
- c. subject-area teachers in English, reading or language arts, mathematics, science, civics and government, economics, history, and geography
- d. early childhood and elementary teachers who teach such content. ([DESE Letter Concerning Requirements to Obtain the SEI Endorsement, May 2016](#))

All content teachers who are providing core content to ELs must possess the SEI endorsement, or be enrolled in a pathway (e.g., RETELL course) to obtain the SEI endorsement by the end of the of the current school year. **New:** CVTE teachers of ELs, their principals, assistant principals, and evaluators will also be required to obtain the SEI endorsement by July 1, 2021.

### 3. SLIFE -NATIVE LITERACY :

- a. All SLIFE Native Literacy teachers *“should be certified under current regulations”*. *For qualifications purposes , they must demonstrate that they are either the bilingual or ESL teachers respectively. In addition, teachers should have a background in elementary education or teachings and cooperative learning and training in development of interdisciplinary teaching units for teaching and learning using elementary school level strategies and approaches”- META Consent Decree- Attachment C, pg 2*

### 4. DUAL LANGUAGE PROGRAMS:

- a. Teachers who function in a Dual Language program/school need to have the grade level appropriate license for the content that they are teaching.
- b. All dual language teachers should be coded into the appropriate code for the classrooms that they are teaching. (E.g., the Grade 3 Spanish teacher should be identified as such.)
- c. Additional requirements for dual language are forthcoming in partnership with DESE and key stakeholders as result of the LOOK Act.

**Reminder: For EL Title I META compliance, please refer to [Title I Funding in section 6.](#)**

## Office of Special Education Guidance

### Key Changes for FY20

- K-8 Schools must budget a minimum of 1.0 FTE for Resource services due to the large number of grade levels in the building
- If you would like to request to pair your COSE allocation with another (preferably Special Education) position, [click here](#).
- Please strongly consider hiring language specific teachers and paraprofessionals.

### English Learner Students with Disabilities (ELSWDs) in Inclusion and Substantially Separate Programs

- How many ELSWDs in substantially separate or inclusion settings do you have in your school? What are students' ELD levels, grade bands, and their first/home languages?
- Have you purchased sufficient ESL FTEs to ensure that all your sub-separate ELSWDs are serviced accordingly?
- How are you addressing the linguistic needs of your ELSWDs in the classroom and/or through supported services?
  - It is highly recommended that teachers and service providers of EL students with disabilities be able to provide native language clarification to best support the education of these students.

### Special Education Classroom Guidance

- There are no significant changes to classroom staffing guidance. Please contact your AD or Cindie Neilson if you have any questions.
- It was highly recommended in FY18 and now **required in FY 20** that the specialist for the autism strand is a Board Certified Behavior Analyst (BCBA) or enrolled in a program leading to BCBA. Any hire into a vacant autism strand specialist position must meet these requirements; current strand specialists are not required but are strongly encouraged to be working towards the BCBA if they do not currently have one.

### School settings and services for students with disabilities must:

- Be based on best practices and supported by evidence based research;
- Support the implementation of students' Individualized Educational Plans (IEPs);
- Have adequately prepared and qualified staff with appropriate materials and equipment;
- Utilize approaches that are effective in improving student outcomes;
- Provide educational opportunities in the Least Restrictive Environment (LRE)

### **The following are guidelines for developing your school's FY20 budget.**

#### ***What should principals and headmasters budget for from the WSF allocation?***

#### 1) Materials Replenishment

Schools are expected to fund for the replenishment of curricular materials and existing special education services out of the school's budget and provide all materials (e.g. paper, toner, etc.) required for producing student IEPs.

#### 2) Teachers and Paraprofessionals for Resource Settings and Services

Schools are to budget the appropriate staff to ensure resource students in your school's projected enrollment can be served according to their IEPs. The following staffing guidelines

FY20 Budget Collaborative and Probable Organization Guidance

are dependent on the individual student's needs and **required time in and out of the General Education Classroom:**

- For budgeting purposes, resource student ratios are 1 teacher per 20 - 25 students, Moderate Certification. All K-8 schools have to have a minimum of 1.0 FTE to address the number of grade levels.
- For scheduling purposes per Union contract, resource room ratios are:  
*Students:Teachers:Paraprofessionals:10:1:0; 12:1:1; 16:1:2*

***What are the Boston Public School ratios for the different programs/strands?***

Below is a table with BPS recommended teacher/paraprofessionals staffing ratios. Classrooms without paraprofessionals will follow the State ratios listed on the next page.

HIGHLY SPECIALIZED STRAND GUIDANCE		
Programs/Highly Specialized Strands	Office of Special Education Guidance Student/Teacher/Para	Certifications
Early Childhood Center-Based	9:1:1	Moderate Certification only
Early Childhood Inclusive: 15 students 9 typically developing students, 6 students with disabilities	9/6:1:1	Early Childhood certification <b><i>and</i></b> Moderate Certification
Early Childhood - Autism	9:1:2	Moderate or Severe
Autism	10:1:2	Moderate or Severe
Emotional Impairment	10:1:1	Moderate
Intellectual Impairment (low/mod)	12:1:1	Moderate
Intellectual Impairment (high)	6:1:2	Severe
Multiple Disabilities	8:1:2	Severe
Physical Disabilities	8:1:2	Severe
Sensory Impairment - Hearing	6:1:1	Teacher of the Deaf
Specific Learning Disabilities	12:1:1	Moderate
Inclusion (Gr. K2-5)	15 Gen Ed/5 Special Ed 1 Teacher/1 Para	Moderate or Severe

***What are the State ratios for the different programs/strands?***

Below is a table with State mandated staffing ratios for substantially separate classrooms, with and without a paraprofessional.

State Regulations	Student/Teacher OR Student/Teacher/Para
Early Childhood	9:1:1
Elementary, Middle, High	8:1 OR 12:1:1

***What are the BPS recommended staffing levels for school-funded Strand Specialists?***

## FY20 Budget Collaborative and Probable Organization Guidance

Schools with Highly Specialized Strands must plan for Strand Specialists to provide targeted, critical support services. Schools with strands in the following disabilities are required to budget for appropriately certified/licensed Strand Specialists:

- Multiple Disabilities
- Autism
  - It is **required** in FY19 and FY20 that the specialist for the autism strand is a Board Certified Behavior Analyst (BCBA) or enrolled in a program leading to BCBA. Any hire into a vacant autism strand specialist position must meet these requirements; current strand specialists are not required but are strongly encouraged to be working towards the BCBA if they do not currently have one.
  - For every four classrooms, a school is expected to purchase an autism strand specialist.
- Emotional Impairment
  - Additional funding from the central Special Education Office is provided for clinical support. The specialist should be certified as a special education teacher. Additional funding is also provided from central for schools with a K1/K2 EI classroom which requires a second para.

Schools with strands in other disability areas are encouraged to budget for appropriately certified/licensed Strand Specialists.

Schools with inclusion programs and are projected to receive students with Emotional Impairment or Autism should strongly consider the guidelines listed above when creating their budgets.

### ***When will I know my school's allocation for Coordinator of Special Education and Student Services (COSE) allocation?***

The Office of Special Education and Budget are working on having a solid draft of allocations uploaded in your budget before Budget Collaboratives. Pairings will be completed during or right after Probable Org.

School leaders MUST notify OSE prior to Probable Org of any intentions to pair internally (for example, combining resource + COSE, or inclusion specialist + COSE).

### ***What will be funded out of the Office of Special Education central budget allocation?***

- Materials and equipment for student-based needs (i.e., adaptive equipment) and/or for classes that are new to a school building;
- Program Directors for Special Education are placed at high schools serving 200 or more students with disabilities. The Office of Special Education will directly allocate funding and staffing for these positions.
- Professional development in specialized instruction and services for staff
- Individual student services, including:
  - One-to-one Paraprofessionals
  - Related Services (OT, PT, Speech, Vision, Hearing, APE, AT, Music Therapy)
  - ABA Services
  - Coverage as arranged with the School Health Services department for “medically fragile students” including one-to-one nurses, medical paraprofessionals, and coverage (determined by IEPs, approved and deployed by School Health Services)

## FY20 Budget Collaborative and Probable Organization Guidance

Student transportation expenses, including door-to-door transportation, medical transportation, Bus Monitors, and one-to-one Bus Monitors (Determined by IEPs, implemented by Office of Special Education, deployed by Transportation)

### ***How can I map the students in my school's projected enrollment to the weighted student funding categories for students with disabilities?***

- The chart below provides a crosswalk between the weight categories for students with disabilities and enrollment codes
- All students coded for substantially separate and full inclusion placements receive their categorical weight

WSF Category	Substantially Separate Enrollment Code	Full Inclusion Enrollment Code
Multiple Handicapped	SM4	SM3
Specific Learning Disability	SL4, SU4	SL3, SU3
Emotional Impairment	SQ4, SB4	SQ3, SB3
Fragile	SW4	SW3
Intellectual Impairment (mild / moderate)	SA4, SF4, SO4	SA3, SF3, SO3
Developmental Delay	SD4	SD3
Early Childhood (3 - 4 year olds)	SE4	SE3
Early Childhood (Ages 5 - 6)	SY4	SY3
Inclusion - High Needs	----	SI4
Sensory Impairment: Hearing	SH4	SH3
Sensory Impairment: Vision	SV4	SV3
Autism	SX4	SX3
Physical Impairment	SP4	SP3

### ***How is inclusion defined?***

Inclusion is a practice of educating students with disabilities in the general education classroom with their non-disabled peers. This practice comes from the Individuals with Disabilities Act (IDEA) mandate that students with disabilities are educated in the least restrictive environment, which is defined as the general education classroom with supports. The removal of children with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. The district has committed to increasing opportunities for students with disabilities to participate in the general education classroom to the extent appropriate by using inclusive practices.

### **Percent of day in the General Education Classroom**

<b>Full Inclusion</b>	<b>80% or more</b>
<b>Partial Inclusion</b>	<b>40 - 79%</b>
<b>Substantially Separate</b>	<b>Less than 40%</b>

### ***How many minutes of special education services do students receive?***

## FY20 Budget Collaborative and Probable Organization Guidance

The chart below provides the minutes of service corresponding to each level of need. Please note that levels of need are determined through the Team process.

<b>Level of Need</b>	<b>Minutes of Service</b>
.1 (Resource - R1)	< 90 minutes/day
.2 (Resource - R2)	91 - 239 minutes/day
.3 (Full Inclusion)	240 - 300 minutes/day
.4 (Substantially Separate)	240 - 300 minutes/day

## Office of Human Capital Guidance

### Key Changes for This Year

- **Alternative Program Area (APA) Bumping**- moving forward, permanent teachers will be able to use Alternative Program Areas (APAs) to bump provisional teachers out of their position.
- 

The criteria for Probable Organization is meant to reflect our values as a District, and to ensure compliance with the Final Judgment of the Federal Court dated July 1994 (a.k.a. the Judge Garrity Order), and the Settlement Agreement between the U.S. Department of Justice and the BPS dated April 2012. In so doing, we believe we will help ensure that all students have access to high quality educators.

### High-level Overview of Key Staffing Milestones and Activities

(Please refer to the [Staffing and Reassignment circular](#) for a more detailed calendar of milestones and activities)

- **Budget Collaboratives/Probable Org (January/February)**: schools establish their budgets and staffing templates, which identify the positions (and individuals) to be excessed as well as initial vacancies for the upcoming school year
- **Posting (March - Summer)**: schools post their vacant positions, which allows schools to hire both internal and external candidates through a competitive hiring process.

### Budget Collaboratives/Probable Org

#### Excessing of Permanent Teachers

In order to stay in a current position, permanent educators must hold the appropriate license for the role to which they are assigned ([examples](#) provided in OHC Appendix); otherwise the educator will be excessed.

*Additional Note:* We will not excess teachers who do not hold a second license for positions that require one or more licenses.

#### **Important Excessing Notes:**

- **Performance** - The Probable Organization process cannot be used as a substitute for performance management (the removal of less-than proficient, permanent educators). Excessing of any permanent teacher with a rating of less than proficient on the most recent evaluation must receive sign-off from your Academic Superintendent.
- **Voluntary Excessing** - Positions held by teachers that voluntarily excess themselves will be required to hire a permanent teacher for the coming year.
- **FutureForce**: If you are deleting a position that will result in excessing, be sure to delete the position held by the least senior teacher to prevent future issues with your staffing template.

#### Criteria for Permanent Status

Only provisional teachers currently in their third year are eligible for permanent status. In order to recommend a third year provisional teacher for permanent status, the evaluator must have completed a formative assessment by January 15, 2019.

## FY20 Budget Collaborative and Probable Organization Guidance

If a school leader wishes to **recommend** a third year provisional teacher for permanent status, the teacher must:

1. Have secured a position in your school for the 2019-20 school year
2. Have a rating of Proficient or Exemplary in all four standards and overall on the formative assessment released on or before January 15, 2019 *AND*
3. Hold a valid DESE license for the position that he/she has been recommended for permanent status for (i.e. if prov 3 is teaching SPED, must have the SPED license for the proper grade level in order to be recommended for permanency in that position) *AND*
4. The teacher must hold either an ESL license or SEI Endorsement

**Important Note:** A principal or headmaster recommendation does not guarantee permanent status will be granted. If a third-year provisional teacher does not meet the evaluation criteria for permanent status, they will be non-renewed with a required one-year break in service.

### **Criteria for Reasonable Assurance**

Letters of Reasonable Assurance allow BPS to provide strong provisional teachers with written assurance that they will receive a provisional teacher contract and remain in the same position for the coming school year. School leaders should make recommendations for provisional reasonable assurance on the Provisional Review Process page of FutureForce Version 1. Please note that BPS may be required to non-renew provisional teachers based upon the availability of funding and the number of permanent teachers without positions in a given program area.

**Important Note:** If a first or second year provisional teacher does not receive a formative assessment by January 15, 2019 they will not be eligible to receive Reasonable Assurance.

If a school leader wishes to grant a first or second year provisional teacher Reasonable Assurance, the provisional teacher must:

1. Remain in the same position as they currently hold for the 2019-20 school year *AND*
2. Have an overall rating of Needs Improvement or above on a Formative Assessment released on or before January 15, 2019 *AND*
3. Hold a valid DESE license for their position *AND*
4. Either
  - a. Hold an ESL license or SEI Endorsement or show evidence of making substantial progress towards it. *OR*
  - b. Hold a Special Education license (Moderate or Severe Disabilities) *OR*
  - c. Contribute to the racial diversity of the school

**Exception:** Provisional teachers who hold specialist positions in non-academic subject areas, such as Physical Education, Art, Dance, Theatre, and Media Arts are not required to meet criteria 4 above.

Massachusetts state regulations state that, as of July 1, 2016, all core content teachers must hold the SEI Endorsement or obtain the endorsement within one year.

### **Teacher Preference Sheets**

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Preference sheets should be distributed to all teachers no later than February 1st and should be returned to you by March 1st. Teachers should indicate their preferences in order of priority of grade level and type of class. It is your choice whether to offer a preferred position to an internal, permanent candidate where it is consistent with the educational needs of your school. You must obtain written consent from a permanent teacher if assigning them to a different position, unless it is the result of a bumping situation.

We recommend distributing preference sheets prior to the winter recess in order to give time for program planning and retention conversations. You may choose to use the example preference sheet provided [here](#).

### **Posting Teacher Vacancies**

All teaching positions will be posted at the start of the hiring season for mutual consent hiring, however, OHC may still need to close positions to external candidates in subject areas where the number of effective, excessed educators is significantly higher than the number of vacant positions. This is to minimize the number of teachers assigned to SPC positions.

### **Criteria for Approval of Recommended Hires**

Recommendations for hire must meet the following criteria to be approved:

1. Selected candidate possesses appropriate licensure, or have a sufficient waiver application filled out by the school
  - a. Candidate must also complete the waiver acknowledgement form
2. Candidate supports the district priority of hiring and retaining qualified educators with ESL and SEI credentials, and/or language fluency in languages common among our SLIFE students
3. School interviews a representative proportion of racially diverse applicants

### **Additional Information regarding Licensure Requirements**

Recommended hires must hold the appropriate license(s) for the position at the time of hire in order to be approved. All job offers are contingent on the candidate holding valid DESE licensure.. Please see the OHC Appendix D for examples of licensure requirements.

If unlicensed candidates are submitted for hire, the following criteria must be met by the time the candidate is submitted for hire:

- The teacher has applied for the appropriate license with DESE *AND*
- The school leader has submitted a complete waiver request *AND*
- The candidate has submitted a complete candidate waiver acknowledgement form

**Please note:** No waivers will be granted for ESL teaching positions. If teaching a language specific SEI, ESL or SLIFE class, in addition to speaking English the teacher must speak the first language of the students who are being instructed.

### **Administrative Positions (BASAS and GUILD)**

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Please contact your HC Manager prior to Budget Collaboratives or Probable Org if you are considering one of the following changes to an administrative position (this includes BASAS, Guild managerial, or BTU positions):

- Deleting or re-coding an administrative position. It is likely that a representative from the Office of Labor Relations must negotiate the proposed change with the appropriate bargaining unit.
- Adding an administrative position. Job descriptions for newly created administrative positions must be reviewed and approved by OHC.

Note that the deleting of a BASAS or Guild position cannot be finalized until it has been negotiated with the respective union. Schools will be asked to create their budget assuming the position will not be deleted, with updates made after the position deletion is confirmed.

### **Minimum Position Requirements**

- **School secretaries:** All schools must have at least one Principal Clerk/School Secretary at Grade 19. Any school with an enrollment of over 850 students must hire an additional main office secretary of at least a Grade 15.
- **Bus monitors:** EEC/ELC's should keep in mind that if you have a K0 student onboard a vehicle there needs to be a bus attendant assigned to the bus. As a reminder, bus attendants are assigned by the school and are paid out of the school's budget. Attendants are different than Special Education Monitors, which are assigned based on students' accommodations per their IEP. Special Education Monitors are assigned and paid for by the Department of Transportation. Please reach out to Lynisha Samuel at [lsamuel@bostonpublicschools.org](mailto:lsamuel@bostonpublicschools.org) if you have any questions.

### **Paraprofessionals**

- **Excessing:** Paraprofessionals will be excessed based on their Primary Program Areas, which are based on the coding of their respective positions.
- **Lateral Movement:** Special education paraprofessionals facing excess will have the right to move laterally into a special education paraprofessional vacancy at their school (except autism) if they agree to attend training.
- **Postings:** Vacant swimming, emotional impairment, and autism paraprofessional positions will be posted after Probable Org. instead of being subject to seniority-based placement.
- **Layoff:** After Probable Org. has taken place, if necessary, layoff will be based on the district-wide reductions in the three broad types of paraprofessional positions: bilingual, special, education, and instructional, which will result in the determination of three different requirements of seniority days for paraprofessionals in these different broader categories of positions. A review of the excessed population will take place prior to determining the method of layoff.

## Office of Social Emotional Learning and Wellness

### Key Changes for This Year

- Removed BPS CARES section (grant ended)
  - Students in elementary grades must receive at minimum the Healthy and Safe Body Unit in Health Education
  - **All students in grades preK-8** are expected to have at least 20 minutes of recess daily.
  - Links to PE staffing recommendation support materials.
- 

### Health and Wellness Department: Physical Education, Health Education & Recess

Research shows that healthy, active students learn better.

Many students face health inequities that impact their ability to learn. In a strategic effort to increase academic achievement levels by increasing physical education (PE) and health education (HE) and improving student fitness levels, BPS continues to make significant progress toward increasing the quantity of PE and HE and improving the quality of PE and HE.

#### Physical Education

In June, 2013, the Boston School Committee unanimously approved the Boston Public School's District Wellness Policy, effective September 2013. The PE component of the Wellness Policy was developed in alignment with MA General Laws Chapter 71 Section 3 which states, "*Physical education shall be taught as a required subject in all grades for all students in the public schools for the purpose of promoting the physical well-being of such students*". **The PE policy requires that at a minimum, all schools must ensure the following:**

- **All students in grades PreK-8 must receive at least 45 minutes of weekly PE, with a recommendation for 80 minutes of weekly PE**
- **All students in grades 9-12 must receive one semester of PE each year**
- **All PE classes must be appropriately staffed by a certified and licensed PE teacher**

*\*Playworks does not count as PE. Recess equipment budget should be separate from PE.*

**By Friday December 8th, 2017, all school leaders will receive a customized letter from the Health and Wellness Department stating the current status of their PE staffing in accordance with the PE policy as well as recommendations for meeting or maintaining the policy for SY18-19. For additional information on PE staffing and frequently asked questions see Appendix H.**

#### School Considerations for PE:

- PE FTE's can be shared across school sites
- Best practice states that PE class size should be consistent with that of other academic classes
- BTU contract states that, "the following class size maxima shall be in effect: 35 students in physical education in the middle and high school levels."

## FY20 Budget Collaborative and Probable Organization Guidance

- Schools should allocate funds to purchase PE equipment and instructional supplies (allocate a minimum of \$.75 per student). HWD can recommend items aligned with the curriculum.

### **HWD Support and Services for PE:**

- Innovative, high quality professional development opportunities held on a monthly basis for all PE teachers. All PDs are aligned with current best practice.
- One-on-one PE Instructional Coaching support throughout the school year designed to improve quality of programming and increase the physical literacy of all students
- Disseminate standards-based curriculum and essential equipment through professional development and instructional coaching opportunities
- Facilitate the pairing of part-time PE teachers across schools to ensure the quality of staffing and programming across schools
- Facilitate the sharing of high quality units of instruction through the PE Lending Library system (*ex. Rollerblading, Snowshoeing, Biking*)
- Facilitate community partnerships to increase the variety of physical activity opportunities in PE

### **Additional Resources to support staffing and PE Programing:**

[Physical Education & Physical Activity Policy 2017-2018](#) (Circular HWD-02): Outlines programmatic best practices expected from each school and PE teacher.

[PE Implementation Continuum](#): Offers concrete action steps for schools to take to meet the BPS District Wellness Policy.

[Minimum PE Staffing Recommendations](#): Suggests the minimum FTE per school to meet BPS District Wellness Policy requirements. This assumes that classes are offered at capacity and that the master schedule allows all students to receive PE. The PE Staffing Status is described by four categories: "Meets," "Approaching," "Does Not Meet," and "No PE."

[PE Frequently Asked Questions](#): Provides clarification on courses that meet the definition of PE

### **Health Education**

Also, as a part of the District Wellness Policy and approved unanimously by Boston School Committee, is the requirement of **Comprehensive Health Education (HE) to be taught in grades K-12**. The HE component of the Wellness Policy reflects the National Health Education Standards that, "health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks." **The HE policy requires that all schools must ensure the following:**

- **All students in grades K-12 must receive Comprehensive Health Education**
- **Students in elementary grades must receive at minimum the *Healthy and Safe Body Unit***
- **Students in grades 6-8 must receive two semesters of health education, taught by a licensed and certified Health Education teacher**
- **Students in grades 9-12 must receive one semester of health education, taught by a**

- **licensed and certified Health Education teacher**

**School Considerations for Health Education:**

- HE FTE's can be shared across school sites (ex. 5 schools pay .2 for one day per week)
- Schools should allocate funds to purchase health education instructional supplies (allocate a minimum of \$.75 per student). HWD can recommend items aligned with the curriculum.

**HWD Support and Services for Health Education:**

- Innovative, high quality professional development opportunities held on a monthly basis for all school staff. All PDs are aligned with current best practice.
- One-on-one HE Instructional Coaching support throughout the school year designed to improve quality of programming and increase the health literacy of all students
- Disseminate standards-based curriculum and essential instructional supplies through professional development and instructional coaching opportunities
- Facilitate the pairing of part-time HE teachers to ensure the quality of staffing and programming across schools
- Facilitate the sharing of high quality units of instruction through the HE Lending Library system (ex. *Healthy and Safe Body Unit, Making Proud Choices, Rights, Respect, Responsibility Curriculum, Nutrition Education*)
- Facilitate community partnerships to support health education programming

**Recess**

The District Wellness Policy requires that all students in grades preK-8 are expect to have at least 20 minutes of recess daily. Consider staffing, scheduling, and equipment to ensure that recess is provided **at all schools serving grades preK-8.**

**Support and Services for Recess**

- Collaborate with Playworks to train school recess teams (lunch monitors, CFCs, etc.) at select schools through the Recess Wellness Champion Program.

**Guidance and School Counseling**

School counselors address the developmental needs of all students through a comprehensive school counseling program which addresses the academic, career and personal/social development of all students. School counselors work with students in individual, small group and classroom settings to help create an academic plan for their education, to prepare for successful careers after graduation, and to help students develop necessary skills, such as organizational, time management, and study skills. They also help students overcome obstacles that may form barriers to learning by helping students respond to issues such as divorce or death in their family, violence in their community, as well as typical developmental issues. School counselors serve all students in the school with Tier 1,2 and 3 programming and interventions.

**While BPS does not mandate a certain school counselor to student ratio, the American School Counselor Association recommends a ratio of 1:250.** Schools within the district have been able to hire school counselors or school adjustment/social workers by combining their responsibilities with other needs in schools (ex. School registrar, testing coordinator). Our Boston Public Schools, in order to support Socio-Emotional Learning and student behavioral health needs, also utilize partners such as CityConnects, by using fee for service clinicians, or through grants and partnerships with hospitals and behavioral health agencies.

## FY20 Budget Collaborative and Probable Organization Guidance

The Guidance and School Counseling department welcomes any opportunities to assist principals in bringing guidance/school counseling support to your students by offering recommendations or connections to resources, including possible opportunities to work with other schools to share a school counselor position.

### **Behavioral Health Services**

BPS Behavioral Health Services (BHS) is comprised of school psychologists and pupil adjustment counselors who provide a continuum of behavioral health supports to students and schools across the districts. Many BPS students face barriers to learning that impact their progress. Staff from BHS have been able to support school administrators in addressing student needs through the implementation of a Multi-tiered System of Support for Behavior (MTSS-B). Administrators have found MTSS-B to be effective system in their schools and as a result are requesting an increase in their school psychologist allocation.

Below is a description of some optional costs and services to principals who may wish to fund and increase their BPS school psychologist or pupil adjustment counselor allotment. Principals may also choose to opt to cost-sharing of a position.

<b>Staff Member</b>	<b>Employee</b>	<b>Time</b>	<b>Cost</b>	<b>Student Services</b>	<b>Services Provided</b>	<b>Example</b>
Shared Pupil Adjustment counselor	BPS	Portion of the week depending on # of schools that support	depending on # of schools that support	All students	<ul style="list-style-type: none"> <li>• Tier 1, tier 2, tier 3</li> <li>• family support</li> <li>• Crisis</li> <li>• professional development</li> </ul>	<ul style="list-style-type: none"> <li>• 5 schools pay .2 for one day a week</li> <li>• \$20,000 per school*</li> </ul>
Full time school psychologist	BPS	Full time	School specific. Based on district ratio	All students	<ul style="list-style-type: none"> <li>• Tier 1, tier 2, tier 3</li> <li>• Professional development</li> <li>• Consultation</li> <li>• Case management</li> <li>• Crisis support</li> </ul>	<ul style="list-style-type: none"> <li>• 1 schools pays .6 / BHS pays .4</li> <li>• school gets psychologist 5 days a week</li> <li>• \$60,000 per school*</li> </ul>

Many BPS schools have a school based mental health partner from local agencies. These mental health partners are primarily funded through insurance reimbursements and are able to provide individual counseling to students within the school. Below is a description of the costs and services to principals who may want to develop or increase their community based mental health partnership(s). There are two tiers of support that mental health providers can offer that come with different levels of support for schools:

FY20 Budget Collaborative and Probable Organization Guidance

Staff Member	Employee	Time	Cost	Student Services	Services Provided	Example
Fee for Service Clinician	Agency	Full time (with full case load)	\$15,000	Only students on caseload	<ul style="list-style-type: none"> <li>• Individual counseling</li> <li>• Limited crisis support</li> <li>• Limited case management</li> </ul>	<ul style="list-style-type: none"> <li>• With full caseload (25 clients)</li> <li>• full time</li> <li>• \$15,000 **</li> </ul>
Integrated Mental Health Clinician	Agency	Full time	\$25,000	Mainly students on caseload; Some non-billable service	<ul style="list-style-type: none"> <li>• Mainly individual counseling</li> <li>• Case management</li> <li>• Crisis support</li> <li>• Attend school based meetings</li> <li>• Coordination of mental health services</li> <li>• some tier 2 support</li> </ul>	<ul style="list-style-type: none"> <li>• With full caseload (15-18 clients which includes 13 billable students)</li> <li>• Full time clinician</li> <li>• \$25,000 **</li> </ul>

based on BPS district average of \$80,000 pay/ \$20,000 benefits

\*\* cost varies/ Estimated average

## Office of Instructional and Informational Technology Guidance

### Key Changes for This Year

- **Recommended Device Inventory for Online Testing** - DESE now requires students in grades 3-10 to administer the MCAS exam online without waivers. To support, OIIT will continue to provide cost-sharing opportunities for schools based on need and available funding. To calculate your school's device needs, DESE recommends adding the population of your two largest testing grades. For example, if your two largest grades that are administering the assessment are 45 and 32 students, you will need roughly 77 devices (Chromebooks, Macs, PCs, or iPads) to deliver the MCAS online.

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### **WIRELESS PHONES**

#### **Overview:**

BPS pays for wireless phone services for one device per school. Schools are responsible for paying for wireless phone devices and services beyond that primary phone.

At a minimum, schools must budget \$500 per phone line. Please visit [FY18 Estimated Annual Charges for BPS Wireless Phones](#) for a forecast of your school/department's responsibility.

#### **Funding:**

School leaders must budget for FY18 wireless phones using the following chartfields:

- 52110-2652-100
- 52110-2652-200-BPS18150

## Appendix A: Enrollment

**Table A1: Enrollment Codes and Weights**

This table helps crosswalk between enrollment codes and how it is run through the WSF formula. Where you see a “Y” it indicates that the student is receiving this particular weight.

Code	Meaning	Base Wgt.	Grade Wgt.	Additional WSF Weight
AWC	Advanced work class	Y	Y	-
BEC	SEI Kindergarten extended day Chinese	Y	Y	-
BEH	SEI Kindergarten extended day Haitian	Y	Y	-
BEK	SEI Kindergarten extended day Cape Verdean	Y	Y	-
BEM	SEI Kindergarten extended day Multilingual	Y	Y	-
BES	SEI Kindergarten extended day Spanish	Y	Y	-
BEV	SEI Kindergarten extended day Vietnamese	Y	Y	-
BIH	SLIFE Haitian	Y	Y	SLIFE
BIK	SLIFE Cape Verdean	Y	Y	SLIFE
BIM	SLIFE Multilingual	Y	Y	SLIFE
BIS	SLIFE Spanish	Y	Y	SLIFE
BLC	SEI Chinese	Y	Y	-
BLH	SEI Haitian	Y	Y	-
BLK	SEI Cape Verdean	Y	Y	-
BLM	SEI Multilingual	Y	Y	-
BLS	SEI Spanish	Y	Y	-
BLV	SEI Vietnamese	Y	Y	-
EL1	ELD level 1			ELD Levels 1-3
EL2	ELD level 2			ELD Levels 1-3
EL3	ELD level 3			ELD Levels 1-3
EL4	ELD level 4			ELD Levels 4-5
EL5	ELD level 5			ELD Levels 4-5
IEE	Integrated Extended Day Kindergarten Program	Y	Y	-
ILE	Integrated Program (grades 1-8, RegEd and SPED together)	Y	Y	-
KED	Kindergarten Extended Day Program	Y	Y	-
KEM	Kindergarten Montessori Program	Y	Y	-
MS1	Mainstreamed / Resource Room students with a low level of need			Low severity
MS2	Mainstreamed / Resource Room students with a moderate level of need			Moderate severity
REG	Regular Education Program	Y	Y	-
REM	Montessori Program for grade 1	Y	Y	-
SA3	Mild, global cognitive limitations, inclusive	Y	Y	Intellectual Impairment
SA4	Mild, global cognitive limitations, sub separate	Y	Y	Intellectual Impairment

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SB3	Mild school adjustment and/or behavior problems, inclusive	Y	Y	Emotional Impairment
SB4	Mild school adjustment and/or behavior problems, sub separate	Y	Y	Emotional Impairment
SD4	Profound cognitive limitations and multiple severe physical disabilities	Y	Y	Developmental delay
SE3	Young children – 3 years to 5 years old with disabilities, inclusive	Y	Y	Early childhood Ages 3-4
SE4	Young children – 3 years to 5 years old with disabilities, sub separate	Y	Y	Early childhood Ages 3-4
SF3	Mild to moderate cognitive limitations, inclusive	Y	Y	Intellectual Impairment
SF4	Mild to moderate cognitive limitations, sub separate	Y	Y	Intellectual Impairment
SI3	Inclusion - Unknown disability	Y	Y	Inclusion-unknown disability
SI4	Inclusion - Unknown disability	Y	Y	Inclusion-unknown disability
SI4	Full Inclusion - High Complexity	Y	Y	Full inclusion -high complexity
SL3	Learning Disabilities, inclusive	Y	Y	Specific Learning Disability
SL4	Learning Disabilities, sub separate	Y	Y	Specific Learning Disability
SM4	Multiple Handicaps which are physical and cognitive and severe in nature	Y	Y	Multiple Disabilities
SO4	Educational and Social Development	Y	Y	Intellectual Impairment
SP3	Physically Handicapped, inclusive	Y	Y	Physical impairment
SP4	Physically Handicapped, sub separate	Y	Y	Physical impairment
SQ3	Severely Emotionally & Behaviorally Disturbed, inclusive	Y	Y	Emotional Impairment
SQ4	Severely Emotionally & Behaviorally Disturbed, sub separate	Y	Y	Emotional Impairment
SU3	Language Learning Disability, inclusive	Y	Y	Specific Learning Disability
SU4	Language Learning Disability, sub separate	Y	Y	Specific Learning Disability
SV3	Blind, inclusive	Y	Y	Sensory impairment: vision
SV4	Blind, sub separate	Y	Y	Sensory impairment: vision
SW3	Fragile, inclusive	Y	Y	Emotional Impairment
SW4	Fragile, sub separate	Y	Y	Emotional Impairment

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SX3	Autism /Pervasive Developmental Disorders, inclusive	Y	Y	Autism
SX4	Autism /Pervasive Developmental Disorders, sub separate	Y	Y	Autism
SY3	Primary Transition Classes, inclusive	Y	Y	Early childhood Ages 5-6
SY4	Primary Transition Classes, sub separate	Y	Y	Early childhood Ages 5-6
TEE	Two Way Bilingual Extended Day Kindergarten Program	Y	Y	-
TEH	Two Way Bilingual Extended Day Kindergarten Program (Haitian Creole)	Y	Y	-
TES	Two Way Program Kindergarten Program (Spanish)	Y	Y	-
TLE	Two Way Bilingual Program for grades above Kindergarten	Y	Y	-
TLH	Two Way Bilingual Program for grades above Kindergarten (Haitian Creole)	Y	Y	-
TLS	Two Way Program for grades above Kindergarten (Spanish)	Y	Y	-
VEP	Vocational Education Program	Y	Y	Vocational

*Note: Students counted in the ELD Categories (EL1-EL5) and Resource Room (R1 & R2) are also included in the SEI or Regular Education Counts.*

**Table A2: By Weighted Student Funding**

<b>Weight</b>	<b>Enrollment Code</b>	<b>Notes</b>
Grade level	All students receive their grade level weight	
Low severity	MS1	
Moderate severity	MS2	
Autism	SX3, SX4	
Developmental delay	SD4	
Early childhood Ages 3-4	SE3, SE4	
Early childhood Ages 5-6	SY3, SY4	
Emotional Impairment	SB3, SB4, SQ3, SQ4, SW3, SW4	
Full inclusion -high complexity	SI4	Mary Lyon, Mason, Henderson are the only schools eligible
Inclusion - Unknown Disability (all other schools)	SI4	All school excluding Lyon, Mason, Henderson
Inclusion - Unknown Disability	SI3	Students to be served in an inclusive setting without specified disability (not generally used as an enrollment code)
Intellectual Impairment	SA3, SA4, SF3, SF4, SO3, SO4	
Multiple disabilities	SM4	
Physical impairment	SP3, SP4	
Sensory impairment: vision	SV3, SV4	
Specific Learning Disability	SL3, SL4, SU3, SU4	
K0-5 ELD Levels 1-3	EL1, EL2, EL3	
6-8 ELD Levels 1-3	EL1, EL2, EL3	
9-12 ELD Levels 1-3	EL1, EL2, EL3	
All Grades ELD Levels 4-5	EL4, EL5	
Grade 4-5 SLIFE	BIK, BIH, BIS, BIM	
Grade 6-8 SLIFE	BIK, BIH, BIS, BIM	
Grade 9-12 SLIFE	BIK, BIH, BIS, BIM	
Vocational	VEP	Plus any sub sep students at Madison Park (not coded as VEP)

## Appendix B: Budget

**Table BI: Class size maximum tables for Regular Ed Classrooms**

Regular Education	Staffing			
Grade	Teacher	Para	Other	Contractual class size limit
1	1	0	0.2	<b>22</b>
2	1	0	0.2	<b>22</b>
3	1	0	0.2	<b>25</b>
4	1	0	0.2	<b>25</b>
5	1	0	0.2	<b>25</b>
6	1	0	0.5	<b>28</b>
7	1	0	0.5	<b>28</b>
8	1	0	0.5	<b>28</b>
9	1	0	0.5	<b>31</b>
10	1	0	0.5	<b>31</b>
11	1	0	0.5	<b>31</b>
12	1	0	0.5	<b>31</b>

**Table B2: Class size maximum tables for SEI Classrooms**

SEI Classrooms	Staffing			
Grade	Teacher	Para	Contract Limit w/o Para	Contract Limit w/1 Para
K0	1	1	n/a	25
K1	1	1	n/a	25
K2	1	0.5	n/a	25
1	1	0	20	25
2	1	0	20	25
3	1	0	20	25
4	1	0	20	25
5	1	0	20	25
6	1	0	20	n/a
7	1	0	20	n/a
8	1	0	20	n/a
9	1	0	20	n/a
10	1	0	20	n/a
11	1	0	20	n/a
12	1	0	20	n/a

## Appendix C: Office of English Learners

**To:** Boston Public School Leaders and Instructional Staff

**From:** Priya Tahiliani, Assistant Superintendent, Office of English Learners (OEL)

**Date:** Wednesday, August 15, 2018

**RE: SY18-19 Guidance for Scheduling English Learner (EL) Students in Boston Public Schools**

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The Boston Public Schools (BPS) has strived to align programmatic and instructional resources in order to effectively service the academic and linguistic needs of the English Learner (EL) and Former English Learners (FEL) population that makes up over 40% of the entire student body. As the District has made great strides to turn the corner in demonstrating our ability to provide appropriate services to EL students, the commitment to ensuring that EL students have equitable access to rigorous, culturally and linguistically sustaining learning opportunities remains a strong focus.

This document provides guidance on how to appropriately service English Learners (ELs) in the various English Learner Education (ELE) programs found in the Boston Public Schools (BPS). It integrates U.S. Department of Education guidelines, the Department of Elementary and Secondary Education (DESE) *Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners* (October 2017)<sup>5</sup>, the requirements of the United States Department of Justice (DOJ) *Successor Settlement Agreement with Boston Public Schools* (2012) and the META Consent Decree (1992) to provide information pertinent to serving EL students within our district. However, the focus of this document is on scheduling English Learner students for appropriate services and programs and therefore is not meant to serve as an all-encompassing guidance document for ELs.

### This guidance contains:

1. Overview of Policies and Legal Requirements Pertaining to English Learner Services
2. Overview of the Tri-Annual Reporting Cycle to US DOJ/OCR
3. English Learner Programs & Assignment requirements
4. ESL Instructional Requirements
  - a. ESL Instructional Time
  - b. ESL Instructional Method
  - c. ESL Grouping
5. Staffing Requirements for ESL Instruction
6. Former English Learners (FEL), Opt Out and Kindergarten Never ELs (NEW)
7. Process for Submitting a Request to Change or Update an EL Student's Status for Language Development Services (NEW)
8. Next Steps

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<sup>5</sup> DESE is expected to release an updated guidance during the fall 2018. Once the information is released, OEL will review and generate any amendments to this memorandum as necessary.

9. Appendix A: State Law on Rights to Services
10. Appendix B: Definition of ELE Program Codes in BPS
11. Appendix C: How to Request Program Modifications for Servicing ELs (NEW)
12. Appendix D: Instructions for Entering Information into Aspen SIS

## ***I. Policy and Legal Responsibility***

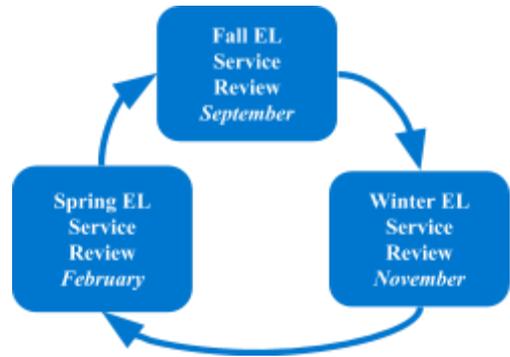
Under Massachusetts General Laws Chapter 71A, all Boston Public Schools with an EL student assigned and enrolled are obligated to offer an English Language Education (ELE) program. Under Massachusetts Department of Elementary and Secondary Education guidance, an ELE program is comprised of both Sheltered English Immersion (SEI) core content and explicit ESL instruction that are appropriate for the student's English Language Development (ELD) level. Please note that under Section 6 of this chapter, "any school district employee... may be held personally liable" for not providing students with access to EL programming (See Appendix A). The following are additional legal regulations and guidance that pertain to English Learner Education offered in BPS.

**All staff are expected to be familiar with the documents and requirements identified below:**

- Department of Justice Successor Agreement (DOJ.SA.)  
[www.justice.gov/crt/about/edu/documents/bostonsuccessoragree.pdf](http://www.justice.gov/crt/about/edu/documents/bostonsuccessoragree.pdf)
- Multicultural Education Training and Advocacy (META) Consent Decree  
[drive.google.com/file/d/0B0sgAykrpwFlSTkzSzFPeFFRUGM/edit?usp=sharing](https://drive.google.com/file/d/0B0sgAykrpwFlSTkzSzFPeFFRUGM/edit?usp=sharing)
- Massachusetts DESE Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners - October 2017  
<http://www.doe.mass.edu/ell/guidance/Guidance.pdf> *[Note, we expect that DESE will be updating this guidance in light of the passage of the LOOK Act and will make any necessary adjustments to this memorandum accordingly.]*
- Massachusetts DESE Students with Limited or Interrupted Formal Education (SLIFE) Definition and Guidance <http://www.doe.mass.edu/ell/guidance/SLIFE-Guidance.pdf>
- Massachusetts DESE Guidance for Defining and Implementing Two-Way Immersion and Transitional Bilingual Education Programs  
<http://www.doe.mass.edu/ell/guidance/TWI-TBE-Guidance.pdf>
- Limited English Proficiency (LEP) -A Federal Interagency Website <https://www.lep.gov/>

## II. Level of EL Services: Reporting Cycle

The scheduling information that schools input into the Aspen Student Information System (SIS) will be used to **generate three annual reports** (October, December, March) that are submitted to the US Department of Justice and Office for Civil Rights (OCR) in order to assess the level of ELE services that students are receiving at each school. **New** this year, principals and LATFs may access the BPS Data Warehouse to review their school’s level of services through the **English Learner Services Report**. This report is updated twice daily.



For each cycle of these reports, BPS reviews the following quality indicators for ELE services:

1. Are teachers qualified to provide services to EL students in their ESL and SEI core content classes?
2. Are students in the right course, per their program code and being serviced with the appropriate ESL instructional type?
3. Are students receiving the right amount of ESL instructional time for their ELD level?
4. Are students appropriately grouped in accordance to mandated guidelines to receive ESL instruction?

The following table provides a timeline for the tasks associated with ensuring complete and accurate reporting of the level of ELE services to US DOJ and OCR.

Date(s)	Activity or Accountability Task
<b>Fall 2018 English Learner Service Review</b>	
Aug. 28-29, 2018 Sept. 12-13, 2018	OEL will be offering drop-in EL Scheduling Clinics at Bolling for schools that need support with ESL scheduling and/or Aspen data input. Schools may also request on-site/telephone support as needed throughout the school year.
<b>Sept. 21, 2018</b>	<b>Deadline for all schools to input EL-related scheduling data into Aspen SIS.</b> LATFs will have work time at the LATF meeting to input EL scheduling info into Aspen SIS; OEL will provide individual support. LATFs may access their own level of services in the <i>English Learner Services Report</i> accessible via the <a href="#">BPS Data Warehouse</a> , which is updated twice daily.
Sept. 24-28, 2018	OEL will provide courtesy notification to schools with preliminary shortfalls.
Oct. 1, 2018	OEL will submit first report of level of EL services provided at each school to DOJ.
November 14, 2018 <b>Revised coming soon.</b>	OEL will send EL School Plans to schools which reviews the quality of data entry and provides feedback for areas that need correction. Information will be shared with Instructional and Operational Superintendents to provide support to schools in need. Schools will have two weeks to review and complete any corrections.

Winter 2018 English Learner Service Review	
Nov. 28, 2018 <i>Revised deadline</i>	<b>Deadline for submitting EL School Plan to OEL.</b>
Nov. 23, 2018	<b>Deadline for Inputting and Correcting EL-related Data in Aspen SIS based on October shortfalls for December 2018 Report to DOJ.</b>
Nov. 26-30, 2018	OEL will provide courtesy notification to schools with preliminary shortfalls.
Dec. 3, 2018	OEL will submit second report of level of EL services provided at each school to DOJ.
Dec. 10, 2018	OEL will send a District Response to each school's EL School Plan and provide feedback. Schools will have until January 7, 2018 to review and respond to the District Response and submit to OEL.
Spring 2019 English Learner Service Review	
Feb 15, 2019	<b>Deadline for Inputting and Correcting EL-related Data in Aspen SIS for March 2019 Report to DOJ.</b>
Feb 18-22, 2019	OEL will provide courtesy notification to schools with preliminary shortfalls.
March 1, 2019	OEL will submit final report of level of EL services provided at each school to DOJ.

### ***III. EL Program Assignment and Scheduling in BPS***

When a student enrolls in BPS, the student and/or family completes a Home Language Survey (HLS) at a BPS Welcome Center. Based on the HLS responses, students are sent to the Newcomers Assessment and Counseling Center (NACC) in order to establish if they are eligible for English Learner Education services. Students entering 3rd grade and beyond are also provided Native Literacy and Numeracy assessments to identify if they have limited or interrupted education and are therefore eligible for SLIFE programming.

The family is able to select a range of schools based on their Home Base and the available language learning programs for which they qualify, and then submit their forms to the registration team. Students are assigned to programs or schools based on choice and availability. When the student arrives at the school site, it is the school's responsibility to place the student in the appropriate classroom setting, based on the student's program code and ELD level.

#### ***Early Childhood Grades (K0 to K1) Programs***

Students that are to be assigned to K0-K1 grades also complete a HLS, but are not sent to NACC to be assessed for a language level. Families are able to rank their school choices at Welcome Services, and students are assigned where there is capacity. Though K0-K1 students are identified as potential English Learners based on the HLS survey, it is during the academic year (***no earlier than March 1<sup>st</sup>***) that school-based language assessments are administered by designated early childhood teachers in order to determine a student's English language development level. All EL students in grades K0 and K1 are required to receive SEI core content instruction from teachers who possess

an SEI Endorsement or an ESL license. Additional communication will be sent to school leaders in advance of the K0/K1 test administration.

***Elementary Grades (K2 to 5) SEI Language Specific or SEI Multilingual Programs***

All core content classrooms that enroll at least one English Learner student are considered an SEI (Sheltered English Instruction) classroom per DESE. However, BPS also provides SEI Language Specific and Multilingual classrooms specifically for EL students at ELD levels 1-3. For schools that have SEI Language Specific programs, only EL students at ELD levels 1-3 with the requisite program codes (BE or BL prefixes) should be assigned to the SEI Language Specific program homeroom. In other words, only English Learner ELD 1-3 students whose first language is Spanish, designated by a BES/BLS program code, should be placed in the SEI Spanish classroom. Similarly, for schools that have SEI Multilingual programs, only English Learner ELD 1-3 students with the requisite program codes (BEM or BLM) should be assigned to the SEI Multilingual program classroom. See Appendix B for additional program codes.<sup>6</sup> Fidelity of implementation to this program model best enables schools to staff programs with educators who are able to provide native language clarification and supports to the students.<sup>7</sup>

The student-teacher ratio is 20:1,<sup>8</sup> and the ratio can go up to 25:1 with a paraprofessional. It is recommended that the teacher and/or the para assigned to the the SEI Language Specific classroom be fluent in the language of the program in order to provide native language clarification and support.

The SEI Language Specific/Multilingual program model allows for students in the classroom to be grouped together to receive ESL instruction from the homeroom teacher if the homeroom teacher is ESL licensed, an ESL instructional setting referred to as “ESL embedded in homeroom.” However, if the teacher is not licensed, then the school must ensure that an ESL licensed teacher is providing appropriate language development instruction for the literacy portion of the day. It should be noted that students in SEI programs who are assigned to teachers without an ESL license must receive ESL instruction from a teacher who is qualified. The teacher is also required by the Department of Justice Successor Agreement to have completed the 15-hour WIDA training on differentiation, as part of the qualifications for this program.

Schools should not combine grades for these programs as it will cause a violation of the DOJ Successor Agreement that does not allow for multilevel ELD across grades to be combined. Example (grade 4 and 5 Spanish SEI students should not be in one classroom with one teacher)

Finally, English Learner students at ELD 4 and 5 and general education students (i.e., students without the appropriate program code) should not be placed in an SEI program classroom. The purpose of the SEI program model is to allow teachers to integrate English language development strategies across content and literacy times to support beginner ELD students in acquiring English

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<sup>6</sup> Note, as parents have the right to select any school in their choice list, regardless of whether the school offers an SEI Language Specific or Multilingual program, schools may be assigned English Learner students who are not speakers of the school’s SEI program.

<sup>7</sup> This model is an approved ESL instructional grouping beyond the traditional ESL grouping requirements.

<sup>8</sup> Per the Boston Teachers Union Collective Bargaining Agreement.

as a language and to make content comprehensible for them, including through the use of native language supports.

### ***Secondary Grades (6-12) SEI Language Specific or SEI Multilingual Programs***

At the secondary level, SEI Language Specific or Multilingual strands are grouped by homeroom. Students are to be grouped and assigned by grade to ensure that they are able to access grade-level content from an SEI endorsed teacher. The use of native language supports is highly encouraged. ESL scheduling for secondary students is done in accordance with the student's ELD level, regardless of grade or program code.

When Newcomer EL students enter BPS secondary schools with previous school transcripts that provide credit towards graduation, high school guidance counselors or other appropriate staff are expected to review students' transcripts where applicable and to schedule students appropriately. This may cause some EL students not to be scheduled for a core content course within the grade assigned in order to meet graduation requirements. This type of exception will need to be well documented in a student's ELD folder.

### ***Dual Language: Two-Way Immersion Programs***

All dual language programs need to submit a Dual Language policy yearly. The policy must explicitly outline how ESL services are being met within the dual language model being implemented at the school. Per DESE Guidance (July 2016), a Two-Way Immersion (TWI) program is a Dual Language education model designed to promote bilingualism and biliteracy, cross-cultural competency and high levels of academic achievement for both native English speakers and EL students. Two-Way Immersion programs embed second language support into standard instruction in both languages.<sup>9</sup>

BPS's Dual Language program schools are required to submit a Dual Language Program Plan that will be used to confirm that EL students are receiving appropriate language development services. The purpose of this Language Plan will be to monitor the development of biliteracy for all students enrolled in the Dual Language program. Schools will be required to describe their current Two-Way Immersion model and explain how EL students are provided explicit English language development opportunities, based on the required ESL instructional hours, given their ELD level, and by ESL licensed teachers.<sup>10</sup> These Language Plans may also be submitted to US DOJ/OCR for review.

**Dual Language Policy templates will be provided for all Dual Language Schools. New and updated language policies for Dual Language schools must be submitted to the Office of English Learners annually by September 26th of each year.**

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<sup>9</sup> Page 15, DESE TWI/TBE Guidance.

<sup>10</sup> A caveat for 'strand schools' will apply. For example, a 'strand school' will have some grades that have dual language programming and other grades that do not. For example, School XYZ is a K-8 school and provides dual language instruction to grades K1-3, and does not have dual language programming in grades 4 to 8. Therefore, School XYZ must ensure that appropriate ESL instructional time is scheduled for EL students in grades 4 to 8.

### ***Students with Limited or Interrupted Formal Education (SLIFE) Programs<sup>11</sup>***

SLIFE students are grouped across a grade span ( 3-5, 6-8, 9-12) and carry the “BI\_” program code (See Appendix B for program codes), and the class size ratio is 15 students per 2 teachers (1 SLIFE ESL teacher, 1 Native Literacy teacher). SLIFE students must receive the same hours of ESL instruction as EL students of comparable ELD levels. The SLIFE schedule must allow room for elective courses that allow SLIFE students the opportunity to interact with the general school population.. SLIFE must have dedicated teachers for all of their core classes and work independently from of other groups during all core classes, including ESL. Teachers must follow exit criteria guidelines for exiting SLIFE students to SEI programs.

SLIFE in language specific programs such as Spanish, Haitian, and Cape Verdean must receive Native Language High Intensity Literacy Training (HILT) as they develop literacy in their native language as well as English. The SLIFE ESL and Native Language teachers support other core subjects such as Math, Science, and Social Studies which must be taught in students’ native or primary language. SLIFE instruction should target skills and knowledge that SLIFE may lack, using culturally and linguistically responsive approaches to provide content instruction. SLIFE are to be scheduled for ESL in a HILT ESL course.

“Daily Common Planning Time” must be allocated for ESL teachers and Native Language Teachers for age/grade appropriate lessons design and materials development. SLIFE classes should not exceed 15 students to facilitate students’ language and literacy development as well as individualized support based on needs. Upon exiting the SLIFE classroom, all SLIFE should have a portfolio documenting their progress and performance which must be submitted to OEL at the end of year by the due date listed.

### ***EL students in General Education Programs***

When an EL is assigned to non-EL language program school or an SEI program strand, the student must be scheduled for appropriate ESL services with an ESL licensed teacher based on the ELD level, and must be assigned to teachers who are SEI endorsed for content instruction<sup>12</sup>.

### ***Special Education Programs***

English Learner Students with Disabilities (ELSWD), who receive specialized services for mild to moderate disabilities, should be scheduled for the required amount of ESL instruction time appropriate to their ELD level. Modifications to ESL service requirements are only permitted on a case-by-case basis as determined by the IEP team and *must be reflected in the student’s IEP by completing the EL Modifications section in EdPlan*. All ELSWD students need to have the ELSWD Checklist completed in their ELD folder.

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<sup>11</sup> Students with Limited or Interrupted Formal Education (SLIFE) programs and services are governed by the META Consent Decree (1992) with Boston Public Schools. If your school has a SLIFE Program, please make sure to review this information.

<sup>12</sup> **New:** Core content courses are designated in the “SEI Core Content” field in the Aspen SIS Course Catalog. Any course marked as SEI Core Content, regardless of the program, must be taught by an SEI Endorsed teacher if at least one English Learner is enrolled in the course.

#### IV. *ESL Instructional Requirements*

As per DESE guidance, programmatic design for EL students including SEI, TBE, Two-Way Dual Language under Chapter 71A must include an ESL component for the program to be effective.

##### *ESL Instructional Time*

The table below provides DOJ-approved ESL instructional time that aligns to each ELD level for BPS.

Table 2: Requisite ESL Instructional Time for ELs in K2-12		
ELD Level	Daily ESL Instructional Time	Weekly ESL Instructional Time
ELD 1	135 minutes (2 hours, 15 minutes)	675 minutes (11 hours, 15 minutes)
ELD 2	90 minutes (1 hour, 30 minutes)	450 minutes (7 hours, 30 minutes)
ELD 3	60 minutes (1 hour)	300 minutes (5 hours)
ELD 4	45 minutes	225 minutes (3 hours, 45 minutes)
ELD 5	45 minutes	225 minutes (3 hours, 45 minutes)

##### *ESL Instruction Types Recommendations and Requirements*

All ESL standalone courses are coded on Aspen SIS with “ESL” in the course title. **New:** The “ESL Eligible” field in the Aspen SIS Course Catalog identifies whether a course is appropriate for ESL Standalone services, for ESL push-in, pull-out, or embedded services (ESL-NonStandalone), or if the course is not appropriate for ESL services. ALL standalone ESL teachers should be ready to submit grades each marking period.

Table 3: Recommendations for ESL Instructional Methods for ELs in <u>K2-5</u>	
ESL Instruction Type	Description (all instructional models require an ESL licensed teacher)
<p><b>Embed/Homeroom</b></p> <p><i>ESL in SEI programs K2- 5 during the literacy block</i></p>	<ul style="list-style-type: none"> <li>This is an instructional type allowable only for EL students (ELD 1-3) <b>in SEI language specific or SEI multilingual programs at the Elementary grade level (K2 to 5)</b>. In this model, students receive ESL embedded during their literacy time (course titles: Reading, Writing). Teachers providing this embedded ESL instruction must be ESL licensed and are required to complete the 15-hour WIDA webinar trainings.<sup>13</sup> (Refer to the designation of ESL-NonStandalone in the ESL Eligible field in the Course Catalog in Aspen SIS for allowable standalone courses.)</li> </ul>
<p><b>Embed / ELA</b></p> <p><i>ESL in English</i></p>	<ul style="list-style-type: none"> <li>For EL students with ELD levels 4 and 5, this is the <i>recommended</i> instructional model, where ESL is embedded in core ELA or literacy</li> </ul>

<sup>13</sup> U.S. Department of Justice Successor Settlement Agreement, Paragraph 39. The WIDA 15-Hour PD is available through BPSLearns at [learn.mybps.org/](http://learn.mybps.org/). It can be completed as an individually, self-paced session or as part of a BPS learning group.

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<p><b>Language Arts for ELD 4-5 only</b></p>	<p>courses only, by an ESL licensed teacher. (Refer to the designation of <i>ESL-NonStandalone</i> in the <i>ESL Eligible</i> field in the <i>Course Catalog</i> in <i>Aspen SIS</i> for allowable standalone courses.) Students at these ELD levels may be grouped together.</p>
<p><b>Push-In ESL For K2-5 only during a core literacy course.</b></p>	<ul style="list-style-type: none"> <li>• Push-In ESL may be provided to EL students in Elementary grades (K2 to 5), when the ESL teacher is coming into an ELA course to provide ESL services for a specific, small group of students within the same classroom while other students continue to receive content instruction. Schools should take care to adhere to ESL grouping requirements when utilizing this instructional method. (Refer to the designation of <i>ESL-NonStandalone</i> in the <i>ESL Eligible</i> field in the <i>Course Catalog</i> in <i>Aspen SIS</i> for allowable standalone courses.)</li> </ul>
<p><b>Pull-Out ESL For K2-5 only during a core literacy course.</b></p>	<ul style="list-style-type: none"> <li>• Pull-Out ESL may be provided to EL students in Elementary grades (K2 to 5), when a student is being taken out of an ELA course to receive ESL instruction. Schools should take care to adhere to ESL grouping requirements when utilizing this instructional method. (Refer to the designation of <i>ESL-NonStandalone</i> in the <i>ESL Eligible</i> field in the <i>Course Catalog</i> in <i>Aspen SIS</i> for allowable standalone courses.)</li> <li>• Although this is an allowable model, in practice it is often advisable to instead implement a standalone ESL course to better identify the group of students receiving the ESL services together.</li> </ul>
<p><b>Standalone ESL For ELs in General Education.</b></p>	<ul style="list-style-type: none"> <li>• For EL students who are <i>not</i> assigned to a K2-5 SEI program, in grades (K2-12) with ELD levels 1 to 3, this is the <i>recommended</i> instructional model for ESL service delivery for students who are not in an EL specific program.</li> <li>• For ELD 4-5: Standalone is an allowable option; however, refer to the Embed ELA model as an alternative if the ELA/homeroom teacher is ESL licensed.</li> <li>• Students still need to be appropriately grouped by their ELD levels and scheduled for appropriate “ESL” titled courses that are within the BPS course catalog (Refer to the designation of <i>ESL-Standalone</i> in the <i>ESL Eligible</i> field in the <i>Course Catalog</i> in <i>Aspen SIS</i> for allowable standalone courses.)</li> </ul>

<p>Table 4: Recommendations for ESL Instructional Methods for ELs in <u>Gr. 6-12</u></p>	
<p><b>ESL Instruction Type</b></p>	<p><b>Description (all instructional models require an ESL licensed teacher)</b></p>
<p><b>Standalone ESL For ELD 1-3</b></p>	<ul style="list-style-type: none"> <li>• For ELD levels 1 to 3, this is the instructional model for ESL service delivery for students.</li> <li>• Students must be grouped with students who have the same ELD level (ELD 1, ELD 2, and ELD 3, separately) but may be grouped together across grades 6-8 and across grades 9-12. Note: Standalone</li> </ul>

	<p>is also an allowable option for which ELD 4-5 students may be grouped together; however, refer to the Embed ELA model as an alternative if the ELA teacher is ESL licensed.</p> <ul style="list-style-type: none"> <li>Students are scheduled for appropriate “ESL” titled courses that are within the BPS course catalog (<i>Refer to the designation of ESL-Standalone in the ESL Eligible field in the Course Catalog in Aspen SIS for allowable standalone courses.</i>)</li> </ul>
<p><b>Embed / ELA ESL in English Language Arts</b></p>	<ul style="list-style-type: none"> <li>For EL students with ELD levels 4 and 5, this is the <i>recommended</i> instructional model, where ESL is embedded in core ELA or literacy courses only, by an ESL licensed teacher. (<i>Refer to the designation of ESL-NonStandalone in the ESL Eligible field in the Course Catalog in Aspen SIS for allowable standalone courses.</i>) Students at these ELD levels may be grouped together.</li> </ul>

**Grouping Requirements for ESL Instruction for EL Students in K2-12**

The following table summarizes allowable student groupings for ESL. The following ESL grouping methodology does *not* apply to K2-5 EL students who are coded and placed in an SEI Language Specific or SEI Multilingual program or Dual Language programs. In addition, it is important to note that SLIFE students cannot be grouped for ESL services with non-SLIFE students.

Table 5: Recommendations for ESL Grouping*		
ELD Levels	Elementary Grades K2 to 5	Secondary Grades 6 to 12
<b>ELD 1</b>	<ul style="list-style-type: none"> <li>With fellow ELD 1 only across two consecutive grades, <i>or</i></li> <li>With ELD 2 in a single grade.</li> </ul>	<ul style="list-style-type: none"> <li>With fellow ELD 1 only, across secondary grades</li> </ul>
<b>ELD 2</b>	<ul style="list-style-type: none"> <li>With fellow ELD 2 only across two consecutive grades, <i>or</i></li> <li>With ELD 1 in a single grade</li> </ul>	<ul style="list-style-type: none"> <li>With fellow ELD 2 only, across secondary grades</li> </ul>
<b>ELD 3**</b>	<ul style="list-style-type: none"> <li>With ELD 3 only, across two consecutive grades</li> </ul>	<ul style="list-style-type: none"> <li>With fellow ELD 3 only, across secondary grades</li> </ul>
<b>ELD 4 &amp; ELD 5</b>	<ul style="list-style-type: none"> <li>With fellow ELD 4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>With fellow ELD 4 and 5 students, across secondary grades</li> </ul>

**\*ESL Grouping for Students in HILT for SLIFE Programs**

In accordance with the HILT for SLIFE instructional model, students in these programs may be grouped together for ESL, across ELD levels and/or grade levels, as long as all students in the ESL course are enrolled in the HILT for SLIFE program. Please contact the Office of English Learners for additional guidance.

**\*\*Flexibility for Grouping ELD 3 as of August 2015**

In the case of ELD level 3 students, DESE has provided an opportunity to differentiate ESL services by ACCESS scores, and BPS has also received allowance from DOJ to implement this particular grouping. Students who scored an overall composite score on most recent WIDA ACCESS results of 3.4 or less can be grouped with ELD level 2 students for additional ESL support beyond their 60 minutes per day (300 minutes per week). This option of grouping for ELD level 3 is to provide some flexibility for schools who have low incidence of ELD level 2 and ELD level 3 students. The amount of instruction that should be implemented is the 90 minutes/day instructional time that ELD level 2 students receive in order to ensure that ELD 2 students in this classroom receive sufficient ESL instructional time.

In addition, ELD level 3 students who score an overall 3.5 or more can be grouped with ELD level 4 for direct ESL instruction. The ESL instructional model for ELD level 3 and ELD level 4 grouping *cannot* be embedded ELA. The students grouped with ELD level 4 for 45 mins (1 block) should be scheduled for the additional 15 minutes of ESL services in order to meet the DOJ requirement that all ELD level 3 students receive at least 60 mins per day (300 minutes per week).

ELD level 3 students should *not* be grouped with students who are more than one ELD level from them. *SEI language specific programs and SEI multilingual programs are exempt*, as the program model is specifically for students with ELD levels 1 to 3.

## ***V. Staffing Requirements for ESL Instruction***

All EL students, including English Learners with Disabilities (ELSWD) and Students with Limited or Interrupted Formal Education (SLIFE), must be scheduled for the requisite amount of ESL instruction according to their ELD level (unless modifications are given in the student's IEP) and must receive ESL by an ESL licensed teacher.

All EL students, inclusive of ELSWD and SLIFE, must receive grade-level core content instruction (science, mathematics, social studies, history, and ELA) from an SEI endorsed teacher. SLIFE students must receive native language core content instruction from an SEI endorsed teacher.

To ensure the best possible leveraging of staff for your students, you should consider creating your schedule for EL services *first* to ensure that an optimal allocation of staff is available to meet EL service needs.

If the SEI program elementary homeroom teacher is ESL certified and has completed the 15-hour WIDA PD, that classroom teacher can provide ESL instruction to ELD level 1 to 3 EL students in that program classroom.<sup>14</sup>

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<sup>14</sup> Per DOJ Agreement Paragraph 39.e, BPS has submitted these online webinars as training that will meet the requirements of ESL teachers developing and enhancing their skills of providing differentiated instruction by ELD levels in a mixed classroom. These webinars are available through BPSLearns for all staff in need ([learn.mybps.org/](http://learn.mybps.org/)).

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If core academic and vocational education teachers have one or more EL students in their classroom during a given class period, they must earn the SEI Teacher Endorsement. In the case of a principal, assistant principal, supervisor, or director ("administrator") who supervises or evaluates one or more core academic teachers of EL students, she/he must obtain the SEI Administrator Endorsement. The SEI Endorsement is part of DESE's Rethinking Equity and Teaching for English Language Learners (RETELL) initiative.<sup>15</sup>

The following teachers are considered "core academic teachers" for the purposes of providing SEI instruction: teachers of students with moderate disabilities; teachers of students with severe disabilities; subject-area teachers in English, reading or language arts; mathematics, science; civics and government, economics, history, and geography and early childhood and elementary teachers who teach such content.<sup>16</sup> **As of July 2018**, DESE now requires eligible Career Vocational Technical Educators (CTE) to obtain the SEI endorsement by the end of SY18-19.<sup>17</sup>

School Leaders are to keep electronic records of all teachers who are in the process of obtaining the SEI endorsement and the pathway that they are pursuing to meet this obligation. All EL students must be placed in classrooms where teachers are already endorsed or in a confirmed pathway.

### *VI. FELS, Opt-Outs and K-Never ELs*

The Massachusetts Department of Elementary and Secondary Education (DESE)<sup>18</sup> and the US Department of Justice (DOJ)<sup>19</sup> charges the district with providing English Learners (ELs) meaningful access to English Learner Education (ELE) programming. According to DESE and DOJ requirements, there are three categories of students whose academic progress must be monitored:

Table 6: Definitions of Student Groups in need of EL Monitoring (FELs, K-Never ELs, Opt Outs)		
Student	Description	Monitoring Period
<b>FEL</b>	A student who has successfully exited EL status by meeting the exit criteria established by DESE on the WIDA ACCESS assessment and appropriately recommended by the school's Language Assessment Team (LAT).	Each marking period for 4 school years following the date of reclassification to Former EL status.
<b>K-Never EL</b>	A student identified as a potential EL through the Home Language Survey in K0 or K1, but who demonstrated English Proficiency on the K2 language assessment screener. Therefore, students will be monitored in grades K2-3rd only.	Each marking period for 4 school years following when the student tested Proficient on the K2 screener (i.e., for the duration of grades K2-3).
<b>Opt Out</b>	A student whose parent declines participation in a formal language instruction program (ESL	Each marking period for the duration of the school year during which the opt-out

<sup>15</sup> Rethinking Equity and Teaching for English Language Learners (RETELL) [www.doe.mass.edu/retell/](http://www.doe.mass.edu/retell/)

<sup>16</sup> DESE Letter Concerning Requirements to Obtain the SEI Endorsement, August 2013

<sup>17</sup> Refer to <http://www.doe.mass.edu/retell> and specifically <http://www.doe.mass.edu/retell/2018-0720cvte.pdf> for additional information,

<sup>18</sup> <http://www.doe.mass.edu/ell/guidance/Guidance.pdf>

<sup>19</sup> <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>

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	services and/or SEI Language Specific programs) and whose request has been approved by the Office of English Learners.	request was approved.
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Schools are to ensure that students who are no longer receiving direct ESL instruction are making progress towards the attainment of English and are meeting grade-level expectations for core content areas. If at any point a school has identified that a student is not making progress, the school is expected to provide adequate interventions and support, including reclassifying the student as an English Learner where appropriate.

**EL Monitoring Form**

To comply with requirements around EL monitoring for the aforementioned three student groups, designated school based staff must fill out the BPS EL Monitoring form on a quarterly basis, as specified below:

Table 7: Recommendations for Staff Responsible for EL Monitoring			
Grade Band	FEL Students	Opt-Out Students	K-NEL Students
K2-5th	Homeroom teachers*	Principal/Homeroom Teacher	Homeroom teachers*
6th-8th	Grade level teacher assigned by principal**	Principal/Content Teacher	N/A
9-12	Grade level teacher assigned by principal**	Principal/Content Teacher	N/A

*\*Includes students with disabilities in Inclusion classrooms*

*\*\* For ELSWD, include Special Education teachers in the monitoring team*

Completed paperwork should be stored in the student’s ELD folder. All of these duties must be delegated to the appropriate school based staff, then input into Aspen SIS (see Appendix E).

***VII. Process for Submitting a Request to Change or Update an EL Student’s Status for Language Development Services***

In extenuating circumstances, school based staff may find discrepancies between student information reflected in Aspen SIS and the student’s actual performance in the classroom. In these cases, OEL has created a protocol to adjust for these discrepancies. LATFs are to fill out the BPS LEP Code Change Request form (LCCR) outside of the designated window for annual updates in June or within 20 days of the student enrolling in the school.

The LCCR is to be used to submit proposed changes or updates to a student’s:

1. LEP Status
2. Program Code
3. ELD Level

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4. First Language as reported on the Home Language Survey (HLS)
5. Parental Requests to Opt-Out of EL Services<sup>20</sup>

OEL will review submissions and process requests internally, notifying the school of the approved update. Documentation should be retained in the student's ELD folder.

LATFs can access the Online LCCR at the link found [here](#). Along with completing the form, LATFs must also include the requested supporting documentation and rationale as evidence for the change.

*Note: OEL will issue separate communication pertaining to the end-of-year annual update window and the use of the LCCR during that time.*

### **VIII. Next Steps**

The following are recommended actions to take upon review of this memorandum:

- Schedule a dialogue with members of your school's Instructional Leadership Team (ILT) and Language Assessment Team (LAT) around the items shared in this document to ensure all key stakeholders are aware of their responsibility.
- Using the LATF calendar, identify relevant information to be reviewed on a monthly basis by the school leader and additional leaders in your school who can support this work.
- Work with your LATF to audit your school's scheduling data in Aspen SIS to assure that every EL is appropriately scheduled for all services.
- Utilize the LATF calendar to integrate EL related activities during your staff updates.
- **Note that adherence to the following deadlines is essential in order to ensure complete and accurate reporting of your school's level of services to the U.S. Department of Justice and Office for Civil Rights:**

Friday, September 21, 2018; Friday, November 23, 2018; and Friday, February 15, 2019.

We recognize that as school leaders review this memorandum with the goal of providing appropriate instructional services to all students, questions may arise. Please do not hesitate to contact your OEL Liaison at [uellinstructionteam@bostonpublicschools.org](mailto:uellinstructionteam@bostonpublicschools.org).

### **Appendix A: Mass. State Law, Chapter 71A, Section 6. Legal standing and parental enforcement**

(a) As set forth in Section 4 of this chapter, all school children are to be provided at their assigned school with an English language public education. The parent or legal guardian of any school child shall have legal standing to sue for enforcement of the provisions of this chapter, and if successful shall be awarded reasonable attorney's fees, costs and compensatory damages.

(b) Any school district employee, school committee member or other elected official or administrator who willfully and repeatedly refuses to implement the terms of this chapter

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<sup>20</sup> Opt Outs may be requested throughout the school year as parental need arises. The LCCR is the only acceptable method of submitting an opt out request. As a reminder, although opt outs are a parental right, agents of the district are not to recommend opt outs to any families. Instead, the benefits of English Learner services must always be emphasized.

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may be held personally liable for reasonable attorney's fees, costs and compensatory damages by the child's parents or legal guardian, and shall not be subsequently indemnified for such monetary judgment by any public or private third party. Any individual found so liable shall be barred from election or reelection to any school committee and from employment in any public school district for a period of five years following the entry of final judgment.

(c) Parents and legal guardians who apply for and are granted exception waivers under Section 5(b)(3) of this chapter retain full and permanent legal right to sue the individuals who granted such waivers if they subsequently discover before the child reaches the age of eighteen that the application for waivers was induced by fraud or intentional misrepresentation and injured the education of their child.”

*Appendix B: English Learner Education Program Codes*

<b>Program Code</b>	<b>Program Name</b>	<b>Description of Programming</b>
<b>BEC / BLC</b>	Chinese SEI Language Specific Program	For English Learner students ELD levels 1 to 3 who are native speakers of Chinese (Mandarin, Cantonese, Toishanese)
<b>BEH / BLH</b>	Haitian Creole SEI Language Specific Program	For English Learner students ELD levels 1 to 3 who are native speakers of Haitian Creole
<b>BEK / BLK</b>	Cape Verdean Creole SEI Language Specific Program	For English Learner students ELD levels 1 to 3 who are native speakers of Cape Verdean Creole
<b>BEM / BLM</b>	Multilingual SEI Program	For English Learner students ELD levels 1 to 3, who a) speak a language for which BPS does not have a specific program strand, or b) students who have language specific strands but are in need of multilingual placement due to geographical placement.
<b>BES / BLS</b>	Spanish SEI Language Specific Program	For English Learner students ELD levels 1 to 3 who are native speakers of Spanish
<b>TEH/TLH TEE/TLE</b>	Dual Language Two-Way Immersion Program- Haitian Creole	TEH/TLH- L1 is Haitian Creole in a Two-Way Immersion program TEE/TLE-L1 is English in a Two-Way Immersion program Eligible students can apply for this program directly through the Welcome Centers.
<b>TES/TLS TEE/TLE</b>	Dual Language Two-Way Immersion Program- Spanish	TES/TLS- L1 is Spanish in a Two-Way Immersion program TEE/TLE-L1 is English in a Two-Way Immersion program Eligible students can apply for this program directly through the Welcome Centers.

<p><b>BIH, BIK, BIM, and BIS</b></p>	<p>Students with Limited or Interrupted Formal Education (SLIFE) Program</p>	<p>High Intensity Literacy Training (HILT) program for identified LEP students who are a) 8-21 years who entered US after grade 2 or exited the US for six months or more, b) entering grades 3 to 12, c) ELD levels 1 or 2 , d) are newcomers and e) have no formal schooling or have interruptions in formal schooling and f) function two or more years below expected grade level in native language literacy and numeracy relative to typical peers.</p> <p>BIH - Haitian Kreyol, BIK - Cape Verdean Creole BIM - Multilingual, BIS - Spanish</p>
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*Appendix C: How to request program modifications for servicing ELs*

[Request to Modify \(EL\) Program & Scheduling \(Click here to access the online form\)](#)

*Appendix D: Aspen SIS Instructions for Entering ESL Scheduling Information and for Student Monitoring*

Instructions for **how to enter ESL scheduling information** (minutes, type, teacher) into Aspen SIS can be found by clicking this link: [Recording ESL Minutes and Instruction Type in Aspen SIS.](#)

Instructions for **how to enter monitoring decisions** each marking period for FELs, approved opt-outs, and K Never ELs can be found by clicking this link: [Students Who Require Monitoring in Aspen SIS.](#)

**Appendix D: Office of Human Capital**

Examples of Licensure Requirements				
Program	Position Title	Position Description	Required Licensure	Preferred
<b>Positions Serving EL Students</b>				
<b>SEI</b>	SEI Multilingual	Position in a classroom that includes students with ELD levels 1, 2 & 3 with varying native languages	Content area license & SEI endorsement	ESL License
	SEI + [Specific Language] <i>e.g. SEI Haitian Creole</i>	Position in a classroom that includes students with ELD levels 1, 2 & 3 of the same native language	Content area license & SEI endorsement	ESL License, Oral fluency in students' primary language
<b>ESL</b>	ESL Teacher	Provides ESL instruction only	ESL license	Oral fluency in students' primary language
<b>Dual Language / Two-way</b>	Content area license, ESL license or SEI Endorsement, & academic proficiency in 2 <sup>nd</sup> language (Note: if the teacher is providing ESL, the teacher must an ESL License)	N/A	Content area license, ESL license or SEI Endorsement, & academic proficiency in 2 <sup>nd</sup> language (Note: if the teacher is providing ESL, the teacher must an ESL License)	N/A
	Content area license & SEI Endorsement (Note: if the teacher is providing ESL, the teacher must have the ESL License)	N/A	Content area license & SEI Endorsement (Note: if the teacher is providing ESL, the teacher must have the ESL License)	N/A
<b>SLIFE</b>	SLIFE Native Literacy Teacher	Provides native literacy and core content instruction to Students with Limited or	ESL License or SEI Endorsement or TBE License <i>and</i> academic proficiency in student's	Completed or be willing to complete at least one graduate level course in literacy instruction and one in

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		Interrupted Formal Education	native language <i>and</i> teaching license	second language acquisition
	SLIFE ESL Teacher	Provides ESL instruction to SLIFE students	ESL license	Completed or be willing to complete at least one graduate level course in literacy instruction and one in second language acquisition  Oral fluency in students' primary language
<b>Program</b>	<b>Position Title</b>	<b>Position Description</b>	<b>Required Licensure</b>	<b>Preferred</b>
<b>Positions Serving Special Education Students</b>				
<b>Inclusion</b>	Early Childhood Inclusion	Serves general education and special education students in an inclusion setting	Early Childhood W/WO Disabilities & Moderate Disabilities w/ SEI Endorsement	Oral fluency in students' primary language; ESL license
	[Content Area] + Inclusion <i>e.g. Math Inclusion</i>	Serves general education and special education students in an inclusion setting	Content area/Grade level license & Moderate Disabilities (both at appropriate level) w/ SEI Endorsement	Oral fluency in students' primary language; ESL license
<b>Resource</b>	Resource Room teacher	Pushes in or pulls students out for targeted math or ELA support to special education students	Moderate Disabilities w/ SEI Endorsement	Content Area License <i>e.g. Math or ELA</i> & oral fluency in students' primary language; ESL license
<b>Sub Separate</b>	Sub Separate + [Special Education Strand] <i>e.g. Sub Sep Autism</i>	Serves a class of special education students within a single strand <i>e.g. Autism, Emotional Impairment, Learning Disabled</i>	Severe/Moderate Disabilities license (dependent on strand) w/ SEI Endorsement	Content mastery in relevant subject area or grade level (e.g. licensure)  Oral fluency in students' primary language; ESL license

## Appendix E: Transportation

### Appendix E1: Price Sheet for BPS Transportation "Ancillary" Services

Note: Costs have increased by 5% due to increased operating expenses.

#### \$190 Cost per Bus Trip

##### Late buses (Annual Cost)

3 days per week (annual)	\$20,520
4 days per week (annual)	\$27,360
5 days per week (annual)	\$34,200
3 days per week (1 week)	\$570
4 days per week (1 week)	\$760
5 days per week (1 week)	\$950
Cost per bus per day	\$190

##### Non-weekly Early Release

Cost per bus per trip	\$190
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##### Non-BPS Calendar Day School Service

Cost per bus per trip (one-way)	\$190
Cost per bus per round-trip	\$380

##### Field Trips/Athletics Events

One-way trip	\$190
One-way trip outside of route 128	\$540

\*Note: If driver is required to stay with the group there is an additional cost of \$42 per hour of layover time. Drivers are required to stay with the group if the field trip is outside of route 128.

## Appendix F: Facilities: Permits for After Hours Building Operations

The Superintendent Circular #FMT-5, 2014-2015 has extensive information around the policies of building use. When a building is in use expenses are incurred by the district. While individual uses have small impacts, it is the cumulative impact across a school year that puts undue pressure on the district and limits funding for students. BPS Facilities is interested in ensuring that every dollar possible is directed towards students. To that end below is the fee structure associated with operating a building outside of school hours.

### Obtaining a Permit

- To obtain a permit to access a building after hours please check with the Facilities Department.

### Staffing Minimums – Please note ½ hour to open and ½ hour to close will be added to rates below

- Up to 150 people = 1 Senior Custodian paid OT hourly at \$49[GMR1] /hour
- Up to 350 people = 1 Senior \$49/hour and 1 Junior Custodian paid OT at \$37/hour (Total \$86/Hour)
- Up to 450 people = 1 Senior and 2 Junior Custodian paid OT at \$37/hour each (Total \$123/hour)

### Permit Fees

- Permit Administrative Processing Fee = \$20
- One time Event - Auditorium/Gymnasium/Cafeteria = \$515/event
- One Time Event – Classroom = \$180/classroom per event
- Continuous Usage - Auditorium/Gymnasium/Cafeteria = \$2,575/year[GMR2]
- Continuous Usage – Classroom = \$1,030/year
- Energy Fee = \$95/hour – includes heat/AC, water, electric, ventilation

### Additional Conditions

- If a custodian works overtime, Headmasters/Principals are expected and required to work with the custodian's Area Manager to ensure there is meaningful work to do and a predetermined schedule of that work prior to event.
- Principals shall notify custodians and ensure that they stay on premises at least one half hour before and one half hour after event
- Custodians must work the duration of the hours they are paid, and shall only be paid for the number of hours for which they work.

### Forms of Payment

- Internal BPS departments and schools shall perform an operating budget transfer. Click [here](#) for instructions.
- External organizations shall make a check payable to BPS Facilities Management.

### Request for Waiver of Fee

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- The district must adhere to this fee structure to avoid cost overruns that limit our ability to serve students during school hours. These fees ensure equitable access to buildings after hours.
- Any requestor wishing to waive fees must submit a written request at least 30 days in advance of start of activity detailing the exceptional circumstances that would justify the waiver of the fee.
- All requests are to be submitted to [JHanlon@bostonpublicschools.org](mailto:JHanlon@bostonpublicschools.org) under the heading “Facility Fee Waiver Request.” Requestors can expect a response in seven (7) business days.

## Appendix G: Recruitment Events

REGISTER HERE: [tiny.cc/RecruitmentSeason2019](http://tiny.cc/RecruitmentSeason2019)

### EVENT DETAILS

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#### Pipeline & Partner Program Candidate Demonstration Day

**Saturday, February 9th**  
**East Boston High School**

100+ candidates from BPS' teacher pipeline programs and strongest teacher prep partner programs will demonstrate their skills and showcase their candidacy.

"Well organized and highly diverse."

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#### Fifth Annual Boston Diversity Career Fair for Teachers

**Tuesday, February 12th**  
**Bolling Building**

Meet hundreds of educators who reflect the racial, cultural, ethnic, and linguistic diversity of BPS students.

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#### BPS Internal Educators Interview Fair

**Tuesday, March 12th**  
**Bolling Building**

Meet dozens of experienced BPS teachers looking for a new opportunity to change the lives of your students next year!

"The event allowed me to 'know' the candidate prior to selecting him/her for the interview committee."

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#### Turnaround & Transformation Schools Showcase

**Saturday, March 30th**  
**Bolling Building**

Top priority candidates who explicitly share an interest in working for BPS' highest-need schools participate in networking and mini interviews.

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#### Multilingual & English as a Second Language Teacher Fair

**Monday, April 8th**  
**Madison Park**  
**Technical Vocational**  
**High School**

Meet dozens of candidates at once who are qualified to teach in some of our hardest to fill positions! All attendees are licensed to teach ESL and/or are fluent in one of BPS' official languages.

"Great event. So happy to see folks with many unique languages to reflect those of our kids!"

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#### High Need Educators Showcase

**Saturday, April 27th**  
**Bolling Building**

Meet hundreds of educators who are certified to teach ESL, Special Ed, and/or the STEM fields.

"Blew our expectations!"

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#### Priority Candidate Demonstration Day

**Saturday, May 11th**  
**Fredrick Middle School**

Top-rated candidates from the District-Wide Early Hiring Pool are invited to demonstrate their skills and showcase their candidacy for you.

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#### Spring Teacher Job Fair \*NEW\*

**Tuesday, May 28th**  
**Bolling Building**

Find strong educators to fill your remaining vacancies for the coming school year!

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