

FY21 Budget Collaborative and Probable Organization
Guidance Document

December 10, 2019

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.

FY21 Budget Collaborative and Probable Organization Guidance

Table of Contents

- I. [Introduction](#)
- II. [Budget](#)
- III. [Grants](#)
- IV. [Office of English Learners](#)
- V. [Office of Special Education](#)
- VI. [Office of Human Capital](#)
- VII. [Office of Health and Wellness](#)
- VIII. [Office of Accountability](#)
- IX. [Office of Instructional and Informational Technology](#)
- X. [Appendix](#)
 - A. [Enrollment](#)
 - B. [Budget](#)
 - C. [Office of English Learners](#)
 - D. [Office of Human Capital](#)
 - 1. [Examples of Licensure Requirements](#)
 - 2. [Key Terms](#)
 - 3. [2019- 2020 OHC Contact List for School Leaders](#)
 - 4. [Recruitment Events](#)
 - 5. [Retention Strategies](#)
 - E. [Price Sheet for BPS Transportation "Ancillary" Services](#)
 - F. [Facilities: Permits for After Hours Building Operations](#)

List of Budget Collab/Probable Org Guidance POCs

[Central Office Liaison List](#)

Office	Point of Contact	Email
Enrollment Projections	Keith Hellmold	khellmold@bostonpublicschools.org
Budget	David Bloom	dbloom@bostonpublicschools.org
Grants	Anu Jayanth	amedappa@bostonpublicschools.org
English Learners	Priya Tahiliani	ptahiliani@bostonpublicschools.org
Special Education	Cindie Neilson	cneilson@bostonpublicschools.org
Human Capital	Hannah Hall	hhall@bostonpublicschools.org
Health and Wellness	Jill Carter	jcarter@bostonpublicschools.org
Operations - Permitting	PJ Preskenis	ppreskenis@bostonpublicschools.org
Development and Partnerships	Miriam Rubin	mrubin3@bostonpublicschools.org

**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 2021 school budgets. Specific information will also be available in this [Google Drive](#). Your Budget Preparation [Checklist](#) 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 on January 13th, 2020. This will enable your school to be prepared to meet early hiring requirements.

Please note: Prior to submitting your budget, 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. This means you should plan a School Site Council meeting prior to submitting your budget.

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

FY21 Budget Collaborative and Probable Organization Guidance

amounts is to reflect an increase in the cost of the average salaries for teachers. **Final decisions about WSF for FY21 have not yet been made.**

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

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 FY21 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 FY21 amount to be budgeted for each cluster sub is: \$35,537. The per diem substitute rate for FY21 varies based on the length of the school day: 6:00-6:39 \$154.68 per day, 6:40-7:09 \$163.89 per day, and 7:10+ \$168.99 per day.

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.

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

FY21 Budget Collaborative and Probable Organization Guidance

BPS schools that serve the greatest concentrations of high need students, according to the Opportunity Index¹. 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.
- Partnership Funds 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 19, 2020: Submit Partnership Preference Forms:*** Schools must submit a *Partnership Preference Form* via PartnerBPS.org by February 19, 2020 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](#) afterD.
- ***By June 30, 2020: 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](#).

¹ 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.

FY21 Budget Collaborative and Probable Organization Guidance

- ***By September 1, 2020: 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 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 [Porsche Paulding](#) (Director of Operations, Special Education) by January 5, 2020. 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. Connect with your Financial Analyst for more information.

Office of Grants and External Funding Guidance

Key Changes for This Year

- **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.

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.

FY21 Budget Collaborative and Probable Organization Guidance

We project that our Title I funds for FY21 will be lower than what was awarded in FY20. The projection is a 1.25% decline based on the level of funding received in FY20. 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, 2020. 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, 2020. However, requisitions will not be converted to PO's until September 1st.

The FY21 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

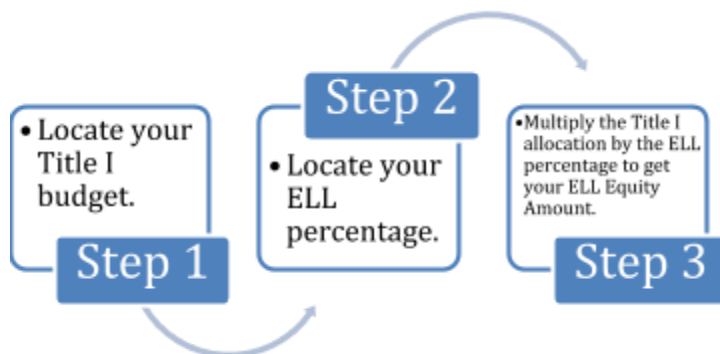
The META Consent Decree:

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 FY21 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 FY21 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.²

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 FY21 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 (FY21) prior to having OEL staff sign off on a school’s budget. Schools can use this [plan template](#) (also included in their budget folder) and more detailed instructions will be provided. These [FY21 Title I for ELs Budget Plans](#) should be submitted to Title1EL@bostonpublicschools.org in advance of the budget collaborative meeting.

²The 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.

Examples of Appropriate Title I Expenditures for ELs

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
Supplies / Textbook/ Equipment Line(s)	<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"> ● <i>REACH into Phonics Big Books Fiction and Non-Fiction Leveled Readers; Inside Phonics/Word Builder; and Edge Reading Level Gains Test and Edge English Language Gains Test. (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> ● Native language resources to provide students with additional access points to the curriculum. ● Instructional materials for HILT for SLIFE programs. ● Other supplementary instructional materials to support English language acquisition (e.g., Scholastic/Scope magazine, Fountas & Pinnell LL1 kits, dictionaries to be used outside of MCAS testing, manipulatives/realia/visual aids, etc.) ● Fees associated with testing for World Language Proficiency in order to award students the Seal of Biliteracy. 	<ul style="list-style-type: none"> ● Funding of generic school supplies such as copy paper, toilet paper, light bulbs, etc. ● 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. ● 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. ● 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.]
Stipend Line:	<ul style="list-style-type: none"> ● Stipending ESL certified teachers to 	<ul style="list-style-type: none"> ● Stipending the LATF to perform core

FY21 Budget Collaborative and Probable Organization Guidance

	<p>provide supplemental out-of-school time for English language acquisition tutoring of ELs, literacy clubs for EL parents/children, and ESOL classes for EL parents.</p> <ul style="list-style-type: none"> ● 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.) 	<p>responsibilities outlined in the LATEF job description (e.g., ELD folder management, ELD updates, reclassification decisions, etc.).</p> <ul style="list-style-type: none"> ● Stipending teachers to plan or administer the WIDA ACCESS or any other state-mandated English language proficiency assessments.
Contractual Services Line:	<ul style="list-style-type: none"> ● 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. ● College and career awareness and vocational and technical education programs specific to the needs of ELs. ● 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. ● Other before/after school, summer, Saturday/vacation programs solely benefitting ELs and specifically tailored to support ELs' unique needs. 	<ul style="list-style-type: none"> ● Any contractual services that are not tailored to meet the needs of ELs. ● Contractual services for ELs utilizing Title I monies but funding the same contractual services for non-ELs using General Funds. ● Using Title I funds to provide translation for core materials, such as translating report cards or parent teacher conferences. ● RETELL trainings are required and therefore not an allowable expense under Title I for ELs. ● Professional development that is general and not targeted to ELs. ● Professional development by non-qualified trainers, i.e. not SEI endorsed or ESL certified.
Travel Line:	<ul style="list-style-type: none"> ● Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL) annual conference (usually in May in Framingham, MA) and other MATSOL Professional Learning opportunities. ● MABE annual conference (usually in March, location varies) and other MABE Professional Learning opportunities. 	<ul style="list-style-type: none"> ● Conferences that are general in nature and are not tailored for ELs specifically.
Personnel Lines	<p>Supplemental positions that serve EL students only and are addressing the unique needs of EL</p>	<ul style="list-style-type: none"> ● Funding <u>any</u> core staff required to meet federal, state or local mandates

FY21 Budget Collaborative and Probable Organization Guidance

	<p>students.</p> <ul style="list-style-type: none"> • 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. • Supplemental ESL teachers who would not otherwise be needed to provide requisite ESL instruction. • <i>HILT for SLIFE</i> ESL and <i>HILT for SLIFE</i> Native Literacy teachers may be funded under Title I for ELs. • Bilingual paraprofessional (<i>not</i> due to class size reasons) to provide ELs with native language clarification in the classroom. 	<p>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 teachers for schools with SLIFE programs.</i>)</p> <ul style="list-style-type: none"> • 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. • Funding staff that do not serve an equitable proportion of ELD 1 and ELD 2 students enrolled at the school. • Funding supplemental on-site coaches who have little or no expertise in providing instruction for ELs.
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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	Bil. 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	Bil. 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	Bil. 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

FY21 Budget Collaborative and Probable Organization Guidance

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 EL 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 support 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

FY21 Budget Collaborative and Probable Organization Guidance

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

Engagement Facilitators

Lori Greenwood - lgreenwood@bostonpublicschools.org

Christina Louis - clouis3@bostonpublicschools.org

LaToya McGlothlin - lmcglathin@bostonpublicschools.org

Mweusi Willingham - mwillingham@bostonpublicschools.org

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.

FY21 Budget Collaborative and Probable Organization Guidance

- **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.

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

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

Reimbursement Grant Guidance

In order to most accurately track, manage, and analyze all spending, a reimbursement grant (BPS21475) 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 BPS21475 will be set up on Fund 200 for FY21. 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 external 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-BPS21475:

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 Financial Analyst in the Budget Office.
3. The Financial 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

FY21 Budget Collaborative and Probable Organization Guidance

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 Financial 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 FY21 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, including benefits. 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 and External Funding team will help coordinate the grant load once this occurs.

Office of English Learners (OEL) Guidance

Key Changes for FY21

- **Consideration of language capacity:** 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 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) to the best extent possible.
- **ELT Schools:** In previous years OEL has adjusted the ESL FTE projections for ELT schools to decrease the need for an ELD 1 to a .5 FTE rather than a .6 FTE. In review of ELT school schedules, not all schools have increased core instructional time in their classrooms. In light of this learning, schools will be asked to confirm their instructional model in order to demonstrate how the additional time will be used to provide ESL instruction.
- **EL Program FTE projections:** This year OEL will be projecting both the ESL FTE K2-12 and the SEI /SLIFE content teachers needed to effectively schedule your projected EL students. This will include ELSWD in substantially separate programs as a recommendation that will be the starting point of the discussion as to how ELSWD are provided EL services within your instructional model. Please contact ellequityteam@bostonpublicschools.org if you prefer to discuss the recommendations for ESL need for ELSWD in advance.
- **SEI and ESL class size ratio for grades K0-K2:** The new BTU contract specifies a class size ratio of 20:1 for Structured English Immersion (SEI) classes and ESL classes, or up to 22 students with the addition of a 1.0 FTE paraprofessional only in grades K0-K2 and 25 students with the addition of a 1.0 FTE paraprofessional in grades 1-12.
- **Bilingual Education Endorsement for teachers and administrators:** DESE requires core academic teachers assigned to provide instruction in a language other than English to an English learner in a bilingual setting to hold the Bilingual Education Endorsement. Principals/assistant principals along with supervisors/directors who evaluate these teachers also must hold the Bilingual Education Endorsement or SEI endorsement.
- **Schools with 1-teacher Inclusion classrooms:** With the new provision in the BTU contract, ESL licensed inclusion classroom teachers (in a one teacher model) now have the option to either receive a stipend to embed ESL instruction or to receive another ESL teacher to provide ESL instruction. To that end, utilizing the ESL buyback option will be permitted only if the teacher opts to receive the stipend.

In leveraging your school budget and probable organization process to ensure that your school is sufficiently staffed to service your English Learners, OEL is recommending the following guidance in order for schools to coordinate the appropriate resources to start the academic year meeting all federal and state mandates pertaining to ELs.

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

FY21 Budget Collaborative and Probable Organization Guidance

- Is there a funded position for a qualified **SEI homeroom teacher** for each grade level of your SEI Language Specific or SEI Multilingual classroom?
 - All positions should be 1.0 FTE (positions may not be funded with the Title I for ELs (META) funds as they are earmarked solely for supplemental EL purposes).
 - The 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.
 - If a paraprofessional is allocated, the assignment maximum for that classroom will become 20:1:1 for K0-K2 and 25:1:1 for grades 1-12.
 - 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

FY21 Budget Collaborative and Probable Organization Guidance

other words, a student who is ELD 1 but whose first language is Bengali should not be assigned to the SEI Spanish homeroom.

If the Elementary SEI homeroom teacher is ESL certified and has completed the 15 hour WIDA PD available on TeachPoint, that classroom teacher can provide ESL instruction to ELD levels 1-3 ELs. Students in SEI programs who are assigned to teachers without an ESL license must receive ESL instruction from a standalone ESL teacher.” - [English Learner \(EL\) Program & Scheduling Guidance BPS OEL - August 2019](#)

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

C. 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 sufficient ESL FTEs been allocated to ensure that all your ELSWD in sub-separate programs are provided sufficient EL services?
- 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 with 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?

FY21 Budget Collaborative and Probable Organization Guidance

- “ 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.
 - 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. English Learner Students in Career/Vocational and Technical Education (CVTE)

- Massachusetts Department of Secondary and Elementary Education require CVTE teachers assigned 1 or more ELs, and administrators who supervise or evaluate these teachers(s) to obtain the SEI Endorsement by July 1, 2021.³
- 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: Determining ESL Staffing Need:

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. *Please note that these ESL FTE calculations serves as baseline projections to begin the discussion of how to ensure appropriate staff for ESL services. These initial projections may not take into account school-level schedules for teachers and courses.*

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 <u>Note: ESL Instruction is not SEI Content Instruction</u>
ELD 1	135 minutes /day 675 minutes/week	For each course of an ELD 1 class: .6 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

³ Refer to DESE’s July 2018 letter for more detailed information: <http://www.doe.mass.edu/retell/2018-0720cvte.pdf>.

OEL ESL FTE Buyback Calculator:

OEL will provide school leaders with the recommended number of ESL FTE staff required to ensure that the projected EL students are provided requisite ESL instruction. As school leaders prepare their budgets, they may decrease the number of standalone ESL FTE needed to account for the ability to leverage ESL licensed teachers to embed ESL instruction, based on the following buyback rules and 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 Embed/ELA ESL instruction, ***the school remains responsible to ensure that the ESL FTE necessary to appropriately service EL students will be provided in their budget.***

1. **If you have an SEI program in grades K2-5 only:**
 - a. For every SEI Homeroom teacher that is ESL licensed and who will embed ESL instruction (Embed/Homeroom) schools can reduce the required number of standalone ESL FTE by .6 FTE.
 - b. For every non SEI Homeroom teacher who is ESL licensed and who will embed ESL instruction in ELA (Embed/ELA) for ELD 4 and 5 students, schools can reduce the number of standalone ESL FTE by .2 FTE.
 - i. *Note: the buyback for qualified inclusion classrooms will follow a different buyback process in an effort to effectuate the new provision in the BTU contract.*
2. **For all other schools (Excluding Dual Language and SLIFE programs)**
 - a. Elementary: For every homeroom teacher who is ESL licensed and who will embed ESL instruction in ELA (Embed/ELA) for ELD 4 and 5 students, schools can reduce the required number of standalone ESL FTE by .2 FTE.
 - b. Secondary: For every ELA teacher who is ESL licensed and who will embed ESL instruction in ELA for ELD 4 and 5 students (Embed/ELA), schools can reduce the required number of standalone ESL FTE by .2 FTE.
 - i. *Note: the buyback for qualified inclusion classrooms will follow a different buyback process in an effort to effectuate the new provision in the BTU contract.*

Example of Buyback Scenario:

Example of ESL FTE “Buyback” Scenario:	Number of..	ESL FTE Reduction	FTE
Original Projected ESL FTE Need			8
Number of SEI Homeroom teachers who are ESL licensed	2	-1.2 (2*.6)	6.8

FY21 Budget Collaborative and Probable Organization Guidance

Number of Homeroom/ELA teachers with an ESL license to service ELD 4 and 5 students	5	-1.0 (5*.2)	5.8
Final ESL FTEs that need to be allocated (see important caveat above)			5.8

ESL grouping guidance adapted from - [English Learner \(EL\) Program & Scheduling Guidance BPS OEL - August 2019](#) (refer to this memo for additional grouping considerations):

Recommendations for ESL Grouping*		
ELD Levels	Elementary Grades K2 to 5	Secondary Grades 6 to 12
ELD 1	With fellow ELD 1 only across two consecutive grades, <i>OR</i> <hr style="width: 50%; margin: 5px auto;"/> With ELD 2 in a single grade.	With fellow ELD 1 only, across secondary grades
ELD 2	With fellow ELD 2 only across two consecutive grades, <i>OR</i> <hr style="width: 50%; margin: 5px auto;"/> With ELD 1 in a single grade or with ELD 3 in a single grade	With fellow ELD 2 only, across secondary grades
ELD 3	With ELD 3 only, across two consecutive grades, <i>OR</i> <hr style="width: 50%; margin: 5px auto;"/> With ELD 2 in a single grade or with ELD 4 in a single grade	With fellow ELD 3 only, across secondary grades
ELD 4 & ELD 5	With fellow ELD 4 and 5 in a single grade	With fellow ELD 4 and 5 students, across secondary grades

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, an EL paraprofessional must be funded with the following conditions:
 - Only ELD 1-3 program students are assigned to that classroom.
 - The funded EL paraprofessional cannot be re-assigned to another classroom.
 - Funding the EL paraprofessional allows a maximum assignment ratio of 22:1:1 for grades K0-K2 and 25:1:1 for grades 1-12, per the updated provision in the BTU contract.
 - It is recommended that the paraprofessional will be able to meet the linguistic needs of that classroom.

I: Appropriate Staffing Codes for EL Related Positions

FY21 Budget Collaborative and Probable Organization Guidance

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.

1. All ESL FTE positions should be coded as **Bil. Ed ESL- 2410** except for **SLIFE ESL -2480**
 - a. These are the teachers that are providing **standalone** (includes elementary push in/pullout) ESL services. This position can not be used for buy-back purposes.
 - b. **Program Code and Title for SEI Programs:**

2456	SEI Spanish
2421	SEI Cape Verdean
2466	SEI Multilingual
2436	SEI Hatian
2461	SEI Vietnamese
2426	SEI Chinese

- c. **Program Code and Title for SLIFE**

2484	SLIFE Native Lang.Lit- Spani
2483	SLIFE Native Lang.Lit-Haiti
2481	SLIFE Native Lang.Lit-Multi
2482	SLIFE Nativel Lang. Lit-Multi (Cape Verdean)

- d. **Program Code and Title for Dual Language**

2457	Dual Lang.Spanish
2437	Dual Lang.Haitian

J: Licensure Expectations

1. **ESL LICENSE:** All ELs, including SLIFE and ELSWD, 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:
 - 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 current school year. Please note that CVTE teachers of ELs,

FY21 Budget Collaborative and Probable Organization Guidance

their principals, assistant principals, and evaluators will also be required to obtain the SEI endorsement by July 1, 2021. ([DESE Letter Concerning Requirements for CVTE Teachers to Obtain the SEI Endorsement, July 2018](#))

3. SLIFE -NATIVE LITERACY :

- a. All SLIFE Native Literacy teachers are required to hold the [Bilingual Education Endorsement](#) or a TBE License. Additionally, due to the specialized nature of the SLIFE program, the META Consent Decree specifies that SLIFE Native Literacy teachers “should have a background in elementary education or reading and cooperative learning and training in development of interdisciplinary teaching units for teaching and learning using elementary school level strategies and approaches” ([Attachment C, pg 5](#)).

4. DUAL LANGUAGE PROGRAMS:

- a. All dual language teachers should be coded with the appropriate code for the classroom that they are teaching. (E.g., the Grade 3 Spanish teacher should be identified as such.)
- b. 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.
- c. Additional endorsement requirements for dual language teachers include the following:
 - i. Core content academic teachers assigned to provide instruction in a language other than English to an English learner in a bilingual setting are required to hold Bilingual Education Endorsement.
- d. Staff required to hold the [Bilingual Education Endorsement](#) **OR** [SEI Endorsement](#)
 - i. A core academic teacher responsible for the instructional component provided in English
 - ii. A principal, assistant principal, or supervisor/director who supervises or evaluates a core academic teacher assigned to provide instruction to an English learner in a bilingual education setting, such as dual language education or SLIFE program
- e. Note: A valid Transitional Bilingual Education license or Transitional Bilingual Learning endorsement issued by the Department shall be deemed the equivalent of the Bilingual Education Endorsement.

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

Office of Special Education Guidance

Special Education Key Changes for FY 21:

FY21 Budget Collaborative and Probable Organization Guidance

General:

- The services for a resource student placed in an inclusion classroom must be delivered by a certified Special Education Teacher and not the Inclusion Classroom Teacher.
- Please continue to consider hiring teachers and paraprofessionals with additional language proficiencies.
- Pursuant to the Collective Bargaining agreement approved in 2019, there have been significant changes to the COSE position:
 - Initial evaluations and reevaluations will be conducted by a central based coordinator
 - Annual reviews will be held by a school based coordinator, allocations for the school based coordinator will be made separately

English Learner Students with Disabilities (ELSWDs):

Please consider the following when budgeting and planning for classroom staff and supports:

- 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?
- How are you addressing the linguistic needs of your ELSWDs in the classroom and/or through supported services?
- For ELSWD Substantially Separate Classrooms have you planned for sufficient ESL FTEs to ensure that all your sub-separate ELSWDs are serviced accordingly?
- Please refer to the Office of English Learners Guidance section for more details on the new provision in the BTU contract regarding providing services to ELSWD's in 1 teacher model based inclusion classrooms. (bookmark ELL section)

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 Assistant Director or Cindie Neilson if you have any questions.

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 FY21 budget

Principals and headmasters should budget for the following categories from the WSF allocation:

★ **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.

★ **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 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.
 - For scheduling purposes per Union contract, resource room ratios are: *Students:Teachers:Paraprofessionals:10:1:0; 12:1:1; 16:1:2*
 - K-8 Schools must budget a minimum 1.0 FTE for Resource services to address the grade spans.
 - 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 <i>and</i> 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

FY21 Budget Collaborative and Probable Organization Guidance

***State ratios for the different programs/strands:** 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

- ★ **BPS recommended staffing levels for school-funded Strand Specialists:** 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
 - ABA Based:
 - It is required that the specialist for the ABA strand is a Board Certified Behavior Analyst (BCBA). Any hire into a vacant ABA Strand Specialist position must meet this requirement.
 - For every four classrooms, a school is expected to purchase an autism strand specialist.
 - Emotional Impairment:
 - Additional funding from the Office of Special Education is provided for a Clinician and EI Strand Specialist. The Clinician must be certified to provide clinical/counseling services. The EI Strand 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 that are projected to receive students with Emotional Impairment or Autism disabilities should strongly consider the guidelines listed above when creating their budgets.

Special Education Central Office Funded Allocations: Below is a list of categories that are covered centrally by the special education budget.

- **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

FY21 Budget Collaborative and Probable Organization Guidance

- o 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)

Coordinator of Special Education (COSE)

Allocation Process for COSE: 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).

Key Points:

When mapping 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

Inclusion Information:

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 Education 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

FY21 Budget Collaborative and Probable Organization Guidance

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

Full Inclusion	80% or more
Partial Inclusion	40 - 79%
Substantially Separate	Less than 40%

Inclusion Minutes as defined by the IEP: 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.

<u>Level of Need</u>	<u>Minutes of Service</u>
.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

When budgeting for your students in substantially separate settings, students are expected to be with their peers as much as possible during the school day. The IEP is generally written for 240 minutes a day out of the general education setting. About two hours a day remain for students to be with their peers in general education settings.

Office of Human Capital Guidance

Key Updates and Changes for This Year

Dual Licensure Excessing Update: In spring 2019, the BPS and BTU were engaged in contract negotiations. This meant that implementing the impact of an arbitration regarding the district's ability to create new program areas was delayed. Permanent teachers in positions that require two licenses who do not possess the same were notified in summer 2019. Given the contractual language, this means these educators will be retained through this Probable Org. cycle and may not be excessed until 2021.

FY21 Budget Collaborative and Probable Organization Guidance

Interviewing Excessed Teachers: School leaders must interview three excessed teachers when three or more apply to a given vacancy. When submitting a non-excessed educator for hire, school leaders must enter interview results for the excessed teachers in TalentEd and note who was interviewed in the notes section of the hire submission. Excessed educators are identified in TalentEd by the status “Permanent Teacher without Position.”

Multiple Disabilities Paraprofessional Positions: In addition to Autism and Emotional Impairment positions, Multiple Disabilities positions are no longer subject to seniority-based placement and will be posted if vacant.

Unlicensed Teachers: School leaders must follow the guidelines below when submitting waivers to ensure unlicensed teachers are utilizing district supports to obtain licensure.

SEI Endorsement: Selected candidates possesses the SEI endorsement or ESL license to be approved for hire. For hires new to the district and provisional teachers entering their second year, significant progress toward the SEI endorsement can be used in lieu of the endorsement

Probable Organization: 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 note: Refer to the [Staffing and Reassignment circular](#) for a more detailed calendar of milestones and activities.

- **Budget Collaboratives/Probable Org (January/February):** Schools and departments establish their budget and staffing templates, which identify the positions (and individuals) to be excessed as well as initial vacancies for the upcoming school year.
 - Key dates:
 - Deadline for autonomous schools to excess teachers: **February 1st**
 - Deadline for Level 5 schools to excess paraprofessionals: **February 1st**
 - Deadline for all teachers and paraprofessionals to be excessed: **April 15th**
- **Posting (March - Summer):** Schools and departments post their vacant positions, which allows them to hire both internal and external candidates through a competitive hiring process.
 - Key Dates:
 - Deadline for internal lateral transfers: **July 1st**

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.

FY21 Budget Collaborative and Probable Organization Guidance

Exception: As stated above, we will not be able to excess permanent teachers who are in positions that require two licenses and who do not possess both 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 School 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, 2020.

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

1. Have secured a position in your school for the 2020-21 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, 2020 *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 Special Education, must have the Special Education 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 and department heads 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, 2020 they will not be eligible to receive Reasonable Assurance.

FY21 Budget Collaborative and Probable Organization Guidance

If a school leader or department head 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 2020-21 school year *AND*
2. Have an overall rating of Needs Improvement or above on a Formative Assessment released on or before January 15, 2020 *AND*
3. Hold a valid DESE license (or licenses) 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

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 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 Suitable Professional Capacity (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. Please note: unlicensed candidates must also complete the waiver acknowledgement form, apply for the requisite license(s), and must complete the BPS MTEL Prep Support Assessment Intake [form](#)

FY21 Budget Collaborative and Probable Organization Guidance

2. Selected candidate possesses the SEI endorsement or ESL license
 - a. Please note: For hires new to the district and provisional teachers entering their second year, significant progress toward the SEI endorsement can be used in lieu of the endorsement
3. School interviews a representative proportion of racially diverse applicants
4. School interviews three excessed teachers should three or more apply. Interviews must be logged in TalentEd.

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** completes the BPS MTEL Prep Support Assessment Intake [form](#).
 - For 2nd year waivers and more, the teacher must also meet with MTEL Prep Support staff to create a BPS MTEL Prep completion Plan and must participate in BPS MTEL Prep Support Courses
- The school leader has submitted a complete waiver request **AND** must review the candidate's BPS MTEL Prep completion Plan
- The candidate has submitted a complete candidate waiver acknowledgment form

ESL and Moderate Disabilities Waivers:

- ESL: 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.
- Moderate Disabilities: Waivers cannot be granted for Special Education positions unless the unlicensed candidate is currently enrolled in a DESE approved licensure preparation program or Pathways. Please ensure you send confirmation of either the candidate's enrollment in a DESE approved licensure preparation program or Pathways to your HC Manager, as confirmation is required for approval.

Unapproved Waivers: If waivers are denied by MA DESE, OHC reserves the right to deny future waivers at schools that do not respond to requests for additional information in a timely fashion.

Administrative Positions (BASAS and GUILD)

Please contact your HC Manager prior to Budget Collaborative 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.

FY21 Budget Collaborative and Probable Organization Guidance

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.

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, multiple disabilities 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. A review of the excessed population will take place prior to determining the method of layoff.

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 Nathalie Delinois at ndelinois@bostonpublicschools.org if you have any questions.

Office of Health and Wellness

Key Changes for This Year

- Due to SY20 reorganization, the Office of SELWell was divided into three divisions.
 - The Office of Health and Wellness now includes:
 - Physical Education & Physical Activity, Health Education, Wellness Policy, Promotions and Evaluation, and SEL Instruction
 - Other departments/programs that were previously in the Office of SELWell are now organized as described below:
 - Now under Chief Accountability Officer: Behavioral Health Services, Guidance and Health Services
 - Now under School Operations & Safety: Athletics, Opportunity Youth, Safe Welcoming Schools, Succeed Boston

Key Points

- 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.

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 13, 2019, 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 SY19-20. 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."
- 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.

FY21 Budget Collaborative and Probable Organization Guidance

- One-on-one PE Instructional Coaching support throughout the school year designed to improve the 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 2019-2020](#) (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 the Boston School Committee, is the requirement of **Comprehensive Health Education (HE) to be taught in grades PreK-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 PreK-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

FY21 Budget Collaborative and Probable Organization Guidance

- One-on-one HE Instructional Coaching support throughout the school year designed to improve the 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 Relationships, Personal Boundaries and Safety-Grades K-3; Healthy and Safe Body Unit-Grades 4/5, Rights, Respect, Responsibility Curriculum, Nutrition Education*)
- Facilitate community partnerships to support HE programming

Additional Resources to support staffing and HE Programing:

- [Comprehensive Health Education Policy 2019-2020](#) (Circular HWD-03):Outlines programmatic best practices expected from each school and HE teacher.
- Other Policies that directly reference HE and call for specific curriculum instruction include: [School Food and Nutrition Promotion Policy](#); [Bullying Prevention and Intervention Plan](#); [Suicide Prevention and Intervention Policy](#); [Drug and Alcohol Abuse Policy](#) [Tobacco Free Environment Policy](#); [Human Sexuality Education Policy](#); [Condom Accessibility Policy](#); [Transgender and gender nonconforming students-nondiscrimination on the basis of gender identity](#); [Sexual Misconduct toward Students](#); [HIV/AIDS Policy and Procedures](#); [Drinking Water Access Policy](#); [Immunization Law](#)
- [HE webpage](#)
- [SY19-20 Probable Org Memo](#)

Recess

The District Wellness Policy requires that all students in grades PreK-8 are expected 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.

Office of Accountability

Guidance and School Counseling

School counselors address the developmental needs of all students through a comprehensive school counseling program focusing on 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 the necessary habits, mindsets, and skills, such as goal setting, organizational, time management, and interpersonal 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 home or community, as well as typical

FY21 Budget Collaborative and Probable Organization Guidance

developmental issues such as gender, identity, parental conflicts, etc. 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).

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 social workers 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 social worker allotment. Principals may also choose to opt to cost-sharing of a position.

Staff Member	Employee	Time	Cost	Student Services	Services Provided	Example
Shared Social worker	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"> Tier 1, tier 2, tier 3 family support Crisis professional development 	<ul style="list-style-type: none"> 5 schools pay .2 for one day a week \$21,528 per school
Full time school psychologist	BPS	Full time	School specific. Based on district ratio	All students	<ul style="list-style-type: none"> Tier 1, tier 2, tier 3 Professional development Consultation Case management Crisis support 	<ul style="list-style-type: none"> 1 schools pays .6 / BHS pays .4 school gets psychologist 5 days a week \$63,419 per school

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

FY21 Budget Collaborative and Probable Organization Guidance

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:

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"> Individual counseling Limited crisis support Limited case management 	<ul style="list-style-type: none"> With full caseload (25 clients) full time ~\$15,000
Integrated Mental Health Clinician	Agency	Full time	\$25,000	Mainly students on caseload; Some non-billable service	<ul style="list-style-type: none"> Mainly individual counseling Case management Crisis support Attend school based meetings Coordination of mental health services some tier 2 support 	<ul style="list-style-type: none"> With full caseload (15-18 clients which includes 13 billable students) Full time clinician ~\$25,000

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.

WIRELESS PHONES

Overview:

FY21 Budget Collaborative and Probable Organization Guidance

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 [Estimated Annual Charges for BPS Wireless Phones](#) for a forecast of your school/department's responsibility.

Funding:

School leaders must budget for FY21 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
GEN	General Education Program	Y	Y	-
IEE	Integrated Extended Day Kindergarten Program	Y	Y	-
ILE	Integrated Program (grades 1-8, RegEd and Special Education 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
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

FY21 Budget Collaborative and Probable Organization Guidance

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

FY21 Budget Collaborative and Probable Organization Guidance

SW4	Fragile, sub separate	Y	Y	Emotional Impairment
SX3	Autism /Pervasive Developmental Disorders, inclusive	Y	Y	Autism/ABA
SX4	Autism /Pervasive Developmental Disorders, sub separate	Y	Y	Autism/ABA
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 General Education Counts.

Table A2: By Weighted Student Funding

Weight	Enrollment Code	Notes
Grade level	All students receive their grade level weight	
Low severity	MS1	
Moderate severity	MS2	
Autism	SX3, SX4	ABA
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	22
2	1	0	0.2	22
3	1	0	0.2	25
4	1	0	0.2	25
5	1	0	0.2	25
6	1	0	0.5	28
7	1	0	0.5	28
8	1	0	0.5	28
9	1	0	0.5	31
10	1	0	0.5	31
11	1	0	0.5	31
12	1	0	0.5	31

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: Monday, August 5, 2019
RE: **SY19-20 Guidance for Scheduling English Learner (EL) Students in Boston Public Schools**

The Boston Public Schools (BPS) has strived to align programmatic and instructional resources in order to effectively meet 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 serve 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 Placement, Progress Monitoring, and Reclassification Procedures of English Learners (January 2019)*, *Guidance on English Learner Education Program Development and Evaluation (January 2019)*⁴, 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. *****Updated***** [English Learner Programs & Assignment requirements](#)
4. [ESL Instructional Requirements](#)
 - a. **ESL Instructional Time**
 - b. **ESL Instructional Model**
 - c. **ESL Grouping**
5. [Staffing Requirements for ESL Instruction](#)
6. [Former English Learners \(FEL\), Opt Out and Kindergarten Never ELs](#)
7. [Process for Submitting a Request to Change or Update an EL Student's Status for Language Development Services](#)
8. *****NEW***** [Benchmarks for Making Progress Towards EL Proficiency](#)
9. [Expectations for Schools](#)
10. **Appendix A: [State Law on Rights to Services](#)**

⁴ DESE released updated guidance in January 2019 that aligns with the new law (LOOK ACT) that updates state law on servicing of English Learners. Summary of the new law is found [here](#).

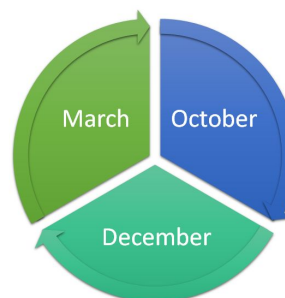
11. Appendix B: [Definition of ELE Program Codes in BPS](#)
12. Appendix C: [How to Request Program Modifications for Servicing ELs \(NEW\)](#)
13. Appendix D: [Instructions for Entering Information into Aspen SIS](#)
14. Appendix E : [EL Student Record Management](#)

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 BPS employees 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
- Multicultural Education Training and Advocacy (META) Consent Decree
drive.google.com/file/d/0B0sgAykrpwF1STkzSzFPeFFRUGM/edit?usp=sharing
- MA DESE Guidance and Laws: <http://www.doe.mass.edu/ell/guidance/default.html>
 - Guidance for Supporting English Learners with Disabilities
 - Guidance for Implementing the Massachusetts State Seal of Biliteracy
 - Guidance for English Learner Parent Advisory Councils
 - Guidance for Defining and Implementing Two Way Immersion Programs
 - Next Generation ESL Curriculum Project: ESL Curriculum Resource Guide
 - Guidelines for the Use of Benchmarks Toward Attaining English Proficiency
 - Massachusetts Students with Limited or Interrupted Formal Education (SLIFE) Definition and Guidance
- Additional Resources
 - 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. This also serves as part of the program evaluation of ELE services required by DESE using the Castaneda 3 prong approach. School leadership are able to access daily student level information on the [BPS Data Warehouse](#) that indicates the level of services each student receives. The report is updated daily with changes inputted by schools. Schools are expected to review this report and appropriately update Aspen to accurately reflect students access to their ELE programs.

Resource: [Recording ESL Minutes, Instruction Type and Teacher \(Updated Aug 2019\)](#)

For each cycle of 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 receiving services with the appropriate ESL instructional model/type, i.e. push in, pull out, etc.?
3. Are students receiving the right amount of ESL instructional time for their ELD level?
4. Are students appropriately grouped in accordance with mandated guidelines for 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
Fall 2019 English Learner Service Review	
Aug. 27-29, 2019 through Sept. 12-13, 2019	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. Schools can access their own level of services in the <i>English Learner Services Report</i> accessible via the BPS Data Warehouse , which is updated twice daily.
Sept. 19, 2019	OEL will provide courtesy notification to schools with preliminary shortfalls. It is the school leadership's responsibility to affirm that the data accurately reflects services for ELs.
Sept. 26, 2019	Deadline for all schools to input EL-related scheduling data into Aspen SIS. 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 BPS Data Warehouse , which is updated twice daily.

FY21 Budget Collaborative and Probable Organization Guidance

Oct. 1, 2019	OEL will submit the first report of level of ELE services to DOJ.
Oct. 21, 2019	OEL will send EL School Plans to schools which reviews the quality of data entry and provide feedback for areas that need correction. Information will be shared with Instructional Superintendents to provide support to schools in need. Schools will have two weeks to review and complete any corrections.
Nov. 8, 2019	Deadline for submitting EL School Plan to OEL. Upon reception and evaluation of school plans, OEL will identify and inform schools selected for in-district audits. <i>Audits this year will include school visits for ELE classroom observations, student file reviews, and other program data analysis on the effectiveness of ELE program. Feedback will be provided to school leadership teams on recommended next steps.</i>
Winter 2019 English Learner Service Review	
Nov. 20, 2019	OEL will provide courtesy notification to schools with preliminary shortfalls. It is the school leadership's responsibility to affirm that the data accurately reflects services for ELs at their schools.
Nov. 20, 2019	OEL will send a District Response to each school's EL School Plan and provide feedback. For schools that remain unable to provide full support for their EL population, they will have until December 17th to review and respond to the District Response and submit to OEL.
Nov. 26, 2019	Deadline for all schools to input EL-related scheduling data into Aspen SIS. 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 BPS Data Warehouse , which is updated twice daily.
Dec. 2, 2019	OEL will submit second report of level of EL services provided at each school to DOJ.
Dec 17, 2019	Deadline for selected schools to provide feedback to the District Response.
Spring 2020 English Learner Service Review	
Feb 11, 2020	OEL will provide courtesy notification to schools with preliminary shortfalls.
Feb. 26, 2020	Deadline for Inputting and Correcting EL-related Data in Aspen SIS for March 2020 Report to DOJ.
March 2, 2020	OEL will submit final SY1920 report of the 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 qualify for English Learner Education (ELE) programs. Students entering 3rd grade and beyond are also provided grade-appropriate Native Literacy and Numeracy assessments to identify whether students are eligible for High Intensity Literacy Training (HILT) programming which is designed to support students with limited or interrupted formal schooling.

The family is able to select a range of schools based on their Home Base (K-6) choices, the available language learning programs for which they qualify.⁵ Once assigned and upon arriving at the school site, the school will place the student in the appropriate classroom setting, based on the student's grade, program code⁶ and ELD level.

Early Childhood Grades (K0 to K1) Programs

Students that are to be assigned to K0-K1 grades also complete an HLS, but are not sent to NACC to be assessed for a language level. 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 1st***) that school-based language assessments are administered by trained 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. DESE recommends that instruction for ELs in K0-K1 are co-planned with an ESL teacher and that students are monitored for progress.⁷

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

All core content classrooms that enroll at least one English Learner students 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 only. 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.⁸

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.⁹ Schools are highly

⁵ <https://www.bostonpublicschools.org/assignment>

⁶ See Appendix B

⁷ Guidance on Placement, Progress Monitoring and Reclassification Procedures for English Learners, pg 5

⁸ See Appendix B for additional program codes. 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.

⁹ This model is an approved ESL instructional grouping beyond the traditional ESL grouping requirements.

FY21 Budget Collaborative and Probable Organization Guidance

recommended to hire teachers who possess the ESL license, have language skills to provide native language support and have the appropriate training to communicate with families. The student-teacher ratio is 20:1,¹⁰ and the ratio can go up to 25:1 with a paraprofessional for grades 1-12.

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 ESL licensed, then the school must ensure that an ESL licensed teacher is scheduled to co-plan and deliver the appropriate language development instruction for the literacy portion of the day. **The teacher designated for the classroom 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.**¹¹ Training is available on BPSLearns. Teachers are expected to complete this training by the end of May of the school year. This will allow time for documentation to be entered and submitted for verification of completion with OEL Instruction Team.

Schools should not combine grades for these programs as it will likely result in non-compliance with the grouping rules for ESL instruction in accordance with the DOJ Successor Agreement. For example, Grade 4 and 5 Spanish SEI students should not be in one classroom with one teacher. Similarly, SEI K1 and K2 SEI classrooms should not be combined as ESL service requirements begin in K2.

Finally, English Learner students at ELD 4 and 5 and general education students (i.e., students without a program code) cannot 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 to support beginner ELD students in acquiring English as a language and to make content comprehensible for them, including through the use of native language supports. For more information on managing your SEI Program, please see [BPS Sheltered English Immersion: Policy, Guidelines & Procedures: updated August 2019](#)

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

At the secondary level, SEI Language Specific or Multilingual strands are assigned by homeroom with a capacity of 20-25 students who are ELD 1-3. Students are to be grouped for content instruction and assigned by grade level to ensure that they are able to access grade-level content from an SEI endorsed teacher, with preference to teachers that speak the language of the students assigned program. The use of native language support is highly encouraged. **Teachers designated as the SEI program teacher or for the SEI content classroom are expected to complete the 15-hour WIDA training on differentiation for language development per the BPS contract with the BTU.**

ESL scheduling for secondary students is done in accordance with the student’s ELD level, regardless of grade or program code. This means that students at ELD 1 can be grouped across grades 6-8 or 9-12 for ESL instruction. It is highly recommended that in schools with SEI programs to schedule students within

¹⁰ Per the Boston Teachers Union Collective Bargaining Agreement. K0-K2 are maxed at 22 students with a para

¹¹ DOJ Paragraph 39e.

FY21 Budget Collaborative and Probable Organization Guidance

the same program code for ESL within their ELD level. For example, SEI Spanish ELD 1 students can be scheduled across 6-8 for ESL instruction.

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 to be scheduled for a core content course outside of their grade assigned due to credits provided in their transcripts. **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 each school year. 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.¹²

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.¹³ **These Language Plans is submitted to US DOJ/OCR for review. This needs to be completed by September 26th, 2019**

NEW for SY19-20: In an effort to support DL schools in aligning with the Center for Applied Linguistics [Dual Language Guiding Principles](#), OEL will be supporting schools in completing the formal [DL policy template](#) for CAL by the end of Sy19/20 so that moving forward this will be the formal DL plan. Please find the link here. More information will be forthcoming.

Students with Limited or Interrupted Formal Education (SLIFE) Programs¹⁴

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). 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

¹² Page 15, DESE TWI/TBE Guidance.

¹³ 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.

¹⁴ 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.

FY21 Budget Collaborative and Probable Organization Guidance

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 other groups during all core classes, including ESL.

SLIFE in language specific programs such as Spanish, Haitian Creole, and Cape Verdean Creole 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. "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. The SLIFE Team is expected to attend professional development hosted by the Office of English Learners, in order to effectively implement program and policy changes. Substitute coverage will be provided where appropriate.

All SLIFE students at the beginning of every year or upon assignment to the program must have an Individual Learning Plan generated that qualifies the individual learning target for the academic year. SLIFE instruction should target skills and knowledge that will aid the student in meeting these goals, using culturally and linguistically responsive approaches to provide content instruction. This ILP must be completed in full to document progress and determine a student's eligibility to exit the program. No student can be recommended to exit without meeting the exit criteria as per the META Consent Decree.

EL students in General Education Programs

When an EL is assigned to non-EL language program school or a non-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 instruction¹⁵.

Special Education Programs

English Learners with Disabilities (ELSWD), who receive disability-related, specialized instruction in an inclusion setting or resource room setting, should be scheduled for the required amount of ESL instruction time appropriate to their ELD level in addition to their Special Education services.

English Learners with Disabilities (ELSWD) placed in substantially separate Special Education classrooms must also receive ESL instruction to promote language development. Modifications to ESL minutes, groupings and/or type of instruction are reviewed case by case as determined by the IEP team and the OEL/ELSWD administrator. Any approved modification to ESL minutes, grouping and/or instruction must be reflected on the EL Grid, an internal monitoring section in EdPlan. IEP team meetings for ELSWD must have the ESL teacher or LAT-F in attendance who will support the completion of the ELSWD Checklist. A copy of the ELSWD checklist must be filed in the Special Education file and a copy

¹⁵ **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.

FY21 Budget Collaborative and Probable Organization Guidance

in the ELD folder. Confidential Special Education documents, assessments, IEPs, etc. are not part of the ELD folder and should not be uploaded for any purpose. Until the modifications are approved, ELSWD are expected to receive the required services aligned to their ELD level. *Note: English Learner students with modifications to ESL services reflected in EdPlan still need their ESL services minutes, instruction type, and ESL teacher reflected in Aspen.*

BPS Re-Engagement Center

Any English Learner who has dropped out of high school, desires an alternative program placement to complete their high school graduation or is about to age out of BPS before completion of graduation requirements has a right to access the services of the Re-engagement center. Staff at the Center are able to support in counseling students and helping students identify a path towards graduation. Schools are expected to connect all qualified students to Re-Engagement Center.

IV. ESL Instructional Requirements

This section deals with the instructional model of language development that is currently approved for ELs in BPS. Schools are expected to implement the ELE program model designated for their school. Any deviation from these models must be approved by the Office of English Learners or else constitutes a violation of the student's rights. As per DESE guidance, ELE programs such as 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.

FY21 Budget Collaborative and Probable Organization Guidance

Table 3: Recommendations for ESL Instructional Models for ELs in **K2-5**

ESL Instruction Type	ELD Levels	When Provided	Description (all instructional models require an ESL licensed teacher)
Embed/ Homeroom ESL in SEI programs	ELD 1-3 (K2- 5, only)	During reading or writing block	This is an instructional type allowable only for EL students (ELD 1-3) in SEI language specific or SEI multilingual programs at the Elementary grade level (K2 to 5) . 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. ¹⁶ (Refer to the designation of <i>ESL-NonStandalone</i> in the <i>ESL Eligible field in the Course Catalog in Aspen SIS for allowable standalone courses</i> .)
Embed / ELA ESL	ELD 4 and 5	During reading or writing block	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. (Refer to the designation of <i>ESL-NonStandalone</i> in the <i>ESL Eligible field in the Course Catalog in Aspen SIS for allowable standalone courses</i> .) Students at these ELD levels may be grouped together.
Push-In ESL	ELD 1-5 (K2-5, only)	During a core reading or writing block	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 field in the Course Catalog in Aspen SIS for allowable standalone courses</i> .)
Pull-Out ESL	ELD 1-5 (K2-5, only)	During a core reading or writing block	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 field in the Course Catalog in Aspen SIS for allowable standalone courses</i> .) Although this is an allowable model, in practice it is highly recommended to implement a standalone ESL course to better identify the group of students receiving ESL services together.

¹⁶ U.S. Department of Justice Successor Settlement Agreement, Paragraph 39. The WIDA 15-Hour PD is available through BPSLearns at learn.mybps.org/. It can be completed as an individually, self-paced session or as part of a BPS learning group.

FY21 Budget Collaborative and Probable Organization Guidance

Standalone ESL For ELs in General Education.	ELD 1-3	During reading or writing block	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.
	ELD 4-5	During reading or writing block	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. 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 (<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>)

Table 4: Recommendations for ESL Instructional Models for ELs in Gr. 6-12

ESL Instruction Type	Description (all instructional models require an ESL licensed teacher)
Standalone ESL For ELD 1-3	<ul style="list-style-type: none"> For ELD levels 1 to 3, this is the instructional model for ESL service delivery for students. 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 is 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. 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>)
Embed / ELA ESL in English Language Arts	<ul style="list-style-type: none"> 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.

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

FY21 Budget Collaborative and Probable Organization Guidance

ELD 1	With fellow ELD 1 only across two consecutive grades, <i>OR</i> <hr/> With ELD 2 in a single grade.	With fellow ELD 1 only, across secondary grades
ELD 2	With fellow ELD 2 only across two consecutive grades, <i>OR</i> <hr/> With ELD 1 in a single grade or with ELD 3 in a single grade	With fellow ELD 2 only, across secondary grades
ELD 3**	With ELD 3 only, across two consecutive grades, <i>OR</i> <hr/> With ELD 2 in a single grade or with ELD 4 in a single grade	With fellow ELD 3 only, across secondary grades
ELD 4 & ELD 5	With fellow ELD 4 and 5 in a single grade	With fellow ELD 4 and 5 students, across secondary grades

****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. 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 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.

ELD 4-5 students in Inclusion Classrooms

FY21 Budget Collaborative and Probable Organization Guidance

For special education inclusion classrooms that utilize a 1 teacher model, teachers who are ESL certified have the option of choosing to receive a stipend to provide ESL instruction for ELD level 4 and 5 students that is embedded into the ELA or literacy block. Alternatively, if the teacher does not agree to the stipend, ESL instruction for ELD level 4 and 5 students will be provided by a separate ESL teacher.

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 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 1-3 EL students in that classroom¹⁷.

If core academic and vocational education teachers have one or more EL students in their classroom during a given class period, they must possess 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 possess the SEI Administrator Endorsement. The SEI Endorsement is part of DESE's Rethinking Equity and Teaching for English Language Learners (RETELL) initiative.¹⁸

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. This also includes Career Vocational Technical Educators (CTE).

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. Per

¹⁷ 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/).

¹⁸ Rethinking Equity and Teaching for English Language Learners (RETELL) www.doe.mass.edu/retell/

FY21 Budget Collaborative and Probable Organization Guidance

DESE, no EL student can be placed in classrooms where the teachers lacks the SEI Endorsement for 2 consecutive years¹⁹. Schools must take into consideration teachers that are newly hired and who are returning but lack the SEI endorsement when creating schedules.

VI. FELs, Opt-Outs and K-Never ELs

The Massachusetts Department of Elementary and Secondary Education (DESE)²⁰ and the US Department of Justice (DOJ²¹) 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
FEL	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.
K-Never EL	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).
Opt Out	A student whose parent declines participation in a formal language instruction program (ESL services and/or SEI Language Specific programs) and whose request has been approved by the Office of English Learners.	Each marking period for the duration of the school year during which the opt-out request was approved.

Schools must ensure that students who no longer receive 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 identifies a student that is not making progress, the school should provide adequate interventions and support, including reclassifying the student as an English Learner when 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 quarterly BPS EL Monitoring form, 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

¹⁹ [603 CMR 14.07\(3\)](#).

²⁰ <http://www.doe.mass.edu/ell/guidance/Guidance.pdf>

²¹ <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>

FY21 Budget Collaborative and Probable Organization Guidance

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, and the Aspen SIS monitoring fields must be updated for each student (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 online 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
4. First Language as reported on the Home Language Survey (HLS)
5. Parental Requests to Opt-Out of EL Services²²

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 communications pertaining to the end-of-year annual update window and the use of the LCCR during that time.

VIII. Benchmarks for Making Progress Towards EL Proficiency

“The Language Opportunity for Our Kids Act (LOOK Act) provides greater flexibility in implementing English learner education (ELE) programs, greater focus on individual English learner (EL) success, and better support for the academic achievement of ELs. It also requires that the Department of Elementary and Secondary Education develop benchmarks for attaining English language proficiency for ELs. The

²² 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.

FY21 Budget Collaborative and Probable Organization Guidance

Department will define and disseminate to districts each fall the English language proficiency benchmarks, or individual targets for each student's annual progress toward English proficiency.²³

With the implementation of this new policy, BPS OEL will be identifying English Learners who have not made sufficient progress based on expected DESE Benchmarks. School leadership teams are expected to:

- Identify the areas in which identified ELs need improvement and establish personalized goals for attaining English proficiency;
- Assess and track the progress of ELs who did not meet benchmarks in the identified areas in need of improvement;
- Review resources and services available to assist ELs in the identified areas in need of improvement; and
- Incorporate input from the parents or legal guardian[1] of the identified EL²⁴[2].

XI. Recommendations for Schools

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 are in the 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.

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 oellinstructionteam@bostonpublicschools.org.

Appendix: 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

²³ GUIDELINES FOR THE USE OF BENCHMARKS TOWARD ATTAINING ENGLISH PROFICIENCY, October 2018, pg 4

²⁴ G.L. c. 71A, § 11.

FY21 Budget Collaborative and Probable Organization Guidance

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: English Learner Education Program Codes

Program Code	Program Name	Description of Programming
BEC / BLC	Chinese SEI Language Specific Program	For English Learner students ELD levels 1 to 3 who are native speakers of Chinese (Mandarin, Cantonese, Toishanese)
BEH / BLH	Haitian Creole SEI Language Specific Program	For English Learner students ELD levels 1 to 3 who are native speakers of Haitian Creole
BEK / BLK	Cape Verdean Creole SEI Language Specific Program	For English Learner students ELD levels 1 to 3 who are native speakers of Cape Verdean Creole
BEM / BLM	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.
BES / BLS	Spanish SEI Language Specific Program	For English Learner students ELD levels 1 to 3 who are native speakers of Spanish
TEH/TLH TEE/TLE	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.
TES/TLS TEE/TLE	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.
BIH, BIK, BIM, and BIS	Students with Limited or Interrupted Formal Education (SLIFE) Program	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. BIH - Haitian Kreyol, BIK - Cape Verdean Creole BIM - Multilingual, BIS - Spanish

Appendix: How to request program modifications for serving ELs

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) student population that makes up over 30% 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.

All English Learner Educational (ELE) Programs in BPS are expected to meet legal requirements²⁵ and the expectations outlined in Castañeda's Three Pronged Test as developed due to the requirements of Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (1974).

Attached is a form to request any modification to the ELE programming that BPS has funded and OEL has approved to operate at your school. Until this request is approved, the school is expected to implement the district recommended model of service per the [English Learner \(EL\) Program & Scheduling Guidance](#). Any deviation from the program model without district consent places both the school and the district at liability concerning expectation of student services per legal mandates and policies.

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

Appendix: 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 review the level of EL services and identify EL service compliance shortfalls in the BPS Data Warehouse platform** can be found by clicking this link: [Monitoring EL Services via BPS Data Warehouse](#).

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](#).

²⁵ 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, November 2016#, the requirements of the United States Department of Justice (DOJ) Successor Settlement Agreement with Boston Public Schools (BPS), 2012" and the META Consent Decree (1992)

Appendix E: EL Student Record Management

All BPS schools are expected to maintain required student record for English Learners and Former English Learners. Every EL or FEL must have an ELD folder that is created upon entry into BPS at the receiving school and travels with the student until the student completes their 4 year FEL monitoring period. These folders are expected to be updated yearly at the beginning and end of each academic year, signed and appropriately stored. Linked [here](#) is the guidance for what is expected within an ELD folder.

Appendix D: Office of Human Capital

Examples of Licensure Requirements				
Program	Position Title	Position Description	Required Licensure	Preferred
Positions Serving English Learner Students				
SEI	SEI Multilingual	Position in a classroom that includes students with ELD levels 1, 2 & 3 with varying native languages	Content area license with 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
ESL	ESL Teacher	Provides ESL instruction only	ESL license	Oral fluency in students' primary language
Dual Language/ Two-way	Dual Language Teacher: Partner Language	Position in a dual language program classroom that provides bilingual instruction in the partner language.	Content area license + Bilingual Education Endorsement (Note: if the teacher is providing ESL, the teacher must hold an ESL License)	N/A
	Dual Language Teacher: English Language	Position in a dual language program classroom that provides instruction in the English language <i>only</i> .	Content area license + SEI Endorsement or Bilingual Education Endorsement (Note: if the teacher is providing ESL, the teacher must hold an ESL License)	N/A
SLIFE	SLIFE Native Literacy Teacher	Provides native literacy and core content instruction to Students with Limited or Interrupted Formal Education	Bilingual Education or TBE License <i>and</i> academic proficiency in students' native language <i>and</i> teaching license	Completed or be willing to complete at least one graduate level course in literacy instruction and one in 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

FY21 Budget Collaborative and Probable Organization Guidance

Program	Position Title	Position Description	Required Licensure	Preferred
				course in literacy instruction and one in second language acquisition Oral fluency in students' primary language
Positions Serving Special Education Students				
Inclusion	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
Resource	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
Sub Separate	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

Key Terms

Additional Program Area (APA)

In addition to having an active license in the subject area teachers are currently teaching in, (aka their PPA), teachers may acquire an alternate program area, by filling out an 'Application for Additional Program Area(s).

Attachment Rights: Rights that teachers have to keep their role at a school. These rights are based upon a permanent teacher's PPA and by each individual's city-wide seniority date.

Educator License and Renewal Portal (ELAR): Massachusetts DESE website where educators apply for licenses and where OHC staff can verify employee licensure. There is also a [Public Licensure Lookup](#).

FY21 Budget Collaborative and Probable Organization Guidance

FutureForce: This customized feature of our Human Capital system (HCM), where our budgeting platform exists. School leaders and department heads will be responsible for completing Version 1.

Initial License: An educator license issued to a person who has completed a bachelor's degree, passed the Massachusetts Tests for Educator Licensure, completed an educator preparation program approved by the Commissioner, and met other eligibility requirements established by the Board. The Initial license is valid for five years of employment and may be renewed at the discretion of the Commissioner for an additional five years.

Permanent Teacher Status: Permanent” BPS teachers actually have what General Law c. 71, s. 41 refers to as professional teacher status. Granted to teachers who have served in the public schools of a school district for the 3 previous consecutive school years. These staff cannot be dismissed without cause.

Preliminary License: A license issued to a person who holds a bachelor's degree and has passed the Massachusetts Tests for Educator Licensure (MTEL) and met other eligibility requirements established by the Board in 603 CMR 7.04 (2) and 7.09 (1). The Preliminary license is valid for five years of employment.

Primary Program Area: The subject/grade(s) for which a teacher holds a license, and they have been teaching in, usually for the last several school years.

Professional License: An educator's license issued to a person who has met the requirements for an Initial license in that field and met requirements established by the Board set forth in 603 CMR 7.04 (c), 7.09, or 7.11. The Professional license is valid for five years and renewable for additional five-year terms as set forth in 603 CMR 44.00.

Probable Organization: OHC, Budget, OELL, Special Education, School Superintendents and School Leaders meet to map the staffing for the following school year in FutureForce Version 3.

Reasonable Assurance: Confirmation sent to a provisional teacher, assuring them that they do have a job for next, though it may be at another school.

Seniority List: List of bargaining unit members who have obtained (PTS) Professional Teaching Status or as BPS refers to it; permanent status with dates of seniority which determine bumping during the probable org process if a position is eliminated.

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.

Recruitment Events

REGISTER HERE: tiny.cc/RecruitmentSeason2020

BPS Recruitment, Cultivation & Diversity Program Recruitment Events 2020				
Date	Event Title	Event Description	Time	Location
Sat. 2/8/20	Partner & Pipeline Programs Candidate Demonstration Day	100+ candidates from our Pipeline Programs & strongest partner Teacher Prep programs demonstrate their skills and showcase their candidacy	8:00 - 1:00 PM	School Committee Chambers
Thurs. 3/19/20	BPS Internal Educator Interview Fair	Meet dozens of experienced BPS teachers looking for new opportunities and challenges to change the lives of your students	5:00 - 7:00 PM	Dewitt Center
Wed. 3/25/20	Sixth Annual Boston Diversity Fair for Teachers	Meet 100's of educators who reflect the racial, cultural, ethnic and linguistic diversity of BPS students	5:00 - 7:30 PM	Reggie Lewis Center
Thurs. 4/9/20	Multilingual & ESL Educator Career Fair School Leaders Welcome- Dewitt Center	Meet dozens of candidates who are qualified to teach in our hardest to fill ESL positions	5:00 - 7:00 PM	Dewitt Center
Sat. 4/18/20	BPS Showcase for High-Need Educators	Meet hundreds of educators who are certified to teach ESL, Special Ed, and or the STEM fields	10:00 - 1:00 PM	School Committee Chambers
Sat. 5/16/20	Priority Candidate Demonstration Day	Top rated candidates from the District's Early Hiring Pool demonstrate their skills and showcase their candidacy	8:00 - 1:00 PM	Orchard Gardens
Wed. 2/12/20	Aspiring ALANA Educators Meet-Up- Sponsored By AXA	Share experiences with current and aspiring educators, celebrate our diversity	5:00 - 7:00 PM	Savvor Lounge
Wed. 3/11/20	Aspiring Educators/ALANA Meet-Up-Sponsored By AXA	Share experiences with current and aspiring educators, celebrate our diversity	5:00 - 7:00 PM	TBD

Contact Jeremy Daley (jdaley4@bostonpublicschools.org) with any questions

**locations may be subject to change*

Appendix E: Transportation

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

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

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

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, 2019-2020 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.
- It is the permit requestor's responsibility to ensure the space they are reserving meets their needs
- All permit applications must be submitted at least two weeks in advance

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
- Utilities 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/Area Managers 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

- 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 the 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 under the heading “Facility Fee Waiver Request.” Requesters can expect a response in seven (7) business days.