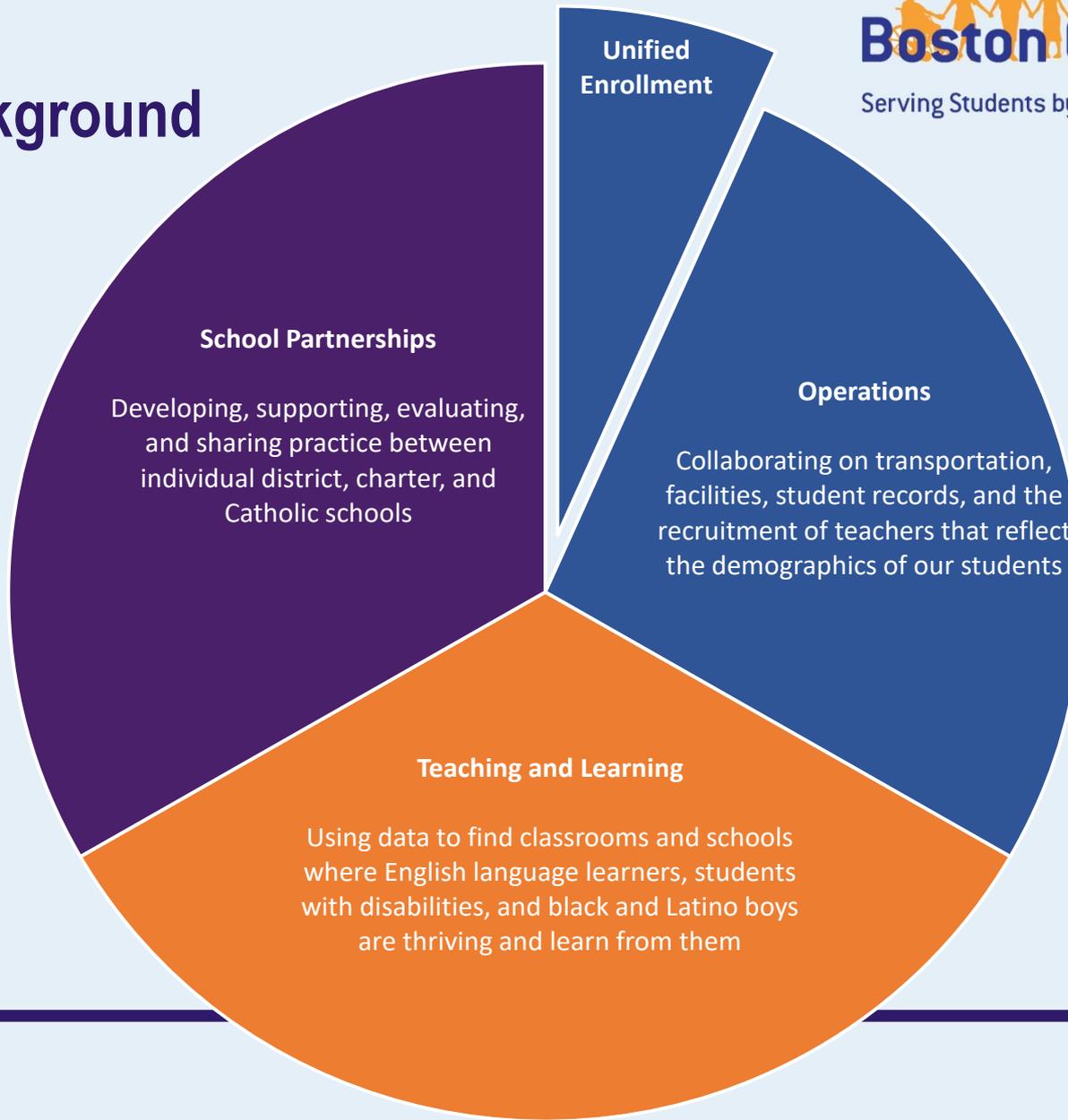


**Unified Enrollment Proposal
Conversation with ELL Task Force
February 18, 2016**

Boston Compact Background

- ❖ The Boston Compact is a four-year old partnership between the City, BPS, charter and Catholic schools.
 - ❖ The work on the Compact recognizes that schools share responsibility for preparing students for college, work and life.
 - ❖ The two main goals of the Compact are ensuring:
 - **Equitable access to high-performing schools**
 - **Excellent instruction for all students**, particularly those historically underserved (English language learners, students with disabilities, Black and Latino boys)
 - ❖ The Compact is a practitioner driven collaboration, *not* a policy-making body. Many participating educators are parents of school-aged children.
-

Background



School Partnerships

Developing, supporting, evaluating, and sharing practice between individual district, charter, and Catholic schools

Unified Enrollment

Operations

Collaborating on transportation, facilities, student records, and the recruitment of teachers that reflect the demographics of our students

Teaching and Learning

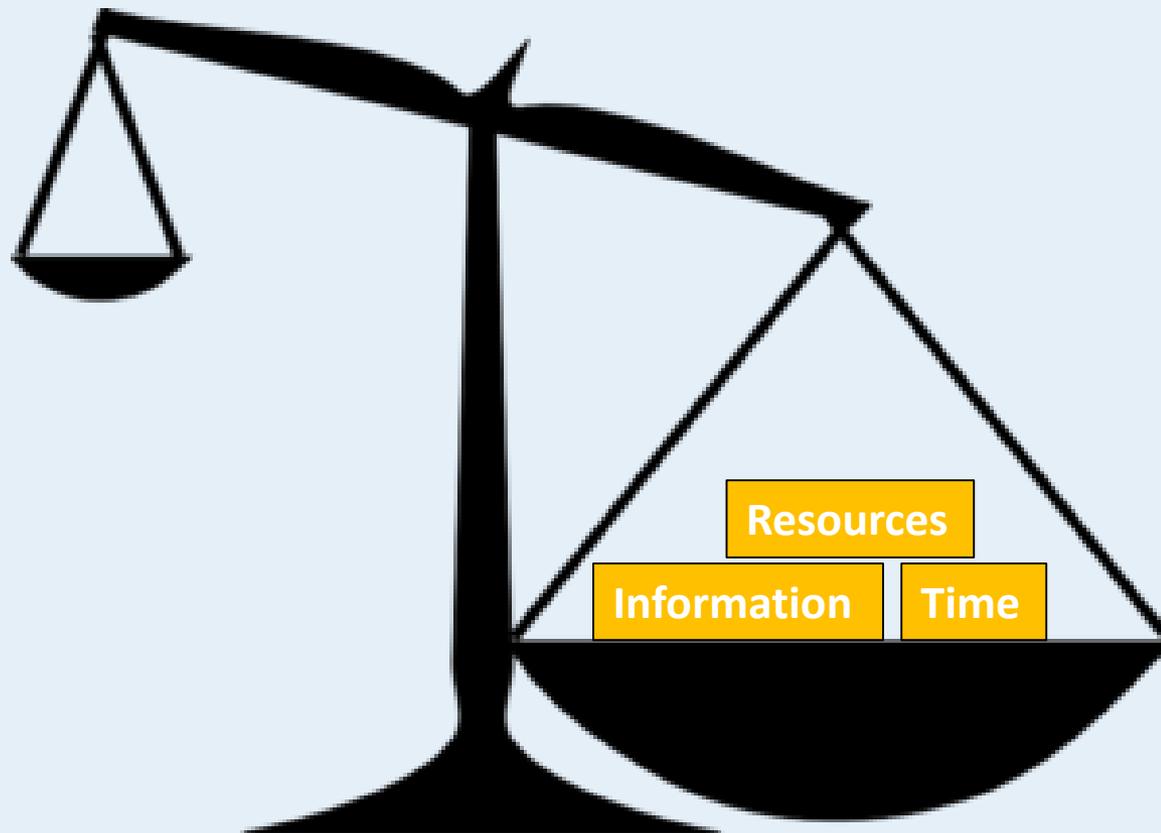
Using data to find classrooms and schools where English language learners, students with disabilities, and black and Latino boys are thriving and learn from them

Unified Enrollment Proposal

Winter 2016

**Goal: Matching each child with the right school
for him/her and his/her family**

Current Barriers to Access



The unified enrollment proposal is intended to:

1. Make it **easier for families** to enroll children in a school of their choice,
2. **Provide greater access to high quality schools** for families and students, and
3. **Ensure equity** across school types



1. Ease: Families would fill out one application, on one timeline, for BPS and charter schools

2. Access: Families would have choices of public schools of all types

3. Equity: Both BPS and charter public schools would operate under the same enrollment policies (e.g. home-based) and would have more similar student populations

How Unified Enrollment Would Work for Families

Families in Boston would go through three simple steps to choose a school:

Step 1: Receive Your List	<ul style="list-style-type: none">• Each family would receive one, personalized list of choices, containing BOTH BPS and charter schools• All schools on the list would have one deadline and one process
Step 2: Select Schools	<ul style="list-style-type: none">• Each family would review their list and choose the schools that are right for them• Families would rank their choices in order of preference (1, 2, 3, etc.)
Step 3: Receive Your Offer	<ul style="list-style-type: none">• Each family would receive one enrollment offer based on preferences they listed• Families would be placed on waiting lists for schools they ranked higher than the one they were assigned if they did not receive their first choice

How would Unified Enrollment Work for General Education Students?

STUDENT GROUP

ENROLLMENT PROCESS

General education,
grades PK-8



- One list for all public schools, district and charter
→ “standard path”

General education,
high school



- No change from today
 - All high schools would remain city-wide
-

How would Unified Enrollment Work for English Language Learners and Students with Disabilities?



Guiding Principles:

- BPS and the charter sector recognize shared responsibility for educating a diverse student population.
- Family choice and the student's individual needs are the primary factors that should guide school assignment, for students with disabilities (SWD) and English language learners (ELL), just as they are for all other students
 - The process of student assignment for SWDs, ELLs, and their families should be comparable to the process for all other students, unless the student's needs require otherwise
 - Parents and Guardians of SWDs and ELLs would receive additional information about the programs/schools on their list and their track records, which explains supports and services in place for each sub-group

How would Unified Enrollment Work for ELL Students?

STUDENT GROUP

English language learner, developing or more fluent (ELD 4 and 5)



ENROLLMENT PROCESS

- One list for all public schools, district and charter → “standard path”

English language learner, beginning (ELD 1-3)



- Choices would include full Home-Based list as well as special programs in both district and charter schools, with information about all
- Choices of sheltered English immersion supports would include both district and charter schools in geographic overlay

How would Unified Enrollment Work for Special Education Students?

STUDENT GROUP

Student served in an inclusive setting



ENROLLMENT PROCESS

- One list for all public schools, district and charter → “standard path”
- Choices would include full Home-Based list as well as special programs in both district and charter schools in overlay, with families receiving detailed information about all
- IEP team of family and educators would meet to discuss student’s needs and adjust placement if appropriate

Student assigned to specialized program



How Does This Proposal Address Equity?

1. All families will have a greater chance of getting into one of their top three school choices.
 1. Students with higher levels of need will have more options available to them.
 1. District and charter schools will operate under one set of enrollment policies.
-



Questions for ELL Task Force

1. What are your thoughts on the premise that ELLs should have the same access to any school as their general education peers?
1. If we proceed in this manner, it could mean that an individual school is obligated to provide additional services in order to meet state guidelines for one student. What ideas do you have for providing these supports while operating within tight budgets?
2. What capacity-building can schools engage in together now, regardless of whether unified enrollment advances?
3. What other questions and recommendations do you have?