Boston Public Schools

FY18 Budget Collaborative and Probable Organization
Guidance Document

December 8, 2016

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.

Table of Contents

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
OELL	Frances Esparza	fesparza@bostonpublicschools.org
OSESS	Cindie Neilson	cneilson@bostonpublicschools.org
Human Capital	James Bacon	jbacon@bostonpublicschools.org
Social Emotional Learning and Wellness	Jill Carter	jcarter@bostonpublicschools.org
Operations - Permitting	Carleton Jones	carljones@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 FY18
- Enrollment Reconciliation will be implemented at a threshold of 5% 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 2018 school budgets. Specific information will also be available in this Google Drive. Your Budget Preparation Checklist(TBA) gives a thorough list of items to check prior to submitting your budget request. Below is a brief overview of key definitions, highlights and important policies.

Due Date: Your school's ' 'Version 1' budgets are due back to the Budget Office by noon on January 6th. This will enable your school to be prepared to meet early hiring requirements.

Future Force: This customized feature of our Human Capital system, HCM, is where our budgeting platform exists. When you look at your budget allocation in Future Force, you will likely see a deficit. This could occur for many reasons. For example:
1. You may be experiencing a change in enrollment - The positions uploaded into Future Force include all current employees at your school (including any staff added during class size review), some of which may need to be reduced if there is a decline in enrollment.
2. You may have reimbursable positions, and the reimbursable grant dollars have not yet been reflected.
3. You may have a change in the eligibility of your students for Title 1 dollars.
4. You may have positions such as Program Directors, for which the average salary has gone up more significantly than the districtwide average salary.

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

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

Weighted Student Funding: Your school's Weighted Student Funding template shows how your allocation was built up based on students programmatic needs. Part of the increase in the per pupil amounts is to reflect an increase in the cost of the average salaries for teachers. Final decisions about WSF for FY18 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 FY18 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 FY18 amount to be budgeted for each cluster sub is: $31,874. The FY18 per diem rate for substitute teachers: $141.52.

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

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

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

Supplies: Schools are required to budget a minimum per student for supplies, depending on grade level. Grant dollars fund supplies, Principals must follow the applicable rules as well. Guidelines for budgeting for school supplies are indicated below.
- Grades K-5 = $55.00/Student
- Grade 6-8 = $65.00/student
- Grades 9-12 = $75.00/student

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

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

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

COSESS and Nurse Positions: Similar to previous years, COSESS and Nurse positions that are funded centrally will appear in your Future Force template. Placeholder funds for these positions have been added to your General Fund allocation. **Do not** adjust the FTEs for these positions. Requests for COSESS pairings (an increase in FTE funded at the school) must be made in writing to Lemma Jarudi (Senior Financial Analyst for Special Education and Health Services) by January 6, 2016. At Probable Org, principals will be asked whether or not they would like to retain the employee in their COSESS position. Final COSESS allocations will be determined by Special Education after Probable Org.

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

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

Reimbursable Positions: Please refer to the Grants section of this document for more guidance.

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

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

Budget Building Tool: The Budget Office has created a budget-building tool that is designed to help you budget appropriately and build classrooms. This file is an optional tool. We hope you find it useful.
1. Elementary and Middle School Leaders- please download the tool(TBA).
2. High School School Leaders- please download the tool here(TBA).

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

Office of Federal and State Grants Guidance

Key Changes for FY18

- In an effort to better support schools in meeting the **Title I for English Learners Equity amount,** the **District will provide you this** in your school's allocation one-pager, based on your school's ELL percentage determined by the FY18 student projections data). Having this information in advance will allow you to focus discussions during Budget Collabs on appropriate expenditures within the Title I for ELs budget lines.

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

Title I Funding

Title I provides schools with federal grant revenue, but there are strict requirements limiting 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: ELLs 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 was 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'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 were determined this year, and in future years.

We project that our Title I funds for FY18 will decrease by approx. 5%. This is projected based on

any impacts of the new ESSA (Every Student Succeeds Act) 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 1st, 2017. Before the grant starts, no purchases can be delivered or work charged to the grant.

Requisitions may be entered prior to September 1st, 2016. However, you MUST specify on the requisition that no items may be delivered before September 1st, 2016. Requisitions will not be converted to PO's until September 1st.

The 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 funding must be used to supplement, and not supplant, local school resources and programs**. Another way to say this is that funds may *not* be used to provide services that are otherwise required by law to be made available to all eligible children, but may be used to coordinate or supplement such services. (See examples and additional details in section 5 on Supplement, Not Supplanting with funds)
- **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

Title I funds may 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.

Schools found to be in violation of the supplement, not supplant requirements in the Elementary and Secondary Education Act of 1965 (ESEA) will be required to return all Title I funds used to supplant the budget.

The Supplement, Not Supplant Tests

When determining whether a fiscal expenditure supplements and not supplants, school districts must run these three tests.
1. **Test I: Required** – Is the program or activity that the district wants to fund required under state, local, or another federal law? If it is, then it is supplanting.
2. **Test II: Equivalency** – Were state or local funds used in the past to pay for this program or activity? If they were, it is supplanting.

3. **Test III: Non-Title I Programs (not applicable to BPS since all our schools are Title I schools)** – Are the same programs or activities being implemented in other schools that do not receive Title I funds AND are these programs and activities being paid for with state or local funds? If yes, then this is supplanting.

If an expenditure does not pass any of the above tests, then it is presumed that Title I funds are supplanting state or local funds. Expenditures must pass all three tests to truly be supplemental.

Examples:
- Funding lunch monitors with Title I, for example, is an illegal use of funds for which BPS was previously cited, since maintaining order in the lunchroom is a basic function and not above and beyond what the District would do without Title I dollars.
- Similarly, Title I funds may not be applied to salaries of general administrative personnel.
- Furthermore, shifting a position from GSP to Title I is a clear indication of supplanting and not an appropriate Title I expenditure.

The presumption that supplanting has occurred can be defended if the school can demonstrate that it would not have provided the Title I funded services with non-Federal funds had the Title I funds not been available. For example, if a position was funded in the previous year with GSP funds and eliminated this year due to budget cuts in GSP funds. However, the school would need documentation to show that there was a reduced amount of State and local funds available to pay for this position and the decision to eliminate the position was made without taking into consideration the availability of Title I funding.

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, or between low and relatively high proficiency ELs, in the provision of Title I services in any way, regardless of how the "seat" in which they are placed is labeled (SEI, General Ed, etc.);
- **Ensure proportionality** in the provision of services. The percentage of Title I eligible but unserved ELL students must not exceed the percentage non-ELLs 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 9-21 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 (New for FY18: This amount will be provided to you in your school's allocation one-pager, based on your school's ELL percentage as determined in the FY18 student projections data).
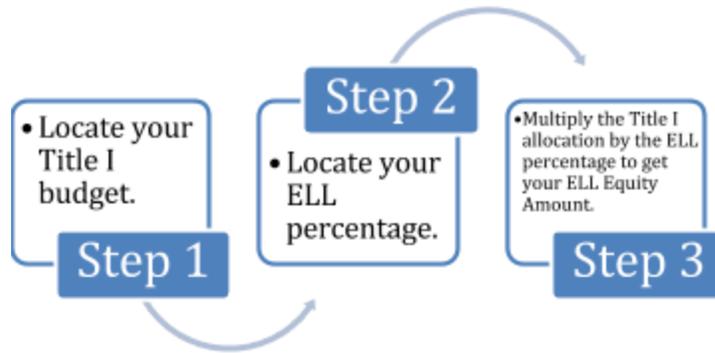
STEP 2: Budget your EL Equity Amount with appropriate expenditures using the following rules:
- Title I expenditures for ELs shall **supplement** and not supplant local resources
- Title I funds shall be tailored to meet the specific needs of ELs
- Title I services solely benefit ELs
- Supplemental positions 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.

Please use the OELL website *Acceptable Uses for Title I Funding for ELLs* as a resource on how to use this funding.

Examples of Appropriate Title I Expenditures for ELs

	Examples of Allowable Title I Expenditures for ELs
Instructional Supplies / Textbook Line(s)	Supplementary enrichment materials that strengthen the core academic program in the school for ELs and that are designed to meet the specific needs of ELL students such as: Supplementary National Geographic ESL curriculum materials: • *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) • 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/PARCC testing, manipulatives/realia/visual aides, etc.)
Stipend Line:	Stipending ESL certified teachers to provide supplemental out-of-school time for English language acquisition tutoring of ELs, literacy clubs for EL parents/children, and ESOL classes for EL parents. Supplementary counseling, pupil services, and mentoring services to meet the specific needs of ELs .
Contractual Services Line/Travel Line:	Consultants/vendors to provide supplemental professional development specific to ELLs or to provide enrichment/supplemental programs solely benefitting ELLs 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. ● 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. ● 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 benefiting ELs and specifically tailored to support ELs' unique needs.
Personnel Lines	Supplemental positions that serve EL students only and are addressing the unique needs of EL students. ● 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. ● SEI and ESL teachers providing core instruction may *not* be funded under Title I for ELs as this would be supplanting. One exception is that *HILT for SLIFE* teachers may be funded under Title I for ELs.
Additional examples of appropriate Title I Expenditures may be found on OELL's website for *Acceptable Uses for Title I Funding for ELs:*	

STEP 3: 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 in 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	101		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	101		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 Org 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 Language Learners (OELL), as part of its monitoring duties under the federal META consent decree, is obliged to ensure compliance with these commitments. A school's intention to comply must be clearly ascertainable from the school's budget. School leaders will therefore be requested (annually each spring) to submit a Title I Checklist to OELL 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. **OELL must ask schools to make appropriate revisions to any budget that does not reflect compliance with Title I and META Consent Decree requirements, including the prohibition against the use of Title I dollars to supplant core funding or to properly fund and code EL instructors including HILT for SLIFE teachers.**

For additional information about Title I Allocations for ELs, please refer to **OELL'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.

Common EL Findings of this Monitoring Include:
Guideline: The percentage of Title I funds spent for services to ELs must correspond to the percentage of ELs in the school population. This means that if 25% of your school's eligible students are LEP, then at least 25% of your Title I funds must be allocated to **solely** benefit these students. Note that when budgeting, you should clearly identify funds supporting ELLs by using the appropriate expense, program, account, and subject code. This permits the District to demonstrate that we are complying with Consent Decree requirements.

Notes: Positions that serve the whole school do not meet the unique needs of ELs (which is the central focus of the Consent Decree) and therefore do not "count" toward this percentage. Examples of positions that serve the whole school include, but are not limited to: school office positions, registrar and dean of discipline, family and community outreach coordinator, physical

education teacher, computer/music/art teacher, school-wide counselors, school wide literacy coordinators, school wide paraprofessionals, and parent coordinators/liaisons.

Examples of Previous Findings of Non-Compliance for Title I for ELs
- Funding of the student and teacher editions of the National Geographic Learning *Reach, Inside, and Edge* textbooks would _not be allowable_ as these are <u>core</u> ESL curriculum materials. Instead, examples of <u>supplementary</u> ESL curriculum materials that would be considered allowable expenditures are: *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.*
- Purchasing a supplemental program (e.g., online reading support) for *all* students at the school but charging the amount for the EL students to the Title I EL funding is not *allowable.* This is because the purchase does not <u>solely</u> benefit ELs; it is a program that is being purchased for *all* students in the school and may not be tailored to meet the specific needs of ELs.
- Purchasing computers/equipment that benefit *all* students but charging the amount used by EL students to the Title I for EL budget lines is not *allowable.* This is because the purchase does not <u>solely</u> benefit ELs; it is a program that is being purchased for *all* students in the school and may not be tailored to meet the specific needs of ELs.
- Funding of generic school supplies such as copy paper, toilet paper, light bulbs, etc.
- Funding lunch monitors is not an appropriate use for Title I funds since maintaining order in the lunchroom is a basic function and not above and beyond what the District would do without Title I dollars.
- Funding positions that serve the whole school such as FCOC's, physical education, computer, music/art teacher, school wide counselors, school wide literacy coordinators, school wide paraprofessionals, and parent coordinators/liaisons do not count towards the EL equity amount because they do not meet the unique needs of ELs.
- Funding <u>any</u> core staff required to meet federal, state or local mandates for instruction, such as ESL and SEI teachers or per diem substitutes for those classrooms, is considered supplanting.
- 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.
- RETELL trainings are required and therefore not an allowable expense under Title I for ELs.
- Stipending teachers to administer required initial/annual assessments of English Language Proficiency such as the WIDA ACCESS or Pre-IPT.
- Stipending LATFs to perform core responsibilities for EL services such as annual ELD updates and reclassification decisions.

Title I cannot be used to supplant local funding (See Section 5 for more information about the "Supplement, Not Supplant" provision)
Notes: Funding core ESL teachers to provide ESL instruction for all ELLs in the school is considered supplanting (since ESL instruction is considered core). Core ESL requirements include: instruction by a licensed ESL teacher for 675 minutes per week for ELD 1 students, 450 minutes per week for ELD 2 students, 300 minutes per week for ELD 3 students, and 225 minutes

per week for ELD 4 and 5 students. Additional support provided would be considered supplemental.

- An example of *supplementing* is funding a Literacy Enrichment Coach to provide **additional** grade-level ELA services **solely** for ELs.
- An example of *supplanting* is funding instructional supplies (copy paper, classroom supplies, chromebooks, notebooks, chart paper, printer cartridges, etc.) when the same supplies are funded for non-EL students with GSP funds as well as other supplies (e.g., toilet paper, light bulbs) that are clearly not solely benefiting ELs and are not tailored to meet the specific needs of ELs.

Please contact your OELL Equity & Accountability TLT Liaison if you have any questions about Title I Funding for ELs and visit our website for additional resources.

Family Engagement

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

*Requirements of Schools Receiving Title I Fa**mily Engagement funds:***
All schools receiving Title I funds are required to do the following:

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

Schools should contact their Engagement Liaison regarding the requirements and strategies for spending their Title I Family Engagement allocation. Liaisons by TLT are:

- TLT I
    - Pamelia Bailey- pbailey2@bostonpublicschools.org
    - Raghida Jeranian- rjeranian@bostonpublicschools.org
- TLT II
    - Karla Jenkins- kjenkins@bostonpublicschools.org
    - LaToya McGlothin- lmcglothin@bostonpublicschools.org
- TLT III
    - Rosa Inniss- rinniss2@bostonpublicschools.org
    - Monica Lynch- mlynch2@bostonpublicschools.org
- TLT IV
    - Lori Greenwood- lgreenwood@bostonpublicschools.org
    - Richard Mitchell- rmitchell5@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 the time and effort they spend within that program. The portion of the federally-paid salary should reflect the time and effort the individual has put forth for that federal program. Time and effort reporting is a form of accountability for the spending of federal funds. Please be aware of this as you budget positions on Title I.

What Certification do you need to provide?
- **Full Time Federally Funded Positions:** Semi-annual certifications documenting time and effort.
- **Part- and Split- Federally Funded Positions:** Semi-annual certifications documenting time and effort and work schedule UNLESS the employee does not maintain a fixed work schedule or works on multiple cost objectives. If the employee does not maintain a fixed

work schedule or works on multiple cost objectives, monthly certifications documenting time and effort are required. See Appendix for additional information and examples.

- **Stipends paid from Federal Funds:** The current practice of online PS08/ PS09's is meeting compliance requirements. Please ensure you file the corresponding signed timesheets at your school/ department for audit purposes.

Next Steps
The Office of Federal and State Grants 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 (BPS18475) will be established and used for all reimbursable costs as per the process that was established in FY16.

Process:
A new reimbursable grant number BPS18475 will be set up on Fund 200 for FY18. When a department or school receives a commitment letter from a funder the budget will be set up for their respective department within the reimbursement grant, a grant which has a budget but no revenue yet. As additional reimbursable commitments are received through the year, the reimbursement grant budget would be increased per the amount stated in the commitment letters. This process also ensures that any overruns will be paid for through alternative funding in that department/ school.
Any BEDF stipend payments for BPS employees will also be charged directly to the new reimbursable grant and payments will follow the BPS payroll guidelines. All reimbursement costs would follow BPS established tracking and monitoring processes and documents would be filed and tracked within the BPS Finance Office.

Steps to establish a reimbursable budget on fund 200-BPS18475:
1. Obtain a letter of commitment from your funder. This letter should include the total maximum reimbursable amount from that funder and MUST include benefits for any positions. The template to be used can be found here.
2. Email a scanned, signed version of the commitment letter to your Finance Analyst in the Budget Office.
3. The Finance Analyst will work with the Grants team to approve your total budget amount.
   a. If this is done while Future Force is opened, you will be able to work with the reimbursable grant funds the same way that you work with grant funds.
   b. If this is done after Future Force closes, then you will need to work with your

Finance Analyst to establish the specific budget lines in the fund.

Guidance for all Other Grants

Any other grants (Extended Learning time grants, School Improvement grants, etc.) that are projected to be awarded in FY18 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. Also check to ensure the total grant budget is accurate. Please keep in mind that these grants may be loaded based on just a projection. Hence grant lines will be accurately reflected once an actual award letter is obtained from the funder. The Grants team will help coordinate the grant load once this occurs.

Office of English Language Learners (OELL) Guidance

Key Changes for FY18

- **ESL FTEs**: In calculating the projected ESL FTE needs, the amount of staff needed to provide ESL service for an ELD level 3 students has been adjusted to a .3 ESL FTE from a .4 ESL FTE.
- **SLIFE Native Literacy Licensure Requirements:** We have worked with attorneys from META to clarify the licensure requirements for SLIFE Native Literacy teachers: SEI Endorsement or ESL License or TBE License *and* academic proficiency in student's native language.

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

A: SEI Language Specific Programming (Spanish, Haitian Kreyol, Cape Verdean Criolu, Chinese, Vietnamese or Multilingual)

- ❏ Is there a funded position for a qualified SEI teacher for each grade level of your SEI Language or Multilingual classroom?
    - ❏ All positions should be funded from General Funds
    - ❏ All positions should be 1.0 FTE
    - ❏ Staff to teacher ratio should be 1:20 per each grade level. If the school is projected above the 1:20 ratio, has a 1 FTE paraprofessional position been purchased?
    - ❏ Does the teacher speak the language of the student population to provide native language clarification? If not, is the school funding for a bilingual paraprofessional for native language support?
- ❏ 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?
- ❏ 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.

Reminder: "Only ELLs 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. If the Elementary SEI homeroom teacher is ESL certified and has completed the 15

hour WIDA PD[1], that classroom teacher can provide ESL instruction to ELD levels 1-3 ELLs and you should indicate an Embedded Homeroom model on ASPEN. Students in SEI programs who are assigned to teachers without an ESL license must receive ESL instruction from an ESL teacher." - English Learner (EL) Program & Scheduling Guidance BPS OELL - August 2016

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

B: Dual Language Programs

❏ Are dual language staff accounted for within each language strand and grade of the program?
  - ❏ All positions should be funded from General Funds
  - ❏ 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?

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

❏ For each grade cluster (3-5), (6-8) (9-12), is there a:
  - ❏ 1-Native Literacy Teacher who can provide instruction in the native language of the SLIFE program classroom.
    - ❏ " The native language teacher teaches math, science, social studies, and native language reading" *- META Consent Decree- Attachment C, pg 2*
  - ❏ 1-ESL teacher for each cohort of assigned students
    - ❏ Teacher does not provide instruction in the native language of the SLIFE program classroom.
    - ❏ 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*

---

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

❏ Is the ESL teacher certified and if not, is there a plan to assure that staff that teach ESL will have the ESL license?

❏ Is the Native Literacy teacher appropriately coded in your budget template?

D: ESL Staffing Calculations:

ELD Level	DOJ Approved Guidance for BPS to be implemented SY17-18**	Staffing Recommendation for ESL course Where 1 course=1 class of 45 mins ESL Instruction/day **Note: ESL Instruction is _not_ SEI Content Instruction**
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 _through Embedded ELA_ 225 minutes/week	For each course of an ELD 4 and/or 5: .2 FTE

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

Elementary SEI language programs can leverage the grouping of students within the SEI classroom as they are able to group ELD 1-3 of students with the same "BL_" code.

OELL ESL FTE Buyback Calculator:

OELL will share out to schools the calculated number of ESL FTE staff required to service the projected EL population at the school. As schools prepare their budgets, they may modify the projected ESL FTE number based on the following buyback rules.

Important: This buyback process is contingent on the teachers that schools expect to fill these positions. If the school hires a teacher who does not have an ESL license for SEI programs (Embed/Homeroom ESL instruction) or for Embedded/ELA ESL instruction, _the school remains responsible for the cost_ of the ESL FTE necessary to appropriately service EL students.

1. **If you have an SEI program in grades K2-5 Only:**

a. For every SEI Homeroom teacher that is ESL licensed schools can reduce the required ESL FTE by .6
b. For every non SEI Homeroom teacher who is ESL licensed, where ELD 4 and 5 students are to receive Embed/ELA instruction , schools can reduce the required ESL FTE by .2.

2. **For all other schools (Excluding Dual Language and SLIFE programs)**
   a. Elementary: For every homeroom teacher who possesses the ESL license and will provide Embed/ELA instruction for ELD 4 and 5 at the school, schools can reduce the required ESL FTE by .2.
   b. Secondary : For every ELA teacher who possesses the ESL license and will provide Embed/ELA instruction for ELD 4 and 5 at the school, schools can reduce the required ESL FTE by .2.

Example of Buyback Scenario:

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

ESL grouping guidance adapted from - English Learner (EL) Program & Scheduling Guidance BPS OELL - August 2016

ELD Level	**Elementary Grouping options** **(DOJ SA Para. 38,39, 40,41)**	**Secondary Grouping Options** **(DOJ SA Para.38, 39, 40,41, 42)**
ELD 1	ELD 1 only across 2 consecutive grades or with ELD 2 in one grade span	Can be grouped only with ELD 1 in the same ESL class across all grades
ELD 2	ELD 2 only across 2 consecutive grades or	Can be grouped only with ELD 2 in the same ESL class across all grades

	with ELD 1 in one grade span	
ELD 3	ELD 3 only across 2 consecutive grades	Can be grouped only with ELD 3 in the same ESL class across all grades
ELD 4 and 5	ELD 4 and 5 can be grouped across 2 consecutive grades or within the same group	Can be grouped with other ELD 4 and 5 students in an ELA across all grades

E: EL related paraprofessional positions

For SEI Elementary programs only

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

F: Appropriate Staffing Codes for EL Related positions

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

G: Licensure Expectations

1. ESL LICENSE: ALL ELs, including SLIFE and ELSWD[5], 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 servicing ELs must possess the SEI endorsement, or be enrolled in a pathway to obtain the SEI endorsement by the end of the of the current school year.

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

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

Reminder: For EL Title I META compliance, please refer to Title I Funding in section 6.

Office of Special Education Guidance

Key Changes for FY18

- There are no significant changes. Please contact your AD 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 FY2018 budget.
What should principals and headmasters budget for from the WSF allocation?

1) *Materials Replenishment*

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

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

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

What are the Boston Public School ratios for the different programs/strands?
Below is a table with BPS recommended teacher/paraprofessionals staffing ratios. Classrooms without paraprofessionals will follow the State ratios listed on the next page.

HIGHLY SPECIALIZED STRAND GUIDANCE		
Programs/Highly Specialized Strands	**Office of Special Education Guidance Student/Teacher/Para**	**Certifications**
Early Childhood Center-Based	9:1:1	Moderate Certification only
Early Childhood Inclusive*: 15 students* 9 typically developing students, 6 students with disabilities	9/6:1:1	Early Childhood certification ___and___ 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. K2-3)	15 Gen Ed/5 Special Ed 1 Teacher/1Para	Moderate or Severe

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

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

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

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

Schools with Highly Specialized Strands must plan for Strand Specialists to provide targeted, critical support services. Schools with strands in the following disabilities are required to budget for appropriately certified/licensed Strand Specialists:
- Multiple Disabilities
- Autism
    - It is strongly recommended and will be a requirement in FY19 that the specialist for the autism strand is a Board Certified Behavior Analyst (BCBA) or enrolled in a program leading to BCBA.
- Emotional Impairment
    - The specialist should be certified as a special education teacher. Additional funding from the central special education for clinical support is provided.

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

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

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

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

What will be funded out of the Office of Special Education central budget allocation?
- *Materials and equipment* for student based needs 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:*
  o One-to-one Paraprofessionals
  o Related Services (OT, PT, Speech, Vision, Hearing, APE, AT, Music Therapy)
  o ABA Services
  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)
  o Counseling (Psychologists)

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

How can I map the students in my school's projected enrollment to the weighted student funding categories for students with disabilities?
- The chart below provides a crosswalk between the weight categories for students with disabilities and enrollment codes
- All students coded for substantially separate and full inclusion placements receive their categorical weight

WSF Category	Substantially Separate Enrollment Code	Full Inclusion Enrollment Code
Multiple Handicapped	SM4	SM3
Specific Learning Disability	SL4, SU4	SL3, SU3
Emotional Impairment	SQ4, SB4	SQ3, SB3
Fragile	SW4	SW3
Intellectual Impairment (mild / moderate)	SA4, SF4, SO4	SA3, SF3, SO3
Developmental Delay	-----	Y3
Early Childhood (3 – 4 year olds)	SE4	SE3
Inclusion – High Needs	-----	SI4
Sensory Impairment: Hearing	SH4	SH3
Sensory Impairment: Vision	SV4	SV3
Autism	SX4	SX3

Physical Impairment	SP4	SP3

How is inclusion defined?

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

Percent of day in the General Education Classroom
Full Inclusion   **80% or more**
Partial Inclusion   **40 - 79%**
Substantially Separate   **Less than 40%**

How many minutes of special education services do students receive?

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.

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

Office of Human Capital Guidance

Key Changes for FY18
- We will not be able to excess permanent teachers who were given 1 year to obtain a second license at last year's Probable Organization.
- Schools that have unresolved waiver requests (i.e., waiver requests that have been denied by DESE and have not been corrected) by the time of Probable Org in January 2018 will be unable to request waivers for the 2018 hiring season.

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

High-level Overview of Key Staffing Milestones and Activities
(Please refer to the [Staffing and Reassignment circular](#) for a more detailed calendar of milestones and activities)
- Budget Collaboratives/Probable Org (January/February): schools establish their budgets and staffing templates, which identify the positions (and individuals) to be excessed as well as initial vacancies for the upcoming school year
- Open Posting (beginning in March): schools "open post" their vacant positions, which allows schools to hire both internal and external candidates through a competitive hiring process.
- Transfer Process (March/April): Positions not open posted are included in the Transfer Process, in which permanent teachers (both excessed teachers and teachers seeking a position at a different school) interview with schools
- Post-Transfer Placement Process (June): Positions not filled through Open Posting or the Transfer Process are included in the Post-Placement Transfer Process (PTPP). In PTPP, remaining excessed teachers bid and interview for remaining vacancies

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.

Exception: At this time, we will not be able to excess permanent teachers who were given 1 year to obtain a second license at last year's Probable Organization. We are currently in discussions with the BTU for how to manage these cases in future years.

Important Notes:
- 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 Instructional Superintendent.

- ● Positions held by teaches that voluntarily excess themselves will be included in the Transfer Process

Note for 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 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 school year 2017-18. School leaders should make recommendations for provisional reasonable assurance on the Provisional Review Process page of FutureForce Version 1. Please note that BPS may be required to non-renew provisional teachers based upon the availability of funding and the number of permanent teachers without positions in a given program area.

Important Note: If a first or second year provisional teacher does not receive a formative assessment by January 15, 2017 they will not be eligible to receive Reasonable Assurance, and their former position will be included in the transfer process.

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

1. Remain in the same position as they currently hold for the 2016-17 school year *AND*
2. Have an overall rating of Needs Improvement or above on a Formative Assessment released on or before January 15, 2017 *AND*
3. Hold a valid DESE license for their position *AND*
4. Either
   a. Hold an ESL license or SEI Endorsement or show evidence of making substantial progress towards it. *OR*
   b. Hold a Special Education license (Moderate or Severe Disabilities) *OR*
   c. Contribute to the racial diversity of the school

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

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

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, 2017.

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

1. Have secured a position in your school for the 2017-18 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, 2017 *AND*
3. Hold a valid DESE license for the position that he/she has been recommended for permanent status for (i.e. if prov 3 is teaching SPED, must have the SPED license for the proper grade level in order to be recommended for permanency in that position) *AND*
4. The teacher must hold either an ESL license or SEI Endorsement *AND*
5. The teacher must have taught under a valid license (not a waiver) in the principal's school for at least one full school year (SY15-16) *OR* have taught under a valid license in the district for the prior three consecutive years

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.

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

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

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

Minimum Position Requirements
● *School secretaries:* All schools must have at least one Principal Clerk/School Secretary at Grade 19. Any school with an enrollment of over 850 students must hire an additional main office secretary of at least a Grade 15.
● *[UPDATED 12/20/16]* *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.

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 reassigning 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.

Open Posting

Criteria for Open Posting Positions
Timelines and guidance regarding Open Postings will be forthcoming before Probable Organization begins.

In order to open post positions, schools are required to fulfill the three requirements outlined below:

1. Submit the School Site Council roster and names of members of the Personnel Subcommittee to the Office of Engagement.
2. Complete all formative assessments for educators on evaluation plans of one year or less by January 15, 2017. Positions that are not open posted will be included in the transfer process
3. Attach a stipend of $1,250 for additional duties to each open posted position. OHC will cover the cost of open posting stipends for the 2017 hiring season.

Open Posting Stipends: The open posting stipend of $1,250 is considered compensation for additional responsibilities that the educator will perform. Please be as specific as possible in outlining these additional duties within the job description and discuss with the employee during the hiring and selection process. Responsibilities may include, but are not limited to:
- Managing clubs
- Before or after school tutoring
- Planning community and parent events
- Planning and/or leading professional development
- Attending professional development

Criteria for Approval of Recommended Hires
Recommendations for hire must meet the following criteria to be approved:

1. Selected candidate possesses appropriate licensure
2. Candidate supports the district priority of hiring and retaining qualified educators with ESL and SEI credentials, and/or language fluency in languages common among our SLIFE students
3. School interviews a representative proportion of racially diverse applicants

Additional Information regarding Licensure Requirements
Recommended hires must hold the appropriate license(s) for the position at the time of hire in order to be approved. All job offers are contingent on the candidate holding valid DESE licensure. Limited exceptions may be made on a case-by-case basis for candidates who contribute to the racial, cultural, or linguistic diversity of the school. Please see the OHC appendix for examples of licensure requirements.

In order for exceptions to be considered, the following criteria must be met by the time the candidate is submitted for hire:

Either
- The school leader provides evidence that the candidate is on schedule to receive their license through a BPS partner program (e.g. Pathways) or an alternative teacher ed prep program (eg. BTR, TFA) when submitting the candidate for hire

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

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

Unapproved Waivers
As a district, we submitted a significant number of waiver requests last year. In some circumstances, waiver requests were denied by DESE due to incomplete information resulting in staff beginning the school year without a license or waiver and significant additional work for school leaders and partners. To minimize this, schools that have unresolved waiver requests (i.e., waiver requests that have been denied by DESE and have not been corrected) by the time of Probable Org in January 2018 will be unable to request waivers for the 2018 hiring season.

Please note: Waiver restrictions for the 2018 hiring season will not apply to candidates enrolled in a BPS partner program (e.g. Pathways) or an alternative teacher ed prep program (eg. BTR, TFA, BPS Teaching Fellowship).

Office of Social Emotional Learning and Wellness

Key Changes for FY18

- **Added section on school considerations for PE and HE**
- **Added section on Health and Wellness (HWD) supports and services for school-based PE and HE programs**

Health and Wellness Department: Physical Education & Health Education

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 2nd 2016, 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 SY17-18.

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.

· One-on-one PE Instructional Coaching support throughout the school year designed to improve quality of programming and increase the physical literacy of all students

· Disseminate standards-based curriculum and essential equipment through professional development and instructional coaching opportunities

· Facilitate the pairing of part-time PE teachers across schools to ensure the quality of staffing and programming across schools

· Facilitate the sharing of high quality units of instruction through the PE Lending Library system (*ex. Rollerblading, Snowshoeing, Biking*)

· Facilitate community partnerships to increase the variety of physical activity opportunities in PE

Health Education

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

● **All students in grades K-12 must receive Comprehensive Health Education**
● **Students in grades 6-8 must receive two semesters of health education, taught by a licensed and certified HE teacher**
● **Students in grades 9-12 must receive one semester of health education, taught by a licensed and certified HE teacher**

School Considerations for Health Education:

· HE FTE's can be shared across school sites (ex. 5 schools pay .2 for one day per week)

· Schools should allocate funds to purchase health education instructional supplies (allocate a minimum of $.75 per student). HWD can recommend items aligned with the curriculum.

HWD Support and Services for Health Education:

· Innovative, high quality professional development opportunities held on a monthly basis for all school staff. All PDs are aligned with current best practice.

· One-on-one HE Instructional Coaching support throughout the school year designed to improve quality of programming and increase the health literacy of all students

· Disseminate standards-based curriculum and essential instructional supplies through professional development and instructional coaching opportunities

· Facilitate the pairing of part-time HE teachers to ensure the quality of staffing and programming across schools

· Facilitate the sharing of high quality units of instruction through the HE Lending Library system *(ex. Healthy and Safe Body, Making Proud Choices, Nutrition Education)*

· Facilitate community partnerships to support health education program

BPS CARES

During FY16-17, the district secured grant funding to create BPS CARES in order to build the district's capacity to develop trauma-responsive learning environments and ensure that students who have been impacted receive the supports they need to succeed academically and thrive. Trauma may include: Witnessing domestic or community violence; abuse - physical, sexual, or psychological, especially that occurring within the context of relationship; and neglect of physical, social, or emotional needs.

While the district is leveraging the services of mental health agencies whose clinicians have varying caseloads, it is not sufficient to support the numbers of students whose academic success depends on their ability to develop coping skills, self-regulate and maintain effective relationships with peers and adults.

BPS CARES provided professional development and coaching to school staff at 10 schools and facilitated small student therapy groups in addition to those offered by external clinicians through support by 6 Trauma Specialists. Principals who seek support for their students who struggle with either chronic absenteeism, inability to focus and engage, and self-regulation in the classroom because of trauma they have been exposed to, may want to prioritize the integration of trauma-response strategies within classrooms and pool funds with neighboring schools to support a shared Trauma Specialist position. One managerial salary equals approximately $80,000 (cost per school may also be impacted depending on whether district or grant funds are used). These services are critical to fully achieve inclusive, welcoming safe schools and targeted interventions and support to meet the learning needs of all students.

Guidance and School Counseling

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

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), by using partners such as CityConnects, by using fee for service clinicians, or through grants.

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

Behavioral Health Services

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

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

Staff Member	Employee	Time	Cost	Student Services	Services Provided	Example
Shared Pupil Adjustment counselor	BPS	Portion of the week depending on # of schools that support	depending on # of schools that support	All students	• Tier 1, tier 2, tier 3 • family support • Crisis • professional development	• 5 schools pay .2 for one day a week • $20,000 per school*
Full time school psychologist	BPS	Full time	School specific. Based on district ratio	All students	• Tier 1, tier 2, tier 3 • Professional development • Consultation • Case management • Crisis support	• 1 schools pays .6 / BHS pays .4 • school gets psychologist 5 days a week • $60,000 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 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)	$12,000	Only students on caseload	● Individual counseling ● Limited crisis support ● Limited case management	● With full caseload (25 clients) ● full time ● $12,000 **
Integrated Mental Health Clinician	Agency	Full time	$25,000	Mainly students on caseload; Some non-billable service	● Mainly individual counseling ● Case management ● Crisis support ● Attend school based meetings ● Coordination of mental health services ● some tier 2 support	● With full caseload (15-18 clients which includes 13 billable students) ● Full time clinician ● $25,000 **

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

● ** cost varies. Estimated average

Office of Instructional and Informational Technology Guidance

Key Changes for FY18

- Increase to $500 per smartphone for device replacement/upgrade & annual service rates.
- No chromebook cost-share reimbursements due.

WIRELESS PHONES

Overview:

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

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

Funding:

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

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

Appendix A: Enrollment

Table A1: Enrollment Codes and Weights

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

Code	Meaning	Base Wgt.	Grade Wgt.	Additional WSF Weight
AIM	Advanced Immersion Multilingual Program (new hybrid class)	Y	Y	-
AWC	Advanced work class	Y	Y	-
BAS	Spanish Bilingual Advanced Work Class	Y	Y	-
BEC	SEI Kindergarten extended day Chinese	Y	Y	-
BEH	SEI Kindergarten extended day Haitian	Y	Y	-
BEK	SEI Kindergarten extended day Cape Verdean	Y	Y	-
BEM	SEI Kindergarten extended day Multilingual	Y	Y	-
BES	SEI Kindergarten extended day Spanish	Y	Y	-
BEV	SEI Kindergarten extended day Vietnamese	Y	Y	-
BIH	SLIFE Haitian	Y	Y	SLIFE
BIK	SLIFE Cape Verdean	Y	Y	SLIFE
BIM	SLIFE Multilingual	Y	Y	SLIFE
BIS	SLIFE Spanish	Y	Y	SLIFE
BLC	SEI Chinese	Y	Y	-
BLH	SEI Haitian	Y	Y	-
BLK	SEI Cape Verdean	Y	Y	-
BLM	SEI Multilingual	Y	Y	-
BLS	SEI Spanish	Y	Y	-
BLV	SEI Vietnamese	Y	Y	-
EL1	ELD level 1			ELD Levels 1-3
EL2	ELD level 2			ELD Levels 1-3
EL3	ELD level 3			ELD Levels 1-3
EL4	ELD level 4			ELD Levels 4-5
EL5	ELD level 5			ELD Levels 4-5
IEE	Integrated Extended Day Kindergarten Program	Y	Y	-
ILE	Integrated Program (grades 1-8, RegEd and SPED together)	Y	Y	-
KED	Kindergarten Extended Day Program	Y	Y	-
KEM	Kindergarten Montessori Program	Y	Y	-
MS1	Mainstreamed / Resource Room students with a low level of need			Low severity
MS2	Mainstreamed / Resource Room students with a moderate level of need			Moderate severity

REG	Regular Education Program	Y	Y	-
REM	Montessori Program for grade 1	Y	Y	-
SA3	Mild, global cognitive limitations, inclusive	Y	Y	Intellectual Impairment
SA4	Mild, global cognitive limitations, sub separate	Y	Y	Intellectual Impairment
SB3	Mild school adjustment and/or behavior problems, inclusive	Y	Y	Emotional Impairment
SB4	Mild school adjustment and/or behavior problems, sub separate	Y	Y	Emotional Impairment
SD4	Profound cognitive limitations and multiple severe physical disabilities	Y	Y	Developmental delay
SE3	Young children – 3 years to 5 years old with disabilities, inclusive	Y	Y	Early childhood Ages 3-4
SE4	Young children – 3 years to 5 years old with disabilities, sub separate	Y	Y	Early childhood Ages 3-4
SF3	Mild to moderate cognitive limitations, inclusive	Y	Y	Intellectual Impairment
SF4	Mild to moderate cognitive limitations, sub separate	Y	Y	Intellectual Impairment
SI3	Inclusion - Unknown disability	Y	Y	Inclusion-unknown disability
SI4	Inclusion - Unknown disability	Y	Y	Inclusion-unknown disability
SI4	Full Inclusion - High Complexity	Y	Y	Full inclusion -high complexity
SL3	Learning Disabilities, inclusive	Y	Y	Specific Learning Disability
SL4	Learning Disabilities, sub separate	Y	Y	Specific Learning Disability
SM4	Multiple Handicaps which are physical and cognitive and severe in nature	Y	Y	Multiple Disabilities
SO4	Educational and Social Development	Y	Y	Intellectual Impairment
SP3	Physically Handicapped, inclusive	Y	Y	Physical impairment
SP4	Physically Handicapped, sub separate	Y	Y	Physical impairment
SQ3	Severely Emotionally & Behaviorally Disturbed, inclusive	Y	Y	Emotional Impairment
SQ4	Severely Emotionally & Behaviorally Disturbed, sub separate	Y	Y	Emotional Impairment
SU3	Language Learning Disability, inclusive	Y	Y	Specific Learning Disability
SU4	Language Learning Disability, sub separate	Y	Y	Specific Learning Disability

SV3	Blind, inclusive	Y	Y	Sensory impairment: vision
SV4	Blind, sub separate	Y	Y	Sensory impairment: vision
SW3	Fragile, inclusive	Y	Y	Emotional Impairment
SW4	Fragile, sub separate	Y	Y	Emotional Impairment
SX3	Autism /Pervasive Developmental Disorders, inclusive	Y	Y	Autism
SX4	Autism /Pervasive Developmental Disorders, sub separate	Y	Y	Autism
SY3	Primary Transition Classes, inclusive	Y	Y	Early childhood Ages 5-6
SY4	Primary Transition Classes, sub separate	Y	Y	Early childhood Ages 5-6
TEE	Two Way Extended Day Kindergarten Program	Y	Y	-
TES	Two Way Program Kindergarten Program	Y	Y	-
TLE	Two Way Program for Grades 1-8	Y	Y	-
TLS	Two Way Program for grades above Kindergarten	Y	Y	-
VEP	Vocational Education Program	Y	Y	Vocational

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

Table A2: By Weighted Student Funding

Weight	Enrollment Code	Notes
Grade level	All students receive their grade level weight	
Low severity	MS1	
Moderate severity	MS2	
Autism	SX3, SX4	
Developmental delay	SD4	
Early childhood Ages 3-4	SE3, SE4	
Early childhood Ages 5-6	SY3, SY4	
Emotional Impairment	SB3, SB4, SQ3, SQ4, SW3, SW4	
Full inclusion -high complexity	SI4	Mary Lyon, Mason, Henderson are the only schools eligible
Inclusion - Unknown Disability (all other schools)	SI4	All school excluding Lyon, Mason, Henderson

		Students to be served in an inclusive setting without specified disability (not generally used as an enrollment code)
Inclusion - Unknown Disability	SI3	
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 Language Learner

Appendix CI: Updated Memo on Guidance for ESL from Dr. Esparza To School Leaders

To: Boston Public School Leader and Instructional Staff
From: Dr. Esparza, Assistant Superintendent, Office of English Language Learners (OELL)
Date: Monday, August 1, 2016
RE: **Guidance for Scheduling English Learners (EL) in Boston Public Schools (BPS)**

This document provides guidance on how to appropriately service English Language Learners in the various English Learner (EL) programs found in BPS. It integrates U.S. Department of Education guidelines, the Department of Elementary and Secondary Education (DESE) "Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners, August 2015[2]", the requirements of the "United States Department of Justice (DOJ) Successor Settlement Agreement with Boston Public Schools (BPS), 2012" and "META Consent Order, 1992" to provide information pertinent to serving ELs within our district.

Since 2010, Boston Public Schools has been striving to align programmatic and instructional resources in order to effectively service the academic and linguistic needs of the EL population that makes up over 40% of the student body. As we have made great strides to turn the corner, the commitment to ensuring that EL students have equitable access to all services remains a strong focus.

1. Policy and Legal Responsibility

Under Massachusetts State Law Chapter 71A, all Boston Public Schools with an EL student assigned and enrolled are obligated to offer an English Language Education (ELE) program. Under DESE guidance, an ELE program constitutes of SEI content services and ESL instruction that correlate to the students ELD level. Please note that under Section 6 of this chapter, "any school district employee… may be held personally liable" for not providing students access to EL programming. (See Attachment A)
The following are additional policies that pertain to English Learner Education (ELE):

- 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/0B0sgAykrpwFlSTkzSzFPeFFRUGM/edit?usp=sharing
- Massachusetts DESE Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners - August 2016
  www.doe.mass.edu/ell/Guidance.pdf
- Massachusetts DESE Students with Limited or Interrupted Formal Education (SLIFE) Definition and Guidance
  http://www.doe.mass.edu/ell/SLIFE-Guidance.pdf

---

[2] DESE is expected to release an updated guidance during August or September 2016. Once the information is released, OELL will review and generate any amendments if necessary.

- Massachusetts DESE Guidance for Defining and Implementing Two Way Immersion and Transitional Bilingual Education Programs
  http://www.doe.mass.edu/ell/TWI-TBE-Guidance.pdf
- Limited English Proficiency (LEP) -A Federal Interagency Website
  https://www.lep.gov/

II. *Level of EL Services Reporting Cycle*

The scheduling information that schools input into the Aspen Student Information System (SIS) will be used to **generate three annual reports** in order to assess the level of ELE services that students are receiving per school.

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

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

Date(s)	Activity or Accountability
Fall 2016 English Learner (EL) Service Review	
Mon. Aug. 29 to Fri. Sep. 9, 2016	OELL will be providing EL Scheduling Technical Support between August 29 and September 9 where schools will be asked to send an administrator to review all inputted information for accuracy.
Mon. Sep. 12, 2016	OELL will review the quality of data entry to provide schools feedback for areas that need correction. Information will be shared with Instructional and Operational Superintendents to provide support to schools in need. Schools will have one week to review and complete any corrections.
Fri. Sep. 16, 2016	Deadline for Inputting and Correcting EL-related Data for October 2016 Report.
Fri. Sep. 30, 2016	Dual Language programs are to submit their annual language policy report.
Winter 2016 English Learner (EL) Service Review	
Tue. Nov. 1, 2016	OELL will review the quality of data entry to provide schools feedback for areas that need correction. Information will be shared with Instructional and Operational Superintendents to provide support to schools in need. Schools will have two weeks to review and complete any corrections.

Fri. Nov. 18, 2016	Deadline for Inputting and Correcting EL-related Data for December 2016 Report.
Wed. Feb. 1, 2016	OELL will review the quality of data entry to provide schools feedback for areas that need correction. Information will be shared with Instructional and Operational Superintendents to provide support to schools in need. Schools will have two weeks to review and complete any corrections.
Fri. Feb. 17, 2016	Deadline for Inputting and Correcting EL-related Data for March 2016 Report.

III.   EL Program Enrollment and Assignment in BPS

When a student enrolls in BPS, the student and/or family complete the Home Language Survey (HLS) at the Welcome Centers. Based on the HLS results, students are sent to the Newcomers Assessment Center (NACC) in order to establish if they are eligible for ESL services. Some students are also provided Native Literacy and Numeracy assessments to identify if they had interrupted education and if they are eligible for SLIFE[3] programming.

The family is able to select a range of schools based on their home base, available language learning programs for which they qualify and submit their forms to the registration team. Students are assigned based to programs or schools based on choice and availability of schools and programs.   When the student presents to your building, it is your responsibility to place the student in the appropriate classroom setting, based on their program code.

Early Childhood Grades (K0 to K1) Programs
Students at K0-K1 grades also complete an HLS, but are not sent to NACC to be assessed for a language level. Families are able to rank their school choices at Welcome Services, and students are assigned where there is capacity. Though K0-K1 students are identified as potential LEPs based on the HLS survey, it is during the academic year that your schools LAT-F and the Early Childhood teachers will administer the appropriate language assessment test in order to determine a student's language development level.   All 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.

Elementary Grades (K2 to 5) SEI Language Specific or SEI Multilingual Programs
Only English Learners (ELs) with English Language Development (ELD) levels 1 to 3 with the requisite program codes can be assigned to the SEI language specific or multilingual program classrooms. Students in SEI programs who are assigned to teachers without an ESL license must receive ESL instruction from a teacher who is qualified.

If your school has a language specific and multilingual SEI strand, assign all ELs with ELD 1, 2 and 3 with the same program code and grade to the grade appropriate SEI program strand's teachers. The

---

[3] Student with Limited and Interrupted Formal Education

teacher-student ratio is 1:20,[4] and the ratio can go up to 1:25 with a paraprofessional. ELs with ELD levels 4 and 5 must not be placed in SEI program classrooms but should have a code of "REG" and be assigned to the classroom regular education peers.

Elementary Grades SEI-Hybrid Classrooms
Students who are coded with the SEI Code: AIM should only be found in schools with SEI language specific programs at the elementary grades. In order to have a classroom coded as "Hybrid" school leadership must obtain approval from OELL. No hybrid classrooms can be initiated without prior OELL approval.

If a classroom is designated as a 'Hybrid', this will require a review of grouping for ESL instruction. ELD 1 to 3 students assigned to that classroom must receive ESL instruction from an ESL licensed teacher, while other students receive literacy instruction from another qualified staff member during the ELA literacy block.

Secondary Grades (6-12) SEI Language Specific or SEI Multilingual Programs
At the secondary level, SEI language specific strands are grouped by homeroom. Students ELD levels will determine their ESL schedule. Students are to be grouped by grade to ensure that they are able to access grade level content from an SEI endorsed teacher. Due to Newcomer ELs who may enter BPS secondary schools with previous school transcripts that provide credit towards graduation, high schools guidance counselors are expected to review students' transcripts where applicable and to schedule students appropriately. This may cause for some ELs to not be scheduled for a core content course within the grade assigned in order to meet graduation requirements. This type of exception will need to be well documented in a student's ELD folder.

Dual Language: Two Way Immersion Programs
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 English Language Learners (ELs). Two Way Immersion programs embed second language support into standard instruction in both languages.[5]

BPS's Dual Language program schools are required to submit a Dual Language Program Policy that will be used to confirm if EL students are receiving appropriate language development services. The purpose of this Language Policy 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 ELs are provided explicit English language development opportunities, based on the required ESL instructional hours, given their ELD level and qualifications.

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

---

[4] Per the Boston Teachers Union Contract.
[5] Page 15, DESE TWI/TBE Guidance.

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.

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

Students with Limited or Interrupted Formal Education (SLIFE) Programs[6]
SLIFE students are grouped across a grade span (3-5, 6-8, 9-12) and carry the "BI" code. SLIFE students must receive the same hours of ESL instruction as ELs of comparable ELD levels. The SLIFE schedule must allow room for elective courses. During electives, SLIFE are to be included with any and all other students. SLIFE must have dedicated teachers for all of their core classes and work independently from of other groups during all core classes, including ESL. Teachers must follow exit criteria guidelines for exiting SLIFE students to SEI programs.

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

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

ELs in General Education Programs
When an EL is assigned to non-EL language program school or an EL program strand, the student must be scheduled for appropriate ESL services based on the ELD level, and must be assigned to teachers who are SEI endorsed for content instruction.

Special Education Programs
English Learner Students with Disabilities (ELSWD), who receive specialized services for mild to moderate disabilities, should be scheduled for the required amount of ESL instruction time appropriate to their ELD level. Modifications to ESL service requirements are only permitted on a case-by-case basis for those ELSWD when decided upon by the IEP team and reflected in the IEP.

---

[6] Students with Interrupted or Formal Education (SIFE) programs and services are governed by the META Consent Decree 1992 with Boston Public Schools. If your school has a SIFE Program, please make sure to review this information.

IV. ESL Instructional Time Requirements

As per DESE guidance, programmatic design for ELs including SEI, TBE, Two-Way Dual Language under Chapter 71A must include an ESL component for the program to be effective. Below are BPS approved ESL instructional time based on ELD levels, that aligns DESE Guidance with DOJ expectations.

Table 2: Requisite ESL Instructional Time		
Student's 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. It is highly recommended that all courses where an ESL teacher has a class of ELLs that are being instructed for ESL that schools create the course on Aspen SIS.   ALL standalone ESL teachers should be ready to submit grades per each marking period.

Table 3: Recommendations for ESL Instructional Types or Methods	
ESL Instruction Type	Description
Standalone ESL	- For ELs in all grades (K2-12) with ELD levels 1 to 3, this is the *recommended* instructional model for ESL service delivery for students who are not in an EL specific program. - Students are appropriately grouped by their ELD levels and scheduled for appropriate "ESL" titled courses that are within the BPS course catalog.
ESL in Homeroom (Embed HR)	This is the approved instructional type for ELs (ELD1-3) **in SEI language specific or SEI multilingual programs** at the Elementary grades (K2 to 5). Students are scheduled for their literacy time (course

	titles: Reading, Writing). Teachers providing instruction need to complete the 18 hour WIDA webinar trainings.[7]
ESL in English Language Arts (Embed / ELA)	● For ELs in all grades (K2 to 12) with ELD levels 4 and 5, this is the *recommended* instructional model, where ESL is embedded in ELA or literacy courses only.
Pull-Out ESL	● For ELs in Elementary grades (K2 to 5), when a student is being taken out of a literacy based course to receive ESL instruction.
Push-In ESL	● For ELs 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.

Grouping Requirements for ESL Instruction for ELs in General Education programs

The following ESL grouping methodology does not apply for K2-5 EL students who are coded and placed in a BPS EL program (SEI Language Specific, SEI Multilingual). SLIFE students cannot be grouped for ESL services with non-SLIFE students.

Table 4: Recommendations for Elementary and Secondary Across ELD and Grade Level		
Students' ELD Levels	Elementary Grades K2 to 5	Secondary Grades 6 to 12
ELD 1	● With fellow ELD 1 only across two consecutive grades, *or* ● With ELD 2 in one grade span.	● With fellow ELD 1 only, but can be across secondary grades
ELD 2	● With fellow ELD 2 only across two consecutive grades, *or* ● With ELD 1 in one grade span	● With fellow ELD 2 only, but can be across secondary grades
ELD 3	● With ELD 3 only across two consecutive grades	● With fellow ELD 3 only, but can be across secondary grades
ELD 4 and ELD 5 Grouped…	● With fellow ELD 4 and 5	● With fellow ELD 4 and 5 students in an ELA across all secondary grades

Flexibility for Grouping ELD 3 as of August 2015

---

[7] U.S. Department of Justice Successor Settlement Agreement, Paragraph 39. The WIDA 18-Hour PD is available through MyLearningPlan. It can be completed as an individually self-paced session or as part of a BPS learning group.

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

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

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

V. Staffing Requirements for ESL Instruction

All ELLs, 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 and **receive ESL by an ESL licensed teacher.**

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

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

If the SEI program elementary homeroom teacher is ESL certified and has completed the 18 hour WIDA PD, that classroom teacher can provide ESL instruction to ELD level 1 to 3 ELs.[8]

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, supervisor, or director ("administrator") who supervises or evaluates one or more core academic

---

[8] 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/).

teachers of ELs, she/he must obtain the SEI Administrator Endorsement. SEI Endorsement is part of DESE's Rethinking Equity and Teaching for English Language Learners (RETELL) initiative.[9]

The following teachers are "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.[10]

All content teachers who are servicing ELs must possess the SEI endorsement, or be enrolled in a pathway to obtain the SEI endorsement by the beginning of the school year. 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 ELs must be placed in classrooms where teachers are already endorsed or in a confirmed pathway.

Next Steps

- Schedule 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.
- Identify what relevant information needs to be reviewed on a monthly basis, and which additional leaders are in the school who can support this work.
- Work with your LATF to audit your school scheduling to assure that every EL is appropriately scheduled for all services.
- Utilize the LATF calendar to integrate EL related activities during your staff updates.
- **Note that the following deadlines are absolute and non-negotiable:**
  Friday, September 16, 2016; Friday, November 18, 2016; and Friday, February 17, 2017.

OELL Instruction and Support Specialists: oellinstructionteam@bostonpublicschools.org
OELL Equity and Accountability Specialists: oellequityteam@bostonpublicschools.org

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

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

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

---

[9] Rethinking Equity and Teaching for English Language Learners (RETELL) www.doe.mass.edu/retell/
[10] DESE Letter Concerning Requirements to Obtain the SEI Endorsement, August 2013

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."

Attachment B:OELL Student "Program Codes"

Program Code	Program Name	Description of Programming
BEC / BLC	Chinese SEI Language Specific Program	For identified LEP students, ELD levels 1 to 3 who identify as Mandarin, Cantonese, Toishanese or another Asiatic languages as a language in the HLS.
BEH / BLH	Haitian Creole SEI Language Specific Program	For identified LEP students, ELD levels 1 to 3 who identify French-based Creole dialect as Haitian Creole speakers or Creole speakers from francophones countries, as a language in the HLS.
BEK / BLK	Cape Verdean Creole SEI Language Specific Program	For identified LEP students, ELD levels 1 to 3 who identify Portuguese-based Creole dialect that originated in Cabo Verde as a language in the HLS.
BEM / BLM	Multilingual SEI Program	For identified LEP 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 identified LEP students, ELD levels 1 to 3, who identify Spanish as a language in the HLS
TLE / TLS TES/TEE	Two Way Immersion Program	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 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)has no formal schooling or interruptions in formal schooling and f) functions 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
AIM	"Hybrid" or Advanced Immersion Multilingual	For identified LEP students, ELD levels 1 to 3, in a school with a language specific SEI program, but are being serviced in an alternative fashion that is approved by OELL. **This code will no longer be in use for SY 17/18**

Appendix D: Office of Human Capital

Examples of Licensure Requirements				
Program	**Position Title**	**Position Description**	**Required Licensure**	**Preferred**
Positions Serving EL Students				
SEI	SEI Multilingual	General ed. position in a classroom that includes students with ELD levels 1, 2 & 3 with varying native languages	Content area license & SEI endorsement	ESL License
	SEI + [Specific Language] *e.g. SEI Haitian Creole*	General ed. 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	N/A
Dual Language / Two-way	Bilingual Two-Way + [Specific Language] *e.g. Bilingual two-way Spanish*	Serves multiple classrooms to provide periods of instruction in 2nd language (complementary position below)	Content area license, ESL license & academic proficiency in 2nd language	N/A
	Bilingual Two-Way English	Serves multiple classrooms to provide periods of English instruction to bilingual students (complementary position above)	Content area license & ESL license	N/A
SLIFE	SLIFE Native Literacy Teacher	Provides native literacy core content instruction to Students with Limited or Interrupted Formal Education	ESL License or SEI Endorsement or TBE License *and* academic proficiency in student's native language *and* teaching license	
	SLIFE ESL Teacher	Provides ESL instruction to SLIFE students	ESL license	
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	N/A
	[Content Area] + Inclusion *e.g. Math Inclusion*	Serves general education and special education students in an inclusion setting	Content area/Grade level license & Moderate Disabilities (both at appropriate level)	N/A
Resource	Resource Room teacher	Pushes in or pulls students out for targeted math or ELA support to special education students	Moderate Disabilities	Content Area License *e.g. Math or ELA*
Sub Separate	Sub Separate + [Special Education Strand] *e.g. Sub Sep Autism*	Serves a class of special education students within a single strand *e.g. Autism, Emotional Impairment, Learning Disabled*	Severe/Moderate Disabilities license (dependent on strand)	Content mastery in relevant subject area or grade level (e.g. licensure)

Appendix E: Transportation

Appendix E1: Price Sheet for BPS Transportation "Ancillary" Services
Note: Costs have increased by 5% due to increased operating expenses.

	$185 Cost per Bus Trip
Late buses (Annual Cost)	
3 days per week (annual)	$19,980
4 days per week (annual)	$26,640
5 days per week (annual)	$33,300
3 days per week (1 week)	$555
4 days per week (1 week)	$740
5 days per week (1 week)	$925
Cost per bus per day	$185
Non-weekly Early Release	
Cost per bus per trip	$185
Non-BPS Calendar Day School Service	
Cost per bus per trip (one-way)	$185
Cost per bus per round-trip	$370
Field Trips/Athletics Events	
One-way trip	$185
Off-Peak Round (completed between 9:30AM and 12:30PM)	$265
One-way trip outside of Route 128 but in MA	$265
One-way trip outside of MA	$525

*Note: If driver is required to stay with the group there is an additional cost of $42 per hour of layover time.

Appendix F: Facilities: Permits for After Hours Building Operations

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

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

Staffing Minimums – Please note ½ hour to open and ½ hour to close will be added to rates below
- Up to 150 people = 1 Senior Custodian paid OT hourly at $49[GMR1] /hour
- Up to 350 people = 1 Senior $49/hour and 1 Junior Custodian paid OT at $37/hour (Total $86/Hour)
- Up to 450 people = 1 Senior and 2 Junior Custodian paid OT at $37/hour each (Total $123/hour)

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

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

Forms of Payment
- Internal BPS departments and schools shall perform an operating budget transfer. Click here for instructions.
- External organizations shall make a check payable to BPS Facilities Management.

Request for Waiver of Fee

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

Appendix G: Recruitment Events

BPS RECRUITMENT SEASON 2017
More opportunities than ever to recruit the educators your students need!

January 2017

Partner Programs Candidate Demonstration Day	100+ candidates from BPS' strongest teacher prep partner programs will demonstrate their skills and showcase their candidacy. Variety of subject areas and licensure, high diversity.	**Saturday January 28** 8:00am – 12:00pm TBD (Held at a BPS School)

February 2017

Boston Compact Diversity Career Fair	Meet hundred of educators who reflect the racial, cultural and linguistic diversity of BPS students. Variety of subject areas and licensure.	**Thursday February 16** 5:00 – 7:00pm School Committee Chambers
Priority Candidate Demonstration Day	Top-rated Priority Candidates are invited to demonstrate their skills and showcase their candidacy for you. Variety of subject areas and licensure, high diversity.	**Saturday February 18** 8:00am – 12:00pm TBD (Held at a BPS School)

March 2017

ESL & SPED Candidate Interview Day	Opportunity for on-site interviews for educator candidates who hold one or more MA license in English as a Second Language and/or Special Education.	**Tuesday March 14** 5:00 – 8:00pm School Committee Chambers
STEM Candidate Interview Day	Opportunity for on-site interviews for educator candidates who hold one or more MA license in Science, Technology, Engineering, and/or Mathematics.	**Tuesday March 21** 5:00 – 8:00pm School Committee Chambers

April 2017

Rising Stars Showcase	Over 150 early-career teachers from schools across BPS are invited to demonstrate their skills and showcase their candidacy for your school! Variety of subject areas and licensure, high diversity.	**Wednesday April 5** 5:00 – 8:00pm TBD (Held at a BPS School)
Priority Candidate Demonstration Day	Top-rated Priority Candidates are invited to demonstrate their skills and showcase their candidacy for you. Variety of subject areas and licensure, high diversity.	**Saturday April 8** 8:00am – 12:00pm TBD (Held at a BPS School)
Veteran Teacher Career Fair	Meet veteran teachers from across BPS who bring years of experience to the classroom. Opportunity for immediate, on-site interviews.	**Thursday April 13** 5:00 – 8:00pm School Committee Chambers

May 2017

ESL & SPED Candidate Interview Day	Opportunity for on-site interviews for educator candidates who hold one or more MA license in English as a Second Language and/or Special Education.	**Tuesday May 2** 5:00 – 8:00pm School Committee Chambers
STEM Candidate Interview Day	Opportunity for on-site interviews for educator candidates who hold one or more MA license in Science, Technology, Engineering, and/or Mathematics.	**Tuesday May 16** 5:00 – 8:00pm School Committee Chambers

REGISTER TODAY!
To guarantee early access to the best educators for your school's team!
http://tiny.cc/RecruitmentSeason2017