



Boston Public Schools

FY21 Budget: Commitment 1 Eliminate Opportunity & Achievement Gaps - Special Education and English Learners

Dr. Brenda Cassellius, Superintendent

Nathan Kuder, Chief Financial Officer

David Bloom, Deputy Chief Financial Officer

Every child, in every classroom, in every school of the Boston Public Schools system has the same opportunity to achieve the greatness within them as anybody else.





Student
\$9M

A strong foundation for student success and more support to connect families to resources and information.



Teacher
\$12M

Increase teachers' skill through coaching and consistent feedback and developing high-quality curriculum.



Content
\$15M

Raise the bar on student learning with high-quality learning materials, resources and improved learning environments.

Overview of the Fiscal Year 2021 Budget Proposal

\$80M

We expect Mayor Walsh's Fiscal Year 2021 Budget Proposal to include an \$80M increase for BPS.

\$36M

New investments directly in school budgets or school services budgeted centrally above and beyond standard cost increase.

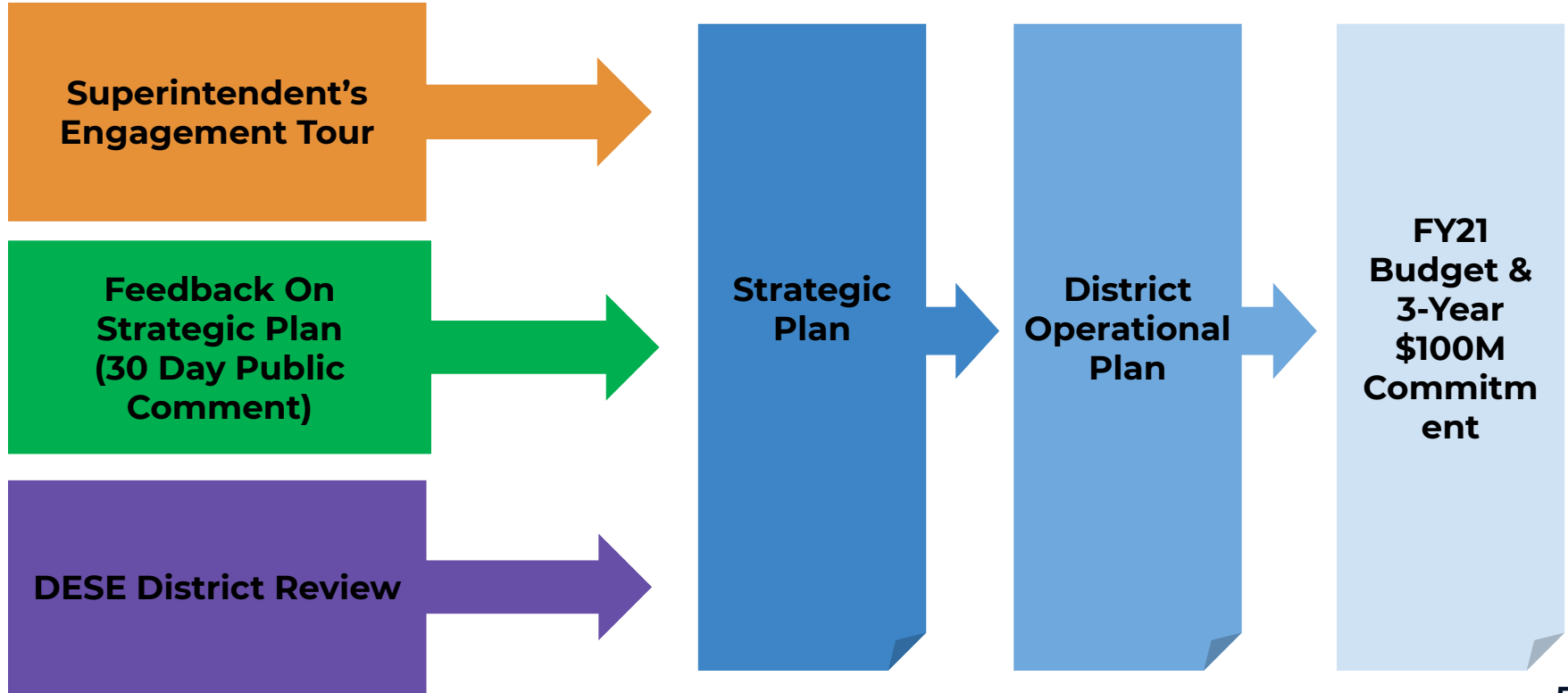
\$44M

Estimates for standard cost increases, including existing student services, cost of new BTU contract and operations.

\$1.3B

Proposed General Fund Budget for the Boston Public Schools in FY21.

Multiple inputs informing our cohesive plan for moving the District forward



Strategic Plan Commitments and Priorities

COMMITMENT 1 Eliminate Oppr. & Achievement Gaps	COMMITMENT 2 Accelerate Learning	COMMITMENT 3 Amplify all Voices	COMMITMENT 4 Expand Opportunity	COMMITMENT 5 Cultivate Trust	COMMITMENT 6 Activate Partnerships
1.1: policies, plans, and budgets align to OAG policy	2.1: secondary school redesign	3.1: engage youth voice in decision-making	4.1: fund all schools to meet the unique needs of high-need students	5.1: hire, support and retain diverse staff and address barriers to retaining staff of color	6.1: high-quality out-of-school time programming for all students
1.2: workforce diversity	2.2: inclusive learning opportunities	3.2: engage parent voice in district-level decision making	4.2: improve funding formulas for equitable distribution of resources	5.2: restructure central office to ensure child and family friendly services	6.2: partner with organizations on youth and skill development
1.3: curriculum bias review					
1.4: EL support and LOOK Act	2.3: well-rounded liberal arts education (arts, science, literacy, world language, P.E., health Ed., civics, athletics, and technology)	3.3: partner with families in school improvement and student learning	4.3: organizational effectiveness an excellence and define foundational academic and support services	5.3: support and hold school leaders accountable inclusive, CLSP, high-performing schools and teacher leadership	6.3: partner with organizations for student support, college readiness, dual enrollment, and early college during school day
1.5: CLSP and Ethnic Studies					
1.6: monitor OAG policy implementation - schools and central	2.4: implement universal pre-kindergarten	3.4: increase feedback systems for families to central office	4.4: implement Build BPS to ensure equitable pathways and connectors between schools	5.4: BPS a place where educators and staff want to be employed	6.4: champion college and career awareness
1.7: code of conduct implementation disproportionality	2.5: rigorous and consistent elementary learning experiences	3.5: engage teachers, staff, families, and students in school site council	4.5: central office collaboration with partners	5.5: revamp central office operations: transportation, registration, nutrition services	6.5: engage key partners in decision-making to promote year round wrap around services
1.8: health and social contributors to opportunity gaps	2.6: reduce chronic absenteeism - joyful and engaging classrooms	3.6: publicly share implementation of district's engagement standards	4.6 WiFi services to BPS Families most in need, so we are all connected.	5.6 increase transparency and accountability with new data tools, dashboards, reporting.	6.6 Design and implement year-round opportunities with partners to promote opportunity.
1.9: support in low performing schools	2.7: safe and supportive learning spaces	3.7 engage families & community in decision making: texts, online, surveys, and calling.			
1.10: special needs student support/ inclusion/ disproportionality	2.8: comprehensive district-wide professional development plan				
1.11 1:1 technology for opportunity for remote learning to BPS students grades 3-12.	2.9 remote learning opportunities year-round o prevent learning loss and provide opportunities to accelerate learning.				



Commitment 1: Eliminate Opportunity and Achievement Gaps

Excellent & Equitable Student Outcomes

ANCHOR GOAL #1 BPS graduates will be ready for success in college, career, and life.

“Every student - regardless of race, ethnicity, gender, disability, sexual orientation, religion, citizenship status, socioeconomic status, or zip code - deserves an excellent, culturally and linguistically relevant education and opportunities that help them achieve their full potential. BPS serves highly talented students who are impacted by social, systemic and social barriers, and racism in and outside of school.”

- BPS Strategic Plan

Strategic Plan Commitments and Priorities

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Commitment 1, Priority 4: supports for English Learners by implementing the LOOK Act to expand programs that promote bi/multilingualism including bilingual education, dual language, and cultural heritage programs.



Newcomers
Assessment
& Counseling



Quality
Instructional
Programs &
Supports



English
Learner Family
& Community
Engagement



Translation &
Interpretation



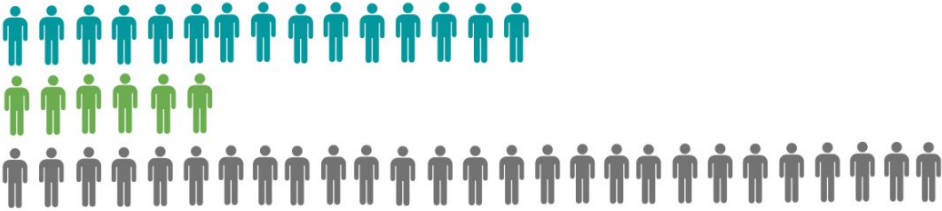
Equity &
Accountability
(Compliance)

English Learners at a Glance

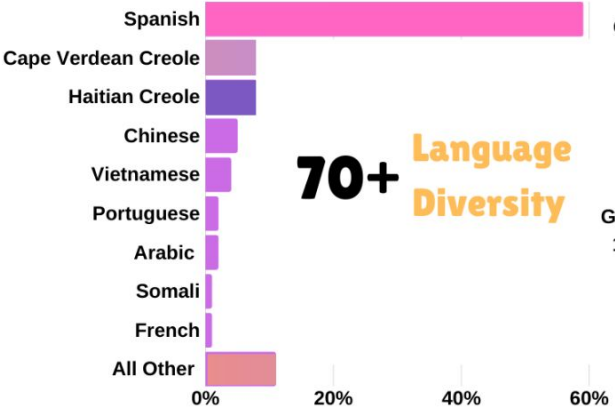
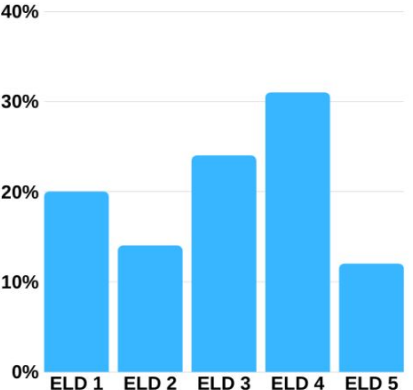
44%

OF BPS STUDENTS ARE EL/FEL STUDENTS

English Learners 31%
Former English Learners 13%
Non-English Learners 56%

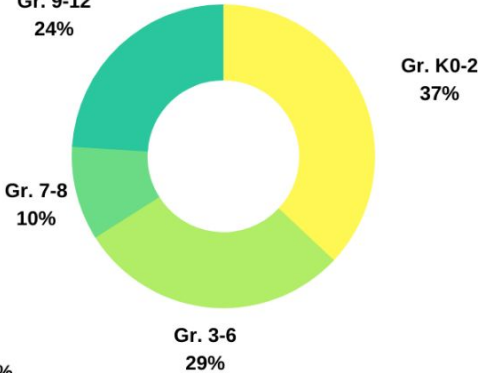


57% of all ELs are ELD 1-3



70+ Language Diversity

Collectively, our English Learners speak more than 70 different languages.



66% of all ELs are in Grades K-6

Data as of May 1, 2020.

Office of English Learners: Initiatives

ESL Curriculum & Lesson Planning Support

- Nearpod - digital teacher tool for student engagement
- Imagine Learning - online student personalized learning platform with native language support
- Newsela - online resource bank of articles written at 5 different readability levels
- ESL Model Curriculum Units

Dual Language Programming Expansion & Support

- Translanguaged Curriculum & materials for Haitian Creole program
- Bilingual Education Endorsement courses and language testing for teachers

Translation & Interpretation

- Lionbridge Telephonic Interpretation
- Remote Video ASL - virtual interpretation to meet needs of ASL families

Supplemental Services

- Expanded number of sites to serve more English Learners after-school, summer and acceleration academies
- Expand partners to include Boston Debate League in addition to partnering with CBOs representative of our culturally and linguistically diverse students

BPS currently offers 6 English Learner Programs

Programs for English Learners in BPS



SHELTERED
ENGLISH
IMMERSION



SHELTERED
ENGLISH
IMMERSION



DUAL LANGUAGE
TWO-WAY
IMMERSION



HIGH INTENSITY LITERACY TRAINING for
STUDENTS WITH
LIMITED OR INTERRUPTED
FORMAL EDUCATION



ENGLISH AS A
SECOND
LANGUAGE

*for ELs in General Education
and EL Students with Disabilities*



ESL EMBEDDED in
ENGLISH
LANGUAGE
ARTS



FY21 Budget Supporting English Learners

Our FY21 represents a \$7M increase for English learners

The \$111M budget for English Learners includes the Office of English Learners and spending across schools in bilingual accounts and EL program codes

- EL Teacher FTE increasing by 40.9
- EL Paraprofessional FTE increasing by 12.7
- \$400,000 FY21 investment for curriculum and professional development to support new dual language programs



Investment Highlight: Family Liaisons

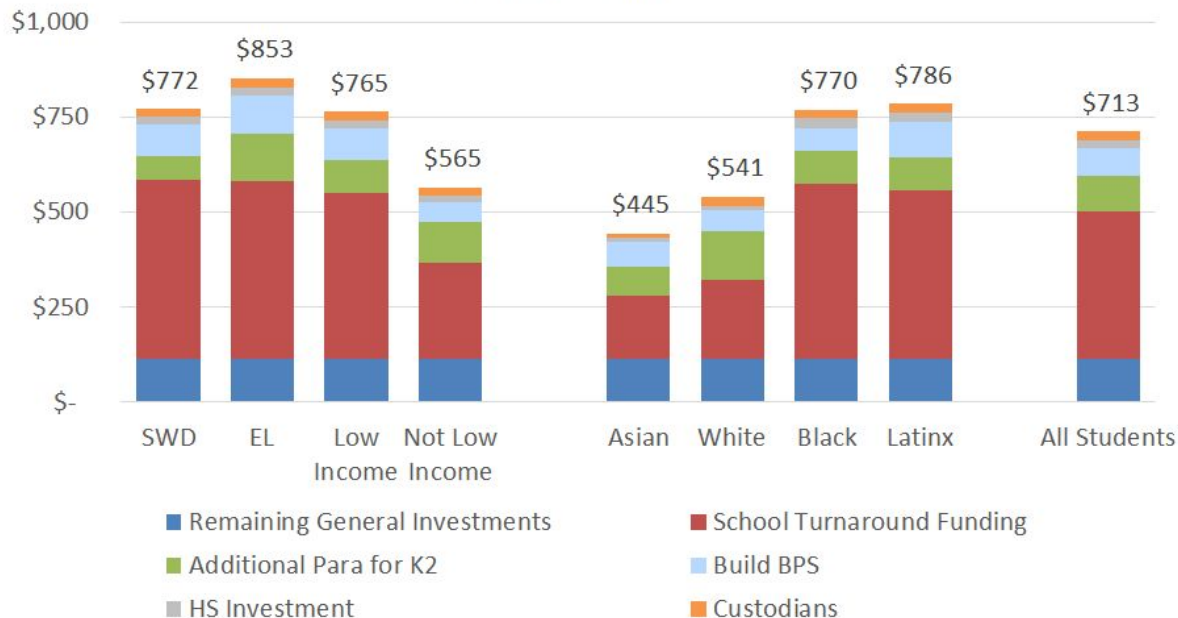
Supporting students begins by supporting families

New family liaisons will reflect the cultures and languages of the community they are serving. They will:

- Be accountable for meeting the needs of families quickly and with a commitment to excellence.
- Build relationships with the students, families, and school community.
- Connect families with community resources for needs like housing, food, counseling, and more.
- Receive intensive support and training to help families navigate BPS from registration to transportation to social-emotional supports.
- Hiring Family Liaisons to reflect the language diversity of our schools


New Investments: Overall Impact

Equity Impact of All Investments,
Select Demographics




Our FY21 investments benefit English learners more than any other student sub-group.

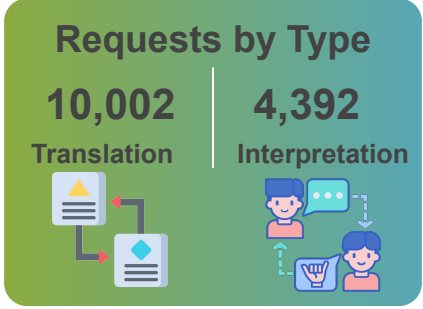
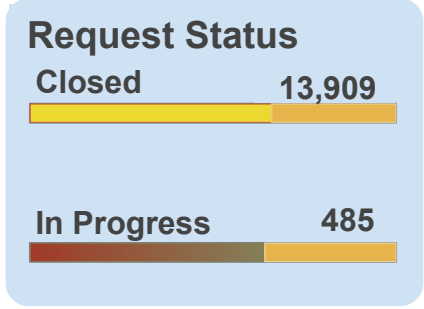
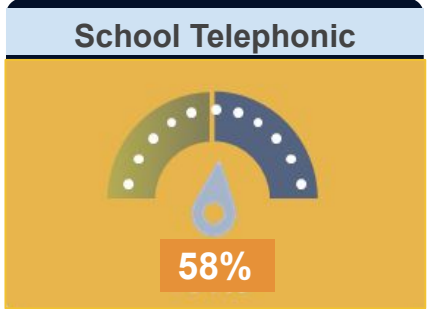
BPS has invested in multiple methods of translation and interpretation

 **17,556 REQUESTS**
July 1, 2019 – May 1, 2020

48 BPS Parent
< Preferred Languages Other
Than English >

 **1,602**
Central Office
Requests

12,792 
School
Requests



Commitment 1, Priority 10: Develop and monitor progress toward achieving explicit goals for students with disabilities and implementing strategies to increase inclusionary practices and address disproportionality in sub-separate settings.



Identification
& Placement



Quality of
Instructional
Supports &
Services



Students,
Family, and
Community
Engagement

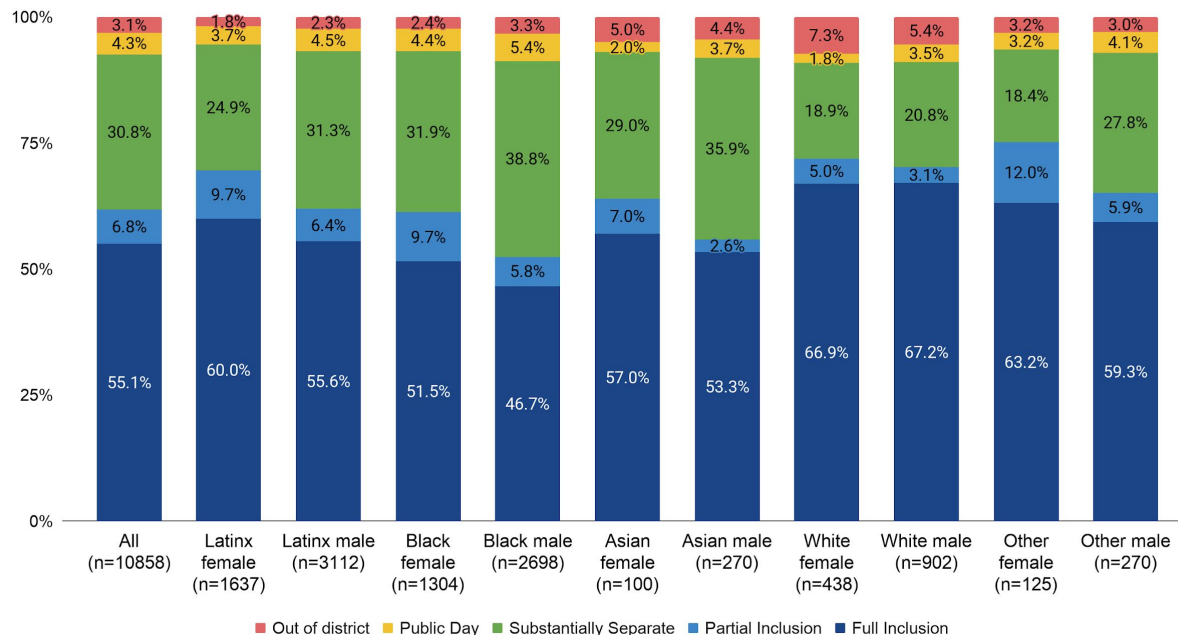


Equity &
Accountability
(Compliance)

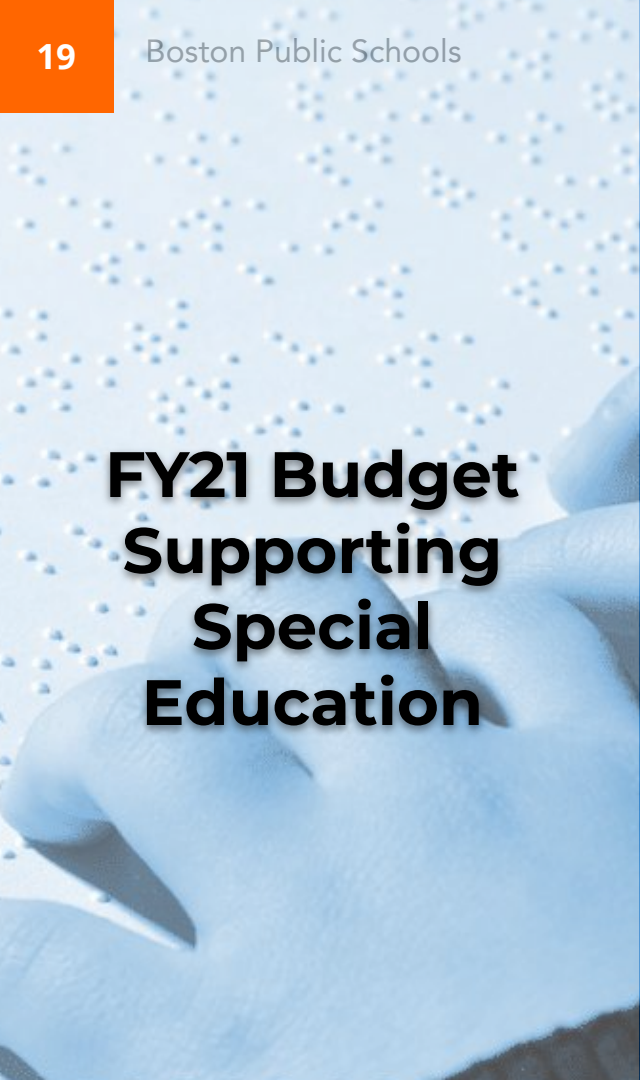


Transition
Services

SY 2019-2020 students with disabilities population Educational Environment by race/ethnicity and gender



Source: MA DESE, October 2019. Excludes students enrolled in Horace Mann charter schools. Includes students in out of district placements. Note: data is suppressed for groups < 10.



FY21 Budget Supporting Special Education

Our FY21 represents a \$24.4M increase for Special Education

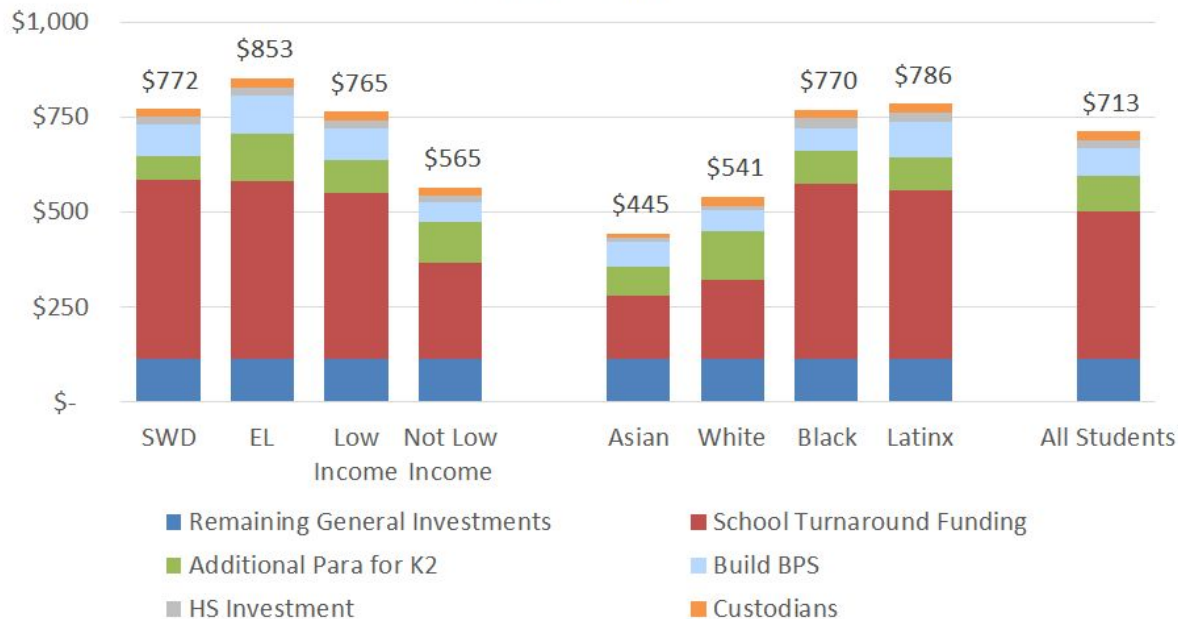
The \$324M budget for special education includes the Office of Special Education, Contracted Special Education Services, and spending across schools in special education accounts and program codes

- Special Education Teacher FTE increasing by 79.2
- Special Education Paraprofessional FTE increasing by 81.6

Our investments in whole schools supports - including full-time nurses and social workers - is intended to provide more student services outside of the IEP process and reduce overall referrals to Special Ed.

New Investments: Overall Impact

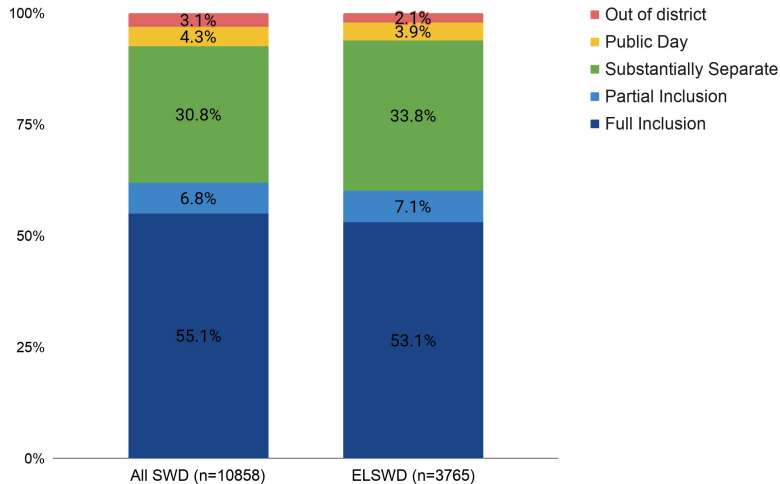
Equity Impact of All Investments,
Select Demographics



**Our FY21
investments
represent an
above average
investment in
students with
disabilities**

EL Students with Disabilities

Within BPS, approximately 20% of students are identified as SwD and 7% of students are dually identified as English Learners with disabilities.



Source: MA DESE, October 2019. Excludes students enrolled in Horace Mann charter schools. Includes students in out of district placements. Note: data is suppressed for groups < 10.

**We are working
to build
cohesion across
all academic
strategies in
support of our
students**

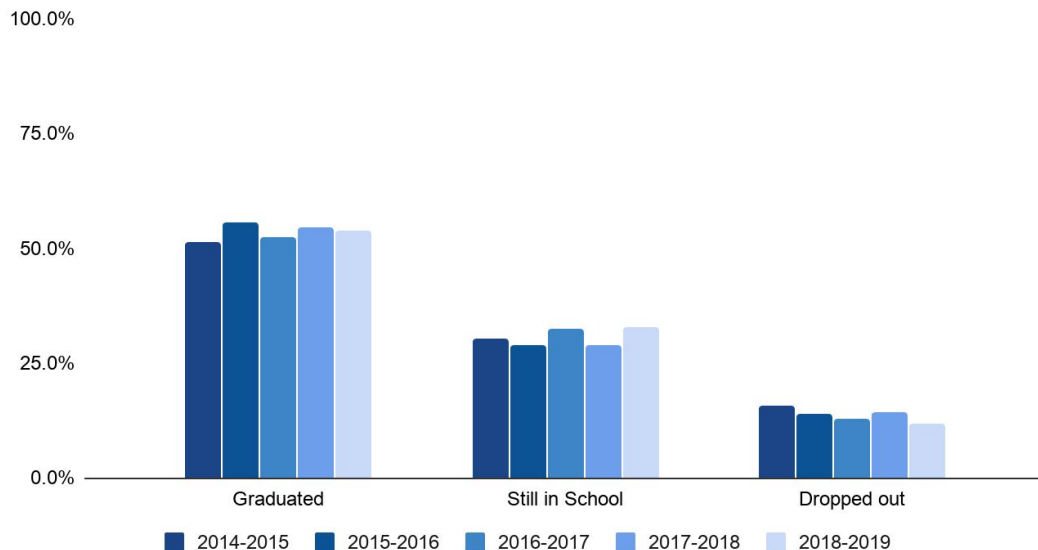
Primary Disability by race/ethnicity and EL status

Within BPS, nearly 60% of students have a primary disability that is considered high incidence. An additional 28% of students have a primary spectrum disability. Rates vary by EL status and racial/ethnic groups.

Primary Disability		All SwD		EL SwD	Race/Ethnicity				
		#	% of SwD total	% of EL SwD total	Latinx	Black	White	Asian	Other
High Incidence	Communication	1,383	12.7%	17.4%	15.3%	9.3%	11.5%	23.2%	11.1%
	Emotional	1,373	12.6%	6.3%	11.8%	14.4%	10.4%	7.8%	17.4%
	Intellectual	717	6.6%	7.3%	5.8%	8.7%	4.1%	5.1%	4.8%
	Specific Learning Disabilities	2,860	26.3%	26.3%	31.3%	25.1%	17.2%	8.6%	26.5%
Low Incidence	Health	855	7.9%	6.2%	8.1%	6.7%	10.1%	7.0%	9.8%
	Multiple Disabilities	17	0.2%	0.2%	0.1%	0.2%	0.1%	0.0%	0.3%
	Neurological	236	2.2%	2.2%	2.0%	2.1%	2.9%	2.7%	1.5%
	Physical	154	1.4%	1.3%	1.3%	1.1%	2.7%	1.6%	1.5%
	Deafblind	15	0.1%	0.3%	0.2%	0.1%	0.0%	0.3%	0.5%
	Hearing	119	1.1%	1.7%	1.1%	1.1%	1.2%	2.2%	0.3%
	Vision	40	0.4%	0.3%	0.3%	0.2%	0.8%	1.1%	0.3%
Spectrum Disabilities	Autism	1,554	14.3%	14.3%	10.9%	15.3%	21.8%	24.3%	10.9%
	Developmental Delay	1,535	14.1%	16.3%	11.9%	15.5%	17.2%	15.9%	15.2%
<i>All SwD</i>		10,858		3,765	4,749	4,002	1,341	370	396

Source: MA DESE. Includes students enrolled in out of district special education placements. Excludes students enrolled in Horace Mann charter schools.

Between 2015 and 2019, the graduation rate for students with disabilities (SWD) has increased 2.5% points.



Source: MA DESE. Includes students enrolled in out of district special education placements. Excludes students enrolled in Horace Mann charter schools.

**Working to
ensure students
are on track for
graduation**

Ensuring Equity & Transparency

We provide extensive information online, including:

- All FY21 Budget Presentations
- An interactive tool to explore budgets: [bostonpublicschools.org/explorebudget](https://www.bostonpublicschools.org/explorebudget)
- FY21 Weighted Student Funding (WSF) School-by-School comparison
- WSF Templates for all schools
- FY21 preliminary general fund account code budget

For more information, please visit:

www.bostonpublicschools.org/budget

Upcoming Budget Hearings

Date	Topic
Tuesday, April 14, 10:00AM:	BPS Overview Presentation
Tuesday, April 14, 1:00PM:	BPS School Budgets
Tuesday, May 5, 10:00AM:	BPS Commitment #1, Part I: Eliminate Opportunity & Achievement Gaps – Overall Alignment & Wraparound Supports
Tuesday, May 5, 1:00PM:	BPS Commitment #1, Part II: Eliminate Opportunity & Achievement Gaps – Specialized Academic Supports
Tuesday, May 19, 10:00AM:	BPS Commitment #2: Accelerate Learning
Tuesday, May 19, 1:00PM:	BPS Commitment #3: Amplify All Voices BPS Commitment #4: Expand Opportunity BPS Revolving Funds
Tuesday, May 26, 10:00AM:	BPS Commitment #5: Cultivate Trust
Tuesday, May 26, 1:00PM:	BPS Commitment #6: Activate Partnerships
Tuesday, May 26, 6:00PM:	BPS Public Testimony