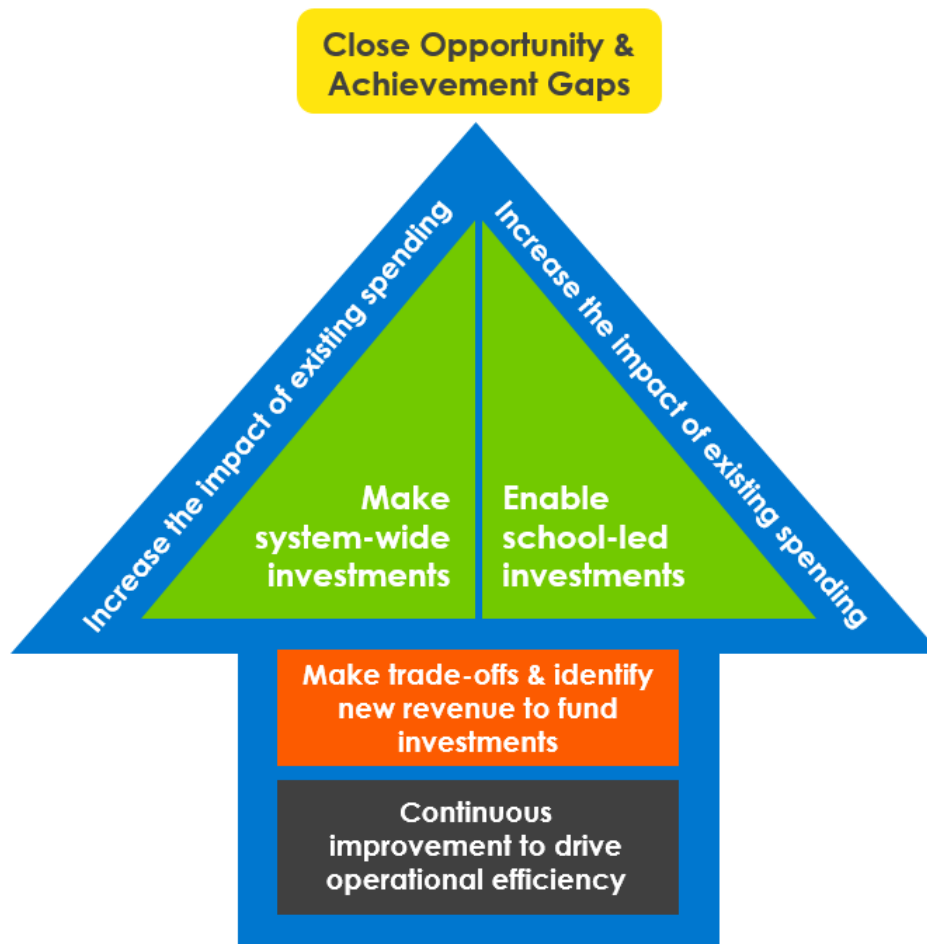


Boston Public Schools Investment Framework and Guiding Principles



Close Opportunity and Achievement Gaps: Above all else, the principle of equity should guide funding decisions in the BPS – we have long acknowledged and will continue to embrace that equal is not equitable. We look head-on at the structures that drive inequity in our system and we actively strive to change them because we believe deeply that every student deserves access to high-quality opportunities. We must act urgently, and decisions must be guided by an unrelenting pursuit of excellence - innovating, assessing, and funding what works for our students who have historically been marginalized including Black and Latino students, students with disabilities, English language learners, and economically disadvantaged students.

Make System-Wide Investments: It is the role of the district to create the conditions that schools need to succeed. In recent years, we've made critical research-backed investments to do just that. These are investments that schools cannot pursue on their own (for instance those which require collective bargaining), those which are unaffordable to schools on their own, or those which benefit from economies of scale. We should continue these worthy investments, while focusing new funding on school-led investments.

Enable School-Led Investments: We believe in schools as the unit of change. School leaders with the right supports and systems will propel their schools and communities forward, providing the opportunities that every child needs and deserves. We believe there are baseline supports necessary for every school to ensure that students have these experience and opportunities but that ultimately, it should be up to the school community to determine how to meet those needs - provided that there are guardrails in place to ensure resources are deployed appropriately, particularly for historically marginalized populations. For these reasons, our top-priority investment going forward is putting more dollars and resources in the hands of school communities serving the students with the highest need. We should pioneer in the way we assess student need, utilizing as many different sources and types of data as possible, and these next generation metrics should guide future resource allocation. In addition, while we continue to believe in the value of Weighted Student Funding to promote equity, it is imperative to minimize disruption to school budgets that stem from typical enrollment fluctuations both year-to-year as well as within a school year.

Identify New Revenue and Make Trade-offs: We believe that in order to fund these new investments, we must pursue increases in revenue at the federal, state, and local levels, as well as philanthropic and corporate levels. We must work together with parents, advocates, and other constituent groups to support associated legislation to increase revenue. At the same time, we cannot depend on new revenue as the only path to make new investments. We must also explore trade-offs with current spending.

Increase the Impact of Existing Spending: We believe that increasing the impact of existing spending is as important as making new investments. In particular:

- **Footprint:** Changes are necessary so the footprint of our school buildings and classrooms becomes more coherent and strategic in order to better concentrate resources and enable the programmatic and instructional models every student deserves. We acknowledge that this may require reconfiguring schools to meet these needs. Any path forward will require authentic, two-way community engagement, including the BuildBPS process, as well as equity analyses and careful planning to ensure affected students are provided better opportunities and transition support for any school changes.
- **Human Capital:** Offering strong staff compensation is critical for closing opportunity and achievement gaps and is the right thing to do for our dedicated educators. At the same time, we must partner with our unions to develop sustainable collective bargaining agreements that focus on and align with the best interests of students and promote quality teaching. We must also increase staff diversity to reflect the backgrounds of our student body
- **Special Education:** We remain deeply committed to serving the unique needs of every student in BPS. In order to accomplish this, we should invest in early intervention. Additionally, changes are necessary to ensure that we both fully serve students who need special education supports while also making sure that students are not placed in special education or substantially separate settings who would be better served in other environments. This is not only an issue of effective spending but also a core equity issue.

Continuous Operational Improvement: High quality operations and central office supports are part of well functioning schools. Our goal is to continuously drive efficiencies in Central Office, central services, and transportation, without compromising students' rights to access high-quality schools and city resources. These kinds of efficiencies are the first place we look to free up money to reinvest in schools and balance the budget.