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According to BSEP Measure E1 of 2016, “seven percent (7%) of the Available Revenues generated by this Measure shall be dedicated annually to providing programs designed to provide effective supports that help students reach their highest academic potential while addressing the needs of the whole child.

These revenues may be allocated to programs in any district-operated school for such purposes as Counseling and Behavioral Health, Family Engagement and Access, or Student Achievement Strategies to improve academic, behavioral and social-emotional outcomes for students.”<sup>1</sup>

Under BSEP Measure A of 2006, these student support purposes had been a less visible component of the measure - middle school counseling and student achievement strategies (called “program support”) had been among the possible purposes of available funds within the class size reduction resource, and family engagement (called “parent outreach”) had received a small portion of the section of Measure A devoted to “enhance student learning”. With the restructuring of Measure E1, these student supports are united into one resource for a more coherent approach to support our students’ socio-emotional and academic needs.

Students need guidance in many areas of their educational experiences. School counselors are a critical resource in terms of helping those students navigate academic challenges as well as the social and emotional barriers that create those challenges. Middle school counselors support students during some of the most intense developmental periods of their youth, and are often their primary supports, chief advocates, and confidants when it comes to not only

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<sup>1</sup> BSEP Measure E1 of 2016, Section 3.C

academic issues, but on “highly personal matters and individualized choices often fraught with challenge and complexity due to family, cultural, and contextual considerations (Elias 2010).” Counselors at the secondary level in BUSD provide a wealth of supports and services, including direct instruction in classrooms on life skills and decision making, work with individuals and groups of students to raise awareness around educational options and career pathways, and support families and students with academic and social/emotional dilemmas. In addition, counselors provide direct services to families and students and connect them with school-based or community-based supports and services as needed.

The Office of Family Engagement and Equity (OFEE) was developed to create a welcoming and equitable school environment. Family Engagement and Equity Specialists at the elementary and high school level provide targeted support and guidance to school staff and families in order to build meaningful partnerships that foster success for all students. The staff are working to strengthen a district and school climate and culture in which family engagement skills are part of every Principal, teacher and staff’s daily practice.

The Rtl Teachers and Literacy Coaches remain key to our efforts to support struggling students. Both positions serve critical roles on the Coordination of Services (CoS) teams that we have been building at elementary and middle schools. In addition to serving on those teams, which monitor and react to struggles or growth in specific outcomes, both positions play key direct services roles with our students.

The Rtl allocation rounds out Special Education staffing in schools and expands the focus of the staff members to support struggling students who may not yet be working with individualized education plans (IEP). Better still, this focus may prevent over-identification of students for Special Education by providing or coordinating supports and services well ahead of a determination to classify a student.

The Literacy Coach positions remain vital to the implementation of curriculum, to the support and coaching of teachers in delivering the strongest classroom instruction possible, and to providing, in some cases, intensive one-on-one reading supports as well as intensive small group remediation through reading recovery practices and leveled literacy intervention strategies respectively. The funding of Literacy Coaches through both the professional development budget and the Student Support budget (as well as site funds) reflects the multiple roles fulfilled by this position.