



Office of English
Language Learners (OELL)

OELL Priorities for School Year 2017-2018

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Summer Bright Spots



Family Literacy Programs

August Leadership Institute

Kindergarten Kick-offs

summer SYMPOSIUM



Home Resources by Language For Educators For Immigrant Families For Immigrant Students By Topic Learning Opportunities



Resources for Supporting Immigrant Students and Families

For information in various languages, please visit the "By Language" page or click the following links for resources in languages including Arabic (العربية), Cape Verdean Creole (Kriolu di Kabu Verde), Chinese (中文), Haitian Creole (Kreyòl Ayisyen), Portuguese (Português), Somali (Somali), Spanish (Español), Vietnamese (Tiếng Việt) and more.

For DACA Status Students and Staff

Updated September 5, 2017



ILRC put together a [handout](#) that outlines information about how the ending of DACA program would affect work permits, social security numbers (SSNs), and etc.

Available in [English](#), [Spanish](#) and [Chinese](#)



United We Dream, an immigrant youth-led national organization also shares [important resources](#) for supporting DACA youth.

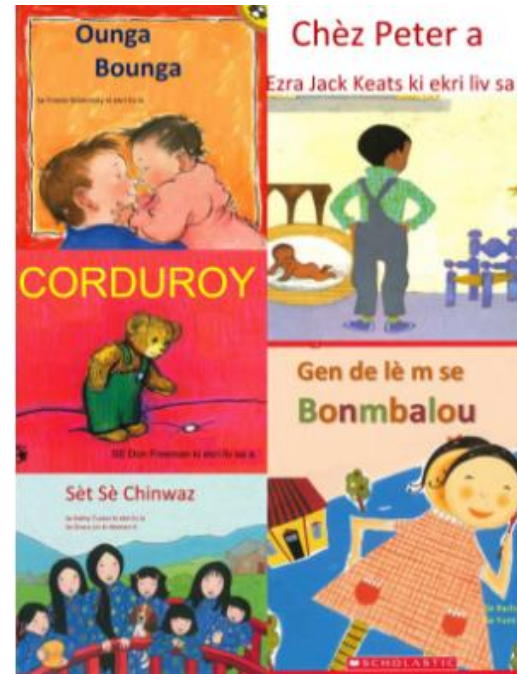


Partnered with MIRA Coalition, BTU Unafraid Educator groups created the [Unafraid Scholarship](#) for Boston's High School Students.

Haitian Creole Dual Language

DACA Support

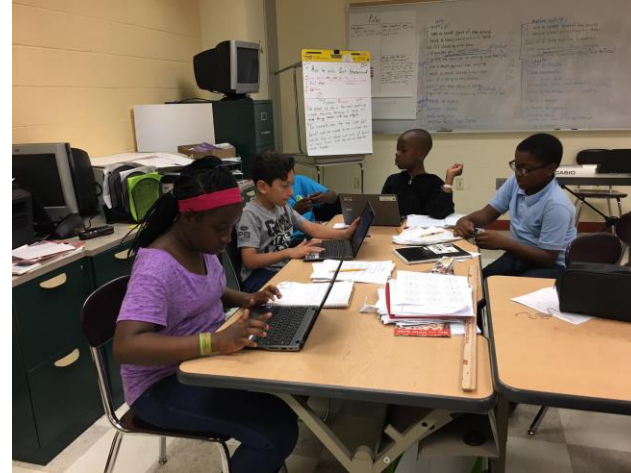
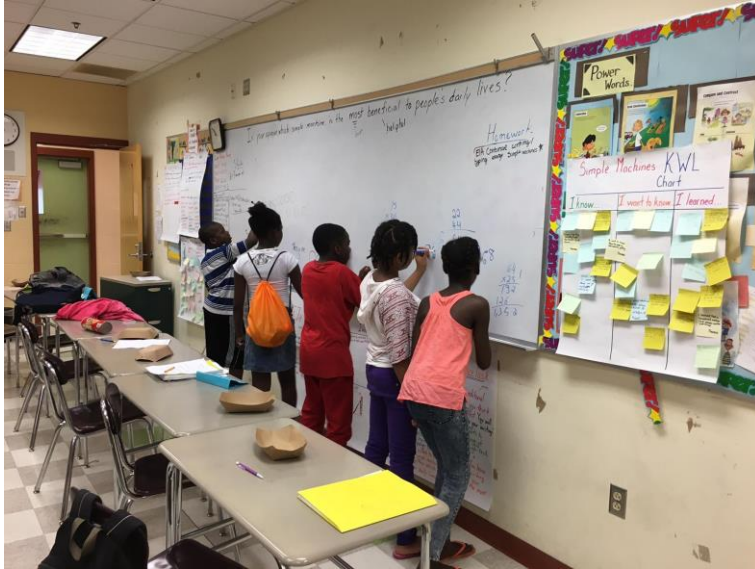
Teacher Summer Institute



EL Summer Enrichment Academy



podcasts



EL Summer Enrichment Academy: Hennigan Music Ensemble



EL Task Force Priorities SY 16-17



Ensure Accountability and Monitoring

Have BPS Leadership commit to accountability and transparency in implementing recommendations.

Improve Family and Community Engagement

Create a comprehensive parent engagement strategy for EL parents and develop strategies to engage EL families.

Support EL Students with Disabilities

Support ELs with Disabilities in regards to proper assessment and identification, linguistically and culturally appropriate IEPs, and hiring dually certified teachers.

Expand Program Quantity and Quality

Make quality education the goal for English Learners, including the education of English and world languages as part of the SIP.

Mission and Vision

Recognize and promote BPS as a multilingual and multicultural district.

Systems and Structures

Improve data systems and the use of technology.

Work Areas for SY16-17

Improve student assessment and assignment of ELs and increase transparency.

OELL Priorities

Instructional Programs

Develop and implement instructionally sound programs that ensure high quality instruction aligned to ELD principles, CCSS and WIDA.

Professional Learning

Build capacity of teachers, Language Acquisition Team Facilitators, school leaders, and central office to meet the needs of ELs, Long-Term ELs, SLIFE, ELSWD, and DL learners.

Equity & Accountability

Support schools with and ensure that district policies meet the civil rights of ELs in accordance with local, state, and federal requirements.



Parent Engagement

Create collaborative processes between parents, community partners and schools to promote the success of English Learners.

Newcomers Assessment

Provide language proficiency assessments to identify English Learners and whether they need native language supports.

Translation & Interpretation

Ensure communications are translated and interpreted to provide all parents with meaningful access and understanding of their student's education and district policies.

Our vision is to provide a culturally and linguistically responsive education with the supports needed to ensure equitable access to opportunities that promote **language acquisition, bilingualism, biliteracy** and **lifelong learning**.



Instructional Priorities

3 Cs & I and UDL

Train every educator to utilize 3 Cs & I to intersect those principles with UDL in order to meet the needs of English Learners and English Learners with Disabilities.

English 3D

Implement the district's first intervention program for Long Term English Learners and track student progress to determine effectiveness.

Seal of Biliteracy

Expand the Seal of Biliteracy to more high school students in order to recognize and promote the growing bilingualism amongst our graduates.

Disciplinary Discussions

Ensure cognitively demanding academic discourse and authentic conversations for all English Learners at every language development level.

Dual Language

Recognize the asset of bilingualism and promote high school graduation and college/career readiness through proficiency in at least 2 languages.



Professional Learning Priorities

3 Cs & I and UDL Intersection

Continue to provide training to every educator in the district on how to best instruct English Learners and English Learners with Disabilities.

Essentials Courses

Collaborate interdepartmentally to complete the implementation of the first round of courses on Boston Public's Essentials for Instructional Equity.

Professional Learning Communities

Lead PLCs at schools to attract cohorts of educators who are interested in strategizing how to better support the English Learners at their schools; facilitate PLCs for school leaders emphasizing how they can better support ELs and ELSwDs.

SLIFE Workgroups, PLCs, and Trainings

Utilize the expertise of SLIFE educators to participate in the revisions of the entry/exit Criteria; plan a continuum of trainings and PLCs that support the unique needs of our SLIFE educators and their students.

Differentiated Sessions for and by LATFs

Provide LATFs with deeper training around their specific areas of need and stipend them to share their instructional expertise at their schools.



Equity & Accountability Priorities

Language Goals in IEPs

Monitor input of and adherence to language goals and accommodations documented in the IEPs of English Learners with Disabilities.

VComply

Implement an online accountability system to improve monitoring and compliance responsibilities for schools.

Special Admissions Enrollment

Increase equitable enrollment of English Learners in special admissions high schools.

EL Master Plan

Finalize a policies and procedures handbook that provides guidance to schools about programming, scheduling, and other legal requirements.

LOOK Bill

Determine how the LOOK Bill might impact programming and servicing of English Learners and English Learners with Disabilities⁹



Parent Engagement Priorities

Parent Advocacy

Collaborate with the Office of Engagement to expand the District Learner Advisory Committee and to encourage parent participation in School Parent Council and School Site Council.

Access to Resources

Provide information and resources that include the updated website, pamphlets about programming, ESOL courses, and informational sessions and webinars.

Parent Education

Create opportunities for families of English Learners to better support their children's education, such as Tech Goes Home, Family Literacy, and Mock SEI Kindergarten Showcases.

Cultural and Linguistic Awareness

Increase educators' understanding of our diverse learners so that they may better provide students with culturally and linguistically responsive instruction and supports.

Dual Language

Continue to work directly with Community Based Organizations to inspire commitment to dual language programming throughout the district.



Newcomers Assessment Center

Priorities

Scheduling

Ensure that families who come in to register their children for school are leaving Welcome Centers with an appointment for language testing.

Accessibility

Employ testers with flexed schedules so families can bring children in for language testing during afternoons/evenings, Saturdays, and summer.

Staffing

Hire four new testers—3 Spanish and 1 Vietnamese—to provide greater access to multilingual families and to lower the cost of temporary testers.

Data Collection

Create streamlined reporting systems that better capture data points such as wait time between registration and testing, parent phone calls/e-mails, and trends of incoming students.

Future Planning

Brainstorm options that prevent testing from being a significant obstacle that inhibits students from being assigned to and attending school.



Translation & Interpretation

Priorities

Sustainable Future

Implement systems and operations that are designed to maintain equitable language access for all BPS families.

Communication

Focus on internal and external communication practices to ensure that school leadership on all levels understands the process for requesting translation and interpretation requests.

Governance

Create working conditions that promote staff capacity and knowledge so that they are empowered to participate in the continual improvement of the department and provided services.

Business Model

Present a variety of options to Executive Cabinet in order to determine the ideal structure and best financial model moving forward.

Proposed 3 Year OELL Goals



Goal 1

Implement an inclusive, rigorous, and culturally/linguistically sustaining PK-12 instructional program that serves English Learners of all language development levels and that focuses on language acquisition strategies in every EL program, from dual language to ESL to inclusion.

Goal 2

Develop and retain a highly effective team that is responsive to the diverse racial, cultural, and linguistic needs of English Learners and is able to support schools in meeting those needs.

Goal 3

Engage families and community organizations as advocates and partners for equity, access and results for all English Learners and offer families new and innovative opportunities to gain meaningful access to and understanding of their child's education.

Goal 4

Create new programming and pathways that allow students to have greater access to learning, becoming proficient, and retaining a second language.

Goal 5

Develop a coordinated system of high-quality support, customer service, communications, and financial systems that invests resources equitably and strategically for all English Learners and their families.

Proposed Topics, Attendees, & Data Requests

Date	Topics	Attendees	Data	Response
10/12/17	<ul style="list-style-type: none"> ● OHC Discussion ● DOJ Report: Staffing/Services Report ● EL Longitudinal Study ● Finalize ELLTF 3-year goals and Year 1, 2 and 3 priorities. ● Subcommittee Updates 	<ul style="list-style-type: none"> ● OELL ● ODA ● OHC 	<p>OELL</p> <ul style="list-style-type: none"> ● Most recent DOJ Report <p>OELL/ODA</p> <ul style="list-style-type: none"> ● Results of EL Longitudinal Study 	<p>OELL</p> <ul style="list-style-type: none"> ● Present 12/14 after reports submitted 10/15 <p>OELL/ODA</p> <ul style="list-style-type: none"> ● Present 12/14 after revision and Executive Summary submitted to DOJ
12/14/17	<ul style="list-style-type: none"> ● Budget Planning (Finance) <ul style="list-style-type: none"> ○ Weighted Student Formula ○ Review of projected vs. actual SY18 enrollment ● MCAS and ELL Data Report ● Subcommittee Updates 	<ul style="list-style-type: none"> ● OELL ● Budget Office ● ODA 	<p>Budget:</p> <ul style="list-style-type: none"> ● Updates on WSF ● Review of projected vs. actual enrollment <p>ODA</p> <ul style="list-style-type: none"> ● 2017 MCAS Results ● ELL Enrollment 	<p>Budget</p> <ul style="list-style-type: none"> ● WSF released on 12/11; not yet released to SC ● No public info about FY19 budget, because SC hasn't seen WSF by then

Date	Topics	Attendees	Data	Response
2/1/18 or 2/8/18	<ul style="list-style-type: none"> ● ELL-SWDs Discussion ● Budget Discussion ● Student Assignment ● Subcommittee Updates 	<ul style="list-style-type: none"> ● OELL ● Budget Office ● Special Ed ● OoE 	<p>Budget</p> <ul style="list-style-type: none"> ● ELL Programing Budgets ● Proposed Changes to ELL Budget <p>OELL/SpecialEd</p> <ul style="list-style-type: none"> ● ELL-SWD Enrollment #s and Distribution by School ● Language Capacity of Teachers and Paras <p>OOE</p> <ul style="list-style-type: none"> ● Updates on Equity Analysis of Home-Based Assignment 	<p>Budget</p> <ul style="list-style-type: none"> ● Budget presented to SC on 2/7 ● Proposal to present 4/12 <p>OELL/SpecialEd</p> <ul style="list-style-type: none"> ● Confirmed <p>OOE</p> <ul style="list-style-type: none"> ● Confirming
4/12/18	<ul style="list-style-type: none"> ● Parent Engagement Discussion ● Program Quality Subcommittee Presentation ● OHC Report ● Task Forces of the Boston School Committee Discussion (OAGTF and Inclusion Task Force) ● Subcommittee Updates 	<ul style="list-style-type: none"> ● OELL ● OoE ● OHC ● OAGTF 	<p>OOE</p> <ul style="list-style-type: none"> ● TBD <p>OHC:</p> <ul style="list-style-type: none"> ● Updates on recruitment 	<p>OHC</p> <ul style="list-style-type: none"> ● Confirming

Date	Topics	Attendees	Data	Response
5/17/18	<ul style="list-style-type: none"> ● Preparation for ELL Task Force Presentation to SC 	<ul style="list-style-type: none"> ● OELL ● ODA ● OHC 	OELL <ul style="list-style-type: none"> ● Latest ELL enrollment #'s 	OELL <ul style="list-style-type: none"> ● Confirmed
6/21/18 or 6/28/18	<ul style="list-style-type: none"> ● Office of Human Capital Data ● Updates on DOJ Report ● Student Assignment ● Subcommittee Updates 	<ul style="list-style-type: none"> ● OELL ● OHC ● OoE 	OELL <ul style="list-style-type: none"> ● Latest DOJ Report OHC <ul style="list-style-type: none"> ● Language capacity and diversity of new hires 	OELL <ul style="list-style-type: none"> ● All paragraphs or specific ones? OHC <ul style="list-style-type: none"> ● Confirming

Additional Suggestions:

- Results of Coordinated Program Review
- Results of Summer Programming

SY 16-17 Accomplishments

INSTRUCTIONAL PROGRAMS and PROFESSIONAL LEARNING

- Launched English Language Development Principles: 3 Cs & I model - Content, Connections, Comprehensibility, and Interactions.
- Developed alignment between UDL and 3 Cs & I to support our ELSWD.
- Implemented pre- and post-assessments for EL supplemental programs in various school sites (over 30% growth in language acquisition dependent of post results).
- Launched a Neighborhood Language Program supplemental language intervention program to provide both our Student with Limited or Interrupted Formal Education (SLIFE) and their parents to receive support in learning academic English at a neighborhood site.
- Provided the Seal of Biliteracy to high school graduates of Margarita Muniz Academy.
- Implemented 12 RETELL SEI Endorsement courses for BPS at no cost to BPS teachers and principals, including a specialized RETELL SEI Endorsement course for 29 Madison Park vocational teachers.
- Facilitated EL related Professional Learning Communities (PLCs) for teachers of ELs.
- Implemented a focus on EL instruction for Language Acquisition Team Facilitators.

PARENT ENGAGEMENT

- Conducted SEI Kindergarten Summer Orientation Workshops at Boston Children's Museum in multiple languages.
- Implemented District English Learner Advisory Committee conferences to support parents in learning about district initiatives to support ELs and ELSWD.
- Implemented Tech Goes Home program for English Learner parents representing our major linguistic communities.
- Created *BPSWeDreamTogether.org* website with resources to support immigrant students and families.

SY 16-17 Accomplishments Continued

EQUITY & ACCOUNTABILITY

- Demonstrated that District compliance has increased in terms of both ESL and SEI instruction from qualified teachers, representing the district's highest level of compliance to date from 29% in SY14-15 to 75% in SY16-17.
- Supported schools with DESE CPR, DOJ and META school visits.
- EL Liaisons collaborating with specific schools to support Equity & Accountability.

NEWCOMERS ASSESSMENT

- Redesigning the native language assessment for students with limited or interrupted formal education to be standards-based, and aligned with the grade level, corresponding to the META Consent Decree.
- Implemented K1 - KWAPT for March testing of new and incoming K2 students (entering SY17-18).
- Enhanced communication protocols with families to ensure exemplary customer service and a safe and welcoming testing environment.
- Closely collaborated with META to refine our SLIFE identification process.

TRANSLATION & INTERPRETATION

- Through a newly created translations/interpretations website, fulfilled over 21,000 requests for translations or interpretations for BPS students and families via internal staff and external vendors.
- Created and implemented process for hiring qualified local translation and interpretation vendors via a rigorous training process.
- Equipped Welcome Center with iPads to support parents from various language backgrounds with the enrollment process.