



Update to ELL Task Force

Priya Tahiliani, Assistant Superintendent
June 21, 2018

Instruction / Language Programing & Professional Learning

Instructional Priorities

Beginning of School Year

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.

Disciplinary Discussions

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

End of School Year

3 Cs & I and UDL

- Offered webinar training for teachers on 3Cs & I
- Used 3Cs & I observational tool when visiting schools
- Offered a professional learning session in collaboration with Office of Human Capital for SPC teachers

English 3D

- Reflecting on process and reviewing data:
 - MCAS scores & ACCESS scores
 - Reading assessment
 - Anecdotal data
- Plan next steps based on findings

Disciplinary Discussions

- Reflect on process & review data
- Additional educators to be trained in August

Professional Learning Priorities



Beginning of School Year

3 Cs & I and UDL Intersection

Continue to provide training to every educator on how to best instruct ELs and ELswD.

Essentials Courses

Collaborate interdepartmentally to implement the first round of BPS Essentials for Instructional Equity courses.

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.

End of School Year

3 Cs & I and UDL Intersection

- Offered webinar training for teachers on 3Cs & I
- Offered a professional learning session in collaboration with Office of Human Capital for SPC teachers

Essentials Courses

Instructional team members co-facilitated district Essentials courses with ASSET colleagues.

SLIFE Workgroups, PLCs, and Trainings

SLIFE teachers formed a PLC and completed much work on revising the exit criteria for SLIFE.

Differentiated Sessions for and by LATFs

Offered differentiated sessions at 5 out of 6 LATF meetings to meet teachers' needs. Provided a stipend to LATFs who led breakout sessions.

Achievements for SY17-18

PLCs

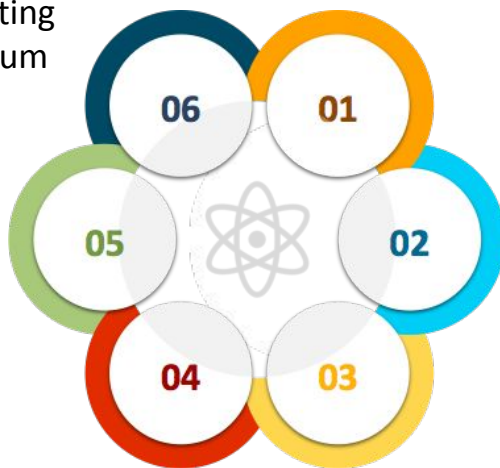
Facilitated the ESL curriculum PLC in creating ESL units based on DESE's Model Curriculum Unit template

ESL Curriculum

Created guidance on ESL curriculum for multiple access points for EL students in pull out or push in

Classroom Observations

Increased classroom observations by 50% to provide timely feedback to teachers on English instruction for ELs in general education and SEI classrooms using the 3Cs & I instructional observational tool



Intervention Pilots

Piloted English 3D intervention at 3 schools with high incidence of long term English language learners to improve academic discourse to describe, discuss, and debate

LATF Differentiation

Offered differentiated breakout sessions at LATF meetings to build teacher capacity to lead professional development for ELs at their school sites

Language Class

Provided Spanish language class for teachers of ELs to better engage and communicate with students and family members

Professional Learning Community (PLC) Goals

A community of teachers committed to: *improving **student learning** by enhancing **teacher practice***

PLC Title	Attendees	Measurable Outcomes
<i>Spanish Dual Language</i>	11	Participants will pilot the ENIL Spanish reading assessment in their classrooms to measure student reading progress and present findings.
<i>English Learner Curriculum</i>	10	Participants will write and present ESL Model Curriculum Units according with their expertise aligned with the ELA curriculum.
<i>SLIFE</i>	20	By the beginning of SY19, SLIFE teachers will have a district aligned and calibrated SLIFE Exit criteria and Individualized Learning Plan template.
<i>Applying UDL in Linguistically and Culturally Diverse Classrooms</i>	11	Participants submit one completed Student Learner Profile and one UDL lesson plan using the UDL lesson plan template . Participants will collect evidence of student learning via a video, transcribed dialogue, or student artifact.

- ★ Implemented 4 PLCs to bring together and foster our expert community of teachers of ELs in schools across BPS
- ★ Share effective instructional practices that impact ELs' learning
- ★ Review and discuss professional texts in the field and reflect on how it can be applied to our classrooms

Spanish Dual Language PLC

Objective

To come together from across the Spanish dual language schools to identify assessments in Spanish dual language programs, to align to grade level learning expectations across the district, to share best practices, and to start an online toolbox for each grade level/interdisciplinary content area.

Outcomes

- Sharing language models, structures, curriculum, assessments, and best practices
- Exploring assessments and choosing one to pilot
- Presenting the work at the MABE conference

Participants

- 9 teachers from grades K1-5 across three of the dual language schools: Hernandez, Hurley, and Umana
- Other members: Coaches from BPS Early Childhood Dept and one Assistant Principal

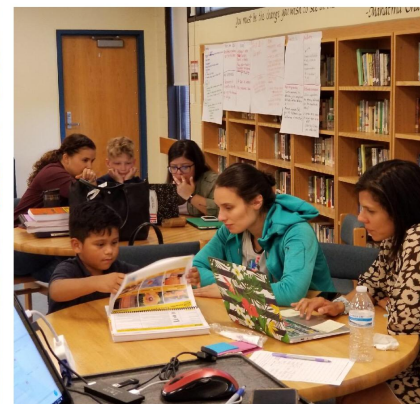
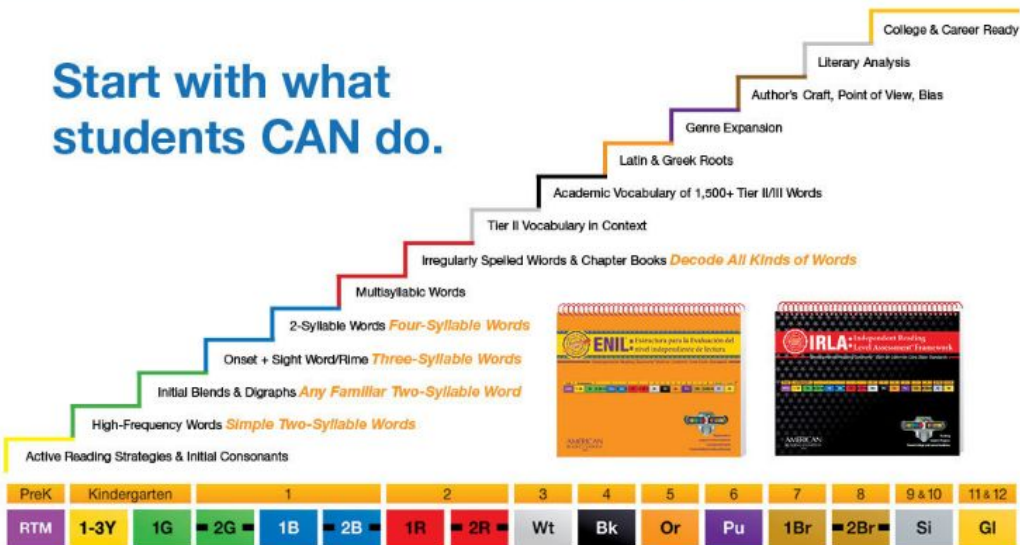


Spanish Dual Language PLC

Piloting a Spanish reading assessment and accompanying native language texts with teachers from the PLC

Building Skills Sequentially

Start with what students CAN do.



English Learner Curriculum PLC

Objective

To come together with teachers from across ESL and SEI classrooms to create four BPS core curriculum modules to address CCSS and ELA/ELD outcomes for English Learners. The overarching focus for all modules (one for each grade span) is to develop differentiated skills via the BPS Essentials for Instructional Equity including linguistically and culturally sustaining practices.

Outcomes

- Develop Model lessons that are culturally relevant and that are exciting for students.
- Collaborate with teachers using the fundamentals of backwards design to create curriculum units for diverse grade-level and ELD level strands.
- Map out ELA and ESL curriculum alignment with resource and intervention programs

Participants

Our participants represent a group of 10 educators with different levels of expertise from K-12 and all ELD levels, including inclusion teachers and other teachers of ELsWD.

SLIFE PLC

Objective

- Operationalize compliance elements of reporting and monitoring
- Share best practices from SLIFE teachers
- Incorporate personalized learning and differentiation strategies for diverse learners

Outcomes

- SLIFE exit criteria calibration, SLIFE mid-year exit projections, SLIFE re-classification of students, ILP aligned and calibrated
- Boardmaker instructional strategies for multi modal representation and engagement
- Best practices in ELA and Math led by SLIFE teachers

Participants

- Served 20 SLIFE teachers from 10 BPS sites spanning grades 3-12



Applying UDL in Linguistically and Culturally Diverse Classrooms PLC

Objective

Educators will gain practical insights and strategies for supporting linguistically and culturally diverse learners using the principles of Universal Design for Learning (UDL).

Outcomes

Educators utilize the UDL guidelines to plan lessons, choose materials, assess learning, and advance instructional practices for English Learners.

Participants

Served 11 ESL/SEI teachers from BPS schools



PLC Teachers Testimonial

- *“Throughout the PLC, I learned how the philosophy depicted in the UDL methodology encompasses the most effective, engaging and student friendly practices without sacrificing accountability and rigor.” -Ada S.*
- *“Thank you for the opportunity to grapple with its underpinning guidelines and checkpoints as I seek to improve how I engage in lesson planning!” - Maria B.*
- *“One of the greatest takeaways from this PLC was being able to connect with other teachers who work with English learners.” -Laura K.*
- *“I am going to be more mindful of giving more choices by aligning to standards. This PLC assignment was definitely a long process, but it was worth it. I am very proud with some of the student products!” -Wendy L.*

Supplemental Curriculum Resources

Interventions

- **English 3D** - supports Long Term English Learners with academic language
- **Read 180** - supports struggling readers in the area of comprehension
- **System 44** - supports struggling readers with foundational literacy to decode the 44 sounds in the English Language with lexile levels under 400 for elementary and under 600 for secondary

Digital

- **Nearpod** www.nearpod.com
- Colorín Colorado <http://www.colorincolorado.org>
- Khan Academy <http://www.khanacademy.org>
- Literacy Design Collaborative <http://www.ldc.org>
- Read/Write/Think <http://www.readwritethink.org>
- Scholastic <http://www.scholastic.com/>
- TeachersFirst <http://www.teachersfirst.com/>

SY19 Goal: Native Language Resources

Plan to offer professional development for teachers of ELs to support students' native language literacy with native language resources.

Language	Materials
Haitian Creole	Reading literature, picture dictionaries
Cape Verdean Creole	Picture dictionaries, Indigenous historical music albums, DL fiction picture books
Vietnamese	Children's picture books, Dual language fiction picture books
Chinese	Reading literature, picture dictionaries
Somali	Bilingual Visual Picture dictionaries
Arabic	Dual Language Fiction Picture books, Dual language fiction picture books
Spanish	Reading literature for K-12, intervention programs, visual cards



SOAR Teaching Frames for Literacy



SOAR Teaching Frames: Disciplinary Discussions

- Five research-based, High-Impact Practices to drive students' learning by facilitating acquisition of academic language, fostering metacognition, and monitoring guiding disciplinary learning.
- Provides teaching frames for dynamic instructional moves to effectively implement CCSS and literacy standards.
- Teachers will implement strategies to build disciplinary conversations skills. As a result, students will engage in productive disciplinary discussions: creating; clarifying; fortifying; and negotiating meaning in student-to-student interactions.

Pilot Opportunity for 6 BPS Schools:

- Guild K-5
- Beethoven K-2
- Blackstone K-5
- Ellis K-5
- Frederick 6-8
- Mozart K-5

SY17-18 EL Professional Development

PD Category	PD Training
PD for SEI	RETELL Training, 3 Cs & I Webinar: Content, Connections, and Comprehensibility observational toolkit
PD for ESL	ESL Pathways, 3 Cs & I Webinar: Content, Connections, and Comprehensibility observational toolkit
PD for SLIFE	Native Language Assessment Project, SLIFE Identification, SLIFE Exit Requirements and Reclassification, Goalbook
PD for LTELs	English 3-D pilot for Long Term English Learner full day workshops, Instructional Strategies for LTELs
PD for DL	Biliteracy from the Start: Literacy Squared in Action, Differentiated Instruction for Diverse Learners in DL Programs, BPS core curriculum implementation (Focus on K0/K1-2nd), Haitian Language and Culture
PD for ELSWD	Easy IEP, Nearpod, UDL, RTI, Goalbook, Activities for Students who suffer from Trauma, Brain development of the Bilingual Child, Ed Plan for ELs
List of PLCs	UDL for Linguistically and Diverse Students, ESL Curriculum, SLIFE, Spanish Dual Language
PD for Compliance	EL Programs and Placement Procedures, Drop In Sessions for ESL Scheduling, ESL FTE Calculation, ACCESS Training, English Learner Instructional Access and Equity, CPR Training,

Category	Curriculum
ESL	REACH, Visions, Inside, Edge; Investigations-Math, Expeditionary Learning--ELA)
SEI	School Based curriculum, modified Expeditionary Learning, and Focus on K2, 1st, and 2nd grade curriculum
SLIFE	Fundamentals ESL Materials, REACH, Inside, Edge, Reading to a Beat

EL Supplemental Services SY 17-18

Program	Schools/Partners	Total # ELs Served
Summer 2017 (Elem)	McKay, Hennigan, Frederick, Jackson Mann, Mattahunt, McCormack, Orchard Gardens, Quincy, Umana, TechBoston	823
Summer 2017 (HS)	Brighton HS, BINcA, East Boston HS, Charlestown HS, Madison Park	307
Summer 2017 (CBO)	YoFES, ACEDONE, STEM in the City, BCNC, PIC, IBA, Catholic Charities, VietAid, Sociedad Latina, TAG	518
SY17-18 After School	BPS schools (please see notes)	1148
SLIFE Neighborhood 2018	East Boston HS	30
Summer 2018 (Elem)	Umana, Hennigan, Frederick, Blackstone, Jackson Mann, Mildred Ave, Timilty, Quincy, Horace Mann	400 (projected)
Summer 2018 (HS)	Madison Park, BINcA, Burke, Charlestown HS, East Boston HS, TechBoston	800 (projected)
Summer 2018 (CBO)	Potential Partners: YoFES, ACEDONE, STEM in the City, BCNC, PIC, IBA, Catholic Charities, VietAid, Sociedad Latina, TAG	400 (projected)

Summer Programs

EL Summer Enrichment Academy Through
Community Based Organizations

5th Quarter EL Summer Enrichment Academy

Program Name and location	Grade Served	Projected Students
Sumner and Hennigan Boys and Girls Club of Boston EL Summer Academy	3-5	40
YMCA of Greater Boston Umana EL Summer Academy	K-2	40
Boston Scores at Umana	3-5	60
Sportsman Tennis in Dorchester	3-4	20
TAG/ALERTA at UMass Boston	3-12	40

Program Name and location	Grade Served	Projected Students
Sociedad Latina: STEAM Team - Simmons College	5-8	60
Sociedad Latina: Academy for Latinos Achieving Success (ALAS)	9-12	45
African Community Economic Development Of New England Inc (ACEDONE) at Hennigan	1-8	40
Inquilinos Boricuas en Accion, Inc. (IBA) at Blackstone	2-3	40

Site	Grade Served	Projected Students
Quincy Lower	K-5	140
McKay	K-8	120
Horace Mann	K-12	80
Umana ESY/EL	3-8	40
Frederick ESY/EL	3-8	40
Umana SLIFE	3-5	40
Blackstone SLIFE	3-5	20
Edwards	6-8	40
TechBoston	6-8	80
West Roxbury	9-12	60
Burke	9-12	40
East Boston	9-12	80
Charlestown	9-12	40
BINcA	9-12	100
Excel	9-12	20
Madison Park	9-12	20

English Learners with Disabilities (ELSWD)

EdPlan EasyIEP

Allows IEP team to document modifications to ESL services for ELSWD on a special grid.

Increased Capacity

Additional shared position with Special Education Department to support ELSWD.

Nearpod EL

Interactive, multimedia online learning platform to provide differentiated and engaging learning opportunities, with native language supports, for ELSWD.

CLASS Observation

Two full-day CLASS observation tool training sessions with rigorous certification process to improve instruction for ELSWD.

COSE/LATF Joint PD

Joint PD to train COSE/LATF on best practice strategies on ELD instruction for ELSWD.



Nearpod

Web-based, interactive presentation and assessment tool for teachers to create differentiated lessons that can contain Quizzes, Polls, Videos, Images, Drawing-Boards, Web Content and more that allows students to interact with the media as well. Students can access information in their native language.

Ways you could use Nearpod with your Students



Personalized Lessons



Virtual Field Trips



Digital Collaboration



Introduce and/or
Review Content



Pre/Post Assessment/
Formative Assessment



Gradual Release



nearpod

Nearpod Pilot for ELs with Disabilities

Ongoing Progress:
February - March 2018

Provided 3,912 student interventions,
one student may receive multiple
interventions.

Participating Staff:

116 Teachers and Service
Providers

Participating Schools:

39 BPS Schools started in
January 2018



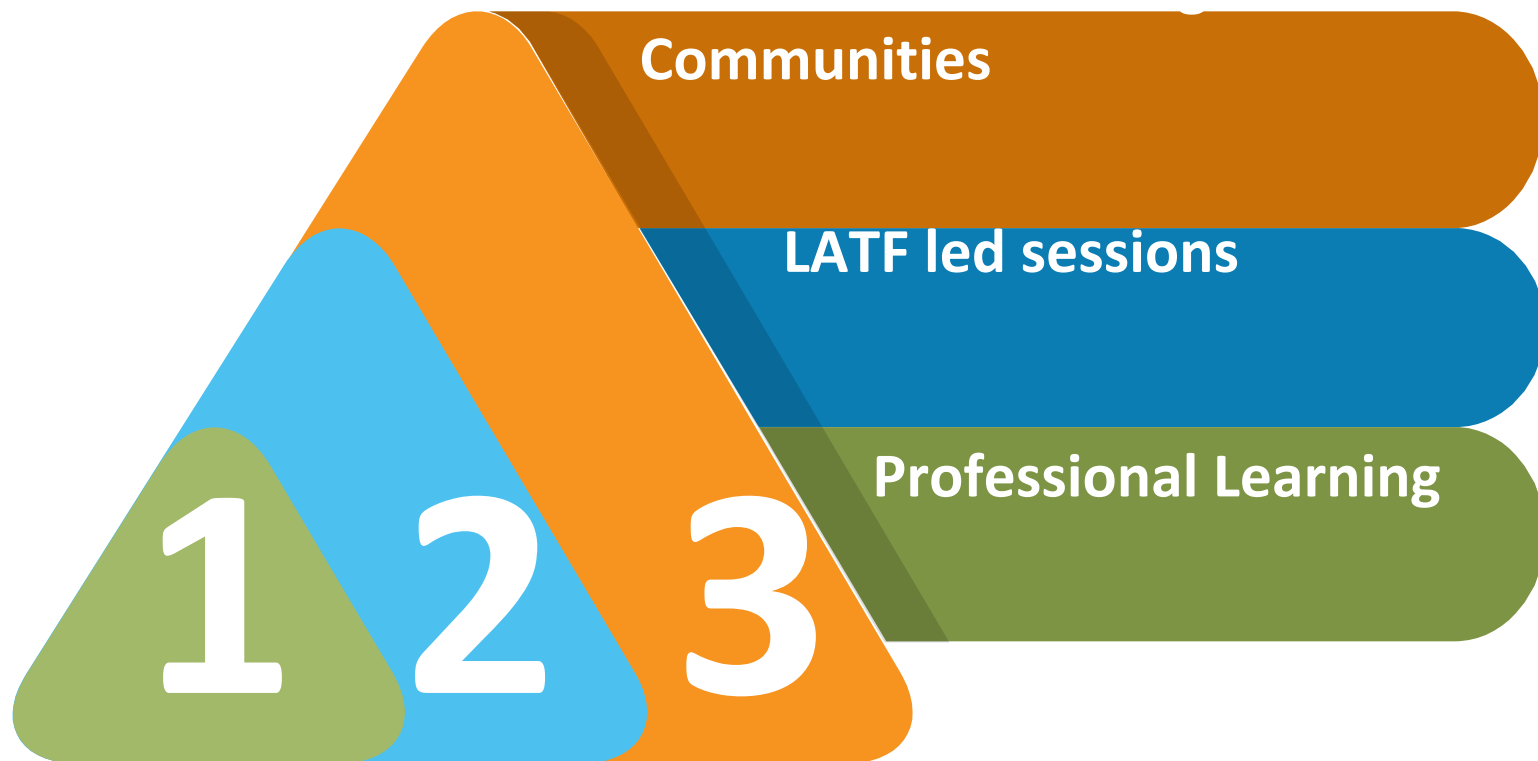
Lessons provided to students:

372 Session-Lessons
provided to students

Average of Lessons Per Student:

10 lessons provided to 1
student

Empowering Teachers



Empowering LATFs to be Instructional Leaders

1

LATFs as key members of school ILTs

2

LATFs involved in key EL discussions with school leaders

3

LATFs joining classroom walkthroughs and observations

4

OEL providing stipends to LATFs to lead PD at their schools

"One way administrators can **empower** [LATFs](#) to be instructional leaders in their schools is to **include them in whole-school initiatives** that focus on inclusion, social emotional learning, and culturally responsive teaching.

The most meaningful conversations around curriculum and instruction happen when a group of teachers are working together. The **LATF can work with grade-level teams**, especially during common planning time, to **guide teachers in looking at teaching and learning through the lens of language, culture, and ability**, while collaboratively planning to support and celebrate the diverse learning needs of each student."

Colleen Galvin Labbe,
LATF at Perry K-8 School

Instructional Vision

“Our vision is to ensure each and every student is able to attain academic success via BPS Essentials for Instructional Equity following the **3Cs & I** guidelines in conjunction with the WIDA Framework and aligned to grade level content standards.”

Draft Document in which we are soliciting feedback from stakeholders



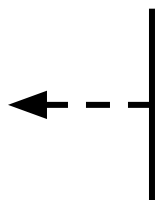
BPS Office Of
English Learners

**EL Achievement for
Each & Every Student
2018**



ESL Curriculum

Currently, the Office of English Learners is creating a plan to provide two choices for ESL curriculum to K-12 schools.



Ready-to-Go Curriculum

- Expanding and upgrading existing curricula
- Aligned to the Common Core and WIDA standards
- Technology integrated resources
- Multimedia components
- Resource maps of Individualized scaffolded supports for each standard

District Facilitated / Teacher Created Units

- Based on Massachusetts DESE Model Curriculum Units
- Template to modify the core English Language Arts curriculum with supports/activities to promote language development
- Professional development and coaching with teachers to create the units
- Developing an online portal to house the units and lessons to share district-wide

Intervention Resource Pilot



English 3D: Debate, Discuss, Describe

- Pre-tested students to determine lexiles levels and identify current or potential Long Term English Learners for placement of students who needed intervention
- Used actions of Debate, Discuss, Describe to engage students in academic discourse through current affairs
- Piloted at 3 sites: Brighton HS, Umana K-8, Trotter K-8
- In classrooms, students learned to take a stand on their beliefs using academic language

Seal of Biliteracy

Piloted in 3 High Schools in SY17-18:

- Used STAMP assessment to assess proficiency in Reading, Writing, Speaking, and Listening
- Offered in four languages:
 - Spanish
 - Mandarin
 - French
 - Arabic

Schools

Margarita Muniz Academy

Excel High School

Brighton High School

Goal for SY18-19:

- All students graduating from HS will be offered a chance to apply for the Seal of Biliteracy



LATF Differentiated Learning Opportunities

BPS Teacher-led sessions

- **Margaret Arlauskas (Alighieri)**- Implementing SEI Strategies for Access & Agency
- **Nilufer Johnson (Snowden)**- Technology Integration in EL Classes
- **Camille Garcia (O'Donnell)** - A Journey into Nearpod
- **Jaime Staraitis (East Boston HS)** - ELD Updates & Tips and Tricks for Making Content Both Comprehensible and Rigorous
- **Gayle Malloy (Beethoven)**- Geography: Land & People

Partner Organizations:

- Moving Stories with **Adam Strom** from *Re-Imagining Migration*
- I Came Here to Learn with **Shannon M. Varga & Max Margolius** from *Center for Promise*
- My Muslim Student with **Samayia and Nazia** from *CAIR*

BPS Partnerships:

- **Harold Miller** from OAG
- **Rhianon Gutierrez, Ed Considine, & Rashmi Pimprikar** from OIIT
- Special Education

Office of English Learners

Instructional Team:

- Future of ESL Curriculum
- Special Education Modifications and Accommodations
- 3Cs & I observational protocol

Parent Team:

- Building Home, School, and Community Partnerships for Each and Every Student

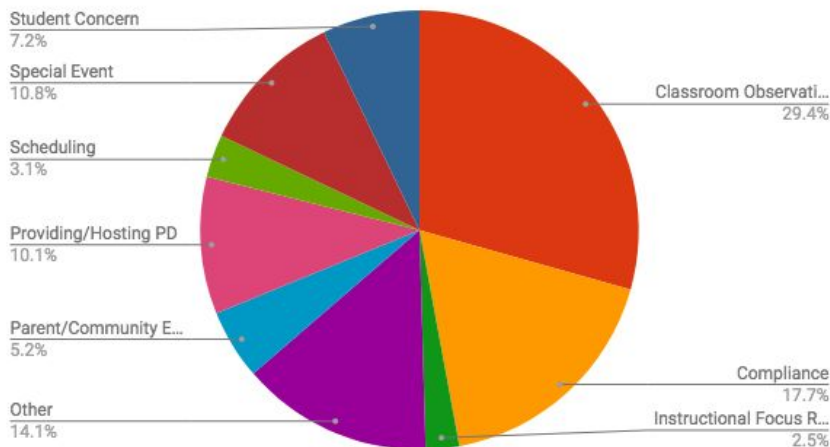
Equity & Accountability Team:

- LATF 101
- EL Monitoring for Access and Agency
- LEP Codes: Getting It Right the First Time

Instructional Visits to Schools

Our Instructional team visits schools regularly to help English Learner students, teachers, principals, and families. During our classroom observations we collect important data to support schools in different ways including individualized professional development for each school, identifying resources to serve all ELs, and leveraging multicultural celebrations to create a sense of belonging, €

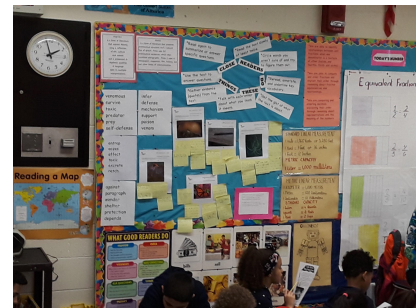
Instructional Team School Visits



Support for Puerto Rican Students

Interdepartmental collaboration Office of English Learners,
Socioemotional Wellness, Engagement and Special Education

- Playlist of resources to tap into
 - Instructional Strategies to support ELD levels 1 and 2 for differentiation and amplification of English Acquisition
 - Safe and Welcoming School environment for parents and families to receive winter clothing and connect to community organizations for wrap around support
 - Parent Liaisons visited schools to support families for transition into BPS
 - Provided Special Education supports for placement for students with disabilities
- After School Programming and February/April Vacation Academy
 - Collaborated with schools to provide additional instructional hours for students to fill in gaps for reading comprehension, native language literacy skills, and math skills
- Instructional Team support
 - Instructional Liaisons have visited schools enrolling new students from Puerto Rico to support school staff, students, and families



Goals for SY18-19

Re-imagine programming based on the LOOK Act

Engage stakeholders from different communities in various forums to explore options for expanding innovative opportunities for bilingual and biliterate learners

- Increase amount of native language texts in classrooms of English Learners to increase biliteracy skills
- Provide professional development to teachers on use of native language texts
- Pilot Spanish native language reading intervention (Voyager)
- Pilot personalized learning software for native language Spanish programs to improve native language proficiency (Imagine Learning)
- Professional Learning Community for Language Teachers (e.g., Haitian Creole: dual language, SEI, and SLIFE)

LOOK Act: Objectives, Components, and Effects

The goal of the LOOK Bill is to encourage the development of English Learner (EL) programs that support bilingualism and biliteracy. It does this by:

Giving districts flexibility to choose EL programming that best fits the needs of their population

Removes “one size fits all” default model of SEI program

Provides opportunities for two way immersion and dual language programs

Incorporates community input from mandatory EL Parent Advisory Councils



Ensuring that EL programs are accountable for data driven, high quality instruction

Sets up rigorous expectations for teacher qualifications; holds districts accountable for properly certified educators

Folds EL program evaluation into DESE’s existing 6-year Coordinated Program Review



Elevating statewide standards of EL education and biliteracy

Creates the State Seal of Biliteracy, which recognize students with proficiency in English and 1 or more other languages

Adds Pre-K students to the list of those who may be categorized as English learners

Reimagining EL Programs

01

Program Structure

- Intensive program for newcomers
- Expand seal of biliteracy
- TBE 2.0
- Dual Language

02

Staffing

- Bilingual
- Bicultural
- Co-teachers

03

Materials

- Bring in materials from own culture
- CLSP
- Bilingual

04

Technology

- Multimedia
- Multimodal
- Technology platforms

Partnering with Stakeholders

This pivotal work cannot be done in isolation and requires input and feedback from various stakeholders.



Students and Families



Teachers

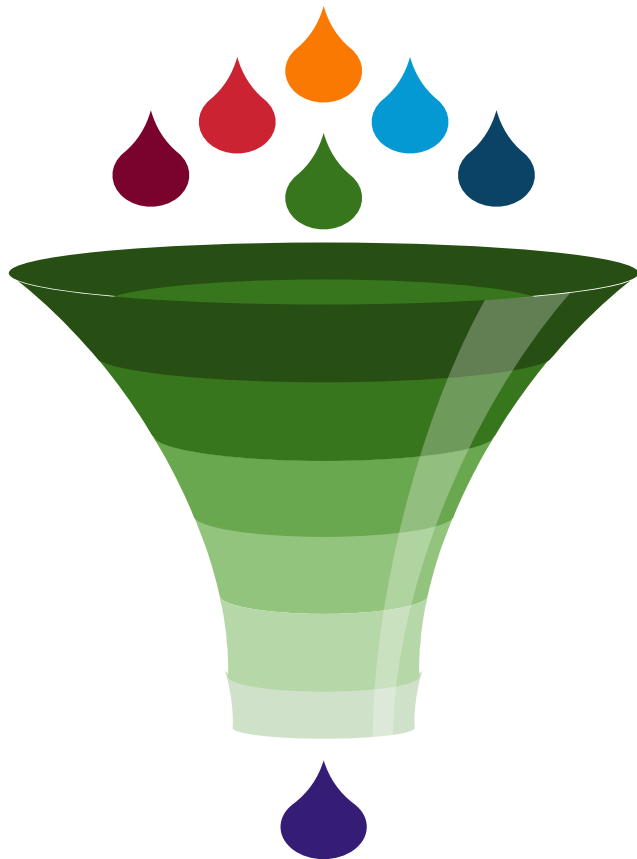


Schools



External Partners

Creating a Strategic Plan



- 1 Brainstorming and gathering information
- 2 Discussing with EL Task Force subcommittee
- 3 Firming vision with principals
- 4 Collecting feedback from LAT-Fs
- 5 Outreach with students and families
- 6 Communicate ideas to Department of Education
- 7 Create EL Program Strategic Plan**

Implementation Process

Engaging stakeholders is crucial in ensuring the success of any new EL programs and the process to engage all relevant stakeholders will take time.

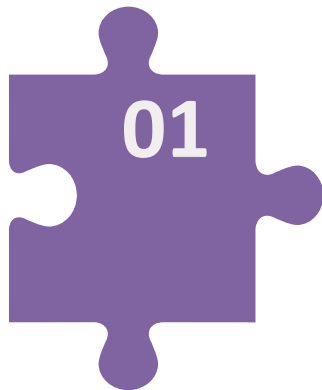
As we partner with stakeholders, we will concurrently implement the following for SY18-19:

- Integration of **native language** supports
- Expansion up of Spanish/HC **dual language** programs
- Launching **new dual language programs** for next year being created right now

Vision Setting for LOOK Act

Dual Language, World Language Immersion / Heritage Program

Create vision for how to implement other types of dual language programs, in addition to two-way bilingual programs, that provide rigorous, native and world language instruction through content for ELs, heritage speakers, and other students.



TBE 2.0

Create vision for how to implement TBE programs reflecting current research-based practices.



Co-Teaching Model

Create vision for offering new instructional models for bilingual content teacher to co-teach with ESL teacher.

A large orange double-headed arrow spanning the width of the diagram, pointing left and right.

Native language materials embedded throughout all programs.

Dual Language Programming

Achievements for SY 17-18

- LOOK Act Launch in BPS
- Expanded Seal of Biliteracy
 - Added Brighton and Excel High school
- Strong first year for Haitian Creole program
- Curriculum and Assessment- PLC
- Presentations at state conferences: MATSOL & MABE



Dual Language Application Process

01

OEL shares information about dual language programming and curriculum along with supports provided

02

Schools apply to have a dual language program at their school

03

OEL and School leadership present to School staff and then families

04

School team meets with central office departments including budget, planning & analysis, and OEL to formulate a plan

05

Present to Executive Cabinet

Goals for SY 18-19

1. Grow and Strengthen	Lead/Partners	Expected Outcome
	OEL Instructional Team, School Leader Academic Supt.	Developed lesson units for new grade in target language with assessments
-Mattahunt: Toussaint L'Ouverture K2 -Umana: Grade 4 (3 classes) -S. Greenwood: Grade 6 (1 class)		
2. Open and Establish	OEL Instructional Team School Leader	Developed lesson units for new grade in target language with assessments
-Quincy Upper: Mandarin and Spanish Immersion Gr. 6		
3. Plan and Prepare	OEL Programming Budget and P/A	Winship program on choice forms for SY19/20
Work with Central Office stakeholders <i>(Planning and Analysis, Engagement and Academics)</i> -Establishing community advisory groups Haitian Kreyol- Hosting a Language Symposium Spanish, Chinese and Vietnamese- Formalize groups Cape Verdean - Revive community engagement	OEL Parent Team Office of Engagement Office of External Partnerships	DELAC Conference with each group presenting on the outcomes for their community
4. Implement and Manage	OEL Instructional Team Academics/World Language	Begin in September to promote option for graduating seniors. Plan pipeline.
Seal of Biliteracy for all eligible graduating seniors		

SLIFE

Achievements for SY 17-18

Professional Learning

- PLC for SLIFE teachers to collaborate and:
 - Share best instructional practices
 - Differentiate instruction through multi-modal processing - Board maker software
 - Revise and refine SLIFE exit criteria with teacher's input
- Saturday Trainings

Instructional/Curriculum Innovations

- SLIFE vocational ESL curriculum implementation for Project Discovery
 - Piloted at Madison Park Vocational Technical High School
- Alternative Education pathways for career selection and pathways to certification (in progress)
 - Collaborating with CBOs and SLIFE programs such as BINcA to create alternative pathways to graduation
 - Possible certification programs for job ready skills

Achievements for SY 17-18

New Programming

- Opened a new Spanish SLIFE (3-5) at the Blackstone
 - Offered PD for new SLIFE teachers
 - Provided native language resources and curriculum
- Opened a new Multilingual SLIFE (3-5) at the Hennigan School
 - Offered PD for new SLIFE teachers
 - Provided native language resources and curriculum

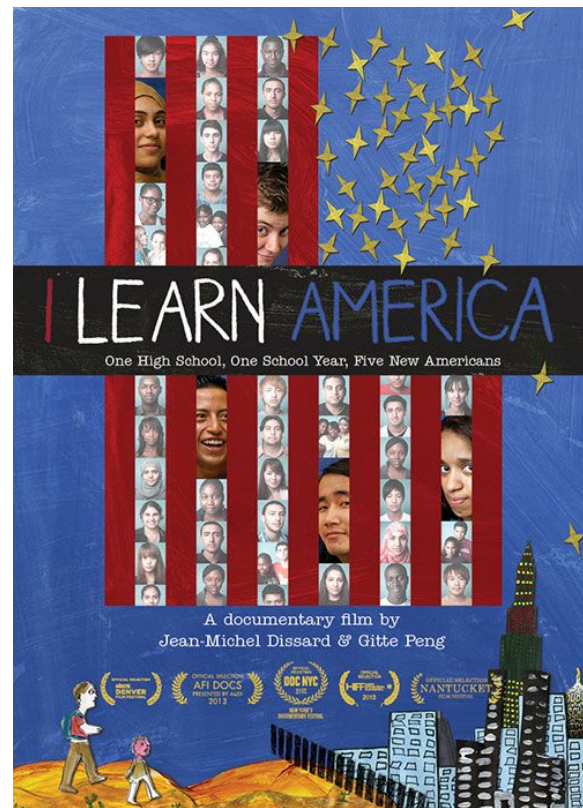
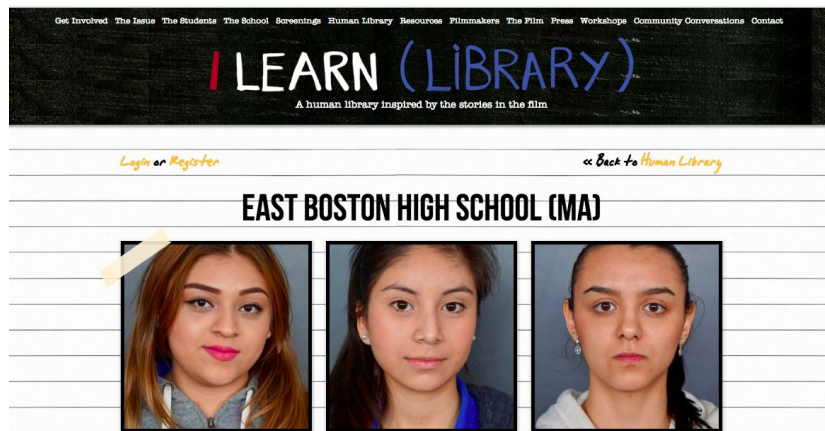
Goals for SY18-19

- Revision of Vision and Mission to align with the LOOK Act
- Defining the HILT I and 2 to reflect Native Language Proficiency attainment
- Build capacity for co-teaching effectively in a language specific and multilingual classroom setting including academics and social emotional learning
- Creating units of study and corresponding formative assessments in collaboration with teachers
- In progress: Native Language Assessments to align to Common Core standards
- Increase partnerships for SLIFE teachers/students

I Learn America Partnership

Connecting Middle & High School SLIFE teachers and students with “I Learn America” for youth led storytelling workshops in partnership with BPS History Department for curriculum connections

- Trainings for teachers
- Visits from Jean Michel Dissard



Translation & Interpretation

Translation and Interpretation Priorities



Beginning of School Year

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.

End of School Year

Sustainable Future

Secured additional \$1.2 million. Continue to increase agility of systems and operations to improve language access

Communication

Continue to provide trainings and updated protocols and procedures to support best practice throughout the entire translation & interpretation process

Governance

Increase staff oversight of contracted services via a quality control initiative allowing for staff to monitor interpretations at schools and develop action plans

Business Model

Proceeding with a diversified model involving more agencies and freelancers via an IFB

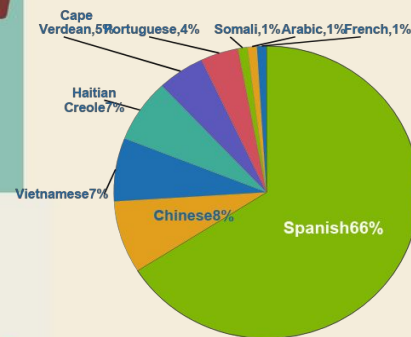
BPS English Learners at a Glance

We translate **29**
different languages.

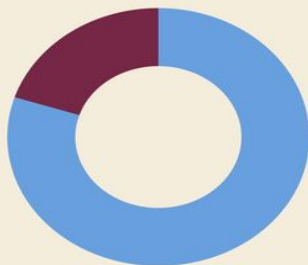
- 9 Major Languages of the District: Spanish, Portuguese, Chinese, Vietnamese, French, Haitian Creole, Cape Verdean Creole, Somali and Arabic
- Less common languages: Urdu, Tagalog, Mandinka, Bengali, Cambodian, Thai, Amharic, Albanian, Pashto



Parent Preferred Language of Communication - Language Type



General Ed.: 12% (n=2,741)



Special Ed.: **88%** (n=19,612)

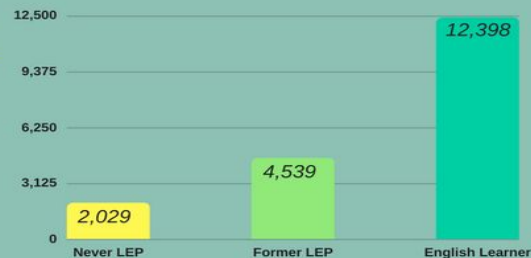
SY17-18 T&I Requests
Fulfilled to Date

as of April 17, 2018

Translation and Interpretation in Boston Public Schools

Parent Preferred Language of Communication - Student Type

The chart represents the number of parents in the District with a preferred language of communication other than English by student type.



Scope of Services - Essential Information

The T&I Unit provides translation and interpretation for the Boston Public Schools, in both **General Education** and **Special Education**. The following list offers some examples of when translation and interpretation services are provided:

- ❖ IEP/504 Meetings
- ❖ Report cards & Academic progress reports
- ❖ Enrollment/Registration documents
- ❖ Disciplinary process information
- ❖ Permission slips/forms for District and School activities and programs
- ❖ Applications for activities requiring parental consent
- ❖ Parent-Teacher conferences
- ❖ Open-houses
- ❖ Parent Handbooks
- ❖ Public Health and Safety Information
- ❖ Documents on academic planning/options
- ❖ Screening procedures needing students'/parents' language backgrounds
- ❖ Special Ed. Assessments
- ❖ Written information on parents'/students' rights and responsibilities
- ❖ Written information on services and benefits available to parents and students

Achievements for SY 17-18

- Upgraded District T&I request system with improved dashboard capabilities that allowed requesters to view request status. (i.e. received, in process, completed)
- MemoQ translation memory software purchase.
- XTRF request management system software purchase.
- Increase in Translation & Interpretation Budget.
- Improved T&I website.

Technology & Infrastructure

- Attended New England Translators Association Conference.
 - Hired two additional staff members to support Spanish and Chinese languages.
- Improved staff capacity to support T&I Initiatives
 - Attended the Cape Verdean Diaspora Studies Conference.

Personnel - Development

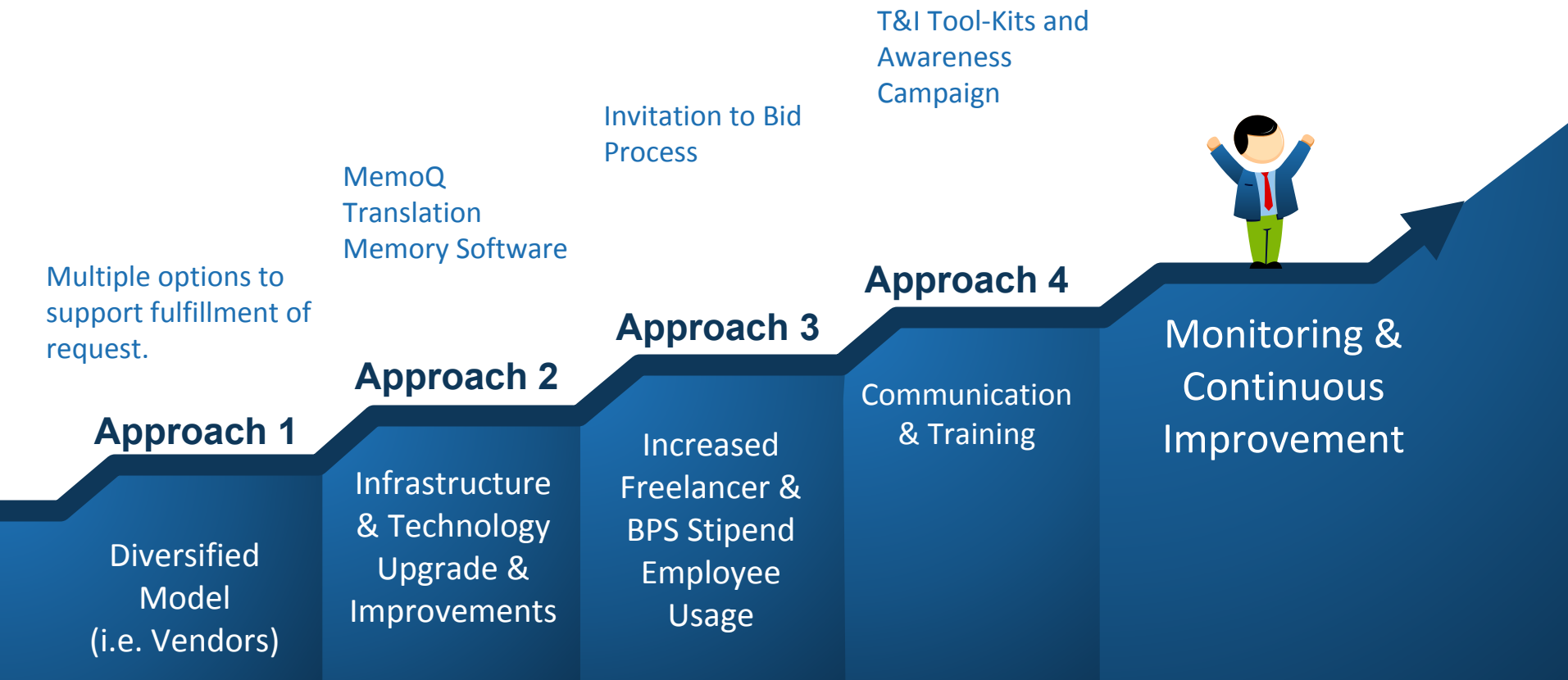
- Increased fulfillment of Special Education Translation & Interpretation requests.
- Greater follow-up on all requests to ensure timely processing & delivery.
- Provided District training opportunities to support understanding and awareness of T&I offerings and requesting services.

Policy & Procedural

Diversified Service Model

- Improved American Sign (ASL) Language Services.
 - Increased the number of T&I agencies.
 - Telephonic Interpretation Pilot Roll-Out
- Increased freelancer & BPS Stipended employee utilization.

BPS Approach to Providing T&I Services



Diversified Model

**Telephonic
Interpretation**

Written Translations
(General & Special
Education)

Interpretations
(General & Special
Education)

- ❖ In-Person
- ❖ Remote



**American Sign
Language (ASL)**

**Agency, In-House
Staff, Freelancer &
BPS Stipend
Resources.**

Translation & Interpretation Technology

The District has taken an aggressive approach in terms of utilizing technology to support increasing the District's capacity, quality and efficiency of T&I services, while lowering cost.

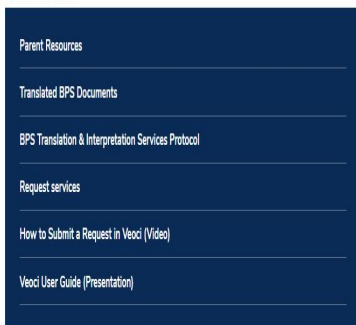
- **Translation Memory (TM):** A linguistic database that captures and stores translated “segments” (i.e., paragraphs, sentences, titles, headings) to use when translating.
- **Terminology Management:** Set of activities that ensures correct terms are used consistently in all materials. These activities include collecting, developing, storing, reviewing, harmonizing, updating and distributing terminology data.
- **Translation Management System (TMS):** Programs that support the different components of a translation task. TMS brings the different functions/components together in one platform. Key components of TMS:
 - Workflow Management
 - Translation Memory Management
 - Terminology Management
 - Reporting
 - Integrated Machine Translation



BPS: Translation & Interpretation Website



QUICK LINKS



CONTACT US

Bruce C. Bolling Building

2300 Washington St
Roxbury, MA 02119
(617) 635-1565
translations@bostonpublicschools.org
interpretations@bostonpublicschools.org

Monday-Friday
9am-5pm



BPS Office Of English Learners

TRANSLATION & INTERPRETATION

What We Do

The Translation & Interpretation Unit's mission is to ensure families have meaningful access to all aspects, programs, opportunities and services pertaining to their children's education by providing a multitude of language services via internal and external resources to safeguard communications.

The Translation & Interpretation Unit manages language access for the District. A large portion of this work entails coordinating translation and interpretation services to facilitate communication with parents/guardians whose primary language is not English. Please read our [BPS memorandum](#), "BPS Office of English Learners Translation & Interpretation Services Protocol", for additional information. We currently translate in the 9 major languages of the District (other languages available upon request):

Spanish | Chinese | Haitian Creole | Cape Verdean Creole | Vietnamese | Portuguese | French | Arabic | Somali

Requesting Services

Boston Public School Employees: Please request translation and interpretation services through our Veoci Request portal. Each school and office has its assigned set of requesters: Principal/Headmaster, his/her designee (optional, must notify T&I Unit via email), the COSE and the COSE's secretary. Note that any language access work performed outside of the District's established T&I protocol will be at the requesting party's expense.

Parents/Guardians: If you need translation and interpretation services, contact the main office of your child(ren)'s school. If your preferred language of communication is other than English, the District/School must provide you "Essential Information" in the language you specify. Page three of the [BPS memorandum](#) provides examples of "Essential Information" requiring translation & interpretation. In addition, please review the [DOI Fact Sheet](#) that clarifies your language access rights.

[Translation](#)
[Interpretation](#)

LEP PARENT FACT SHEET

Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them

[Español](#) | [Tiếng Việt](#) | [Soomaali](#) | [Português](#) | [中文](#) | [Kriolu di Kabu Verdi](#) | [Kreyòl Ayisyen](#) | [العربية](#) | [Français](#)

This fact sheet answers common questions about the rights of parents and guardians who do not speak, listen, read, or write English proficiently because it is not their primary language.

EL STUDENT FACT SHEET

Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs



[Español](#) | [Tiếng Việt](#) | [Soomaali](#) | [Português](#) | [中文](#) | [Kriolu di Kabu Verdi](#) | [Kreyòl Ayisyen](#) | [العربية](#) | [Français](#)




[Submit an Interpretation Request](#)

[Submit a Translation Request](#)

BPS: Improved Dashboards

Submit Translation / Interpretation Request  



Translation and Interpretation Unit

Links

- Submit a new Translation/Interpretation Request
- Search Repository of Translations
- Instructional Video
- Translation & Interpretation Tips & Tricks

Document Type Search




- View Translated Robocalls

Requests I have opened

Date Initiated	Type of Request	Status
2017-Sep-06 09:07:56	Written Translation	Closed
2017-Aug-01 16:33:44	Written Translation	Closed
2016-Sep-28 15:25:04	Written Translation	Closed

Color-coded fields enable requesters to verify the status of their requests at a glance, so they can manage accordingly.

Requesters now have dashboards on their home screens to make it easy to access and manage all their requests.

Bulk Actions  Filter Form Entries...  Edit View  363/2784 Entries Shown

Saved View: "Oral Interpretation by Requested By (From Now to 7 weeks in future)"

Entry ID	Workflow #	Service Date	Oral Interpreter Availability	School/Department	Address of the Event	Oral Interpreter Name
Selection: June Jacquard (5 items) (Select All / None)						
16948920	6447	2017-Nov-13	Accepted			
16948725	6419	2017-Nov-14	No Coverage			
17987611	6419	2017-Nov-14	Accepted			
16948685	6453	2017-Nov-16	Accepted			
17127112	6529	2017-Nov-20	Accepted			

Language Access

PARENT RIGHTS

Translation & Interpretation Services

We can help you in your language. Please let us know if you need an interpreter or document translated into your language at no cost to you.

Podemos ayudarle en su propio idioma. Por favor díganos si necesita un intérprete o la traducción de algún documento en su idioma, sin ningún costo para usted.

我們能用您的語言幫助您。若您需要口譯服務，或需要一份文件被翻譯成您的語言，請通知我們--此服務完全免費。

Nou kapab ede w nan pwòp lang pa w. Tanpri fè n konnen si w bezwen yon entèprèt osinon si w bezwen yon dokiman tradui nan lang ou-san peye senkòb.

Nous pouvons vous aider dans votre langue. Veuillez nous le faire savoir si vous avez besoin d'un interprète ou d'un document traduit dans votre langue-sans.

Podemos ajudá-lo em seu próprio idioma. Por favor, deixa-nos saber se precisa de um intérprete ou de algum documento traduzido para o seu idioma, sem nenhum custo para você.

Nu poti djuda-bu na bu pròpriu lîngua. Por favor, dîxá-nu sabi si bu mesti di un interpreti ò di algun dokumentu traduzidu pa bu lîngua, sin nînhun custo pa bô.

Chúng tôi có thể nói chuyện với quý vị qua ngôn ngữ của quý vị nếu quý vị cho chúng tôi biết. Xin cho chúng tôi biết nếu quý vị cần thông dịch viên hoặc được nhận giấy tờ theo ngôn ngữ mà quý vị cần - Mọi dịch vụ đều được miễn phí.

ممکننا مساعدتک بلغتك لذلك يرجى إعلامنا إذا كنت بحاجة إلى مترجم فوري أو الحصول على وثائق مترجمة إلى لغتك دون أي تكلفة عليك

Waan kugu caawin karnaa luqaddaada. Fadlan noo sheeg haddii aad u baahan tahay turjumaan afka ama dukumenti laguugu turjumo luqaddaada - adiga oo aan wax kharash ah bixin.

 BPS Office Of English Learners
Translation and Interpretation Unit
2300 Washington Street, Boston, MA 02119
Telephone: 617-635-9435
Bostonpublicschools.org/translation-interpretation
translations@Bostonpublicschools.org
Interpretations@Bostonpublicschools.org

Priya Tahillani
Assistant Superintendent

Un ta fala kriolu di Cabo Verde.

Pur favor txuma un interpretu. Obrigadu.

Waxaan ku hadlaa Somali.

Fadlan u wac turjumaan.
Mahadsanid.

Falo Português.

Por favor, chama-me um intérprete. Obrigado.

FOR PARENTS

The Boston Public Schools must provide information in a language you can understand. It is important for you to identify your preferred language of communication on the Home Language Survey when registering your child. This helps the District identify your language needs in order to provide an interpreter or translated documents, free of charge.

The Translation and Interpretation Services include but is not limited to:

School Closures, Opportunities to access programs or services such as advanced placement, language specific programming, Student discipline, school rules and parent permission slips.

The District is responsible for providing qualified and trained translators and interpreters. The District cannot use students, friends of family or an advocate of the family to translate or interpret.

CONCERNS

If you have any language access concerns or didn't receive translated documents or interpretation services, contact:

The Boston Public School Principal where your children attend school.

The Office of English Learners Translation & Interpretation Unit

The Office of English Learners Family Resource Specialist

The District Ombudsman, who listens to and investigates complaints on behalf of families.

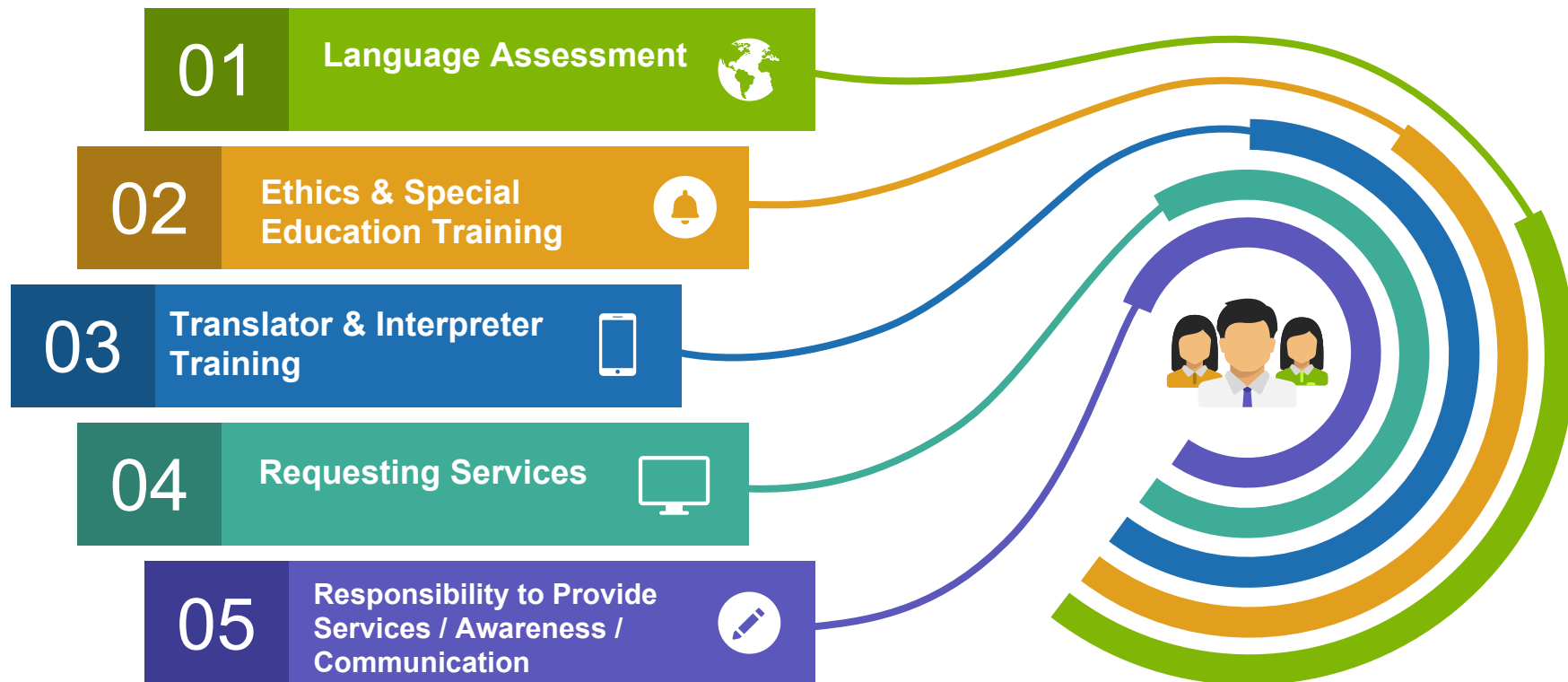
Priya Tahillani
Assistant Superintendent
Office of English Learners
Translations & Interpretation Unit
2300 Washington Street
Roxbury MA, 02119
617-635-9435
Email:
translations@bostonpublicschools.org
Website:
bostonpublicschools.org/translation-interpretation

TRANSLATIONS AND INTERPRETATIONS

Services



Translation & Interpretation Training



Impact of Progress in Translation & Interpretation

Translation & Interpretation Unit strives to continue this administration's overall commitment to ensuring that the families of all students receive meaningful linguistic access to their children's education.

- Fosters a stronger relationship between the school, District and families through improved communication
- Allows parents to be better informed without having to rely on their children/friends/relatives to translate/interpret.
- Enables parents to take a proactive stance regarding their children's academic progress and social-emotional well being
- Bolsters student success by increasing and improving channels of communication

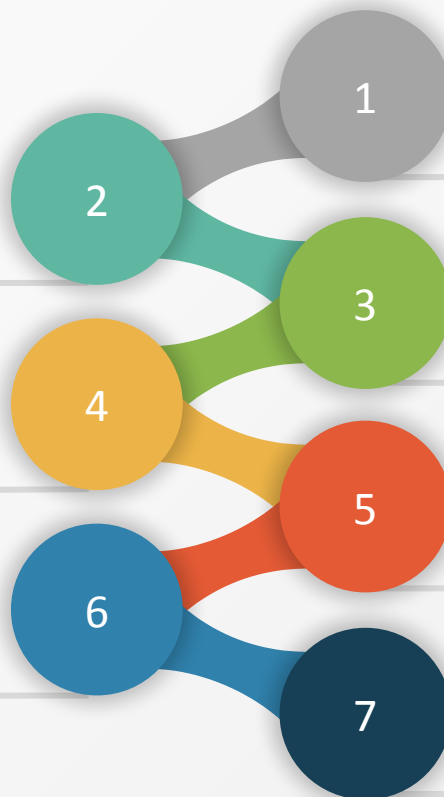


Goals for SY 18-19

Full implementation & utilization of MemoQ Translation Memory software.

Implement greater quality control and accountability measures.

Continue development of internal and external partnerships.



Roll-out new Translation & Interpretation request system.

Continue to diversify and build staff capacity.

Initiation of Invitation for Bid (IFB) process to award new translation & interpretation contracts based on best value pricing.

Full rollout and implementation of Telephonic “Over the Phone” Interpretation option.

Newcomers Assessment and Counseling Center

Newcomers Assessment Priorities



Beginning of School Year

Scheduling

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

Data Collection

Create streamlined reporting systems that better capture data points such as wait time between registration and testing, parent phone calls/emails, 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.

End of School Year

Scheduling

Accommodated parent scheduling needs by opening the testing schedule and providing testing appointments 2 months in advance of the peak assessment period.

Data Collection

Consistently monitored the schedule so that missed appointments could be timely rescheduled which ultimately led to a substantial decrease in backlog of cases.

Future Planning

Exploring potential new and enhanced native language assessments in accordance to the newly passed LOOK Act. Pilot a mobile assessment center in which the testers will travel to various Welcome Centers to accommodate families.

NACC Achievements for SY17-18

- Expanded operational hours and collaborated across departments to assist families impacted by Hurricanes Irma and Maria.
- Implemented Single Visit Assignment (SVA).
- Transitioned from the LAS Links to the WIDA Screener Online and Paper in grades 1-12.
- Launched online testing using the WIDA Screener Online and Chromebooks.
- Trained 210 school-site testers to administer the Pre-IPT and Kindergarten W-APT to K0 and K1 students.
- Provided assessment and counseling services to families during March 2018 at the Dorchester, East Boston, and Roslindale Welcome Centers.
- Worked closely with the ELLSWD Directors in the assessment and assignment of ELs with disabilities.
- Assessed 3,618 students between July 1, 2017 to June 13, 2018.

Single Visit Assignment

Single Visit Assignment (SVA) provides families with a school assignment at the end of their visit to NACC.

- **Data:** NACC has assigned 285 students through SVA process:
 - 268 ELs
 - 17 Not LEP
- **Benefits:** SVA offers families and students:
 - Immediate access to SEI programs
 - Smooth transition into school
 - More time for students to study
 - Reduces apprehension of waiting for an assignment
- **Limitations:** SVA cannot be used to assign students in the following circumstances:
 - SEI seats unavailable
 - Non-SEI assignments (SLIFE, ELSWD)
 - Future-year assignments
 - Cases requiring medical or special education review

NACC Tester Accessibility



Standard Schedule

- M-F 9:00 am -3:30 pm
- August--June
- 10 Saturdays



Summer Schedule

- August-May: T, R, F
11:00 am - 5:30 pm
- W 12:30 pm - 7 pm
- S 10:00 am - 4:30 pm
- July: M, T, R, 9:30 -6:00
- W 12:00 pm - 7:00 pm
- 10 Mondays



Early Schedule

- M-F 7:30 am -2:00 pm
- August--June
- 10 Saturdays

Goals for SY18-19

- Add a full-time Vietnamese-speaking tester to the assessment team.
- Upload documents signed by parent/guardians into SIS (New).
- Schedule assessment at the Dorchester, East Boston, and Roslindale Welcome Centers during the following peak assessment periods:
 - August 2018
 - January 2019
 - March 2019
- Implement new or revised assessment and program placement guidance (DESE, Look Act).
- Introduce a new initial screener tool (WIDA Paper Screener) to replace the WIDA MODEL, and train LATFs and school-site testers to administer it to students in grades 1-12.

EL Parent Engagement

Parent Engagement Priorities



Beginning of School Year

Expanding DELAC Committee

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.

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.

Access to Resources

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

End of School Year

Expanding DELAC Committee

Through the SPC elections, twenty schools have elected one or two representatives to the District English Learner Advisory Committee.

Parent Education

Expanded our ESOL, Parent Literacy and Technology classes and continued with the Mock SEI Kindergarten Showcases. In addition, we were able to bring parents and teachers together at the start of the year in our Meet & Greet events.

Access to Resources

We have continued to provide information and resources that include the updated website, pamphlets about programming, Parent Literacy classes, ESOL courses, and informational sessions in all BPS major languages

Parent Engagement Priorities (Cont..)



Beginning of School Year

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.

End of School Year

Cultural and Linguistic Awareness

EL Parent Team has presented at the BPS Language Acquisition Team facilitators' meeting, MA English Learner Leadership Council (MELLC) and at the Massachusetts Association of Teachers of English to Speakers of Other Languages (MATSOL) Conference to share our Culturally and Linguistically Sustainable Practices to engage EL families.

Dual Language

We continue to engage parents and the larger community about the Dual Language opportunities for their children. We are also celebrating the end of the first year of the Haitian Dual Language program.

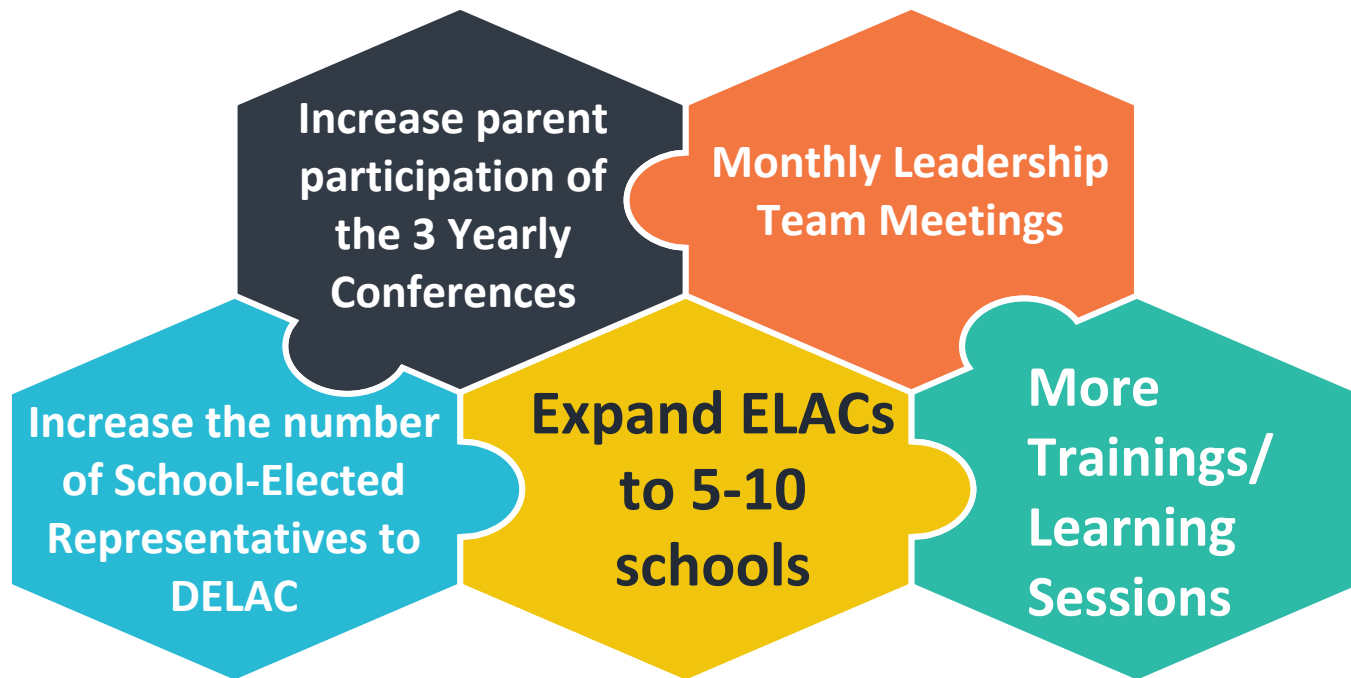
District English Learner Advisory Committee (DELAC)



Working closely with the Office of the English Learners, families can ensure that their **recommendations** are taken into consideration.

Trained parents become **sources of knowledge** for other parents in their linguistic community and can **inspire** more parents to become more active in **advocating for their own children and for English Learners throughout the district.**

Goals: District English Learner Advisory Committee



DELAC Conferences



Provide parents and community members with information on what our EL parents need to know to deepen and expand their knowledge.

Some workshop topics from previous conferences include EL Programmatic Options, BPS Budget, and Tips for EL Families Navigating an IEP.

Interpretation and childcare services are provided.

DELAC Conferences



Parents participating in the “Bridging the Cultural Gaps Between Parents and Children” workshop presented by the MGH Center for Cross-Cultural Student Emotional Wellness at the second conference of this school year.

DELAC Conferences November & March

Language	# of Families
Cape Verdean	5
Chinese	16
English	4
Haitian	17
Portuguese	2
Spanish	4
Somali	11
Vietnamese	15
Other	1
Total	75

DELAC Conferences



At the third conference, we recognized the student winner of our “Educational Access for All” Art Contest and as well as DELAC Executive Team Members. We are grateful for the DELAC Executive Team Members’ leadership and support, and how they have shaped DELAC over the last two years. New this year, OEL in partnership with Boston Police C1, provided a bus and van to pick up families in East Boston and Dorchester.



Over 190 participants attended the last DELAC parent conference on June 15th at the Boston Children’s Museum!

Family Literacy Programs

Work with Community Based Organizations (CBOs) to provide literacy education for families and parents of BPS EL students.

Series of workshops/trainings that focus on English language acquisition, literacy and other relevant skills that will ultimately help parents to meaningfully participate in their children's education in their native language.

The curriculum materials are provided in both English and parent's native language and include culturally and linguistically sustaining practices.



More...

Tech Goes Home

Provide parents technology skills in classes taught in their native language.

Meet & Greet for ELs

Sessions that hosted at schools so that EL families can meet with their children's teachers.

Dual Language Dialogues

Series of community focus groups on the benefits of native language development and dual language education.

School Choices for ELs Info Sessions

Educating CBO's and EL parents on the school choice process for ELs.

Immigration Workshops

Workshops that cover important topics that are related to the lives of immigrant communities in the BPS system.

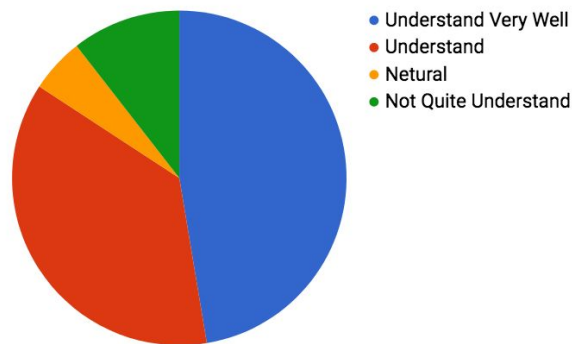
Tech Goes Home

Technology Goes Home SY 2017 - 2018

Language	# of Participants
Cape Verdean	7
Chinese	11
Haitian	25
Spanish	31
Vietnamese	37
Total	111



EL Parent Engagement: School Choice Info Sessions



After the School Choices Info Session, **84.2%** of the participants indicated that they understand or understand very well the programmatic options for EL students.

School Choices for English Learners Information Sessions	
Roles	# of Participants
CBO's: (Boston Scores, ACEDONE, English for New Bostonians, Somali Development Center, Federation for Children with Special Needs, and Massachusetts Association of Haitian Parents)	7
Parents (English, Cape Verdean Creole, Chinese, Haitian Creole, Portuguese, Spanish, Somali, Vietnamese)	32
Total	39



EL Parent Engagement: SEI Kindergarten Kick-Off



81% of participants indicated that they were satisfied or very satisfied with the EL Kindergarten Kick-Off event.

SEI Kindergarten Kick-off Summer of 2017

Language	Number of Participants
Cape Verdean	28
Chinese	111
Haitian	33
Portuguese	3
Spanish	102
Somali	6
Vietnamese	60
Other	4
Total	347

EL Parent Engagement Opportunities at BPS SY17-18

In an effort to build home, school and community engagement for the success of **each and every** EL student, we have provided various EL parent engagement opportunities:

Event	Attendees	Highlights
<i>EL Kindergarten Kick-Off</i>	347	Provide a mock SEI Kindergarten classrooms to prepare families for Kindergarten.
<i>Meet & Greet for ELs</i>	81*	The sessions were hosted at 5 schools so that EL families could meet with the teacher.
<i>DELAC Conferences</i>	424*	Conferences for parents to learn about various topics such as ELs with Disabilities and Budget.
<i>Family Literacy Programs</i>	72	Programs for families at Community Based Organizations to learn literacy strategies.
<i>Tech Goes Home</i>	111	Provide parents technology skills in classes taught in their native language.
<i>School Choices for ELs Session</i>	39	Educating CBO's and EL parents on school choice process for ELs.
<i>Immigrant Workshops</i>	173	Total of 10 workshops that covered different topics relating to immigrants (i.e. Immigrant Rights, health & Wellness, Adapting to a New Life, Home to School Connection, Bridging the Achievement Gaps, Bridging the Cultural Gap Between Generations, etc.).
<i>CPLAN Workshops</i>	10	Collaborative Parent Leadership Action Network (CPLAN) is providing four training workshops to EL parents as well as gather feedback on how useful and family friendly "the bpswedreamtogether.org" website is.

Know Your Rights Workshops

Working with Political
Asylum/Immigration Representation
(PAIR) Project and the Mayor's Office for
Immigrant Advancement to coordinate
Know Your Rights workshops

The workshop informs families and staff
of current immigration policies and basic
immigrant rights.



MAYOR'S OFFICE
FOR IMMIGRANT
ADVANCEMENT

Martin J. Walsh, Mayor of Boston

BPS: We Dream Together Website



Resources for Educators



The information provided below can assist in world class to support your families and students when the need arises to learn more information about immigration and diversity.

Unaffiliated BTU Immigration Resources

The Boston Teachers Union (BTU) created a list of immigration resources for students, families, and allies that helps users to visit their online resource guide for additional information to support your students and families. Also, users can visit their [English 2019 Guide](#) to see how to use some. BTU also organizes a series of events to get educators together to support our undocumented students and families. Please visit their webpage [here](#) to learn more about what you can do to support their cause.

BTU has a monthly finding useful college prep and scholarship information for your students? Try BTU's [Immigration & Undocumented Students](#) applying to college the to get you started.



Resources for Immigrant Families



Guides to City Services Regardless of Immigration Status



Created by The Mayor's Office for Immigrant Advancement, the Guide to City provides information such as housing, healthcare, education, immigrant rights, legal assistance for our fellow immigrants regardless of immigration status. This is available in the following languages:

- English
- Arabic
- Chinese
- Spanish
- Vietnamese
- Portuguese
- Somali
- Urdu

Resources for Immigrant Students



A Guide for Immigrant Youth

Navigating the various resources listed below can be difficult, especially for a student who still needs to attend class and complete homework assignments. The BPS We Dream Together does an amazing job of creating a guide designed to assist and young people to be informed. In this guide you will find information about your rights, applying to work in the United States, getting an ID, and so much more. The guide is available in both [English](#) and [Spanish](#).



Learning Opportunities



This page will be updated regularly with information about page often to keep your self informed on upcoming events

Webinars on Immigration

Additional Resources

American Immigration Lawyer Association

The American Immigration Lawyer Association (AILA) has put together key information and important resources about how to protect your immigrant rights. Available in both [English](#) and [Spanish](#). In order to ensure competent representation, AILA has also highlighted important information for immigrants to know when seeking legal consultations. Please click [here](#) to view their page.



EL Parent Team: Currently Running Workshops/Classes

- **ESOL Classes** (Mildred Ave K-8, Curley K-8 ,and Hennigan K-8 Schools)
- **Immigrant Workshops-** 10 Workshops
- **Technology Goes Home Classes** - Computer literacy
- **CPLAN** - Parent workshops plus reviewing and providing recommendation on the bpswedreamtogether.org website

Importance of EL Parent Engagement



- ★ Recognizing and valuing the EL Parent team at OEL
- ★ Increased the depth of job responsibilities
- ★ Focus more on EL family engagement program implementation
- ★ Provide more direct school support

Enhancing OEL Support to EL Parents

1

**CPLAN sessions
to empower
parents to be
better advocates**

2

**CPLAN review of
BPS We Dream
Together Website
to ensure language
and content is
understandable for
parents**

3

**CPLAN to submit
findings and
recommendations
to OEL**



Goals for SY 2018-2019

Parent Development

Tech Goes home, Family Literacy Programs, ESOL Classes, Mock SEI Classroom Showcase, Parent Development workshops

Parent Advocacy

District English Learner Advisory Committee (DELAC), English Language Advisory Committee (ELAC) and Know Your Rights Workshops

Access to Resources

[BPS We Dream Together website](#), Information & referral services, Informational sessions, Brochures, Meet & Greet Sessions,

Cultural Awareness

Cultural competency PD training for school staff, Cultural Day (SY18-19)



Equity & Accountability

Equity & Accountability Priorities



Beginning of School Year

Language Goals in IEPs

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

VComply

Implement online accountability system to improve compliance responsibilities for schools.

Special Admissions Enrollment

Increase equitable enrollment of ELs 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.

End of School Year

Language Goals in IEPs

Trained all COSE on language goals and ESL modifications sections of EdPlan. Conducted pilot study.

VComply

In process of vetting new vendors for SY18-19 implementation.

Special Admissions Enrollment

Opening new HS program next SY. Improvements to application timeline and choice forms.

EL Master Plan

Drafted EL Master Plan and planning to launch revised version next SY to incorporate LOOK Act changes.

Language Acquisition and/or Native Language Supports in IEP

Language Acquisition Goals in IEPs

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

Pilot study reviewing 26 IEPs in the data sample in January:

- No evidence of language acquisition goals aligned with ELD levels and Common Core standards
- No evidence of language of content areas: math, science, and social studies
- It is assumed English is the language of instruction because no other language was mentioned
- All IEPs properly indicated “LEP” student

Action Steps:

- Systematic and ongoing PD
- Joint COSE / LAT-F training
- Ongoing review and data collection
- Continue to build bilingual teacher and staff capacity
- Increase native language support options

Ensuring Equitable Funding for BPS ELs via Title I Funds

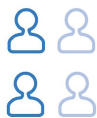
Title I for ELs Budget Guidelines



The purpose of this document is to provide guidelines for schools to use to comply with the META Consent Decree with regard to appropriate expenditures for ELs using Title I funds.

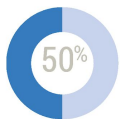
1

Determine your EL Equity Amount.



If 50% of your students are English Learners...

And your total Title I fund = \$24,000...



Then 50% of your Title I dollars, or \$12,000 in this case, is your "EL Equity Amount." This amount is subject to the spending rules outlined below.

This amount is included in each school's allocation one-pager that is released prior to Budget Collab.

2

Budget your EL Equity Amount with allowed expenditures using the following rules:

- Title I expenditures for ELs shall **supplement** and not supplant, local, state or federal resources available or required under state or federal law to meet the educational needs of ELs.
- Title I funds shall be **tailored** to meet the specific needs of ELs.
- Title I services **solely** benefit ELs, and staff funded within the Title I for ELs budget must primarily serve ELD 1 and 2 students.

3

Use the appropriate bilingual budget accounts.

The most commonly used accounts for the EL Equity Amount include: Account 51010 (Bilingual Tchrr, Cont Serv Other), Account 51202 (Prof/O.T.+ Stipend), Account 53802 (EducSup Instructional Other), and, with Program Codes with a 24- prefix (e.g. 2410, 2465).

bostonpublicschools.org/latf

MORE INFO:

- ★ Under META consent decree, each BPS school must **set aside a portion of Title I funds** to use specifically to supplement instruction **for English Learners**.
- ★ These funds are proportionate to the EL population at each school (e.g., if 50% ELs at school, then 50% of Title I funds need to be set aside).
- ★ Schools assess the needs of their ELs and **submit a Title I Budget Plan** to outline how they will use their funds to support those unique language needs, with guidance from central.

Ensuring Equitable Funding for BPS ELs via Title I Funds



EL Title I Playlist for IS/OS

January 2018



FY17 & FY18
Patterns & Trends



FY17 Feedback
by TLT



FY18 Feedback
by TLT



FY10 Budget Plan
Template with
Webinar



FY10 Title I
Resources



FY10 Budget Clobber
Script

Acceptable Uses for Title I Funding for ELLs

Menu

Click the links below to navigate the site.

Welcome

1. Criteria
2. Guidance
3. Acceptable & Unacceptable Uses
4. Terminology
5. Quiz
6. Contact Us
7. Site Map

Please use this site as a guide for spending the English Learner Equity Amount of Title I funds at your school in a manner that meets compliance requirements. This site also includes samples of supplemental instructional materials that will help English Learner students meet challenging grade-appropriate state standards, and address their language development needs.

General Overview

The following should be considered when determining whether a potential expenditure meets the [Title I EL equity requirements](#) in the META consent decree.

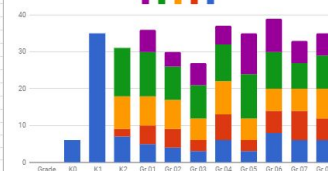
The META Consent Decree requires a determination of the services most needed by your ELs to be conducted prior to spending Title I funds for English Learners at your school. The Consent Decree requires that these services must be supplemental and tailored to solely meet the specific needs of EL students. OEL, as part of its monitoring duties under the META Consent Decree, is obligated to ensure compliance with these legal requirements. A school's intention to comply must be clearly ascertainable from the school's budget. OEL is obligated to work with schools to make appropriate revisions to any budget that does not reflect compliance with Title I and META Consent Decree requirements, including prohibiting the use of Title I dollars to supplant core funding or ensuring that EL instructors, including HLLT teachers, are properly funded and coded.

- **Supplement Not Supplant:** Although the Supplement Not Supplant rule for Title I funds has changed for FY15, where there is greater flexibility in how you use your funds, the rule for your Title I EL portion remains the same. Title I funding for ELs must be used to supplement and not

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S				
FY19 ENGLISH LEARNER NEEDS ASSESSMENT																						
In accordance with the federal META consent decree, a needs assessment must be conducted prior to budgeting or spending your Title I for English Learner funds. The data included in this tab provides you a starting point to conduct this needs assessment. Your FY19 Title I for ELs Budget Plan should reflect services that will support the unique linguistic, academic, and socioemotional needs of your English Learner students in order to improve their English language acquisition and academic achievement.																						
TO BE COMPLETED BY SCHOOL LEADER:																						
What are the needs of your English Learner students that you seek to address with your FY19 Title I for ELs budget?																						
Please insert your response in the box below before submitting your plan.																						
% of ELs Making Progress in Learning English (2017 ACCESS)																						
<table border="1"> <tr> <td>school:</td> <td>35%</td> </tr> <tr> <td>BPS:</td> <td>48%</td> </tr> </table>																			school:	35%	BPS:	48%
school:	35%																					
BPS:	48%																					
Projected English Learner Population for SY1819 (v2.0 projections)																						
Grade	ELD Level 1	ELD Level 2	ELD Level 3	ELD Level 4	ELD Level 5																	
K0	6																					
K1	35																					
K2	7	2	9	13																		
Gr 01	5	5	8	12	6																	
Gr 02	4	5	8	9	4																	
Gr 03	3	3	6	9	6																	
Gr 04	6	7	9	10	5																	
Gr 05	3	3	6	12	11																	
Gr 06	8	6	6	10	9																	
Gr 07	6	8	6	7	6																	
Gr 08	6	6	8	9	6																	

Note: DESE calculates progress toward English language proficiency based on the individual results of students who participated in two successive administrations of the ACCESS test (i.e., the 2016 and 2017 ACCESS tests). Growth-to-proficiency targets are set for students that take into account their prior year ACCESS performance as well as the number of years they have been enrolled in MA schools. Each student receives a Student Growth Percentile for ACCESS (SGPRA) score that compares their growth to their target. The proportion of students "meeting/growing" indicates students who have met their target. To find out whether an individual student has met this target, you can view their 2017 ACCESS assessment report in Aqueous SE. For a more detailed report for your school, log into DESE's ELdata Analytics platform.

Sample School EL Projections SY1819



	A	B	C	D	E	F	G
	BOSTON Public Schools English Learners		Category	Description of the Item/Service/Position	Amount Allocated <i>(estimate dollar amount)</i>	How will this solely benefit EL students?	How is this tailored to meet the language needs of EL students?
1	School Information						English 3D curriculum is designed specifically for English Learner students...
2			Name:	Sample School			
3			School ID:	1234			
4			RC Code:	123456			
5			School Leader:	Jane Doe			
6	FY19 Title I Allocation						
7			Total Title I EL allocation:	\$20,000			
8			% EL students projected:	50%			
9			Total Title I allocation:	\$40,000			
10	FY19 Title I for ELs Budget Plan						
11			Total budgeted:	\$0			
12			Total Staff budgeted:	\$0			
13			Total Services budgeted:	\$0			
14			Total Supplies budgeted:	\$0			
15			Total Travel budgeted:	\$0			

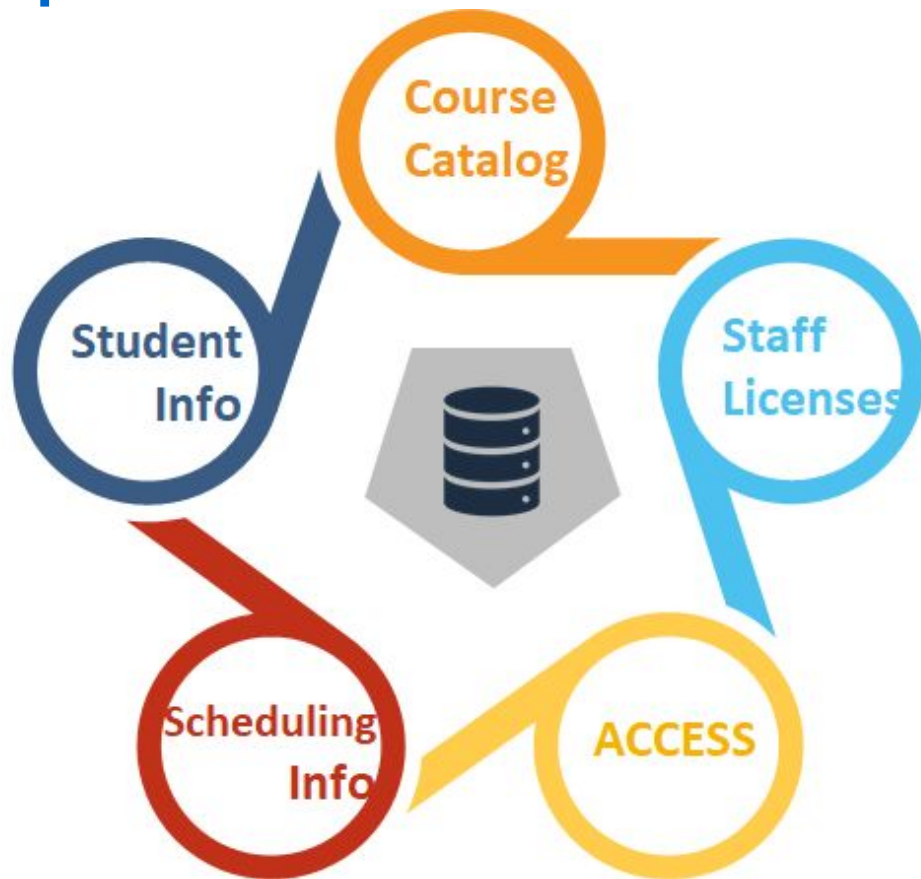
EL Services Data Warehouse Report

“A **data warehouse** is a relational database that is **designed for query and analysis** rather than for transaction processing. It...[enables] an organization to consolidate data from several sources.”

https://docs.oracle.com/cd/A97630_01/server.920/a96520/concept.htm

Updated twice **daily!**

Access for Principals & LATFs.

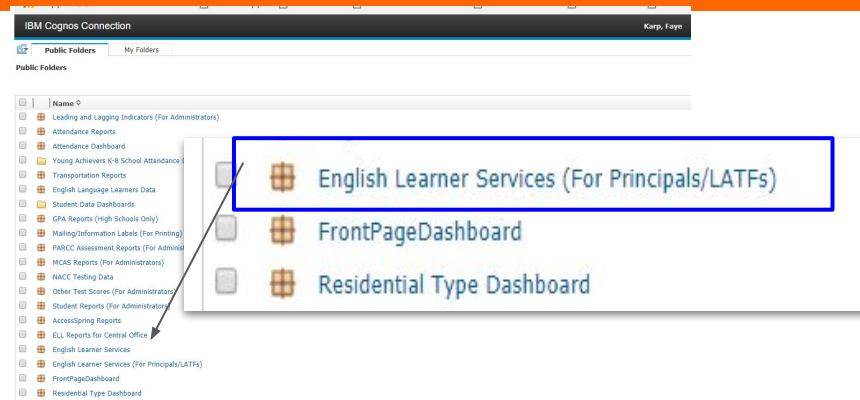


*Forthcoming: integrating with EdPlan ESL

Accessing the Report

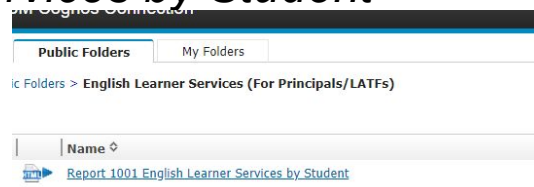
1. Log into Data Warehouse at <https://bpsdepot.mybps.org> with your employee ID and password.

The screenshot shows the login page for the Boston Public Schools Data Warehouse. At the top, there is a logo for Boston Public Schools and the text "DATA WAREHOUSE". Below this, there is a login form with fields for "User ID" and "Password", and a "Login" button. A link for "forgot password?" is also present. A disclaimer at the bottom states: "In logging on to Data Warehouse, I certify that I have read and agree to all the terms of the Boston Public Schools' Acceptable Use Policy. I also certify that I understand that, pursuant to state and federal law, I am responsible for the security of all student data to which I may have access." Below the disclaimer, it says "FOR MORE INFORMATION ON BPS" and provides the website "www.bostonpublicschools.org". On the right side of the page, there are sections for "NEWS" (Period 2 GPA is available in GPA Reports), "PINNED NEWS" (Average Daily Attendance Report in Career TechEd Reports are now available), "DOCUMENTS" (Access Reports on your Mobile Device using Investigating Student Attendance Rate and Printing Mailing Labels), and "QUESTIONS OR SUGGESTIONS" (datawarehouse@bostonpublicschools.org).



2. Click the folder called *English Learner Services (For Principals/LATFs)*

3. Click on *Report 1001 English Learner Services by Student*



New Data Warehouse Report: English Learner Services

IBM Cognos Viewer - Report 1001 English Learner Services by Student

Click here to
download to
Excel



English Learner Services by Student

School Group: TLT IV

School(s): 1

School: 1

School Year: SY 2017 - 2018

[Excel Version](#)

Report
of each
student
here

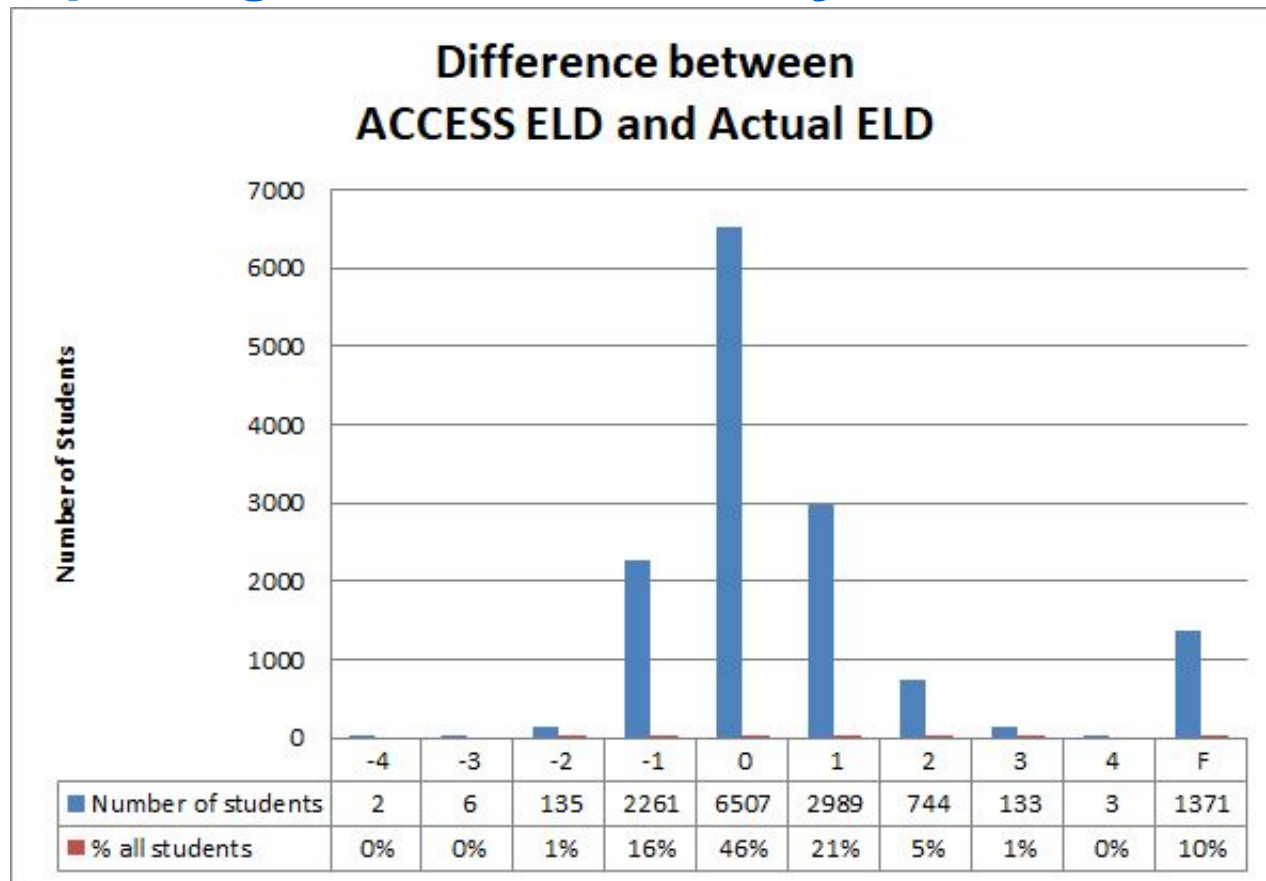
Mini dashboard

School Information		Student Information												Course Information				ESL Instruction Information					
School Code	School Name	Student Name	Student Number	Grade	Homeroom	LEP Status	ELD	ELD Date	SLIFE Status	Program Code	SPED Code	First Language	Opt Out	Course Num.	Course Name	Term	Section Num.	ESL Eligible Course	ESL Instruction Type	Approved ESL Instruction Type?	Overall Approved ESL Instruction Type?	ESL Mins/Week	Overall Approved ESL Mins/Week
1	School	At A	4	12	305	L	3	2017-06-19		BLM	-	Somali		15P	ESL 3 Developing HS	FY	002	ESL-Standalone	Standalone	Yes	Yes	530	Yes
														15G	ESL 1 Entering HS	FY	002	ESL-Standalone	Standalone	Yes	Yes	795	Yes
			394	11	304	L	1	2017-06-07		BLM	-	Arabic		1A1	ESL Content Reading 1	FY	001	ESL-Standalone	Standalone	Yes	Yes	795	Yes
			4	11	307	L	3	2017-08-12		BLM	-	Amharic		15P	ESL 3 Developing HS	FY	002	ESL-Standalone	Standalone	Yes	Yes	530	Yes

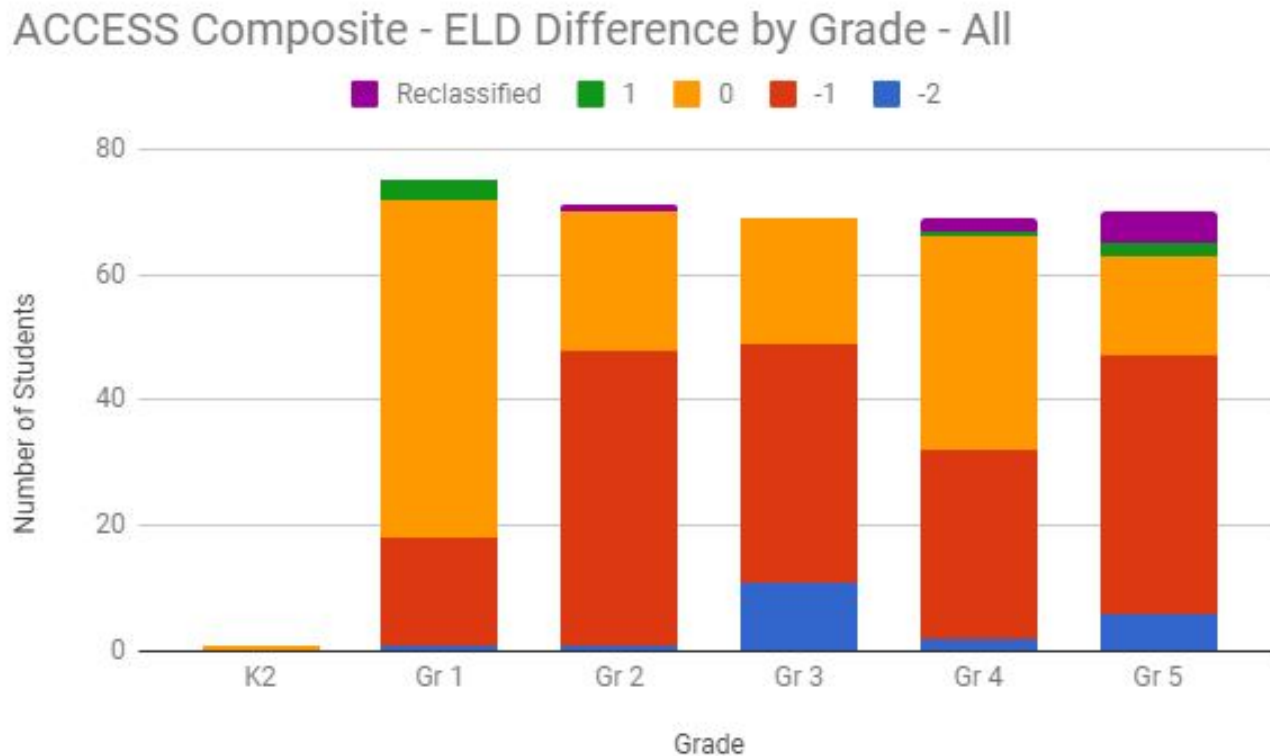
What does the report show?

School Information	School Code, School Name
Student Information	Name, StudentNo, Grade, HR, LEP Status, ELD, ELD Date, SLIFE Status, Program Code, SN Code, First Lang, Opt Out
ESL Course Information	CourseNo, Course Name, Term, Section
ESL Instruction Type Information	ESL Eligible Course, ESL Instruction Type, Approved, Overall Approved, ESL Mins/Wk, Overall Appropriate ESL Mins?
ESL Teacher Information	Staff ID, Staff Name, Staff License (Primary, Co-Teacher, ESL, Inclusion), Overall ESL Teacher ID, Overall ESL Teacher Name, Overall License, Summary Overall License
ESL Grouping Information	ESL Grouping, Overall ESL Grouping, ELD 3 with 1&2, Summary ELD 3 with 1 & 2
SEI Core Content Information	# SEI Courses, # SEI Teachers, # Non-Qualified Teachers, # Classes with Non-Qualified Teacher, Is SEI Teacher Fully Qualified?

Deepening our Level of Analysis: Case Example (district)

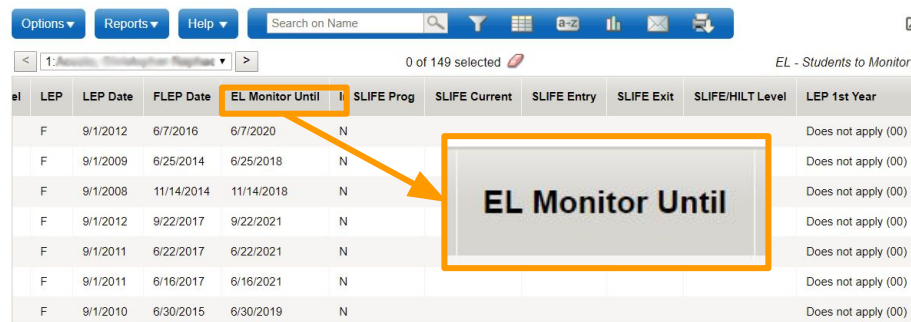


Deepening our Level of Analysis: Case Example (school)



FEL Monitoring

1. Partnered with OIIT to make it easier for schools to identify students in the monitoring period.



el	LEP	LEP Date	FLEP Date	EL Monitor Until	SLIFE Prog	SLIFE Current	SLIFE Entry	SLIFE Exit	SLIFE/HILT Level	LEP 1st Year
	F	9/1/2012	6/7/2016	6/7/2020	N					Does not apply (00)
	F	9/1/2009	6/25/2014	6/25/2018	N					Does not apply (00)
	F	9/1/2008	11/14/2014	11/14/2018	N					Does not apply (00)
	F	9/1/2012	9/22/2017	9/22/2021	N					Does not apply (00)
	F	9/1/2011	6/22/2017	6/22/2021	N					Does not apply (00)
	F	9/1/2011	6/16/2017	6/16/2021	N					Does not apply (00)
	F	9/1/2010	6/30/2015	6/30/2019	N					Does not apply (00)

2. Also partnered with OIIT to create new functionality in Aspen for schools to document monitoring decisions.



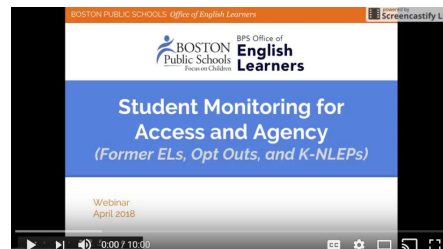
EL Monitoring

Meeting Date

Language Issue?

Action Taken?

3. PD for LATFs on FEL Monitoring



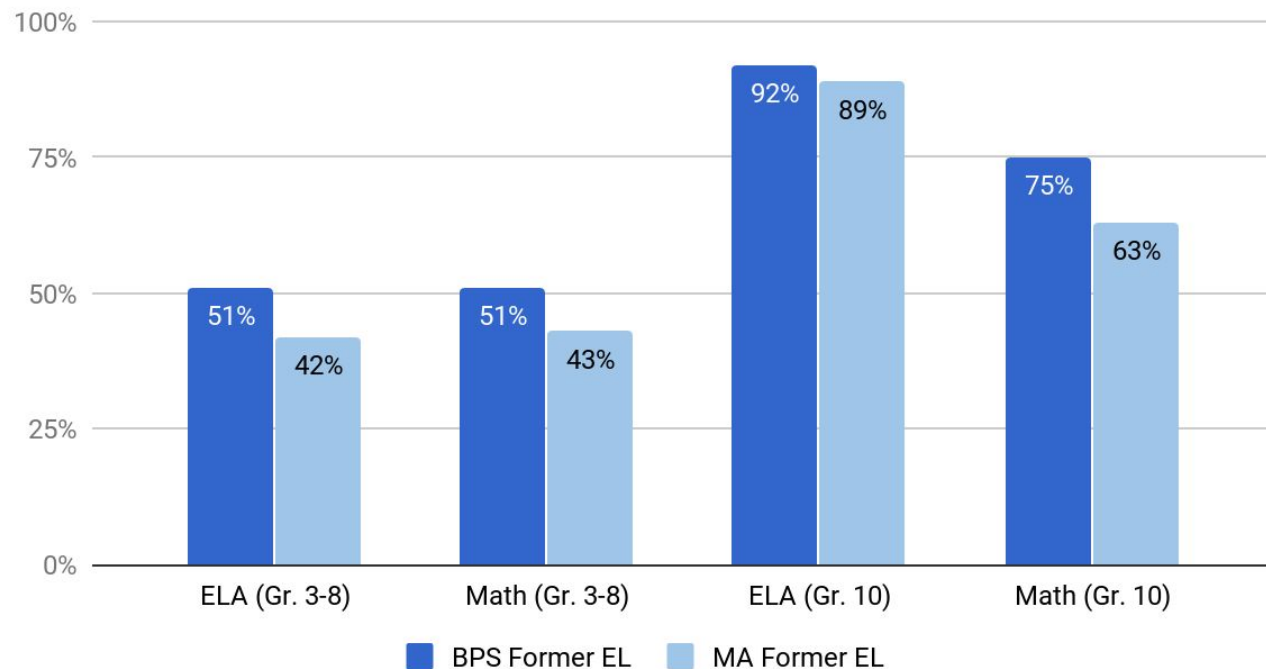
Goals for SY 18-19

Continue to streamline critical processes for school leaders and LATFs:

- ❑ Implement online accountability system.
- ❑ Shared Budget/OEL position for Title I for ELs.
- ❑ Partner with OIIT/ODA to move more EL functionality to Aspen and more compliance reporting to Data Warehouse.
- ❑ Begin to create digital ELD folders.
- ❑ Automate Parental Notification Letters for ELD updates.
- ❑ Work with OIIT/ODA to improve Data Governance for ELs.

BPS Former ELs Outperform Former ELs across MA

2017 MCAS Performance



Source: MA Department of Elementary and Secondary Education Edwin Analytics. BPS totals *exclude* in-district Horace Mann charter schools. Gr 3-8 figures represent the proportion of students Meeting or Exceeding expectations on MCAS; Gr 10 figures represent the proportion of students scoring Advanced or Proficient on MCAS.