

Boston Public Schools

OAG Task Force

January 26, 2021

Strategic Plan & OAG Policy Alignment





BOSTON PUBLIC SCHOOLS

OAG POLICY

Every child in every classroom is entitled to an equitable, world-class, high-quality education. Every student should have the same unfettered access to every conceivable resource to unlock the greatness within them.



2020–2025 Strategic Vision Alignment

- **Commitment I.** Priority 1.1 : Ensure that BPS policies, plans, and budgets advance the Opportunity and Achievement Gaps (OAG) Policy so that our schools are equitably funded to provide robust academic programming and social-emotional supports, giving every child what they need
- **Commitment I.** Priority 1.6 : Develop and monitor progress toward achieving explicit goals for schools and central office around implementing strategies to eliminate opportunity and achievement gaps (especially for English Learners and students with disabilities) and central office will be responsible and accountable for monitoring progress and providing support



Considerations for Implementation 2020–2025

- *Setting multi-year Goals that drive one year Work Plans*
- *Continuing to align our processes and systems to build coherence throughout central office and all of BPS*
- *Ensuring our efforts are centered on student outcomes and conditions that need to be set to achieve those outcomes*

VISION:

A nation-leading, student-centered public school district providing an equitable, and excellent, well-rounded education, that prepares every student for success in college, career, and life.

MISSION:

Every child in every classroom in every school gets what they need.



BPS-DESE MOU

BPS priority initiatives outlined in the MOU:

1. **33 lowest performing schools:** Teaching and learning: Make specific improvements in the district's 33 lowest performing schools, which will be defined as "transformation" schools.
2. **Equitable access to student supports:** Adopt MassCore as a uniform high school graduation requirement for all BPS schools and reduce chronic absenteeism overall, especially at the high school level.
3. **Supporting students with disabilities:** Increase the percentage of students with disabilities who are served in the least restrictive environment and reduce the disproportionate placement of students of color in substantially separate programs.
4. **Transportation:** Improve the student transportation system.

DESE/BPS supporting initiatives outlined in the MOU:

1. **Teaching and learning:** Prepare a cohort of 15 BPS schools for entrance into DESE's Kaleidoscope Collective for Learning, a professional development initiative designed to engage students and teachers in deeper learning.
2. **Equitable access to student supports:** Help broker partnerships for schools that do not have strong partners.
3. **Educator diversity and effectiveness:** Help BPS recruit and retain a diverse and effective educator workforce by providing additional staff capacity and developing programs that could include such programs as home buying incentives or signing bonuses.
4. **Facilities:** Provide a DESE employee(s) to work with BPS on upgrading essential facilities such as student bathrooms.



Our Six

COMMITMENTS

To The Boston Community

#1: ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS: *Equitable and excellent student outcomes*

#2: ACCELERATE LEARNING: *High-quality schools and joyful classrooms district-wide*

#3: AMPLIFY ALL VOICES: *Shared decision-making, mutual accountability, and partnerships*

#4: EXPAND OPPORTUNITY: *Fair and equitable funding and welcoming environments*

#5: CULTIVATE TRUST: *Caring and competent staff that reflect our students and are focused on service*

#6: ACTIVATE PARTNERSHIPS: *Expand learning beyond the classroom and connect the community to the classroom.*

Strategic Plan Commitments and Priorities

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

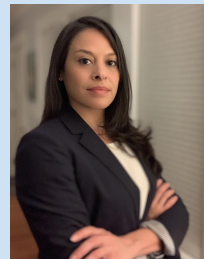
Multi-Year Academic Imperative: Eliminate Opportunity Gaps and Accelerate Learning



Division of Academics

Our Division consists of six offices dedicated to ensuring BPS educators and school leaders have the support and resources they need to create equitable, supportive and rigorous learning environments for our students.

Andrea Zayas, Chief Academic Officer azayas@bostonpublicschools.org



01

**ELIMINATE OPPORTUNITY
AND ACHIEVEMENT GAPS**

*Equitable and Excellent
Student Outcomes.*

02

**ACCELERATE
LEARNING**

*High-quality schools
and joyful classrooms
district-wide.*

03

**AMPLIFY
ALL VOICES**

*Shared decision-making,
mutual accountability,
and partnerships.*

04

EXPAND OPPORTUNITY

*Fair and equitable funding
and welcoming environments.*

05

CULTIVATE TRUST

*Caring and competent staff
that reflect our students
and are focused on service*

06

**ACTIVATE
PARTNERSHIPS**

*Expand learning beyond the
classroom and connect the
community to the classroom*

Dr. Regine Philippeaux-Pierre, Deputy CAO

rphilippeaux@bostonpublicschools.org

- Excellence For All
- Special Projects



Office of Academics and Professional Learning

Christine Landry, Assistant Superintendent

clandry@bostonpublicschools.org

- Content Support Teams: Mathematics, ELA, History, Arts, World Language, Library, STEM
- Early Childhood/ UPK
- Digital Learning
- Global Education



Office of Teacher Leadership & Development

Shakera Ford Walker, Asst. Superintendent

swalker@bostonpublicschools.org

- Teacher Leadership
- Telescope
- New Teacher Developers
- Professional Learning



Office of Extended Learning Opportunities

Vacant

- 5th Quarter
- Acceleration Academies
- 21st Century Community Learning Centers
- Homeschool; Virtual School

Office of Health and Wellness (OHW)

Jill Carter, Assistant Superintendent

jcarter@bostonpublicschools.org

- Social Emotional Learning
- Health Education
- Wellness Policy, Evaluation, Promotions
- Physical Education & Physical Activity



Office of Special Education

Ethan D'Ablemont-Burnes, Asst. Superintendent

edablemontburnes@bostonpublicschools.org

- Curriculum, Instruction, Pedagogy - Students with Disabilities
- Individualized Education Plan Implementation
- Professional Learning
- Compliance and Compensatory Services



Office of English Learners

Dr. Silvia Romero-Johnson, Asst. Superintendent

sromerojohnson@bostonpublicschools.org

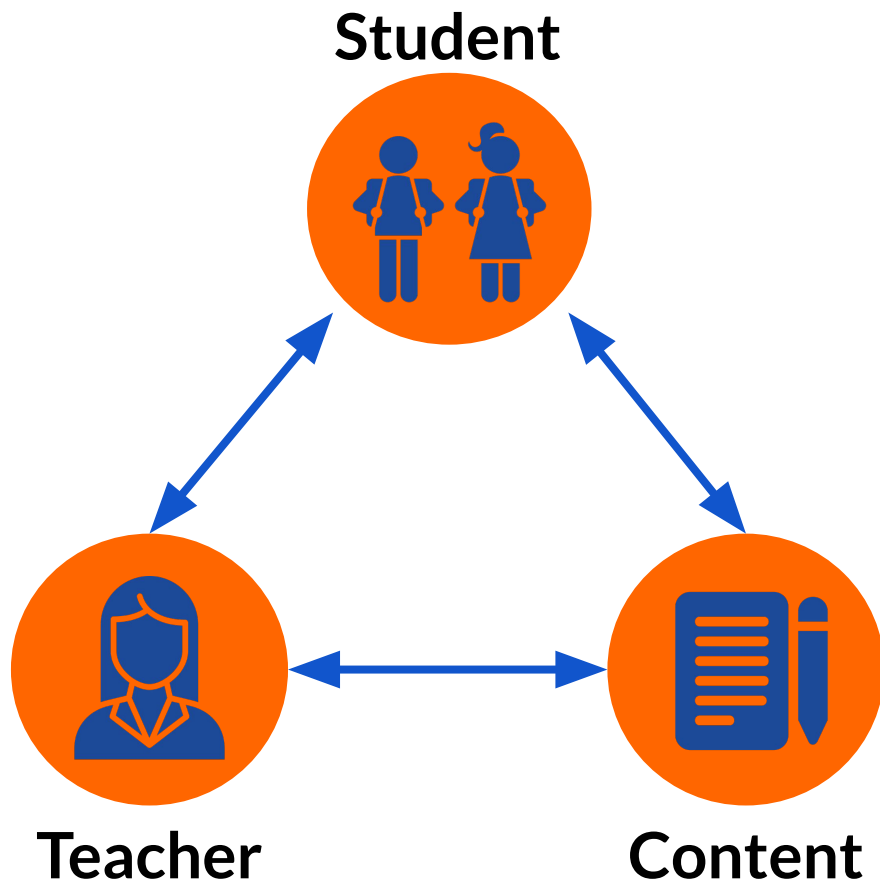
- Newcomer Assessment
- Translation and Interpretation
- LOOK Act Implementation
- Instruction
- Equity and Accountability
- Budget and Supplementary Services



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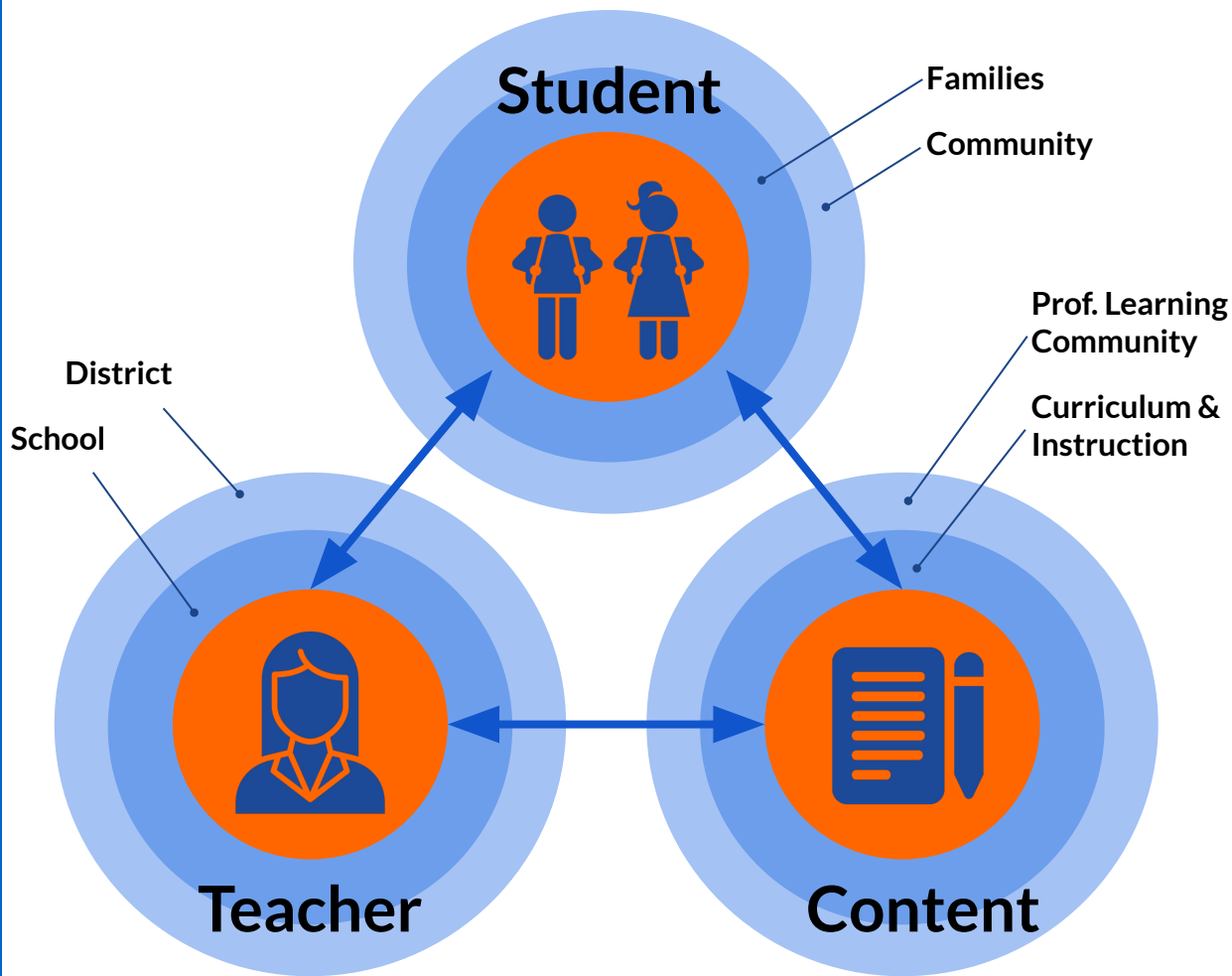
Improving quality by
investing in
strategies that
change the student
experience

The “Instructional Core”



—

**Improving quality by
investing in
strategies that
change the student
experience**



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





Division-wide Goals

1. Decrease variability in quality of instruction districtwide by implementing an articulated Academic Strategic Focus
2. Build Teacher Capacity to Address Unfinished Teaching and Learning and Effectively Engage Students
3. Address systemic issues through strategic policy change



Division-wide Goal 1: Overview

Goal 1: Decrease variability in quality of instruction districtwide by implementing an articulated Academic Strategy

Specific Workstreams:

1. Adopt High Quality, Culturally Relevant Instructional Materials
 - a. Invest in adoption, coaching, and implementation support
 - b. All subjects, all grades
 - start with literacy, K-8
2. Adopt high quality instructional materials for ESL, SLIFE and dual language programs
3. Invest in Learning Management System for curation

Investment Highlight: K-8 Literacy

Content



A fundamental shift in the way we approach literacy instruction

Every student deserves to learn from teachers and instructional materials that reflect their ethnic, cultural and linguistic heritage, and prepares them for a life full of choice and opportunity.

- ❑ Multi-year roll-out of instructional materials that are aligned with the highest expectations.
- ❑ Supporting implementation of the curriculum at the school level through expert coaching, professional learning, and data-driven feedback.
- ❑ Adoption of standards-aligned curricular resources for K-8 classrooms.
- ❑ Unpacking these curricula through anti-bias screening tools, such as the “7 Forms of Bias.”

Investment Highlight: Planning, Coaching, and Instruction

Teacher



Leveraging Enrichment Classes to Improve Core Instruction

More Arts, Music, Science, and Physical Education and Health in grades K-6:

- ❑ Students in selected schools will receive one additional special per week.
- ❑ Students have more opportunities to explore their passions, to fuel their curiosity, and feel success.

During this period, classroom teachers have more time to collaborate and prepare:

- ❑ They will engage in coaching and planning with their teams, guided by the Instructional Facilitator.
- ❑ Transformation coaches will provide instructional coaching support aligned to the curriculum.

Essentials for Equitable Instruction





Division-wide Goal 2: Overview

Goal 2: Build Teacher Capacity to Address Unfinished Teaching and Learning and Effectively Engage Students

Workstream Detail:

1. Common Observation/Feedback Frameworks and Tools
2. Peer Led Learning: Telescope Network
3. Job Embedded Coaching
4. Connected district professional learning

Investment Highlight: Teacher Professional Learning

Teacher



Closing gaps by increasing the knowledge and skill of teachers

We are committed to a comprehensive approach to supporting change at the school level:

- ❑ Instructional Coaches increase teachers' skill through frequent coaching and consistent feedback.
- ❑ Deepen training in teaching strategies to sustain effective use of instructional materials and tools.
- ❑ School Leadership development to ensure effective use of new staffing and resources.
- ❑ Team-based professional development including anti-racism and anti-bias strategies for eliminating opportunity gaps and raising instructional rigor.

Expand teachers' skillset and toolkit

Teacher

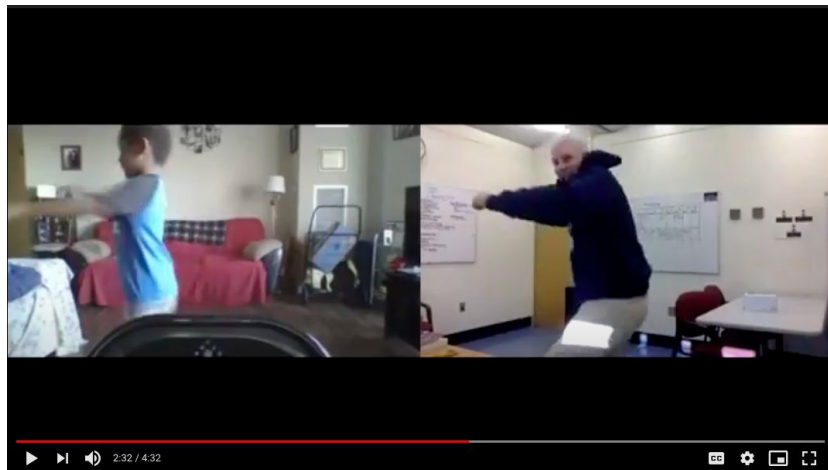


Prioritize strategies with demonstrated ability to improve instruction

Three investments are aligned to deliver higher quality instruction to engaged students who are focused and ready to learn:

- \$2.2M** Expand access to the Arts, Music, Science, and Physical Education and Health in grades K-6.
- \$4.6M** School-based Instructional Facilitators for job-embedded PD and Coaching.
- \$2.0M** High quality, team-based professional development for new supports in schools.

Expand teachers' skillset and toolkit



"There Will Never Be an Age of Artificial Intimacy"
Sherry Turkle, *NY Times*

"And above all, this: It is our nature, our human nature, to evolve toward our maximum potential; it is our human destiny to evolve into the superior cognitive beings of a robotic future."

→ Let's chunk this sentence, to help us identify the meaning.

"And above all, this: It is our nature, our human nature, to evolve toward our maximum potential; it is our human destiny to evolve into the superior cognitive beings of a robotic future."

→ Did anyone want to chunk this sentence differently?

Goal 3: Address systemic issues through strategic policy change

Workstream Detail:

1. Adopt MassCore as our district graduation requirement
2. Mastery/Competency based Grading Policy Reform
3. Report Card and Transcribing Reform



**Division-wide
Goal 3:
Overview**

COVID Response



Remote Learning Resources

BOSTON PUBLIC SCHOOLS Week 12: June 1 - June 5 · Educator Resources · Week 3 Archive · Week 4 Archive · Week 5 Archive · More

Welcome, Bienvenidos, Byenveni! Week 12

[Click here for the Massachusetts Learning Standards](#)

Unit 4 - Our Earth

Unidad 4: La tierra - Nuestro Planeta

Inite 4: Planèt Nou An



Multilingual Library for English Learners

Welcome Families

bienvenidas familias--欢迎家人--chào mừng các gia đình - نرحب بالعائلات - soo dhowee qoysaska--bem-vindas famílias- byenveni ak tout Fanmi yo- bienvenues les familles

BSAC Virtual Climate Education Activities

Welcome Educators!

The Boston Student Advisory Council (BSAC) is dedicated to climate change education. They have put together a set of virtual resources for educators K-12. Below you will find a virtual activity that can be completed with your students as well as a list of resources they have found helpful. Together, we can make a difference and it starts with children!



Race & Equity Resources for Educators & Families

This is a collection of resources for K-12 teachers and families to use to support addressing racism, police brutality, and various aspects of the impact of COVID-19 is having on the communities of color in Boston. These resources and lessons were created by Excellence For All and the Office of Opportunity Gaps. Click the link below, which will take you to Wakelet, where the resources & lessons are stored.

[Click Here- Resources for Families & Educators](#)

The Office of Opportunity Gaps has curate resources for our educators to develop their self-awareness and racial identity awareness. This is to support adults on the CLSP continuum, antiracist education, and supporting equity in schools. Click Below to Access the Folder of Resources.

Learning from Spring 2020 Remote Instruction

Families asked for:

- ☐ Ease of tracking assignments
- ☐ More engaging work
- ☐ Recorded lessons/ Asynchronous options
- ☐ Support with using remote platforms

Teachers asked for:

- ☐ District-wide access to high-leverage learning platforms
- ☐ Support with synchronous teaching
- ☐ How to better engage students during remote instruction
- ☐ Support for project-based learning
- ☐ Clarity of expectation and accountability for students
- ☐ At-home learning materials for students

Students thought that:

- ☐ Teachers supported their learning
- ☐ There could be better classroom engagement
- ☐ Note: Overall there was a 18.2 % decrease in attendance from September through March to March through June.

School Leaders let us know that:

- ☐ Adult SELWEL support was needed
- ☐ More access to more learning platforms
- ☐ Continue with weekly instructional resources

BPS READY- Professional Learning

15,593 Participants

9,480 Trainings Offered

1,551

Office of English
Learners

112 Trainings Offered
19 Unique Topics

- Imagine Learning (adaptive Literacy and Math learning platform for ELs)
- OEL Master Class (using vetted learning platforms for ELs in remote learning, i.e. Google Classroom, Nearpod, and SIOP framework)

12,473

Office of Academics

9,219 Indiv. Trainings
36 Unique Topics

- LINCSpring - individualized Blended / Remote Learning
- Facing History & Ourselves Online Courses
- Social Emotional Learning in the Arts
- Building Excellent Educators in Science
- Strategies for Addressing Unfinished Learning

1,078

Excellence for All
Initiative

139 Trainings Offered
29 Unique Topics

- CLSP & Culturally Responsive Observation
- Student Engagement during Remote Learning
- Equity & Remote Learning
- CLSP & Difficult Conversations
- Higher-Order Thinking and Reasoning Remotely

491

Office of Health &
Wellness

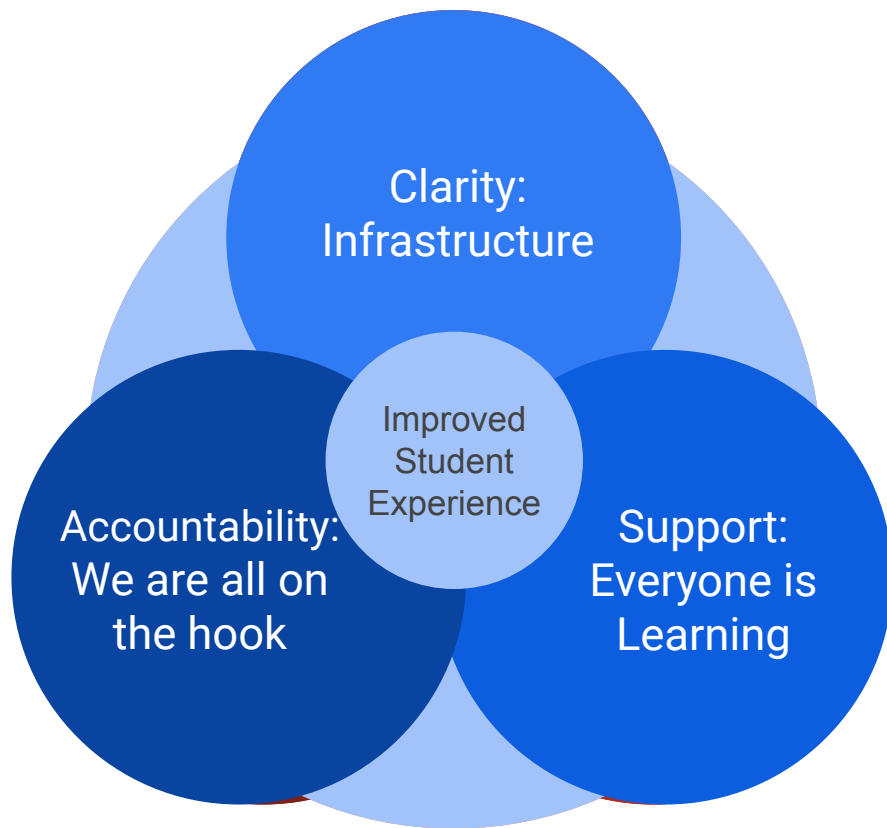
10 Trainings Offered
9 Unique Topics

- Adult Culturally Responsive Social Emotional Learning
- Building Online Learning Communities: Integrating Three Signature SEL Practices
- Stop, Block, and Talk: Online Safety

Conversations
with
Dr. Ibram X.
Kendi
&
Dr. Bettina
Love



Remote Instruction: Improvements



Strategy to Respond to the Spring Experience

- **Clarity:** Create a more robust, clear infrastructure for remote teaching and learning at the district level.
- **Support:** Opportunities for all stakeholders (including families) to learn and grow, and be supported in remote learning.
- **Accountability:** Processes and methods for multiple levels of qualitative and quantitative data feedback loops.

Remote Instruction: Improvements

Clarity: Create a more robust, clear infrastructure for equitable recovery in remote teaching and learning.



- DESE guidance: this **IS** school, not emergency remote learning
 - Regular school day
 - Services for ELs, ELSWD, SWD
- Learning Management System
- Aspen SIS for Scheduling and Attendance (incl ESL, Resource)
- Panorama for Student Success
- Adaptive Learning Platforms
- Materials for At-Home Learning
- Two-way Multilingual Family Communication
- Transformative SEL practices daily in all classrooms
- Virtual Home Visits & Conferences
- Reframed Professional Learning to Support Remote Instruction

Remote Instruction: Improvements

Support: Opportunities for all stakeholders to be supported in implementation of equitable remote instruction.



- At-Home Learning Kits
- Ongoing Professional Learning
 - Returning Boston Strong: Educator Summit
 - LINCSpring
 - Digitized Curriculum, Prioritized Standards
 - Virtual Coaching and Walkthroughs
 - Revised Pacing, Scope & Sequence with Aligned Assessments
 - Project-Based Learning Supports
- Multilingual, Small Group Synchronous and Asynchronous Family Support / Workshops

Remote Instruction: Improvements

Accountability: Processes and methods for multiple levels of qualitative and quantitative feedback loops ensuring equitable recovery.

- Equity Roundtables (bi-weekly)
 - Continuous, quick cycles of improvement based in data
- Data Dashboards, school, region, district level
 - Aspen - attendance
 - Panorama - student success
 - Illuminate - assessment
- Virtual Walkthroughs
- School level adherence to guardrails
- English Learners - ESL course level attendance in Aspen
- Grading, Report Cards and Progress Reports



Student Engagement During Remote Learning

- The average attendance rate is currently 90%, which is slightly lower than a typical year. [Note: the BPS Average Daily Attendance Rate ranged from 91.9% to 92.9% between 2014-15 and 2019-20.] Student attendance is recorded on a daily basis by teachers.
- The average daily online activity rate is 87%, meaning on an average day, 87% of students used their BPS email to log into online learning tools. It does not include offline activities or other online activities not connected to a BPS email.

Neighborhood	Average Daily Attendance Rate	Average Daily Online Activity Rate
Allston/Brighton	91%	82%
Charlestown	93%	82%
Chinatown	95%	81%
Dorchester (02121,02125)	87%	84%
Dorchester (02122,02124)	88%	84%
Downtown	94%	82%
East Boston	91%	81%
Fenway	90%	82%
Hyde Park	91%	86%
Jamaica Plain	91%	83%
Mattapan	87%	83%
Roslindale	92%	85%
Roxbury	87%	84%
South Boston	90%	83%
South End	89%	83%
West Roxbury	96%	85%

Note: data reflects the beginning of the year through 1/15/21. Students living in Back Bay, West End, North End, and Beacon Hill are included in Downtown.

Students with Disabilities (SWD)

Compensatory Services Programming

Overview:

- To address the missing service hours and get our students back on track, The Office of Special Education (OSE) will deliver Compensatory Special Education service hours owed to eligible students virtually;
- BPS Teachers will be prioritized during the hiring process;
- Students and families will be contacted for preference once eligibility has been determined.

Dates	Time(s)	Services
Starting the week of January 6, 2020 Weekly	T, W, Th 4-6pm	After School virtual tutoring sessions <i>Math, Reading, Rules-based Reading, Special Ed, Related services (SLP, OT & PT) & Counseling</i>
February Vacation Academy February 15-19th, 2021	9-12pm	3 hour blocks of services provided simultaneously <i>Math, Reading, Rules-based Reading, Special Ed, Related services (SLP, OT & PT) & Counseling</i>
April Vacation Academy April 19-23, 2021	9-12pm	3 hour blocks of services provided simultaneously <i>Math, Reading, Rules-based Reading, Special Ed, Related services (SLP, OT & PT) & Counseling</i>
*ESY Ext August 16th-August 27th, 2021	9-12	3 hour blocks of services provided simultaneously <i>Math, Reading, Rules-based Reading, Special Ed, Related services (SLP, OT & PT) & Counseling</i>

*Sample overview of planned delivery of services, possible ESY services remote if in-person delivery is not an option per health guidelines.

Office of English Learners: Compensatory Services

- Summer Learning

Number of ELs Served in OEL Programs: 2470

Number of ELs Served in other BPS Programs: 3524

Total Number of ELs Served: 5994 (approximately a third of all ELs)

Number of OEL Programs: 56

Staff Hired for OEL Program: 307

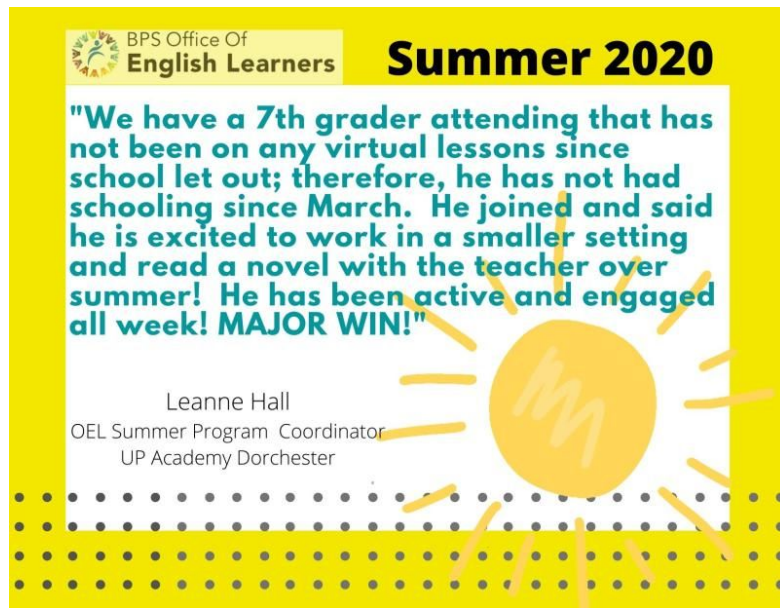
Daily Average Attendance: 82%

Number of Comp Students Served: 205

(54% of all Comp Students)

Click [here](#) for Summer Bright Spots!

- Grants Available to Teachers for Out-of-School Time for Spring and Summer 2021



Remote Learning



Remote Learning



Deep Dive: Office of Academics and Professional Learning

- 1) OAG Goal Dashboard 2017-2020
- 2) 2019-20 Program Highlights
- 3) 2020-21 Workplans and Goals Aligned to OAG Policy



MISSION

To provide all educators & stakeholders high-quality research-based curricular materials and professional learning experiences that support them in all phases of their career to develop the knowledge, skills and mindsets that enable them to be highly effective, equity-focused educators and leaders who provide all students with the tools and experiences they need to be college and career ready.

THEORY OF ACTION

If we provide an instructional framework for Early Childhood through Mass Core completion that directly addresses the deficit lens caused by bias and systemic racism, implement high-quality, standards-aligned curricular materials for all students and teachers, model and build teacher capacity to provide access points for all students through professional learning experiences, job-embedded coaching, and peer to peer learning, and amplify bright spots across the district, then, we can close opportunity gaps for students of color, students with disabilities, English Learners, and those who are economically disadvantaged.

SY2020-2021

Office of Academics & Professional Learning

ORGANIZATIONAL CHART



Superintendent, Dr. Brenda Cassellius

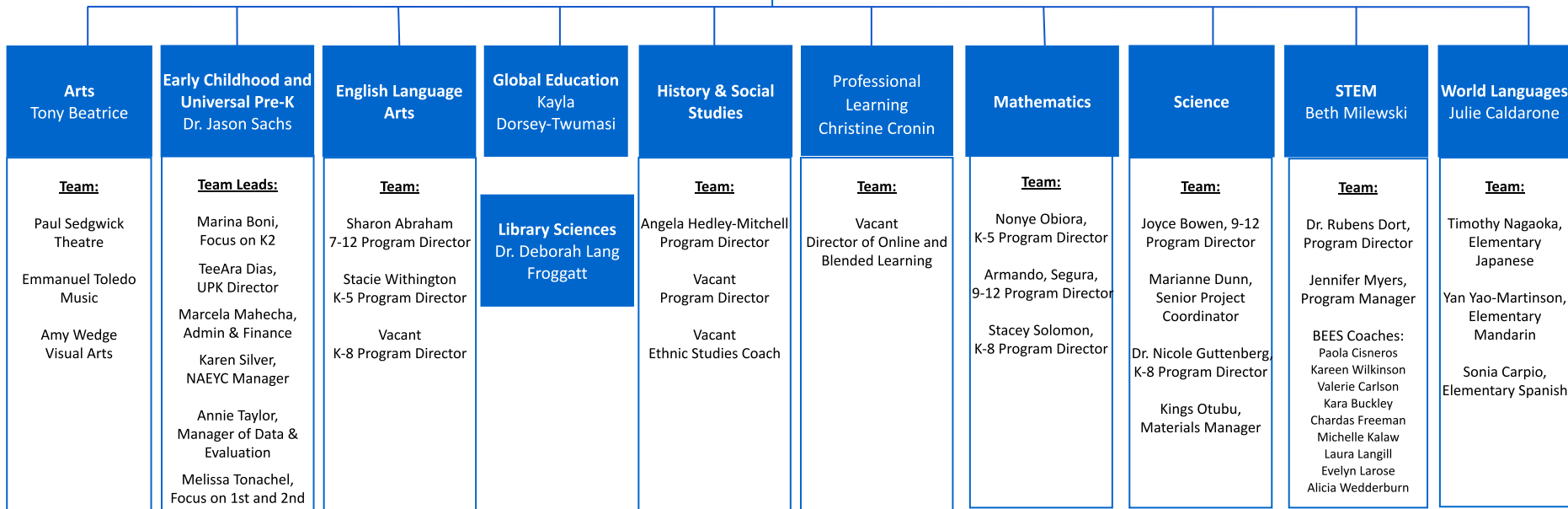
Chief Academic Officer

Andrea Zayas

Assistant Superintendent

Christine Landry

Admin Assistant
Jenelle Lawson



OAG Academics Goals 17-18

Priority Area ▼	OAG # ▼	Goal Summary ▼	Deadline ▼
Cultural Proficiency / Diversity	3.2 - CLSP PD/Coaching	By SY 2018-2019, develop and recommend a model for teacher and school leader competency development that leads to improved student outcomes for all subgroups with special attention to marginalized subgroups. ?(APL)	08/30/2018
Cultural Proficiency / Diversity	3.2 - CLSP PD/Coaching	By August 2019, all designers and executors of professional learning or providers of coaching regarding curriculum will have been trained in CLSP. (APL)v	03/17/2018
Cultural Proficiency / Diversity	4.2 - CLSP in Student Curricula	By July 2018, APL will collaborate with ASSET colleagues to ensure that “instructional strategies used in all subjects at all levels are rigorous, highly engaging, culturally affirming, and foster student identity and voice.”(OAG Policy, 2016) by training all BPS educators in the Essentials for Instructional Equity. (APL)	03/17/2018
Cultural Proficiency / Diversity	4.2 - CLSP in Student Curricula	By June 2019, we will have developed and implemented a process for vetting curricula for bias and cultural proficiency. Curriculum materials will be annotated in order to identify elements that “enables students to embrace their racial and cultural identity and feel empowered while developing counter narratives to the often negative dominant narrative on people of color and other marginalized groups.” (OAG Policy, 2016)(APL)	03/17/2018
Cultural Proficiency / Diversity	4.4 - Data to Identify/Address O&A Gaps	By September 2018, all formative assessments honor time constraint recommendations and all questions that demonstrate bias have been edited or removed (APL)	03/17/2018

OAG Academics Goals 17-18

Structural Barriers	5.4 - Equity in ECE, OST, and ELT	By August 2020, all high schools have graduation requirements that provide access to rigorous and diverse coursework aligned to college and career readiness. (APL)	08/30/2020
Cultural Proficiency / Diversity	4.2 - CLSP in Student Curricula	By August 2020, all high schools have graduation requirements that provide access to rigorous and diverse coursework aligned to college and career readiness. (APL)	06/30/2019

District APL Strategy Work

Where we've been

- Over 56,000 PD sessions completed to prepare teachers, school leaders and subs for remote and hybrid learning
- Standards Institute Professional Learning for Transformation
- Curriculum adoption in Grades 6-8 and Spanish Dual Language
- BEES Initiative created through GE grant
- Expanded UPK in 8 new classrooms creating a total of 555 K1 seats in Community Based Settings (CBOs).
- Provided at-home learning kits for all K-2 students to support their learning

Where we are

- Building capacity for equitable ELA and SLA instruction
- Defining equitable MTSS
- Ethnic Studies course development and implementation
- Decolonizing the Arts curriculum

Where we're headed

- Mass Core Graduation Policy
- Equitable Grading Policy
- 5-year curriculum adoption and refresh

Work Plan for APL Goal 1

Strategic Goal 1: Develop Curriculum Framework and plan for multi-year adoption and implementation of high-quality culturally relevant curriculum materials, practices and policies.

OAG Policy Alignment

Ambitious & Realistic Task or Deliverable

Update pacing and scope and sequence documents for ELA, Math, Science, History, World Language, Arts, STEM, Library, and Early Childhood for relevance and a remote/hybrid environment.

4.2

Provide all-district professional learning on best and emerging practices for culturally and linguistically sustaining, standards-aligned instruction in a remote or hybrid setting along with required health and safety protocols to support a safe return to school.

3.2, 4.1

Develop a 5 year curriculum adoption plan to address all materials that are not deemed high-quality and/or culturally relevant.

4.2

Codify an MTSS Framework aligned to the Essentials, including rounds of feedback from school leaders, teachers, and central office leaders.

4.2

Replace credit recovery platform (Edmentum) for SY20-21 to provide standards-aligned access for remote credit recovery and AP course access that does not represent explicitly biased content.

5.4

Work Plan for APL Goal 1

Strategic Goal 1: Develop Curriculum Framework and plan for multi-year adoption and implementation of high-quality culturally relevant curriculum materials, practices and policies.	OAG Policy Alignment
Ambitious & Realistic Task or Deliverable	
Develop an district-wide equitable grading policy through educator PLC's and gain school district approval.	4.4, 6.1, 6.2, 6.3
Develop a Mass Core policy and gain school district approval. Develop a framework to determine high school readiness to implement MassCore.	4.4, 6.1, 6.2, 6.3
Develop and implement a working group of arts educators and leaders in the field to decolonize the visual arts curriculum for the district.	4.4, 6.1, 6.2, 6.3
Enable all high schools to engage in the Seal of Biliteracy and so that student recipient numbers increase by 10% (from 154 in SY19-20 to 169 in SY20-21)	5.4
Support instructional recovery by implementing high-dose tutoring for overage, undercredited students.	5.4
Provide professional development, coaching, and direct student experiences that will increase the number and quality of Action Civics projects completed in grades 8 and 10 by 20%, prioritizing support in transformation.	3.2, 4.2
Collaborate with CANALA institute to advance identity-specific ethnic studies courses and onboard additional schools to Ethnic Studies courses.	3.1, 3.2

Work Plan for APL Goal 2

Strategic Goal 2: Transformation teachers are able to deliver standards-aligned, culturally and linguistically sustaining practices and instruction in ELA that build on students' assets	OAG Policy Alignment
Ambitious & Realistic Task or Deliverable	
Provide every K-8 transformation school classroom (including sub-separate, SEI, SLIFE, and dual language) with high-quality, standards-aligned K-8 literacy curriculum materials.	4.2, 5.4
Provide professional development for 80% of transformation teachers, 100% of coaches and leaders on curriculum materials (StudySync, ARC, and EL).	3.2
Provide professional development for 80% of transformation teachers, 100% of coaches and leaders on the science of reading.	3.2
Develop and implement and instructional walkthrough process (3 rounds) for transformation schools to evaluate the current state of instruction relative to CRIOP pillars 1 and 4 and equitable literacy instruction indicators. Conduct training for all liaisons to ensure consistency.	4.1 , 4.2
Pilot tier 3 literacy intervention (Reading Horizons) to support over-age non-readers in alignment with the science of reading.	5.4

Work Plan for APL Goal 3

Strategic Goal 3: Reimagine the Office of APL to promote teacher leadership and provide teachers with job-embedded professional learning and coaching grounded in the Essentials for Instructional Equity.

OAG Policy Alignment

Ambitious & Realistic Task or Deliverable

Define and implement vetting and hiring process for 40 transformation coaches

3.1, 3.2

Deploy program directors to support transformation schools based on needs identified in transformation plans in consultation with school leaders, transformation coaches and school superintendents.

3.1, 3.2

Develop and implement a hiring process for content directors to increase all content teams to 4. Increase representation of team members of color from 59% to 70%.

3.1, 3.2

Plan and implement transformation coach onboarding, summer and ongoing professional learning professional learning. Ongoing professional learning will including APL program directors to ensure consistency.

3.2, 4.1

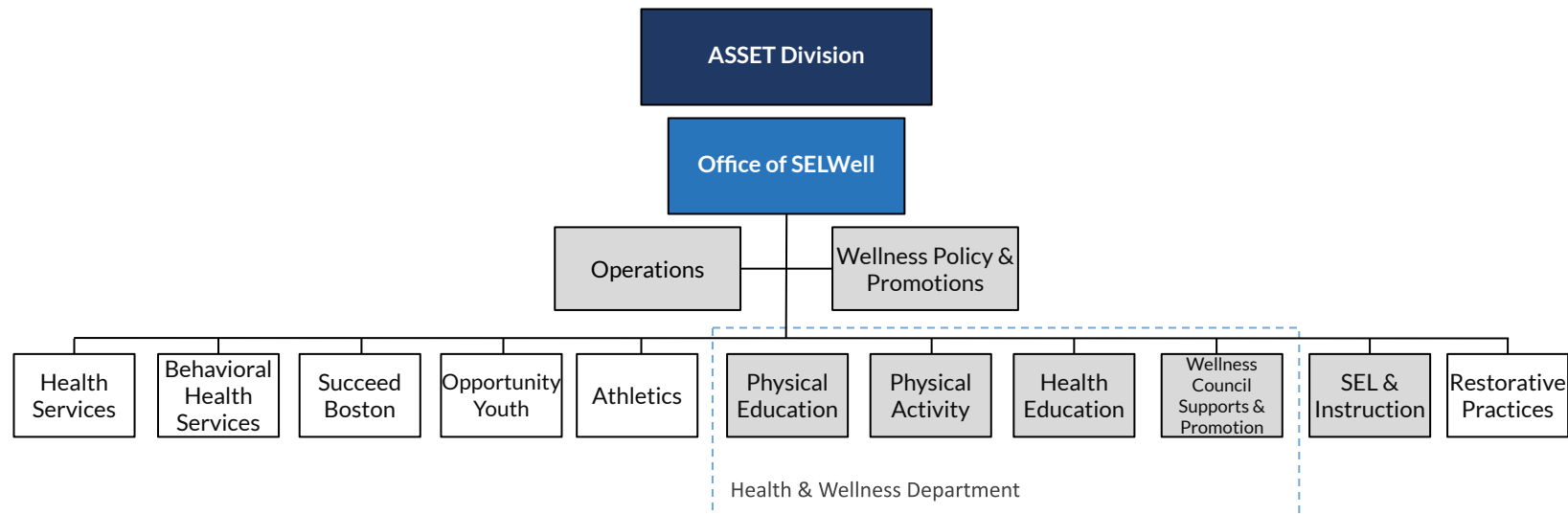
Work Plan for APL Goal 3

Strategic Goal 3: Reimagine the Office of APL to promote teacher leadership and provide teachers with job-embedded professional learning and coaching grounded in the Essentials for Instructional Equity.		OAG Policy Alignment
Ambitious & Realistic Task or Deliverable		
Survey school leaders and teachers in transformation schools regarding the quality of coaching and professional development support.		3.2
Arrange for monthly APL/Telescope meetings to define goals for collaboration, problem solve and plan for school support. Regular review of feedback from Telescope consulting teachers on quality of support.		3.2

Office of Health and Wellness

- 1) SELWell Goal Dashboard 2017-2020
- 2) OHW 2019-20 Program Highlights
- 3) OHW 2020-21 Workplans and Goals Aligned to OAG Policy

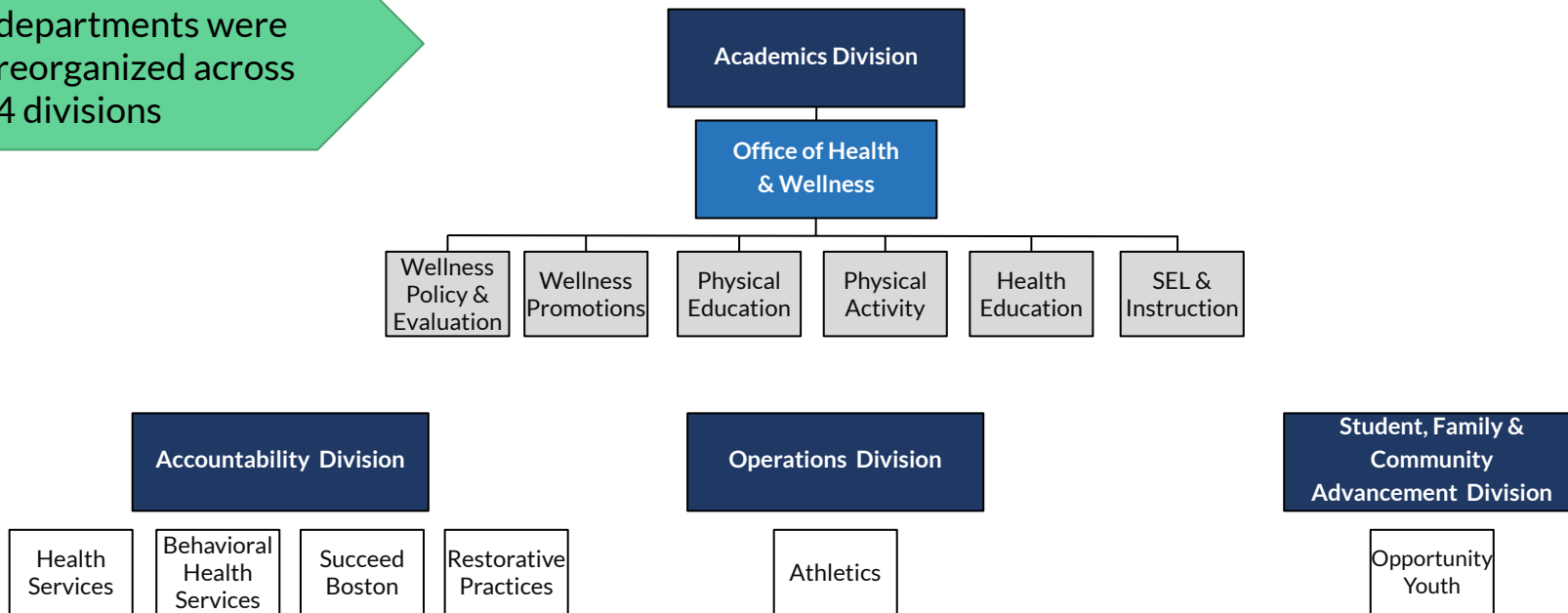






19-20 Program Organizational Chart

In SY 19-20 SELWell departments were reorganized across 4 divisions



Serving the Development of the Whole Child

VISION

BPS strives to be one of the healthiest school districts in the country.

MISSION

The Boston Public Schools aims to actively promote the social, emotional and physical health and wellness of all students to advance both their healthy development and readiness to learn.

THEORY OF ACTION

If we create healthier and more welcoming and affirming schools through improved instruction, **equitable access to programs**, aligned school supports, and policy, systems, and environmental change, then we will **reduce health inequities** and improve student learning and well-being.

[OHW Logic Model detailing student outcomes](#)

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD

A collaborative approach to learning and health



OHW Priorities & Services

STRATEGIC PRIORITIES:

- Improve policies, systems, and strategies that foster safe, healthy, and sustaining learning environments using a WSCC approach.
- Increase the health and physical literacy of all BPS Students
- Improve social-emotional learning for all BPS students and staff.
- Improve equitable access to school supports through alignment and coordination of services, resources, and partnerships.



CORE SERVICES:

- **Lead** Whole Child (WSCC) approach by coordinating and evaluating the Wellness Policy implementation.
- **Lead district direction on:** PE, HE, tier 1 SEL strategy, curriculum & practices.
- **Collaborate** across central office to build the capacity of schools to implement health-related policies, create safe, healthy, and culturally & linguistically sustaining school environments, and deliver high-quality instruction, programs, and services
- **Provide school-based support** through PD, instructional coaching, technical assistance and student-focused resources.

OAG SELWell Goals 17-18

Priority Area ▼	OAG # ▼	Goal Summary ▲ ▼	Deadline ▼	Status ▼	Departments ▼
Cultural Proficiency / Diversity	4.3 - SEL Standards	By FY 2019, identify a common tool(s) to measure the mental and emotional health of students and their socio-emotional skills. identify students who score low in these factors and provide supports to build on their cultural strengths (SEL-W)	03/17/2018	Past Due	Social Emotional Learning and Wellness
Cultural Proficiency / Diversity	4.3 - SEL Standards	By January 2018, develop specific interdisciplinary courses for students in grades 6-12 that explicitly address issues of Race, Ethnicity, language, Gender, and Soci at Class (SEL-W)	03/17/2018	Past Due	Social Emotional Learning and Wellness
Cultural Proficiency / Diversity	4.3 - SEL Standards	By September 2017, begin highly effective trainings for teachers and school leaders in incorporating Social Emotional learning into their daily practice, in alignment to Culturally and linguistically Sustaining Practices, with a special focus on student identity and development, race, ethnicity, culture, language, gender, social class, and restorative practices. (SEL-W)	03/17/2018	Past Due	Social Emotional Learning and Wellness
Cultural Proficiency / Diversity	4.3 - SEL Standards	By September 2017, develop a K-12 strategy to address trauma. (SEL-W)	03/17/2018	Past Due	Social Emotional Learning and Wellness
Cultural Proficiency / Diversity	4.3 - SEL Standards	By September 2017, the Assistant Superintendent of Social Emotional Learning and Wellness will develop a K-12 strategy outlining how Social Emotional Learning will be incorporated into the curriculum for each grade level and how Social Emotional Learning will embed a focus on Student Identity, Race, Ethnicity, Culture, Language, Gender, and Social Class (in alignment to Culturally and Linguistically Sustaining Practices) so that these topics are explicitly addressed in grades K-12. (SEL-W)	03/17/2018	Past Due	Social Emotional Learning and Wellness

District SEL Strategy Work 2018-20



Improve social-emotional learning
for all BPS students and staff

Where we've been

Established Steering Committee

Stakeholder interviews

Data and document review

Identified themes/produced
summary of findings

Hosted SEL/CLSP retreat

Vetted vision statement with
steering committee

Where we are

Refined draft vision statement per
committee feedback

Finalized SEL
competencies/standards to align
with revised vision statement

Identified four focus areas for
District SEL

Implementing Transformative,
equity and CLSP aligned approach:
PD & Tools

Where we're headed

Reconvene Steering Committee

Produce guiding principles for
the focus areas

Determine how we will monitor
progress

Finalize SEL standards

Clarify & communicate a
cohesive Tier 1 Transformative
SEL Strategy (District & School)

Opportunity gaps in OHW:

- Health inequities students face interfere with learning and well-being
- Access to wellness programming is not equitable across all schools
- Students lack of connection to adults at school (YRBS data)

What are potential solutions to mitigate or eliminate gaps?

- Prioritize racial equity in hiring
- Improving the system for stakeholder engagement
- Deepen the implementation of the Whole School Whole Community Whole Child approach through our Wellness Policy so as to reduce health inequities that interfere with learning
- Embedding the racial equity Toolkit in the District Wellness Council and the school-based Wellness Action Plans
- Monitor and advocate for equitable access to wellness programming for BPS students
- 7 Forms of Bias review of our curricula
- Integrate Transformative SEL Competencies and Standards that support equity & CLSP work into other content areas and teaching practices

What unintended impact or challenges do you anticipate in implementing these solutions?

- Coordinating efforts across departments/offices
- Lack of clarity of central office roles which results inefficiencies and overlaps
- Competing priorities for school schedules
- Lack of funding and resources at the central and school level

What budget allocations, resources, capacity or other implementation factors should be considered?

All students in BPS should have access to health education, physical education and learning environments that support their engagement and social emotional development. We have requested OHW investments to enable us to support schools in implementing high quality programming in these areas. We continue to advocate for schools to invest in teachers that will allow them to meet the BPS Wellness Policy requirements and ensure all students have the learning experiences they deserve.

Work Plan for OHW Goal 1

Strategic Goal *To improve the quality of Health and Wellness programs, services, and initiatives.*

OAG Policy
Alignment

Ambitious & Realistic Task or Deliverable

Update and disseminate competencies & standards that align with national and state standards and **support CLSP**

4.3

Invest in comprehensive professional learning and coaching supports for school staff

3.2 & 4.1

Ensure use of standards-based curriculum, materials, and assessments that are **vetted for bias and cultural proficiency culturally affirming and fosters student identity and voice**

4.2

Build the capacity of schools to implement teaching and school practices that create safe, healthy, joyful and **culturally and linguistically affirming learning environments**

4.3

Work Plan for OHW Goal 2

Strategic Goal <i>To increase the quantity of Health and Wellness programs, services, and initiatives.</i>	OAG Policy Alignment
Ambitious & Realistic Task or Deliverable	
Support school & district leaders through education, consultation, & advocacy to increase student access to HE, PE, SEL	2.2, 5.2 & 5.3
Support with recruitment and hiring of school-based staff to implement programs, including support for building a diverse candidate pool	3.1

Work Plan for OHW Goal 3

Strategic Goal *To ensure the equity of Health and Wellness programs, services, and initiatives.*

OAG Policy Alignment

Ambitious & Realistic Task or Deliverable

Develop, implement promote, monitor and facilitate district collaborations on district wellness policy aligned to the **Whole School Whole Community Whole Child** to address health inequities

2.2

Support school-based teaming for collective impact

4.3

Leverage and align partnership supports

6.3

Authentically engage students and families to ensure equitable outcomes

6.1 & 6.2

Work Plan for OHW Goal 4

Strategic Goal *To maintain and improve effective, efficient, and sustainable OHW operations of Health and Wellness programs, services, and initiatives.*

OAG Policy Alignment

Ambitious & Realistic Task or Deliverable

Utilize evaluation and assessment data to inform department school-based supports and **district policy implementation**

4.4

Prioritize the diversity of OHW staff through hiring

3.1

Develop an office professional learning plan inclusive of opportunities **for attending racial equity and CLSP training**

3.2

2020/21 Office of Health & Wellness Strategic Priorities

Current Progress

- ★ 99 hours of Professional Development
- ★ 246 hours of Coaching reaching 222 teachers in 92 schools
- ★ SY 20-21 Activities

1. **Wellness Policy:** Improve policies, systems, and strategies that foster safe, healthy, joyful and culturally and linguistically sustaining learning environments using a Whole School Whole Community Whole Child approach.
 - Launched District Wellness Council
 - Delivered School Wellness Council PD, tools & School Wellness Reports
 - Published the 2019 HS Youth Risk Behavior Survey Results
 - Launched the Wellness Champion Program
2. **Health and Physical Literacy:** Increase the health and physical literacy of all BPS Students through high-quality Health Education, Physical Education and access to comprehensive physical activity opportunities. (MassCore)
 - Hosted PDs, PLCs, & provided instructional coaching
 - Provided weekly standards-based HE and PE Lessons designed for remote and hybrid settings
 - Launched the BPS Moves Together Program
 - Family-friendly TV show on BNN
 - Distributed 1200 Physical Activity Kits for grades K-6 & 7-12
 - Afterschool physical activity virtual series
 - Developed HE Virtual Classrooms for teaching health and safety protocols
 - Developed Boston Y2Connect: sexual health resource guide for youth
 - Developed Condom Accessibility Team Virtual Self-Paced Training
 - Launching Empowering Teens Through Health Youth Advisory Group
3. **SEL:** Improve social-emotional learning for all BPS students and staff
 - Developed BPS Transformative SEL Competencies
 - Delivered PD on Adult SEL and Welcoming Online Communities to more than 2000 educators
 - Developing an online Transformative SEL Action Guide, training in Dec

Reference Slides



Strategic Plan Commitments and Priorities

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

A Vision for Ethnic Studies

Vision

The vision for Ethnic Studies in Boston Public Schools centers the history and experiences of people of color to empower us to collaboratively read, write, and imagine the world, while honoring and affirming our intersectional identities. Through Ethnic Studies we develop our capacity to interrogate and critique systems of power while building solidarity with others in order to realize a world without racism and other forms of oppression. Ethnic Studies builds on the collective power of communities of color and their social movements to inspire us to act locally and globally toward justice and transformation.

BPS Ethnic Studies Framework

Ethnic Studies will **RECONSTRUCT** educational spaces to:

1. **RESPOND** to the historical and current marginalization that people of color face in the United States by holistically representing their histories, experiences, and knowledge
2. **RESIST** systems of power and oppression (i.e. white supremacy, colonialism, capitalism, heteropatriarchy)
3. **RESTORE** humanity by providing healing spaces and tools for students to examine and embrace their intersectional identities
4. **REVITALIZE** communities by valuing their cultural wealth and (re)connecting students themselves to their families and their communities
5. **REALIZE** societal transformation and social justice by providing opportunities for student agency through solidarity and collective action

A Vision for Ethnic Studies

BPS - BTU Ethnic Studies Course

[Home](#)

About

What's New?

Unit 1

Unit 2

Unit 3

Additional Resources



BPS-BTU

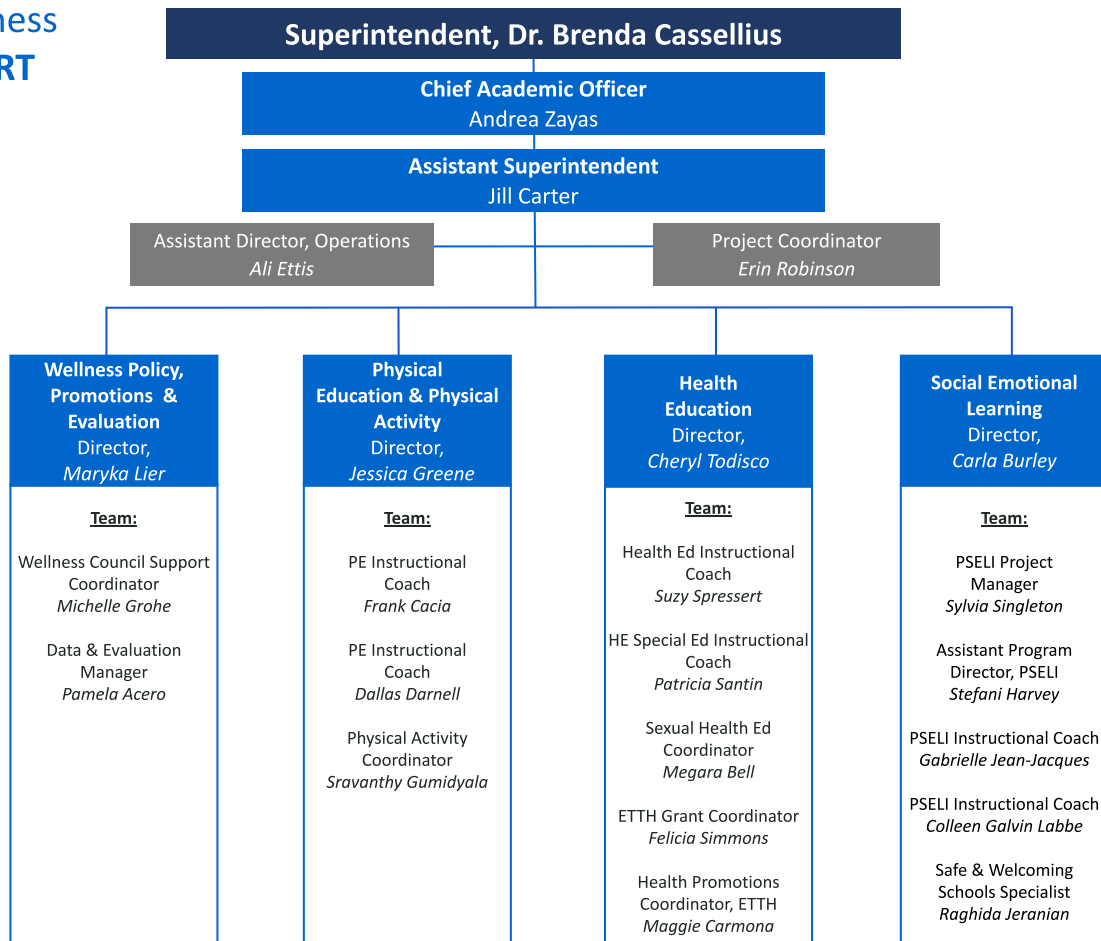
Intro to Ethnic Studies Course

Welcome the the BPS - BTU Ethnic Studies Course website! Here you will find resources to teach the course as well as ways to connect to other Boston Educators focused on Ethnic Studies.



SY2020-2021

**Office of Health & Wellness
ORGANIZATIONAL CHART**



Commitment 1.8: Health and social contributors to opportunity gaps

Commitment 2, Priority 3: Provide rigorous culturally and linguistically affirming curriculum



Serving the Development of the Whole Child

The Boston Public Schools aims to actively promote the social, emotional and physical health and wellness of all students to advance both their healthy development and readiness to learn. The BPS Wellness Policy strives to *reduce health inequities* that interfere with learning.

Fully implement Physical Education (PE) & Comprehensive Health Education (HE) according to the BPS Wellness Policy. PE & HE are essential to a young person's overall education and a foundation for lifelong healthy living. PE & HE provide students with a planned, sequential, K-12 standards-based program of curricula and instruction.



HE builds knowledge, attitudes, and self-efficacy necessary for healthy habits, healthy relationships, and health literacy that impact social, emotional & physical well-being



PE develops motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence.

2019 Boston HS Youth Risk Behavior Survey Findings (Source: CDC)

Boston high school students who...	Total %	Trend	Statistically Significant Difference (t-test, p<0.05)
Meet the CDC guidelines for daily physical activity on all 7 days (at least 60 min/day)	15%	No Δ (2011)	Sex: M(20%)>F(10%) Race: W(24%)>A(11%); W>B(13%); L(15%)*
Did not participate in at least 60 min of physical activity on any day of the week	26%	No Δ (2011)	Sex: F(32%)>M(19%) Race: A(26%)>W(10%); B(28%)>W; L(29%)>W
Ever had sexual intercourse	38%	↓ (1993)	Race: B(38%)>A(23%); B>W(25%); L(45%)>A; L>W Sexual Orientation: LGB(52%)>Straight(36%)
Used a condom during last sexual intercourse (among currently sexually active students)	52%	↓ (2005)	Sexual Orientation: Straight(57%)>LGB(36%)
Were ever tested for HIV (not including tests done when donating blood)	24%	↓ (2009)	Sex: F(27%)>M(19%) Race: B(25%)>A(14%); B>W(13%); L(28%)>A; L>W
Currently vaped tobacco	12%	↑ (2017)	Race: L(13%)>B(7%); W(21%)>B; A(13%)*
Currently drank alcohol	21%	↓ (1993)	Race: W(36%)>A(15%); W>B(7%); W>L(23%)
Currently used marijuana	23%	↑ (1993)	Race: L(26%)>A(12%); W(29%)>A; B(19%)*
Felt persistent sadness (everyday for 2+ weeks)	35%	↑ (2015)	Sex: F(45%)>M(25%) Race: L(41%)>A(29%); L>B(31%); W(34%) Sexual Orientation: LGB(59%)>Straight(31%)
Got 8+ hours of sleep on avg school night	16%	↓ (2013)	Race: L(18%)>A(12%); B(15%)*; W(17%)*

Physical Education (PE)

Policy, Standards and Curriculum

- PE curriculum is aligned to the BPS Physical Education Frameworks and State & National Standards
- Instructional focus on implementation of SEL and inclusive practices in all PE classrooms
- Required by [Massachusetts State Law](#), [BPS Wellness Policy for Comprehensive PE & PA](#) & MassCore. The BPS PE Policy states that:
 - Grades PK-8 must receive at least 45 minutes of weekly PE; best practice is 80 minutes per week.
 - Grades 9-12 must receive at least one semester of PE/year

School Supports

- Provide monthly PDs, weekly PLCs, & instructional coaching
- Provide weekly standards-based PE Lessons designed for remote & hybrid settings and a Unit Library
- Disseminate curriculum and instructional resources: PE Lending Library system for sharing (ex. Rollerblading, Snowshoeing, Biking)
- Support pairing of part-time PE teachers across schools
- Facilitate community partnerships and donations: eg \$225,000 donation from Boston Athletics Association for HS PE
- Launched the [BPS Moves Together](#) Program
 - Family-friendly TV show on BNN
 - Distributed 1200 Physical Activity Kits for grades [K-6](#) & [7-12](#)
 - [Afterschool physical activity virtual series](#)

Current Access and Progress

10 YEAR PROGRESS In SY 10-11, 65% of schools were staffed to offer any PE. In SY20-21, that has **increased to 93%** of schools (100% at the elementary, K-8 and MS; 76% at HS)

91% of schools report aligning their PE curriculum to the BPS PE Standards and grade level curriculum maps; **95%** use at least one of the district endorsed PE curriculum

125 teachers have received support for remote learning through PD and instructional coaching (Aug-Oct 2020)

Health Education

Policy, Standards and Curriculum

- Aligned to the [BPS Health Education Framework](#) which is aligned to State and [National Health Education Standards \(NHES\)](#).
- [BPS Health Education Policy](#) requires Comprehensive Health Education in PreK-12:
 - Grades K - 5: Required minimum Healthy Safe Body Unit (recommended 45 minutes/week).
 - Grades 6 - 8: Required minimum of 2 semesters; *taught by a licensed HE teacher*
 - Grades 9 - 12: Required minimum of 1 semester; *taught by a licensed HE teacher*

School Supports

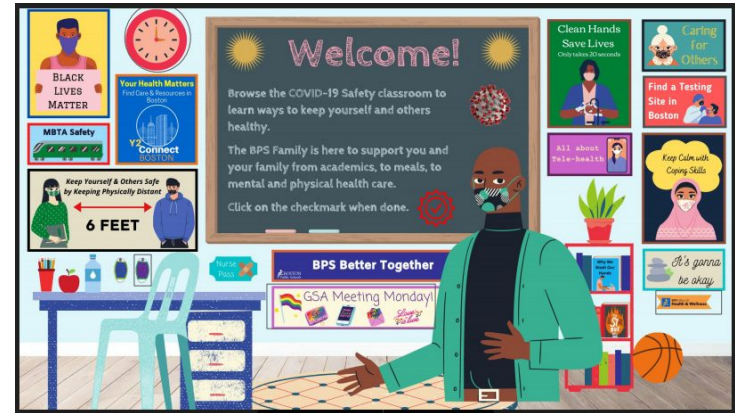
- Provide Monthly PDs, PLCs, & instructional coaching
- Provide HE Lessons designed for remote and hybrid settings
- Disseminate curriculum and instructional resources
- Developed [Virtual Classrooms](#) for teaching health and safety protocols

Current Access and Progress

- Less than 50% of schools provide Health Education according to the Wellness Policy. (2018)
 - Grades K-5, 56% of schools report that they do not teach Comprehensive HE
 - 47% of schools that have Grades 6-12, do not have Comprehensive HE (2018)

Skills based: Communications • Goal setting
Decision Making • Advocacy for Self and Others
Accessing Valid Info • Analyzing Influences

Topics: Personal Health and Disease Prevention
Healthy Relationships • Violence & Injury Prevention
Substance Use Prevention • Social & Emotional Well-being
Nutrition • Physical Activity for Lifelong Fitness
Online Safety & Bullying Prevention • Safety at Home,
School, and in the Community • Sexual Health



Sexual Health Education

Standards and Curriculum

- Component of the BPS Comprehensive Health Education program: PreK-Grade 12
- Aligned with National Sexuality Education Standards
- Age and developmentally appropriate and medically accurate and taught with CLSP
- Addresses the physical, mental, emotional and social aspects of human sexuality
- Includes education about sexual and gender identity and is inclusive of all, including LGBTQ+ students, students with disabilities, English Learners
- Designed to maintain sexual health by developing healthy relationships, delaying sexual activity, preventing disease and pregnancy, and reducing risky sexual behaviors.

Curriculum include:

- *Healthy Relationships, Personal Boundaries & Safety, PreK-Grade 3*
- *Healthy and Safe Body Unit, Grades 4-5*
- *Rights, Respect, Responsibility*
- *Making Proud Choices*
- *Get Real*

School Supports

- CDC funded grant Empowering Teens Through Health - supports 18 priority schools and district-wide diffusion
 - *Sexual Health Education*
 - *Safe and Supportive Environment, inclusive of LGBTQ+*
 - *Sexual Health Services*
 - *Mental Health Access and Staff Well-being*
- Developed [Boston Y2Connect](#): sexual health resource guide for youth
- Developed [Condom Accessibility Team Virtual Self-Paced Training](#)
- Launching Empowering Teens Through Health Youth Advisory Group

Current Access and Progress

- 60% of MS and HS are implementing Sexual Health Education (SY18; SY 20 data available soon)



Office of Teacher Leadership

2020/21 Strategic Priorities

Strategic Priorities

- **Create a coherent teacher leader system Remote**
 - “Teacher leadership is the formal and informal ways teachers leverage their varied expertise, diverse voices and professional agency to promote innovation and collaboration that strengthens the capacity of BPS colleagues, school leadership and the central office staff to impact adult learning and student outcomes.”
 - Research, development and release of Teacher Leadership Report
 - Adopt or adapt teacher leader competencies
 - Begin implementation of Career Pathway Design by mapping the current teacher leadership roles and opportunities in the system.
- **Elevate teachers’ voices and impact**
- **Strengthen shared leadership and collaboration**
- **Promote system-wide coherence and learning**
 - **Telescope Network:** connect educators to resources and each other. Magnify the bright spots: successful teachers, effective practices, and models of teacher-driven professional learning

Expanded Learning Opportunities

2019/20
Highlights

Summer 2020: 5th Quarter Portfolio and School-Based Programming

- The 5th Quarter Portfolio vetted, funded and monitored 50 community-based and school-community partnership Summer Learning Academies, as well as 15 High School Credit Recovery sites serving a total of 5,565 students.
- 37 schools ran School-Based Summer Programs serving 2,945 students altogether.
- The total number of students served between 5th Quarter and School-Based Programs is 8,510 students.
- The average attendance rate for all programs was 83%.
- 1,212 students in grades 6-12 received credit for one or more courses.
- ELO provided approximately 7,200 summer school supply kits to students participating in summer programs.

Expanded Learning Opportunities & Excellence For All

2020/21 Strategic Priorities

Excellence for All

- Rigorous, culturally and linguistically affirming student-centered instruction and curricula
 - Social Studies Audit/ Unit Design
 - Writing units for summer and SY21-22
 - Capstone
 - CLSP-centered Coaching in EFA schools
 - CLSP-centered Mentorship for Transformation Coaches
- Adoption of EFA Strategies in additional initiatives
- Expand access to 21ST Century technology engineering

Expanded Learning Opportunities

- Build a web of support for all students to access year round learning opportunities, thinking beyond the traditional idea of school
- High-quality academic and enrichment programs outside of the traditional school day that provide services for targeted student populations in every grade level across the district

Excellence for All

2019/20 Highlights

Summer 2020: [Social Justice Academy](#)

- Program designed for disengaged learners and students trailing academically. Included explicit reading and math support, mentoring, training in executive function to support higher-order thinking and writing, and 2 classes in Spanish.
- 11 Culturally relevant writing, history, and math units
- Served approximately 557 students in grades 3-12
- Trained over 60 teachers and paraprofessionals on Critical Pedagogy for Social Justice, Accountable Talk for reasoning and discussion, Engagement strategies in remote settings
- [Parent Testimonial](#)

Supporting District -Wide Initiatives

- Design PD & Resources and Mentor coaches in 33 transformation schools
- Program management and support for adaptive learning tools for 86 schools
- Redesigning Credit Recovery

Office of Special Education

2019/20 Highlights

- **COVID Response**
 - **Learning Plans:**
 - COVID 19 Special Education Learning Plans document; HOW IEP services are delivered this fall, regardless of the learning environment;
 - Every special education student needs to have one.;
 - We have completed plans for 9832 students, a total of 93.2%.
 - **Compensatory Services:**
 - We have to hold a meeting with every special education family to address compensatory services;
 - We will be delivering services remotely through a vendor after school, vacation and summer.
 - **Addressing Assessment Backlog:**
 - We have a backlog of 8,426 assessments for 2,533 students;
 - For each assessment area, we working on plans to determine whether use of BTU staff or contractors will be efficient.
- **Virtual ESY**
 - Virtual program success.

2020/21 Office of Special Education

Strategic Priorities

Support Students and Families During COVID

- a. Create Learning Plans and Comp Services Plans
- b. Address Assessment Backlog
- c. Create In Person Learning Opportunities

Build Inclusion in the district

- a. Reduce the percentage of students in substantially separate settings
- b. Increase inclusive opportunities for students

Improve Quality of Programming

- a. Hire Content Experts for Disability Areas
- b. Create quality review process for programs

Create Tier 3 Reading Intervention Strategy

- a. Work with APL and MTSS teams to create district reading strategy
- b. Continue with RBR Trainings

Office of English Learners 2020/21 Strategic Priorities

Office of English Learners: SY20-21 Strategic Priorities

School Reopening & Equitable Recovery for ELs

- HIPP
- Service Monitoring
- Out-of-School Time
- NACC Remote Provisional Screening
- Instructional tools/PD
- Language Access

Dual Language Programming Expansion & Support

- Vietnamese and Cabo Verdean DL program engagement
- Bilingual Education Endorsement course of study
- Seal of Biliteracy

ESL Curriculum & Instructional Strategies

- Remote learning & digital curriculum
- Training & supports to teachers & families

ELSWD

- Re-entry & IEP service delivery for ELSWD and Special Education high needs students
- Training & supports specifically for ELSWD

How has OEL supported BPS reopening - teachers

Tech Platform Procurement &
Professional Learning



Educator & School Support

**Guidance
Documents**

[Instructional Guidance](#)
[Digital Technology](#)
Scheduling Guidance

**Highlighting
Teacher Best
Practices**

In collaboration with
BTU/BPS Telescope
Network ([Connect &
Share Summit](#))

**OEL Team
Office Hours**

Individual
personalized
support

**Professional
Learning
Sessions**

Returning Boston
Strong PD:
[Week 1](#) & [Week 2](#)

Engagement of Immigrant Families During Remote Learning

What OEL has heard from parents...

Not having teachers or staff who speak the language of the family to provide direct support during class time.

Not having immediate access to other technology resources when chromebooks or internet goes down.

Having multiple children in different schools, all having different experiences in regards to the rigor of their instructional experiences and not knowing how to organize them.

Parents who want to understand the curriculum more so that they can support their children.

Supports and Resources Available for Schools:

Language-based parent groups :

(www.BostonDELAC.org)

- OEL manages monthly parent groups in 8 languages.
- Meetings are hosted in native language where parents, CBOs and BPS depts are able to connect and get access.

Accessing language based supports:

- [Youtube](#): playlist by language to support parents on accessing district platforms
- **ESOL classes**: connecting parents to ESL classes
- Parent University: Hosting ParentU sessions in native language at ELAC meetings.

Leveraging CBO's and other parents:

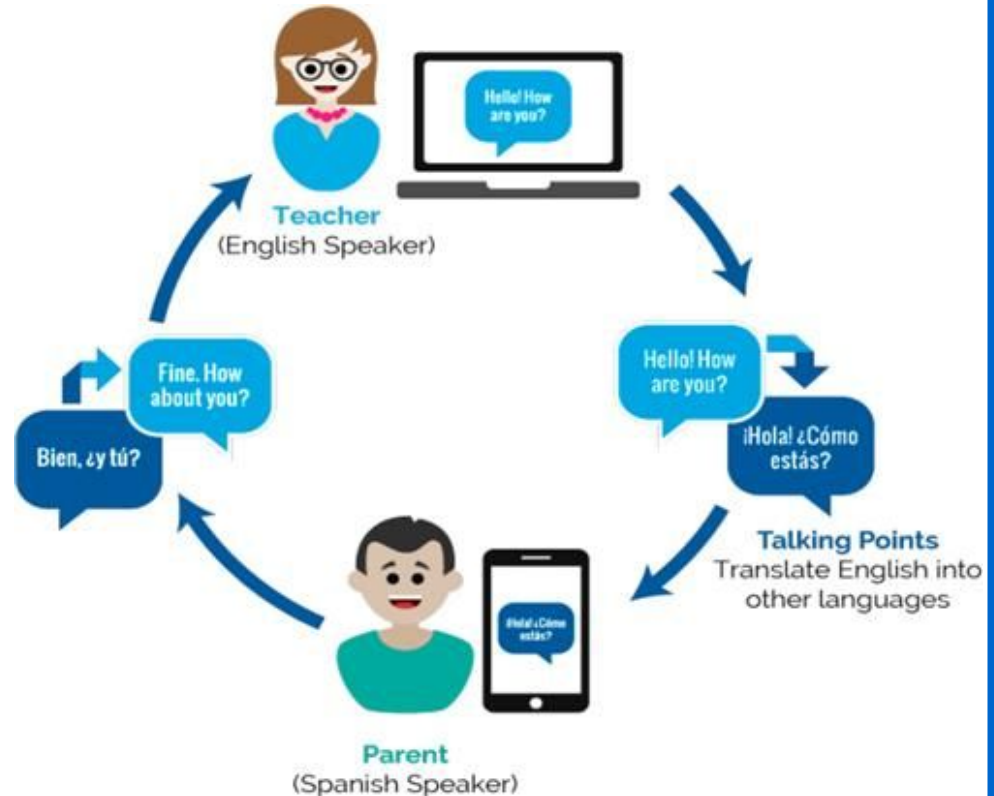
- Connecting families to wrap-around supports with organizations in the community that have language capacity.
- Recruiting parents to become ambassadors in their own community.

talkingpoints

The **TalkingPoints Teacher app** helps teachers reach all parents and guardians, regardless of language, via text messages in **100+ languages**. Our translation is done by a combination of human translators and machines, allowing for **seamless communication with all of your families**.

TalkingPoints helps teachers:

- Communicate with non-English speaking parents through **automatic 2-way translation**
- Quickly send messages to one parent, a group of parents or to the whole class
- Keep their **cell phone numbers private** by sending text messages through the app
- Attach **pictures, videos, polls, and files** to text messages to share what students are learning in school
- **Preschedule** messages to go out when parents are available to read them



Parent Facing Videos in BPS Major Languages



Know Your Chromebook



Google Classroom



Google Meet



Coming Soon!!
OEL YouTube Channels

ELAC/BPS Reopening Community Involvement

- Hosted 17 of sessions in native languages attended by close to 800+ of parents and stakeholders
- OEL liaisons interviewed by ethnic media to support in getting out district messaging. (Vietnamese, Haitian Creole, etc)
- Participated in community hosted meetings to share reopening plan information
- DELAC/ELAC participation in reopening Equity Roundtables

EL Welcome Back Parent Info Sessions: August 2020

Session	# of Participants Registered	# of Participants Attended
Arabic	41	61
Cabo Verdean	17	17
Chinese	83	54
English	283	64
Haitian	46	30
Somali	1	24
Spanish	178	64
Portuguese	20	7
Vietnamese	37	81
Total	706	402

Bright Spots

Informative
Presentation

Parents' Active
Engagement

SEI/ESL/Dual Language
Teacher Representation

Outreach through
Ethnic Media

Native Language Access
to Information

Creating a Sense of
Community

706 participants from 80 schools
registered!