## How did OEL support ELs in summer programs?

<table>
<thead>
<tr>
<th>Family Engagement</th>
<th>Summer Curriculum</th>
<th>Educator Professional Learning</th>
<th>Classroom Observations</th>
<th>Office Hours</th>
<th>Social Emotional Learning</th>
<th>Enrichment and Fun Activities</th>
<th>Assessments</th>
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<tr>
<td>-District outreached to all ELD 1-3, COMP and SLIFE students</td>
<td>-Offered a wide range of curriculum options:</td>
<td>-Summer Orientation</td>
<td>-Utilized research-based observation protocols: SIOP</td>
<td>-Offered one-on-one personalized support available to all Summer staff coordinators, t eachers, paras</td>
<td>-Integrate social emotional learning through thematic units.</td>
<td>-Offered art, dance, physical education, science experiments, virtual field trips, etc.</td>
<td>-iReady pre and post assessments (WIDA Prime Correlated)</td>
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<td>-Utilized multiple student recruitment strategies</td>
<td>-ESL/ELA Thematic Units and Nearpod Student Engagement</td>
<td>-ESL/ELA Thematic Units and Nearpod Student Engagement</td>
<td>-Instructional Specialists debrief after observations</td>
<td>-Topic covered: Mindfulness, Relationship and Responsibility, Growth Mindset, etc.</td>
<td>-Progress report cards sent home during last week of programming.</td>
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<td>-Built-in summer schedules for teachers for parental engagement</td>
<td>-Nearpod Student Engagement K-12</td>
<td>-Panorama: Literacy through the lens of Social Studies and Science</td>
<td>-Offered model lesson plan using the Thematic Unit Planning Tools.</td>
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<td></td>
<td>-Panorama: Literacy through the lens of Social Studies and Science K-6</td>
<td>-Program Monitoring and Observations</td>
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<th><strong>Stats</strong></th>
<th><strong>56 programs</strong></th>
<th><strong>307 staff</strong></th>
<th><strong>2362 students</strong></th>
<th><strong>82% Daily average attendance</strong></th>
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<td><strong>Key Performance Indicators</strong></td>
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On average, students achieve **45% of expected full year of growth** (target = 100%)
~10% of students are on or above grade level
On level analysis includes 1277 students who at least took 1 diagnostic assessment
Growth analysis includes 864 students who have completed 2 diagnostic assessments

*Note: Only students who have completed 2 diagnostics for comparison are included in this analysis.
How has OEL supported BPS reopening - teachers

Tech Platform Procurement & Professional Learning

Educator & School Support

- Guidance Documents
- OEL Team Office Hours
- Instructional Guidance
- Digital Technology
- Scheduling Guidance
- Individual personalized support
- Highlighting Teacher Best Practices
- Professional Learning Sessions

In collaboration with BTU/BPS Telescope Network (Connect & Share Summit)
Returning Boston Strong PD:
- Week 1
- Week 2
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

https://talkingpts.org/
Parent Facing Videos in BPS Major Languages

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, Haitan 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

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<tr>
<th>Session</th>
<th># of Participants Registered</th>
<th># of Participants Attended</th>
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<tr>
<td>Arabic</td>
<td>41</td>
<td>61</td>
</tr>
<tr>
<td>Cabo Verdean</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Chinese</td>
<td>83</td>
<td>54</td>
</tr>
<tr>
<td>English</td>
<td>283</td>
<td>64</td>
</tr>
<tr>
<td>Haitian</td>
<td>46</td>
<td>30</td>
</tr>
<tr>
<td>Somali</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>Spanish</td>
<td>178</td>
<td>64</td>
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<tr>
<td>Portuguese</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>37</td>
<td>81</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>706</strong></td>
<td><strong>402</strong></td>
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LOOK Act Implementation Progress

English Learner Advisory Committees

- Launched DELAC website
- Launched 7 language based ELACS
- Each EL Parent specialist has developed a plan to increase engagement with communities and are hosting monthly meetings.
- ELAC leaders are invited to be a part of the DELAC executive group.
- Increased collaboration with OFSCE and Strategy/Equity to ensure representation of DELAC/ELAC parents at CEAC, SPED PAC, Equity Roundtables and other BPS sponsored community meetings

www.BostonDELAC.org
LOOK Act Update

Vietnamese

K2 Classroom for SY20-21
- Launched K2 classroom with 10 students (capacity of 20)
- Hired teacher and para with native language proficiency
- Program is connected with Lee K-8 for SY20/21
- Hiring a consultant to accelerate the work on curriculum started by teacher group.
- District planning for growing to grade 1 and find a BPS home is on track.

Cabo Verdean

Launching Heritage Program
School: Jeremiah E. Burke High School
Program: Cabo Verdean Heritage, Language & Culture course proposed by CVCAR
Program Dates: January - June 2021

K1 Dual Language Program
- Workgroup for K1 planning to be launched once district has completed community engagement for school selection.
### LOOK Act Update

Launched 5 of 9 identified internal workgroups to support collaborative work across various departments in BPS. Other workgroups are dependant on the hiring of the next OEL Asst. Supt.

<table>
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<tr>
<th><strong>Operational Workgroup:</strong> Budget, projections, student assignment, transportation, food, legal, OHC, etc*</th>
<th>To identify all internal logistical needs to effectively implement program model including all legal, staffing, student assignment, resources and funding.</th>
</tr>
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<tr>
<td><strong>Program Design and Site Selection:</strong> Develop and conduct comprehensive review of new programs: Establish process, procedure, documentation collection, feedback loop and complete DESE reporting</td>
<td>Once a program request has been received, this group is to conduct the appropriate analysis to qualify the feasibility of the program request and provide reports for final decision making.</td>
</tr>
<tr>
<td><strong>Programming for ELSWD:</strong> Determine the ideal program model for Bilingual Special Education</td>
<td>To bridge the gap around program access for students with disabilities to EL related programs or creating bilingual special education program models</td>
</tr>
<tr>
<td><strong>Parent Engagement:</strong> Involving all families, not just families of ELs, in these programmatic discussions</td>
<td>To establish ELACS for all major EL parent language groups and to relaunch DELAC to be an effective champion for EL student needs</td>
</tr>
<tr>
<td><strong>Pipeline Development:</strong> Creating opportunities through BTU negotiations for EL specific positions, OHC pipeline operations to recruit language proficient staff and community partners to provide expertise and leads to better tap into the community</td>
<td>Create operational plan that will support with effective pipeline recruitment, retention for instructional and other support staff that will aid in implementing various instructional opportunities being implemented through the LOOK Act.</td>
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</table>
Guiding Principles

When FAPE2 is applied to ELSWDs IEP/specialized instruction must address the following additional factors:

- Address language learning factors in both in L1 and L2 with language learning objectives in L2 language of access to instruction.

- Ensure the access to grade level academic achievement (i.e. ELA, Math, Science, Social Studies) with research-based instruction that is valid for English Learners in a language they can understand (e.g. reading instruction in L2 must be based on NLP, 2006).

- Provide specially designed instruction that is culturally and linguistically responsive.

- Understand the impact of the disability or disabilities on both English as L2 learning and grade level academic content.

ELSWD Update

- **LOOK Act** - Vetting Proposal to Provide FAPE2 and LRE2
  - Bilingual Special Education
  - Integrated Bil Special Education
  - Coordinated Service Model
  - Bilingual Support

- **ELSWD Ongoing Professional Development**
  - Teacher facing: ELSWD Best Practices
  - LAT-F Webinar: COVID 19 Updates ELSWD
  - Joint COSE /LAT-F Training Modules
  - COSE: Making IEPs EL Friendly
  - Parent Facing: Demystifying the IEP Process
  - Transition Planning w/Mass Advocates (Sp.)

- Under final development for November Joint COSE/LAT-F Meeting Launch
  - New CLSP ELSWD Meeting Checklist
  - IEP Drop-down checklist for ELSWD
OEL hiring update

Filled since June 2020:
- Translation & Interpretation Technician- Spanish (2 FTE)
- Translation & Interpretation Technician- Chinese (1 FTE)
- Equity & Accountability Program Manager (2 FTE)
- EL Instructional & Support Specialist (1 FTE)

Vacant:
- English Learner Instruction Specialist
- Translation & Interpretation Technician- Vietnamese
- LOOK Act Data & Research Analyst [new position]
- NACC Scheduler [new position]
- Administrative Assistant [new position]
- Assistant Superintendent
“Bilingual education is inherently political because it involves power relations between dominant and dominated groups. Effective anti-racist bilingual programs will be vehemently resisted by the dominant group despite research evidence because they threaten the power of the dominant group.”

(Cummins 1986)