

School Committee Curriculum Subcommittee

Tuesday, March 26, 2019

8:30 AM-10:30 AM

5th Floor Conference Room, Town Hall

Curriculum Subcommittee Members Present: Barbara Scotto (Chairman), Helen Charlupski, and Suzanne Federspiel.

Curriculum Subcommittee Members Absent: Susan Wolf Ditkoff.

Staff Present: Nicole Gittens, Meg Maccini, Mindy Paulo, and Robin Coyne

1) Approval of Curriculum Subcommittee Minutes

On a motion of Ms. Federspiel and seconded by Ms. Scotto, the Curriculum Subcommittee voted unanimously to approve the minutes of the February 13, 2019 Curriculum Subcommittee meeting.

On a motion of Ms. Federspiel and seconded by Ms. Scotto, the Curriculum Subcommittee voted (Ms. Charlupski abstained because she was not at the March 13, 2019 meeting) to approve the minutes of the March 13, 2019 Curriculum Subcommittee meeting.

2) Massachusetts Department of Elementary and Secondary Education (DESE) English Learner (EL) Education Tiered Focused Monitoring Process and the LOOK Act (Bill H. 4032, An Act Relative to Language Opportunity for Our Kids)

Mindy Paulo, Director of the Office of EL Education, provided a presentation on the DESE EL Education Tiered Focused Monitoring Process and the LOOK Act (Bill H. 4032, An Act Relative to Language Opportunity for Our Kids). The bill was signed into law on November 22, 2017, and it “aims to provide districts with more flexibility as to the language acquisition programs they choose to meet the needs of ELs, while maintaining accountability for timely and effective English language acquisition.” Ms. Paulo reviewed changes to terms and definitions and language acquisition programming, including the process to seek approval. Under the law, EL programs must be researched based, include subject matters and content and English language acquisition components, and be based on best practices in the field; be based on linguistic and educational needs and the demographic characteristics of ELs in the school district; and districts may join together to offer programs. Language acquisition programming options include two-way immersion or dual language programs, Sheltered English Immersion (SEI), transitional bilingual education, and locally designed programs.

The law calls for the creations of EL Parent Advisory Councils, comprised of parents/guardians of ELs in the district; allows parents/guardians of ELs to select any language acquisition program offered by the district provided that the program is appropriate for the age and grade level of the student; and allows parent/guardians to request a transfer of the student to another language acquisition program in the district, subject to approval of the superintendent. Schools, on recommendation by a teacher or guidance counselor, may initiate student transfer to a different EL program, with notice to parents/guardians. A group of parents/guardians of 20+ students can request a school district establish a new language instruction program, and the district must respond in 90 days with a plan for implementation or an explanation of denial. All information must be provided to parents/guardians in their primary language. The EL Parent Advisory

Councils are required to meet at least annually with the school committee. DESE will be creating regulations for implementation of the Parent Advisory Councils.

Ms. Paulo explained new educator qualifications (Department to establish licensure endorsements for various types of language acquisition programs; Department to annually provide districts reports of all educators who have current language acquisition program endorsements; and districts to verify prior to the beginning of each school year that each educator in an EL program is properly endorsed for that program). By July 1, 2021, Career Vocational Technical (CVT) staff of ELs will need to earn the SEI Endorsement. The Department will offer no-cost SEI Endorsement courses in early 2019 and will establish a working group to assess the feasibility of incorporating the SEI Endorsement course into the 21 college degree credit pathway to professional licensure for CVT educators.

The Department will be establishing new benchmarks, guidelines, and templates. Districts will be required to provide copies to parents/guardians of ELs within specific timeframes and districts will be required to adopt procedures to identify ELs who do not meet the English proficient benchmarks and establish processes relating to them. Program evaluation (tiered-focused monitoring) will continue to be every six years. The law expands the reporting requirements. It directed the Massachusetts Board of Education to establish a State Seal of Biliteracy. Districts may award the seal to students who meet the state criteria in attaining a high level of proficiency in English and at least one other language. The law expands the requirement for districts to include ELs who are in pre-kindergarten during annual Student Information Management System (SIMS) submissions.

The consensus of the Subcommittee was that while there is much to applaud about this program (including the level of parent involvement), it has many labor-intensive requirements. The EL Program urgently needs additional administrative and support staff to manage the demands of this new unfunded mandate (and the substantial increase in ELs in the district). Members suggested contacting our legislators and advocacy groups regarding the need for resources to meet the demands of the new law. Members requested that a full presentation (with the Parent Advisory Council) be scheduled for an upcoming School Committee meeting. Ms. Charlupski offered to serve as School Committee liaison to the EL Parent Advisory Council. Ms. Paulo will send Subcommittee members the October 1, 2018 EL Education Program Enrollment Data Report (Attachment B). Members suggested that it might be helpful to have an EL Education Program Review (last review was in 2007).

The meeting adjourned at 10:30 AM.

An Act Relative to

**Language
Opportunities for
Our
Kids**

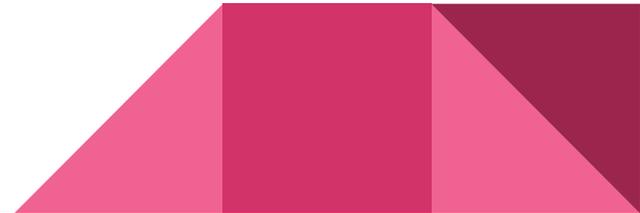
**Mindy Paulo, Director
Office of English Learner
Education
Public Schools of Brookline**

AGENDA

- Background
 - Terms and Definitions
 - Language Acquisition Programming
 - Input from Parents and Guardians
 - EL Parent Advisory Councils
 - Educator Qualifications
 - Benchmarks, Guidelines, and Templates
 - Program Evaluation (TFM)
 - Data and Reporting
 - State Seal of Biliteracy
 - PreK English Learners
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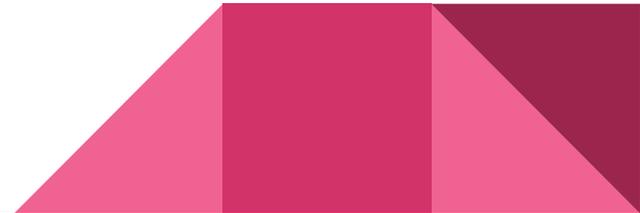
Background

- Signed into law on November 22, 2017
- The new law, “aims to provide districts with more flexibility as to the language acquisition programs they choose to meet the needs of English learners, while maintaining accountability for timely and effective English language acquisition.”



Terms and Definitions

- Replaces term “Limited English Proficient students” with “English Learners.”
 - Former LEP (FLEP) to Former EL (FEL)
- Updates the definitions for
 - Dual Language Education or Two-way Immersion
 - English as a Second Language, and
 - Transitional Bilingual Education



Language Acquisition Programming

- Flexibility in choosing a language acquisition program that best fits the needs of a district's EL population, while ensuring accountability through Department oversight.
 - 10 business days to identify English learners (used to be 30)
 - Submit information for review by the Department and the district's parent advisory council.
 - Submit required information to the Department and the district's parent advisory council by January 1 of the current academic year.
 - This means that new English learner programs may commence no earlier than the 2019-2020 school year.
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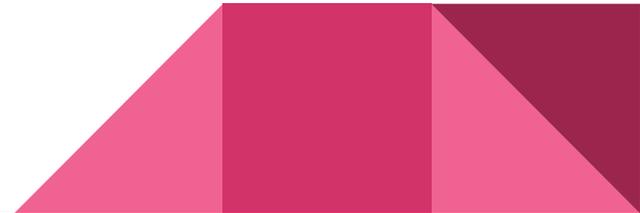
Language Acquisition Programming

- EL programs shall be research based, include subject matter content and English language acquisition components, and be based on best practices in the field.
- EL programs shall be based on linguistic and educational needs, and the demographic characteristics of English learners in the school district.
- Districts may join together to offer programs.



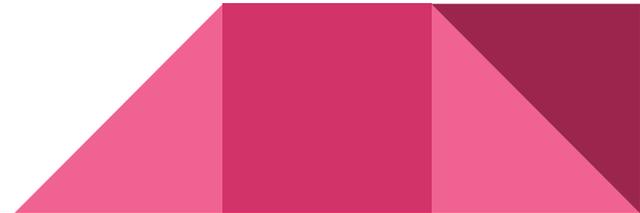
Language Acquisition Programming Options

- Two-way Immersion or Dual Language Program
- Sheltered English Immersion
- Transitional Bilingual Education
- Locally designed program

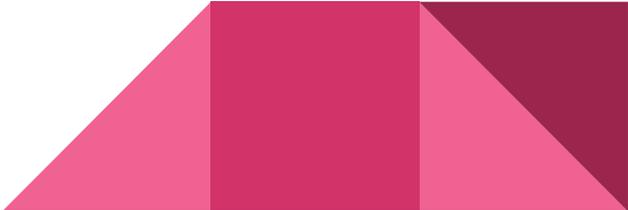


Input from Parents and Guardians

- Create English Learner Parent Advisory Councils (ELPACs), made up of parents/guardians of English learners in the district.
- Allows parents/guardians of ELs to select any language acquisition program offered by the district, provided that the program is appropriate for the age and grade level of the student.
- Allows parents/guardians to request a transfer of the student to another language acquisition program available in the district, subject to approval by the superintendent.

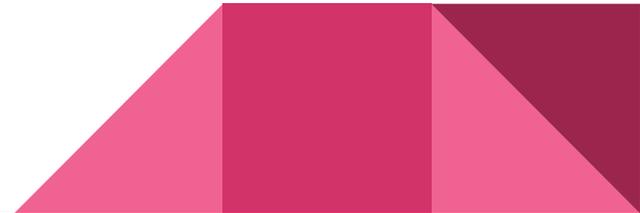


Input from Parents and Guardians

- Schools, on recommendation by a teacher or guidance counselor, may initiate student transfer to a different EL program, with notice to parents.
 - A group of parents/guardians of 20+ students can request a school district to establish a new language instruction program, and the district must respond in 90 days with a plan for implementation or an explanation of denial.
 - All information must be provided to parents/guardians in their primary language.
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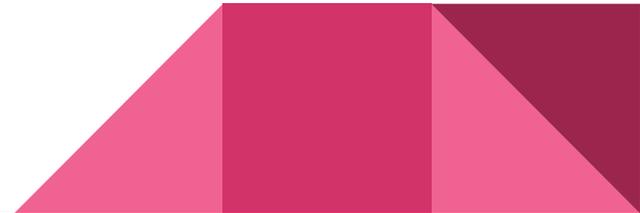
EL Parent Advisory Councils

- Districts with 100 or more ELs OR 5% or more of the district population is ELs.
- Advise the district, participate in planning and development of programs to increase EL opportunities, and participate in review on school improvement plans.
- Composed of parents/guardians of ELs, and to the extent possible represent the native languages most commonly spoken.



EL Parent Advisory Councils

- Upon request by the PAC, the PAC shall meet at least annually with the school committee, school council, or charter school board.
- Establish by-laws regarding officers and procedures.
- Assisted by the director of language acquisition programs or other personnel designated by the superintendent.
- Department will create regulations for implementation of PACs, including how to notify parents/guardians about the PACs and appoint volunteers.



Educator Qualifications

- Department to establish licensure endorsements for various types of language acquisition programs.
- Department to annually provide districts with reports of all educators who have current language acquisition program endorsements.
- Districts to verify prior to the beginning of each school year that each educator in an English learner program is properly endorsed for that program.



Educator Qualifications

- SEI Endorsement required for career vocational technical staff (teachers and administrators).
 - By July 1, 2021, CVT staff of ELs will need to earn the SEI Endorsement.
 - Department to offer no-cost SEI Endorsement courses in early 2019.
 - Department will establish a working group to assess the feasibility of incorporating the SEI Endorsement course into the 21 college degree credit pathway to professional licensure for CVT educators.
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Benchmarks, Guidelines, and Templates

- Department to establish:
 - a. benchmarks for English learners for attaining English proficiency;
 - b. guidelines to support districts in identifying ELs who do not meet benchmarks; and
 - c. an English learner success template for use by districts to assist English learners who are not meeting English proficiency benchmarks.

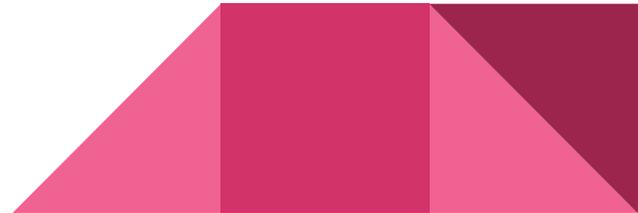


Benchmarks, Guidelines, and Templates

- Requires districts to provide a copy of these materials (benchmarks, guidelines, and EL success plan) to parents/guardians of ELs within specific timeframes.
 - Requires districts to adopt procedures to identify ELs who do not meet the English proficiency benchmarks and establish processes relating to them.
 - identify areas in which identified ELs needs improvement and establish personalized goals to attain English proficiency;
 - assess and track the progress of ELs in the identified areas of improvement;
 - review resources and services available to identified ELs that may assist said learners in the identified areas of improvement; and
 - incorporate input from the parents/guardianS of the identified EL.
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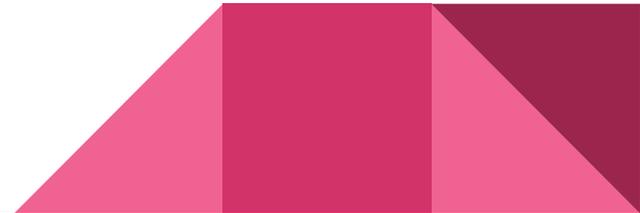
Program Evaluation (Tiered-Focused Monitoring)

- ELE Programs will be evaluated every six years (current practice)
- Evaluation shall include but is not limited to:
 - a review of individual student records of English learners;
 - a review of the programs and services provided to ELs;
 - a review of the dropout, graduation, discipline and special education incidence rates of the English learner population in the district;
 - a review of the dropout, graduation, discipline and special education rates of ELs who exited the English learner education program within the 3 school years preceding the on-site visit for that 3-year period;



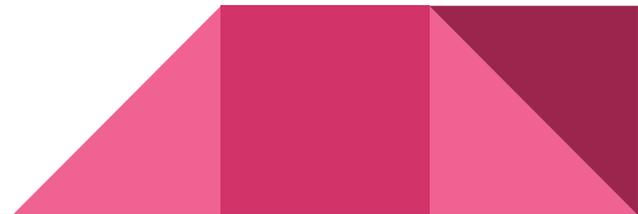
Program Evaluation (Tiered-Focused Monitoring)

- Evaluation shall include but is not limited to:
 - a description of the processes by which school-based teams, consisting of educators, administrators and support staff, monitor the progress of English learners and former English learners;
 - a review of the amount, frequency and effectiveness of English as a second language instruction;
 - a review of the administration and coordination of English learner education programs



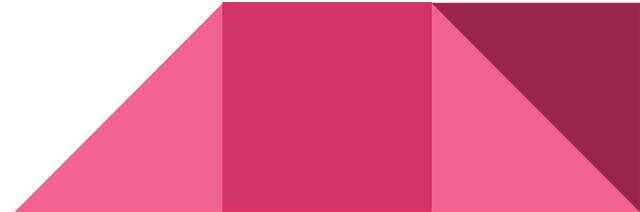
Data and Reporting

- Expands the reporting districts must submit to the Department about English learners.
- Department to establish a data commission to study the collection and dissemination of data on English learners and to make recommendations on streamlining data reporting.



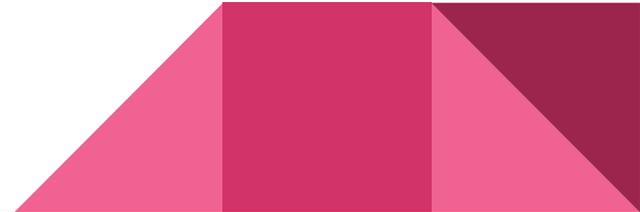
Data and Reporting

- Additional data that districts must annually report to Department:
 - Program compliance with federal and state minimum requirements;
 - Opportunities for students to develop and maintain native language;
 - Plan to evaluate the effectiveness of EL programs in achieving proficiency and academic standards; readiness to join mainstream classes; evaluations and measures; steps taken to address an identified deficiency;
 - Record of parents withdrawing from/refusing participation in EL program; meetings with parents/guardians on students not making progress;
 - Training for staff to work with culturally and linguistically diverse students;
 - EL participation in regular and advanced programs & extracurriculars.



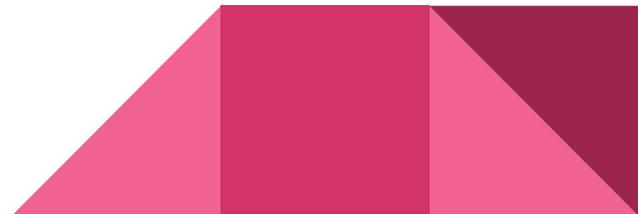
State Seal of Biliteracy

- Directs the MA Board of Education to establish a State Seal of Biliteracy.
- Districts may award the seal to students who meet the state criteria in attaining a high level of proficiency in English and at least one other language.



PreK English Learners

- Expands the requirement for districts to include English learners who are in pre-kindergarten during annual SIMS submissions.
- ELs in PreK will be assigned an ELE program in Aspen (X2).





Thank You

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