

Boston Public Schools
Multilingual Learner
Programming Update to the
ELL Task Force

March 30, 2023



Agenda

- Multilingual Learner Program Explanations
- Inclusion Implementation
- School Planning for Dual Language Program Expansion

Multilingual Learner Programming



Multilingual Learner Program Types Currently in BPS

1. Sheltered English Instruction:
Language-Specific and Multilingual
2. Dual Language
3. High-Intensity Language Training (HILT) for
Students with Limited or Interrupted Formal
Education (SLIFE)
4. ESL in Substantially Separate Special
Education Program
5. ESL In General Education

Sheltered English Instruction (BPS SEI)

[ELD 1-3]

Language-Specific

- English language development is incorporated throughout the day with strategies to make core academic content instruction more comprehensible to MLs who are ELD 1-3.
- Instruction is conducted in English, with native language support for students.
- Students in this classroom speak the same native language and have English Language Development (ELD) Levels 1 to 3.
- Sheltered instruction is intended to make instruction in grade-level academic content areas more accessible to ML students.
- BPS has SEI programs in Spanish, Haitian Creole, Cape Verdean Creole, Vietnamese, and Chinese.

Multilingual

- Available to ML students who are ELD 1-3 and whose native language is not one offered in the five BPS Language-Specific SEI programs.
- Incorporates English language development throughout the day with strategies to make core academic content instruction more comprehensible to MLs who are ELD 1-3.
- Instruction in this program is conducted in English, and while students in this classroom speak a variety of languages, native language support is provided to students where available.

Dual Language and Heritage Language Education

[ELD 1-5, FEL]

- In implementing the LOOK Act (2018), BPS seeks to increase more dual-language opportunities such as two-way immersion programs, heritage language programs
- Programs are currently offered in Spanish, Haitian Creole, ASL, Vietnamese, and Cape Verdean Creole.
- The classroom is made up of both native language and English dominant students.
- All students learn to read, write, speak, and understand both languages either through core academic content instruction or explicit language instruction, taught by qualified teachers in the two languages.
- The goal of dual language programs is for students to become bilingual and bi-literate.

HILT for SLIFE

[HILT 1-2/ELD 1]

High-Intensity Language Training (HILT) for Students with Limited or Interrupted Formal Education (SLIFE)

BPS recommends this program for students ages 8 or older who are newcomers to the United States, who have little or no literacy in their native language, or whose formal schooling was limited or interrupted in their native country.

In HILT programs, students receive:

- Intensive academic English language and literacy development
- Native language instruction designed to help them learn reading, writing, math, science, and history/social studies, when available
- Additional classes such as technology, arts, and physical education.

ESL in Substantially Separate Special Education Program [ELD 1-5, FEL]

- Multilingual Learners with Disabilities receive ESL services in a self-contained special education classroom where they also receive special education services per their Individualized Education Plan (IEP).
- Instruction is delivered in English with native language support provided where available.
- Students receive sheltered content instruction from SEI-endorsed, content-licensed educators so that ELs can meaningfully engage with grade-level content and develop discipline-specific academic language.
- Depending on the nature of the student's disability, modifications to ESL services may be made, specified in the IEP.

ESL in General Education (with Sheltered Instruction)

[ELD 1-5]

- Any student with an ELD 1-5 who is assigned to a school without a formal SEI program will receive explicit ESL instruction.
- For some students who are ELD 4-5, they can also receive ESL integrated into their English/Literacy course.
- All students ELD 1-5 in General Education classroom settings receive sheltered content instruction by a teacher who is SEI endorsed so that ELs can meaningfully engage with grade-level content, and develop discipline-specific academic language.
- The language of instruction is English.
- Students in this placement are in a mixed classroom environment where they learn alongside English Proficient peers.
- All students ELD 1-5 in General Education or Special Education programs receive content instruction by a teacher who is SEI endorsed.

Program Type	Language and Literacy	Content Area Language(s) of Instruction	Enrollment	Teacher Qualifications*
SLIFE	Home Language and ESL	Home Language and English	Multilingual Learners identified as SLIFE	Grade Level and Content License; ESL
SEI	ESL	English with Home Language Supports	Multilingual Learners Levels 1 - 3	Grade Level and Content License; ESL
Heritage Language	Home Language	Home Language	Multilingual Learners and Former MLs	World Language license in specific language K-6 or 5 - 12. MTEL literacy in English.
Dual Language	Home Language and English	Home Language and English	Multilingual Learners, Former MLs, Native English Speakers	Grade Level and Content License; ESL; Bilingual Endorsement
ESL in Gen ED / Special Ed	ESL	English	Multilingual Learners Levels 4 - 5	ESL

* All Teachers are SEI Endorsed - MA Educator Licensure Requirement

Current Bilingual Programs in BPS

Dual Language (TWI)

Spanish/English

- Umana (K1-8)
- Greenwood (K1-8)
- Hernández (K1-8)
- Hurley K-8 (K1-8)
- Muñiz (9-12)

ASL/English

- Horace Mann School for the Deaf and Hard of Hearing (K-12)

Haitian Creole/English

- Mattahunt (K1-Grade 4)

Vietnamese/English

- Mather (K1-Grade 2)

Other NL Instruction

- Cabo Verdean Language and Culture Course at Burke High School

SLIFE

Spanish

- Curley
- Umana
- Hennigan K-8
- Mildred Ave
- Blackstone
- BCLA/ McCormack
- Charlestown High
- Newcomers Academy
- Frederick Pilot
- East Boston High School

Haitian Creole

- Taylor
- Tech Boston
- Newcomers Academy

Cabo Verdean Creole

- Orchard Gardens
- Dearborn STEM
- Newcomers Academy

Multilingual

- Newcomers Academy
- Brighton High School
- Edison K-8
- Taylor
- Frederick
- Madison Park Technical Vocational

Inclusion



Inclusion Implementation

In order to provide a continuum of services, BPS has begun the multi year process to implement the recommendations from the Council of Great City Schools report and finalize our Inclusion Implementation Plan.

This includes a focus on:

1. Professional Development for staff specific to supporting inclusive education for students with disabilities and multilingual learners
2. access to home language supports and instruction
3. Improving infrastructure for MTSS, including resources for Tier 2 and Tier 3 interventions
4. Offering training and resources for teachers to provide specially designed instruction
5. Using data, staff will be able to appropriately identify students who may have a disability and require special education services or a 504 Accommodation Plan including for students who are multilingual learners
6. Improving the quality of IEPs



Inclusion for MLWDs

- Multilingual Learners who have disabilities (MLWD) are served by schools with the support and oversight of both OMME and Special Education
- MLWDs Special Education needs are met in alignment with their IEP
- MLWDs language development needs are met in their program placement determined by ELD Level, Home Language, and/or Parent Guardian Preference for Dual Language. Inclusion Planning Teams prioritize language needs as part of the school's instructional delivery.
- MLWDs content area learning is supported by both Special Educators and ESL Licensed/SEI endorsed Teachers
- When we refer to “inclusion” for MLWDs we refer to their SEI, Dual Language, HILT, or Gen Ed with ESL placement
- If the IEP requires a substantially separate placement, then ESL and Sheltered Instruction is delivered to that MLWD in the placement.

Inclusion Supports

Regional Model: There are 9 regions each with 12-15 schools with teams designed to support all aspects of schools needs including Special Education Assistant Directors, and Multilingual Equity and Accountability Specialists. You can read more about the regional model [here](#).

Immediate supports:

- Inclusion Coaching Support:
 - Coaches are specialists in curriculum, pedagogy and social emotional skills and provide trainings and coaching sessions for school based staff responsible for implementation
 - Coaching and support to Inclusion Planning Teams
 - Use a tool from the University of Kansas to assess school wide needs
 - Provide resources and supports to schools and educators to implement inclusive practices
 - Work with OMME to ensure inclusive practices include multilingual and home language supports
- Investment in MTSS Coordinators and Reading Specialists, additional Professional Development, and High Quality Tier 1 Curriculum, including in native language
- Staffing and Pipeline: Inclusion, Special Education and Bilingual Staffing Specialists
- Assignment: Inclusion Planning, MLE Programming, and Analysis Specialists
- IEP Development, ELD and MLWD Training

All of these supports are building the foundation we need to create a sustainable system for the long term.

Program Planning Process



School Selection Process for Dual Language Programs

BPS will be awarding planning grants to 10 schools of \$50,000 who have been identified as strong candidates for bilingual program expansion.

- Proposed activities for planning grants
 - School community engagement
 - Program design
 - Curriculum
 - Pipeline analysis: Students and Educators

Schools will be selected for planning grants after a review of the following criteria:

- Current Multilingual Learner Enrollment
- First Language and Home Language of Students by Neighborhood
- Current programming at the school
- Language capacity of current staff
- School community commitment