



TITLE:	Boston Public Schools English Learner Program Models Preliminary Proposal for Dual Language Programming at the Horace Mann School
ISSUER:	Priya Tahiliani, Assistant Superintendent for the Office of English Learners
DATE:	November 15, 2018
INTRODUCTION:	<p>The Boston Public Schools Office of English Learners is pleased to submit this preliminary proposal to DESE for new English Language (EL) programs in Boston to increase our offerings of bilingual programming for our English Learners in light of the new LOOK Act. In addition to our current offerings of Sheltered English Immersion (SEI), Dual Language (DL) two-way immersion, High Intensity Literacy Training (HILT) for Students with Limited or Interrupted Formal Education (SLIFE), English as Second language (ESL), and ESL embedded in English Language Arts (ELA), we propose the addition of Dual Language programming at the Horace Mann School for the Deaf.</p> <p>OEL seeks to partner with the Horace Mann School for the Deaf for status as a dual language school for grades K1-12. The school currently houses the district’s population of students who are deaf or hard of hearing. The overarching vision for dual language programming at Horace Mann is to graduate students on grade level for reading and writing in English, and academic American Sign Language through providing American Sign Language (ASL) as a common and shared language that all children in the school can access at all times.</p> <p>OEL has been consistently meeting with the school leadership and teaching personnel with the proposal for this program designation/status change.</p> <p>All English Learner programs in the Boston Public Schools (BPS) must meet Castañeda’s Three Pronged Test¹ in that they are</p> <ol style="list-style-type: none"> 1. based on a sound educational theory or on research; 2. implemented with adequate and appropriate resources, and; 3. result in demonstrable academic outcomes for English Learners
PROGRAM DEFINITION:	

¹ “When determining whether a school district’s ELE program complies with federal and state laws and regulations, the Department will apply the three-prong test established by the United States Court of Appeals for the Fifth Circuit in Castañeda v. Pickard (Appendix K & L), which the U.S. Department of Justice and the U.S. Department of Education’s Office for Civil Rights also use to determine ELE program compliance under the federal EEOA and Title VI laws respectively” -<http://www.doe.mass.edu/ell/guidance/Guidance.pdf>

<p>Castañeda Prong I: Research Base</p>	<p>Philosophy Pendulum in Deaf Education</p> <p><i>a. Century debate: Oral vs. ASL</i> HMS was founded in 1869, in the past 150 years the school’s philosophy of how to best serve the needs of Deaf and Hard of Hearing children has shifted from an oral education, to ASL and everything in between. The lack of a defining methodology created division, confusion and resulted in a hodgepodge of approaches.</p> <p><i>b. Best Practices connected to research is Dual Language for Deaf students</i> Research in the field of Deaf Education has grown significantly. This has led to a move to Bilingual, Dual Language education in Deaf schools across the nations for the past 15 years. HMS has visited many of these schools and brought our learnings back to our community as we define, outline and build a dual language program that is responsive to the unique needs of our school community--described in the research as Deaf Multilingual Learners.</p> <p>1. Language is a basic a human right We believe that language and access to language is a basic human right.</p> <p><i>a. Language Deprivation</i> Deaf children who are not exposed to language since birth, because they are born to hearing parents who do not know ASL, because they are diagnosed as Deaf late, or because their hearing technology is not giving students the benefits promised, these children start school with a weak or no language foundation. Our work as a Dual Language school is to close the language gap and teach students content, we accomplish this by making creating a language rich environment where language is accessible at all times.</p> <p><i>b. Early Linguistic Competence</i> To help us expose deaf children to a language rich environment before they can enroll with at HMS at age 3, we started a Parent Infant program and dedicated 2 staff members to build the program. Currently our Parent Infant Program enrolls 10 infants, these children are getting early exposure to language that will help reduce language deprivation, and their families are learning how to communicate with them.</p>
<p>Castañeda Prong II: Resources</p>	<p>Staffing: Teacher qualifications: Content and ESL licensed, fluent in the target language and SEI endorsed</p> <p>We have outlined a 5 year plan to roll out our Dual Language program, given that we are a K-12 school that serves students age 3 -22, we were strategic in how we rolled out our program. The philosophy is to start small and build up. Staff at</p>

	<p>HMS visited 10 regional and national schools for the deaf who are implementing a Bilingual or Dual Language program, we continue to learn from schools similar to ours while charting our own path to successful implementation of a Dual Language program.</p> <p>Curriculum</p> <p><i>a. Language Rich Environment (LRE)</i> Students at HMS have access to communication and language at all times. By creating a language rich environment we ensure learning opportunities for children at all times.</p> <p><i>b. Using BPS curriculum</i> HMS uses BPS curriculum across the content areas. We use our inhouse ASL specialist, team leaders and expert staff to develop ASL curriculum aligned to district curriculums. For example, we used a \$5,000 grant from Boston University to create an ASL curriculum aligned to BPS Focus on K1 & K2 curriculum.</p> <p><i>c. ASL/English Grammar</i> HMS partnered with the developers of the Bilingual Grammar Curriculum ASL/English to teach students the linguistic intricacies of each language and help them make connections between languages.</p> <p>Language Assessment We would like students to graduate with a Seal of Biliteracy, in order to accomplish this we need to have comprehensive assessment system to measure students progress in each language.</p> <p><i>d. ASL</i> We follow the ASL K-12 Standards, and use the two key assessments to measure students academic ASL.</p> <p><i>e. Reading/Writing</i> We capture students cumulative reading, writing and English data in a database that allows us to measure progress across multiple years.</p> <p><i>f. Listening/Speaking</i> Our Speech and Language Pathologist assess students English language</p>
<p>Castañeda Prong III: Monitoring Implementation</p>	<ol style="list-style-type: none"> 1. OEL is currently partnering with the school in the five year strategic vision planning for the school 2. ACCESS test for a student for language development for English is not negatively impacted where students are showing regression in their ELD levels. 3. Feedback will be collected from various stakeholders continued participation in the planning process, including but not limited to: <ol style="list-style-type: none"> a. Students b. Families c. Staff

- | | |
|--|--|
| | <ul style="list-style-type: none">d. Partnerse. Central office liaisons |
|--|--|