



BPS Office of  
**English Learners**

**Office of English Learners**

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<b>TITLE:</b>	<b>Boston Public Schools English Learner Program Models Preliminary Proposal for High Intensity Literacy Training (HILT) for Students with Limited or Interrupted Formal Education (SLIFE) Programming Expansion</b>
<b>ISSUER:</b>	Priya Tahiliani, Assistant Superintendent for the Office of English Learners
<b>DATE:</b>	November 15, 2018
<b>INTRODUCTION:</b>	<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 expansion of High Intensity Literacy Training (HILT) for Students with Limited or Interrupted Formal Education (SLIFE) programming expansion at the following language and grade level spans at schools who already have programming for younger grades:</p> <ul style="list-style-type: none"> <li>● Cape Verdean (9-12)</li> <li>● Multilingual (6-8)</li> <li>● Multilingual (6-8)</li> </ul> <p>All three of these schools already have SLIFE programming at another grade level band and this expansion would be increasing one classroom for students who are in higher grade levels.</p> <p>This document contains guidelines and procedures for creating accessible and equitable educational environments for SLIFE, providing far-reaching instruction that will support their language, literacy, and academic development, and preparing them for college and career readiness. Our</p>



	<p>commitment to the success of our SLIFE population is deeply-rooted in the beliefs that SLIFE have enormous funds of knowledge that, if tapped into efficiently, can bring remarkable results. In this document, we have merged the 1992 Multicultural Education Training and Advocacy (META) Consent Order and the 2015 Massachusetts Students with Limited or Interrupted Formal Education (SLIFE) Definition and Guidance as safeguards in your decision-making.</p>
<p><b>BACKGROUND:</b></p>	<p>More than 20 years ago in 1992, Boston Public Schools (BPS), under a Consent Decree, entered an agreement with the Multicultural Education Training Advocacy (META) -- META Consent Order -- to provide literacy instruction to second language learners with limited, interrupted or no formal education. The <b>META Consent Order</b> emanates from a legal complaint by parents of non-English speaking children for improved and equal educational access. The Boston Public Schools system is thus mandated by US Federal Court to establish <b>Literacy Programs</b> or <b>High Intensity Literacy Trainings</b> where there are English language learners with limited or interrupted formal schooling. According to the META Consent Order, a literacy student (as formerly known) or SLIFE is a student between the ages of 9 and 21 who lacks basic literacy skills because of gaps in his/her prior schooling. Transitional Bilingual Education (TBE), Dual Language or Two-Way Immersion (TWI), Sheltered English Instruction (SEI), English as a Second Language (ESL), and general education services are insufficient to ensure equal educational opportunity (Attachment C of the META Consent Order).</p> <p>In the 2012 Successor Agreement between the US Department of Justice and the BPS, the district is required to develop and submit for review and approval, a proposed plan for tracking the performance of <b>students with [limited or] interrupted formal education (SLIFE)</b> who participate in and exit the district's HILT for SLIFE (Successor Agreement, p. 56, #64). The district is also required to provide training on the curricula, train HILT teachers to collaborate with other service providers for SLIFE to maximize the instructional benefits that SLIFE receive from the district's HILT program (Successor Agreement, 2012, p. 56, #64).</p> <p>Subsequently, in 2015, the Office of English Language Acquisition and Academic Achievement (OELAAA) of MADESE provided definition and guidance for serving English Language Learners with Limited or Interrupted Formal Education (SLIFE) and expanded the age window for serving students with limited/interrupted formal education from nine years old to eight years old. These students who are designated <b>literacy students, limited formal schooling, SIFE, SLIFE</b>, among other designations are students who "lack the school readiness skills, socio-linguistic proficiencies, content knowledge, and academic ways of thinking demonstrated by students who have consistently attended schools" (MADESE SLIFE Definition and Guidance, 2015, p. 5).</p>

<p><b>TERMINOLOGY</b></p>	<p>Constructs such as <b>newcomers, English language learners, interrupted formal schooling, and non-formal schooling</b> are generally used to describe SLIFE, but they are limited in terms of the characteristics of these students and the types of programs that can best serve their needs when they are used in isolation. Please refer to the definitions below when determining the status of ELLs for programmatic placement:</p> <p><i><b>Newcomer</b> - A student who has immigrated to the US less than three years, has never attended a US school or did not attend school regularly prior to the date of an intake interview and is performing at an English Language Development (ELD) Level 1 or 2 as evidenced by his/her scores from an English language proficiency assessment.</i></p> <p><i><b>English Language Learner (ELL)</b> - An English Language Learner is “a child who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English.” G.L. c. 71A.</i></p> <p><i><b>Limited Formal Schooling / Interrupted Formal Schooling</b> - A student who has <b>limited formal schooling or interrupted formal schooling</b> is a student whose academic experience in his/her home country was characterized by a quality of education that was non-rigorous and has not prepared him/her for college and career readiness. Generally, these students have had no access or they have had interrupted access to an appropriate education or they are performing academically at least two or more grade levels behind their peers evidenced by the results of a native language assessment, a numeracy assessment, or by an intake interview that reveals gaps or limits in the student’s educational experience.</i></p> <p><i><b>High Intensity Literacy Training (HILT)</b> - The model used for providing English Language Learners who have not acquired the academic literacy necessary needed to function in traditional educational programs for ELLs, such as Sheltered English Immersion, English as a Second Language, Dual Language, Two-Way Immersion, and Bilingual Education. In this model, students are given intensive interdisciplinary reading and writing instruction using a thematically-based dialogical approach in the native language and in English.</i></p>
<p><b>PROGRAM ELIGIBILITY:</b></p>	<p>Although SLIFE are <b>newcomers</b> to the US, not all newcomers are SLIFE. That is why guidances have been provided by both the META Consent Decree and the MADESE SLIFE to facilitate school districts’ eligibility determination for that particular population. A student is eligible for a HILT for LIFE program in the BPS if s/he meets <b><u>all</u></b> the qualifications below:</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 20px auto; width: fit-content;"> <p><b>Student Eligibility for Placement in HILT for SLIFE Programs</b></p> </div>

	<div style="border: 1px solid black; padding: 10px;"> <ol style="list-style-type: none"> <li>1. Newcomer.</li> <li>2. English language learner as defined by Chapter 71A.</li> <li>3. Age 8 to 22.</li> <li>4. Entered a US school after grade 2 or exited the US for 6 months or more.</li> <li>5. Has no formal schooling or has interrupted formal schooling, that is, two years behind or more than his/her peers, or, has consistent, but limited formal schooling.</li> <li>6. Functions two or more years below grade level in native language literacy relative to typical peers; <b>OR</b> functions two or more years below expected grade level in numeracy relative to typical peers.</li> </ol> </div>
<p><b>SLIFE IDENTIFICATION:</b></p>	<p>MADESE has set specific guidance for the identification of SLIFE which is determined at the Newcomer Assessment and Counseling Center during English Language Proficiency (ELP testing). After native language oral language interview and use of a pre-screener, students' whose oral interview and SLIFE pre-screener meet the criteria for English language learning programming are referred for further assessments in the major BPS native language. When a student is identified as meeting all the SLIFE criteria, an assessor from the NACC reviews the student's assessment results with the parent, the student's eligibility for enrollment in a HILT for SLIFE program as the most appropriate program to facilitate the student's literacy development and meeting grade level requirements. Students are coded as HILT1, HILT2, or former SLIFE through the student information system.</p>
<p><b>HILT FOR SLIFE PROGRAM CODE:</b></p>	<p>SLIFE are 8-22 years old newcomers ELLs who are in the HILT program for students with limited or interrupted formal education and are performing at least 2 grade level below their peers. Currently, students who have been identified as SLIFE are coded BI with the language-specific indication or a multilingual code as follow:</p> <p><b>BIH = Haitian Creole</b>  <b>BIK = Cape Verdean Creole</b>  <b>BIM = Multilingual</b>  <b>BIS = Spanish</b></p> <p>A SLIFE code ensures that students are placed appropriately and that they are getting the support needed to function academically in an SEI program; therefore, once students exit the program, the code is replaced by the appropriate "Former SLIFE" code. A Former SLIFE Code does not mean that a student is a non-ELL or that the student no longer needs ESL services.</p>

	<p>Once a SLIFE code is changed to a former SLIFE, the student enters an SEI program and is ready to perform academic work at a 5th, 7th, or 9th grade level in a sheltered instruction environment, with scaffolding and support. Schools cannot change a SLIFE Code to Former SLIFE; all code change forms have to be submitted to the Office of English Language Learners with appropriate documentation that justifies the rationale for a code change using OELL SLIFE Change of Status Form. Only students identified as SLIFE should be placed in a HILT for SLIFE program. A student can be coded as SLIFE1 or SLIFE2 based on the student’s performance and other appropriate documentations including the student’s Individualized Learning Goal. If a student is presumed to have been misidentified, please contact the OELL Office. Also, be aware that unless proper documentation is submitted, OELL will not change a SLIFE code.</p>
<p><b>SLIFE ELD FOLDERS:</b></p>	<p>All SLIFE students must have an ELD folder at their respective schools and their SLIFE designation must be recorded in the ELD folder. If the student’s SLIFE identification occurs at the school level, parent notification of the student’s SLIFE status, in English and in a language that the parents can understand, must be sent home no later than 30 days after the beginning of the school year or within two weeks if the student enrolls in the school district during the school year. (MADESE SLIFE Definition and Guidance, 2015, p. 10). All required monitoring documents must be kept within the ELD folders as required for any student who is an English learner.</p>
<p><b>INSTRUCTIONAL PROGRAM:</b></p>	<p>Instruction for SLIFE should be “comprehensible while capitalizing on SLIFE’s funds of knowledge and interests, creating opportunities to make significant progress to achieve educational goals including college and/or career readiness using culturally and linguistically responsive approach” (MADESE SLIFE Definition and Guidance, 2015, p. 5). As specified in the META Consent Decree, the maximum number of students in the SLIFE classroom is 15 students in a self-contained, ungraded format in which language-specific or multilingual students are serviced by both an ESL and a native language teacher using thematically coordinated literacy and content courses (META Consent Decree). SLIFE teachers must have the capacity to use effective literacy principles from phonemic awareness to guided reading and running records while using age and grade level appropriate texts to use evidence in supporting their arguments or in analyzing texts. All SLIFE programs must follow BPS requirements for ESL instruction, in addition to providing integrated standards-based reading/writing, math, science, and social studies/history at the appropriate age and appropriate. Native language instruction must be rigorous academic language development that provides access to increasingly complex language and aligned with common cores standards.</p> <p>Courses provided in the HILT for SLIFE classroom must be designed to enable students to earn credits toward graduation requirements. All SLIFE</p>

	<p>must have equal access to electives including arts, technology, and physical education. At the high school level and in some middle schools, SLIFE must have access to a guidance counselor who can support them and facilitate their participation in adult “HiSET” programs, formerly GED programs for over-aged students, credits toward graduation requirements, continuing education, vocational school, school to career, and link to other agencies for additional assistance. Guidance counselors must ensure that students have equal access to services including, but not limited to, counseling, before and after school programs, and extracurricular activities. (For additional information, please see META Consent Order, Attachment C &amp; MADESE SLIFE Definition and Guidance.)</p> <p>All high schools with program for SLIFE must follow a consistent approach in designating courses that SLIFE should take and pass towards high school promotion and graduation requirements. These courses should comply with the META Consent Order, the DOJ Successor Agreement, and aligned with BPS requirements and DESE Masscore. The BPS Academics Office and the OELL department have joined force to provide additional guidance on HILT courses’ description, design, and credits toward graduation requirements. The recommended HILT for SLIFE program of study can be found in the link provided in the Appendix.</p>
<p><b>INDIVIDUALIZED LEARNING PLAN:</b></p>	<p>An Individualized Learning Plan, as its name indicates, is the plan set for individual SLIFE; it pinpoints the language, academic, and socioemotional goals for the student and explains how the student will be monitored to ensure literacy, academic and language acquisition progress as well as socio-emotional progress. In the ILP, provisions for the student’s learning style, demonstration of learning, support from stakeholders and service providers are also included. A SLIFE’s individual learning plan is created/revised each term to ensure that the student is progressing according to the goals established in the ILP. Please be aware that an Individualized Learning Plan (ILP) is different from an Individualized Educational Plan (IEP) and cannot be the sole determining factor for referral to SPED services. All SLIFE must have an Individualized Learning Plan which specially details their current progress; in the case of non-progress, an ILP must include a Response to Intervention (RTI) plan and what has transpired from that plan.</p> <p>When developing an individual learning plan, teachers or the school-based SLIFE placement team should assess a student’s English Language Proficiency (ELP), numeracy/literacy skills while considering the student’s ability to access the curriculum. SLIFE ILP should be tailored to the individual student’s learning goals as identified by SLIFE teachers. SLIFE, and when appropriate, SLIFE parents can be interviewed for the ILP, by a proficient speaker of the student’s native language and English. When such is not possible, an interpreter should be present. (MADESE SLIFE Definition and Guidance, 2015, p. 10 and META Consent Decree). <b>Note</b></p>

	<i>that an ILP differs from an Individualized Educational Plan (IEP) which refers to students with disabilities.</i>
<b>OTHER PROGRAM COMPONENTS:</b>	There are many factors that have direct impact on students' learning, language and literacy, including socio-emotional factors. SLIFE are at risk of dropping out of school when they are not provided with the academic and social-emotional support needed to function; especially, students at the secondary level who may be supporting their family, facing the challenges of being immigrant adolescent learners, or feeling isolated and/or depressed in a new country, learning a new language. All SLIFE in high schools must have regular, individual meeting with their guidance counselors who will address their social as well as their academic challenges or refer them to the appropriate agencies for such to take place. Schools are encouraged to facilitate students' participation in additional programs, including continuing education, school-to-work, job training, supervised work study, adult HiSET (formerly GED) programs, among others. The school must maintain appropriate documentation of the support provided to SLIFE.
<b>STAFFING:</b>	Each SLIFE classroom must have a Native Language Literacy teacher as well as an ESL teacher.
<b>SLIFE REDESIGNATION:</b>	<p>SLIFE teachers, ELs' educators, guidance counselors, administrators and other service providers at the school level must make the decision of redesignating a student from SLIFE to former-SLIFE and communicate with parents about the redesignation. When making such decision, a team comprised of ELs educators, LAT, core academic content teachers, reading specialists, math specialists, adjustment/guidance counselors, administrators, and related service providers should, as a team, make the decision regarding instructional placement of SLIFE. The team must use and review relevant data including the student's records, writing performance, portfolios, students' standardized test scores, ACCESS scores, written observations, performance on state mandated tests, among others. Students' performance must equate that of the grade level for which he/she is being prepared, that is, 5th, 7th, and 9th grade level. All documents must be submitted to OEL for documentation and review before final determination can be made. OEL will not change the status of a SLIFE unless proper documentation is provided.</p> <p>To ensure that SLIFE are progressing academically, former SLIFE must be monitored while they are in the SEI program. SEI teachers must have access to these student's Individualized Learning Plan to ensure that the instruction is differentiated to meet their academic needs based on their learning styles and interests. To prevent creating drop-out SLIFE, high school guidance counselors must work closely with current and former SLIFE and create avenues for SLIFE to have access to programs that are available in their community, including career and vocational options, HiSET (formerly GED) programs, continuing education, among others.</p>

	Current and Former SLIFE’s counseling and advising must be documented and submitted when requested.
<b>QUALIFICATIONS &amp; PROFESSIONAL DEVELOPMENT:</b>	In addition to state mandated qualifications for ELs teachers at the grade and content level in which they are teaching, SLIFE teachers must be able to provide reading and writing instruction using an integrated and thematically-based approach to students with limited, interrupted or no formal education. That is, teachers of SLIFE must be able to align content standards vertically and horizontally, cluster their objectives to bring their SLIFE to the level needed to function in SEI classrooms and meet BPS and MADESE’s expectations, which are the same for all students regardless of their literacy or language proficiency level. SLIFE educators will partake in professional developments focusing on the unique features of the district’s SLIFE program to maximize the instructional benefits that SLIFE students receive from the program. OELL will provide professional development for HILT for SLIFE teachers that are deemed appropriate to SLIFE’s language, literacy, academic development, social-emotional needs, and schooling experience.
<b>RELATED ACTIONS:</b>	Please see the LATF Calendar for important dates on the following: <ul style="list-style-type: none"> <li>● SLIFE Waiver</li> <li>● SLIFE Professional Development</li> <li>● SLIFE Redesignation</li> <li>● Submission of Documents</li> <li>● SLIFE Individualized Learning Plan</li> </ul>

### Opening EL Programs

Identification of School			
Department(s) Accountable	Staff Responsible	Task	Completed
Planning and Analysis, OELL,		Identify Need	<input type="checkbox"/>
Enrollment and OELL		Identify School that has programming aligned to the new classroom	<input type="checkbox"/>
Operational Superintendents		Identify schools with available classroom space	<input type="checkbox"/>
Enrollment/OELL/Operational Superintendent		Determine school with best capacity to serve new classroom students	<input type="checkbox"/>



Operational Superintendent		Visit School to research potential classroom areas	<input type="checkbox"/>
Operational Superintendent		Inform School Principal or Headmaster that a new classroom will be opened	<input type="checkbox"/>
<b>New Classroom Preparation</b>			
Enrollment		Add program capacity for new classroom and establish the assignable limit for the school	<input type="checkbox"/>
Enrollment		Assigns students to the school's accept list	<input type="checkbox"/>
Budget		Create Position Control Numbers for teacher and/or paraprofessional positions from New Classroom Reserve Fund	<input type="checkbox"/>
OHC		Post job descriptions) for teachers and/or paraprofessionals	<input type="checkbox"/>
OHC		Provides list of available teachers or resumes of potential candidates to school	<input type="checkbox"/>
OHC		Provides list of available substitutes or resumes of potential candidates to school	<input type="checkbox"/>
OHC		Provide list of available paraprofessionals or resumes of potential candidates to school	<input type="checkbox"/>
School Leader		Interviews for new classroom teacher and/or paraprofessional	<input type="checkbox"/>
Facilities		Prepare room for classroom	<input type="checkbox"/>
Facilities		Order furniture from New Classroom Reserve Fund	<input type="checkbox"/>
OELL		Provide list of materials and quotes to Academics for materials	<input type="checkbox"/>
Academics		Order materials from New Classroom Reserve Fund	<input type="checkbox"/>
Operational Superintendent		Provide transportation with a list of possible students to be assigned	<input type="checkbox"/>
Enrollment		Submit list of students assigned to new classroom to OELL and School	<input type="checkbox"/>
OELL		Call families to inform of school assignment	<input type="checkbox"/>

<b>First Day of School</b>			
<b>School</b>		<b>Confirms with Enrollment the list of students that registered</b>	<input type="checkbox"/>
<b>School</b>		<b>Submit the list of students to Transportation that require transportation</b>	<input type="checkbox"/>
<b>Transportation</b>		<b>Assign bus route/provide MBTA passes</b>	
<b>OELL</b>		<b>Provides instructional support for the first week of classroom opening</b>	<input type="checkbox"/>
<b>OELL</b>		<b>Call Families of students that did not register/show up at school</b>	<input type="checkbox"/>
<b>OELL</b>		<b>Provide assistance for parent outreach and engagement.</b>	<input type="checkbox"/>