

Dual Language/ Construction Update

December 12th, 2024

6:00pm-8:00pm

Please add any question you wish to be raised.
Por favor agregue cualquier pregunta que desee plantear.
Tanpri ajoute nenpòt kesyon ou vle poze.

Topic/ Tema/ Sijè	Question/Pregunta/ kesyon	BPS Response/ Respuesta de BPS/ Repons BPS
Dual Language/ Construction		
Dual Language	Will kids in dual language (non English dominant) be identified as MLLs and need ESL minutes and ACCESS testing?	Yes
Dual Language	What percent of kids will speak English and Spanish at home for the dual language classrooms? I believe Superintendent Luna's presentation last winter indicated a 50% Spanish and 50% English combination led to the best outcomes for multilingual learners. Is that the plan for the merged school?	50/50 split, but no more than 70/30 of the classroom being of one group or the other. Take it year to year base on demographic patterns
Dual Language	Once a dual language kid gets an IEP can they remain in dual language and who will service their IEP minutes?	They will receive the supports be a resource teacher, like any other inclusion classrooms, since all classrooms are becoming inclusion
Dual Language	What happens if kids leave the program? How do we make sure that the classrooms don't get tiny by the later grades?	An unfortunate reality. Sometimes you may have a waitlist, and sometimes need more seats. Unclear exactly what will be done in that case.

Dual Language	Will the dual language programs only be open to students who reside in the school choice area for Philbrick-Sumner or will it be citywide like the Hernandez?	Not discussed to be citywide yet. Hernandez did it that way because they were the first program of that type
Dual language	Please can we have Spanish language instruction for all kids at sumner, even those not in the dual language program. Bilingualism is awesome for all kids and helps bond kids across cultural boundaries.	Not on the table for discussion, can have a discussion to have a specials course in spanish
Dual Language	Some Boston dual language schools have shared that translated materials are a challenge to acquire. How can this be remedied?	The C&I department has been translating materials and they are continuing to translate HQIM for our DL programs. By next year, they will be working on the Grade 2 curriculum (some existing programs may have had a challenge with that, as we are “growing up” we should enter the next school year with a full range of materials from K1 - grade 1.
Dual Language	Is there an opportunity to visit and interview other Dual Language Schools like Oyster Adams in DC, Hernandez in Boston, etc?	That is something that can happen in BPS. Outside of BPS, MABE hosts visits to dual language schools in MA (and other NE states)
Construction	Will the construction be completed in summer 2025 so the merged school can open September 2025 in the former Irving building?	Currently Aiming for an August Substantial Completion
Dual Language	What metric or criteria is used to determine if someone is “spanish dominant” or “english dominant” to maintain the key balance of the program?	When students enter BPS families complete a Home Language Survey, families will self identify as primarily Spanish Speaking or English Speaking at home. We are partnering with existing Dual Language Schools to identify assessments to identify Spanish Language / English Language

		dominance.
Dual Language	Can students be accepted after 1st or 2nd grade to Dual Language strand?	First grade, very likely to be able to transition. More difficult as students get older and the classroom work is more sophisticated. Decisions will be made with the family after honest conversation about the resources necessary to close any gaps and the examination of what is available at the school. What are the supports needed if the families are dedicated and committed?
Dual Language	Given there are often admissions criteria which limits students entering after a certain grade, how is the budget impacted if a cohort becomes smaller as the years go on and there are no additional students added? (i.e. having 14 students instead of 20 just due to families moving elsewhere)	Schools that are existing DL schools have additional funding to staff and build the program. That funding will be allocated to schools that are an expansion.
Dual Language	Will a second teacher be needed for each classroom to provide special education services or are you going to require educators hold 3 licenses (e.g., grade level, ESL, and special education)?	Content license and a BEE endorsement or Content license, language proficiency, and a path to a BEE endorsement
Bilingual	What happens if a student arrives at a higher grade level and they are verbally fluent but do not have literacy skills yet?	See above
Dual Language	Will the Resource teacher also be required to have a Bi Lingual Cert?	Teacher with Mod Dis license not required to hold a BEE license
Dual Language	How will the Resource teacher provide services if they don't speak the partner language and still maintain the 90% of day	Will follow up

	partner language in K1 or 80% in K2?	
Bilingual	If the bilingual classes are also inclusion, they will need to hold FOUR LICENSES elementary/early childhood, moderate, ESL and BEE (not a license)	Will follow up. CORE Content Teacher (Early Ed/ Childhood Ed License + BEE) yes, that's what you said, but since we are inclusion, and the city says we must hold a moderate license.... The resource teacher delivering Special education instruction/ minutes will be required to hold a MOD Dis license.
Dual Language	It seems like this model assumes that 50% of families currently want bilingual programming. Will families be automatically enrolled in bilingual programs if they are assigned to our school? What happens if a family does not want to opt into the program? Which other neighborhood schools have a capacity to absorb families who do not choose the new school?	It is an option, not an assignment
DL	Because they are part of the inclusion roll out, will the bilingual educator also require a moderate disability license?	Bilingual HR teacher will require a content (Early Ed/ Childhood Ed License + BEE) Resource Teacher will require (Mod Dis License + SEI)
Construction	How can we be realistic about construction completion so we don't lose the staff we will need to still run all 3 buildings if the new building is not complete by fall- especially now due to the significant delays just presented	Will provide an update on the timeline at the January 13th Community Meeting.

Construction	If the renovated Irving building isn't ready for September 2025, where will the students attend school? Sumner Lower, Sumner Upper aka Irving, Philbrick? ADD: will there be room?	When we know more about the delay and have a concrete plan, we will share that. We are exploring
SY 24-25	What is the current staffing organization for next year? Teachers have been asked to state their preference for next year but it is not clear what positions will be available with the inclusion rollout.	Meeting with the Union next week. You will receive an update from them next week.
bilingual	How much money is going to be made available to purchase the large amount of texts and materials we will need to procure in spanish?	Curriculum and Materials for the Spanish Language classes will be supported by additional funding specific for that purpose.
DL	Will there be free Spanish classes for teachers who will be bilingual in future years (5-6 grade teacher for example, have the most time to learn Spanish so they can keep their jobs)	In order for educators to be able to instruct in Spanish, they will need many years of the language to have a full grasp of the language. A four year Spanish course will not be sufficient.
DL	When will staff have time provided to engage in the BCE BEE training?	All SLs informed of the Bilingual Ed expansion or approval received information about the pathways that are available. The next course will begin on January 21st, at no cost. You can take the ACTFUL if you are working toward the endorsement (or the MTEL).
Dual Language	How will the start of the dual language strand be considered in the school leader hiring process? Will there be a consideration of school leader language skills in the process? For the other dual	There will be either a SL (admin) with bilingual capacity or an instructional coach with the Spanish Language capacity.

	language schools/strands in BPS, is there an expectation of language concordance between school leader and school's dual language?	
DL Program	Will future K1 students get sibling preference for the DL program if their older sibling is in the English Only strand?	We need further clarity If the practice currently exists at the school they may continue the practice. We are not setting precedence for sibling preference.
Dual Language	How will this affect MAP test scores in K2, 1st grade and so on if those students were taught 90% in Spanish those first few years? Is the test offered in other languages? Same regarding MCAS	Students will be assessed in the MAP. Some students have been taking the MAP in Spanish. We have data that shows that students who were in the DL Haitian Creole program have scored Advanced on the MCAS (there is no Haitian Creole test equivalent).
DL	What if bilingual education isn't a good fit for a student or family? How does the student/family exit out?	Bilingual Education is not a requirement, however if a student who is in the Dual Language program exits the program, there may not be a seat available in the inclusion HR.
DL	What happens if bilingual is not a good fit for the Sumner/Philbrick? Are we able to reverse this decision after trying it?	If families are not choosing a DL pathway, we still have the option of moving to a single strand. One of the reasons we are adding a Spanish Dual Language program was to support our Spanish Speaking families (who currently are enrolled in the SEI strand at the Sumner).
Construction	MAP testing for 6th graders last week was impacted by construction noise and then by internet service outage. Multiple other area schools also experienced service outage (Lyndon, Mozart, Philbrick) Will a retest be offered to address the	'The contractor lost track of demo guys under the space, we quickly identified, found, and stopped them.

	inequity of the testing experience for these students since the results are used for exam schools admissions?	
Bilingual	Newest paperwork uses the acronym SDD instead of MLL. What does that mean?	Service Delivery Determination, the level of instruction that the student will be provided for ELD development.
DL	If math is always in English how will students learn math concepts in Spanish to become truly bilingual?	Cross linguistic bridging practices Cognate walls, Centers--Applied Practice
DL	How many schools are being assigned this in the region? How will you be able to support all of them?	We will be the only Dual Language program in Region 5.
DL	When K1 students who are L get tested, what happens if they score proficient, do they move to the non partner language side of enrollment or are they removed from the program? How do you maintain the numbers?	The Dual Language program is a choice. Students would be re-coded and remain in the program.
Dual Language and construction	If construction is not completed by the coming school year will dual language still roll out in both schools and what will that look like	Will respond when we have a construction update, the goal is to complete the building for the Fall of 2025.
DL	I love the idea of bilingual education. We have been told over and over again that families from Sumner and Philbrick want this Bilingual programming. Can the district please provide data showing how many families are currently interested in the bilingual program?	This is part of a district strategy to provide dual language options to families at the Sumner who would have enrolled in the SEI program. We only needed 20 families to express an interest in a Dual Language program to initiate inquiries, we have well over that.

DL	How will the school remain inclusive if a resource room teacher is the service provider. Aren't the IEP minutes set for the 75% or higher of servicing during the day? Will each room have their own service provider? If it's truly inclusion, the resource room will need to push-in and will not be able to service other students.	Resource Teacher will be provided a caseload within BTU contract guidelines and coordinate with the teacher for service support, as has traditionally been the case in classrooms that aren't DL.
Construction	Will the new Irving School construction enable new grades? such as Middle school?	The building is designed for K-6.
DL	What recruitment efforts are being done or will be done to locate teachers with the bilingual education endorsement?	We are working to recruit internal staff members first and then identifying highly qualified dual language teachers who would be a great fit to teach and lead the population of bilingual students at the new school.
Construction	Do classrooms have sinks? Will the K classrooms have bathrooms in them as is legally mandated?	There is a single user bathroom, sink, and associated cabinetry in the K classrooms.
Construction	Why are the delays occurring? We knew the construction would occur with kids in the building. We were told in fall 2023 that construction would work double shifts to complete the renovation on time.	Unforeseen conditions, and schedule coordination in an occupied building has been difficult,
Construction	Significant delays, is there a time estimate?	Contractors propose a handful of weeks behind. They are working on mitigation negotiations now.
Construction	Is there an update as to the search for community space for teaching and learning that Delavern was looking into as of the last meeting?	Explored modular classrooms, they are not viable in the timeframe we need. We are exploring other options. After this meeting we worked with partners at BCYF to relocate some of the

		<p>classrooms at Irving to that space. Communications have been shared to families and staff and we will host a school community meeting on January 13, 2025.</p>
Construction	<p>We will need weeks to set up our learning spaces. Can you assure us we will have 2 weeks or more to set up the room fully?</p>	<p>Dr. DePina will keep this in consideration as we discuss construction delays and mitigation</p>
Dual Language	<p>If we don't yet have the assessments to evaluate their language proficiency, aren't clear about how to handle placement of kids joining the program later, AND don't yet have the resources and translated materials, does it really make sense to launch a bilingual program right now????</p>	<p>We do have assessments, and they will be decided on jointly with the DLC in order to ensure we provide voice and choice to the staff who will be teaching in these roles. MAP evaluates students in both languages, LAS Links, and LAS Links Español</p> <p>Translations of materials are ready, resources are bought, training is in motion, and access to professional development is being provided, especially to those who are interested in the program.</p> <p>We are not handling students, we are teaching them.</p>
DL	<p>Are there any teachers currently at Sumner or Philbrick eligible to teach the bilingual strand?</p>	<p>Yes, there are currently 5 staff who have the requirements or meet the requirement, and for those who possess the endorsement, and do not choose to teacher in the role, and we have confirmed interest from teachers who need the BEE, we can certainly work with teachers who demonstrate a language proficiency to teach in the language and set them up for success.</p>

Dual Language	Do we have the capacity to enroll all siblings of current Philbrick & Sumner students who can select K1 in 25-26? For example, for English dominant students there will be 10 spaces in each K1 dual language classroom (20 spaces) in the 50/50 model and 9 spaces (could be English or Spanish or another language dominant) in each K0/K1 classroom (18 spaces). Do we anticipate that students will be turned away from the merged school? This has not been an issue at Sumner in the past as a large school.	Need to return to this question after reviewing projections
construction	Can some construction continue (after August 2025) as/if needed?	Once a project is nearing completion, a design team combs through the building to identify any items that need to be completed and develop a punch list. Generally 60-90 days to address punch list items following substantial completion.
DL	As we add additional grades for the bilingual strand, will those replace existing strands at the Sumner/Philbrick school or exist in addition?	The existing classrooms will be recoded as Dual Language to accommodate the students who enroll in the Bilingual Program.
DL	Will students in strand classrooms have equal opportunities to dual language?	SLD is a stand alone program and not affected by the shifting Bilingual numbers.
DL	How many kids are in each K1 classroom? (both for DL and for inclusion K0/K1)	Next year, students will only enter in K1.
Construction	If construction is not complete by August 2025, will the merger be delayed until the 2026-27 school year?	See above.
DL	Do you anticipate the shift to staff with DL	Yes, every year the program will roll up, and staff

	<p>proficiency will happen within the first year or two? Or slowly rolled out as the DL program starts in K1 and rolls up to each subsequent grade? My child is currently in K1, so this will follow through in the grade behind them. I'm wondering if that means every year from K2 to 6th grade, their teachers will be worried about losing their jobs in the subsequent year with the DL flowing up from the grade behind my child's class.</p>	<p>for those programs will need to require appropriate licensure. Offerings for supporting licensure will be shared by OMME.</p>
DL	<p>How do we enroll in "The Nuestros Niños Professional Development Program"?</p>	<p><input type="checkbox"/> NN-OELA-presentation-teachers Follow up will be made in Spring, as of now, you can reach out to Manuel Ramirez I will have further information as Dra. Castro wraps up her current course. Once the information is made available, it will be shared out.</p>
	<p>Have parents been informed about the number of staff who will have to be moved out of the Sumner/Philbrick to make this change?</p>	<p>This information is not available at this time</p>
DL	<p>Is it a final decision that the program will only be for Region 5 residents and not citywide?</p>	<p>Not city wide access</p>
DL	<p>As teachers are phased out for not having the capacity in Spanish, what support will the district provide in helping them find another role in BPS?</p>	<p>Resume building will be provided and all available posting are posted on Talent Ed</p>

MAP	<p>The MAP test being saved and students re-starting their test repeatedly is reasonably likely to impact performance on an adaptive test. In particular, we can anticipate that students with learning differences would be disproportionately affected.</p> <p>In addition, the Sumner students were impacted by 2 inequities - delay from the construction noise AND internet outage unrelated to construction. Why can't the students retest?</p>	<p>The internet outage was across schools in the district and at this time there's no retest for any impacted schools.</p>
	<p>Where/how do we access this recording?</p>	<p>Will be posted to the City of Boston Philbrick-Sumner project webpage.</p>
DL	<p>How will you ensure that teachers are actually proficient enough in Spanish to teach it academically if you do not have enough teachers with BEE? If you give waivers, how do we ensure the teachers have the education required to teach Spanish?</p>	<p>District provided programming, MABE, University Partners will be working with us on that.</p>
DL	<p>Will all K1 classes be open to K0 students (3 year olds) or will there be specific K0/K1 classes? I am assuming one or both of the DL classes will be K0/K1.</p>	<p>DL classes will be K1 only (4 years and up)</p>
DL	<p>How can educators with some knowledge of Spanish (but not a proficient teaching level) become more involved? Is there some planning for in-between roles, such as prioritizing a resource teacher who knows conversational Spanish?</p>	<p>We are impacting the culture of the school to embrace all languages and backgrounds at the school. Everyone can have an impact.</p>

Construction	School choice is around the corner. Will families have enough time to make informed decisions for next year?	Ongoing construction updates will be available from Capital Planning as we learn about the timeline
	If we aren't sure we can offer seats to all incoming K1 siblings of current Sumner/Philbrick students, can we offer less K0 seats to make sure all K1 siblings get a seat?	Follow up after discussion with welcome services