



Office of Multilingual and  
Multicultural Education



Mayor Michelle Wu



City of Boston  
Public Facilities

# *Philbrick Sumner Merger Updates*

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*December 12, 2024*



- Dual Language Roll Out
- Irving Renovation Construction Update



## Office of Multilingual & Multicultural Education (OMME) **Vision**

*The Office of Multilingual and Multicultural Education envisions a community where all multilingual learners feel a sense of belonging and joy for learning in a multicultural learning environment; have the opportunity to be academically proficient in at least two or more languages; and graduate with the Massachusetts State Seal of Biliteracy.*



## Strategic Priorities

**Strategic Priority 1:** Expand Bilingual Educational Programs, Access, and Native Language Access Opportunities

**Strategic Priority Area #2:** Improve Educational Opportunities and Outcomes for Multilingual Learners with Disabilities in alignment with the BPS Inclusive Education Plan

**Strategic Priority Area #3:** Develop coherence in ML student identification, placement, and program structure

# English Learner Education (ELE) Program Types: Bilingual Education

## Service and Student Enrollment

### Dual Language Programming (Two-Way)



## Description

Dual Language or “DL” is a program where students learn subjects in the partner language and English. English as a Second Language or “ESL” is taught by a licensed teacher adjusted to the level of the student. In a two way program, some of the students are English Learner students while others are English proficient students. This program is for students in all grades.

The goal is that all students in DL programs learn from each other and become **bilingual**, **biliterate**, and **bicultural** in order to earn the Seal of Biliteracy when they graduate High School.

**Types of  
ELE  
Programs  
at our  
School  
and  
related  
DESE  
Guidance**



Criteria	Dual Language Education	Sheltered English Immersion
What are the language goals?	Bilingualism and biliteracy in a non-English language; proficiency and literacy in English.	Proficiency and literacy in English.
How much is Spanish used?	At the Philbrick/ Sumner, at least 50% of instruction in elementary school; at least 2 periods per day in secondary school.	Students' home languages may be used informally but typically not systematically.
When does it start and how long does it last?	At the Philbrick/ Sumner, the program runs K1–5. Pre-K-12 is recommended.	As long as needed; may start in any grade.
What are some of the program models that may fit this category?	Two-Way Immersion Programs	Sheltered English Immersion Programs
What are the standards used?	English proficiency standards, state content area standards.	English proficiency standards, state content area standards.

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# OMME Dual Language Roll Out

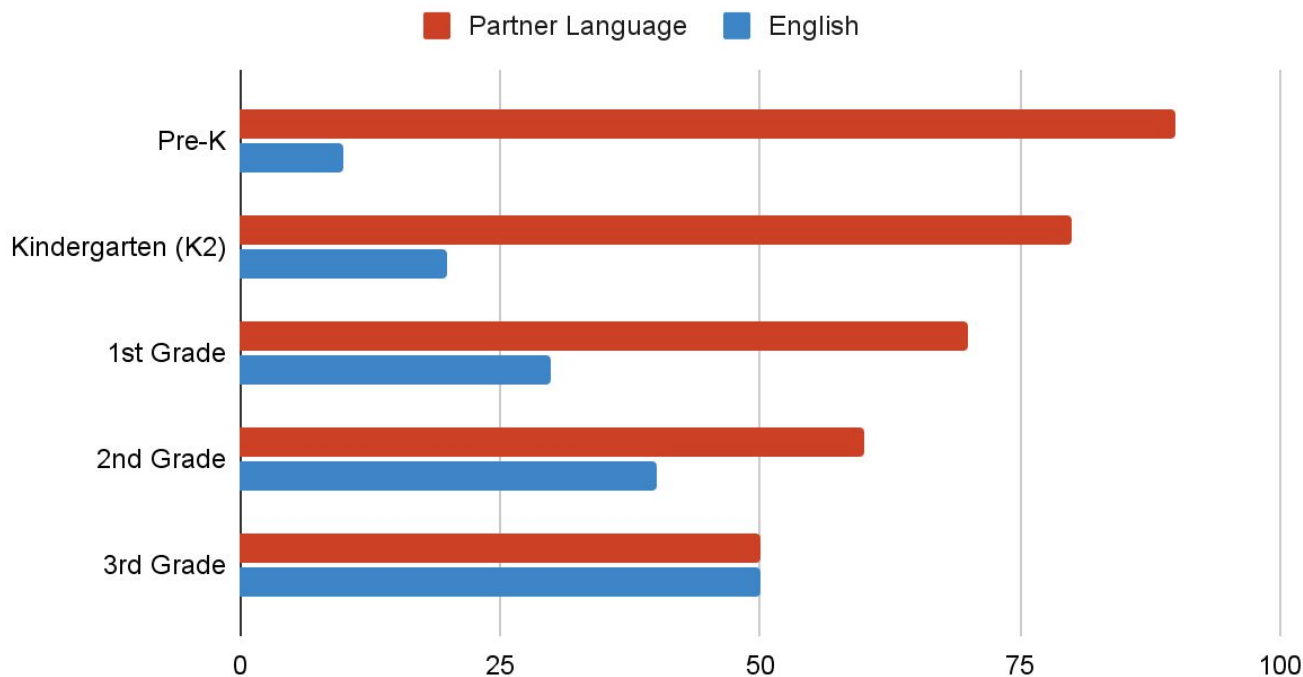
## Yearly Roll Out (2 Strands at a Time)

School Year	Grades (2 Strands)
<i>SY 25-26</i>	K1
<i>SY 26-27</i>	K1, K2
<i>SY 27-28</i>	K1, K2, 1st Grade
<i>SY 28-29</i>	K1, K2, 1st Grade, 2nd Grade
<i>SY 29-30</i>	K1, K2, 1st Grade, 2nd Grade, 3rd Grade
<i>SY 30-31</i>	K1, K2, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade
<i>SY 31-32</i>	K1, K2, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade
<i>SY 32-33</i>	K1, K2, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade. 6th Grade



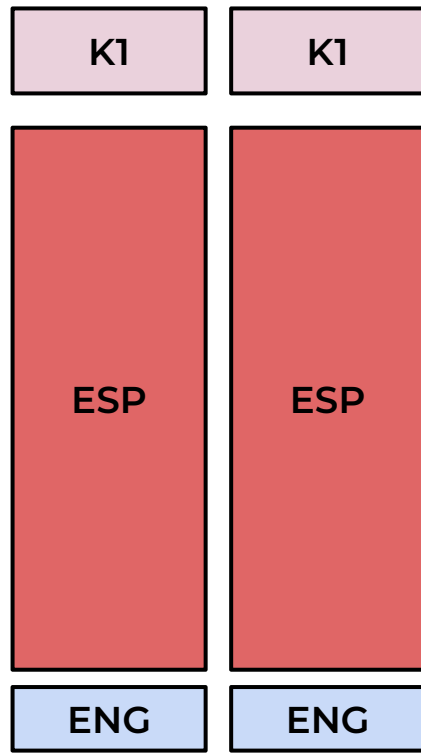
# OMME Language Allocation Guidance

## Language Allocation Plan



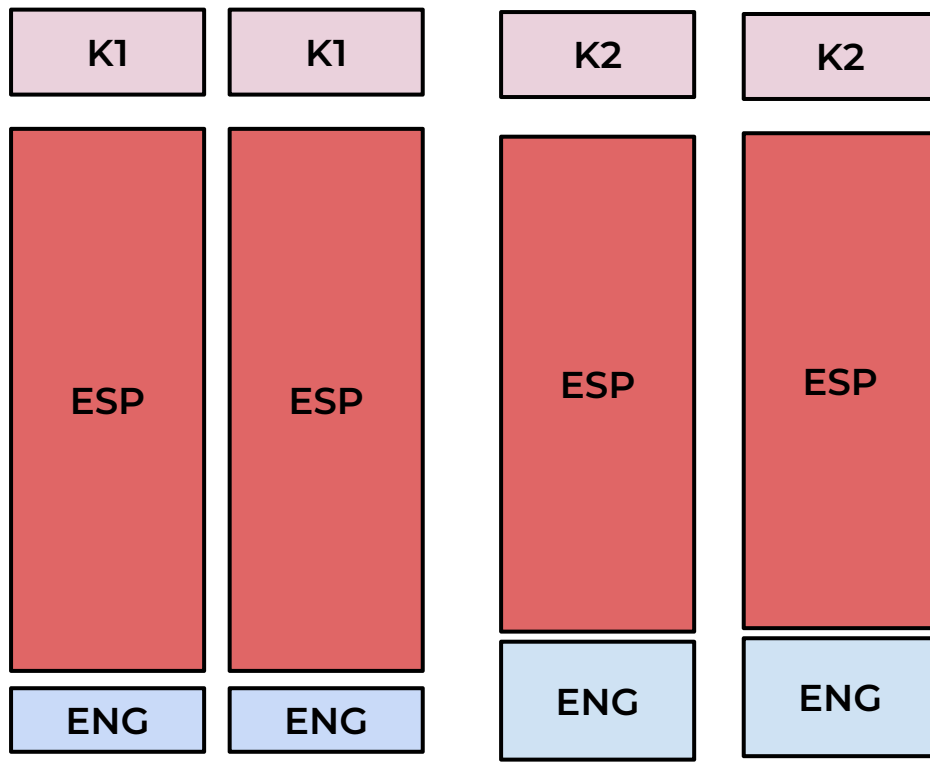
This table denotes the language allocation policy model for schools starting Dual Language programs in pre-kindergarten, K1. After third grade, students will learn in the partner language and English in the 50/50 model.

## STRUCTURE SY 25-26



2 Teachers Needed Self-Contained

## STRUCTURE SY 26-27



4 Teachers Needed Self-Contained

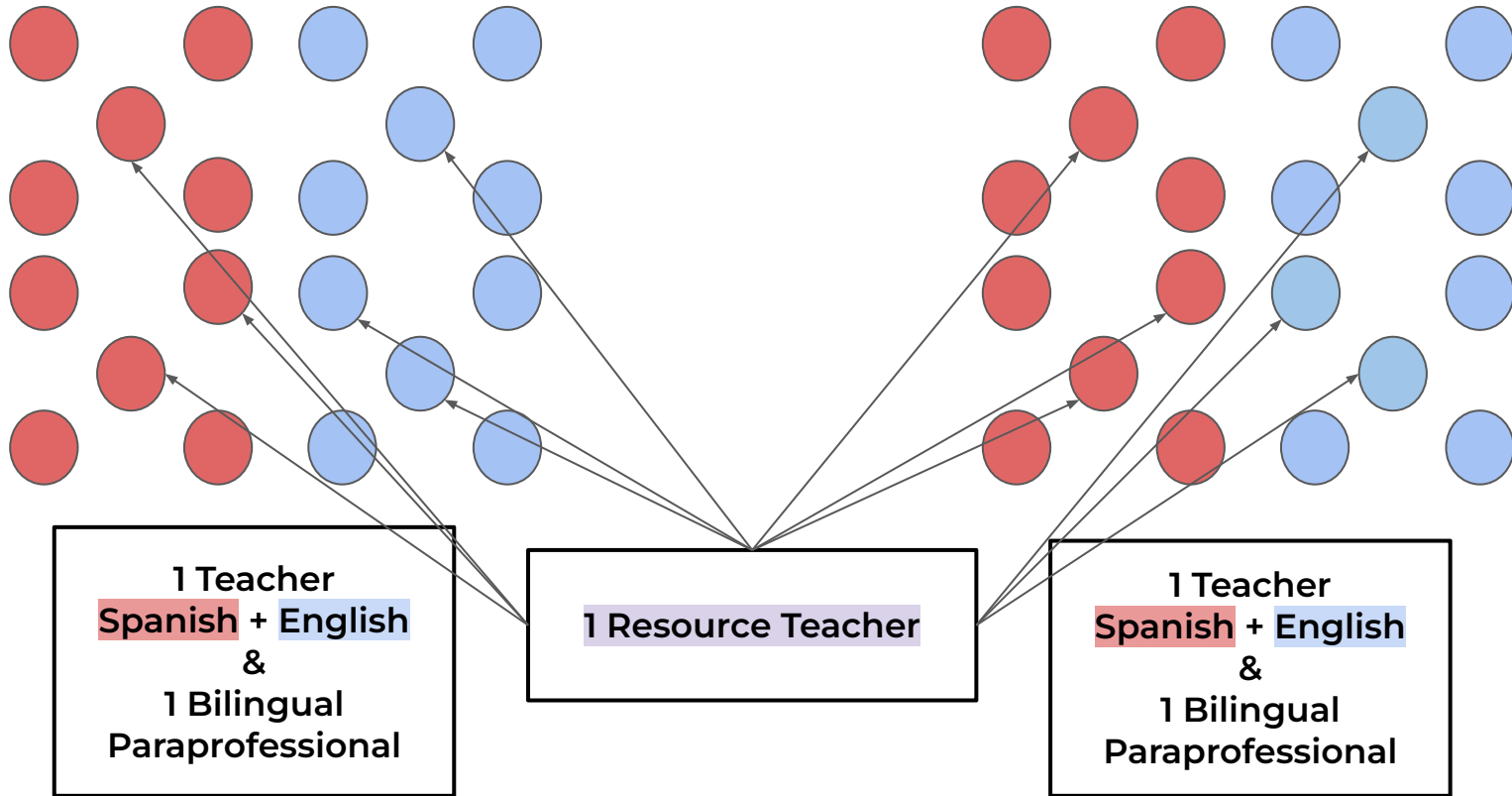
## Two-Way Immersion (TWI) in Dual Language Education

### Two-Way Immersion

Half of the students are English speakers, and the other half speaks the partner language at home. The goal is for both groups of students to become bilingual and learn from each other.



## Philbrick/ Sumner K1 Classrooms Staffing

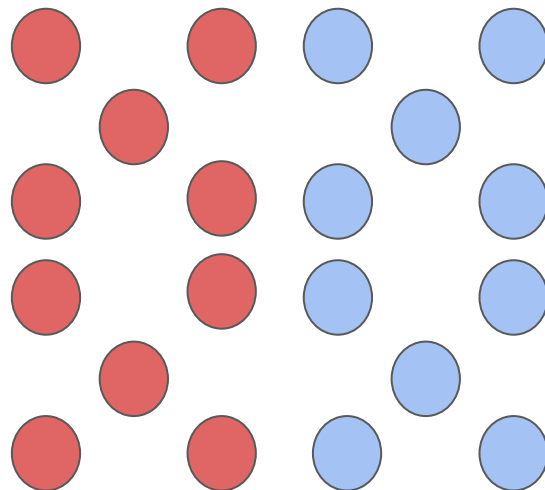


# Inclusion–Dual Language

## Classroom Configurations–

In alignment with the district roll out of Inclusion, all classrooms in the district are inclusive classrooms, Dual Language Classrooms will be part of the inclusion roll out.

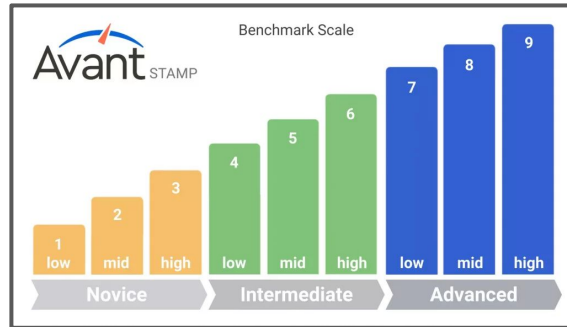
Grade	Class Size	Class Size w/ Para
K1	20	20
K2	20	22 (w para)
1st Grade	20	22 (w para)
2nd Grade	20	22 (w para)
3rd -5th Grade	20	23 (w para)
6-8th Grade	20	25 (w para)



**Red denotes**–Native Partner Language Speaker  
**Blue denotes**–English dominant Speaker

# Enrollment

**Entrance in K1-2nd Grade**, students are required to have partner language proficiency or English language proficiency. **Entrance in middle of 2nd grade** and above, students are required to demonstrate **bilingual proficiency** as the language allocation is 50/50.





# STAFFING & LICENSURE

# Licensure/ Certification Credentials

Core content teachers of MLs who instruct in language <i>other</i> than English (i.e., Dual Language - Spanish, Dual Language - Haitian Creole, Dual Language - Vietnamese)	<b>Bilingual Education Endorsement</b>	<ol style="list-style-type: none"><li>1. Pass the Foreign Language Subject Matter Test relevant to the BEE sought, <i>AND</i></li><li>2. Pass the BEE MTEL, OR Participate in a program that fulfills the Subject Matter Knowledge requirement (<a href="#">such as Boston College's BEC program</a>– free for BPS).</li></ol>
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# STAFFING [Core Content]

## K1-2nd Grade Roll Out

2nd	1 Teacher (BEE) Spanish + English	2nd	1 Teacher (BEE) Spanish + English
1st	1 Teacher (BEE) Spanish + English	1st	1 Teacher (BEE) Spanish + English
K2	1 Teacher (BEE) Spanish + English	K2	1 Teacher (BEE) Spanish + English
K1	1 Teacher (BEE) Spanish + English	K1	1 Teacher (BEE) Spanish + English

\*\*All grades and classes require one teacher who holds the bilingual education endorsement who speaks **Spanish** and **English**.\*\*

# STAFFING [Core Content]

## 3rd–6th Grade Roll Out

6th	1-Spanish Teacher (BEE) + 1-English Teacher	6th	1-Spanish Teacher (BEE) + 1-English Teacher
5th	1-Spanish Teacher (BEE) + 1-English Teacher	5th	1-Spanish Teacher (BEE) + 1-English Teacher
4th	1-Spanish Teacher (BEE) + 1-English Teacher	4th	1-Spanish Teacher (BEE) + 1-English Teacher
3rd	1-Spanish Teacher (BEE) + 1-English Teacher	3rd	1-Spanish Teacher (BEE) + 1-English Teacher

Since the language allocation is **50/50 by 3rd grade** it is possible to have one teacher for each language; **1 teacher SLA/Social Studies & Science\*\*** + **1 teacher ELA & Mathematics.**

**\*\*Teacher of the partner language requires BEE.**

# STAFFING [Specialists]-English

Dance/ Movement

1- Teacher

Health

1- Teacher

Chorus/ Band

1- Teacher

Art

1- Teacher

Science

1- Teacher

STEM

1- Teacher

Music

1- Teacher

Physical Education

1- Teacher



# Sample Scheduling

# K1–Schedule [90% Spanish Core Content; 10% English Core Content]

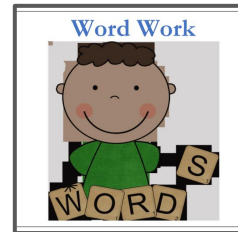
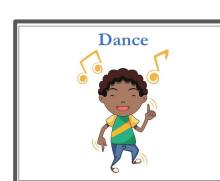
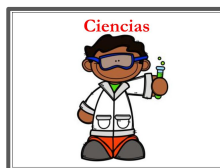
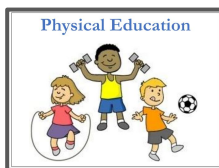
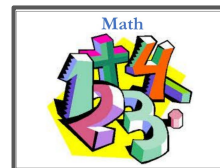
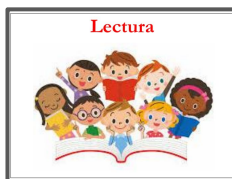
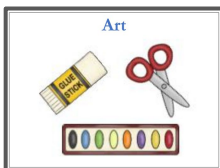
45-55 min	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Monday — Friday	Breakfast Morning Meeting Heggerty Phonemic Awareness	Special	Read Aloud Group Work	LUNCH	Special	Mathematics	Centers– Applied Practice



Sample Flow of the Day M-F; specials may change daily based on scheduling configuration; language of instruction remains constant. **Specials To Be Determined.**

# K2–Schedule [80% Spanish Core Content; 20% English Core Content]

45-55 min	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Monday — Friday	Breakfast Morning Meeting Heggerty Phonemic Awareness	Special	Read Aloud Group Work	LUNCH	Special	Mathematics	Centers— Applied Practice Writing Word Work



FOCUS ESPAÑOL

Sample Flow of the Day M-F; specials may change daily based on scheduling configuration; language of instruction remains constant. **Specials To Be Determined.**



# Curriculum

# CURRICULUM

- Heggerty Phonemic Awareness Primary Curriculum
- Benchmark (Phonics Workshop in English)–Grades K2-2 Grade Assessment
- FOCUS (CORE ELA Curriculum) Grades K1-2nd Grade
- CORE ELA Curriculum from Grades 3-6 [EL Curriculum]
- Illustrative Mathematics

**\*\*Illustrative Mathematics is available in Spanish\*\***



# Plan de estudios

- Heggerty Phonemic Awareness Spanish Primary Curriculum—Conciencia fonológica
- Benchmark Taller (Phonics Workshop Spanish)—Grades K2-2 Grade Assessment
- **FOCUS ESPAÑOL** (CORE SLA Curriculum) Grades K1-2nd Grade
- CORE SLA Curriculum from Grades 3-6[EL Curriculum]
  - Curriculum to be transadapted/ translated in order to maintain alignment with English Language Arts curriculum
- **FossKits (3-5); Open SciEd in grade 6**
  - Curriculum to be transadapted/ translated in order to maintain alignment with CORE Science Curriculum



# PROFESSIONAL DEVELOPMENT

# Professional Development

## Current offerings via OMME and district office

- Benchmark Workshop/ Benchmark Taller
- BEC–BEE Coursework **at no cost to you**
  - Foundations of Bilingual and Dual Language Education - Summer [Self-Paced/ Instructor available to field questions]
  - Bilingualism, Second Language and Literacy Development - Fall [8 modules; meet at the end of every 2; 4 synchronous sessions via zoom]
  - Bilingual Literacy and Literature - Spring [8 modules; meet every 2-3 weeks]
- [The Nuestros Niños Professional Development Program](#) (Also open to Paraprofessionals):  
Teaching and Learning of Young Bilingual Children Certificate  
**Obtain 12 college credits at no cost to you**
  - Working with families, professionals and communities
  - Young bilingual children development and learning
  - Methods for teaching young bilingual children
  - Fieldwork in Education: ECE for young bilingual learners
- **12-Hour PD Module Offerings–Exclusive to Dual Language–Anticipated March 2025**
  - *In development and to be made available to teachers late spring and through summer*

## Professional Development (cont...)

OMME and district office are working to ensure we have continued offerings for areas including:

- **Dual Language Instruction Strategies**
- **Culturally Responsive Teaching**
- **Differentiation for Multilingual Learners**
- **Technology Integration for Bilingual Classrooms**
- **Assessment and Data Analysis for Bilingual Students**

# Dual Language Committee

The task of this committee is to serve in an advisory capacity in consult with OMME to focus in the following areas:

- Family Workshops for Orientation to Dual Language
- Developing Bilingualism–School to Home Partnerships
- Community Engagement–Infusing Culture in the School
- Curriculum Overview



**Monthly Meeting time  
beginning in January  
through June**

**Time to be determined by schools,  
OMME will accommodate**





# Regional Supports

# The Regional Model

- The Philbrick-Sumner School sits in Region 5 of BPS.
- There are 9 Regions in BPS.
- Each Region is led by a School Superintendent which the School Leaders Report
- Region 5 has 12 schools with 14 school sites.
- Each Region has a designated Regional Support Team.

SS: Kristen Weeks

Region 5

OL: TBD

**AD: Chris Gusmán**

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Bates  
Beethoven  
Channing  
Conley  
Haley Pilot  
Kilmer K-8  
Lyndon K-8  
Manning  
Ohrenberger (3-8)  
Philbrick  
Sumner  
Young Achievers K-8

[Regions SY24-25](#)

# Regional Support Team Vision

Regional Support Team members will work collaboratively to support, remove barriers, and build capacity of school leaders and their teams so that schools can consistently center the needs of our historically marginalized students, multilingual learners, and students with disabilities in the implementation of their Equitable Literacy Instructional Focus via their Individualized School Quality Plan.





# Regional Support Team- Region 5

- Operational Leader
- Assistant Director of Special Education
- Regional Principal
- Accelerated Improvement & Inquiry Manager
- Equitable Literacy Coach
- Early Childhood Equitable Literacy Coach
- Inclusive Education Coach
- Multilingual Instructional Coach
- District Social Workers
- Safe & Welcoming Schools/RP Specialists
- Engagement Facilitator
- Supervisor of Attendance
- OMME Equity & Accountability Program Managers
- Community Connectors





Initial questions specific to the DLBE Roll Out.



# WASHINGTON IRVING CONSTRUCTION UPDATE

December 2024



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City of Boston  
Public Facilities



**CITY OF BOSTON**

*Public Facilities Team*

**DION IRISH** *Chief of Operations*

**CARLETON JONES** *Executive Director*

**ROHN MACNULTY** *Deputy Director*

**ELLEN MCDONOUGH** *Chief of Staff*

**MARQUIS MECA** *Assistant Director*

**THOMAS KAZMOUSKI** *Project Manager*

**MICHAEL BUCKLEY** *Clerk of the Works*

**CHRISTIAN HOWELL** *Clerk of the Works*

# Mount Vernon Group Architects Project Team

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Frank Tedesco, Principal

Dennis Daly, Design Principal

David Turcott, Associate



MOUNT VERNON GROUP  
ARCHITECTS



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# AGENDA

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- ☐ Schedule Update
- ☐ Construction Update
- ☐ Questions/Comments



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# CONSTRUCTION UPDATES

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- ❑ **DEMO** nearing 65% completion. Major outstanding items: windows, temp swing space/gym, and northwest egress stairs
- ❑ **BUILDING ENVELOPE** moving along nicely, roof has progressed towards Cummins Highway, roof penetrations over auditorium and new addition for RTUs to start soon. Repointing nearing season end
- ❑ **BUILDING SYSTEMS** steady progress on upper floors with electrical and plumbing rough-ins. HVAC and ductwork continuing to progress
- ❑ **NEW ADDITION** structural steel has been erected and detailing under way. Utility tie ins currently underway on Cummins Highway, new concrete floor slabs tying the old to the new addition scheduled in early to mid January.
- ❑ **FF&E** finalizing front end specs and preparing to issue RFP/bid early January 2025.



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# SCHEDULE UPDATES

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## □ PROJECT DELAY

- Goal: Complete the renovation by August 2025, in time to open the new Philbrick-Sumner in the renovated building in September.
- Our attempts to advance *both* active teaching & learning *and* renovation at the Irving Building is resulting in project delays. The contractor has raised the potential of a significant delay due to numerous unforeseen conditions and material lead times.
- Without significant adjustments, including the relocation of classrooms, we are unlikely to meet our project completion date.

## □ ATTEMPTS TO MITIGATE THE DELAY

- The delay has not been accepted by the Public Facilities Department (PFD).
  - PFD is currently reviewing delay claims from the General Contractor and evaluating options to recover the schedule.
- Currently, PFD, Boston Public Schools, and the Mayor's Office are evaluating options to accelerate the schedule with weekend and holiday work, increase workforce, city issued variances, and the potential relocation of students and staff.
- We will provide an update in the very near future.



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New classroom demo  
preparing for wall  
framing



New HVAC system and  
ductwork installed



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*New classroom  
rough-ins for plumbing*



*Structural steel and  
CMU for the new  
addition and entrance*



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# QUESTIONS AND FEEDBACK

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*Questions and feedback may be directed to*

[capitalplanning@bostonpublicschools.org](mailto:capitalplanning@bostonpublicschools.org)  
BPS Capital Planning



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