

**Report and Recommendations  
of the Boston School Committee  
English Language Learners Task Force**

**Submitted to the  
Boston School Committee**

March 2, 2011

## Boston School Committee

Rev. Dr. Gregory G. Groover  
Chairperson

Marchelle Raynor  
Vice-Chairperson

John F. Barros  
Alfreda J. Harris  
Claudio Martinez  
Michael D. O'Neill  
Mary Tamer

## Boston Public Schools

Dr. Carol R. Johnson  
Superintendent

## **ENGLISH LANGUAGE LEARNERS TASK FORCE REPORT**

26 Court Street  
Boston, MA 02108

[www.bostonpublicschools.org](http://www.bostonpublicschools.org)

## **ENGLISH LANGUAGE LEARNERS TASK FORCE MEMBERS**

- Co-Chair, Claudio Martinez, Boston School Committee Member
- Co-Chair, Klare Shaw, Senior Advisor for the Arts, EdVestors
- Janet Anderson, Associate Director, EdVestors
- John Barros, Boston School Committee Member, Executive Director, Dudley Street Neighborhood Initiative
- Maria Brisk, Professor, Chair of Teacher Education, Special Education, and Curriculum and Instruction, Lynch School of Education, Boston College
- Yoel Camayd-Freixas, Professor, School of Community Economic Development, Southern New Hampshire University
- James Caradonio, former Superintendent, Worcester Public Schools
- Melissa Colón, Assistant Director, Mauricio Gaston Institute, University of Massachusetts Boston
- Olu Crayton, Assistant Director, Boston Parent Organizing Network
- Samuel Hurtado, Coordinator, Latino Education Action Network, Massachusetts Advocates for Children
- Abdul Hussein, CEO, African Community Education Development of New England (ACEDONE)
- Diana Lam, Head of School, Conservatory Lab Charter School
- Mandy Lam, student, Quincy Upper School
- Suzanne Lee, former principal, Josiah Quincy Elementary School
- Theresa Perry, Professor, Departments of Africana Studies and Education, Simmons College
- Joel Theodat, Haitian Education Coalition; former program director, Boston Public Schools
- Harry Smith, ELL Task Force Coordinator

## Introduction

In October, 2009, the Boston School Committee voted to authorize the creation of the English Language Learners Task Force for the following purpose:

- To provide guidance to the School Committee, the Superintendent, and BPS in the vision and development of a plan of action that responds to the new demographics of the BPS for students whose home language is not English;
- To identify mechanisms to address the needs of our increasing multi-cultural and multilingual district and its students.

The ELL Task Force was formed to develop specific recommendations to the Boston School Committee to address the failure of BPS to adequately meet the needs of students identified as being limited English proficient (LEP), who currently make up nearly 30% of the student population in the District. The context for the creation of the English Language Learners Task Force can be found in the following excerpt from the report, "**English Language Learners in the BPS: Enrollment, Engagement, and Academic Outcomes**" (April 2008), Mauricio Gaston Institute.

*"...in the three years following the implementation of Question 2 in the Boston Public Schools, the identification of students of limited English proficiency declined as did the enrollment in programs for English; the enrollment of English Learners in substantially separate Special Education programs more than doubled; and service options for English Learners narrowed. The study found that high school drop-out rates among students in programs for English Learners almost doubled and that the proportion of English Learners in middle school who dropped out more than tripled in those three years. Finally, although there have been some gains for English Learners in both ELA and math MCAS pass rates in 4th and 8th grade, gains for English Learners have not matched those of other groups and as a result gaps between English Learners and other BPS populations have widened."*

Boston School Committee member Claudio Martinez was named Co-Chair of the Task Force, along with Klare Shaw. School Committee member John Barros also volunteered to serve on the Task Force. Harry Smith was hired to coordinate the work of the Task Force. The ELL Task Force held its first meeting on November 5, 2009.

In order to address the challenges facing English Language Learners, the ELL Task Force decided to focus its work in the following areas:

- Multicultural and Bilingualism: Developing a new vision for ALL BPS students
- Strategic Planning
- Initial Identification, Assessment, and Program Placement
- Evaluation & Accountability
- Parent & Community Involvement
- ELL Students with Disabilities
- Funding & Resources

### **Guiding Questions**

The ELL Task Force used the following guiding questions to frame and organize its work:

- 1) How does the District look at relevant administrative policy in light of the Gastón Institute findings? (***“English Language Learners in the BPS: Enrollment, Engagement, and Academic Outcomes,” April 2008***)
- 2) How can the District transform its infrastructure, programs, instruction, and curriculum to successfully educate the ELL student population?
- 3) How can the District ensure that all programs needed by English Language Learners are available, accessible, and equitably distributed in all school zones?
- 4) What systems of accountability will the District need to develop in order to assess its performance as a district, in schools, and classrooms?

## **Process**

The ELL Task Force undertook the following process in order to carry out its mandate:

- Fourteen meetings of the full ELL Task Force;
- Division into two subcommittees: Operations/Systems and Program/Curriculum
- Site visits to: Dever and CASH schools, East Zone Family Resource Center, Newcomer Assessment Center;
- Presentations and discussions with BPS officials from the following departments and personnel: Office of English Language Learning, Office of Family & Student Engagement, Family Resource Center, Office of Special Education and Student Services, Newcomer Assessment Center, BPS Chief Operating Officer, BPS Chief Financial Officer, BPS Chief Accountability Officer, BPS Chief Information Officer, BPS Director of Enrollment Planning and Support Services, BPS Chief Communications Officer, BPS Legal Advisor, High School Support;
- Review and Analysis of data, reports, and studies regarding ELL programs in Boston and other cities;
- Progress Report and presentation to the Boston School Committee (June, 2010);
- Participation in meetings with community-based organizations sponsored by OFSE and OELL;
- Coordination with other efforts such as the Office of New Bostonians Summit.

## **Areas of Progress**

The Task Force acknowledges the progress that has been made towards meeting the needs of BPS ELL students, under the leadership of Dr. Eileen de los Reyes, Assistant Superintendent of English Language Learners.

This progress is summarized in the following information produced by the Boston Public Schools Communications Office (Revised: 1/26/2011):

### **Implementing the Acceleration Agenda:**

Helping English Language Learners

Acquire language mastery and fluency

**Boston is a city of immigrants. Nearly 28% of our students are in the process of learning English, and this is our fastest-growing population.** With the assistance of an English Language Learners (ELL) Task Force and under the guidance of Dr. Johnson and Assistant Superintendent Dr. Eileen de los Reyes, BPS has revolutionized our approach to supporting ELL students and their families. Already, we have invested \$10 million to expand ELL services and more than 2,000 students completed a four-week ELL Summer Enrichment Academy. Within the last year we have identified 5,000 additional students as Limited English Proficient, bringing the total number of ELL students to approximately 17,000.

**The reforms are already getting results.** This fall, ELL students demonstrated gains in proficiency rates across all grades in ELA MCAS scores. Third-grade and eighth-grade ELL students saw double-digit gains in the proficiency rate, and BPS has dramatically improved identification of English-language proficiency for students who had been incorrectly tested in the past. As we continue to implement the Acceleration Agenda, we will help English Language Learners acquire language mastery and fluency.

- **Guaranteed service**

*In the past, only some of the students who needed help learning English actually received assistance. We have reorganized our approach to identifying and teaching these students so they will receive appropriate language services no matter what school they attend.*

- **Better communication**

*BPS has improved our outreach to families who do not speak English. This will help them take full advantage of the in-class, summer school and tutoring opportunities we now offer.*

- **Stronger education**

*By training our current teaching staff and hiring skilled new teachers, integrating technology, improving our curriculum and strengthening outreach and family engagement, our students are gaining the language skills they need to succeed both in school and in life.*

**More students are receiving ELL services and more teachers are being hired and trained**

*BPS has hired or trained 2,261 teachers with ESL licenses or Category I, II and IV training. Another 809 teachers have completed two of three category training elements, and 776 teachers are now ESL-certified.*

**Principals and teachers are developing school plans to provide services to all ELLs**

*This work has already begun and will accelerate next year. Principals and headmasters are responsible for delivering appropriate services in all programs at their school.*

**Student assignment and assessment will ensure appropriate program placement**

*Enrollment Services will ensure students are placed in programs that are appropriate for them and BPS will ensure schools are properly equipped to teach these students. Many ELL students arrive in Boston too late to initial rounds of school selection, so BPS will launch information campaigns to help them access programs no matter when they arrive.*

**ELL programs are being aligned with overall district academic goals**

*Our current ELL programs vary in quality across the city. We are evaluating each program in collaboration with higher education and non-profit partners and are fixing gaps where they exist. We are creating a more robust curriculum for all ELL students.*

## **Introduction to the Recommendations**

On January 14, 2011, the ELL Task Force approved the following Statement of Principles to serve as the introduction to the Final Recommendations:

The ELL Task Force believes that to actively participate in a democratic society, as well as to be a competitive participant in a global economy, students must speak a second language fluently and understand their own, and one another's, cultures deeply.

### **The Superintendent's Acceleration Agenda recognizes this imperative through the following language:**

*“BPS will develop, create, and sustain new and existing research-based, high-quality programs that address the needs of Limited English Proficient (LEP) and Special Education students. For ELLs, this includes Sheltered English Instruction – Language Specific, Sheltered English Instruction (SEI), Transitional Bilingual Education (TBE), and Two-Way Bilingual, or “dual immersion” programs. The School Committee’s ELL Task Force will help guide this transformational work, convening regularly and providing quarterly reports to help accelerate the achievement of students learning English.”*

### **The goal of multilingualism and multiculturalism is aligned with the vision of the BPS to graduate a student who:**

- Loves to learn, views the world as a classroom without walls, and thinks critically about the issues within it;
- Masters verbal and written expression in English, with emerging proficiency in a second language;
- Acknowledges and respects people with diverse backgrounds, histories, and perspectives; and
- Participates actively in a democratic society as a responsible, courageous leader who challenges injustice.

Superintendent Johnson continues to work to strengthen the Boston Public School Policy enacted by the School Committee in 2010—*“English Language Learners must be prepared to meet high academic standards. For ELL students academic achievement requires that they become fully proficient in academic English without having to lose their native language. Learning and competency in more than one language and exposure to different cultures can influence and prepare **all** BPS children to succeed in our global, multicultural and multilingual society.”* In order for the Boston Public Schools (BPS) to foster this atmosphere for students it must undergo a cultural shift that leads to acknowledgement, acceptance and pride in becoming a multilingual and multicultural school system. The BPS needs to place a high value on the culture and language of all of its students, and it should stress the benefits of language acquisition for all.

The goal of education of bilingual learners should be quality education. Practices may have to be different to achieve quality education but no practice and policy should be acceptable if it does not result in quality education. The changes in practice to achieve this goal must begin at the top of the District and be reflected in the upper layers of BPS instructional leadership; including the selection of school leaders who make each building a welcoming place for families and students. Buildings should be full of culturally proficient staff that possesses the requisite training, and culturally relevant art work, books and resources. All of the adults in the building must model the use of strong academic English; all teachers and staff should know the developmental path of how and when students acquire language. This proposed learning environment will benefit all BPS students including those with disabilities or interrupted schooling. It will also help prepare all students to live, work, and succeed in a 21<sup>st</sup> century multicultural democracy.

*“Language and culture are intricately linked. They are fundamental to the development of identity and are essential connections for families. When a family’s language and culture are not valued in the educational setting, children may experience emotional distress or feel distanced from their parents and other*

*relatives. Without a solid social-emotional foundation, children's cognitive development may be jeopardized."* Eileen M. Torres, Head Start.

### **Final Recommendations**

On January 14, 2011, the following recommendations were approved by unanimous vote of the ELL Task Force. The specific recommendations are grouped under seven priority goals.

- Recognize and Promote BPS as a Multilingual, Multicultural District
- Improve Student Assessment and Assignment
- Expand Program Quality and Quantity
- Improve Family/Community Engagement
- Support ELL Students with Special Needs
- Improve Data Systems and Use of Technology
- Ensure Accountability and Monitoring

The recommendations are detailed on the following five pages of this report.

## ENGLISH LANGUAGE LEARNERS TASK FORCE

### APPROVED RECOMMENDATIONS

JANUARY 14, 2011

	Source	Person/Dept. Accountable	Timeline	Budgetary Implications
<p><b>1. Recognize and Promote BPS as Multilingual, Multicultural District:</b> BPS should value the multilingual, multicultural culture of District by reinforcing goal of bilingualism for all students in district and directing resources necessary to make it happen.</p>				
<p><b>1.A Recommendation:</b> The District should expand its program offerings to include the addition of one new Dual Language and other alternative language programs (e.g. TBE, Heritage Language, etc.) in each of the zones per year for the following 3 years.</p>	Superintendent's Acceleration Agenda	Superintendent, OELL	Sept. 2011- Sept. 2014	Cost of creating Dual Language and other programs in each zone
<p><b>1.B Recommendation:</b> Develop language arts programs at all BPS schools that include world languages and international cultures.</p>	Research			
<p><b>2. Improve Student Assessment and Assignment:</b></p> <ul style="list-style-type: none"> <li>• Improve assessment and assignment of ELL students with greater transparency and greater control for OELL</li> <li>• Create comprehensive parent engagement strategy to engage families before and during enrollment period.</li> </ul>				

	Source	Person/Dept. Accountable	Timeline	Budgetary Implications
<b>2.A Recommendation:</b> OELL, through the NAC should have a stronger role in the assignment of ELL students, similar to the SPED process, thus ensuring accurate student assessment and appropriate program placement. OELL should control the number of seats and where they are located in the District.	Visits to FRC and NAC	Superintendent, OELL, FRC, Office of Enrollment Planning	Sept. 2011	
<b>2.B Recommendation:</b> BPS should assign an OELL staff member to each FRC to monitor customer service and make sure there is adequate communication b/w FRC and NAC.	Visits to FRC and NAC	OELL, FRC, NAC	Sept. 2011	New or reassigned staff positions
<b>2.C Recommendation:</b> The District should distribute programs for English Learners by language, grade level, and zone, including in higher-performing schools, to reflect Boston's neighborhood compositions and to give parents greater choice.	Data: High # of program seats in underperforming schools	Office of Enrollment Planning, OELL	Sept. 2011	
<b>2.D Recommendation:</b> A staff member from OELL should be part of the planning group to create new student assignment system.		Superintendent	Feb 2011	
<b>2.E Recommendation:</b> New school assignment process must take into account the disproportionate number of ELL students who do not participate in the initial rounds of school selection; need for information campaign to encourage them to enroll during prime months and expanded choices for students who arrive during year.	Research		Sept 2011	

	Source	Person/Dept. Accountable	Timeline	Budgetary Implications
<b>2.F Recommendation:</b> Implement consistent and accurate language proficiency testing using validated and standardized instruments for assessment and assignment.	Presentations	OELL, NAC	In Place	
<b>2.G Recommendation:</b> Include all grade levels in the NAC, so that trained assessment staff for English learners is centralized and available for students at all grade levels. The NAC should be located in a setting easily accessible by public transportation.	Visits to NAC	OELL, NAC	Sept. 2011	
<b>2.H Recommendation:</b> If student's school assignment needs to be into a particular grade level, then the staff at the NAC should assign the grade level after the assessments are completed. (Especially applicable at high school level)	Presentations, Visits to NAC		Sept. 2011	
<b>3. Expand Program Quantity and Quality</b> <ul style="list-style-type: none"> <li>• The goal of education of ELL learners should be quality education. No practice is acceptable if it does not result in quality education.</li> <li>• Education of ELL and World Languages learners is part of the Whole School Agenda.</li> <li>• Do not sacrifice goal of program quality when implementing the agreement with the U.S. Department of Justice.</li> <li>• Teaching of Academic English is key to achieving higher academic outcomes for all students, especially ELL students.</li> </ul>				

	Source	Person/Dept. Accountable	Timeline	Budgetary Implications
<b>3.A Recommendation:</b> Conduct a thorough evaluation of current BPS ELL programs in order to improve the quality of these programs, with steps taken to address the unevenness of the quality of ELL programs across the district and the lack of a robust curriculum.	Research, Presentations	OELL	June 2011	
<b>3.B Recommendation:</b> Prioritize the hiring, training, and placement of quality ELL teachers, school leaders, and central staff with expertise in working with English learners.	Presentations		Sept 2011	
<b>3.C Recommendation:</b> Understanding that teacher category training and certification are not enough to ensure improved academic outcomes for ELL students, BPS should invest in high-quality, relevant professional development for all teachers.	Research	OELL	Ongoing	
<b>3.D Recommendation:</b> Expand the Newcomer Academy to more grades, starting with at least Grades 6-12	Presentation		Sept 2011	
<b>3.E Recommendation:</b> Provide increased training for principals to improve school culture and provide support for ELL students. Choose school leaders who are knowledgeable about educating bilingual learners and are willing to advocate for them.	Research, Presentations		Ongoing	
<b>3.F Recommendation:</b> Develop plan to increase hiring and retention of bilingual and bicultural teachers, school leaders, and BPS staff to reflect racial, linguistic, and cultural diversity of the student body.	Research, Presentations		June 2011	

	Source	Person/Dept. Accountable	Timeline	Budgetary Implications
<b>3.G Recommendation:</b> Ensure that Turnaround Schools effort involve people with expertise in ELL programming.	Research		Ongoing	
<b>3.H Recommendation:</b> For students from smaller linguistic groups (e.g., Somali, Haitian), BPS should take steps to ensure that students are not separated across the District by creating bilingual clusters for students who do not have access to Dual Language programs.	Research		Ongoing	
<b>3.I Recommendation:</b> Explore Three-Way language programs – e.g., Cape Verdean, Portuguese, English				
<b>4. Improve Family and Community Engagement</b>				
<b>4.A Recommendation:</b> BPS should conduct an effective multiethnic, multilingual public information campaign to encourage parents to register early and to inform parents and students of their rights to ELL program strands and services.	Visits to FRC, NAC, Presentations	OFSE, OELL, Communications	Sept 2011	Resources for materials
<b>4.B Recommendation:</b> Strengthen role and capacity of OFSE in order to increase the involvement of families and create partnerships with community-based organizations, including contracting with external partners and seeking national funding partnerships.		OFSE	Sept 2011	New or reassigned staff positions

	Source	Person/Dept. Accountable	Timeline	Budgetary Implications
<b>4.C Recommendation:</b> BPS develops strategies to reach out directly to students, especially in high school, with focus on increasing knowledge and capacity to make decisions regarding their educational options.		OFSE, OELL		
<b>4.D Recommendation:</b> All communication, both at District and School level, should be differentiated and available in multiple languages. BPS will identify staff responsible for making sure this happens.		Superintendent, Office of Communication, OFSE		
<b>4.E Recommendation:</b> City should follow up on Circle of Promise pledge and increase recruitment of nonprofit and business partners into the Turnaround Schools that are in Circle of Promise. This will benefit all students, including ELLs.			Ongoing	
<b>5. Support ELL Students with Special Needs</b> Improve the process of assessment of special education needs for English learners.				
<b>5.A Recommendation:</b> The Office of Special Education and Student Services should make it a priority to identify a person to serve as liaison between the NAC and the OSESS Department.	Visit to NAC	OELL, OSESS, NAC	Feb 2011	New or reassigned staff position(s)
<b>5.B Recommendation:</b> Hire or assign a special education advocate who can counsel parents in terms of programs/schools. This position can possibly be the same as the one in the first recommendation.	Visit to NAC	OSESS, OELL, NAC	Feb 2011	New or reassigned staff position(s)

	Source	Person/Dept. Accountable	Timeline	Budgetary Implications
<b>5.C Recommendation:</b> Assessments for students with special needs should be administered in the native language.	Visit to NAC	OESS, OELL		
<b>6. Improve Data Systems and Use of Technology</b>				
<b>6.A Recommendation:</b> Design an electronic intake system that would expedite the information gathering process and create an electronic file for each student.	Visits to FRC, NAC	Instructional & Information Technology	Sept 2011	
<b>6.B Recommendation:</b> BPS should increase the use of technology resources to improve the academic skills of ELL students and native English speakers learning world languages to increase access to second language learning, by identifying and piloting technology-based instructional interventions.	Research, Presentation	OELL, Instructional & Information Technology	Sept 2011	
<b>6.C Recommendation:</b> Improve ways to collect and analyze BPS data on ELL students. Support efforts of OELL to improve accuracy of data and create a data system that can be shared in real time with school leaders, teachers, and the public.	Presentation	Research, Assessment, Evaluation; OELL	June 2011	
<b>7. Ensure Accountability and Monitoring</b> BPS leadership commit to accountability and transparency in implementing recommendations.				

	Source	Person/Dept. Accountable	Timeline	Budgetary Implications
<b>7.A Recommendation:</b> BPS leadership will provide ELL Task Force with a specific response plan to these recommendations with concrete benchmarks for implementation.		Superintendent	April 2011	
<b>7.B Recommendation:</b> Boston School Committee vote to approve recommendations and update 2010 ELL policy and procedures manual to reflect these changes.		Boston School Committee	April 2011	
<b>7.C Recommendation:</b> Create cross-functional BPS teams that are accountable and have champions for each proposed recommendation. Integrate accepted recommendations into work plans of all relevant departments.		Office of Accountability	March 2011	
<b>7.D Recommendation:</b> School Committee maintains ELL Task Force for period of one year to monitor progress and provide support to efforts to increase academic outcomes of ELL students.	Vote by ELL Task Force	Boston School Committee	April 2011- April 2012	
<b>7.E Recommendation:</b> Review findings and recommendations from Gaston Institute & CCE research and evaluation study.			June 2011	

**Next Steps:**

- The ELL Task Force asks the Boston School Committee to:
  - Review the recommendations made by the ELL Task Force and to approve them at your first meeting in April, 2011.
  
  - Request that BPS Superintendent Dr. Carol Johnson review the recommendations before the April meeting and be ready to give her thoughts on the financial implications and potential timing of the recommendations included in this report.
- The ELL Task Force proposes to reconstitute itself into a monitoring body that would meet on a bi-monthly basis for the period of one year to review the progress made towards implementing the recommendations and to address new issues as they arise.

## **Acknowledgements**

The English Language Learning Task Force would like to thank the following for the time and attention they have given to our meetings, our data requests, and to the issues relating to the education of English Language Learners in Boston:

- Honorable Mayor Thomas M. Menino
- Dr. Carol R. Johnson, BPS Superintendent
- Rev. Dr. Gregory G. Groover, Boston School Committee Chairperson
- Michael Goar, BPS Chief Operating Officer
- Dr. Eileen de los Reyes, Assistant Superintendent for English Language Learning
- John McDonough, BPS Chief Financial Officer
- BPS Office of English Language Learning Staff: Antonieta Bolomey, Maria Campanario, Phil Kassel, Elena Lanin, Susan McCann, Lynn Sanders
- Frank Barnes, BPS Chief Accountability Officer
- Michele Brooks, BPS Assistant Superintendent for the Office of Family & Student Engagement
- John Verre, BPS Assistant Superintendent for Special Education and Student Services
- Dr. Kamal Chavda, BPS Asst. Superintendent for Research, Assessment and Evaluation
- Kim Rice, BPS Chief Information Officer
- Jerry Burrell, BPS Director of Enrollment Planning and Support Services
- Irvin Scott, BPS Chief Academic Officer
- Craig Chin, BPS Interim Assistant Superintendent for Human Resources
- Lee McGuire, BPS Chief Communications Officer
- Alissa Ocasio, BPS Legal Advisor
- Carolyn Meadows Marquez, BPS Office of Family & Student Engagement
- Vera Johnson, BPS, Director, Newcomer Assessment Center
- Rosann Tung, Center for Collaborative Education
- Linda Cabral, Academic Superintendent, High School Support;

- Nicole Bahnam, Headmaster, BPS Newcomers Academy
  - Rev. Cheng Imm Tan, Mayor's Office of New Bostonians
  - Martha Pierce, Education Advisor to the Mayor
  - Barbara Berke, Special Advisor to the Mayor
  - Marie St. Fleur, Director of Intergovernmental Relations, City of Boston
  - Jamie Langowski, City Councilor John Connolly's office
  - Maria Jean Centeno, State Representative Jeffrey Sanchez's office
- 
- Special thanks to the staff of the Boston School Committee: Ofelia Pedraza, Elizabeth Sullivan, Victoria Mitchell, and Maureen Lumley.

## **Attachment 1**

### **Recommendations previously submitted to Boston School Committee by the English Language Learners (ELL) Task Force:**

Over the past year, the ELL Task Force submitted several recommendations to the Boston School Committee on issues it felt needed to be addressed immediately, rather than waiting for the publication of this report. These recommendations are listed below:

#### **1) Recommendation, 12/15/09**

*The English Language Learners Task Force is making the following urgent recommendations to Superintendent Dr. Carol Johnson and the Boston School Committee:*

*We respectfully ask the Superintendent to send a clear message to all relevant BPS staff - particularly staff working at the Family Resource Centers, Newcomers Assessment Center, Student Assignment and Enrollment central offices and all school principals and administrators - to improve the quality of information and counseling services provided to parents about ELL programs during the student enrollment and assignment process. We also ask the Superintendent to ensure that there will be enough trained and qualified bilingual and multilingual staff in the above-mentioned departments, particularly the Family Resource Centers.*

*Parents should not be encouraged by BPS staff to “opt-out” because of lack of ELL program seats in the Boston Public Schools.*

*In order to provide timely and accurate information to parents and students, BPS should immediately undertake an internal and external public information campaign to inform parents and students of their rights to an SEI program seat with a qualified teacher. This education campaign should include (1) training for all BPS staff involved in any aspects of the enrollment and assignment process as well as (2) creating multilingual materials to be distributed directly to parents and students as well as other key stakeholders such as community organizations working with linguistic minority groups, and through the local mainstream and ethnic media.*

*Although this initial recommendation deals specifically with particular issues of the enrollment and assignment process, the Task Force will be developing additional recommendations for improving the quality of these services as well as the quality of educational programs available to ELL students. We look forward to working with the Superintendent and Boston School Committee to improve the quality of education available to ELL students and the student population as a whole.*

**2) Recommendation, June 11, 2010**

*The ELL Task Force votes not to support the proposed increase of class size of ELL students from 20 to 22 as currently presented by BPS.*

**3) Recommendation, December 10, 2010**

*The ELL Task Force urges BPS to maintain the Dante Alighieri School and the Umana Barnes as separate schools and to create a K-8 school at the Barnes. We also ask BPS to begin planning to convert the K-8 Barnes to a 2 way bilingual school.*