

**Boston Public Schools
Multilingualism for Equitable Learning - DRAFT**

Preface

The following document represents a *working draft* of an action plan that was assembled following an internal working meeting on LOOK Act implementation. The draft is subject to change as we collect additional feedback. As we further develop this action plan, we are guided by the Multistate Association for Bilingual Education, Northeast (MABE) (2016) [*New Dual Language Program Planning Timeline*](#).

Vision Statement -DRAFT

All multilingual learners feel a sense of belonging, safety, welcome and joy for learning. They have access to native language instruction and support from qualified educators who reflect the linguistic and cultural diversity of the students; are socially and emotionally healthy; have pride in their identity, culture, and language; perform at grade level in content and in 21st century skills, especially complex communication and collaboration, critical thinking, technology literacy, and self-direction and agency; have skills and options to pursue post-secondary opportunities and are prepared to be active agents for social change. Schools assess, monitor and develop individualized action plans for multilingual learners and most especially for multilingual learners with disabilities

All multilingual students honor and have the opportunity to be academically proficient in their home language and English. All BPS students are expected to be multilingual learners and to be proficient in at least two languages to graduate with a Seal of Biliteracy.

Theory of Action

If we

- Provide multiple language learning pathways for multilingual learners who include English learners, students who want to learn an additional language, and students with and without disabilities,
- Provide access to educators who linguistically, culturally, and racially represent our students
- Provide effective multilingual and ethnic studies educational materials, resources, and professional development for our educators for students with and without disabilities
- Provide, act on, and progress monitor appropriate culturally and linguistically differentiated language and content learning goals for our multilingual students with and without disabilities

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- Provide culturally relevant family and community engagement opportunities to establish trusting partnerships that promote and embrace additive models of bilingualism and biliteracy

Then *every* student - regardless of race, ethnicity, gender, disability, sexual orientation, religion, citizenship status, socioeconomic status, or zip code -will receive an excellent, culturally and linguistically relevant education leading to the State Seal of Biliteracy.

Proposed Strategic Priorities

- Strategic Priority 1: Increase Access to Native Language Instruction
 - Strategic Priority 1a: Provide access to educators who reflect the linguistic, racial and ethnic diversity of our students
 - Strategic Priority 1b: Engage families and school communities to learn about various native language instructional models and to provide feedback about models that work best for their community.
 - Strategic Priority 1c: Develop and leverage a strong teaching and learning infrastructure to ensure schools have the support they need to implement pathways for native language instruction
- Strategic Priority 2: Ensure multiple pathways to the Seal of Biliteracy
 - **Under Construction: Initiatives for Priorities 2 and 3 will be informed by the completion of action steps for Priorities 1a-1c.**
- Strategic Priority 3: Monitor, track, and action plan for the achievement of multilingual learners especially those with disabilities.
 - **Under Construction: Initiatives for Priorities 2 and 3 will be informed by the completion of action steps for Priorities 1a-1c.**

Initiatives Linked to Each Priority

Strategic Priority 1: Increase Access to Native Language Instruction

- Strategic Priority 1a: Provide access to educators who reflect the linguistic, racial and ethnic diversity of our students
- Strategic Priority 1b: Engage families and school communities to learn about various native language instructional models and to provide feedback about models that work best for their community.
- Strategic Priority 1c: Develop and leverage a strong teaching and learning infrastructure to ensure schools have the support they need to implement pathways for native language instruction.

We will **begin** with a focus on the 25 schools with Language Specific SEI classrooms because this is where we have the highest percentage of students, families, and educators who represent the top 5 languages in our school system. In addition, many of these schools have the infrastructure, bilingual linguistic capacity, and commitment to native language to be early adopters of native language instruction.

- *Initiative 1:* Examine the language capacity of educators first in each school with Sheltered English Instruction Language Specific Programs and then in all multilingual SEI programs in the district to build pipelines of bilingual and biliterate teachers. (Priority 1a)
- *Initiative 2:* Support educators with native language skills in these programs to achieve bilingual and special education certificates who will be able to staff emerging native language programs in schools and in our neighborhoods. (Priority 1a)
- *Initiative 3:* Engage families, school communities, and DELAC to learn about various instructional models/programs (e.g., Heritage Language, 1-way Dual Language Program, 2-way Dual Language Program) and solicit feedback about models. (Priority 1b)
- *Initiative 4:* Establish multilingual program planning teams and multilingual special education planning teams within schools. (Priority 1b)
- *Initiative 5:* Engage District English Learner Advisory Committee (DELAC) about establishing multilingual program planning teams and multilingual special education planning teams for community based heritage language programs. (Priority 1b)
- *Initiative 6:* Develop native language curricular materials and resources for multilingual students with and without disabilities beginning with the needed materials for programs focusing on languages for which we currently offer language specific SEI or dual language programs (e.g., Spanish, Haitian Creole; Vietnamese; Cabo Verdean; American Sign Language). (Priority 1c)
- *Initiative 7:* Begin to source and develop curricular materials and resources for programs for which we do not currently offer language specific SEI or dual language programs (e.g. Somali, Arabic, Portuguese). (Priority 1c)

Strategic Priority 1a: Provide access to educators who reflect the linguistic, racial and ethnic diversity of our students

*Initiative 1: Examine the language capacity of educators first in each school with *Sheltered English Instruction Language Specific Programs and then in all multilingual SEI programs in the district to build pipelines of bilingual and biliterate teachers.*

<u>Action Steps</u>	<u>Lead Measures</u>	<u>Party Responsible</u>	<u>Resources Needed</u>
Promote the awareness and benefits of multilingualism at each SEI language specific program and collect data on teacher interest, language capacity, proficiency, and MTEL completion	By February 2022, complete 100% of data collection at each SEI program school	<ul style="list-style-type: none"> ➤ OEL Family Team ➤ LATFs ➤ School Leaders 	<ul style="list-style-type: none"> ➤ OEL language capacity survey ➤ SEI program school rosters
Analyze data and tier educators according to language proficiency and teacher interest	By February 2022, 100% of all surveyed educators will be tiered according to their language proficiency and type of licensure they are seeking.	<ul style="list-style-type: none"> ➤ OEL Family Team ➤ LATFs ➤ School Leaders 	<ul style="list-style-type: none"> ➤ OEL language capacity survey ➤ SEI school rosters
Identify the bilingual educators and special education educators in schools with SEI Language Specific Programs who are in one of the following groups: <ul style="list-style-type: none"> ● BEE Endorsed ● Have evidence of high academic 	By February 2022, 100% of all educators surveyed will be sorted by English and partner language proficiency.	<ul style="list-style-type: none"> ➤ OEL Family Team ➤ LATFs ➤ School Leaders 	<ul style="list-style-type: none"> ● OEL language capacity survey ● SEI school rosters ● DESE Licensure Tool and Guidance Licensure Requirements Tool

<p>language competency in both English and partner language but do not have BEE</p> <ul style="list-style-type: none"> • Have high academic English language competency but some academic language competency in partner language • Have high academic language competency in the partner language but only some in English 			
<p>Collect data on bilingual teacher capacity for external heritage language programs with DELAC and community based organizations (see initiative 3)</p>	<p>By March 2022, complete 100% of data collection with DELAC and community based organizations representing the top 7 languages in BPS: Somali, Chinese, Haitian Creole, Arabic, Cabo Verde, Vietnamese, and Spanish.</p>	<ul style="list-style-type: none"> ➤ OEL Family Team ➤ DELAC 	<ul style="list-style-type: none"> ➤ DELAC ➤ List of community centers by language ➤ OEL language capacity survey
<p>Analyze SEI Program Language Capacity</p>	<p>By mid March 2022, use the results from</p>	<ul style="list-style-type: none"> ➤ OEL E & A ➤ OEL 	<ul style="list-style-type: none"> ➤ Results from OEL Language

<p>Survey and Family Engagement Questionnaire results (see initiative 3) to select a school community that has the staff linguistic capacity and commitment (for BOTH students with and without disabilities) to be an early adopter of a native language program.</p>	<p>surveys to select an *SEI Spanish program to pilot and document the process of adopting a native language program for fall 2022. This pilot will serve as the model to scale out other SEI Language Programs between 2023-2025.</p>	<p>Instruction</p> <ul style="list-style-type: none"> ➤ OEL Family & Community Engagement ➤ LATFs ➤ School Based Family Liaisons ➤ School Leaders 	<p>Capacity Survey and Family Engagement Questionnaire from each school with an SEI language specific program</p>
<p>Analyze data around bilingual teacher capacity to open external heritage language programs with community based organizations</p>	<p>By April 2022, we will establish partnerships with 7 community based organizations.</p>	<ul style="list-style-type: none"> ➤ OEL Family Team ➤ DELAC ➤ Community Based Centers 	<ul style="list-style-type: none"> ➤ Results from OEL language capacity survey and community engagement questionnaire

Strategic Priority 1a: Provide access to educators who reflect the linguistic, racial and ethnic diversity of our students

Initiative 2: Support educators with native language skills in these programs to achieve bilingual and special education certificates who will be able to staff emerging native language programs in schools and in our neighborhoods. (Priority 1a)

Action Steps	Lead Measures	Party Responsible	Resources Needed
<p>Recruit, select, and cultivate from the linguistically and racially diverse paraprofessionals, substitutes, and community members identified</p>	<p>By March 2022, 45 aspiring bilingual candidates will be recruited who represent the 7 major languages of BPS and will be enrolled in the BPS bilingual special</p>	<ul style="list-style-type: none"> ➤ BPS Teacher Pipeline Programming, RCD ➤ OEL Family Team ➤ OEL Instruction Team 	<ul style="list-style-type: none"> ➤ Bilingual Special Education ➤  DESE GUID...

within schools with SEI language specific programs and community based organizations.	education pipeline		
Partner and expand BPS bilingual education teacher pipeline to assess and strengthen educator linguistic (both in English and in partner language) and content competencies.	Between June, 2022 and September 2022, 45 aspiring bilingual educators will participate in language assessments and enroll into Bilingual Teacher Pipeline Programming	<ul style="list-style-type: none"> ➤ BPS Teacher Pipeline Programming, RCD ➤ BPS MTEL Prep 	<ul style="list-style-type: none"> ➤ Bilingual Teacher Pipeline Expansion Document ☰ Copy of Biling...

Strategic Priority 1b: Engage families and school communities to learn about various native language instructional models and to provide feedback about models that work best for their community.

Initiative 3: Engage families, school communities, and DELAC to learn about various instructional models/programs (e.g., Heritage Language, 1-way Dual Language Program, 2-way Dual Language Program) and solicit feedback about models. (Priority 1b)

<u>*Action Steps</u>	<u>Lead Measures</u>	<u>Party Responsible</u>	<u>Resources Needed</u>
<p>* For SY 2022, we will be focused on piloting and documenting the systemic processes needed to scale out to other schools with SEI language specific Programs</p>			

Design and implement a holistic, community centered, and inclusive needs assessment process to ensure multiple perspectives and shared decision-making structures that includes the multiple perspectives of stakeholders in each school wide context (e.g. staff, leaders, families, etc.)	By February 2022, decide upon the needs assessment process and family engagement questionnaire to gather data at the Pilot School (see initiative 1).	<ul style="list-style-type: none"> ➤ OEL Family Team ➤ LATFs ➤ COSES ➤ Family Liaisons ➤ School Leaders 	<ul style="list-style-type: none"> ➤ OEL language capacity survey ➤ SEI program school rosters
Conduct surveys of all multilingual families, including families of low incidence languages, dual diagnosed students at the Pilot School.	By May 2022, we will have gathered data from 100% of all bilingual families at the pilot school	<ul style="list-style-type: none"> ➤ OEL Family Team ➤ LATFs ➤ COSES ➤ Family Liaisons ➤ School Leaders 	<ul style="list-style-type: none"> ➤ Bilingual Education Family Engagement Plan and Questionnaire ➤ Family Rosters

<p>Facilitate focus and affinity group discussions with staff, principals, and families, including: parents of students with special needs, parents of non-ELs, parents, parents of non-ELs who want to learn spanish but don't have access (e.g., black families at a school who are not Latinx who want their kids to take Spanish).</p>	<p>Between March 2022 and May 2022, we will conduct weekly focus groups both in person and via zoom using similar family engagement practices used at the Quincy School.</p>	<ul style="list-style-type: none"> ➤ OEL Family Team ➤ LATFs ➤ COSES ➤ Family Liaisons ➤ School Leaders 	<ul style="list-style-type: none"> ➤ Bilingual Education Family Engagement Plan and Questionnaire ➤ Family Rosters ➤ Quincy School family outreach practices
<p>Coordinate ongoing family, educator, and educational leadership workshops and informational series on bilingual education models in order to heighten awareness of and sensitize communities to multilingual education models' purposes and approaches to demystify misconceptions:</p> <p>These include:</p> <ul style="list-style-type: none"> ● parent education workshop series to inform families about various instructional 	<p>Between March 2022 and May 2022, we will conduct weekly focus groups both in person and via zoom using similar family engagement practices used at the Quincy School.</p>	<ul style="list-style-type: none"> ➤ OEL Family Team ➤ LATFs ➤ COSES ➤ Family Liaisons ➤ School Leaders 	<ul style="list-style-type: none"> ➤ Bilingual Education Family Engagement Plan and Questionnaire ➤ Family Rosters ➤ Quincy School family outreach practices

<p>models and program options and solicit feedback .</p> <ul style="list-style-type: none"> • provide in-school professional development training for faculty, staff, and educational leaders on various instructional models and program options and leverage in house expertise as well as solicit feedback 			
<p>Expand community and family outreach strategies to expand communication about bilingual programs and instructional models through multi-pronged approach (e.g. CBOs, newsletter, social media). -engage with churches, CBOs, refugee organizations</p>	<p>Between March 2022 and May 2022, we will conduct biweekly community focus groups both in person and via zoom using similar family and community engagement practices used at the Quincy School.</p>	<ul style="list-style-type: none"> ➤ OEL Family Team ➤ LATFs ➤ COSES ➤ Family Liaisons ➤ School Leaders 	<ul style="list-style-type: none"> ➤ Bilingual Education Family Engagement Plan and Questionnaire ➤ Family Rosters ➤ Quincy School family outreach practices
<p>Set up tables/resources at different community events - recordings we can share with CBOs</p>	<p>Between March 2022 and May 2022, we will engage in community outreach practices used at the Quincy</p>	<ul style="list-style-type: none"> ➤ OEL Family Team ➤ LATFs ➤ COSES ➤ Family Liaisons 	<ul style="list-style-type: none"> ➤ Bilingual Education Family Engagement Plan and Questionnaire

	School.	<ul style="list-style-type: none"> ➤ School Leaders 	<ul style="list-style-type: none"> e ➤ Family Rosters ➤ Quincy School family outreach practices
<p>Create informational flyer or brochure that is accessible for the Welcome center that provides a nice 1 pager on program options -</p> <ul style="list-style-type: none"> -update paragraph 82 list of programs -create videos 	<p>Between March 2022 and May 2022, we will conduct weekly focus groups both in person and via zoom using similar family engagement practices used at the Quincy School.</p>	<ul style="list-style-type: none"> ➤ OEL Family Team ➤ LATFs ➤ COSES ➤ Family Liaisons ➤ School Leaders 	<ul style="list-style-type: none"> ➤ Bilingual Education Family Engagement Plan and Questionnaire ➤ Family Rosters ➤ Quincy School family outreach practices
<p>Leverage ethnic media--Phuongdai went on tv/radio broadcast and FB/youtube and coordinate a member of the linguistic community from BPS to present</p>	<p>Between March 2022 and May 2022, we will conduct weekly focus groups both in person and via zoom using similar family engagement practices used at the</p>	<ul style="list-style-type: none"> ➤ OEL Family Team ➤ LATFs ➤ COSES ➤ Family Liaisons ➤ School Leaders 	<ul style="list-style-type: none"> ➤ Bilingual Education Family Engagement Plan and Questionnaire ➤ Family Rosters

	Quincy School.		➤ Quincy School family outreach practices
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Strategic Priority 1b: Engage families and school communities to learn about various native language instructional models and to provide feedback about models that work best for their community.

Initiative 4: Engage families, school communities, and DELAC to learn about various instructional models/programs (e.g., Heritage Language, 1-way Dual Language Program, 2-way Dual Language Program) and solicit feedback about models. (Priority 1b)

<u>Action Steps</u>	<u>Lead Measures</u>	<u>Party Responsible</u>	<u>Resources Needed</u>
Identify teachers and school leaders with relevant background, experience and/or interest in multilingual teaching and learning	Between March 2022 we will identify a School Site Multilingual Program Council consisting of 2	<ul style="list-style-type: none"> ➤ OEL Family Team ➤ LATFs ➤ COSES ➤ Family Liaisons 	<ul style="list-style-type: none"> ➤ Bilingual Education Family and Community Engagement Plan and

and multilingual special education to participate in weekly planning meetings	bilingual teachers, a school leader, family liaison, parents, community organizer, student representative, MABE Consultant and OEL team representative	➤ School Leaders	Questionnaire ➤ Quincy School family and community outreach practices
School Site Multilingual Program Council to determine language and program specific needs, including teaching resources, curricular materials, technology, and staffing.	March 2022-May 2022	School Site Multilingual Program Council	

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Strategic Priority 1b: Engage families and school communities to learn about various native language instructional models and to provide feedback about models that work best for their community.			
<i>Initiative 5: Engage District English Learner Advisory Committee (DELAC) about establishing multilingual program planning teams and multilingual special education planning teams for community based heritage language programs. (Priority 1b)</i>			
<u>Action Steps</u>	<u>Lead Measures</u>	<u>Party Responsible</u>	<u>Resources Needed</u>

<p>Establish school site multilingual program council whose members are comprised of multiple stakeholders and representatives of the school multilingual program council, school family council, family engagement team, school leader, and OEL</p> <p>ii. create a tailored, multi-phase multilingual program planning project timeline and progress monitoring cycle to ensure successful outcomes and deliverables. The phases of the program include phase 1: data collection survey/knowledge dissemination phase 2: creating planning team and program structure at school phase 3: year of implementation</p>			
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Strategic Priority 1c: Develop and leverage a strong teaching and learning infrastructure to ensure schools have the support they need to implement pathways for native language instruction

Initiative 6: Develop native language curricular materials and resources for multilingual students with and without disabilities beginning with the needed materials for programs focusing on languages for which we currently offer language specific SEI or dual language programs (e.g., Spanish, Haitian Creole; Vietnamese; Cabo Verdean; American Sign Language). (Priority 1c)

<u>Action Steps</u>	<u>Lead Measures</u>	<u>Party Responsible</u>	<u>Resources Needed</u>
<p>DL Committee becomes educated about non-negotiable components and structure of Dual Language Programs, e.g., professional development sessions, book study group, attending workshops/conferences, contracting with MABE for technical assistance)</p> <p>What is DLE programming? (Definition, goals & types of DLE programs)</p> <p>What is the school/district/community motivation?</p> <p>What is the goal and the arc of the program?</p> <p>Begin discussion with District departments (curriculum and Instruction, student support services, assessment) about support and resources for the DLE program</p> <p>Needs to align with teacher training and pipeline efforts How do we pair heritage and ethnic studies programming</p>			

<p>Students need to have language skills necessary to have meaningful discussions in ethnic studies</p> <p>Elementary and middle grades could focus on heritage language pathways and students who complete those classes would then be eligible to take ethnic studies offered in languages other than English at the high school level</p>			

Strategic Priority 1c: Develop and leverage a strong teaching and learning infrastructure to ensure schools have the support they need to implement pathways for native language instruction

Initiative 7: Begin to source and develop curricular materials and resources for programs for which we do not currently offer language specific SEI or dual language programs (e.g. Somali, Arabic, Portuguese). (Priority 1c)

Resources:

-  Bilingual Education Models In MA
- MABE (2016) [New Dual Language Program Planning Timeline](#).
- MABE (2016) [TWI/TBE Guidance](#)

