> ### KEY TO DRAFT VERSION
>
> **Black text** – drawn from existing ELLTF materials
>
> **Blue text** — either extrapolated from ELLTF materials, or placeholder content for ELLTF member drafting and finessing

PREAMBLE

In recognition of a BPS in which. . .

- Students who speak a language other than English are 49% of all students

- Households in which a language other than English is spoken are 53% of all households

- Students who are both English Learners and students with disabilities have the lowest performance outcomes of all students

- The majority of English learners have no reliable access to native language supports in the course of their school day or year

And reflecting additionally on the lessons we have learned in the 10 years since the ELLTF began. . .

- **Change *may* be implemented when it is demanded within a compliance framework, and is unlikely to occur otherwise. BPS department heads and school leaders need a clear statement of superintendent priorities in support of EL-related goals in order to make the changes that are necessary.** Change in the system may occur if it starts at the top and is attached to consequences for the system itself. Changes pursued through collaboration with sympathetic bureaucrats is episodic and partial at best, because it requires bureaucrats with a high appetite for professional risk-taking — impossibly high for most in the context of continual shifts and unknowns in top leadership — and frequently blocked, because implementation authority and/or budgetary power rests elsewhere.

- **What else?**

RECOMMENDATIONS

The English Language Learners Task Force (ELLTF) of the BPS School Committee recommends the following objectives to be adopted by BPS and included in Superintendent Cassellius's Strategic Plan.

1. **A plan to use the provisions of the LOOK Act to move the system beyond Sheltered English Immersion (SEI) and address both language and culture.** This plan would have 1-, 3-, 5-, 10-, and 15-year benchmarks (each of which reflects the implementation of interim steps that have immediate-term impacts for students), specify clear lines of accountability, and include straightforward descriptions of the various system obstacles to change and how they can be tackled.

    THE KEY POLICY CHANGES NECESSARY TO PUT THIS SYSTEM ON THIS PATH ARE. . .

    A. **A commitment to provide access to native language supports for ELSWDs and SLIFEs, as a central component of a system that meets their needs from the start, not as an afterthought**. ELSWDs get to participate fully; and SLIFEs get to participate fully. (See below for specific recommendations for immediate actions in this regard.)

    B. **A graduation requirement that every student achieves proficiency in at least two languages, to equip them for full social and civic participation and leadership in a multilingual Boston (and beyond).** Ideally, this policy would result in a BPS where support for native language is a default position for the majority of BPS students, and acquisition of fluency in at least one additional language used in Boston's communities is an expectation for all BPS students.

        Programs in a system set up to achieve these objectives would be some combination of dual language and transitional bilingual offerings, developed in collaboration with community partners, designed to serve . . .

        ● Fifty-five percent or more of all students with a Spanish-English program

        ● Ten percent or more of students with a Haitian-English program

        ● Ten percent or more of students with a Cape Verdean-English program

        ● Five percent or more of students with a Chinese-English program

        ● Five percent or more of students with a Vietnamese-English program

        ● X percent or more of students with an American Sign Language-English program

        ● Native Arabic, Somali, and French speakers with smaller programs

        ● All students with the option to study a third language as an elective

    C. **A district-wide effort to operate as a multilingual, multicultural system, concretized by an inter-departmental plan that builds a map to adapt BPS curriculum, staffing, instruction, and support services to the unique cultural and linguistic needs of different linguistic subgroups, with benchmarks stipulating by when this work will be complete and implemented.** This plan would be developed with the Office of English

> Learners (OEL), World Languages, the Office of Opportunity and Achievement Gaps (OAG), the Boston Teachers Union, and other partners that may be identified.

As one first step, we endorse the community demand for. . .

D. **A new K–12 Cape Verdean strand is formalized by Fall 2020, proposed to DESE in January 2021, and in the first stages of implementation for SY2021–22**. A Cape Verdean strand has been requested formally in writing by members of the Cape Verdean community, and the ELLTF supports this demand as one important component of the BPS system we envision. Consistent with the community's formal request, it should include:

- One or more Cape Verdean developmental bilingual programs (as part of the OEL-led program development enabled by the LOOK Act),
- A K–5 or K–8 dual language program,
- A feeder path to a high school — either Dearborn STEM Academy, Boston International High School, Jeremiah Burke High School, or Madison Park Vocational High School,
- Strong partnerships among social agencies, schools, parents and community stakeholders across all program components, and
- Equitable programs and services for SLIFE and SWD students.

In designing these changes. . .

E. **Evidence-based curricular standards will be applied**, such as those expressed in the Center for Applied Linguistics' *Guiding Principles for Dual Language Education* (3rd Ed., 2018) and Appendix 2: ELL Practices Framework Based on Literature Review from Tung et al's *Learning from Consistently High Performing and Improving Schools for English Language Learners in Boston Public Schools* (2011).

- Is there anything specific about curriculum to add?

2. **Create a Human Capital plan that includes language diversity as well as racial and ethnic diversity as a staffing criteria, with aggressive near-term targets for compliance.**

A. Develop an action plan to recruit, hire, develop and retain a diverse pool of teachers and school staff, especially bilingual, bicultural staff and those with expertise in working with ELLs, including alternate certification programs. Monitor the implementation of the action plan.

B. Specifically this thing related to assessing and tracking staff language skills.

C. Specifically this thing related to job descriptions and employment qualifications.

D. Specifically this thing related to pipeline development.

3. **Prioritize improved educational services for EL students with disabilities (ELSWDs).**

   A. **Immediately: revise the IEP design process so that CLSP goals (Culturally and Linguistically Sustaining Practices) and access to native language are mandatory.** Native language must be required in ELSWDs' IEPs, instruction, and support services.

   B. **Immediately: Complete, test and disseminate the ELSPED Guidance Document that articulates guidance procedures for all aspects of special education services for ELs.** This document [insert explanation here].

   C. **Immediately: Accurately assess the need for ELSWD staffing** of dually-certified teachers with a Special Education and an ESL/TESOL or bilingual licensure.

   D. **By the end of SY2019-20:** Create a strategy to recruit, hire, and develop sufficient bilingual teachers, paras, and other support staff to meet the needs of ELSWDs over the next 3–5 years at most, with achievable benchmarks and clear accountability.

   E. **By the end of SY2019-20, with implementation in SY2020-21 and beyond: Revise professional development activities to include interventions to build staff capacity to ensure appropriate culturally and linguistically responsive approaches for ELSWDs,** so that the needs of these students for an appropriate education in the least restrictive environment are planned for and met, not handled as an afterthought.

   F. **Immediately and ongoing: create and implement a system for observing, improving, and monitoring the achievement gap of ELs and ELSWDs.** Give high priority to the achievement gap of ELs and ELSWDs as a cornerstone of high-quality service to all students.

4. **Put resources and requirements behind family and community engagement goals.**

   A. Create a system-wide engagement plan that puts ELL families and community members at the center.

   B. Provide ongoing professional development to better train, resource, and hold school leaders and educators accountable to building culturally and linguistically welcoming school environments and culturally relevant curriculum that affirms our diverse student body and families.

   C. To build language capacity at the district, school, and classroom levels, both oral and written, to communicate with parents in schools, ensure that x, y, and z.

   D. Ensure adequate information and outreach to familiarize new immigrant parents with the school registration process (including the registration timing and schedule) and help parents understand how to pick schools that best meet their child/ren's needs. How.

   E. Add anything related to supports for the existing infrastructure to facilitate parent voice in the system? comprised of the Citywide Parent Council (CPC), District English Language Advisory Committee (DELAC), and SPEDPAC (Special Education Parent

Advisory Council), plus recognize the LOOK Bill guidelines for a district Parent Advisory Council

F. District-wide, track family engagement for all students, including ELLs. Anything more specific/actionable here?

5. **Conduct the EL overlay analysis of the Home-based Assignment Policy (HBAP) by the end of SY2019-2020.**

A. Conduct analysis to answer the questions: Have the guiding principles of the English Language Learner Overlay been achieved? What is the status of program development for the English Language Learner Overlay? A full response will answer: [Note: need feedback on whether these original questions still apply.]

- Do ELs at ELD levels 1–3 have access to any program within their cluster?

- Has the methodology for expanding programming for ELs at levels 1–3 been implemented?

- Does the supply of programming for ELs at levels 1–3 match the demand for this programming?

- Placeholder: [Are there questions that should be posed about access to program services, school quality, and school proximity for ELLs at ELD levels 4–5?]

B. Specific request for action to be taken in response to the findings in the ELL Overlay analysis.

C. Using up-to-date population data, collaborate with BPS staff in determining if the current distribution of programs responds to the distribution of linguistic minority groups in Boston's neighborhoods.

6. **Create adequate data systems.**

A. Prioritize the maintenance and frequent periodic monitoring use of systems that produce accurate information about placement and services for ELL students that meets the requirements of USDOJ/USDOE reporting and identifies the accurate number of ELLs in the district and the distribution of ELLs in different types of schools.

B. Consistently review a set of indicators of appropriate program placement and achievement of ELLs along numerous characteristics including program type, school type, language group, and national group.

C. Assignment, including families opting out across all grade levels, of students in programs and enrollment patterns by school of ELL students.

D. Disaggregate Black students and disaggregate Latinx students in reporting by race.

7. **Develop and fund a professional development plan that recognizes professional development as a key lever of change in improving student performance and reducing achievement gaps.**

    A.   Insert any specifics here.

8. **Allocate necessary funding.**

    A.   Funding for ELL instructional programs including adequate resources for dual-language schools and programs

    B.   Adequate resources to recruit and hire linguistically representative staff

9. **Insert statement here, if desired, about ELLTF recommendations vis-à-vis BuildBPS implementation, perhaps including requests such as the following in order to understand how the intersection of BuildBPS and the current strategic planning process may impact ELs:**

    A.   A stated rationale for lodging the BuildBPS operation within the area of community engagement, along with an assessment of the impacts to-date on engagement activities that results from that structural placement.

    B.   An equity analysis of the impacts for ELs, ELSWDs, and SLIFEs — each disaggregated by grade, ELD level, language, and neighborhood — of each component of the plan, including but not limited to:

- The transition to a K–6 and 7–12 system
- Each of the announced school closures
- Any other aspects of the plan that are sufficiently specific to enable assessment

    C.   A comprehensive system-wide educational plan — which both centers the needs of ELs across the system and recognizes the critical importance for students' social/emotional well-being of human relationships within living school communities — in accordance with which a facility plan is developed to meet those educational programming needs.

    D.   A full facilities plan consistent with standards in the field for such documents and processes.