



Boston Public Schools

OMME Strategic Plan

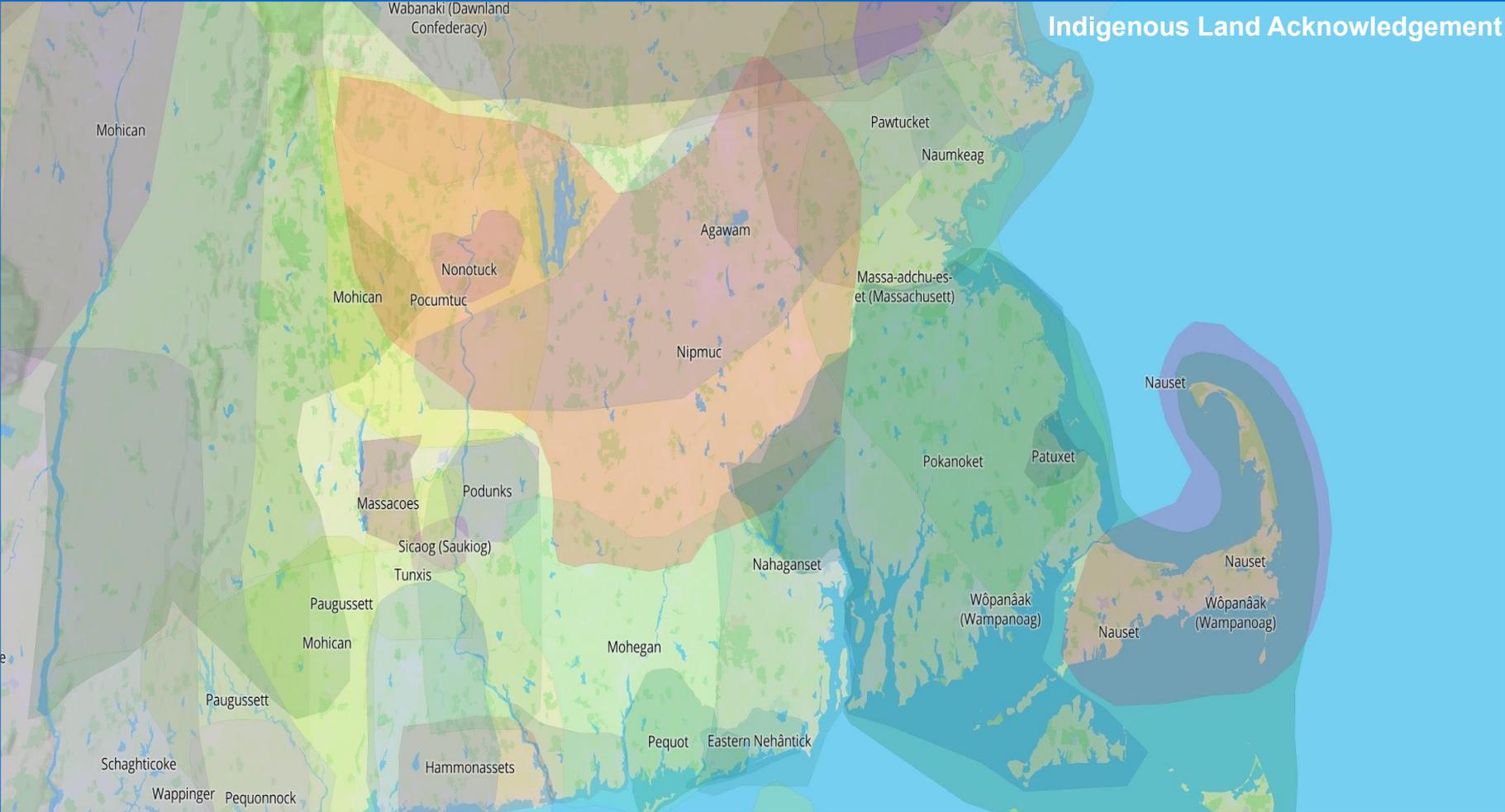
Farah Assiraj

Deputy Chief Academic Officer & Interim Assistant
Superintendent for the Office of Multilingual &
Multicultural Education

Opening



Indigenous Land Acknowledgement





“A language is not just words. It's a culture, a tradition, a unification of a community, a whole history that creates what a community is. It's all embodied in a language.”

Noam Chomsky

Today's Objective

***Develop a shared
understanding of
BPS OMME
Strategic Plan
Priorities***

Today's Goals

- ❑ **Opening**
- ❑ **DNR**
- ❑ **Vacancies**
- ❑ **Strategic Priorities & ELTF
feedback**
- ❑ **Next Steps**

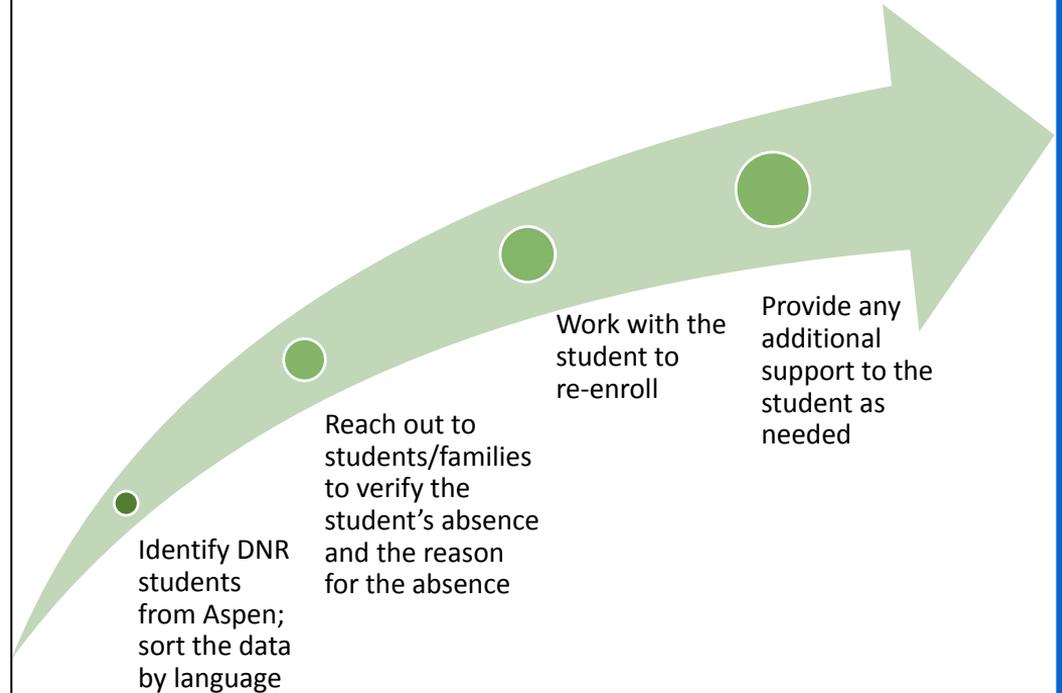
DNR Outreach To Students or Families

Documents to review:

- [Superintendent Circular ACA-18 Attendance Policy](#)
- Did Not Report (DNR) Process
- BPS Withdrawal Codes

Timeline:

- Week of September 19, 2022: Outreach to Gr. 1-12 families
- Week of September 21, 2022: Outreach to K0 – K2 families



Teacher Vacancies

Teacher Role	Vacant	Submitted for Hire	Filled to Date	Total Positions
ESL	34	7	105	146
SEI Language Specific/ Multilingual	0	1	35	36
SLIFE Native Literacy/ Content	4	0	23	27
Dual Language	0	4	38	42

Grounding



OMME Vision



Office of Multilingual and Multicultural Education (OMME)

Vision

The Office of Multilingual and Multicultural Education (OMME) envisions that 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 to graduate with the Massachusetts State Seal of Biliteracy.

All Multilingual Learners (MLs) 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 (MLWD).

Office of Multilingual and Multicultural Education (OMME)

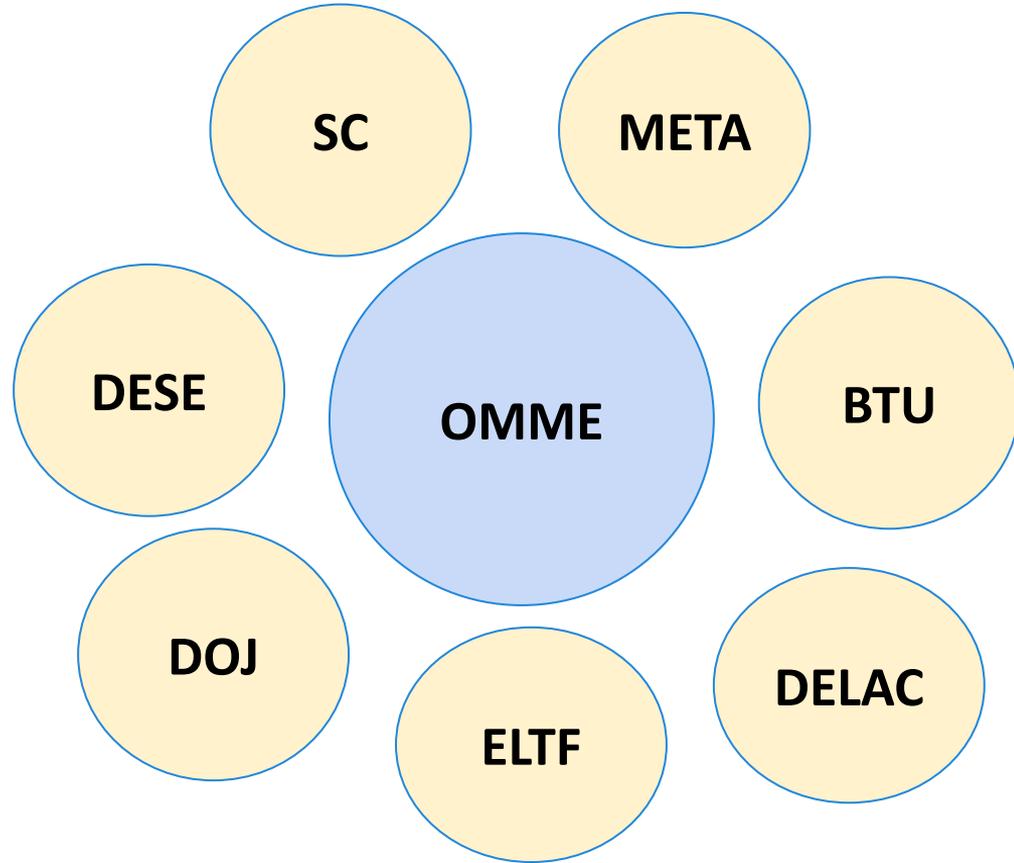
Social Justice Framework

The new Office of Multilingual and Multicultural Education (OMME) envisions that all multilingual learners feel a sense of belonging, joy for learning in a healing-centered learning environment so that they have the opportunity to be academically proficient in their home language and English and to graduate with the Massachusetts State Seal of Biliteracy. In order to shift our work toward this vision, the office will center a multicultural framework with a social justice lens to address systemic racism and systems of power in all forms that perpetuate inequities for multilingual learners, their families and communities from anti-blackness, colorism, xenophobia, linguicism/glottophobia, islamophobia, implicit and explicit bias, bigotry of low-expectations, audism, nativist microaggressions, colonizer language dominance, indigenous and spoken vs. written language access, language loss, refugee status and linguistic imperialism.



Office of Multilingual and
Multicultural Education

Office of Multilingual & Multicultural Education (OMME) abides by the regulations, policies, guidance and agreements set forth with each stakeholder and across many areas of oversight.



Bilingual Education

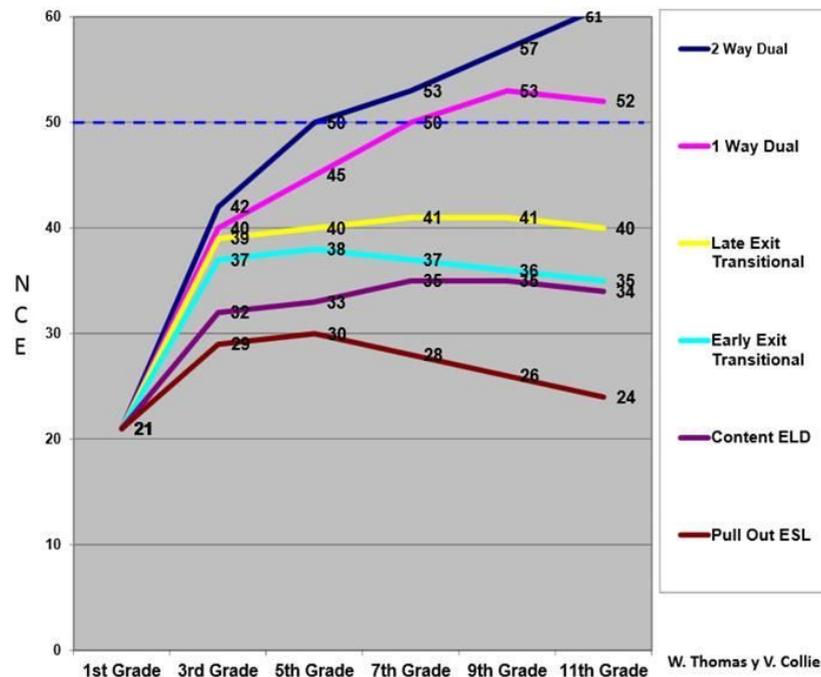
Bilingual education refers to education in which students are taught academic content in two languages. This type of education has existed in the US since the early 1800s, but its prevalence and programs have shifted significantly throughout the years.



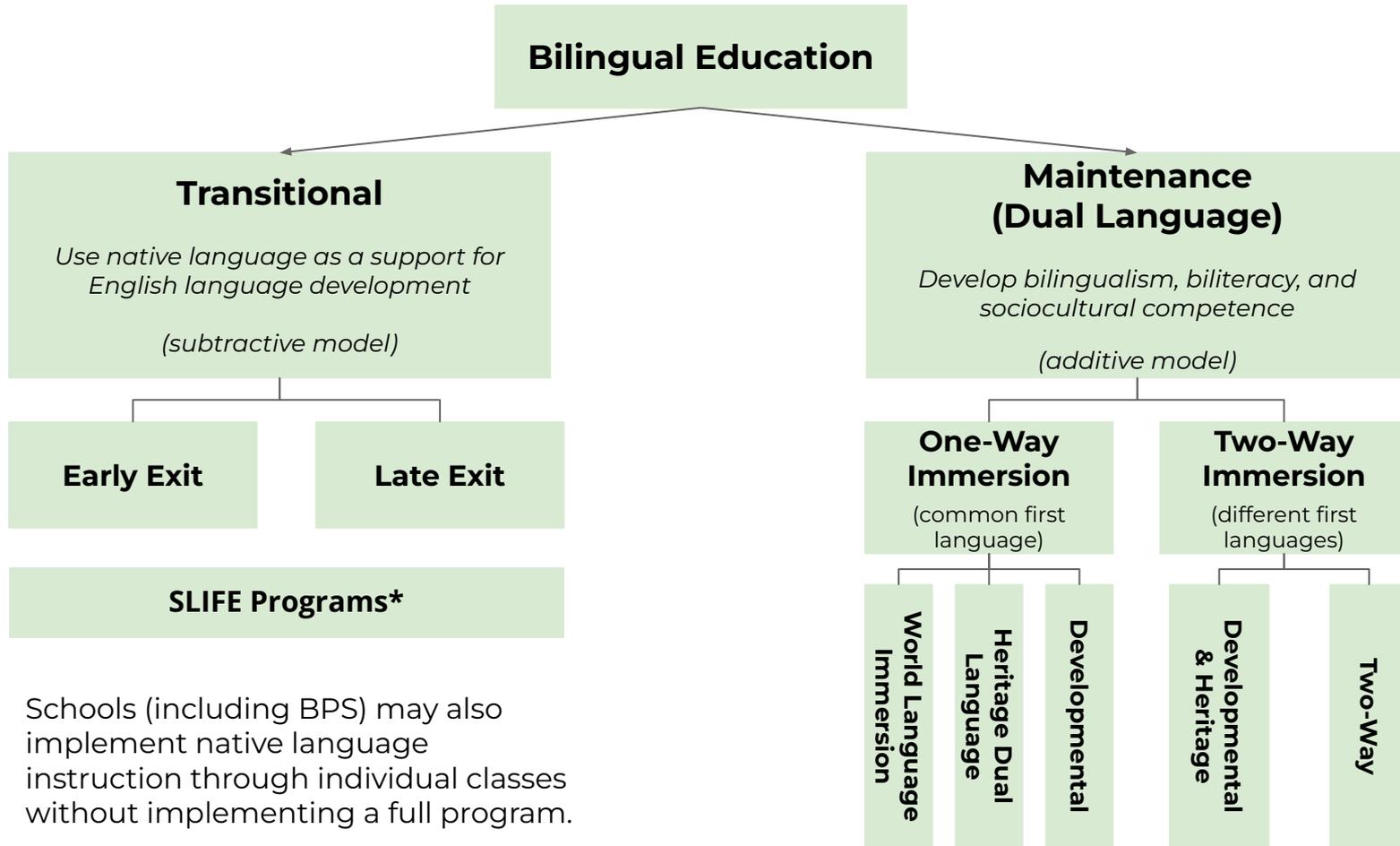
Benefits of Bilingual Education

Research from Thomas and Collier shows that the most successful program model for ELs' long-term achievement is through two-way dual language programming.

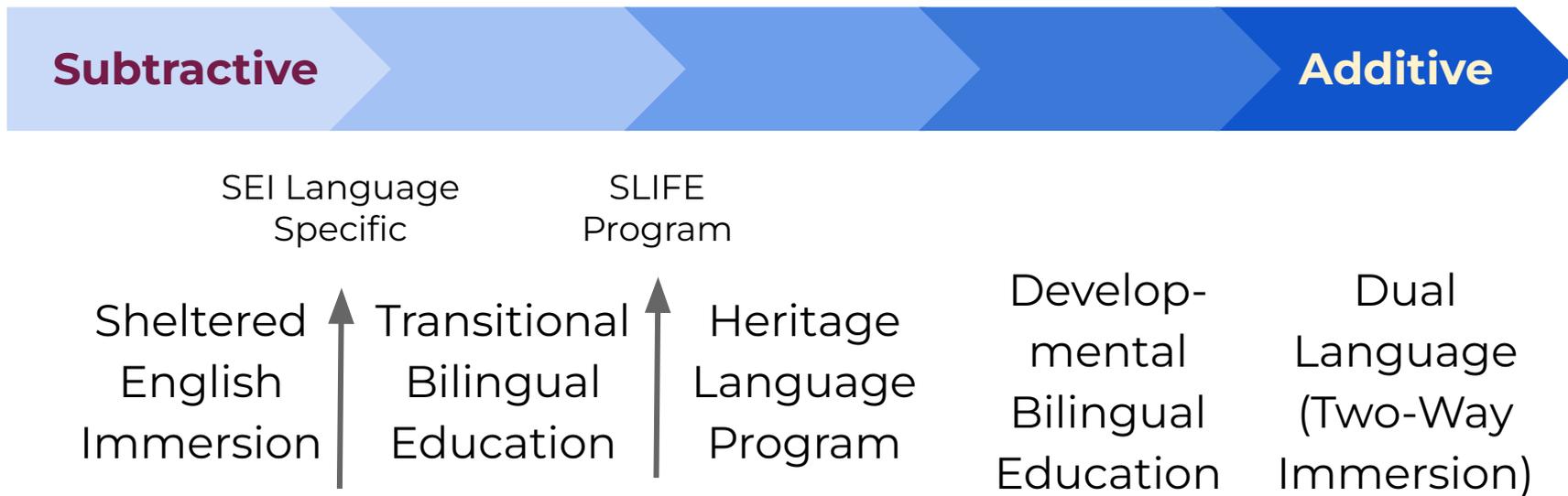
English Learners' Long-Term Achievement by Program Model



Bilingual Program Models Overview



Language Programming Models

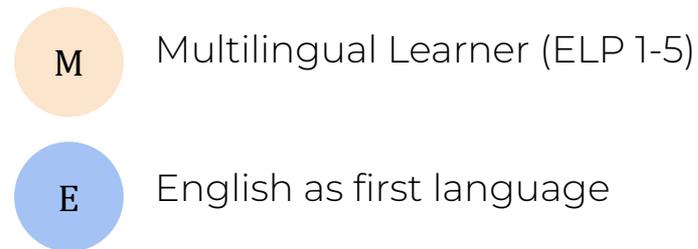
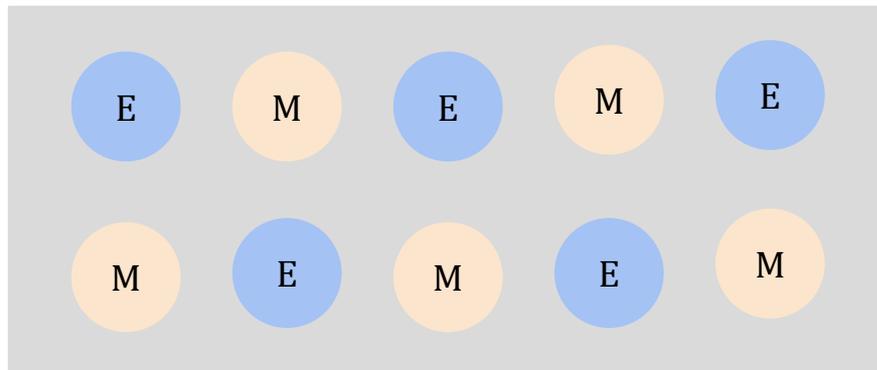


Boston Public Schools' Vision and Path Forward is Towards Increasing Additive Language Programming and Access to the MA State Seal of Biliteracy

State SEI Program (no longer General Education)

- Every BPS classroom with at least one ML at ELD levels 1-5 is designated as an ELE program that meets the state SEI requirements. This classroom may be comprised of students of various ELD levels and with non-MLs and FELs. SEI-endorsed content teachers are expected to provide Sheltered Content Instruction (SCI) and students are expected to receive ESL instruction from an ESL-licensed teacher in accordance with their level, grouping per the Department of Justice (DOJ) and the Massachusetts Department of Elementary & Secondary Education (MA DESE).

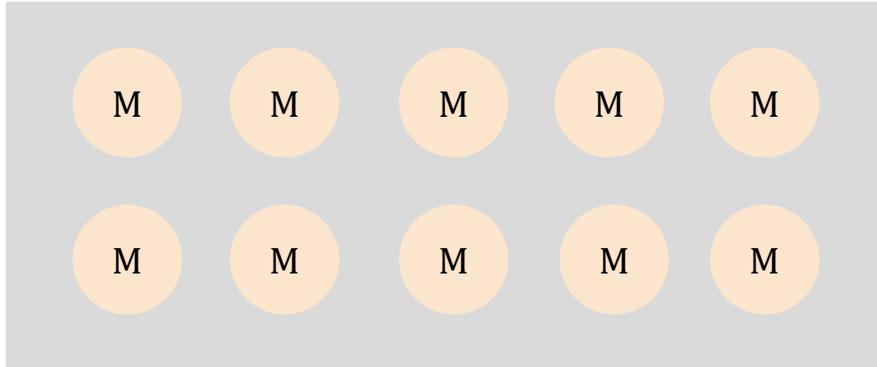
Class Structure Example:



District SEI Multilingual Program

- BPS offers SEI multilingual programs to students at ELD levels 1-3 with low-incidence languages at specified schools to better meet the needs of students. All MLs in ELD levels 1-3 in BPS SEI multilingual program must be placed with SEI-endorsed content teacher(s) and are expected to receive ESL instruction from an ESL-licensed teacher in accordance with their level, grouping per the Department of Justice (DOJ) and the Massachusetts Department of Elementary & Secondary Education (MA DESE).

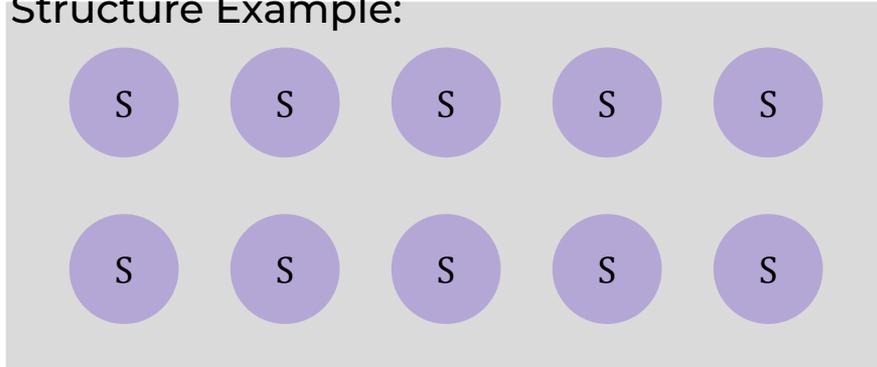
Class Structure Example:



District SEI Language Specific Program (Ex: Spanish)

- BPS offers SEI language specific programs to students at ELD levels 1-3 with high-incidence languages such as Spanish, Cape Verdean, Haitian Creole, Vietnamese and Chinese at specified neighborhood schools to better meet the needs of students with native language support as needed. All MLs in ELD levels 1-3 in BPS SEI language specific programs must be placed with SEI-endorsed content teacher(s) and are expected to receive ESL instruction from ESL-licensed in accordance with their level, grouping per the Department of Justice (DOJ) and the Massachusetts Department of Elementary & Secondary Education (MA DESE).

Class Structure Example:

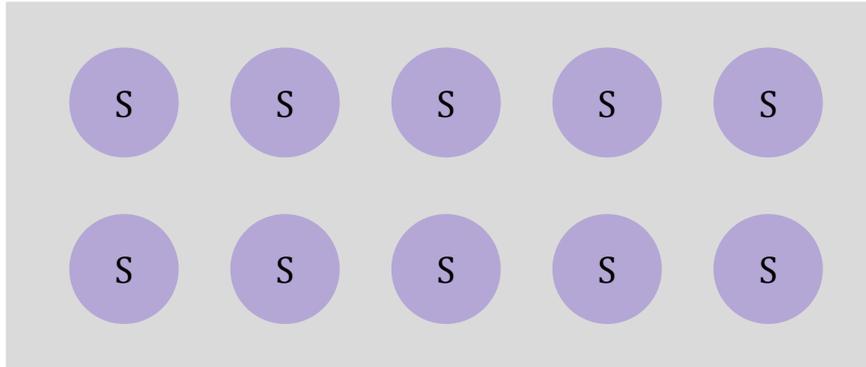


 Spanish Multilingual Learner(ELP 1-3)

District SLIFE Bilingual (Ex: TBE in Spanish)

Students with Limited or Interrupted Formal Education (SLIFE) is designed for students who have experienced prolonged interruption to education in their countries of origin and meet entrance assessment criteria. The goal of the program is to provide students with intensive instruction in their native language to ensure they are able to participate in grade-level education. Students are exited out of the program once they meet predetermined criteria and are able to continue their education in other programs designed to support English language learners.

Class Structure Example:

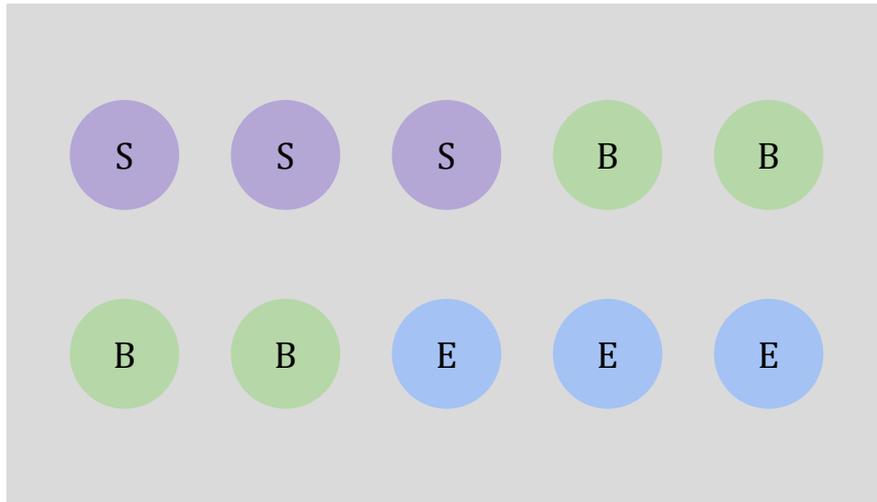


 Multilingual Learner - Spanish

DLE: Two-Way Immersion (Ex: Spanish)

In Two-Way Immersion programs, students come from different linguistic backgrounds. Some students are native speakers of the majoritized language (such as English), while others are native speakers of the partner language. Simultaneous bilinguals are exposed to both languages prior to age three.

Class Structure Example:



Spanish Multilingual Learner (ELP 1-5)



English as first language



Simultaneous bilinguals



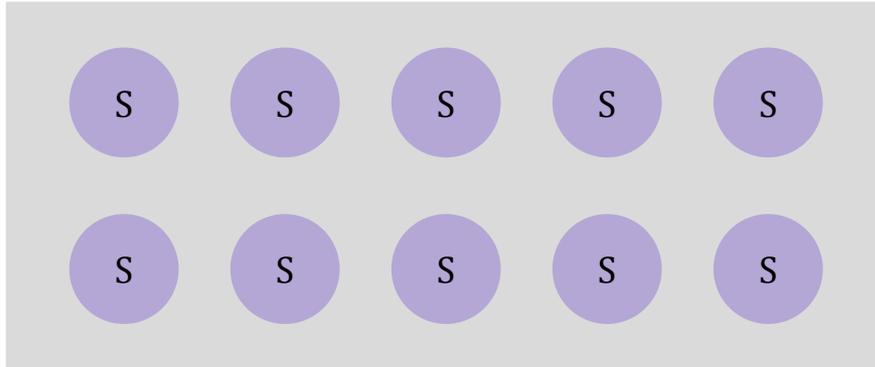
Heritage students

Transitional Bilingual Education

Transitional bilingual education programs (TBE) leverage students' native languages to help with English language development and ensure students meet academic expectations, but the goal is to eventually transition into English-only instruction. Initial instruction is offered mostly in students' first language and decreases gradually as more English is introduced.

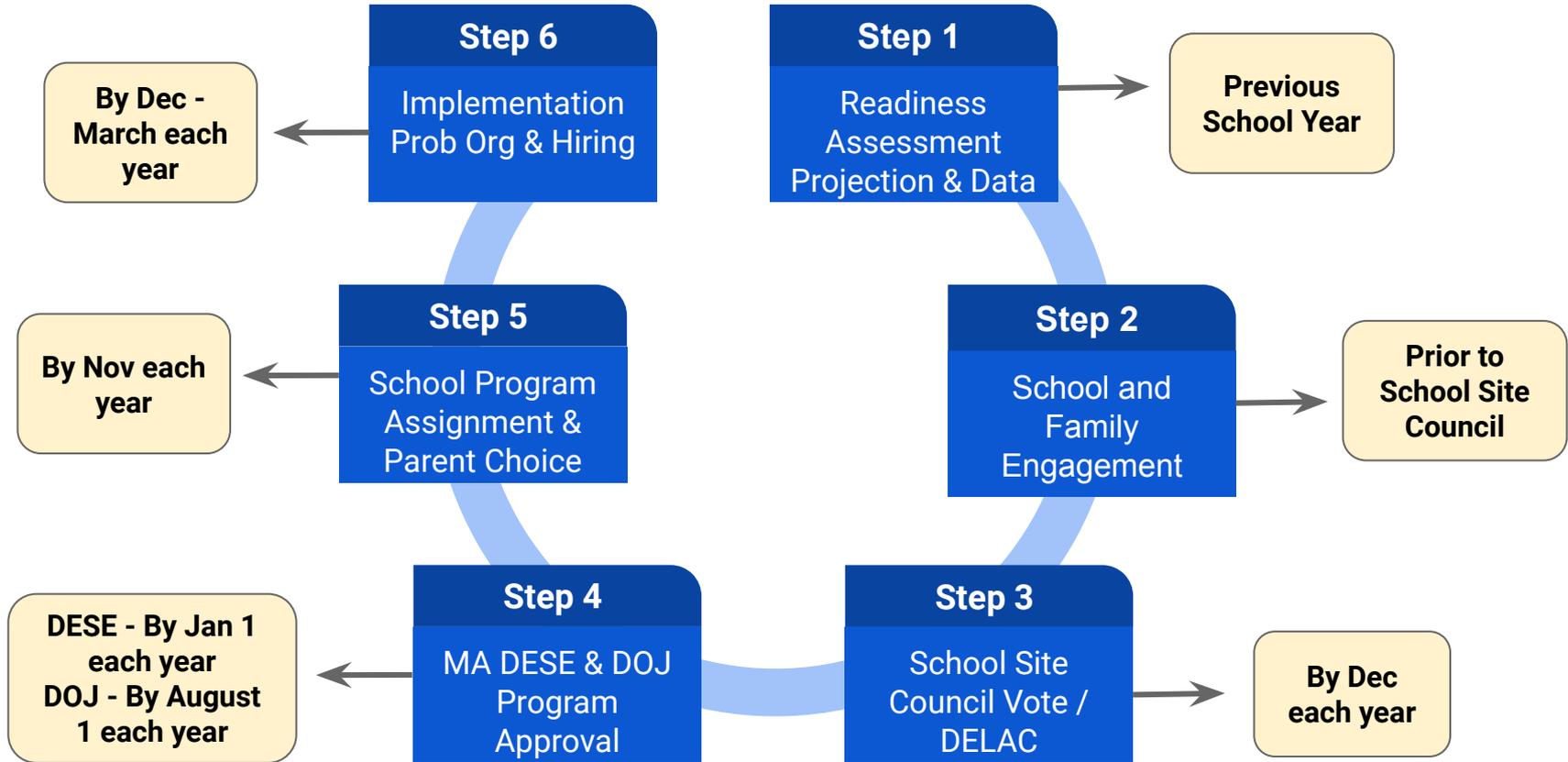
- Early Exit - Transition happens in 1–3 school years
- Late Exit - Transition happens in 4-5 school years

Class Structure Example:



 Multilingual Learner - Spanish

Process for Schools for ELE Program Conversion



Strategic Priorities

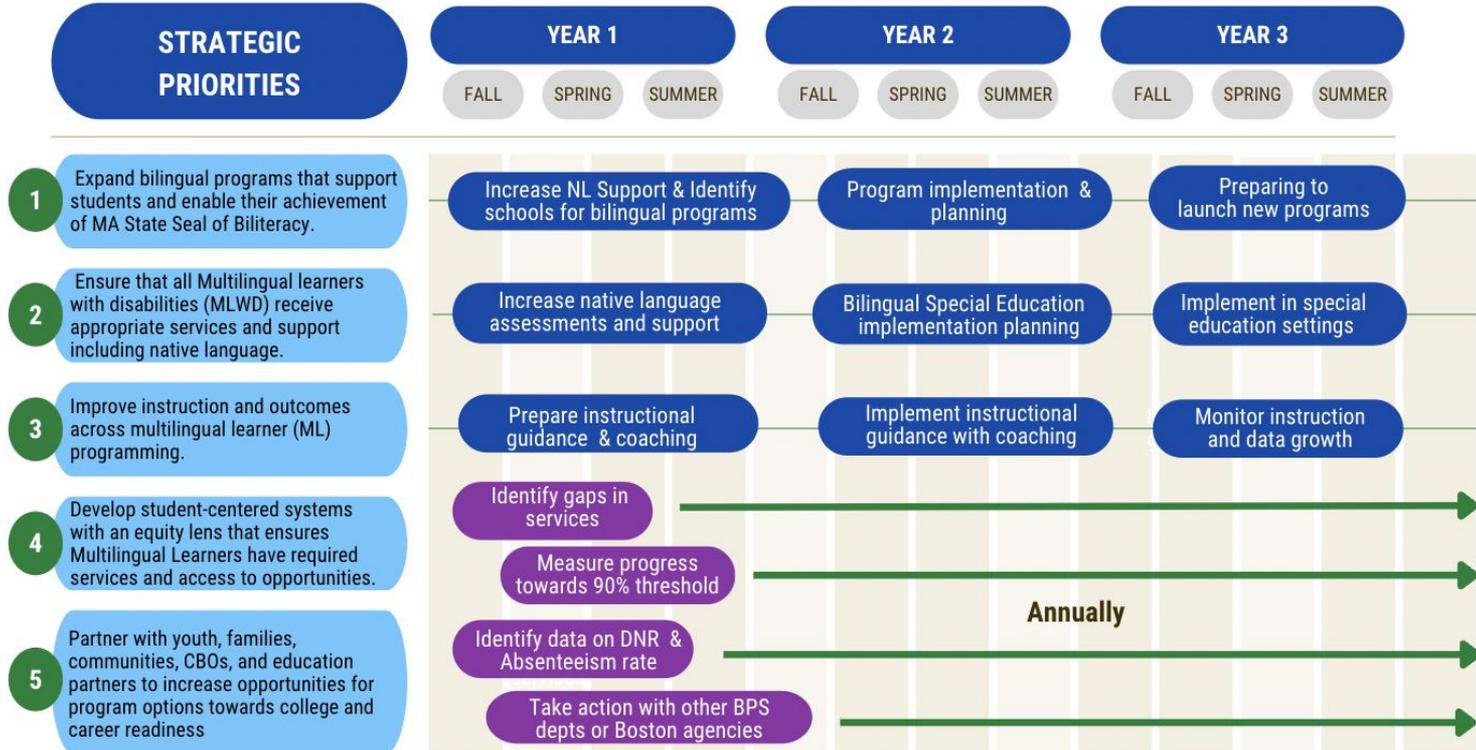


Priority Feedback



OFFICE OF MULTILINGUAL AND MULTICULTURAL EDUCATION (OMME)

METRIC TIMELINE



Office of Multilingual and Multicultural Education (OMME)

Strategic Plan Priorities

- 1) **Expand bilingual programs that support students and enable their achievement of the Massachusetts State Seal of Biliteracy;**
- 2) **Ensure that all Multilingual Learners with Disabilities (MLWD) receive appropriate services and support including native language;**
- 3) **Improve instruction and outcomes across multilingual learner programming;**
- 4) **Develop student-centered systems with an equity lens that ensures Multilingual Learners have required services and access to opportunities; and**
- 5) **Partner with youth, families, communities, CBOs, and education partners to increase opportunities for program options towards college and career readiness.**

Feedback from ELTF Subcommittees

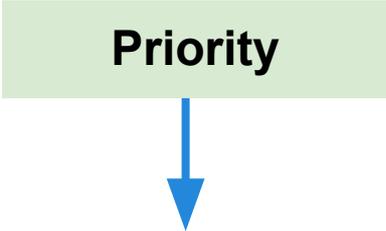
- How many of each program are planned over the next 3 years.
- I think a table that lists all the program models (heritage language, transitional bilingual education, dual language, and newcomers)
- We suggest opening the document with a simple clear statement: "The number one priority and goal for all ML students is to increase their access to native language whatever their current placement."
- We suggest a statement of context at the beginning, including numbers of ML and MLSWD students by language and ELD level, programs by school, etc. This statement of context should include assignments to each existing program: language specific SEI, multilingual SEI, Dual Language, SLIFE, and General Education in English with ESL.
- We question the timeline presented on page 7. While the TBE to SEI transition took less than a year (20 yrs ago), why would it take three years to introduce native language programs now? In schools with a teacher language proficiency match with EL students, the SEI to TBE transition could happen much more quickly than three years. There is urgency because SEI has such poor outcomes compared to programs that teach native language literacy in terms of both English and native language loss.
- Please clarify which programs will need DESE approval, which have already been approved, which don't need to be approved.
- we suggest providing more clarity to district and school leaders (as well as parents and communities) about the pathways and programs envisioned at the school level. We believe that native language can be integrated into the system in many ways besides dual language programs.

Feedback from ELTF Subcommittees

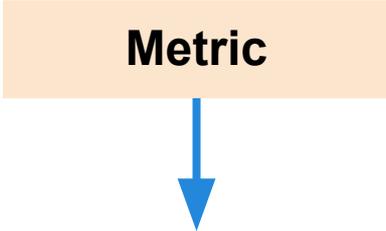
With the goal of native language literacy, the Strategic Plan lacks discussion of the following topics:

- Staff hiring and development plan for ML and MLSWD
- Budgeting for ML and MLSWD
- ESSER fund use for ML and MLSWD
- BPS ESL standards
- BPS early childhood education and early intervention for families who are not users of English

Priority



Metric



1. Expand bilingual programs that support students and enable their achievement of the Massachusetts State Seal of Biliteracy.

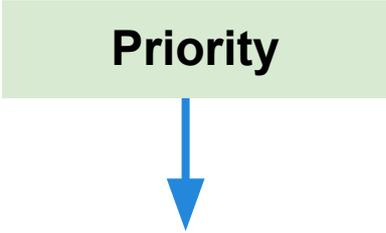
By the end of the school year 2024/2025, BPS will increase by 25 bilingual programs across schools and neighborhoods serving majority language communities.

By the end of the school year 2024/2025, BPS will increase the percentage of high school students attaining the Massachusetts State Seal of Biliteracy by 25%.

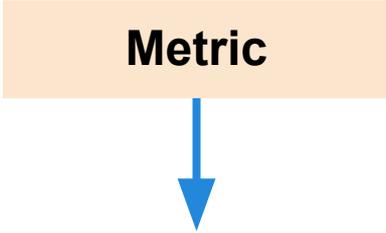
Feedback from ELTF Subcommittees

- **How** will the OMME office shift from a primary focus on compliance to one that also focuses on quality teaching and learning with increased bilingual program offerings?
- No **systems approach** recognized as a key priority, or included in the action plan. Recognition is needed of the systems and structures that need to be addressed to **change** and **sustain** better outcomes for MLLs.
 - Human Capital – recruitment and training of teachers, leaders and staff
 - Intake, Assessment, Registration and Student Assignment to schools
 - Budget implications – mentioned briefly
 - External factors in the city/region that impact this work – housing, immigration trends, etc.
- For example, Under #1, increase the percentage of high school students attaining the Seal of Biliteracy by 25%. Does it mean an increase in 25% which would move the percentage of students from 20% to 25%, which may not be that ambitious over 3 years depending on the starting point.
- Please clarify what you mean by Native Language Support. What does it look like in practice? What is the goal of the support? We believe native language support should not only be to access English, but also to develop native language literacy.

Priority



Metric



2. Ensure that all Multilingual learners with disabilities (MLWD) receive appropriate services and support including native language.

** in partnership with the Office of Special Education*

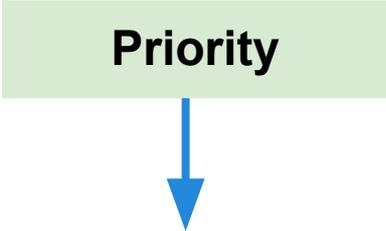
By the end of the school year 2022/2023 and each year thereafter, BPS will increase bilingual support to students by hiring 15% additional bilingual paraprofessional and/or bilingual educators to support MLWDs with ELP 1-3

By the end of the school year 2022/2023 and each year thereafter, 100% of MLWD will receive appropriate special education and language services regardless of program and/or placement

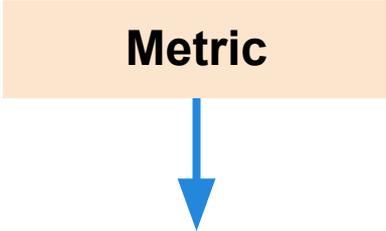
Feedback from ELTF Subcommittees

- Joint responsibility of both OSE / OMME
- OSE will have the same priority area reflected
- Once approved by SC a separate project plan will be developed jointly by OSE/OMME for Strategic Priority 2
- National experts will be contracted to work with both OSE / OMME on Strategic Priority 2 project plan areas
- Clarify special education bilingual programs
- MLWD Supervisor positions are still posted and seeking strong candidates
- OSE policy manual to reflect ML and native language / bilingual support
- Clarify metric for 100% of services = Both IEP and ELE Legal Services / Has anyone identified that figure as the minimum to ensure that 100% MLWDS are served?
- We need to address the big issue of language of teachers and paras etc.
- Where is this 15% for the metric coming from? Is the figure (15%) determined by budget requirements?

Priority



Metric



3. Improve instruction and outcomes across multilingual learner (ML) programming.

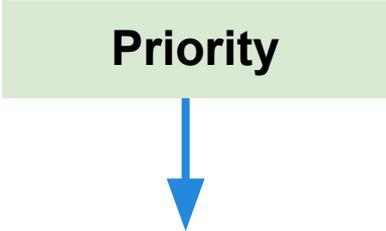
By the end of the school year 2022/2023 and each year thereafter, ML students assessing on [MAP](#) Growth Reading and Math will meet or exceed their individual growth goals.

Note: Following the identification and adoption of bilingual assessments, this metric may be revised to reflect new assessment tools.

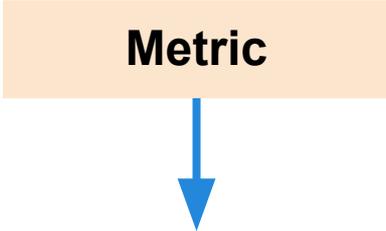
Feedback from ELTF Subcommittees

- As much as I understand it, the growth curves only make sense for English speaking students? It could be that I am wrong, but the growth curves do not include ACCESS data for ML students, right? To summarize, I think that this metric is not a true measure of improvement of outcomes for ML students (particularly in lower ELD levels).

Priority



Metric



4. Develop student-centered systems with an equity lens that ensures Multilingual Learners have required services and access to opportunities.

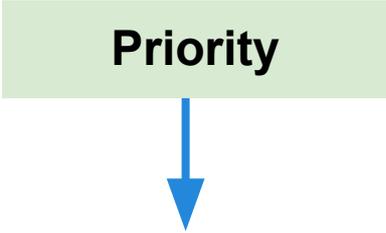
By March (annually), the district* will meet 90% or above with ESL instructional minutes (elementary) or instructional blocks (secondary) for multilingual services in accordance with the DOJ requirements.

(* not including separate reporting schools)

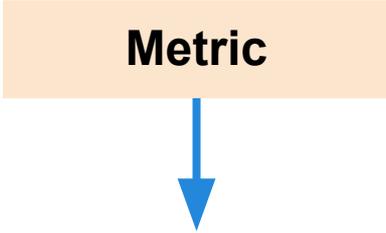
Feedback from ELTF Subcommittees

- Priority 4 (page 11) – only mentions 1 of the 4 current DOJ requirements. Will the district no longer be accountable for the other 3?

Priority



Metric



5. Partner with youth, families, communities, CBOs, and education partners to increase student engagement and opportunities for program options towards college and career readiness.

By the end of the school year 2022/2023 and each year thereafter, BPS will decrease the percentage of Multilingual learners experiencing chronic absenteeism by 15% annually.

Feedback from ELTF Subcommittees

- The 5th priority sometimes includes “increase student engagement” in the language and sometimes it doesn’t throughout the document.
- Priority 5 (page 27) – good mention of equitable access to MassCore and career pathways, but no mention of access to AP or IB coursework.

ELTF Participation

Please add
your
preference
[here](#)

- 1) Strategic priority 1 - MABE
Bilingual District Leadership
Team - 2 members
- 2) Strategic priority 2 - MLWD &
Bilingual Planning Group - 2
members
- 3) Strategic priority 3 - Quality
Teaching & Learning for MLs - 2
members
- 4) Strategic priority 4 - BPS
re-imagine ML funding &
programming - 2 members
- 5) Strategic priority 5 - OMME
Family & Youth Systems Support
- 2 members

Next Steps



Next Steps

-
- 1) Compiling feedback from all stakeholders
 - 2) Essential to Strategic Plan ELTF; DOJ & DESE feedback
 - 3) Email an updated plan to ELTF September 28
 - 4) ELTF review and endorsement letter by October 1
 - 5) Submit for translation
 - 6) Present to SC 10/12
 - 7) Operationalize into Project Plan
 - 8) Provide quarterly updates

Appendix



Current Bilingual Programs in BPS

Dual Language (TWI)

Spanish/English

- Umana (K1-8)
- Greenwood (K1-8)
- Hernández (K1-8)
- Hurley K-8 (K1-8)
- Muñiz (9-12)

ASL/English

- Horace Mann School for the Deaf and Hard of Hearing (K-12)

Haitian Creole/English

- Mattahunt (K1-Grade 4)

Vietnamese/English

- Mather (K1-Grade 2)

Other NL Instruction

- Cabo Verdean Language and Culture Course at Burke High School

SLIFE

Spanish

- Curley
- Umana
- Hennigan
- Mildred Ave
- Blackstone
- BCLA/ McCormack
- Charlestown High
- Newcomers Academy

Haitian Creole

- Taylor
- Tech Boston
- Newcomers Academy

Cabo Verdean Creole

- Orchard Gardens
- Dearborn STEM
- Newcomers Academy

Multilingual

- Newcomers Academy
- Brighton High School
- Edison K-8
- Taylor
- Frederick

— World Languages Programs in BPS

Heritage language program: allows students who have some proficiency in or a cultural connection to a language through family, community, or country of origin to further their knowledge of the language and the culture. Goal is fluency of language in all 4 domains: reading, writing, listening, speaking. Currently, BPS has eight Spanish Heritage Language programs in BPS high schools.

World languages program: allows students to study a language and culture they have not been exposed to previously. Goal is for students to graduate with a minimum language proficiency of Intermediate High in order to earn the MA State Seal of Biliteracy.

For more information about BPS World Language programs, please visit [Boston Public Schools World Languages Department](#) website.

Bilingual Program: Transitional Bilingual Education

Transitional bilingual education programs (TBE) leverage students' native languages to help with English language development and ensure students meet academic expectations, but the **goal is to eventually transition into English-only instruction.**

- Initial instruction is offered in native language and decreases gradually as more English is introduced.
 - a. **Early Exit** - Transition happens in 1–3 school years
 - b. **Late Exit** - Transition happens in 4-5 school years
- Some educators and researchers consider TBE programs to be subtractive and assimilationist (Gandara & Escamilla, 2018).
- Most TBE programs are implemented at elementary level, but they can also be applied in middle and high school. They should not be implemented as students' entire academic career.

Bilingual Program: Dual Language

Maintenance or dual language education (DL) is a form of education in which students are **taught literacy and content in two languages**. The goal is to:

- Develop bilingualism and biliteracy
- Ensure high levels of academic achievement
- Grow sociocultural competence

Programs should be implemented K-5, with K-12 option encouraged.

A minimum of 50% to a maximum of 90% of daily instruction should be in the partner language for all students.

One-Way Immersion

All students speak the same native language (includes simultaneous bilinguals)

Two-Way Immersion

Even mix of native speakers of both languages (includes simultaneous bilinguals)

Bilingual Programming and DOJ Successor Agreement

Paragraph 54/55 (ESL and SEI Services)

- ESL services (minutes, instruction type, grouping, teacher licensure) and qualified content teacher (SEI or BEE) are reported for each student.
- The reporting of services for ELs in DL programs is included in a separate tab in the data report from schools with SEI/English Only models.
- A description of each school's Dual Language Allocation Model is also submitted as an appendix.

Paragraph 53/59 (Staff Qualifications)

- BEE status is included for DL teachers of the partner language in the reporting.