



# Lexington Public Schools

146 Maple Street ❖ Lexington, Massachusetts 02420

**TO:** Dr. Mary Czajkowski, Superintendent of Schools  
Members of the Lexington School Committee

**FROM:** Kelly Chase, Ed.D., Assistant Superintendent for Curriculum, Instruction, and  
Professional Learning  
Catherine Brooks, World Language Department Head

**RE:** Update on Elementary World Language Exploration

**DATE:** May 9, 2017

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## **Introduction**

It is with pleasure that I share a spring update on the continued exploration of elementary world language. As you recall, back in January, the School Committee charged Ms. Cathy Brooks with continued research regarding options in the area of elementary world language. Themes that emerged from that conversation as a way of informing next steps in the research included the following:

- Desire for inclusive approach; equal access is important; exposure for all students is important
- Interest in immersion programs as potential pilot; starting small
- Preference for a face-to-face curriculum
- Direction to continue study of and visits to other districts

With those ideas in mind, Ms. Brooks visited a number of existing models of immersion programs and researched models that would allow for larger numbers of students to engage with world languages and cultures. Below are brief summaries of the options explored; a more detailed overview is included in the attached matrix.

## **Immersion Model**

Ms. Brooks visited a number of established immersion programs, each developed with a unique purpose in mind. In one instance, for example, the program grew organically from the need to integrate diverse learners both academically and socially. In another example, a commitment to

the study of a foreign language articulated over 25 years ago began with just two classes in first grade and steadily expanded over time. Today, the program offers two strands to its students: an immersion strand and a more traditional FLES model. Regardless of the reason for implementation, success in the program depends upon slow, strategic growth and a long-term commitment to the model.

An immersion model in Lexington, though very small to start (i.e. with one class in one school), would begin to address the goals of developing high levels of bilingualism and biliteracy; increase language proficiency in the academic areas; provide opportunities to develop positive cross-cultural attitudes and behaviors; and, in the case of a dual-immersion program, support our English language learners.

While a chart highlighting key roll-out considerations, questions, and expansion suggestions is included in the attached matrix, some of the key technical considerations include logistical challenges such as selection of students for the program and the need to plan for expansion as students move through the program. Other important considerations include programmatic questions such as how to deliver literacy instruction that reflects current initiatives (i.e. Teachers College).

Implementation of an immersion program would require a year of planning (2017-2018) to allow for activities such as staff/parent/community education, development of curriculum materials for both the first and second years of the program, and creation of a long-term plan that commits to students in the immersion strand while also expanding access to those participating in a traditional strand.

### **World Language Exposure for All Students**

While an immersion program would allow for long-term, deep study of a world language, it is limited in its ability to offer access to all students. Growth of this model would be slow and measured, and would eventually need to allow for two pathways: one for full immersion, and another that would offer a traditional model. If widespread access to programming is the key priority, the committee may want to re-consider a model that focuses more on exposure to language as part of a larger cultural study.

Unlike the immersion model, which allows for deep study of a single language, a survey approach would offer the opportunity to study a variety of cultures, with language being one component of the study. Goals of such a model include increasing global awareness, incorporating community involvement, and enhancing cultural competency. This model, of which variations are offered in several neighboring districts, could be delivered on-site on early-release Thursdays at one or more schools. Neighboring communities' models vary in how the programs are staffed (i.e. through in-house management or outside vendor.)

The fluid nature of a broad-based survey approach allows for the study of the cultures and traditions reflected in the Lexington population, offers exposure to numerous languages, especially less commonly taught languages, and provides opportunities for students to make meaning of their learning through service projects that connect local and global issues.

Unlike an immersion model that would require a full year of planning, a small-scale pilot of a cultural class could be implemented in January 2018, though coordination with current providers would be essential.

While neither the immersion model nor the after-school model can replace the committee's original recommendation for a full FLES program offered to all students, each model has the potential to serve an important role in the study of language and culture. Should the members of the committee desire to re-visit the original study, a review of key components and cost are included in the attached matrix.

### **Conclusion**

It has been a pleasure learning from Ms. Brooks this year as she assisted with this important exploration. We continue to welcome direction, input, questions, and feedback from committee members regarding next steps. As always, we are incredibly grateful for your support that allows for this continued study and look forward to working with you in this next phase.

**Elementary World Language Options Research**

<b>Option</b>	<b>Description/Detail</b>	<b>Cost Considerations</b>
<p><b>Language Immersion Pilot/Expansion</b></p>	<p><b>Small-scale pilot of Dual-Language OR Single Language Immersion program with a <u>commitment</u> to multi-year expansion</b></p> <p><b>Possible goals:</b></p> <ul style="list-style-type: none"> <li>▪ To develop high levels of bilingualism and biliteracy</li> <li>▪ To support English Learner Community (Dual-Language Immersion)</li> <li>▪ To increase language proficiency in academic/content language</li> <li>▪ To develop positive cross-cultural attitudes and behaviors</li> </ul> <p><b>Logistical considerations for pilot of one classroom in one school:</b></p> <ul style="list-style-type: none"> <li>▪ Open to only students in one school through lottery?</li> <li>▪ Open to all students in district through lottery w/district providing transportation to one site?</li> <li>▪ Open to all students in district through lottery w/parents providing transportation to one site?</li> </ul> <p><b>*Must consider transportation costs/logistics and complications due to enrollment in schools approaching maximum numbers</b></p> <p><b>Multi-year expansion</b></p> <ul style="list-style-type: none"> <li>▪ Hire 2 teachers (certified in both elementary teaching and language instruction) the first year to teach curriculum for 1st grade/plan curriculum for 2nd. Hire 1 teacher each of the following years to overlap similarly</li> <li>▪ Expansion to multiple schools after successful pilot (how many years?)</li> <li>▪ Plan to offer WL choices to elementary students not in immersion program?</li> </ul> <p><b>Other considerations:</b></p> <ul style="list-style-type: none"> <li>▪ Language Choice: Dual Language would be based on EL population, One-Way Immersion could be any language</li> <li>▪ Small portion of population will take part in program</li> <li>▪ Plan to offer WL choices to elementary students not in immersion</li> </ul>	<p><b>2017-2018</b></p> <ul style="list-style-type: none"> <li>• Hiring of staff (coordinator)</li> <li>• Planning for implementation; requires planning for Year 1 and Year 2 of program</li> <li>• Content/Curriculum development time</li> </ul> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>• Hiring of teaching staff</li> <li>• Pilot begins in one grade and planning for second grade</li> </ul> <p>Implementation/staffing could be cost neutral because it is an existing classroom of students</p> <p>New materials and professional learning similar to start-up of a new classroom</p>

	<p>program</p> <ul style="list-style-type: none"> <li>▪ Resources would be equivalent to opening a new elementary classroom</li> <li>▪ Integrating grade-level curriculum content/programs (i.e. Teachers College curriculum)</li> <li>▪ Continued need for early planning for articulation of courses for this cohort through MS and HS</li> <li>▪ Assessment and reporting of growth, implications for state testing</li> </ul>	
<p><b>After School Language and Culture Exposure Program</b></p>	<p><b>Global Citizenship/Language Exposure program (appreciation of multi-cultures and languages)</b></p> <p><b>Possible goals:</b></p> <ul style="list-style-type: none"> <li>▪ To increase global awareness and tap into the innate ability and interest of children to learn a new language</li> <li>▪ To incorporate community involvement</li> <li>▪ To enhance cultural competencies from existing curriculum</li> </ul> <p><b>Logistical questions:</b></p> <ol style="list-style-type: none"> <li>a. Offered during ½ day Thursdays at all schools (lunch/recess – 90 minutes instruction, parent pick-up)?</li> <li>b. Offered during ½ day at one site?</li> <li>c. Offered after school on a regular dismissal day?</li> <li>d. Offered at first to grades 1-3, expand to 4-5 later?</li> </ol> <p><b>Some options to consider:</b></p> <ul style="list-style-type: none"> <li>▪ School staff run or outside vendor</li> <li>▪ Global arts programs that introduce students to the diversity of cultures and traditions worldwide</li> <li>▪ Exposure to foreign languages, especially less commonly taught languages</li> <li>▪ Service learning projects that connect local and global issues</li> <li>▪ Cross-cultural communication and collaboration via international exchange projects (both real and virtual)</li> <li>▪ Global Competence: Investigate the World, Recognize Perspectives, Communicate Ideas, Take Action</li> </ul>	<p><b>2017 (July-December)</b></p> <ul style="list-style-type: none"> <li>• Planning for implementation</li> <li>• Content/Curriculum development time</li> </ul> <p><b>2018 (January-June)</b></p> <ul style="list-style-type: none"> <li>• Implementation of after school program</li> <li>• No fee (cost to district) vs. Fee-Based (no cost to district)?</li> <li>• With or without transportation to one school/site?</li> <li>• Curriculum materials and time for development of curriculum that is connected to grade level content expectations</li> <li>• Administration and staff for program or outside vendor</li> </ul>

<p><b>Original World Language Committee plan for stand alone FLES program</b></p>	<p><b>A certified WL teacher gives direct instruction to students for a determined time period according to World Language Standards.</b></p> <p><b>Possible goals:</b></p> <ul style="list-style-type: none"> <li>▪ To develop functional skills in listening, speaking, reading, and writing in the target language</li> <li>▪ To develop proficiency in oral and written communication in the target language through the integration of language skills and concepts taught in the content areas</li> <li>▪ To foster 21st century global learning</li> <li>▪ To encourage cultural awareness and appreciation</li> </ul> <p><b>Logistical considerations:</b></p> <ul style="list-style-type: none"> <li>▪ Restructuring of the K-5 program to accommodate the reinstatement of an elementary world language program and the additional programmatic changes required (changes to the school day, contract negotiations, adjustment of transportation schedules, and more).</li> <li>▪ Requires staff, space and time during the school day for collaboration and professional learning opportunities, and necessary modifications to schedules that address the changing educational needs of our schools and community.</li> </ul> <p><b>FLES Program - Additional Questions</b></p> <ul style="list-style-type: none"> <li>▪ Which language(s) will be taught? In what ways might the choice of the World Language impact the availability of qualified teaching staff?</li> <li>▪ At which grade level/s will we begin instruction in the first year of implementation?</li> <li>▪ Which additional grade level/s will be added incrementally into the progression?</li> <li>▪ Would additional classroom space be required?</li> <li>▪ In light of current research, what would be the number of minutes per week and/or number of days per week required to implement a high</li> </ul>	<p><b>Timeline and Cost Considerations</b> *Significant variables dependent on choices/agreements</p> <p><b>2017-2018</b></p> <ul style="list-style-type: none"> <li>• Re-establish an Elementary World Language Program Design Team to study, develop, and design the world language program requirements; determine associated expenses, including staffing, materials, supplies, and professional learning.</li> <li>• The Superintendent and other administrators to work with the Lexington Education Association to discuss and negotiate wages, hours, and working conditions associated with the restructuring of the school day (Implementation Task Force).</li> <li>• Public discussion</li> </ul> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>• Launch the first year of the FLES program</li> </ul> <p><u><b>Cost estimates as of June 2016</b></u> <b>Projected Total FY19 Impact (One-time &amp; Recurring):</b></p>

	quality World Language program?	\$ 2,507,731 <b>Projected Total FY19: Recurring Impact Only</b> \$ 2,318,551
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# Elementary World Language Exploration: Spring Update

Ms. Catherine Brooks, World Language Department Head

May 9, 2017

# Original Elementary World Language Committee (2013-2015)

Examined Research & Explored Existing Programs, Considered Viable Options, Formulated Recommendations

- LPS should offer an Elementary WL program.
- The program should be established without compromising current curricular and instructional programs.
- The program would require a longer school day and redesign of current schedule.
- The program should be equally accessible to all students with limited exceptions.
- The program should draw upon the skills, talents, and resources of the community.
- Recommend a Content-Based FLES program.

# Exploration of Alternatives to FLES

## September 2016 - January 2017

**Distance Learning** - Online interactive programs, standards-based curriculum, build a language foundation, introduction to basic expressions, words and phrases, build awareness and appreciation for languages and cultures

**Hybrid Programs** - Combining classroom and virtual instruction (see above), WL teachers rotate through schools periodically

**Outside of the School Day Programs** - Expanded learning time, cultural/language exposure

**Language Immersion Programs**- One-Way and Two-Way Immersion programs

# January - May 2017 Exploration Topics

## **Visits to/Study of Existing Elementary World Language Immersion Programs**

- Framingham - Dual language Immersion/Barbieri School (K-12)
- Maynard - Spanish Immersion (K-4+); first cohort in 4th grade
- Milton - French Immersion Program (1-12); Spanish FLES (1-5)
- Mendon-Upton - Spanish Immersion (K-12); after school Spanish FLES
- Holliston - French Immersion (K-12) & Spanish FLES
- Millis - Spanish Immersion (1-12)

## **Examples of after school Language and Culture Programs**

- Wayland - Chinese language and culture, French and Spanish (outside vendor)
- Mendon-Upton - Spanish After School Pilot (2016-2017); runs from 3:30-4:30 Tuesdays and Thursdays
- Arlington Public Schools - After school Spanish/French/Italian/Chinese (outside vendor)

# Language Immersion Pilot - Multi-Year Expansion

**Small-scale pilot of Dual-Language OR Single Language Immersion program with a commitment to multi-year expansion**

## **Possible goals:**

- To develop high levels of bilingualism and biliteracy
- To support English Learner Community (Dual-Language Immersion)
- To increase language proficiency in academic/content language
- To develop positive cross-cultural attitudes and behaviors

## **Logistical questions** for pilot of one classroom in one school:

- a. Open to only students in one school through lottery?
- b. Open to all students in district through lottery w/district providing transportation to one site?
- c. Open to all students in district through lottery w/parents providing transportation to one site?

# Language Immersion Pilot - Additional Considerations

## **Multi-year expansion**

- Hire grade level teachers certified in both elementary teaching and language instruction
- Expansion to multiple schools after successful pilot
- Transportation costs/logistics and complications due to enrollment in schools

## **Other considerations:**

- Language Choice: Dual-Language would be based on EL population, One-Way Immersion could be any language
- Small population will take part in program
- Plan to offer WL choices to elementary students not in immersion program
- Resources would be equivalent to opening a new elementary classroom
- Integrating grade-level curriculum content/programs (Teachers College)
- Continued need for early planning for articulation of courses for this cohort through MS and HS
- Assessment and reporting of growth, implications for state testing

# Language Immersion Pilot - Additional Considerations

## Timeline and Cost Considerations

\*Significant variables dependent on logistical choices (location of program/transportation...)

2017-18:

- Planning for implementation; requires planning for Year 1 and Year 2 of program
- Content/Curriculum development time
- Hiring of staff

2018-19

- Pilot begins in one grade and planning for two grades

Implementation/staffing could be cost neutral because it is an existing classroom of students

New materials and professional learning similar to start-up of new classroom

# Global Citizenship/Language Exposure Program

After school program - appreciation of multi-cultures and languages

## Possible goals:

- To increase global awareness and tap into the innate ability and interest of children to learn a new language
- To incorporate community involvement
- To enhance cultural competencies from existing curriculum

## Logistical questions:

- Offered during ½ day Thursdays at all schools (lunch/recess – 90 minutes instruction, parent pick-up)?
- Offered during ½ day at one site?
- Offered after school on a regular dismissal day?
- Offered at first to grades 1-3, expand to 4-5 later?

# After School Exposure Program - Additional Considerations

## Some options to consider:

- School staff run or outside vendor
- Global arts programs that introduce students to the diversity of cultures and traditions worldwide
- Exposure to foreign languages, especially less commonly taught languages
- Service learning projects that connect local and global issues
- Cross-cultural communication and collaboration via international exchange projects (both real and virtual)
- Global Competence: Investigate the World, Recognize Perspectives, Communicate Ideas, Take Action

# After School Exposure Program - Additional Considerations

## Timeline and Cost Considerations

\*Significant variables dependent on logistical choices: No fee (cost to district) vs. Fee-Based (no cost to district)? With or without transportation to one school/site?

### 2017 (July-December)

- Planning for implementation
- Content/Curriculum development time

### 2018 (January-June)

- Implementation of after school program

\*Curriculum materials and time for development of curriculum that is connected to grade level content expectations

\*Administration and staff for program or outside vendor

Questions?