Multilingual Family Engagement
That Empowers, Builds
Community and Informs Practices

GCSA
GEORGIA CHARTER SCHOOLS ASSOCIATION
Introductions

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Our Mission
The International Community School is an International Baccalaureate World School that educates refugees, immigrants and local children, and provides a rigorous and holistic education in an intentionally diverse community of mutual learners.

Our Vision
The International Community School seeks staff and families who are committed to our vision of creating a supportive community of students, staff and parents, learning from each other and celebrating diversity among us.
This or That?

Live in Atlanta

Do not live in Atlanta
This or That?

I am satisfied with the family engagement initiatives at my school

I feel like there is a lot of room for improvement
The families at my school have easy access to an interpreter at school-wide events

This or That?

The families at my school DO NOT have easy access to an interpreter at school-wide events
This or That?

We have a diverse staff that includes at least 1 staff member from our largest subgroups

Our largest subgroups are not represented in our school staff
This or That?

The people who attend parent organization meetings and school events representative of the student body

The people who attend parent organization meetings and school events DO NOT reflect the student body
This or That?

Overall in our school culture, we have an asset based view of multilingual families.

Overall in our school culture, we have a deficit based view of multilingual families.
What did you notice?
What do you wonder?
Learning Outcomes

- Participants will gain a better understanding of how family engagement fits into the WIDA 2020 Framework to support multilingual students.

- Participants will see innovative examples of school structures, practices, and policies that maximize family engagement for multilingual families.

- Participants will think critically about/evaluate their own school structures, policies, and practices as it relates to family engagement for multilingual families and identify opportunities for innovation.
WIDA 2020 ELD Framework

Figure F-1: Four Big Ideas in WIDA ELD Standards Framework, 2020 Edition

- **EQUITY** of Opportunity and Access
- **INTEGRATION** of Content and Language
- **COLLABORATION** among Stakeholders
- **FUNCTIONAL APPROACH** to Language Development

- **Equity of opportunity and access**
  - This is essential for multilingual learners' preparation for college, career and civic lives.
● Asset-based pedagogies
● Recognize Families as Language Experts
● Languaging/Language Ideologies/Translanguaging
● Parent Voice
- Collaboration among stakeholders
  - Stakeholders share responsibility for educating multilingual learners.
Collaboration is one of the four Big Ideas of the WIDA English Language Development Standards, 2020 Edition. These four Big Ideas anchor the standards and are interwoven throughout the document:

1. Equity for Multilingual Learners
2. Teach Language and Content Together
3. Functional Approach to Language
4. Collaboration Among Stakeholders

A new set of comprehensive resources will replace earlier standards-related publications from 2007 and 2012. Look for them soon at wida.wisc.edu/teach/standards/eld
The Four Pillars of Language-Focused Family Engagement

ABCs of Family Engagement
- Awareness
- Advocacy
- Brokering
- Building trust
- Communication
- Connect to Learning

Family Language Practices and Goals
- Relatively private goals and decisions made by families about the language of their children
- Key in home language maintenance and multilingual development

School Language Practices and Goals
- Key concepts in second language acquisition and biliteracy
- School-based language programs, practices and goals

Affirming Asset-Based Approach
- Funds of knowledge
- Can Do Philosophy
Breaking Barriers, Building Bridges
How can we make shifts in our schools to empower multilingual families as stakeholders who have a voice in school structure, policy, and practices?
Keep in Mind

- One size doesn't fit all
- Intentional
- They did not happen all at the same time
- Make reflection and revision part of the process
- Have multiple ways to gather community feedback
- Ensure that all stakeholders are part of the process (parents, community partners, staff, admin, teachers, students)
Communication

- Language tree & Family Directory
- Communication in multiple formats: voice memo, text messages, class dojo (in different languages)
- Staff in building that speak language
- Beloved Community Council
- Language Line
- Translated important documents
Home/School connection

- Urban Recipe
- Home visits
- Community Resource Center
- Workshops
- Vaccine Clinics/Health Fair
- Telehealth Services
- Mental Health Support
Schoolwide events

- Open House (with translators on site)
- UN Day
- Holiday Toy Market
- International Arts Festival
- Community Gatherings
- IB Exhibition
Diversity

- Multilingual staff that mirrors student population
- Diverse media collection
- Asset-based view of staff and students
- Celebration of home language/culture
- Staff PD and equity PLCs (friends of refugees, etc)
- Weighted lottery
- Partnership with Refugee Women’s Network
✓ Collaboration (Staff)
- Teacher coplanning with ESOL Team
- 75% staff is ESOL endorsed
- New Teacher mentors
- Guided Coalition

✓ Collaboration (Community)
- Mental health services
- Telehealth services
- Funding sources
- After school tutoring
- IB School
- School-wide events
- Community Partners
- Staff
Intentional Curricular shifts

- Co-planning
- Designated ESOL Teaching Assistants
- IB Units are culturally relevant
- Diverse literature
- IB Coordinator weekly meetings
- Common grade level assessments
Debrief:

<table>
<thead>
<tr>
<th>Broken Barriers Built Bridges</th>
<th>Under Construction</th>
<th>Next Steps</th>
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<tbody>
<tr>
<td>What have you done to break barriers and build barriers with family engagement?</td>
<td>Where do you still have opportunities to build?</td>
<td>What is one thing that you can do next?</td>
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Questions?

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