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Supporting Multilingual Learners Through a Community School Lens

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Professional Journey:

- Teacher - Centralia School District
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- Principal - Anaheim Union High School District
- Retired 2026, 36 Years



Community Schools 3.0 Workshop Series

Purposeful Pathways: Guiding Community Schools Toward Sustainability

Workshop 1

Supporting Multilingual Learners Through a Community School Lens

North: Nov. 3rd

South: Nov. 5th

Workshop 2

Practices for Students with Disabilities in Community Schools

North: Dec. 1st

South: Dec. 3rd

Workshop 3

Addressing Tier 3 Needs in a Community School Context

North: Jan. 19th

South: Jan. 21st

- Welcome and introductions
- English Learner Roadmap Alignment
- Family and Community Partnerships
- Closing



Objective

By the end of this workshop you will:

- Align the California English learner Roadmap with the California Community Schools Partnership Program (CCSPP).
- Develop strategies that support multilingual student achievement.
- Create an action plan for supporting multilingual students through CCSPP framework implementation.



We invite you to...

- Practice creative courage.
- Be the crew, not the passenger.
- Trust the process.
- Ask questions. Anytime.
- Have Fun!



The Overarching Values of Community Schools

Value 1: Racially-Just, Relationship-Centered Spaces



Community schools aim to build trust by bringing people together and authentically valuing diverse cultures, perspectives and strengths. A focus on relationships builds a positive school climate and culture that is racially-just, caring, identity safe and nurtures a sense of belonging. Racially-just, relationship- centered spaces also focus on establishing and sustaining positive and trusting relationships among students, families, educators, and community partners to build collaborative, supportive and sustainable spaces where everyone learns and grows together.

Value 2: Shared Power



Community schools are grounded in the belief that schools belong to all of us—students, families, school staff and the community. They are democratic spaces. Recognizing and building towards shared ownership and deep engagement, through shared decision-making and collaborative strategies, is vital to building a democratic, inclusive and empowering environment where all interest-holders feel that their expertise and commitment to the community is recognized and valued.

Value 3: Classroom-Community Connections



Community schools are continuously linking classroom instruction to the broader community. Instruction is engaging, providing real-world and project-based learning opportunities. It is interdisciplinary in nature and rooted in the assets of students, families, educators, and local community members. Curriculum is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Community schools ground student learning in civic engagement and address real-world issues.

Value 4: A Focus on Continuous Improvement



Working together, community schools participate in an ongoing cycle of reflection, analysis, shared learning, and revision with a focus on student learning conditions, well-being and outcomes,and to ensure students, families, school staff and the community are valued, engaged and empowered. Community schools think beyond traditional metrics of educational success to reinvent systems of measurement rooted in asset-based, community-driven, and actionable data. Data becomes a tool for improvement that students, staff, families and community members can access, an instrument for reflection instead of an instrument of accountability – a flashlight, not a hammer.

With your table group, select one of the four Overarching Values and use chart paper to unpack the following:

Make it real. if it doesn't exist yet, it's an aspiration.

- What would need to happen to make this real? How do we get there?

Brick Walls.

- What keeps us from getting there? What are the "brick walls"?



Value 1:
Racially-Just, Relationship-Centered Spaces



Value 2:
Shared Power



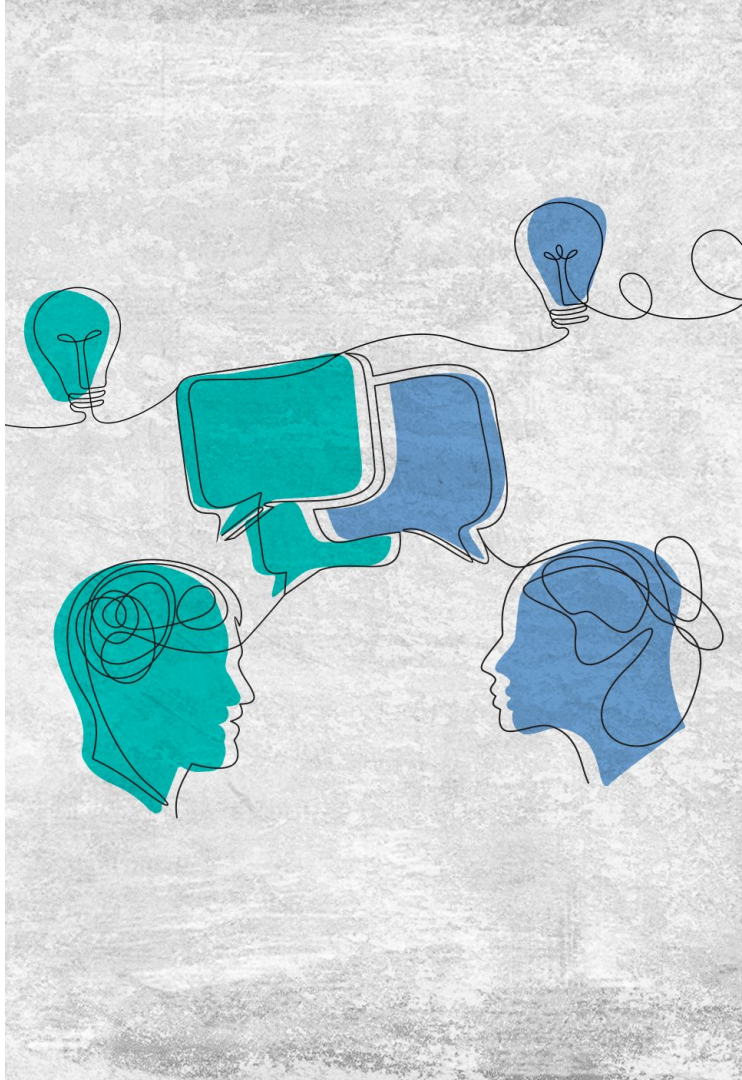
Value 3:
Classroom-Community Connections



Value 4:
A Focus on Continuous Improvement

Whole Group

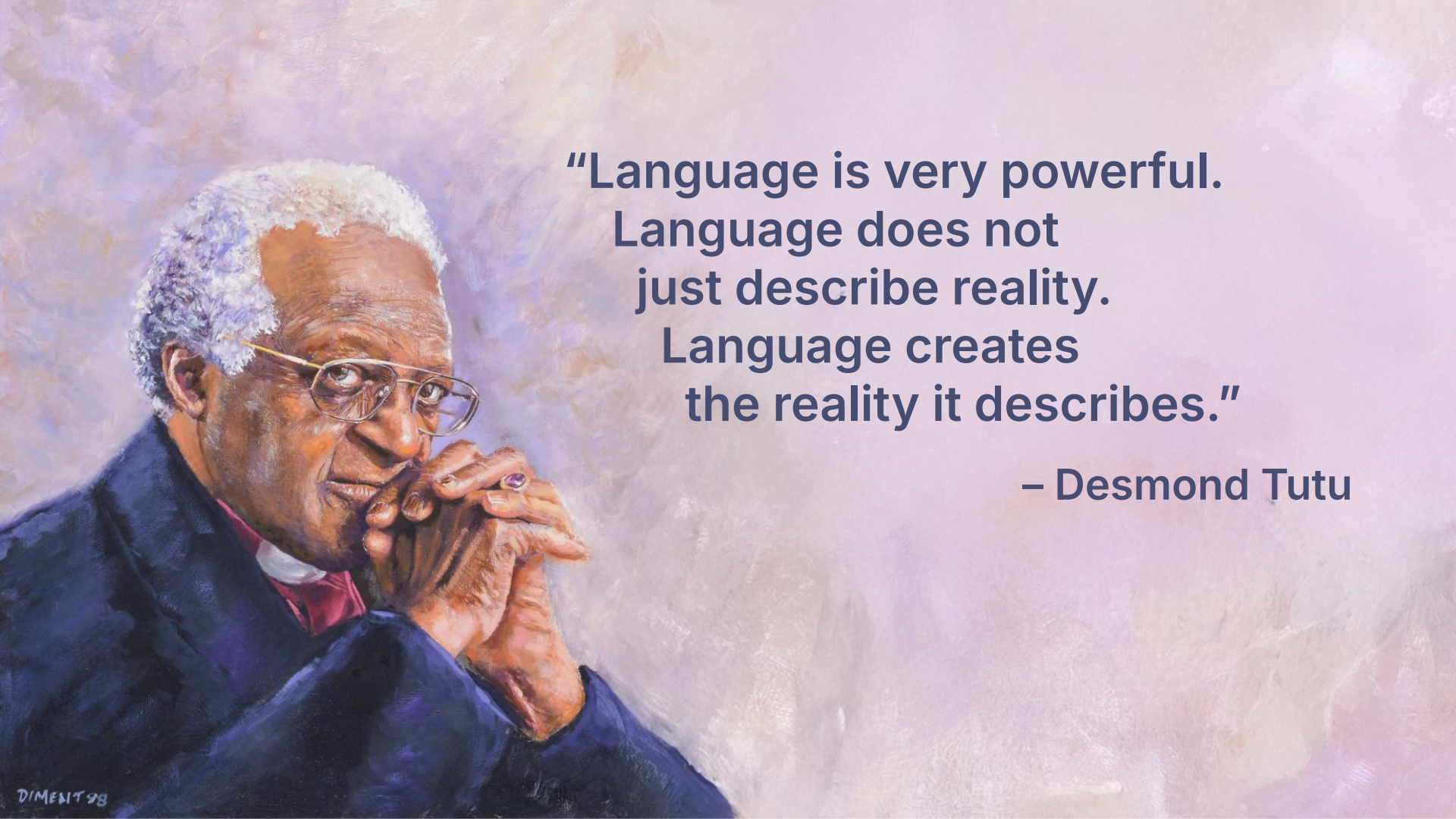
- What resonated with you?
- What is challenging your thinking?
- What can serve as inspiration for your work?



Think of a Multilingual Learner at your school site.



Consider your role and what you've learned through home visits, classroom interactions, after-school programs, or direct conversations with students and families.


“Language is very powerful.
Language does not
just describe reality.
Language creates
the reality it describes.”
– Desmond Tutu

Why Language Matters?

Throughout the history of public education in the United States, our system was developed and continues to be based on a deficit-based view of students, families, and communities, which then contributes to a “deficit” or reactive system.

Source: Integrated Comprehensive Systems for Equity

Why Language Matters?

Deficit-based language and thinking operates on the premise of identifying shortcomings and deficiencies within individuals or communities. It perpetuates a narrative of inadequacy, blaming individuals for their circumstances rather than examining systemic inequities. This language can range from labeling to overt stereotyping, and its impact extends far beyond mere words.

Source: Integrated Comprehensive Systems for Equity

The language we use to refer to how we educate students can perpetuate a deficit perspective

Deficit Language

- tracking
- clustering
- minority
- pull-out
- push-in
- Illegals
- refugee kids
- inclusion kids
- subgroups
- the bilinguals
- the monolinguals
- the at-risk kids
- inclusion program
- the transition kids
- ability-grouping
- the intervention kids
- the extension kids
- inclusion classroom

Source: Integrated Comprehensive Systems for Equity



How does our current structure for educating students in our school reinforce deficit thinking about students even though we think we are helping?

Source: Integrated Comprehensive Systems for Equity



LET'S AMPLIFY!


TIME
FOR A
BREAK

What is an asset- and strengths-based approach?

Using asset-based language is one of the first steps in interrupting the pattern of marginalization an inequities within a school system. Asset-based language focuses on what the student/family/community can do and what skills, gifts, and knowledge they have.

Source: Integrated Comprehensive Systems for Equity

What is an asset- and strengths-based approach?

An asset- or strengths-based approach recognizes and builds on the funds of knowledge that families from diverse backgrounds bring to student learning.

School practitioners who hold an asset-based view believe that it is the school's responsibility to create a welcoming, inclusive, respectful, and supportive atmosphere and to reduce barriers to engagement. They reject deficit narratives in which certain families are construed as disengaged because of a perceived lack of care or capacity.

Source: Centering Multilingual Families in California Community Schools

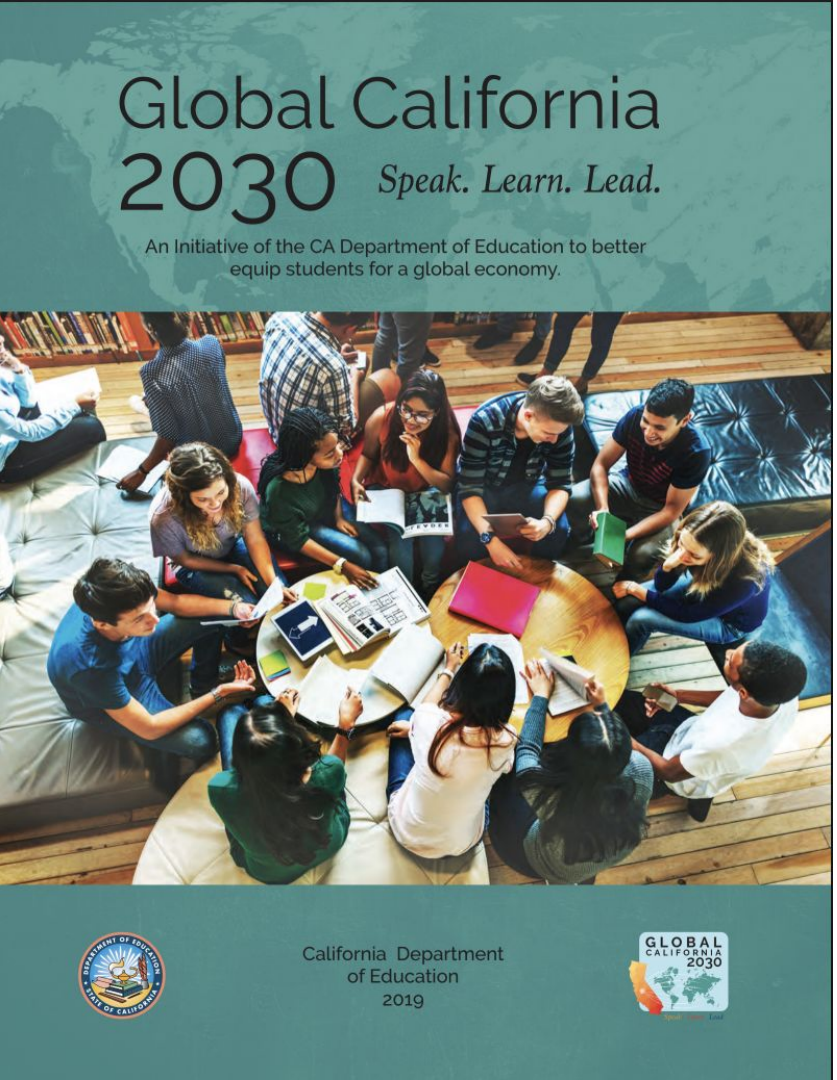
Four Cornerstone Commitments

Assets-Driven and Strength-Based Practice: Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.

Racially-Just and Restorative School Climates: Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.

Powerful, Culturally Proficient and Relevant Instruction: Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.

Shared Decision Making and Participatory Practices: Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.



The mission of Global California 2030 is to equip students with world language skills to better appreciate and more fully engage with the rich and diverse mixture of cultures, heritages, and languages found in California and the world, while also preparing them to succeed in the global economy.

Your Task is to read the executive summary of the Global California 2030 Initiative.

Once finished reflect on the following question:

The article notes a shift from viewing English learners as a "challenge" to an "asset." ***How can our school's practices and resource allocation reflect this asset-based mindset? How does the community school work support this?***



The mission of Global California 2030 is to equip students with world language skills to better appreciate and more fully engage with the rich and diverse mixture of cultures, heritages, and languages found in California and the world, while also preparing them to succeed in the global economy.

Executive Summary

California is immersed in the global economy, is a leader in global culture, and is home to flourishing industries that lead the world, including high-tech, entertainment, and agriculture. California also benefits from a diverse population of residents who speak the majority of languages heard on the planet.

As the world becomes more interconnected, fluency in another language opens up opportunities for people to succeed economically and allows them to take part in diverse cultural activities. A wide body of research shows that the study of languages boosts students' mental flexibility, enhancing their ability to learn all subjects. It also introduces people to new cultures and new ways of looking at the world. This broader perspective nourishes innovation and adaptability in all fields and helps to enrich communities economically, culturally, and socially.

California's K–12 education system has made great strides in teaching world languages to students, providing more opportunities for fluency and the benefits fluency brings. But we can and should go further. To better prepare students to succeed in the changing economy and to strengthen California's own rich mixture of cultures and languages, California needs to vastly expand opportunities for students to learn a second and possibly even a third language.

The California Department of Education's (CDE's) Global California 2030 Initiative is a call to action. We are inviting educators, parents, legislators, and community and business leaders to join us on the road to a multilingual California. We need support from everyone as our K–12 education system expands access to world language classes, programs, and experiences; trains more bilingual teachers; and improves the quality and availability of advanced language classes.

By 2030, we want half of all K–12 students to participate in programs leading to proficiency in two or more languages, either through a class, a program, or an experience. By 2040, we want three out of four students to be proficient in two or more languages, earning them a State Seal of Biliteracy.[1]

1. Education Code sections 61460–51464; CDE State Seal of Biliteracy web page. 2018. https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp (accessed May 1, 2018).



How can your team leverage the rich linguistic and cultural diversity of your student body as an asset to help achieve the goals of the Global California 2030 Initiative?

Overview of the California English Learner Roadmap

Four principles support our vision and provide the foundation for California's English Learner Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, twenty-first century education for English learners.

Underlying this systemic application of the Principles is the foundation understanding that simultaneously developing English learners' linguistic and academic capacities is a shared responsibility for all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.3 million English learners who attend our schools.

EL Roadmap Alignment Sheet

California English Learner Roadmap Alignment

California Community Schools Partnership Program (CCSPP)

inflexion navigation SYSTEM

English Learner Roadmap	CCSPP	Inflexion Navigation System	Game Plan
Principle 1: Asset-Oriented and Needs-Responsive Schools Pre-School and schools are responsive to different EL strengths, needs, and identities and support social-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.	**The Four Pillars of Community Schools** ***Integrated student supports***, which can support student success by meeting their academic, physical, social emotional, and mental health needs. Effectively supporting students also requires that students be well known so that they can be well served. ***Family and community engagement***, which involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students. Statute defines this as including home visits, home-school collaboration, and culturally responsive community partnerships. **The Four Key Conditions for Learning** ***Social and emotional learning (SEL)*** that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior. These include	**Shared Identity**: The shared identity reflects the values, beliefs, and understandings of our entire community. It includes a clear sense of purpose, specifically a holistic set of outcomes for all students. Embraced by all students, families, staff, and the community, the shared identity is well-known. **Shared Purpose**: Shared purpose includes the collective mindset that all students means each and every student. The school community shares a commitment to ensuring each and every student feels a sense of belonging, connection, and engagement. **Family and Community Engagement**: The school has implemented robust systems and processes to cultivate family/parent partnerships. Existing partnerships underscore the intrinsic and indispensable value of family/parent and community-based collaborations, serving all students effectively. **Shared Mental Models**: The school community shares an understanding of core concepts (racially just, culturally proficient and relevant, restorative school climates, asset/strength-based practices, community	1. Identify the typography of your multilingual student population. 2. Develop a needs and assets assessment for multilingual students. 3. Develop a shared purpose. 4. Develop a shared identity. 5. Know every student by name, need, and story. 6. Establish a well defined MTSS process. 7. Implement restorative practices. 8. Create a comprehensive family and community engagement program.

PRINCIPLE 1

Asset-Oriented and Needs-Responsive Schools

Pre-School and schools are responsive to different EL strengths, needs, and identities and support social-emotional health and development of English learners.

Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates.

Educators value and build strong family, community, and school partnerships.

EL Roadmap Alignment Sheet

English Learner Roadmap	CCSPP	Inflexion Navigation System	Game Plan
Principle 2: Intellectual Quality of Instruction and Meaningful Access English learners engage in intellectually rich, development appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.	**The Four Pillars of Community Schools** ***Extended learning time and opportunity*** that includes academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning). Statute refers to these opportunities as both "extended learning" and "expanded learning" and defines them as including "before and after school care and summer programs." Expanded learning opportunities can also include tutoring and other learning supports during school hours. **The Four Key Conditions for Learning** "A good student support system cannot compensate for a weak core instructional program that is not responsive to individual student development and learning needs (including social, emotional, and cognitive)." ***Productive instructional strategies*** that support motivation, competence, and self-directed learning. These curriculum, teaching, and assessment strategies feature well-scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students' prior knowledge and experience into account, and provide the right amount of challenge and support on relevant and engaging learning tasks.	**Shared Vision for Readiness**: The vision for readiness is holistic, balancing skills, dispositions, and knowledge. The shared vision for readiness influences both structural (e.g., syllabi, MTSS, report cards, governance) and instructional decisions. The vision for readiness reinforces the strengths of students who are furthest from opportunity. **Universal Practices**: Universal practices are designed to foster a sense of belonging, connection, and engagement for every student. Classrooms adhere to a common language and shared ritual, reinforcing the shared vision for readiness. **Student Empowerment**: The student experience is guided by student interest and emphasizes self-knowledge and student agency. Every student encounters an engaging, empowering, and inclusive learning environment. **Elevated Student Voice**: Learning experiences and pedagogy prioritize student voice and choice, putting students at the center. Students actively participate in shaping the individual and programmatic decisions that impact their learning journey. **Equitable Access (Programmatic)**: Programs are carefully selected and designed based on student interests, aspirations, needs, and identities. Maintaining and expanding a diverse range of program options is a schoolwide focus.	1. Develop a shared vision for readiness. 2. Teach grade level standards through the implementation of 21st century skills (communication, collaboration, critical thinking, creativity). 3. Develop performance task assessments (PTAs)/Project Based Learning (PBL) activities to assess students' acquisition of content knowledge. 4. Utilize students' assets, prior knowledge, and personal background (including students' home language if different from English) to engage students in their learning. 5. Develop a student centered master schedule that provides students access to a broad offering of courses that prepares for college, career, and life success (including preparing them for a multilingual/multicultural global society). 6. Ensure all students, including multilingual students and students with disabilities, take full advantage of all programs, course offerings, and supports that lead to their

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PRINCIPLE 2

Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, development appropriate learning experiences that foster high levels of English proficiency.

These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding.

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Pair-share

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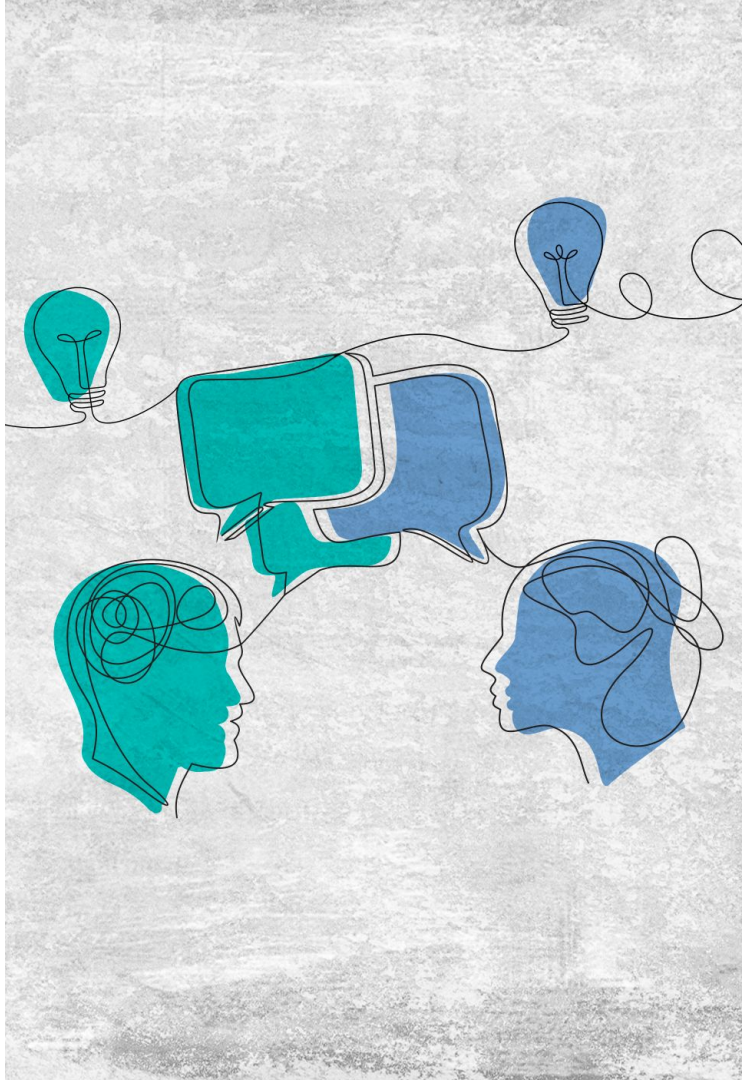


TIME FOR
LUNCH



EL Roadmap Alignment Sheet

English Learner Roadmap	CCSPP	Inflexion Navigation System	Game Plan
Principle 3: System Conditions that Support Effectiveness Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.	**The Four Pillars of Community Schools** ***Collaborative leadership and practices for educators and administrators*** that establish a culture of professional learning, collective trust, and shared responsibilities for outcomes in a manner that includes students, families, and community members. Statute defines this as including "professional development to transform school culture and climate that centers on pupil learning and supports mental and behavior health, trauma-informed care, social emotional learning and restorative justice." **The Four Key Conditions for Learning** ***System of support*** that enable healthy development, respond to student needs, and address learning barriers. These include a multi-tiered system of academic, health, and social supports that provide personalized resources within and beyond the classroom to address and prevent developmental detours, including conditions of trauma and adversity. **The Four Cornerstone Commitments** ***A Commitment to Shared Decision Making and Participatory Practices***: California's community schools all share a commitment to authentic and dynamic shared leadership in all aspects of	**Shared Mental Models**: The school community shares an understanding of core concepts (racially just, culturally proficient and relevant, restorative school climates, asset/strength-based practices, community schools model, etc.) that are critical to effectively serving all students in line with the shared vision for readiness. The school community shares a common understanding of equity, including its implementation across systems, structures, and practices. The school's mental models reflect shared values and beliefs, influencing both individual and systemic actions and behaviors. **Relationship Supporting Structures:** Structured staff time, like PLCs, is dedicated to supporting professional learning, individual student needs, and schoolwide initiatives. **Equitable Access (Programmatic)**: Programs are carefully selected and designed based on student interests, aspirations, needs, and identities. Student outcomes and opportunities to engage/learn are regularly monitored throughout the year. Barriers to access are identified and mitigated to ensure equitable opportunities. Maintaining and expanding a diverse range of program options is a schoolwide focus. **Continuous Improvement Practices**: The school utilizes a wide range of data/information, including street data, empathy interviews, etc., aligned with the school's shared purpose and inclusive measures of belonging, connection, and engagement. Disaggregated data is regularly employed to drive improvement efforts aimed at supporting students facing opportunity disparities. Diverse perspectives are embraced in the sense-making process to gain a deep	1. Develop a school identity that informs your systems and structures that support an intellectually rich and nurturing learning environment that empowers a shared vision for readiness. 2. Through a collaborative leadership structure, utilize satellite, map, and street data (e.g. EL Shadow Walks, empathy interviews) to inform instruction, school climate and culture, and continuous improvement. 3. Provide professional learning for staff and families (including coaching for school site leaders) to identify and understand the strengths and needs of multilingual students. 4. Establish interdependent systemic structures (state, county, district, school, pre-school) that are student centered and focused on college, career, and life success for every student, especially those furthest from opportunity.

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PRINCIPLE 3

System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement.

Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

EL Roadmap Alignment Sheet

English Learner Roadmap	CCSPP	Inflexion Navigation System	Game Plan
Principle 4: Alignment and Articulation Within and Across Systems English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, and higher education. These pathways foster the skills, language (s), literacy, and knowledge students need for college-and-career-readiness and participation in a global, diverse, multilingual, twenty-first century world.	**The Four Proven Practices** ***Community Asset Mapping and Gap Analysis***: An essential element for successful community school efforts are strategies to engage school and community interest holders in a coherent process of identifying and curating assets and wisdoms throughout the community. This process should allow for school and community members to identify gaps in programs, services and resources that inhibit student achievement and community coherence. ***Integrating and Aligning with other Relevant Programs***: The community schools movement in California is intentionally situated in a suite of initiatives that stand to transform public education at schools throughout the State. Proven positive practices will also align, integrate, and cross stitch with other education justice and equity initiatives at the district and school site level.	**Shared Identity**: The shared identity reflects the values, beliefs, and understandings of our entire community. It includes a clear sense of purpose, specifically a holistic set of outcomes for all students. Embraced by all students, families, staff, and the community, the shared identity is well-known. **Shared Purpose**: The school community shares a vision for readiness that is embraced and advanced by all. Key decisions (structures/approaches to learning) are intentionally aligned with the shared purpose. Shared purpose includes the collective mindset that all students means each and every student. The school community shares a commitment to ensuring each and every student feels a sense of belonging, connection, and engagement. **Shared Vision for Readiness**: The vision for readiness is holistic, balancing skills, dispositions, and knowledge. The shared vision for readiness influences both structural (e.g., syllabi, MTSS, report cards, governance) and instructional decisions. The vision for readiness reinforces the strengths of students who are furthest from opportunity. **Universal Practices**: Universal practices are designed to foster a sense of belonging, connection, and engagement for every student. Classrooms adhere to a common language and shared ritual, reinforcing the shared vision for readiness. **Student Empowerment**: The student experience is guided by student interest and emphasizes self-knowledge and student agency. Every student encounters an engaging, empowering, and inclusive learning environment.	1. Ensure decisions are based on student needs and assets and are collaboratively prioritized to impact the youngest students and those students furthest from opportunity. 2. Create an instructional playbook that articulates through courses, grade levels, and pathways, aligned to a shared vision for readiness. 3. Create a sequential pathway to biliteracy with multiple avenues that leads to graduation and beyond by backwards mapping what college, career and life success looks like. 4. Establish communication structures that are inclusive and informative that maximize the opportunity for all educational partners to know, understand, and participate in the established opportunities for student success.

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PRINCIPLE 4

Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, and higher education.

These pathways foster the skills, language (s), literacy, and knowledge students need for college-and-career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

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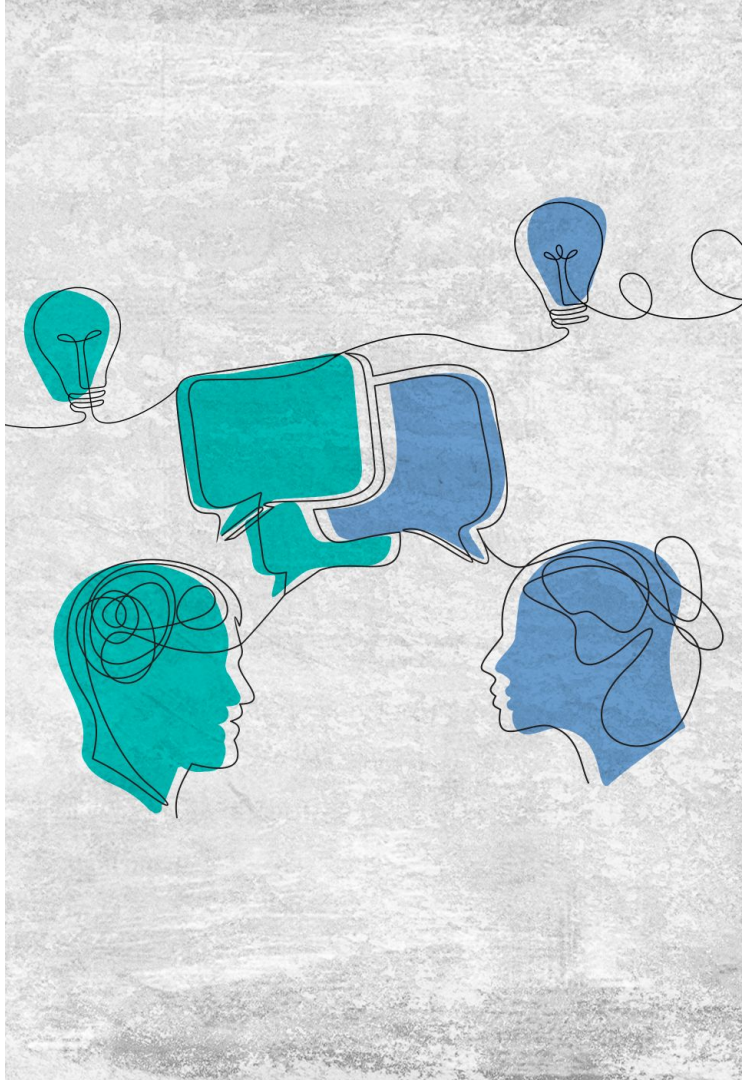


TIME
FOR A
BREAK

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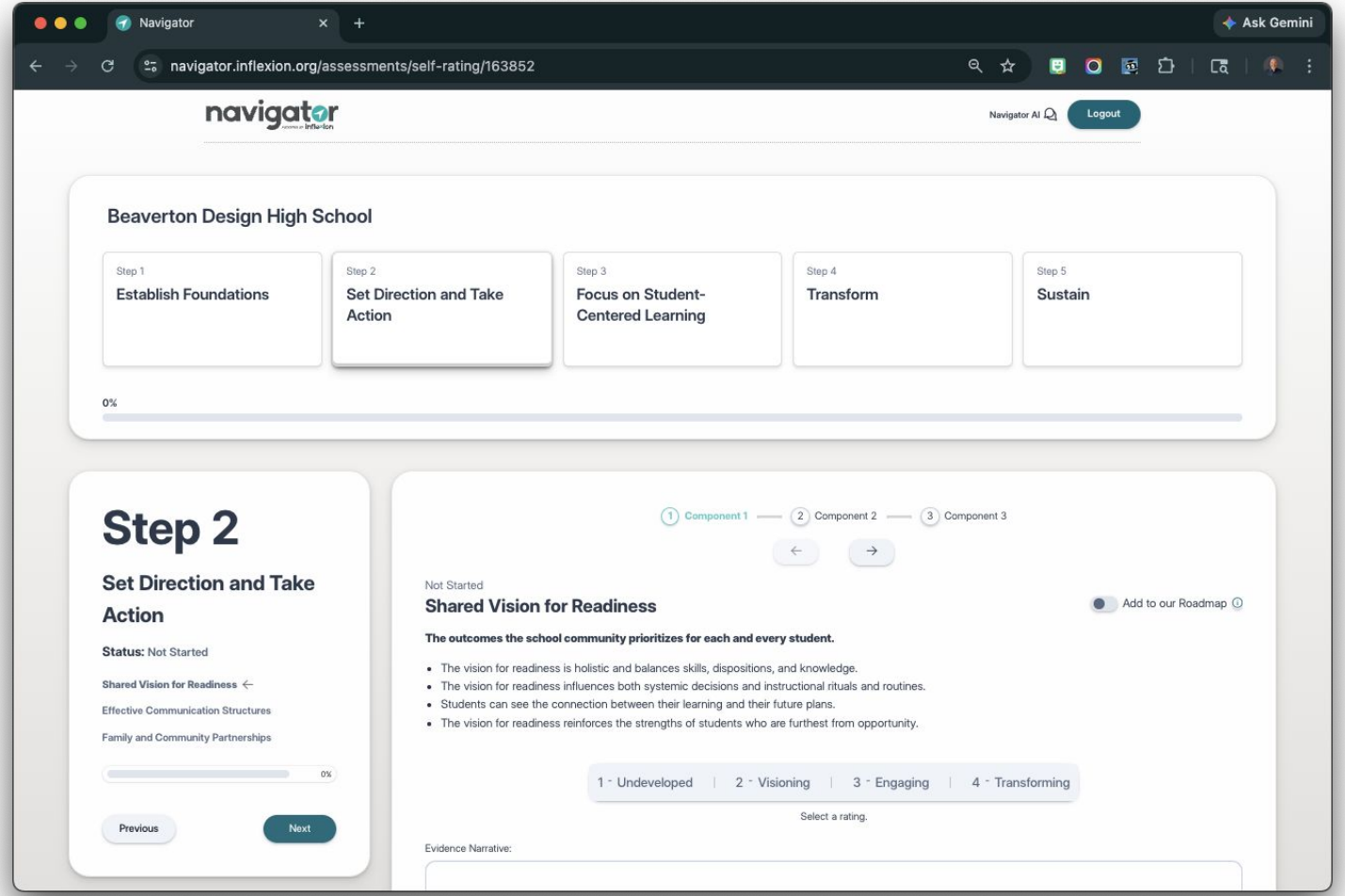


Family and Community Partnerships

The school community purposefully works together to ensure all students get what they need.
Scale: 1- 4 (1= low, 4= high)

- **The school has implemented robust systems and processes to cultivate family partnerships.**
- **Resources are allocated to prioritize family and community engagement, supporting the vision for readiness.**
- **The school has established effective systems to foster partnerships with community-based organizations, ensuring each and every student attains outcomes aligned with the shared vision for readiness.**
- **Existing partnerships are supported to recognize the value of family and community-based collaborations, serving all students effectively.**
- **Teaching staff leverage relationships with families and community-based partnerships and incorporate them into their instructional practice.**

How to Center Multilingual Families in Your Community School: Four Integrated Approaches

Community schools present an opportunity to create structures and practices that support meaningful relationships with families, strengthen learning for diverse students, and build the school community's capacity to sustain success over time. These strategies and resources reflect the best practices of the Dual Capacity-Building Framework for Family-School Partnerships, which highlights the importance of supporting both families and educators in developing their capacities for partnerships.[40] As your community school team engages in plans and actions, consider the following four integrated approaches to create meaningful and sustainable family partnerships.

1 Welcome and build relationships with all families.

School practitioners can ask families of different backgrounds for feedback and reflect on the extent to which the school is creating a welcoming environment for families. Reviewing the current environment for families is part of a community school planning and needs assessment process. Engaging in shared reflection and taking responsive, targeted action to make improvements can strengthen trust between families and the school community. Knowing students and family members helps improve school safety, student engagement, and classroom management.[41]

Such relationships are mutually beneficial:

- Families help educators and school partners better understand the experiences and strengths of their children and communities, so the learning environment is more relevant and inclusive.
- Educators and school partners give families important information about the school and their children's learning, provide opportunities for two-way communication, and help families navigate the school system.

Your Task is to read sections 3 and 4 from *"Centering Multilingual Families in California Community Schools"*.

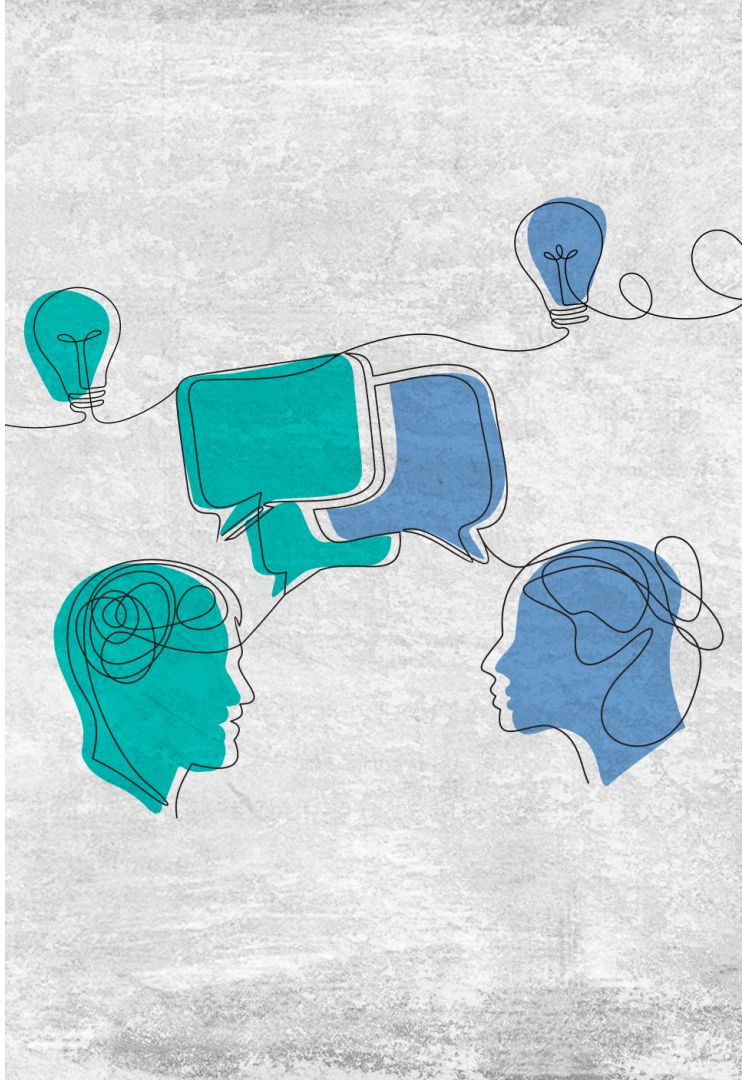
Once finished, reflect on all of the work that you have done today.

With your team complete the final reflection page in your workbook.

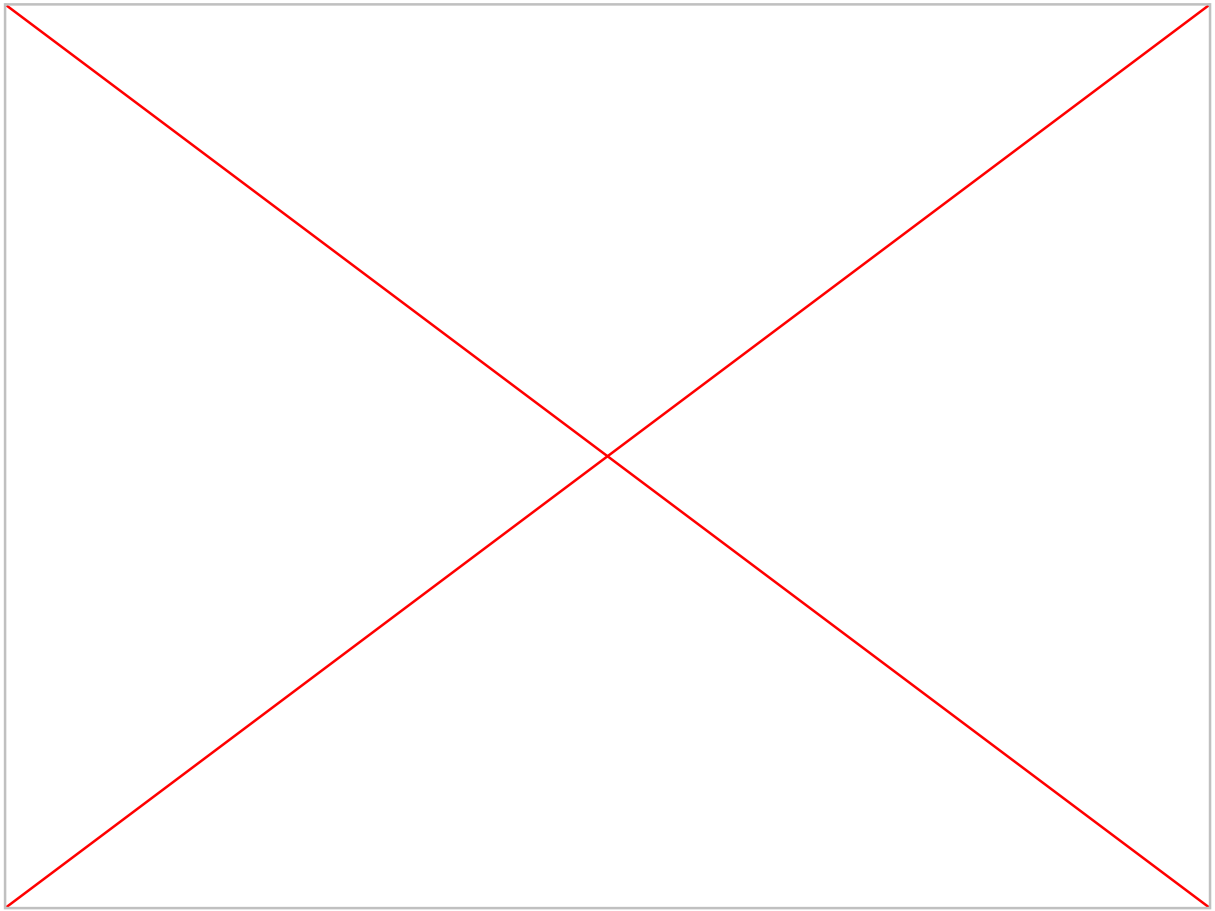
Consider any themes or patterns that have surfaced.

Pair-share

- What resonated with you?
- What is challenging your thinking?
- What can serve as inspiration for your work?



What can schools do to help Multilingual Learners to succeed?



Source: California English Learner Roadmap Implementation Guide And Toolkit For Administrators

Reflection

- What resonated with you that will lead you to take immediate action?
- What is challenging your thinking that will lead you to do some additional learning?
- What can serve as inspiration for your work that will motivate you to share with someone else?

We want your feedback!



A few quick questions, we value your time but we want to hear your feedback so we can keep improving our logistics and content.

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Community Schools 3.0 Workshop Series

Purposeful Pathways: Guiding Community Schools Toward Sustainability

Workshop 1

Supporting Multilingual Learners Through a Community School Lens

North: Nov. 3rd

South: Nov. 5th

Workshop 2

Practices for Students with Disabilities in Community Schools

North: Dec. 1st

South: Dec. 3rd

Workshop 3

Addressing Tier 3 Needs in a Community School Context

North: Jan. 19th

South: Jan. 21st

Thank you for joining us today. For more information, go to

www.inflexion.org

Scan here for resources related to this presentation