ELL Task Force

ELSWD Subcommittee

Minutes 1-16-19

Present: John Mudd, Cindie Neilson, Priya Tahiliani, Ellen Kelleher

1. **Turning 22 and Data**

    Because of the timeliness of the issue, the group spent some time discussing the Turning 22 issue for overage students in BPS, including both Students with Disabilities and those in alternative or regular education sites.

    Cindie also noted that there is new trend data on Special Education placements in sub-separate and inclusive settings by race that the subcommittee should be able to review at the next meeting (prepared by Will Iger?). In this context, there was also a discussion of the use of the word "inclusion," which should be further clarified when the group discusses the data.

2. **Review and approval of Minutes for 12-19-18**

    The group reviewed the minutes with the correction that had previously been suggested by Priya and approved them unanimously.

3. **Review of Agenda**

    John suggested two additional items for the future:

    1) A reminder that there will be an EL Human Capital subcommittee meeting on Jan 22 where, according to the subcommittee's agreed priorities, OHC will report on the match between the language of the teacher and the language of the students in SEI single language classes. He reiterated the importance of Cindie and Priya being there. Priya said she had not been included in the invitation list. John said this was a serious mistake and would follow up with the EL Task Force coordinator.

    2) ELSWD student enrollment projections. In the future the group should discuss with the Budget department the importance of projecting the number of ELSWD students, not just EL and SWD students separately, as is done currently. He also noted that the Budget department has said it has no model program for ELSWD students on which to base its budget allocations for these students. A program model or models for ELSWD students is something that needs to be discussed and developed.

4. Plans for discussion of ELSWD issues in Budget Collab and Probable Org meetings

John reconfirmed that OEL takes notes at these meetings could be used to understand how each school is dealing with its ELSWD students. Priya noted that despite the language on ELSWDs in the Budget Guidance document, there is no natural place in the Budget Collab meetings to bring up the language capacity issue. There is a discussion of ESL- which certified and SEI-endorsed teachers; whether there are enough teachers to group EL students; and whether there are enough teachers and resources for compliance with DOJ.

Priya suggested that it might be instructive for John (or others) to attend some Budget Collab and Probable Org meetings for different types of schools with different ELSWD student populations such as the Umana, Harvard Kent, and Blackstone. John agreed and said he hoped that this could be arranged.

But, given the time constraints in these meetings and the number of contentious issues that need to be discussed, Cindie suggested that there may need to be a separate discussion of these ELSWD issues. She noted that there is now a broader recognition in BPS that there needs to be a revision in the Budget Collab and Probable Org process. OSE and OEL need to be part of the discussion of this different process. They could put on the table the question of how the ELSWD issues should be raised in these contexts. At present, it is enough to raise the core EL and SPED issues of how the school will survive and deal with the LOOK Act.

There was a suggestion that perhaps the teacher language issue could fit into the staff diversity issue raised by the Opportunity and Achievement Gap office.

5. Teacher language data

There was a discussion of the relationship between OEL and OSE on the one hand and OHC on the other in gathering teacher language data. There is a concern that OHC is not providing basic data on the match between teacher language and student language, and that this human capital issue is then passed back to OEL/OSE. An initial analysis of the match for ELSWD students was done manually by Ivonne Borrero, but this is not either appropriate or possible in the future. John noted that OHC was committed to providing this match data under the current ELHC subcommittee priorities, but that they had not met its commitment to this in the past. The issue and OHC's progress in meeting its commitment will be reviewed at the Jan 22, 2019 ELHC subcommittee meeting.

 It was suggested that where there are these overlapping concerns, BPS needs help in finding the appropriate hand-off between departments. OEL/OSE are finding barriers. There is a hand-off, but then OHC says it is not doing the work; you do it.

6. Agenda for Next Meeting on 2-20-19

- Review original list of SY2018-2019 priorities to set goals for this year
- Discuss hand-off of human capital issues to OHC
- Review Data:
  1) ELSWD students by school
  2) Trends in SWD student assignment to sub sep and inclusion classes by race
- Best practices on current accommodations for ELSWD students (draft to be prepared by Ellen) as basis for discussion of pilot project or projects for making access to native language a part of ELSWD IEPs for instruction and support services in the future