ELL Task Force of the Boston School Committee
ELSWD Subcommittee Meeting

June 19, 2019

MEETING NOTES

Subcommittee Members Present: Marie St. Fleur, John Mudd, Cindie Neilson, Priya Tahilii, Ellen Kelleher

1. **Approval of Minutes**

   The draft Minutes of May 22, 2019 were approved unanimously without change.

2. **Review of updated data and discussion**

   Cindie said that her thinking on the pilot had been diverted by a SLIFE case where she reported that the parent said he would not approve an IEP unless his child had a fulltime teacher who spoke the child's language.

   John noted that the subcommittee had been operating on the premise of what was best educationally for the child and was attempting to develop pilot projects that would test what would be best in the context of a dispersed ELSWD student population and realistic resource limits.

   Ellen noted that in some cases, BPS is already using 1-to-1 paras for clarification in perhaps 10-15 cases citywide where the teacher speaks English and the para translates. She estimated that there were 6 Spanish-speaking paras currently working in this way at the McKinley.

   Cindie also expressed concern about how BPS staff might be interpreting requirements under the LOOK Bill, and the importance of getting the message out accurately about what the legislation mandates.

   Marie said we should focus on what kind of pilots we should support; what are the best models, given the realities of scattered populations?

   Cindie said we should focus on the approximately 1640 Resource Room students. They are divided between those students who need related services (Speech, OT, PT pullout 2x/week) and those primarily K-2 Resource Room students needing language access. Marie raised the question of what would happen to these children during the rest of the week, if we just focused on pullout services? What is happening in dual language schools? Cindie responded that perhaps a pilot could test adding a para in English only regular classrooms for the ELA block.

In any pilot, we would need benchmark data as well as interim and final assessments in order to evaluate the impact of the intervention as well as qualitative data. It would require evaluating the difference between ELSWD students with a native language para compared to ELSWD students experiencing only English immersion.

Priya raised the question of timing; whether we were thinking of something this Fall or in the future, if it required DESE approval. Cindie said that what we were proposing could be viewed as an accommodation, not a change in instruction and so we could proceed.

The questions about DESE and the approach of the new Superintendent were left on the table for consideration.

Cindie said that she could prepare a paragraph describing a proposed pilot and suggested that the subcommittee meet to discuss it in late July or early August. People present brought out their calendars, but Priya noted that the agreed process for scheduling meetings for the ELL Task Force was to go through Jen, the coordinator. She turned to her computer saying she would email Jen.

Marie said there was a need to act with some urgency.

3. **Next Meeting: Jen to schedule with preference for late July or early August**

4. **Agenda of Next Meeting**

   - Review description of possible pilot projects
   - Review vignette descriptions of places where access to native language is now being provided (Ellen?)

5. **Public Comment**

   No public comment.