

## ELL Task Force: ELSWD Subcommittee Priorities SY20-21 draft

1. **The IEP Design Process.** Approval and implementation of a linguistic and culturally responsive digital checklist or dropdown menu for use in the IEP to ensure FAPE2 in LRE2 including consideration for needed access to native language for ELSWDs.
2. **Staffing**
  - a. Hire Replacement for Lead OSE/EL Staff Position. Replace second lead staff person to address and reinforce focus on nearly 4,000 ELSWD students' needs particularly in interdepartmental issues with the Office of Human Capital, the Schools Division, Data, Student Assignment, Budget as well as, responsibility for nondiscriminatory assessment (e.g. home language (IDEA 2004) English as L2 and other required areas for eligibility).
  - b. OSE responsibility for overseeing culturally and linguistically responsive MTSS, hybrid, 4-day and remote learning for ELSWDs.
  - c. Hire Qualified Personnel for ELSWDs. Given the acute shortage of bilingual special education teachers, update the assessment of the need for ELSWD staffing and work with BPS and create a strategy for needed bilingual sped teachers, para, and other staff recruitment, hiring, and development.
  - d. Human Capital should develop a recruitment plan to hire bilingual/ dual language teachers and other educators across all areas of education.
3. **Severe Achievement Gap.** Review the Plans for reducing the severe achievement and opportunity gaps of ELSWD students, the lowest performing of all subgroups at BPS.
4. **Interdepartmental Collaboration.** Involve staff from the following departments in the work of the ELSWD subcommittee as appropriate (like the Schools Division, Data, Student Assignment, Human Capital, Budget).
5. **Parental Engagement.** Engage parents more effectively in the work of the subcommittee, taking advantage of the availability of interpreters through the School Committee office.
6. **Monitor implementation of current BPS 4-day and remote plans for ELSWD students.** Monitor the 4-day, in-person school option for high needs ELSWD students, the hybrid option, and the adaptation of remote learning to these students with necessary staff training and access to home language.
7. **ELSPED Guidance Document.** Complete, test, and disseminate the ELSPED Guidance Document. (November 2020)
8. **Professional Development**
  - a. Review and monitor the outcomes of the Professional Development Plan provided for in the Superintendent's Strategic Operational Plan to ensure that the needs of teachers and related service providers for ELSWD students are addressed.
  - b. BPS needs to create the internal capacity to develop dual-language proficiency in teachers (who can become bilingual like B-EL students do).

**Additional areas in Special Education and related services that also need urgent attention:**

1. **MultiTier System of Support (MTSS2).** Pre-referral interventions appropriate for ELL students who are experiencing difficulties with learning.
2. **Native language assessment procedures and tools** from pre-school to grade 12 required by IDEA (2004).
3. **Eligibility Process to Special Education.** Culturally and linguistically responsive process from non-discriminatory assessment to IEP Meeting and IEP Development by addressing what is different and additional when compared with monolingual peers with special needs.
4. **Transition Plan of ELSWDs.** TP to the world of work for ELSWDs (IDEA 2004).
5. **Independent evaluations** (IDEA 2004).
6. **Child Find.** Preschool and K Screening for Special Needs for ELL students (IDEA 2004)
7. **Early Intervention Programs.** Work with Early Intervention Programs to ensure that they are linguistically and culturally responsive to families who do not know yet how to speak English.
8. **Intake Process Newcomers Center.** Review the appropriateness of the intake process at Parent Welcome Center & Newcomers Assessment Center for EL students with disabilities or suspected of having a disability (i.e. assessment procedures, temporary placement).

*ELSWDs Subcommittee Members:*

John Mudd (co-chair), Maria de Lourdes B Serpa (co-chair), Roxi Harvey, Marie St. Fleur, Susan Ou, Sonia Medina, Maria Moira