

## ELL Task Force ELSWD subcommittee 3-4-22 Detailed Meeting Agenda

### 1. NATIVE LANGUAGE ACCESS:

What is the status of short- and long-term plans to provide access to specific native language for ELSWD students? (Such plans and progress could be an essential part of any transition materials prepared for the new superintendent.)

- a. What creative ways are being planned for immediate action to ensure access through the arts etc. and to provide social emotional support to alleviate the language and culture of shame to help them embrace bilingualism as an asset.
- b. What is the collaborative and structural administrative workflow for the Office of English Learners & Office of Special Education for ELSWD students?
- c. What BPS policies have been changed since 2020 to allow ELSWDs to participate in dual language programs such as the Sarah Greenwood?

### 2. TEACHER VACANCIES:

- a. How many vacancies are there for EL and Special Education teachers? Please provide disaggregated data based on student language need and vacancies.
- b. What guidance is being given to school leaders and their personnel subcommittees to hire staff for ELSWD students to provide a bilingual language match with special education teachers or paraprofessionals?
- c. What system is there to review, approve, and hold schools accountable for hiring bilingual educational professionals that align with the student language needs at the school to meet the needs of ELSWDs?

### 3. BUDGET ISSUES:

- a. How is the budget promoting innovative programming for ELSWD students' access to home language and hiring of paras or other approaches when teachers are not yet available through the:
  - \$10 million of ESSR funds given to OEL central this year?
  - \$40 million of ESSER funds distributed to schools this year?
  - \$5 million of new ELL funding and the \$116 million full program budget for SY23?
  - \$6.7 million of new Special Education funding and the \$349 million full program budget for SY23?

#### 4. DEVELOPING CAPACITY:

- a. What is the current status of the data for the educator self-report *survey of language capacity* in Special Education and beyond that was being collected?
- b. May we see a preview of the data and expected completion date for current staff?
- c. What steps are being taken to encourage the development of bilingual staff to meet the needs of multilingual students?
- d. How is BPS encouraging and providing opportunities for special education teachers and paraprofessionals and other staff to learn a second language?
- e. How will BPS encourage current bilingual teachers and bilingual paras to teach ELSWDs in “regular bilingual” and special education?
- f. What is the administrative structure being created in special education to address students who have a disability and bilingual learning needs (currently one third of all students in special education in an ELSWDs)? Why isn't the BPS Office of Special Education one third bilingual?

#### 5. EdPlan IEP DROPDOWN MENU:

- a. What is the status of the IEP checklist/dropdown menu for ELSWD to include the needs for native language instruction and support services?

#### 6. TRANSITION PLANNING:

- a. What Transition planning (ages 14+) is there for native language life skills competence for ELSWD students who will age out of the BPS system and need to live in home language settings?

#### 7. STUDENT ASSIGNMENT: BPS needs to consider access to the home language in placing students in programs that will meet their needs, while ensuring LRE and FAPE. BPS needs to fulfill its commitment to develop “overlays” in the assignment of ELL and Special Education students. There is a need for disaggregated data.

#### 8. ACCESS TO BILINGUAL SIGN LANGUAGE. What is BPS doing to maintain access to BILINGUAL ASL/deaf culture in student assignment? (Horace Mann issues.)

Closing and next steps.