

ELTF Subcommittees and Related Work SY22-23

ELTF Members and Prospective Members October 2022	ELTF Subcommittees				OMME Strategic Planning Groups					Reimagine School Funding Steering Committee
	LOOK Act	MLSWD	Data & Monitoring	Engagement	1 - MABE Bilingual District Leadership Team	2 - MLWD & Bilingual Planning Group	3 - Quality Teaching & Learning for MLs	4 - BPS re-imagine ML funding & programming	5 - OMME Family & Youth Systems Support	
Janet Anderson			X							
Angelina Camacho									X	
Paulo De Barros								X		
Geralde Gabeau										
Ruth Georges, Prospective Member										
Roxanne Harvey		X								
Suzanne Lee			X							X with Dan French
Katie Li	X						X			
John Mudd	X	Co-chair	X			X				
Rafaela Polanco Garcia								X		
Sugey Scannell, Prospective Member				interested					X	
Maria Serpa	X	Co-chair				X				
Marie St. Fleur, J.D.		X								
Fabian Torres-Ardila			Chair				X			
Rosann Tung	Chair				X					
Miren Uriarte	X		X		X					
Linh VŨ, Prospective Member			interested	interested					X	

Multilingual English Learners with Disabilities in BPS: An Overview, Sept 2022

Some facts:

4,000 ELSWD students. There are about 4,000 ELSWD students in BPS. This is 1/3 of all Special Education students and 1/4 of all English Learners. The magnitude of these numbers is rarely recognized. Only recently through the work of the ELL Task Force has BPS even begun to gather and report data on ELSWDs.

Lowest MCAS Achievement at BPS. Only 3.5% (!) of ELSWD students met or exceeded expectations in ELA Grades 3-8 in 2021. Only 6.7% met this standard in Math. This means that the academic failure rate for these students is above 90%.

The achievement gaps for ELSWD students are unacceptable (as they are for most ELs), since they are placed in English-only instruction which ignores the research on the benefits of native language access to grade level achievement while learning English as L2

Acute Shortage of Bilingual Special Education Teacher Staff. A few years ago, a BPS staff person did a manual survey of the schools to identify the # of bilingual special education teachers. In the 64 schools in her report, there were only 16 bilingual special education teachers. In addition, the two central office bilingual sped school support staff positions have been vacant for over a year.

Priority Issues:

ELSWD students are the primary responsibility of Special Education. Constituting 1/3 of all Special Education students, the Office of Special Education has primary responsibility and accountability for the education and support of ELSWDs, in coordination with the Office of Multilingual and Multicultural Learners. The MOU with DESE is misleading in grouping ELs with Disabilities solely under the section on English Learners. The revised Policy and Procedures Manual for Special Education only weakly outlines the rights of these students and contains no additional procedures and guidance for them. The Special Education presentation to the BPS Leadership Institute in August says nothing about school leaders' responsibilities for ELSWDs.

Access to Native language is urgent. ELSWD students have been taught in monolingual English-only classrooms and have been denied access to their native language with the consequence of very low achievement. This is despite the fact that research shows that access to native language is a better way to learn academic English content and biliteracy, and despite the fact that ELSWDs were exempt from Q2 and that the Look Act which reestablished the use of native language is now four years old. Plans submitted to DESE by the OMME office are a beginning but inadequate in specifying policies and procedures for ELSWD students.

Priority Actions:

1. Make clear that the Office of Special Education has primary responsibility for ELSWDs, in coordination with the OMME with a clear collaborative structure and an increase of bilingual special Education staff
2. Require BPS OSE to include full policies and procedures appropriate for ELSWDs (who have additional/different needs in special education and inclusion) in the Special Ed revised manual.
3. Require BPS OSE to develop a plan with both immediate steps and long-term goals with a timeline for providing access to native language in instruction and support services for ELSWDs under FAPE.
4. Require OSE to implement the drop-down menu collaboratively created in 2020 for IEPs for ELSWDs.
5. Require BPS to provide Budget guidance for the use of ESSR funds for ELSWDs.
6. Require BPS to develop a capacity-building staffing plan for bilingual teachers/paras for ELSWDs

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LOOK Act Implementation Committee Goals for September 2022

1. Support BPS to define and document examples, benefits, challenges of native language access and **native language literacy**. The documentation should include:
 - Define all native language EL options to be considered, including late exit TBE, by language, by citywide or neighborhood school, by grade span, by ELD level and by ELSWD
 - Share plan and timeline to expand native language literacy for each group of students by language, by citywide or neighborhood school, by grade span, by ELD level and by ELSWD
 - Monitor community-based dialogues with school communities and neighborhoods conducted in native languages that include providing information about evidence-based EL programs offerings and outcomes, benefits of bilingualism and understanding what families want for their students and what youth want for themselves
2. Support BPS to publish language specific BPS student **enrollment** projections by year based not only on Boston birth rates but also on historical mobility, predicted migration patterns
 - Ensure that enrollment projections are disaggregated by race, income, EL status
 - Come to agreement with OMME on guidelines for program assignment and transition, especially of EL students in ELD3
 - Monitor implementation of guidelines, paying attention to the past practice of assigning EL students to SEI-multilingual and General Education
3. Advocate for BPS to conduct a needs assessment for bilingual, bicultural, licensed preK - 12 teachers and a resulting **staffing plan**
 - Project need for each of the next five years by language, EL program, and grade span.
 - Based on needs assessment, plan for recruitment, hiring, language development, and retention.
 - In order to reduce current teacher job loss, explore recruitment options (native speakers from community, EL and FEL high school students, paraprofessionals, other countries), retention options (professional development), hiring options (all new vacancies go to language proficient teachers)
 - Monitor bilingual teacher pipeline over multiple indicators, such as MTEL, classroom practice, retention (by language)
 - Advocate for job-embedded (and/or stipended) teacher induction and development, including native language proficiency, ethnic studies, and deprogramming about the centrality of English
4. Monitor the increase of graduates earning a **seal of biliteracy**.
 - Advocate for guidelines and steps (with timeline) to earning the seal of biliteracy, accessible in multiple languages
5. Bring attention to **critical issues** facing EL students
 - Rates of graduation as non-literate
 - Dropout rates
 - Access to content area standardized tests in native language, especially at 10th grade (MCAS)
 - Differentiation between long term ELL and late entry ELL