

MEMO

Date: Monday, April 18
To: Nadine Eckstrom
Farah Assiraj
CC: Ethan d’Ablemont Burnes
Faye Karp
Suzanne Lee
From: John Mudd
Maria Serpa
Re: Information requests

INFORMATION REQUESTS for MAY 6, 2022 ELSWD SUBCOMMITTEE MEETING

We request short written updates in response to each of the following requests.

1. Native Language Access:

- a. **Short-term actions.** An update on implementation of any immediate-term action steps to provide access to native language for current ELSWD students (for specifics about what these action steps might be, see the memo, [“Exploring Home Language Access Options at BPS,”](#) by Serpa and Mudd, December 14, 2021).
- b. **Strategic and operational planning.** We request two items.
 - A **status update** on ELSWD long-term strategic and operational plan and planning, including a) a summary of how BPS will communicate with families about the outcomes they can expect for their ELSWD students and b) information about any policy changes since 2020 to allow ELSWDs to participate in dual language programs.
 - The **draft plan** that we discussed sharing with ELSWD Subcommittee members during our meeting on March 4.

2. EdPlan IEP Checklist and Dropdown Menu:

- a. **Status update.** Is BPS implementing the IEP checklist and dropdown menu for ELSWD students? How? How are people held accountable to use these tools?
- b. **Draft.** Please share a draft of the IEP checklist and dropdown menu.

3. Educator Vacancies:

- a. **Share hiring guidance.** Please share the joint memo from OSE and OEL to the superintendent and school leaders to re-emphasize the importance of language and linguistic diversity in hiring. (At the March 4 meeting, D’Ablemont Burnes came up with the idea of such a memo, saying that it would be shared with the ELSWD Subcommittee.

- b. **Accountability structures.** How will this hiring be monitored? How will schools be held accountable?

4. **Budget Issues:**

- a. **ESSER funding.** We seek data on ESSER funding for ELSWDs for years 1–3 (2021-2022 & 2022-2023), including both the plans and information about how the funds have been spent.
- b. **SY2022-23 budget.** Please share the guidance given to schools for ELSWD funding support.

INFORMATION REQUESTS OUTSTANDING FROM THE MARCH 4, 2022 MEETING (original [here](#))

We request short written updates in response to each of the following requests.

1. **Survey of staff language capacity** (items 4a–b). What is the current status of the data for the new educator self-report survey of language capacity in Special Education and beyond that was being collected? May we see a preview of that data? What is the status of plans to survey current staff?
2. **OEL and OSE workflow** (item 4f). At the March 4 meeting, Nadine and Ethan said they are developing protocols to guide OEL and OSE collaboration to ensure that ELSWDs’ needs get addressed between the two offices. Please share with us the (draft) protocol, and an explanation of the workflow or procedures that are utilized to ensure ELSWDs’ language needs are met so they can access the curriculum. If the draft protocol is not yet available, please provide a narrative description of the process(s) that is/are used at this time.
3. **Transition planning** (item 6a). 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?
4. **Student assignment overlays** (item 7). When the Home-Based Assignment Policy was adopted, there was a commitment to develop “overlays” in the assignment of ELL and Special Education students. Are there any plans to do that now?

INFORMATION REQUESTS GOING FORWARD

We request access to the indicated materials when they become available, along with a commitment that the ELLTF will have opportunities to submit formal comment.

1. **Request for access to materials and opportunities to comment**
 - a. **DESE Review.** We request access to see the initial DESE review and with any BPS responses, for any sections pertaining to ELs, Special Education students, and ELSWDs — when the materials are available. We also request the opportunity to submit comments back to BPS.
 - b. **Superintendent Transition.** We request access to see and provide comments on the transition materials being prepared for the new superintendent on ELs, Special Education students, and ELSWDs — when the materials are available. We also request the opportunity to submit comments back to BPS.

INFORMATION WE CAN SHARE WITH YOU TO SUPPORT THE MAY 6, 2022 MEETING

The information linked below is already available for our reference during the conversation on May 6.

1. **ELSWD Student Assignment:** In mid-April, the ELLTF obtained [disaggregated data on ELSWD placements by school](#).
2. **Educator Vacancies:** In mid-April, the ELLTF received [data on current vacancies for teachers and paras in EL programs and ELSWD-serving positions](#).
3. [Minutes from the March 4, 2022 ELSWD Subcommittee meeting](#)