

ELLTF Meeting Schedule - School Year 2018-2019 (Ver. 2/14/19)

SEE GOOGLE SHEET "ELLTF Meetings SY 2018-2019"

		Full ELLTF Most months, 1st or 2nd Thurs, 9a-12p	ELLTF Subcommittees				
			Data	ELSWD Every 3rd Wed (diff. in Sept & Nov), 3:30-5p	Family/Cmty Engagement 1st Friday of Sept, Dec, Mar, & Jun, 10a-12p	Human Capital every other 3rd Tues Jan-Jun	Program Quality
Sept 2018	Wk. 9/3						
	Wk. 9/10	Thursday, 9/13, 9a-12p Rm 2-12A+B			Friday, 9/14, 10a-12p Rm 5-64		
	Wk. 9/17						
	Wk. 9/24						
Oct 2018	Wk. 10/1						
	Wk. 10/8 (Clmbs Day 10/8)	Tuesday, 10/9, 9a-12p Rm 2-12A+B					
	Wk. 10/15		Wednesday, 10/17, 3:30-5p, Rm 2-13 A+B				
	Wk. 10/22						
	Wk. 10/29				Tuesday, 10/30, 1:30-3p, Rm 4-4-30		
Nov 2018	Wk. 11/5	Thursday, 11/8, 9a-12p Rm 2-13A+B					
	Wk. 11/12 (Veterans' Day 11/12)		Tuesday, 11/13, 3-5p, Rm 2- 12A+B		See "Other Meetings"		
	Wk. 11/19 (Thksgvng 11/21-23)						
	Wk. 11/26				Tuesday, 11/27, 1-2 pm, Rm 2-213 A+B		
Dec 2018	Wk. 12/3				Friday, 12/7, 10a-12p Rm 2-12		
	Wk. 12/10						
	Wk. 12/17	Thursday, 12/20, 9a-12p Rm 2-12A+B		Wednesday, 12/19, 3:30-5p Rm 2-12A+B			
	Wks. 12/24, /31 Vacatn 12/24-1/2						

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Jan 2019	Wk. 1/7						
	Wk. 1/14			Wednesday, 1/16, 3:30-5p, Rm 6-55			
	Wk. 1/21 (MLK Day 1/21)					Tuesday, 1/22, 1:30-3p, Rm 6-6-65	
	Wk. 1/28						
Feb 2019	Wk. 2/4						
	Wk. 2/11	Thursday, 2/14, 9a-12p Rm 2-13A+B					
	Wk. 2/18 Vacation Week			Wednesday, 2/20, 3:30-5p, Rm 2-12A+B		PENDING: Tuesday, 2/19, 1:30-3p Rm 2-2-12A+B	PENDING: Tuesday, 2/19, 2:15-3:45, UMB (TF only)
	Wk. 2/25				Friday, 3/1, 10a-12p Rm 2-12		
Mar 2019	Wk. 3/4						
	Wk. 3/11						
	Wk. 3/18			Wednesday, 3/20, 3:30-5p, Rm 2-12A+B		Tuesday, 3/19, 1:30-3p Rm TBD	
	Wk. 3/25						
Apr 2019	Wk. 4/1						
	Wk. 4/8	Thursday, 4/11, 9a-12p Rm 2-12A+B					
	Wk. 4/15 Vacation Week			Wednesday, 4/17, 3:30-5p, Rm 2-12A+B		PENDING: Tuesday, 4/16, 1:30-3p Rm 2-12A+B	PENDING: Tuesday, 4/16, 2:15-3:45, UMB (TF only)
	Wk. 4/22						
	Wk. 4/29						

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May 2019	Wk. 5/6						
	Wk. 5/13	Thursday, 5/16, 9a-12p Rm 2-12A+B		Wednesday, 5/15, 3:30-5p, Rm 4-43			
	Wk. 5/20					Tuesday, 5/21, 1:30-3p Rm 2-2-12A+B	
	Wk. 5/27 (Memorial Day 5/27)						
Jun 2019	Wk. 6/3				Friday, 6/7, 10a-12p Rm 2-12		
	Wk. 6/10	Thursday, 6/13, 9a-12p Rm 2-12A+B					
	Wk. 6/17 (Last School Day 6/18)			Wednesday, 6/19, 3:30-5p, Rm 2-12A+B		Tuesday, 6/19, 1:30-3p Rm 2-12A+B	
	Wk. 6/25						

ELLTF Subcommittees with Members and BPS Community Participants - School Year 2018-2019 (Ver. 2/14/19)

Sub-committee	ELLTF Members	BPS Staff Participants	Community Participants	Also Notify
ELSWD	John Mudd, Co-chair Maria Serpa, Co-chair Marie St. Fleur	Cindie Neilson, Assistant Sprntndt, Special Education Ellen Kelleher, EL/SPED Sprntndtvisor Ivonne Borrero, Program Dir, Behavior Health Dept Priya Tahiliani, Assistant Sprntndt, OEL		Janet Morrison, Admin Asst
Human Capital	Suzanne Lee, Chair Lisette Le John Mudd Maria Serpa Alejandra St. Guillen (Janet Anderson)	Emily Qazilbash, Assistant Sprntndt, Human Capital Cindie Neilson, Assistant Sprntndt, Special Education Priya Tahiliani, Assistant Sprntndt, OEL Ceronne Daley, Managing Dir of Recruitment, Chelsea Banks, Special Projects Dir, OHC		Chris(tine) Wilson, Admin Asst
Parent Engagement	Rev. Cheng Imm Tan, Chair Paulo Barros Geraldine Gabeau Robert Hildrith Julia Mejia	Monica Roberts, Deputy Sprntndt, Office of Lisa Harvey, Deputy Dir of Evaluation and Programs, OE Ahmed Noor, Dir of EL Community Outreach Priya Tahiliani, Assistant Sprntndt, OEL	Angelina Camacho Katrina Brink	Claudette Jones, Admin Asst
Program Quality	Suzanne Lee Andres Alonso Paulo de Barros Katie Li John Mudd Ana Solano-Campos Cheng Imm Tan (Janet Anderson)	Priya Tahiliani, Assistant Sprntndt, OEL Genevieve McDonough, OEL		
Data	Farah Assiraj			
Multilingual / Multi-cultural BPS	Julia Mejia John Mudd Alex Oliver-Dávila Ana Solano-Campos Cheng Imm Tan	Charles Grandson, Chief Academic Officer Julie Calderone, World Languages New head, Academics and Professional Learning Priya Tahiliani, OEL Colin Rose, Dir, Office of Opportunity and Achievement		

English Language Learners Task Force (ELLTF)
Subcommittee Logistics — SY 2018–2019

Subcommittee Membership, Meeting Schedule, & Meeting Documentation – Where to Find

Lists of ELLTF members and BPS staff who participate in each subcommittee are recorded in the **Subcommittee Membership tab** of the **ELLTF Meetings SY 2018-2019 spreadsheet**.

- <https://docs.google.com/spreadsheets/d/1TlcsCF06cqqNmTSiT2v3dKM8a1FSey3h18sUk6t4R84/edit#gid=0>

All upcoming meetings dates/times/locations are recorded in:

- The **Meetings Scheduled tab** of the **ELLTF Meetings SY 2018-2019 spreadsheet** at <https://docs.google.com/spreadsheets/d/1TlcsCF06cqqNmTSiT2v3dKM8a1FSey3h18sUk6t4R84/edit#gid=0>
- A calendar entry, with invitations to all participating members.

Meeting agendas, notes, and handouts — for the full TF and its subcommittees — are available on the **ELLTF website** at <https://sites.google.com/a/bostonpublicschools.org/bpselltaskforce/>. (Note that meeting notes are uploaded only after they are in their final/approved form.)

Planning a Subcommittee Meeting

Being mindful that BPS staff attend multiple subcommittee meetings, please avoid bunching up meeting times.

- Ideally, there is a maximum of one subcommittee meeting per week. In some instances there may be two.
- Ideally, subcommittees meet in the months that the full ELLTF does not meet.

Steps in advance of each meeting:

- **4 weeks out.** About 4 weeks prior to a meeting date, the ELLTF Coordinator will reach out to subcommittee chairs to determine the **data needs** (what is needed from whom) and **agenda** for the meeting. All data requests should go through the Coordinator, and should be submitted to BPS staff with 30 days advance notice.
- **7 days out.** Submit an agenda in time for public posting. Ideally, **meeting handouts** will be made available to participants a week in advance.

After a Subcommittee Meeting

After each meeting, someone should send the following to all participants, with a CC to Jen:

- A brief bulleted summary of agreed-to **next steps**, placed in the body of the email, including any tasks, dates/deadlines, data needs, and who is responsible for each action items
- Digital copies of **all data presentations**
- **Meeting notes**
 - Draft meeting notes for the recent meeting
 - Final/approved meeting notes for the prior meeting

Subcommittee Coordination — Roles and Responsibilities

	ELLTF Members	ELLTF Coordinator
Subcommittee Documentation	<ul style="list-style-type: none"> • Take meeting minutes • Produce documents that help to organize the work • Provide documentation to coordinator • Refer to documents when planning agendas and making data requests 	<ul style="list-style-type: none"> • Store, distribute, upload, and facilitate printing of documents • With TF members, use documents as a resource in planning agendas and data requests
Subcommittee Agenda Planning	<ul style="list-style-type: none"> • Plan agendas 	<ul style="list-style-type: none"> • Request agendas from members with appropriate lead time in advance of meeting • Distribute agenda and meeting reminder to all attendees
Subcommittee Data Requests	<ul style="list-style-type: none"> • Determine what data is needed, from whom (prepare a succinct description) 	<ul style="list-style-type: none"> • Remind members to submit data requests to coordinator • Request data from appropriate BPS staff • Receive and distribute data in advance of meeting

ELL Task Force
Subcommittee Priorities for SY 2018–19
September 2018

English Language Learners with Disabilities (ELLSWD) (Maria de Lourdes Serpa and John Mudd)

- **Native Language Access**
 - Critical need to provide native language instruction to ELSWD, which is essential for their success in BPS
- **Bilingual ELSWD Teachers Shortage**
 - Complete accurate assessment of need for ELSWD staffing and then create strategies to recruit, hire, and develop ELSWD teachers, paras, and other support
- **Develop and implement IEPs with language access and culturally responsive checklist**
 - Pilot test a checklist that includes *Language Access and Cultural Responsiveness* in the development and implementation of IEPs during Fall 2018-2019
 - Develop a district implementation plan based on lessons learned in the pilot
- **ELSPWD comprehensive Guidance Document including BPS vision and operations**
 - Complete, test and disseminate the ELSPED Guidance document

Parent Engagement (Rev. Cheng Imm Tan)

Parent Engagement is engaged in two projects to advance four recommendations.

Projects

1. Develop a data tracker in collaboration with the Office of Engagement
2. Do a pilot study of four dual language schools

Priorities

1. Recommendation: District-wide recommendation to better train, support, resource and hold school leaders and educators accountable for family engagement for all students, including ELLs.
2. Recommendation: Build Culturally and Linguistically welcoming school environments and culturally relevant curriculum that affirms our diverse student body and families. Commitment to better train, resource and hold school leaders and educators accountable to this recommendation.
3. Recommendation: Build language capacity at the district and school levels, both oral and written to communicate with parents in schools.
4. Recommendation: Ensure adequate information and outreach to familiarize new immigrant parents with the school registration process (including the registration timing and schedule) and help parents understand how to pick schools that best meet their child/ren's needs.

Human Capital (Suzanne Lee and John Mudd)

<p>Data Collection</p>	<ul style="list-style-type: none"> ● OHC needs to collaborate with OELL and Special Education Department to identify and implement a process to document the language proficiency of teachers/professional staff. ● OHC needs to collaborate with OEL and Special Education Departments to identify and implement a process to validate the language proficiency of teachers/professional staff - utilizing a universally recognized criterion and process.
<p>Data Analysis</p>	<ul style="list-style-type: none"> ● OHC needs to collaborate with OELL and Special Education Department to identify and implement a process to document BPS’s needs for teachers with bilingual ability (for EL programs and for ELL/SWD programs).
<p>Recruitment and Pipeline Development</p>	<ul style="list-style-type: none"> ● OHC needs to propose and pilot a plan to develop needed EL-Bilingual and ELSWD bilingual teachers through the various Pipeline, Partner, and Pathways programs. ● OHC needs to propose and pilot a recruitment and cultivation initiative to increase the number and variety by language group of the EL-Bilingual and ELSWD Bilingual teachers that are needed by the district
<p>Hiring/ Staffing</p>	<ul style="list-style-type: none"> ● OHC needs to collaborate with OELL and Special Education Department to develop Professional Development to support school leaders and hiring committees on issues related to language ability, language diversity in a district such as Boston. ● OHC needs to propose and pilot a presentation/webinar to provide school-based professional development directed to improve choices in hiring at the school level. Goal would be to improve school-based acceptance of EL programs and the hiring of bilingual teachers to serve these programs and other school programs). <i>“Bilingual teachers can teach in English -AND they can teach in another language!”</i> ● Plans for the development of a guidance document (or training plan) for School Leaders and Personnel Subcommittees in hiring EL-bilingual and EL SWD bilingual teachers. ● OHC in collaboration with the Budget Team, OELL, Special Education Department and Academic Superintendents need to plan to use the processes of Budget Collaborative and Probable Org meetings to inform hiring needs and need for next year to include specific attention to staffing for EL-bilingual and ELSWD bilingual students (in collaboration with Nate Kuder).
<p>Assessments</p>	<ul style="list-style-type: none"> ● Identify Lessons learned from OHC’s work in 20 Diversity Focus Schools Initiative AND Low Performing schools that are relevant to planning for hiring and supporting bilingual teachers for EL programs.
<p>Strategic Partnerships</p>	<ul style="list-style-type: none"> ● Develop strategic partnerships with Higher Education Institutions <ul style="list-style-type: none"> ○ Convene a roundtable of Deans of Schools of Education in Boston Area and convey our district’s need

Data (Farah Assiraj)

Continuing challenges: data and information gaps

- Inconsistent analysis of district data by ELL/FELL, by ELD level, and by language group.
- Incomplete information about language assets across the district.
- Analysis of the impact of the home-based student assignment plan on the placement, program accessibility, and outcomes for ELLs. The analysis of ELL overlays in the student assignment process is essential to identifying pathways to improved program integrity and to increase programmatic fidelity across languages and schools.

Program Quality (Suzanne Lee)

Continuing challenges: big-picture vision and systems challenges

- May work with OEL staff to identify ways to examine the fit between big-picture problems and goals and specific program interventions, then use these insights to better understand issues of system coherence. May take the shape of a case study of one initiative and the priorities it is intended to serve.