

ELL Task Force of the Boston School Committee
SPED-ELL Subcommittee Meeting
February 13, 2018
Bolling Building, Room 213
(Action) Minutes

Subcommittee Members present: Maria B Serpa, John Mudd, Cindie Neilson, Priya Tahiliani, Ivonne Borrero, Ellen Kelleher

1. Minutes: The members reviewed the minutes of the Dec. 19, 2017 meeting and approved them unanimously.

2. Review of Agenda

John suggested that for future meetings we should add two agenda items: 1) the LOOK legislation opportunities and how should we use them for the SPED-ELL students, and 2) grouping of SPED-ELL students, or how to serve them given their dispersion throughout the schools in the district.

3. Teacher Assignment Data

The subcommittee agreed that we need a summary of what the data Ivonne gathered manually shows. For example, the number of schools reported, the number of bilingual teachers, etc. John said he had counted only 16 bilingual SPED teachers in the system and 78 bilingual paras, but these numbers needed to be double-checked. Ivonne said she could do this summary within a week or so and would distribute it to the group.

Ivonne noted that BPS had lost bilingual teachers in the last year, while the number of students remained relatively stable. Ellen commented that BPS still had the problem of teachers who are bilingual but not with the students of that language. Also, there were schools with new students who did not get new teachers. The question remains: what can BPS do year by year to correct these assignment and staffing issues so it can serve these students appropriately?

Maria raised the question of student assignment by home language in a reality where there is a wide dispersion of students. What are our options for sustainability with appropriate language of instruction access? How do we move step by step to bring language access to these SPED-ELL students?

4. Disaggregated performance data

Priya said that they had not received the disaggregated data showing the performance of SPED-ELL students in comparison with SPED students broken out by ELD levels 1, 2, 3. She asked that the ELL Task Force use its agreed protocol for requesting this data from ODA.

5. Follow-up on Pilot Project to analyze SPED-ELL students IEPs

It was agreed that the method for selecting the 26 IEPs to review as outlined in the material sent by Ellen was valid for the purpose of the pilot project.

It was noted that there should be reporting of the grade level of the students, and how to group the reporting as a result of the analysis, like K-6 and 7-12, or other breakout, in order to give the best understanding of the needs and adequacy of the IEPs to meet those needs.

There was a discussion about the Oral language goals in the IEP. BPS said students currently would not have oral language goals unless they were receiving Speech and Language services.

Maria raised the need to have Language Learning Goals that not only address the four domains but also language goals to address the specific language learning of academic content (i.e. language of math, the language of Science and the language of Social Studies).

BPS also noted that the *Acculturation Stage* under the checklist for culturally responsive needs was currently NOT yet in the IEPs. It was needed, but not in the IEPs; therefore, it was not necessary to include it in the checklist, since we already know the answer to the question.

Ivonne said she would revise the checklist in accord with the discussion and distribute it.

John raised the question of the analysis of the implementation of the IEPs as part of the pilot project. Priya distributed the revised SMART Goals and pointed out that the subcommittee had agreed to put off the analysis of implementation until SY18-19.

At the next meeting, the subcommittee will review the IEP goals, grade reporting, and whether it might be possible to test how we would evaluate IEP implementation in a few cases.

6. Update on use of Probable Org meetings to gather information on teacher-student match

John said the issue had been raised at the ELL Task Force Human Capital Subcommittee meeting and OHC had been reluctant to use the Probable Org meetings in this way and to aggregate the data to show district needs for SPED-ELL teachers and changes in teacher assignments etc. But he reported that at the full ELL Task Force meeting, Nate Kuder, Deputy Chief Financial Officer, had agreed to work with OHC to develop a way to use both the Budget Collaborative and Probable Org meetings next year to assess the teacher-student match for each class and school for next year.

The subcommittee will need to track the progress between Finance/Budget and OHC to make sure this is in place for the next round of meetings next January/February.

7. Review of consolidated Guidance Document

Work had not yet been completed on the revision. Ivonne, Ellen, and Maria said they would work on the revision and distribute it to the members prior to the next meeting on March 20.

8. Other Issues

John suggested that at the next meeting we should review the revised SMART Goals document so that it would include issues like the use of Probable Org (and progress towards automation of staff assignment data), the implementation of the new LOOK legislation, grouping and options for serving students in an assignment system that produces a dispersion of SPED-ELL students, Professional Development, etc.

A number of members said that BPS should take advantage of recruitment opportunities for ELL and SPED-ELL teachers from the layoffs in Everett, teachers from Puerto Rico, and the offer from the Consulate of Spain which has a signed protocol with MADESE to bring qualified Spanish speaking teachers to teach in MA. John said he would write a memo to OHC with these suggestions.

9. Public Comment.

No one from the public was present at the meeting.