

ELL Task Force
SPED-ELL Subcommittee Meeting
December 19, 2017
Bolling Building, Room 654

(Action) Minutes

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

1. Minutes

The minutes for the November 14, 2017 meeting were approved unanimously.

2. Disaggregated performance data for SPED-ELL students.

Since its presentation at the full ELL Task Force, ODA had not been able to provide disaggregated data on the performance of SPED-ELL students broken out by ELD level.

Priya and Ellen will draft a memo outlining the subcommittee's data request and will send it to Nicole Wagner Lam with copies to members of the subcommittee and Michael Bernardino.

(It is requested that any data produced on this issue should be sent to members of the subcommittee when it is received and not wait for the January 16, 2018 meeting.)

3. Pilot Project SMART Goals update: Follow-up actions listed below:

- Ellen will send a memo describing the selection process for the 26 IEPs that have been chosen for review, and a summary of the types of IEPs that have been selected.
- Ivonne will send out the current checklist that is being used in the development of IEPs for SPED-ELL students.
- Ivonne and Ellen will send out the checklist (based on Maria's one-pager) they will use in evaluating the 26 IEPs.
- They will also send out the checklist they will use in evaluating the implementation of these IEPs in practice. (This may be the same as the checklist above.)
- Priya (and others) will update the Pilot Project SMART Goals document language and timetable for review at the January 16 meeting of the subcommittee.

4. Use of Probably Org meetings

There will be an effort of the SPED and ELL representatives in the Probably org meetings to gather (and then aggregate for the district a whole), the following information:

- How many SPED-ELL students are there in the school?
- What is the school's plan to provide an appropriate education in the Least Restrictive Environment for these SPED-ELL students?
- What are the current staffing capacities of the school? (Using Ivonne's baseline data)
- What are the staffing needs of the school for educators who can teach not only through English but through other languages of communication of the students? (Again, using the baseline data.)
- Where there are openings, does the school get referrals of the right kind of candidates?
- Are there staff assignment and/or position description issues that need to be addressed?

The goal of this effort with the Probably Org meetings will be to try to estimate the immediate and long-range, district-wide staffing that is needed to meet the educational instruction and support needs of the SPED-ELL students in the district.

(This will have implications for recruiting, hiring, discussion of the need for certain types of teachers with external teacher preparation programs, internal staff development/pathways programs, etc.)

And, what kinds of assignment and position description issues schools are schools facing in meeting the instructional and support needs of these students. (We discussed the importance of defining these staffing assignment and position description issues more precisely in order to understand what issues need to be addressed by OHC internally and what issues involve changes in the current contract now under negotiation.)

5. Manual analysis of teacher assignment data

Ivonne distributed the package of school-by-school data on the number and language of SPED-ELL students in each school and the number and language capable teachers and paras in each school.

Ivonne reported that the biggest conclusion she would draw from this data is that the number of SPED-ELL students has remained about the same as last year, but that BPS has LOST A NUMBER OF TEACHERS with the training and language capability to teacher them. She speculated that this was probably due to retirement and the movement of teachers from school to school where their training and language is not being fully utilized. There was also an addition of a number of new languages like Polish, Ibo, Yoruba, Tagalog, etc. among new students.

A more thorough discussion of this important data will need to happen at the next meeting of the subcommittee on January 16.

6. Need for BPS to require and recruit teachers with language capability

There was a brief (and impassioned) discussion of the need for more teachers with bi-lingual language capabilities and dual certifications for SPED and English Language Learning students.

Apparently, the BTU must agree to put a language requirement on a new position, and to change the language capability of a teacher for a current class of students, like dual language students at the Umana Barnes.

It was also noted that teacher prep programs at local colleges and universities are not aware of the demand for bi-lingual teachers and don't understand that there is a market for them.

Opportunities for learning new languages or learning how to teach English Language Learners, or for SPED and ELL teachers to learn content, are not as encouraged and available as they should be in order to meet the needs of the current BPS student population.

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