

ELL TASK FORCE OF THE BOSTON SCHOOL COMMITTEE

ELSWD SUBCOMMITTEE

MEETING MINUTES (Draft)

DECEMBER 19, 2018

Subcommittee members present: Maria de Lourdes Serpa, John Mudd, Priya Tahiliani, Ellen Keller, Ivonne Borrero, Faye Karp

1. Maria Serpa called the meeting to order and read a poem

2. Review of Minutes of meeting of Nov 13, 2018

There was a sidebar discussion about the cost of dual language programs. Maria said she would share analyses of cost data with Priya. Priya mentioned the need for start-up costs. Joh asked whether the Budget Department cost allowances were adequate? In addition to cost, the group asked what other barriers there are to expansion of dual language programs.

There was also a discussion of the BPS's ability to set language requirements for teachers in SEI programs. This is an issue in the current BTU contract negotiations, but it is not clear that there has been any progress on it. John asked if the ELL Task Force should do anything on this issue.

For new programs, BPS is now able to require language capability for teachers.

On the draft Minutes, Priya noted that there should be a correction to note that OEL has data *from OHC* on the match between the language of language-specific SEI classrooms and the language of the teacher. OEL does not have independent data. John said that this OHC data was still incomplete, and he is concerned that there is no action on a Plan B to gather the complete data.

With this correction, the minutes were approved unanimously.

3. New EL and ELSWD language in Budget Guidance document

John said that it seemed excellent to include the language on ELSDWs in the budget guidance but that the real issue was how this would play out in practice in the Budget Collaborative and Probable Org meetings.

There was discussion about the needed to make clear that the language applies to ALL students and that Daphne would state to people in the actual Budget Collab and Probable Org meetings that the Guide covers all students, including those in general education.

There was also confusion about the use of the word “inclusion.” When is this used to cover all SWD students in general education and when does it refer to .4 students who are now included in a regular classroom?

It was also noted that in the current student projection figures issued by the Budget Office do not specifically identify ELSWD students. They should be specified. There are now only projections for ELs and SWDs separately.

A key issue is who will collect the information on how schools are dealing with their ELSWD students. It was requested that the ELL Task Force push OHC to gather this data on both EL and ELSWD students.

OEL said it can develop a form to record individual school responses to the Budget Guidance language in the Budget Collab and Probable Org meetings and will speak with OSE to record the responses for each school. OEL will collaborate with OSE to record the answers. They will be in the notes of the meeting for each school.

Faye said she can provide data on the ELSWD students in each school. John asked if she could send the data for the total number of ELSWD students and the total for ELD 1-3 for each school and by language, if possible. Faye said that the agreement was that data requests should come through Jen at the ELL Task Force. John said he would follow up with Jen. This data would be a useful basis for the Budget Collab and Probable Org meetings.

4. Review of US DHHS policy statement on children who are Dual Language Learners in early childhood programs

Ivonne said it would be important to invite Mary Ann Malloy (?), the early childhood liaison with SPED, to any discussion.

John said we could also include Jason Sachs.

Priya said that OEL was now talking with community organizations that have dual language preschool programs, like VietAid.

There was also mention of the importance of contacts with the Early Intervention system and a discussion of how BPS greets 3-year-olds.

We need to invite Jason Sachs and Mary Ann Malloy to the table in any future discussion of DLLS in early childhood programs.

5. Status of ELSWD Guidance Document

The draft document is complete. It needs to be field tested at the end of January or in early February. There is an editor who has done excellent work on these kinds of materials. The goal is to have a final document by May 1.

The meeting was adjourned.