

PRIORITIES FOR ELSWD SUBCOMMITTEE FOR SY2018-19

1. Continue to ensure updated performance data disaggregated for ELSWD students.
2. Continue to Work with Office of Human Capital to automate data matching teacher language capability assignment and language needs of students.
3. Work with OHC and Finance/Budget office to use Budget Collaborative and Probable Org meetings to develop protocols and procedures to address staffing needs for ELSWD students as the basis of targeted, interdepartmental recruitment, hiring, and development plans for ELSWD staff.
Work with OHC and the Schools division to orient school leaders (and personnel subcommittees) in hiring ELSWD (EL and Special Education) teachers and staff.
4. Implement “Restructuring SEI” pilot project in selected schools to include appropriate access to native language for language and academic learning for ELSWD students.
5. Follow-up to implement the use of the native language and cultural responsiveness checklist in the development of IEPs for ELSWD students and its implications for the implementation of the LOOK Bill.
Check on how bilingual psychologist recommendations for the use of native language are being followed in the development and implementation of IEPs for ELSWD students.
6. Review current Professional Development activities and develop plans for strengthening/supporting PD for staff working with ELSWD students as appropriate. This planning should include coordination as necessary with Professional Learning, OHC, Schools, OSE, and OEL. (For example, what professional development is needed to implement the revised IEPs for ELSWD students?)
7. Complete the Guidance Document, including adequate assessment of ELSWD student needs for access to native language in IEPs both for language and for academic learning instruction/services.
8. Flexibility to address unanticipated issues as they develop.