

IEP SPEDELL Pilot Study 2.3

SPEDELL SUBCOMMITTEE ELL TASKFORCE of BOSTON SCHOOL COMMITTEE November 14, 2017

SPEDELL students have **additional** and/or different teaching and learning needs in comparison with their English Proficient counterparts.

SPEDELL students need to learn English as an additional language while learning grade level academic content and the impact of disability

Purpose

To examine the adequacy/appropriateness and implementation of Individual Education Programs for SPEDELL to ensure that they receive a FREE AND APPROPRIATE EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (inclusion).

Research Questions

1. To what extent is FAPE addressing the language learning needs of SPEDELL students?
2. To what extent is FAPE addressing the special needs (IDEA 2004) of SPEDELL students in reaching grade level academics while simultaneously learning an additional language in *understanding, speaking, reading & writing*.
3. To what extent are SPEDELL students receiving appropriate home language research based instruction in Reading?
4. To what extent are SPEDELL students receiving appropriate research based instruction in Reading and other academic subjects and services?
5. To what extent are SPEDELL students being provided a placement in the Least Restrictive Environment that combines special needs with language learning needs?

SPEDELL Sample

Selection of 21-26 IEPs. The following criteria is recommended:

1. 6 substantially separate class placements in elementary, middle school & High School [3 should be Spanish speaking regardless of the country they come from. The other 3 from any other language]
2. 9 (3 Elementary, 3 Middle and 3High school) with learning disabilities (6 should be Spanish Speaking regardless of the country they come from)
3. 6 (2 Elementary, 2 Middle and 2High school) any other disability
4. 3 with Autism any age and any language
5. All SPED ELL students are at ELD level 1-3

Data Gathering Tool

Use the **REVIEW OF IEPs for SPEDELL CHECKLIST** to review IEP content (next page) for each IEP.

REVIEW OF IEPs for SPEDEL CHECKLIST DRAFT 2.3 STUDENT # _____

NEW LANGUAGE LEARNING NEEDS		yes	no	SERVICE PROVIDERS	LRE SETTING LLE Prog Type	DURATION 2	Notes
1	HOME LANGUAGE(S) is recorded (L1)	<input type="checkbox"/>	<input type="checkbox"/>				
2	CULTURE(S) OF HOME is recorded	<input type="checkbox"/>	<input type="checkbox"/>				
3	CURRENT PERFORMANCE: ELD LEVEL ¹ 1 2 3 (L2 is recorded)	<input type="checkbox"/>	<input type="checkbox"/>				
4	GOALS: Language Learning Goals Aligned w/ ELD Level &	<input type="checkbox"/>	<input type="checkbox"/>				
5	• Understanding	<input type="checkbox"/>	<input type="checkbox"/>				
6	• Speaking (oral language)	<input type="checkbox"/>	<input type="checkbox"/>				
7	• Reading (National Literacy Panel (2006): OL, PHA, PH, F, VOC, COM)	<input type="checkbox"/>	<input type="checkbox"/>				
8	• Writing	<input type="checkbox"/>	<input type="checkbox"/>				
9	• Language of Math	<input type="checkbox"/>	<input type="checkbox"/>				
10	• Language of Science	<input type="checkbox"/>	<input type="checkbox"/>				
11	• Language of Social Studies	<input type="checkbox"/>	<input type="checkbox"/>				
12	CURRENT PERFORMANCE: HOME LANGUAGE	<input type="checkbox"/>	<input type="checkbox"/>				
13	CURRENT PERFORMANCE: ACADEMICS	<input type="checkbox"/>	<input type="checkbox"/>				
14	GOALS: Academic Content Goals & Disability	<input type="checkbox"/>	<input type="checkbox"/>				
15	Lang(S) of Instruction for Each Goal*	<input type="checkbox"/>	<input type="checkbox"/>				
16	<input type="checkbox"/> <input type="checkbox"/> Reading	<input type="checkbox"/>	<input type="checkbox"/>				
17	<input type="checkbox"/> <input type="checkbox"/> Writing	<input type="checkbox"/>	<input type="checkbox"/>				
18	<input type="checkbox"/> <input type="checkbox"/> Math	<input type="checkbox"/>	<input type="checkbox"/>				
19	<input type="checkbox"/> <input type="checkbox"/> Science	<input type="checkbox"/>	<input type="checkbox"/>				
20	<input type="checkbox"/> <input type="checkbox"/> Other _____	<input type="checkbox"/>	<input type="checkbox"/>				
21	ACCOMODATIONS MOFICATIONS AND SUPPORTS	<input type="checkbox"/>	<input type="checkbox"/>				
22	• Accommodations are linguistically responsive.	<input type="checkbox"/>	<input type="checkbox"/>				
23	• Modifications are culturally responsive.	<input type="checkbox"/>	<input type="checkbox"/>				
24	MONITORING PROGRESS	<input type="checkbox"/>	<input type="checkbox"/>				
25	• Language Learning Education: L1 & L2	<input type="checkbox"/>	<input type="checkbox"/>				
26	• Academics: _____	<input type="checkbox"/>	<input type="checkbox"/>				
27	• Other _____	<input type="checkbox"/>	<input type="checkbox"/>				
28	CULTURALLY RESPONSIVE NEEDS	<input type="checkbox"/>	<input type="checkbox"/>				
28	CURRENT PERFORMANCE: ACCULTURATION STAGE	<input type="checkbox"/>	<input type="checkbox"/>				
29	GOALS: Culturally Responsive Goals –SPEDEL specific	<input type="checkbox"/>	<input type="checkbox"/>				
30	RELATED SERVICES	<input type="checkbox"/>	<input type="checkbox"/>				
31	CURRENT PERFORMANCE IN _____	<input type="checkbox"/>	<input type="checkbox"/>				
32	Related services are cult/linguistically responsive	<input type="checkbox"/>	<input type="checkbox"/>				
33	SERVICE PROVIDER(S) are qualified & bilingual	<input type="checkbox"/>	<input type="checkbox"/>				

•(a) Home/native language, (b) English as L2/ESL only, (c) English with explanations in Home language, and (d) English as L1 (monolingual English appropriate for English proficient students)

¹ WIDA composite scores are not genuinely a representation of student's proficiency ² Duration times a week and length of session

