

# SPED-ELL SUBCOMMITTEE Priorities for 2017-2018: Revised 9-28-17

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## ELL TASK FORCE of THE BOSTON SCHOOL COMMITTEE

1. **IEP.** A Pilot Study of random selection of SPED-ELL IEPs to examine the adequacy/appropriateness and implementation of Individual Education Programs for ELSWDs, who require additional and different teaching and learning; (e.g. learning a new language, adapting to a new culture, achieving at grade level in academics and the impact of a disability within a dual language context) to ensure a Free and Appropriate Education (FAPE). The study will examine the language access needs including: (a) ELD Level, (b) corresponding L2 language learning goals, (c) Languages of instruction and related services for each goal etc.

NOTE: SPED-ELLs need access to (a) native language instruction/services to be incorporated into the **EasyIEP structure** as a matter of education policy & (b) appropriately qualified teachers for SPED-ELLs.

2. **Update Achievement Performance Data for SPED-ELL** students in comparison to non-ELL SPED students and to ELL students without disabilities.
3. **Update and Automate Staff Assignment Data** in relation to SPED-ELL student language learning (FAPE) and program needs (LRE).
4. Support the preparation and completion a single BPS **SPED- ELL Guidance Document** that integrates the three drafts of SPED-ELL GUIDANCE documents presented at the ELL Taskforce at the end of last year. This guidance must address the language access needs.
5. Support the design of a district wide **Professional Development Model** and capacity building to prepare professionals that can meet the needs of SPED-ELL students and to develop coordinated **action plans WITH OTHER DEPARTMENTS** for staff development with timetable for implementation and evaluation of the effectiveness in terms of learning outcomes.
6. Examine and develop recommendations for the **Language Learning and Cultural Needs of the SPED-ELL** students in substantially separate classrooms in addition to the disability.
7. Assess the importance of current **parental choice in student assignment** compared to grouping SPED-ELL and non-Sped ELLs to address **the dispersion** issue to ensure that they receive appropriate programs (FAPE in LRE) for instruction and related services (or assign this to an appropriate subcommittee for inclusion in its SMART Goals).

### **Additional Issues that must be addressed in the future include:**

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1. **Transition of SPED-ELLs** to the world of work (required by IDEA 2004)
2. **Eligibility Process** (culturally and linguistically responsive assessment)
3. Inclusion
4. **Independent Evaluations (Initial or Reevaluation)**
5. **Preschool and K Screening For Special Needs** (Chapter 71B) in addition to **Preschool and K Screening for language learning proficiency** (Chapter 71A)
6. **Intake process** at Parent Welcome Center & Newcomers Assessment Center  
Clarification about the current process for (a) ELLSWDs with an IEP (b) ELLs who may exhibit indicators of a possible disability (c) Who is in charge?