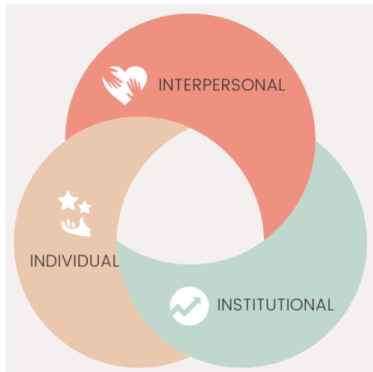


***School / District Cultural and Linguistic Diversity (CLD)
Needs Assessment in Special Education Programming***

Purpose of Assessment: To review systemic strengths and areas of need pertaining to including and supporting culturally and linguistically diverse (CLD) students in receiving equitable educational access and obtaining meaningful benefit from special education programming.

Instructions:

- This assessment should be conducted district-wide biannually, at the beginning of the school year to identify strengths and areas of need, and at the end of the school year to monitor the district’s implementation of an effective plan of action.
- Use the data to determine areas needed to target and improve for more inclusive and equitable educational practices for CLD students in special education.
- This needs assessment should be completed by an interdisciplinary team in effort to improve cohesive collaboration by district leadership and educators.
- Consider including the following staff members as part of you interdisciplinary team:
 - Recommended District Leaders: Special Education Director and Coordinator, Assistant Superintendent, Director of Student Services, Equity Director, ELD Program Coordinator, DEI Coordinator, and any other equivalent or pertinent leaders.
 - Site-Level Members: Principals and Assistant Principals, Special Education Teachers, ELD Teachers, Service providers (i.e. speech and language pathologist, occupational therapist), Curriculum Specialists, School Counselors, School-Based Mental Health Professionals, and any other equivalent or pertinent educators.



Institutional	Districtwide / Schoolwide	Special Education department
Interpersonal	MTSS: Academic, Behavioral, Social/ Emotional	<ul style="list-style-type: none"> • Special education eligibility evaluation • Service delivery and intervention
Individual	Awareness, acknowledgement and knowledge, advocacy, and action	

Key terms:

- CLD - cultural and linguistic diversity
- CLD students - culturally and linguistically diverse students
- DEI - diversity, equity and inclusion
- ELL - English language learner
- ELD - English language development
- IFEP - initially fluent English proficiency
- RFEP - reclassified fluent English proficiency
- MTSS - multi-tiered system of supports
- L1 - student’s first language (often, but not always, also the student’s heritage language)
- L2 - student’s second language (often, but not always, L2 is English for ELLs)

Assessment Area	Early Stages	Developing, In Progress	Prepared
<i>Institutional Level - Special Education Department, District Policies and Practices</i>			
1. The special education department has a social justice statement including CLD students with disabilities.	1	2	3
2. District policies and procedures explicitly delineate how CLD students are supported through inclusive and equitable practices.	1	2	3
3. The special education department has established practices for interdepartmental collaboration to implement and monitor culturally responsive and linguistically appropriate teaching and assessment practices.	1	2	3
(a) Special education teachers have ongoing training in improving teaching practices of CLD students with disabilities	1	2	3
(b) Special education teachers are competent in educating EL students with disabilities.	1	2	3
(c) Special education teachers receive regular training in ELD best-practices and compliance.	1	2	3
4. The special education department is actively involved in establishing and implementing procedures to align and design integrated and designation ELD for CLD students with disabilities.	1	2	3
5. Policies and procedures are communicated with all stakeholders, including parents, teachers, staff, and administrators.	1	2	3
6. The special education department have reviewed current demographic data:	1	2	3
(a) Student ethnicity and race across across the district and by school.	1	2	3
(b) Prevalence of linguistically diverse students in the district, including EL, IFEP, RFEP data.	1	2	3
(c) Prevalence of CLD students with disabilities.	1	2	3
7. Data to determine whether there is over- or under- identification of CLD students with disabilities.	1	2	3
8. CLD parent participation in special education presentations and events (i.e. community advisory committee, etc.).	1	2	3
9. The District has established procedures for screening ELLs for academic and educational difficulties, implementing interventions, and progress monitoring:	1	2	3
(a) Reading & writing	1	2	3
(b) Math	1	2	3
(c) Social/emotional & behavioral	1	2	3
TOTAL			

Assessment Area	Early Stages	Developing, In Progress	Prepared
Interpersonal Level - Multitiered System of Supports (MTSS)			
1. CLD students' culture is well represented in the school and classroom setting.	1	2	3
2. CLD students feel culturally connected to the school and learning environment.	1	2	3
3. There are clear and defined universal interventions implemented appropriately at the Tier 1 MTSS level for the following areas specific to CLD students:	1	2	3
(a) <u>Academic</u> - culturally relevant and linguistically appropriate instruction (e.g., universal design for learning).	1	2	3
(b) <u>Behavior</u> - Positive behavioral interventions and supports (PBIS): clearly defined and communicated rules and expectations.	1	2	3
(a) <u>Mental Health</u> - culturally relevant and meaningful universal screening and social emotional learning (SEL).	1	2	3
4. There are clear and defined interventions implemented appropriate at the Tier 2 MTSS level for the following areas specific to CLD students:	1	2	3
(a) <u>Academic</u> - Response to Intervention (RtI): evidence-based academic interventions with progress monitoring.	1	2	3
(b) <u>Behavior</u> - PBIS: evidence-based behavioral interventions with progress monitoring.	1	2	3
(a) <u>Mental Health</u> - culturally competent and linguistically appropriate school-based group counseling services.	1	2	3
5. There are clear and defined interventions implemented appropriate at the Tier 3 MTSS level for the following areas specific to CLD students:	1	2	3
(a) <u>Academic</u> - Increased intensity and duration of academic intervention with pre- and post- data.	1	2	3
(b) <u>Behavior</u> - individualized behavior plan in addition to Tier 1 and Tier 2 interventions.	1	2	3
(a) <u>Mental Health</u> - culturally competent and linguistically appropriate school-based individual counseling services.	1	2	3
6. Special education leadership, teachers and staff are actively involved in the creation of school- and district-wide MTSS policy and	1	2	3
TOTAL			

Assessment Area	Early Stages	Developing, In Progress	Prepared
Interpersonal Level - Special Education Referral			
1. Special education leadership and staff participate in DEI and CLD professional development.	1	2	3
2. Special education teachers and staff are knowledgeable of and involved in the pre-referral process for students suspected of having	1	2	3
3. There is in-depth individual screening of CLD students prior to referral for special education eligibility, including.	1	2	3
(a) Parent interviews & classroom observations	1	2	3
(b) Review of health and medical information	1	2	3
(c) Language proficiency in both L1 and L2	1	2	3
(d) Educational history and academic screening	1	2	3
4. Student Success Teams <i>have</i> tools and resources to make appropriate referrals for special education evaluation.	1	2	3
5. Student Success Teams <i>use</i> tools and resources to make appropriate referrals for special education evaluation, including factors involving:	1	2	3
(a) Acculturation and cultural differences.	1	2	3
(b) Language development and difference.	1	2	3
(c) Socioeconomic factors.	1	2	3
(c) Immigrant or refugee related experience.	1	2	3
(d) Other extrinsic factors.	1	2	3
TOTAL			

Assessment Area	Early Stages	Developing, In Progress	Prepared
Interpersonal Level - Special Education Eligibility & Programming			
1. Assessors are knowledgeable in conducting comprehensive psychoeducational evaluations with CLD students suspected of having disabilities.	1	2	3
2. Assessors are knowledgeable in methodologies, research, and best practices when evaluating CLD students for special education.	1	2	3
3. Assessors use culturally competent and linguistically appropriate evidence-based evaluation practices and procedures, including:	1	2	3
(a) Access to and use of culturally and linguistically appropriate assessment tools.	1	2	3
(b) Bilingual assessors or access to trained interpreters.	1	2	3
4. Special Education Eligibility Determination includes CLD considerations.	1	2	3
(a) Differential analysis of cultural and linguistic difference, disadvantage, and disability.	1	2	3
(b) Concrete ways to measure academic achievement and educational performance as it pertains to high incidence disabilities.	1	2	3
5. Individualized Education Program (IEP) team is mindful of CLD components when creating IEP.	1	2	3
(a) CLD parents are given ample time, opportunity and access with translation (if needed) to participate.	1	2	3
(b) Unique areas of need addressed through culturally and linguistically appropriate goals.	1	2	3
6. Individualized Education Program (IEP) services are implemented with CLD components.	1	2	3
(a) Culturally competent practices during service delivery and instruction.	1	2	3
(b) Progress monitoring is consistent and timely.	1	2	3
(c) Established home-school communication.	1	2	3
TOTAL			

Assessment Area	Early Stages	Developing, In Progress	Prepared
Individual Level - Cultural Competence			
1. Service providers have a conceptual understanding and knowledge of cultural and linguistic demographics of students served.	1	2	3
2. Service providers are engaged in cultural and linguistic professional development.	1	2	3
3. Service providers feel confident to practice growth mindset.	1	2	3
4. Service providers practice cultural humility.	1	2	3
5. Service providers have a mindful understanding of social structures that have helped shape student experiences.	1	2	3
6. Service providers create and improve equitable access to education for CLD students with disabilities.	1	2	3
7. Service providers reflect on their ethical responsibility to create equitable programming opportunities through their applied practice.	1	2	3
8. Service providers take opportunities to process emotional responses to critical feedback related to their CLD students and families.	1	2	3
9. Service providers feel empowered to advocate for their CLD students with disabilities.	1	2	3
TOTAL			

Development and Evaluation of Goals and Objectives

The interdisciplinary team will develop SMART goals (specific, measurable, attainable, relevant, timely) using the needs assessment data along with clear and defined objectives.

- Create a baseline in an area of need using the data from the needs assessment.
- Create at least one SMART goal with three objectives from each level (i.e. institutional, interpersonal, individual).
- Monitoring of objectives throughout the school year is required, with dates to be determined by the interdisciplinary team.
- Use resource mapping to determine resources needed to be allocated to meet

Development of SMART Goals and Evaluation of Implemented Objectives

Institutional Level - Special Education Department, District Policies and Practices

Baseline:

Goal:	Progress on Goal		
	None	Limited	On Track
Objective 1:			
Objective 2:			
Objective 3:			
Goal Met?	Yes	No	