

The following list of questions is included as part of a National Dissemination Center for Children with Disabilities training tool on IDEA. It is a tool to assist educators in developing IEPs for an EL student with a disability.

## A CHECKLIST FOR IEP TEAMS: CONSIDERING LIMITED ENGLISH PROFICIENCY—DEVELOPING THE IEP

In developing an IEP for a student with limited English proficiency, the IEP Team must consider the student’s level of ELP, this includes both second language conversational skills as well as academic language proficiency. Therefore, the IEP Team must consider the student’s level of ELP in listening, speaking, reading and writing, to support and strengthen implementation of the IEP goals. The IEP Team may find it helpful to ask the following framing questions:

Framing Questions	Yes	No
1. Has the dominant language in the home been considered?		
2. Has the child’s primary language of communication been considered?		
1. Have the cultural values and beliefs of the parents been considered in planning for the child’s education?		
2. Does the instructional plan incorporate a variety of instructional strategies?		
3. Is there a member of the IEP Team who has expertise regarding the student and understands how language develops as well as strategies that can be used when educating a student with English as a second language?		
4. Does the IEP Team have access to assessment data that is accurate and unbiased?		
5. Does the assessment information use a variety of methods and environments?		
6. Does the “present levels” statement in the IEP address both how the student uses his or her native language and how the student uses English?		
7. Do progress monitoring activities measure progress toward the mastery of English?		
8. Do the goals delineate in which language they will be addressed and who will be responsible for measuring the outcomes?		
9. Is there collaboration between general and special education as well as English as a Second Language and bilingual education if appropriate?		
10. Is an interpreter for the parents and the student present at the IEP meeting?		
11. Are the IEP Team members trained in how to use an interpreter?		
12. Is the evaluation process that will be used carefully defined in the native language and in English during the reviews and reevaluations?		
13. Are the behaviors that are being measured carefully defined in the native language and in English during the reviews and reevaluations?		
14. Is the setting that the language is being measured in defined?		
15. Is the type of language that is being measured defined?		

Source: Center for Parent Information and Resources. (n.d.). Considering limited English proficiency: Developing the IEP. Retrieved from <http://www.parentcenterhub.org/repository/considering-lep/>



## Ensuring Appropriate Practices for Special Education Teams on ELs with Disabilities (ELSWD)

<b>The team of qualified professionals known as the Evaluation Team who determines eligibility for special education services included an individual, such as the building or district EL coordinator or the ESL or bilingual teacher, who can interpret:</b>	
• Language Proficiency information from the Home Language Survey	
• WIDA SCREENER Placement Test or K MODEL results	
• ACCESS or Alternate ACCESS assessment results	
• Native language literacy information for students who have had native language instruction in their home country or in U.S. schools	
• Other assessments of English proficiency including information on the language most likely to yield accurate information	
<b>When planning full and individual evaluations for culturally and linguistically diverse learners, the team has considered that</b>	
• The student may need assessment in both the native language and in English to obtain a full understanding of what the child knows and can do.	
• When conducting the evaluations, the child may be assessed in English but respond in the native language as well as English. The dual language response must be factored into the overall evaluation conclusions of what the child knows and can do when the report is constructed. For example, counting vocabulary words known in both languages.	
• If the Evaluation Team, including the parent, determine during the review that sufficient and culturally and linguistically appropriate interventions have not been attempted and documented, the Evaluation Team, including the parent, may request additional information before determining whether the child requires an evaluation.	
• Strengths and needs in first language vs. English as well as need for native language support	
• Effect of culture on learning behavior and interactions.	



<p>The IEP meeting included both</p> <ul style="list-style-type: none"><li>• An individual who can interpret the implications of evaluation results</li></ul> <p>and</p> <ul style="list-style-type: none"><li>• Other individuals who have knowledge or special expertise regarding the student (at the discretion of the parent or school district) such as an individual with knowledge of second language acquisition, including English Language Development Standards and Assessments if the student is an English Learner, and related service providers as appropriate</li></ul>	
<p>The Present Levels of Academic Achievement and Functional Performance includes</p> <ul style="list-style-type: none"><li>• a consideration of how the disability impacts the student’s performance on the World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) standards</li></ul> <p>and</p> <ul style="list-style-type: none"><li>• Baseline information about the student’s English language proficiency from WIDA measures.</li></ul>	
<p>The list of academic standards that the program will address includes WIDA ELD standards in addition to other relevant content standards.</p>	
<p>IEPs goals incorporate language development and benchmarks have been developed with consideration of CAN DO descriptors and ELD proficiency level.</p> <p>Annual Academic Goal = <b>learner</b> + <b>WIDA English Language Development Standard</b> + <b>RIELDS/CCSS/Essential Elements</b> + <i>individual’s target performance</i> + <i>measurability</i></p>	
<p><b>At the annual review and revision of the IEP of a culturally and linguistically diverse student, the IEP Team should also consider</b></p>	
<ul style="list-style-type: none"><li>• English language proficiency assessment,</li><li>• English Learner (EL) intake data,</li><li>• student work samples,</li><li>• student self-assessments,</li><li>• anecdotal records,</li><li>• structured observations, etc.,</li><li>• including difficulties across time and settings</li><li>• ensure access to evaluators who speak a student’s home/native language,</li><li>• evaluators should be knowledgeable about the impact of second language acquisition on performance on any formal norm referenced tests used and</li><li>• choose tests that are developed to minimize bias for culturally and linguistically diverse students.</li></ul>	
<p>The IEP team examines the student record for ELD data and double checks the EL census online before choosing EL Yes/No on the front of the IEP.</p>	



The IEP team records the home language of the student who is an EL.	
The IEP team documents if the home language of any parent is English or another language.	
The IEP team indicates if an interpreter is needed for family participation in meetings.	
The Supplementary Aids and Services/Program Modifications/Supports for School Personnel page of the IEP reflects needed language and culture supports for <b>both</b> students and educators. For example, consultation between EL specialist and special education and related service providers might be a support for school personnel.	
The assessment accommodations page includes consideration of needed accommodations to participate in ACCESS in grades K-12 or indicates if the student will take Alternate ACCESS beginning as early as grade 1.	

**Federal and State requirements on ELSWD:**

<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/English-Language-Learners/Participation%20of%20English%20Learners%20w%20Disabilities.pdf>

[http://www.ride.ri.gov/Portals/0/Uploads/Documents/OSCAS/IEP-FAQ\\_2010-08-19\\_15.pdf](http://www.ride.ri.gov/Portals/0/Uploads/Documents/OSCAS/IEP-FAQ_2010-08-19_15.pdf)

[http://www.ride.ri.gov/Portals/0/Uploads/Documents/OSCAS/RITAP\\_IEP-Guide-Age3-13\\_13.doc](http://www.ride.ri.gov/Portals/0/Uploads/Documents/OSCAS/RITAP_IEP-Guide-Age3-13_13.doc)

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf> (see Section F)

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

<http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/cover-letter-els-w-disabilities-7-18-2014.pdf>

<http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/q-and-a-on-elp-swd.pdf>

<http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/addendum-q-and-a-on-elp-swd.pdf>