

This document is intended for use by all teachers of English Learners with Disabilities (ELWD). The purpose of this document is to support effective collaboration within Individualized Educational Programs (IEP) and processes and instructional programs that serve to meet the language and learning needs of ELWD. The information included is recommended based on research and evidence for best practices for ELWD. Refer to relevant federal, state, and local policy when making decisions about programs and services for ELWD.

Under federal law, special education and disability-related, IEPs, and Language Instruction Educational Program (LIEP) services are separate categories of support for ELWD, each governed by their own federal and state requirements. Special education and disability-related services cannot substitute for LIEP services. Please refer to the following resources for more information on federal civil rights requirements for serving ELWD.

- [Chapter 6](#) of the *English Learner (EL) Toolkit* (jointly published by the U.S. Department of Education and the U.S. Department of Justice, 2016)
- [VDOE Brief for Special Education Coordinators and Instructional Staff](#)

BUILD COLLECTIVE CAPACITY THROUGH IEP AND LIEP TEAM COLLABORATION*

Federal guidance regarding civil rights for English Learners mandates that the evaluation team or IEP team must include a staff member with expertise in English language development and acquisition of an additional language.

GOALS:

1. Develop a shared understanding of the impact of language, culture, and disability-related needs on the development of academic and behavioral skills.
2. Clarify and define the roles and responsibilities of all teachers in serving ELWD.

EL BILINGUAL EDUCATORS

- Share information about the influence of language, stages of second language acquisition and culture on student learning and behavior, including the use of the EL's primary language
- Explain the types of language assessments available, how to interpret the results, and how to use that information to inform instructional planning (e.g., WIDA Assessments, Rubrics, and Performance Definitions)
- Suggest resources and strategies to support development of the primary language and English while simultaneously building academic knowledge and skills, e.g., VDOE EL Teacher Toolkit.
- Identify ways to scaffold, adapt, and modify instructional materials, instruction, and assessments according to English language proficiency level
- Suggest best practices for EL instruction, including culturally-sustaining pedagogies
- Identify and explain the student's language strengths and needs as it may relate to the disability and help inform accommodations and support

SPECIAL EDUCATORS AND RELATED SERVICE PROVIDERS

- Share information about the influence of disability on student learning and behavior
- Explain the specific Individuals with Disabilities Education Act (IDEA) disability category
- Explain specific instructional needs and supports connected to the disability (e.g., High Leverage Practices, Universal Design for Learning).
- Identify ways to adapt and modify materials, instruction, and assessments to address the unique strengths and needs of the learner
- Inform on the accommodations available to reduce the effect of the disability and how to apply the accommodations for instruction and assessment
- Share specific supports needed in order to benefit from special education-related services (e.g., speech language pathology, counseling, assistive technology); and explain ways in which teachers can reinforce and utilize those supports in the classroom environment.

GENERAL EDUCATION EDUCATORS

- Share information about standards-based instruction
- Explain expectations for grade-level performance and curriculum, required benchmarks and end of year expectations
- Identify resources for supporting grade-level and content knowledge and skills
- Explain classroom norms and behavior expectations

ADMINISTRATORS

- Allocate the needed resources, including collaborative planning time and interpreters for family communication
- Coordinate any professional development needed, (e.g., wellness and academic needs of ELWD, collaboration)
- Provide instructional leadership guidance and coaching as needed
- Ensure information and educational opportunities are provided to parents in their primary language
- Prepare and provide interpreters for family communication, including IEP meetings

All professionals engage families according to their roles.

**Information in this chart was adapted with permission from [Serving English Learners with Disabilities: How ESL/Bilingual Specialists Can Collaborate for Student Success](#); Written by Robertson, P. (2016); Published by Colorín Colorado*

COLLABORATE TO DEVELOP INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

GOALS:

In addition to following the state and federal guidelines for IEP development, ensure that IEPs address:

1. A student's unique linguistic and cultural characteristics as well as special education and disability-related needs; and
 2. The federal civil rights requirement that ELWDs receive LIEP services as well as special education and disability-related services.
- Ensure that representatives from general, LIEP, and special education programs that serve ELWD are included in IEP development and have knowledge and skills regarding most current research-based instruction in their disciplines.
 - Ensure that the student's IEP **Present Level of Educational Performance** section:
 - includes information about linguistic, academic, functional and behavioral skills;
 - describes current special education and [LIEP](#) services. If the LIEP is a bilingual model, specify the language(s) of instruction and the nature of LIEP supports provided (García and Malkin, 1992);
 - includes formal and informal assessment results gathered by all service providers, such as:
 - English Language Proficiency (ELP) assessments scores such as WIDA Screener or WIDA's ACCESS for ELLs. Descriptions of what those scores mean in terms of language receptive and expressive skills can be included using WIDA's Performance Definitions ([Speaking and Writing/Listening and Reading](#)), and

EL/BILINGUAL EDUCATOR

- formal and informal measures of social/instructional and academic language proficiency in English and the primary language when available;
- the impact of language supports provided to enhance academic success

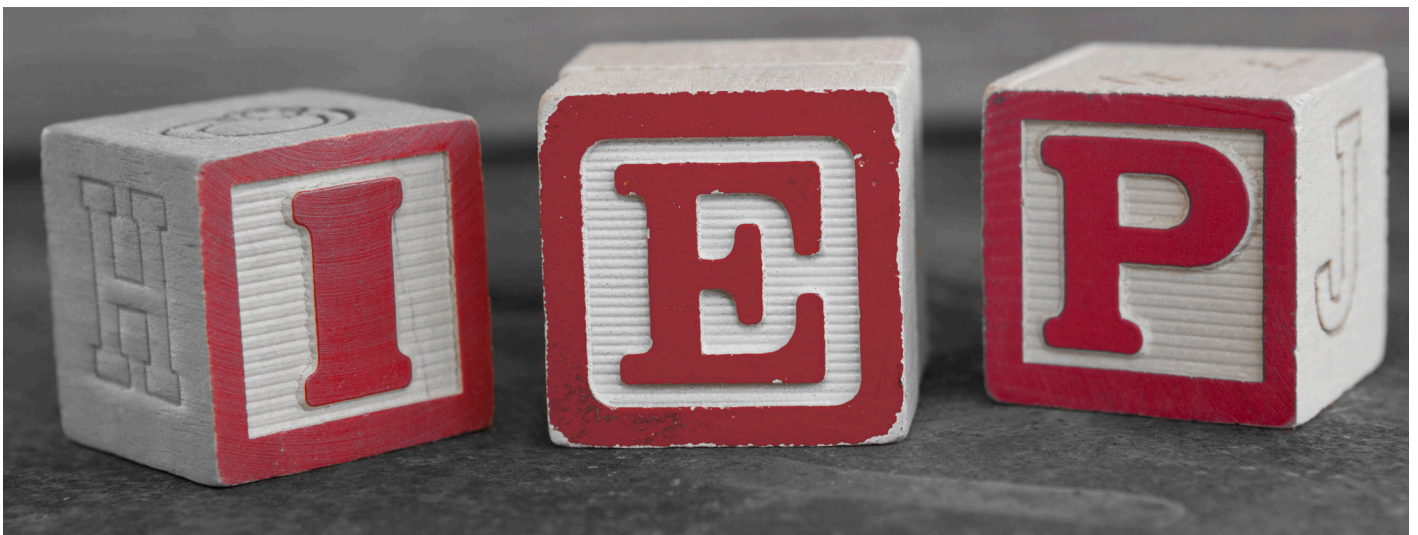
SPECIAL EDUCATOR AND RELATED SERVICE PROVIDER(S)

- individualized assessments of academic, behavioral and functional performance;
- the impact of accommodations, adaptations, and modifications to instruction and/or daily assignments.

GENERAL EDUCATION EDUCATOR

- performance on daily assignments, results of curriculum-based assessment, benchmark measures, standardized assessments, measures of effectiveness of specific instructional activities and strategies, behavioral observations

- Ensure that the instructional plan includes evidenced-based practices for ELWD as well as a variety of instructional strategies, methods, and environments. Specify the ways in which all teachers and special education service providers will collaborate to meet each goal and identify areas of individual responsibility, including appropriateness and implementation of accommodations for the disability and modifications for language proficiency level.
- Identify multiple data sources to develop the IEP and ensure a comprehensive understanding of students' strengths and needs that are unbiased and accurately normed for ELs. When using primary language assessments, consider if the assessment was normed for an EL population. Assessments simply electronically translated may invalidate the results. For example, test translations are affected by construct bias (e.g., cultural differences), method bias (e.g., administration issues), and item bias (e.g., inadequate translations or incorrect word choice).
- Discuss strategies for monitoring progress that are sensitive to the student's background characteristics and will enable educators to track progress over time in all areas of student performance in the primary language and/or English as appropriate.
- Consider parents' language preferences and cultural communication styles during the IEP meeting. IDEA, state special education regulations, and the federal civil rights requirements for EL education mandate that divisions provide language assistance to the parents of ELs if needed. Arrange for a licensed and division-approved interpreter.
- Support all team members to implement and evaluate the plan. Share strategies and materials, assessment information, concerns and success stories.



IDENTIFY APPROPRIATE ANNUAL GOALS

- In Virginia, special education regulations require parental consent for changes to an IEP. Goals and services for EL are generally not listed in an IEP because if an ELWD were to score high enough to exit LIEP services, yet LIEP service were included in an IEP, a division would legally still be obligated to provide that service until the team created a new IEP and it was signed by a parent.
- Consider if the identified disability is language-related (e.g., specific learning disability affecting the EL's ability to read, write, listen, and/or speak, or a speech or language impairment) to determine if an English proficiency development goal is appropriate.
 - If the disability is language-related, it may be appropriate to include an English proficiency development goal connected to academic language proficiency. In that case, consider aligning IEP language goals with English language proficiency objectives (e.g., increased complexity of language production and/or comprehension, quantity, precision, variety).
 - If the disability is not language-related (e.g., orthopedic impairment), it may not be appropriate to include an English proficiency development goal.

COORDINATE COLLABORATION AND MULTIPLE SERVICES

- It is the responsibility of the IEP team to determine the least restrictive environment for delivery of special education services.
 - To the maximum extent appropriate, the student is educated with children without disabilities. This may impact where the LIEP services will be provided, especially students with more significant disabilities.
 - To the extent possible, maintain a consistent schedule that maximizes instructional time and minimizes transition time beyond those integrated into the school's master schedule.
- Consider the totality of students' needs- English and primary language proficiency, sociocultural factors, and disability/ies.
- Schedule a time and format for collaborative planning, including a description of the responsibilities of each team member. Establish ground rules that address effective communication and respect for all participants.
- Seek the support of school administrators for the collaborative process and ask for their assistance in providing the time and resources needed.
- Develop a system for maintaining accurate records that is shared across all programs and personnel who serve ELWD.

EXPLORE ADDITIONAL REFERENCES AND RESOURCES FOR DEEPER LEARNING

- [CCSSO English Learners with Disabilities Guide](#) Written by: Park, S., Martinez, M., Chou, F. (2017)
- [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents](#) from the U.S. Department of Justice and the U.S. Department of Education, Civil Rights Divisions (January 2015) [Section F]
- [Handbook for Educators of English Learners with Suspected Disabilities](#)(VDOE)
- [IEP and Instruction](#) (VDOE webpage; inclusive practices)
- [Individualized Education Program \(IEP\)](#) (VDOE webpage)
- [Lesson Tuning Protocol](#) (WestEd)
- [Policy Statement on Supporting the Development of Children Who are Dual Language Learners in Early Childhood Programs](#) (US Department of Health and Human Services; US Department of Education)
- [Translating Texts: Some Practical Guidelines](#) (Fons Van de Vijver and Ronald K Hambleton, 1996)