

Students with Dual Labels English Language Learners with Disabilities



**ARIZONA DEPARTMENT OF EDUCATION
OFFICE OF ENGLISH LANGUAGE ACQUISITION SERVICES**



**Boot Camp
School Year 2015-2016**

Students with Dual Labels: English Language Learners with Disabilities



English language learners (ELLs) with disabilities have unique learning needs and challenges because of the interaction of their disability with learning a new language.



Arizona Public Schools

FY14

Demographics

*Approximate
numbers*

Students in AZ Public Schools

1,149,831

**Special
Education
Students**

155,653

ELL Students

95,150

**English Language Learners with
Disabilities**

14,999

ACRONYMS



- ESEA – Elementary and Secondary Education Act
- FAPE – Free Appropriate Public Education
- IDEA – Individuals with Disabilities Education Act
- IEP – Individualized Educational Program
- ILLP – Individual Language Learner Plan
- LEP – Limited English Proficient
- LRE – Least Restrictive Environment
- OCR – Office for Civil Rights

Legal Obligations



Students with Dual Labels: English Language Learner and Special Education



English Language Learners

- Who have an Individualized Education Program (IEP)
- Are **legally** entitled to services
 - ✓ English Learner Program
 - ✓ Special Education Program

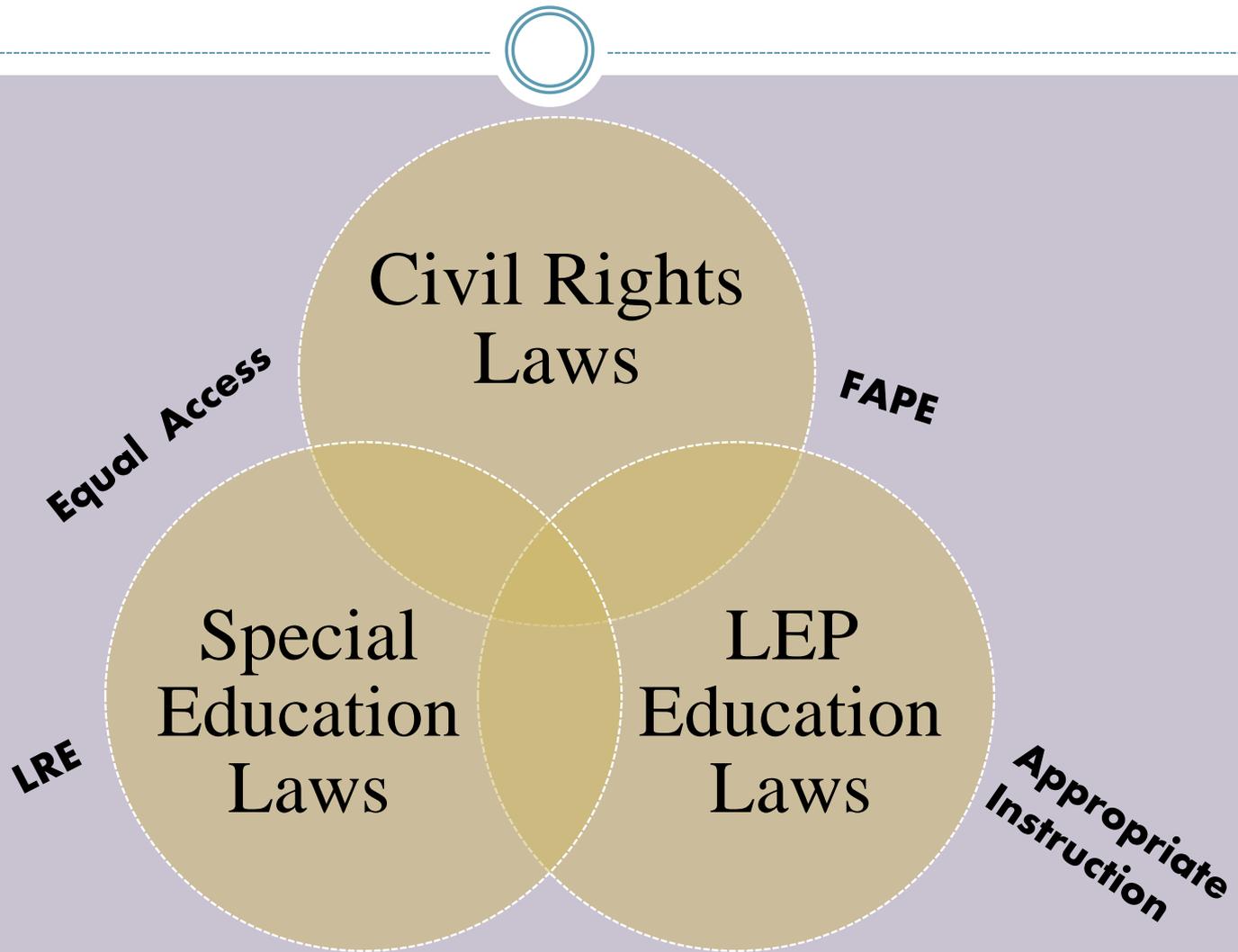


Laws that Address ELLs with Disabilities



- **Federal and State Laws that address the education of ELLs with disabilities:**
 - Laws that pertain to instruction for limited English proficient (LEP) students.
 - Laws that pertain to providing special education services.

Federal Laws and Entitlements for ELL Students with Disabilities



Arizona Statutes & Code



Arizona Revised Statutes

- §15-751 – §15-757
English Language Education
for Children in Public
Schools

Arizona Administrative Code

- R7-2-306
English Language Learner
Programs

Programs and Services



Individualized Education Program (IEP) Team



- The IEP team makes decisions about what is in the IEP.
- ELL coordinator and/or the ELL teacher are members of the IEP team.
- The IEP team must consider the language needs of the child as those needs relate to the child's IEP.

34 CFR § 300.324(a)(2)(ii)

(2) Consideration of special factors. The IEP Team must—

- (ii) In the case of a child **with limited English proficiency**, consider the language needs of the child as those needs relate to the child's IEP;

Individualized Education Program (IEP) Team



- Identify the **language needs** of the student
 - Distinguish language proficiency from disability needs
 - Determine language deficiencies and most appropriate services
- Document the IEP Team's decisions in the student's IEP
 - The IEP drives the educational program and services



Delivery of Language Services



The two programs must **collaborate** to determine the **most effective** approach to instruction.

- A model of collaboration must be developed.

All English language instruction is delivered in the SEI program.

- SEI classroom placement for 4 hours of ELD, or
- Mainstream classroom/ILLP (4 hours).

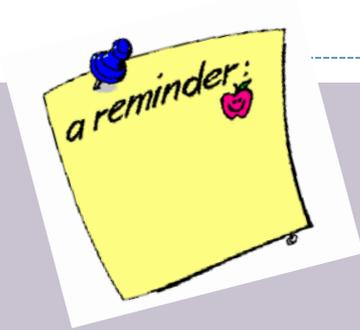
All English language instruction is delivered in the special education program.

- SEI program will not meet the specific needs of the student because of the impact of the disability.

English language instruction may be split between the special education program and the SEI program.

- SEI classroom placement for part of the 4 hours of ELD, or
- Mainstream classroom/partial ILLP
- Special education program placement for part of the English language instruction.

English Language Learner Procedures and Documentation



- Use the same procedures and documentation as required for all ELLs.
 - ✓ Home Language Survey and Enrollment Form
 - ✓ Initial and yearly English language assessment
 - ✓ Parent Notification and Consent Form (yearly)
 - ✓ Copy of the Reclassification Letter to parents
 - ✓ Two-year Monitoring Form



Students with Disabilities in the SEI classroom



Teachers need to know:

- Level of English language proficiency
- Specific information about the student's disability
- How the disability impacts learning
- Effect of the disability on educational performance
- Accommodations/modifications in the IEP



Students with Disabilities in the SEI and ILLP classroom

These students may need accommodations/adaptations due to their disability.

- ✓ Use of audio
- ✓ Use of visuals
- ✓ Location in the classroom
- ✓ Strategic grouping
- ✓ Wait time/Extra time
- ✓ Type of assessment
- ✓ Paraphrasing
- ✓ Repetition
- ✓ Sensitive to frustration levels



English Language Proficiency Assessment



ARIZONA ENGLISH LANGUAGE LEARNER ASSESSMENT AZELLA



Federal Requirements for Assessment



**Assess
ELP of
all
ELLs**



**All SWDs
must be
included in
general State
assessments
34 CFR §300.160**



**All Dual
Labeled
students must
be included in
annual ELP
assessments**

Federal Requirements

Participation in ELP Assessment



- Students with dual labels participate in the ELP assessment as determined by their IEP Teams:
 - regular ELP assessment with no accommodations
 - regular ELP assessment with one or more accommodations as indicated in the IEP

or

 - an alternate assessment, if the IEP Team determines the student cannot participate in the regular ELP assessment even with accommodations
- Document in the IEP



AZELLA Testing Conditions and Accommodations

➤ <http://www.azed.gov/assessment/azella/>

→ Choose Test Coordinator

- ✓ AZELLA Testing Conditions and Accommodations
 - ❖ Universal Test Administration Conditions
 - ❖ Test Accommodations for Students with Disabilities



Any questions pertaining to the administration of AZELLA

Please contact the AZELLA Team

AZELLA Inbox

AZELLA@azed.gov

or

602-542-5031

Brenda Wright

AZELLA State Test Coordinator

Exit from ELL Status



Exit from ELL Status



- “Withdrawn due to SPED Criteria” in SAIS (Code 7)
 - This decision is made by the IEP Team, which includes the ELL coordinator and/or the ELL teacher.
 - ✓ The IEP Team must be in agreement on this decision.
 - ✓ The student no longer meets the definition of an ELL.
 - There is evidence that the student does not have a language need.
 - Clearly document this decision and the evidence for this decision in the student’s IEP.

Thank You!



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