

Students with Dual Labels English Language Learners with Disabilities



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



**ELL Coordinator Boot Camp
2016-2017**

Session Format



- Background
- Legal Obligations
- Implementation of Programs & Services
- ELP Assessment
- Exit from ELL Status
- Questions



Arizona Public Schools

FY15

Demographics

*Approximate
numbers*

Students in AZ Public Schools

1,212,221

**Students
Receiving
Special
Education**

136,183

ELL Students

79,677

**English Language Learners with
Disabilities**

12,330

ACRONYMS



- AAC - Arizona Administrative Code (Board Rule)
- ARS - Arizona Revised Statutes
- ESEA - Elementary and Secondary Education Act of 1965
- ESSA - Every Student Succeeds Act (2015)
- FAPE - Free Appropriate Public Education
- IDEA - Individuals with Disabilities Education Act
- IEP - Individualized Education Program
- ILLP - Individual Language Learner Plan
- LRE - Least Restrictive Environment
- OCR - Office for Civil Rights
- SEI - Structured English Immersion
- SLD - Specific Learning Disability

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.

Legal Obligations



Students with Dual Labels: English Language Learners with a Disability



English Language Learners

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



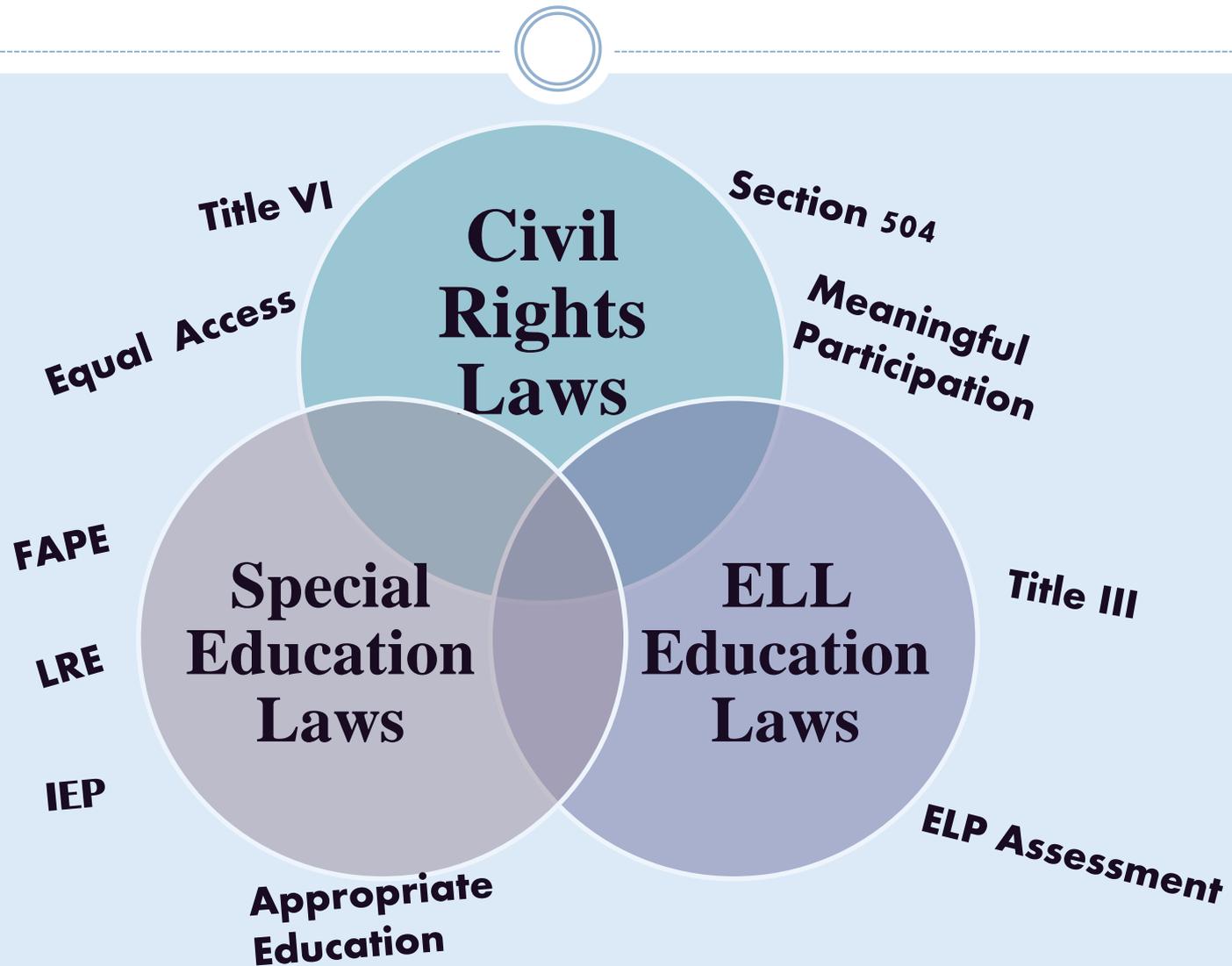
Laws that Address ELLs with Disabilities



Federal and State Laws both address the education of ELLs with disabilities:

- ✓ Integrate 2 sets of legal requirements
 - Laws that pertain to instruction for ELLs
 - 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

Identifying English Language Learners with a Disability



- A student may not be determined to be a student with a disability **if the determinant factor is the student's limited English proficiency**, and if the student does not otherwise meet the IDEA's definition of a "child with a disability."

34 CFR§300.306(b)(1)(iii)and (2)

- There is **no** requirement in ESEA or in IDEA that English Language Learners may not be evaluated for special education services for a certain period of time.

Implementation of Programs and Services



Individualized Education Program (IEP) Team



- The IEP team makes decisions about what is in the IEP.
 - Develop appropriate academic and functional goals
- It is essential that persons with expertise in second language acquisition are members of the IEP team.
 - ELL coordinator and/or the ELL teacher
- 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
 - Documentation can be captured anywhere in the IEP
 - ✓ Consider using the PLAAFP* section and the services section



*Present Level of Academic Achievement & Functional Performance

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).

Special education services delivered in the SEI classroom

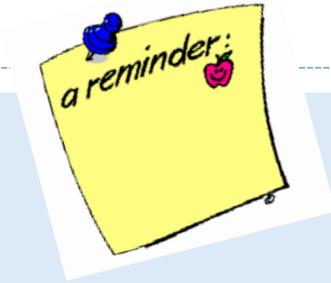
English language instruction may be split between the **special education program** and the **SEI program**.

- 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.

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 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)
 - ✓ Parent Request for Student Withdrawal from an English Language Learner Program
 - ✓ Copy of the Reclassification Letter to parents
 - ✓ Two-year Monitoring Form



Parent Withdrawal from an ELL Program



- Parents can refuse to have their children enrolled in an ELL program.
 - LEAs cannot recommend that parents decline services.
 - A parent's decision must be knowing and voluntary.
- When a parent declines participation the LEA must still assess the student's English language proficiency with the annual English language proficiency assessment, until that student no longer meets the definition of an ELL.

Students with Disabilities in the SEI classroom and the Mainstream Classroom with an ILLP



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
- Services, accommodations/modifications in the IEP
- Annual learning goals



Students with Disabilities in the SEI and ILLP classroom



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

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

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 (AZELLA) with no accommodations or standard accommodations
 - regular ELP assessment (AZELLA) with one or more accommodations
 - an alternate assessment, if the IEP Team determines the student cannot participate in the regular ELP assessment (AZELLA) even with accommodations
- Document in the IEP:
 - appropriate accommodations
 - a statement of why the student cannot participate in the regular assessment (AZELLA) & why the particular assessment selected is appropriate

AZELLA



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

AZELLA



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

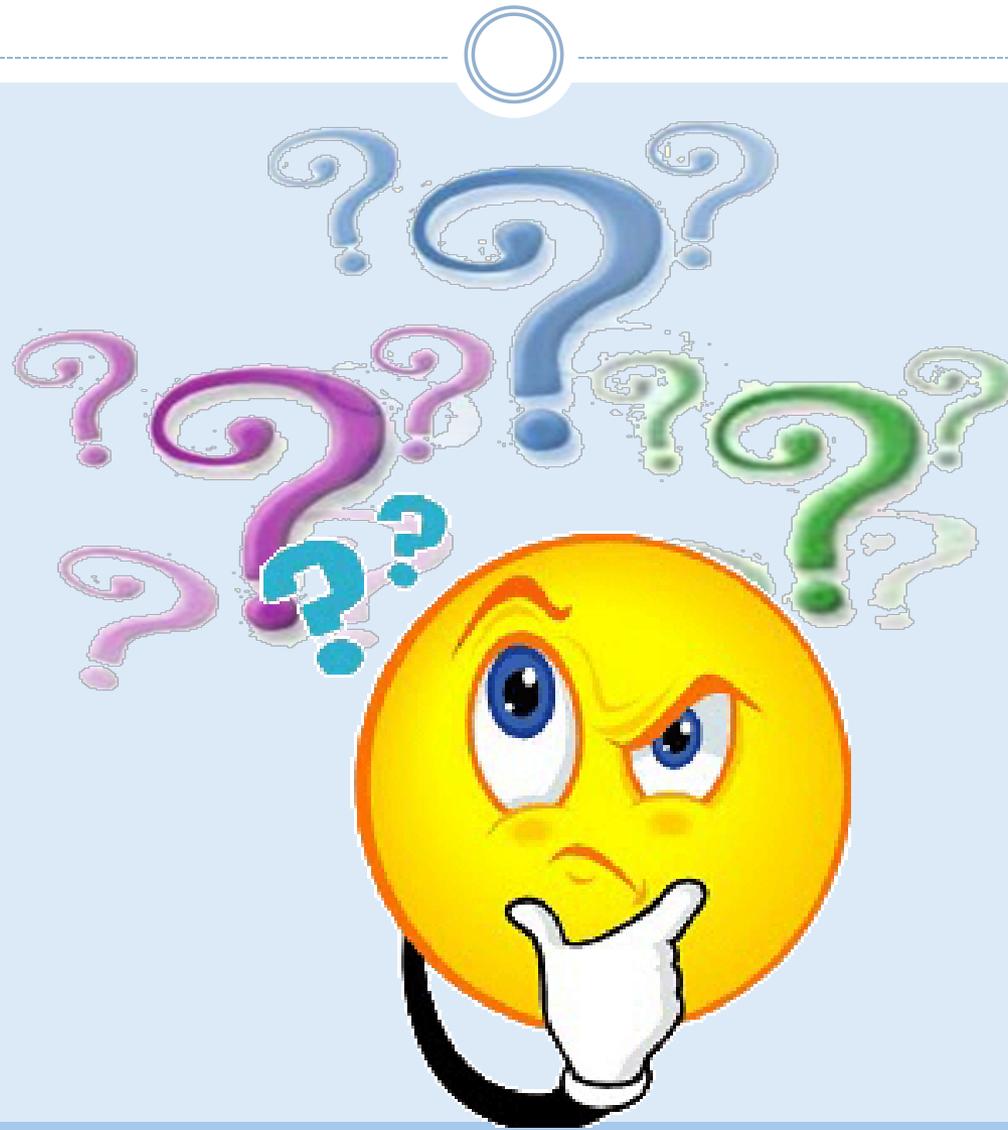


Exit from ELL Status



- “Withdrawn due to SPED Criteria” in AzEDS (Code: ELL07)
 - 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.**
 - Student meets the State’s definition of proficiency.
 - 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.

Questions?





Thank You!

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