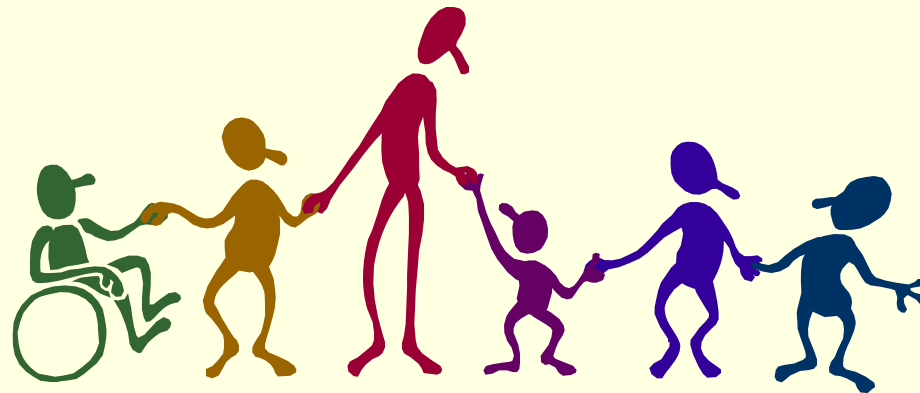


# Students with Limited English Proficiency (LEP) and the Special Education Process



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# Agenda

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- I. Who Are Students with LEP?
- II. What IS Special Education?
- III. The Special Education Process:  
Your Role & Responsibilities
- III. Questions & Resources

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Who are students with LEP?



# LEP – Limited English Proficient

An individual

(A) who is aged \_\_\_\_-\_\_\_\_;

(B) Who is enrolled or preparing to enroll in an \_\_\_\_\_ or secondary school;

(C)(i) who was not b\_\_\_\_\_ in the United States or whose native language is other than English;

(C)(ii)(I) who is a N\_\_\_\_\_ American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

# LEP – Limited English Proficient

*cont.*

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(D) Whose \_\_\_\_\_ in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual-

(i) the ability to meet the State's \_\_\_\_\_ level of achievement on State assessments described in section 111(b)(3);

(ii) the ability to \_\_\_\_\_ achieve in classrooms where the language of instruction is English; or

(iii) the \_\_\_\_\_ to participate fully in society.

# Considerations for Second Language Acquisition.

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- B\_\_\_\_\_ Interpersonal  
Communication S\_\_\_\_\_ (BICS)
- Cognitive A\_\_\_\_\_ Language  
Proficiency (CALP)
- Acculturation P\_\_\_\_\_

# BICS: Basic Interpersonal Communication Skills

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- Oral communication skills.
- It will take an LEP student appropriately \_\_\_\_\_ years to acquire BICS.
- ESL classes \_\_\_\_\_ for oral communication, and reading and writing support are recommended.
- Second language acquisition \_\_\_\_\_ be \_\_\_\_\_.
- \_\_\_\_\_ staff must have expertise in teaching ESL.
- Do not assume that if the student “\_\_\_\_\_” English he/she can be assessed in English.

# CALP: Cognitive Academic Language Proficiency

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- Literacy skills of the \_\_\_\_\_ student need to be academically at the “same level” as his/her English speaking peers.
- It takes approximately \_\_\_\_\_ years to acquire CALP.
- ESL services for \_\_\_\_\_ and \_\_\_\_\_ support are recommended.

# Acculturation Process

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Our \_\_\_\_\_ is to educate bi\_\_\_\_\_ students who can function \_\_\_\_\_ in \_\_\_\_\_ cultures.

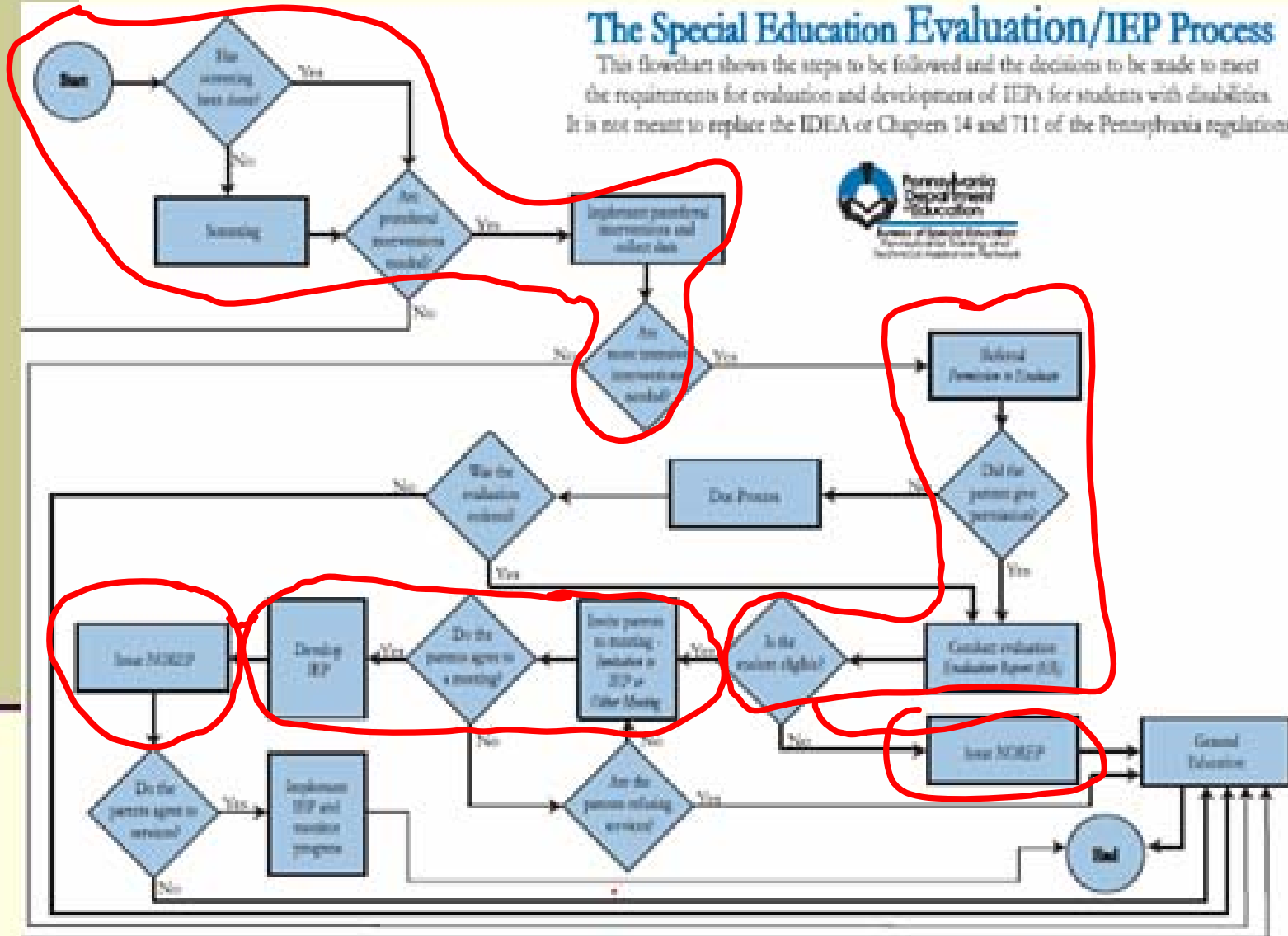
- It takes years to function effectively in two cultures
- Schools must “\_\_\_\_\_” expectations of students and parents.
- Schools must \_\_\_\_\_ and \_\_\_\_\_ cultural differences, and “\_\_\_\_\_” expected behaviors.
- We are educating students to compete in a global economy.
- Teach valuing diversity through \_\_\_\_\_ respect by and for everyone.

# What IS Special Education?



# The Special Education Evaluation/IEP Process

This flowchart shows the steps to be followed and the decisions to be made to meet the requirements for evaluation and development of IEPs for students with disabilities. It is not meant to replace the IDEA or Chapters 14 and 711 of the Pennsylvania regulations.



Revised Nov. 2005.

# Activity

Pennsylvania's Parent Guide To Special  
Education for School Age Children

# Parent Communication

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- Communications with parents needs to be in their native language or use an interpreter. This includes: all screening, prereferral, evaluation, and IEP information, as well as Procedural Safeguards.
  - All Special Education Forms & Formats are available translated into to the most common languages found in PA , on the \_\_\_\_\_ web site:<http://www.pattan.k12.pa.us/regsforms/foreignlanguageformsandformats.aspx>
  - Copies can also be found on the Transact site.

# The Special Education Process: Your Role & Responsibilities

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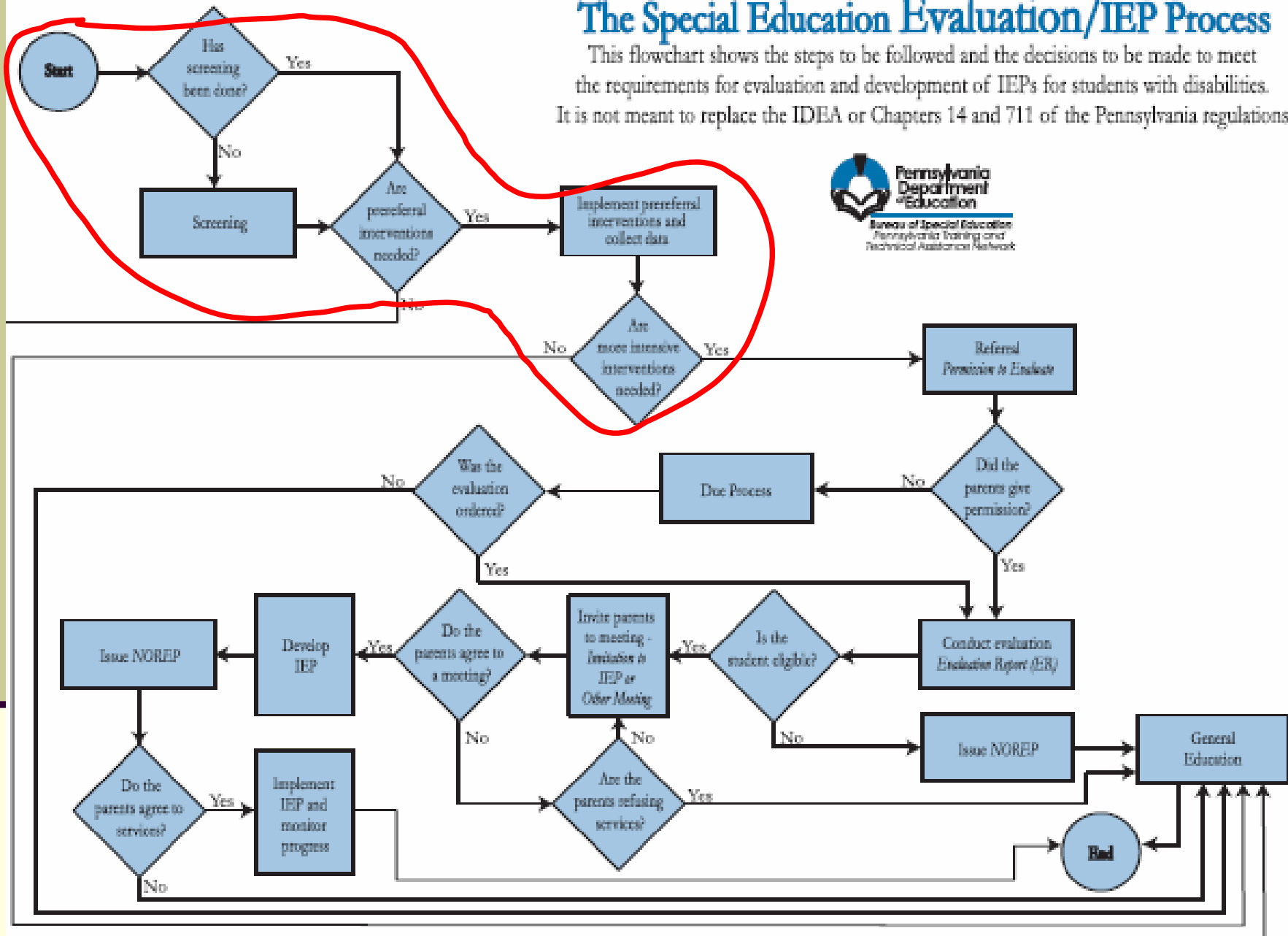
- Prereferral
- Evaluation
- Individualized Education Program (IEP)
- Notice Of Recommended Placement (NOREP)

# Prereferral

Screening  
Early Intervening Services

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# Screening – Purposes

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- Each SD must establish and implement a comprehensive system of screening to accomplish the following:
  - Identify and provide initial screening prior to referral
  - Provide peer support for teachers and other school personnel to assist in working with students in the general education curriculum
  - Conduct hearing and vision screening
  - Identify students who may need to be referred for MDE

# Screening – Process

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## **Process shall include:**

- Curriculum-based or performance based assessments
- Observation
- Intervention
- Student response to \_\_\_\_\_
- Determination whether difficulties are due to lack of instruction or L\_\_\_\_\_ E\_\_\_\_\_ P\_\_\_\_\_
- Determination whether student's needs \_\_\_\_\_ functional ability of regular education program
- Activities to gain \_\_\_\_\_ involvement

# Prereferral Strategies for students with LEP:

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- Carefully Collect and Analyze information – PRIOR to referral for Sp. Ed. Evaluation:
  - Level of Proficiency in Reading, Writing, Speaking and Understanding English
  - Time in US & receiving instruction
  - Information on Culture & Development
  - Compare to Development of Children with similar backgrounds
  - Opportunity to Learn – quantity & quality

# Prereferral Strategies for students with LEP: Check for Effective Instruction

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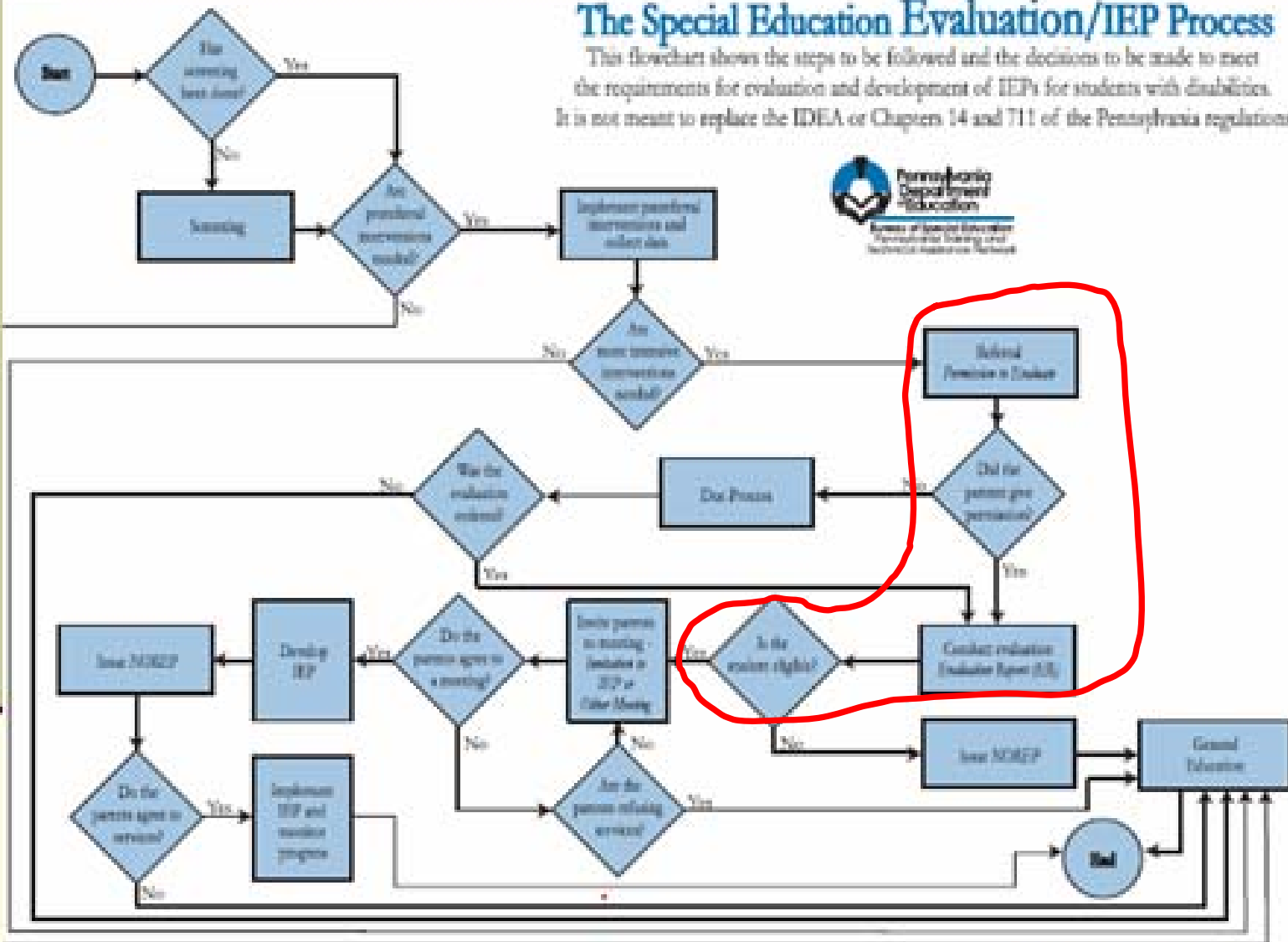
- Lessons have shared goals
- Students and parents understand the goals of lessons
- New learning is linked to prior knowledge
- Both cognitive and metacognitive strategies are taught
- Information is organized (sequentially if possible)
- Instruction is provided in phases, yet is non linear
- Lessons take the child's development into account.

# Referral

Referral Process  
Permission to Evaluate

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# Referral

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- A request for an evaluation for referral to special education may be made by the child's parent(s), LEA, SEA, or other state agency.
- LEA gathers information to use on the Permission to Evaluate
- Parents have the right to review screening records, meet with school personnel, disagree with the referral

# Evaluation

Evaluation Team  
Evaluation Process  
Evaluation Report

# Evaluation TEAM

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- A team of qualified professionals and parent(s)
- Develops a comprehensive, multidimensional assessment tailored to the child being evaluated.
- Determines educational needs *For students with LEP this \_\_\_\_\_ second language acquisition needs, ie. reading, writing, speaking and understanding.*
- Determines \_\_\_\_\_.

# Evaluation

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In conducting the evaluation, the LEA shall:

- Use a \_\_\_\_\_ of assessment tools, including information from the parent
- Not use a \_\_\_\_\_ measure as the \_\_\_\_\_ criterion for determining eligibility
- Use technically \_\_\_\_\_ instruments

# Evaluation

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Assessments used are:

- Not discriminatory or racially biased
- Assessments and other evaluation materials are provided and administered in the **child's native language or other mode of communication** and in the form most likely to yield accurate information; unless clearly not feasible
- Valid, reliable, given by trained personnel
- Able to assess child in all areas of suspected disability and to provide relevant information
- Schools must coordinate assessments of children who transfer during academic year to ensure prompt completion of full evaluation.

# Evaluation

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A child is not a child with a disability if the presenting problem is caused by:

- L\_\_\_\_\_of instruction in reading – **including in the essential components of reading instruction**
- L\_\_\_\_\_of instruction in math
- L\_\_\_\_\_English proficiency

# Review of Data: Evaluation Report

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- Look for corroboration among the results of various types of assessment data.
- For ELLs, the problem should be evident in \_\_\_\_\_ English AND the native language.
- The TEAM ( group of qualified professionals and the child's parent) must determine if the child has a \_\_\_\_\_, and is in need of s\_\_\_\_\_d\_\_\_\_\_i\_\_\_\_\_.

# Evaluation

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## New Criteria for Specific Learning Disabilities

- **The team is not required to take into consideration** severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning
- **The team may use a process that determines if the child responds to scientific, research-based interventions as part of the evaluation**

# Evaluation

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## Additional Requirements for Evaluations and Reevaluations

The IEP team must:

- Review existing data including **local or state** assessments and **classroom-based** observations for all students
- Identify if additional data is needed to determine **educational needs of child**; determine present **academic achievement, and related developmental needs**. The team collects data to complete the evaluation.

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“Assessment must be a means to an end. As such, the ultimate quality indicator of assessment is how directly the results aid in instructing the student.”

-Leung (1966)

# Evaluation Report

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- Let's take a look at the Evaluation Report

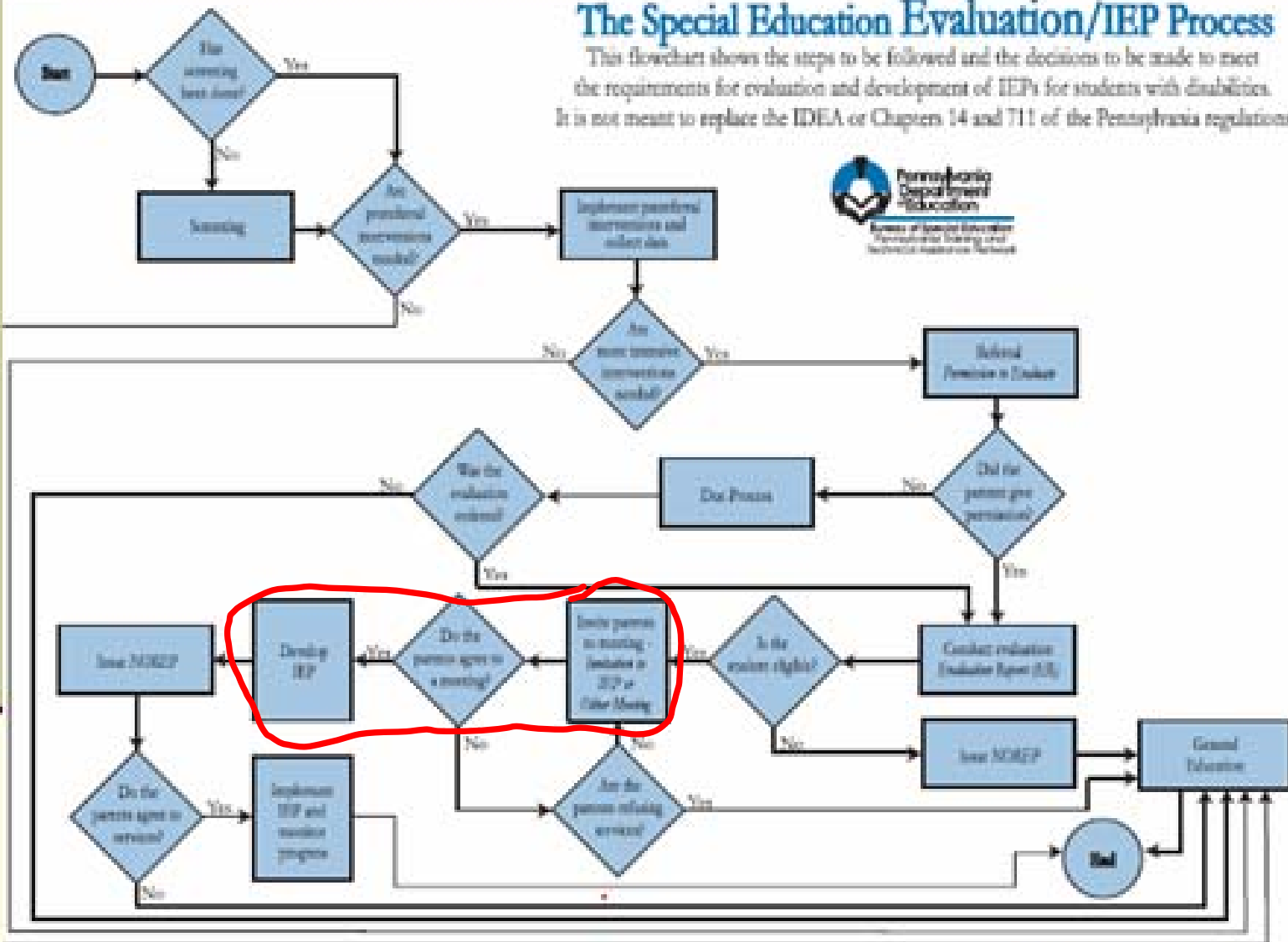


# Individualized Education Program (IEP)

IEP Team  
IEP Process  
IEP Format

# The Special Education Evaluation/IEP Process

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# IEP Team Members

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- Parents
- One regular education teacher, if child is or may be participating in the regular education environment
- One special education teacher
- LEA representative
- Someone who can interpret the results (role may be filled by another IEP team member)
- Others (e.g., community agencies)
- Student, when appropriate

# IEP Team Attendance

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- If IEP team member's area of expertise is not being discussed/modified, the team member need not attend if parent and LEA agree in writing
- If an IEP team member's area of expertise is being discussed/modified, IEP team member may be excused if parent and LEA agree in writing and if member's written input submitted to parents prior to the meeting

# IEP Team Meeting

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IEP Team:

- R\_\_\_\_\_ Evaluation Report (ER)
- D\_\_\_\_\_ the IEP, including transition planning when appropriate

For Reevaluation, IEP Team reviews effectiveness of current IEP

Progress monitoring necessary to determine effectiveness of instruction

# IEP Format

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- Developed within \_\_\_\_\_ calendar days after Evaluation Report
- Reviewed a \_\_\_\_\_
- Implemented as soon as possible or within \_\_\_\_\_ school days

# Let's look at the IEP form

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# The IEP: A Team Decision

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- ↪ Team Membership
- ↪ Procedural Safeguards – other Languages  
([www.pattan.k12.pa.us](http://www.pattan.k12.pa.us))
- ↪ Section I – check Limited English Proficiency
- ↪ Section II – Present Levels: RWSU in 2<sup>nd</sup> Language
- ↪ Section VI – A : Be specific!

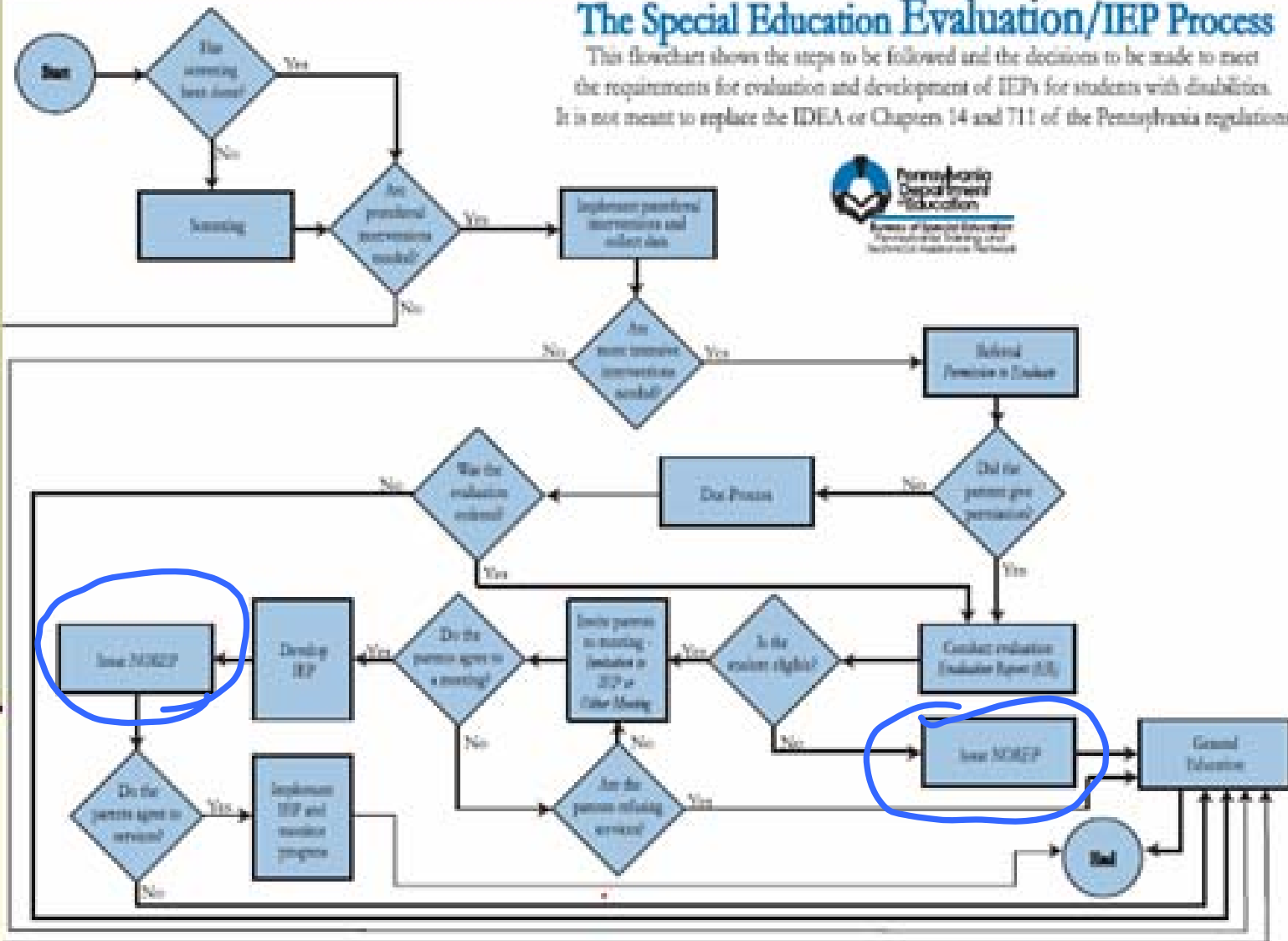


# Notice of Recommended Educational Placement



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# Quick Review

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## Students with LEP?

- age
- enrolled (or preparing to enroll)
- not born in US or language other than English
- difficulties with English RWSL/U

# Quick Review

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What IS Special Education?

Services for students who:

- 1. Have a Disability AND**
- 2. Need Specially Designed Instruction**

# Quick Review

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## The Special Education Process: Your Role & Responsibilities

Preferral –

Evaluation -

IEP -

NOREP

# Questions ?

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# The World Wide Web

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- Teacher's of English to Speakers of Other Languages  
[http://www.tesol.org/s\\_tesol/index.asp](http://www.tesol.org/s_tesol/index.asp)
- National Association for Bilingual Education  
<http://www.nabe.org/>
- National Clearinghouse for English Language Acquisition  
<http://www.ncela.gwu.edu/oela/index.htm>
- Center for Applied Linguistics  
<http://www.cal.org>
- LD on Line  
<http://www.ldonline.org>
- Office of Civil Rights  
<http://www.ed.gov/about/offices/list/ocr/index.html?src=oc>

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# Thank you!

