The background of the slide is a composite image. The top left portion shows two yellow school buses parked outdoors. The bottom left portion shows a classroom interior with blue walls, decorated with colorful balloons and framed pictures. There are several small white tables and chairs arranged in the room.

Individual Education Program (IEP) Consideration of Special Factors: English Learner (EL) Needs

Office of Special Education and Early Learning (OSEEL)



Kentucky Department of
E D U C A T I O N

State Regulation

“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;” [[707 Kentucky Administrative Regulation \(KAR\) 1:320, Section 5 \(2\)\(b\)](#)].



English Learner Needs

Consideration of Special Factors for IEP Development

(The ARC MUST address each question below and consider these issues in the review and revision of the IEP.)

Does the child have limited English proficiency?

☐

Yes

☐

No

If **Yes**, what is the relationship of language needs to the IEP?

KAR Item 320.5.2

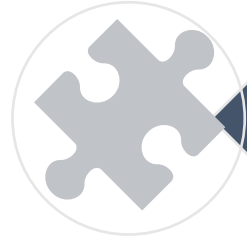
Guiding Questions for the Admissions and Release Committee (ARC)

- What are the language needs relating to the student's disability?
- What language(s) will be used for this student's instruction?
- How can the IEP ensure meaningful access to the general education curriculum through alternative language services and special education services?
- How can the IEP ensure cultural relevance in the curricular framework?

Guiding Questions for the ARC

- What language(s) or mode(s) of communication will be used to effectively communicate with and involve the parents and family of the student?
- How do school resources need to be configured to support the student's first and second language needs?
- What accommodations are needed for instruction and testing?
- Is there a member of the ARC who has expertise regarding the student and understands how language develops as well as strategies that can be used with an EL student?

Connecting the Puzzle



Do the Present Levels include the student's current level of English Language Proficiency (ELP)?



Does the student have annual goals consistent with the student's level of linguistic development and proficiency impact?



Does the IEP include appropriate accommodations needed for classroom and state assessments?



Have communication needs and related services been addressed?

English Learner

Special Factor, ELP:

Preview/review
directions in

primary language, translation,

Special Factor, Assistive Technology:

Bilingual dictionary, text to speech
translator, illustrated text phrase
banks.

Present Levels:

ACCESS data: Overall scores,
oral language scores and
written language scores;
Strengths, needs and
concerns in English and
native/home language.

Annual Goals:

Given grade level vocabulary terms
(in native language), student will
identify # words that
indicate narrative points
of view (felt scared or estuvo
asustado) from illustrated text using
phrase banks with a partner in #
consecutive trials.

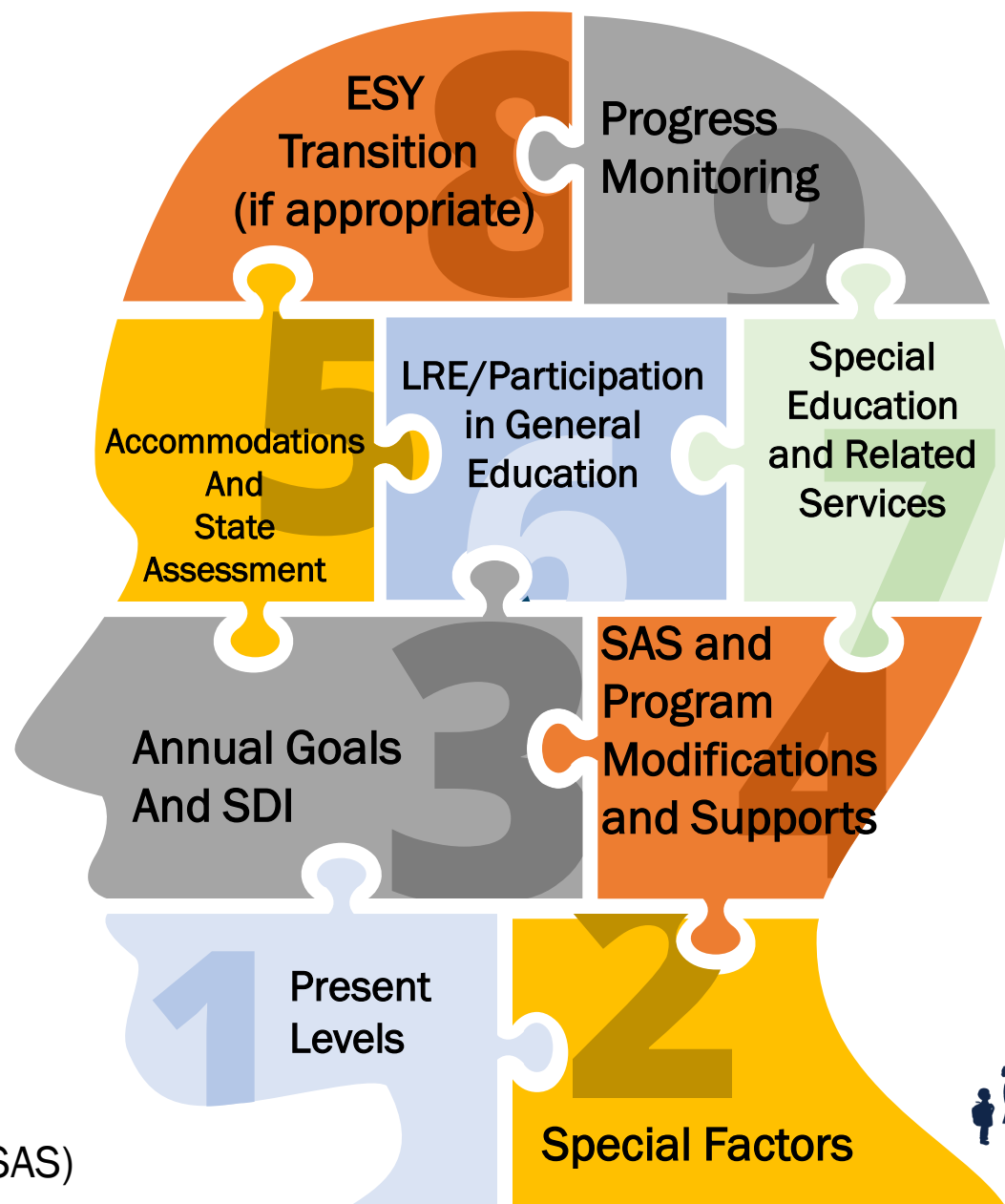
Special Education and Related Services:

English as a Second
Language (ESL) services.



Kentucky Department of
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Connecting the Puzzle



Extended School Year (ESY)
Least Restrictive Environment (LRE)
Specially Designed Instruction (SDI)
Supplementary Aids and Services (SAS)



Kentucky Department of
EDUCATION

Resources

- [IDEA Part B Regulations: Issued August 14, 2006 - Effective October 13, 2006 \(71 FR 46540\)](#)
- [English Learners with Disabilities](#) provides information and resources for districts in planning for and supporting families and individuals who are ELs with disabilities.
- [Kentucky Department of Education ACCESS for ELLs](#) contains information from the Office of Assessment and Accountability on English language proficiency assessments for EL's including the ACCESS, Alternate ACCESS and WIDA Screener.

Questions

Contact the Division of IDEA Monitoring and Results (DIMR)
(502) 564-4970