



# Meeting the Needs of English Learners With Disabilities

MATSOL 2018  
Sara Niño

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# Objectives: Participants will...

- Review federal and state laws and regulations related to English learners with disabilities
- Reflect upon current practices as they relate to English learners with disabilities
- Work in solution-seeking teams to identify areas of growth and consider action steps to improve practices



# Federal and State Requirements: *English Learners With Disabilities*

## **Federal definition:**

- *The term “English learner with a disability” means an English learner who is a child with a disability, as that term is defined in section 602 of the Individuals with Disabilities Education Act.*

## **Districts must ensure that:**

- Located, identified, and evaluated
- Non-discriminatory assessment and evaluation materials, provided in appropriate language and form
- Participants knowledgeable of language needs
- Simultaneous provision of English learning and special education services
- Meaningful parent/guardian participation
- Consider language needs as they relate to the IEP

# ESSA and LOOK Act Updates

## ESSA

- ***Under Title III (ESEA) requires the reporting of...***
  - ***English learners with disabilities not making progress toward achieving English proficiency***
  - ***Data on former English learners with disabilities***
- ***Encourages collection data on the number of English learners with disabilities ...***
  - ***Attaining English proficiency***
  - ***Not attaining proficiency in five years***

## LOOK Act

- ***Language Acquisition Programming Flexibility and Oversight***
- ***Increased Input from Parents and Guardians***
- ***Educator Qualifications***
- ***Data and Reporting***
- ***State Seal of Biliteracy***
- ***Pre-K English Learners***





# **Classroom, School, and District Practices**

# Addressing Areas of Growth and Improving Outcomes for English Learners With Disabilities

Evaluation for  
Special  
Education and  
Related Services

Instructional  
Support Services



English Learner  
and Disability-  
Related Services

# Addressing Areas of Growth and Improving Outcomes for English Learners With Disabilities: *ESE Initiatives*

## Instructional Support Services

- [Systems for Student Success](#)
- [Leading Educational Access Project](#)
- [Strategies for Cultural Proficiency](#)

## Evaluation for Special Education and Related Services

- [MA Focus Academies](#)
- [OLA Extending the Learning Opportunities](#)
- [Multi-Tiered Systems of Support \(MTSS\) Academies 2018-2019](#)

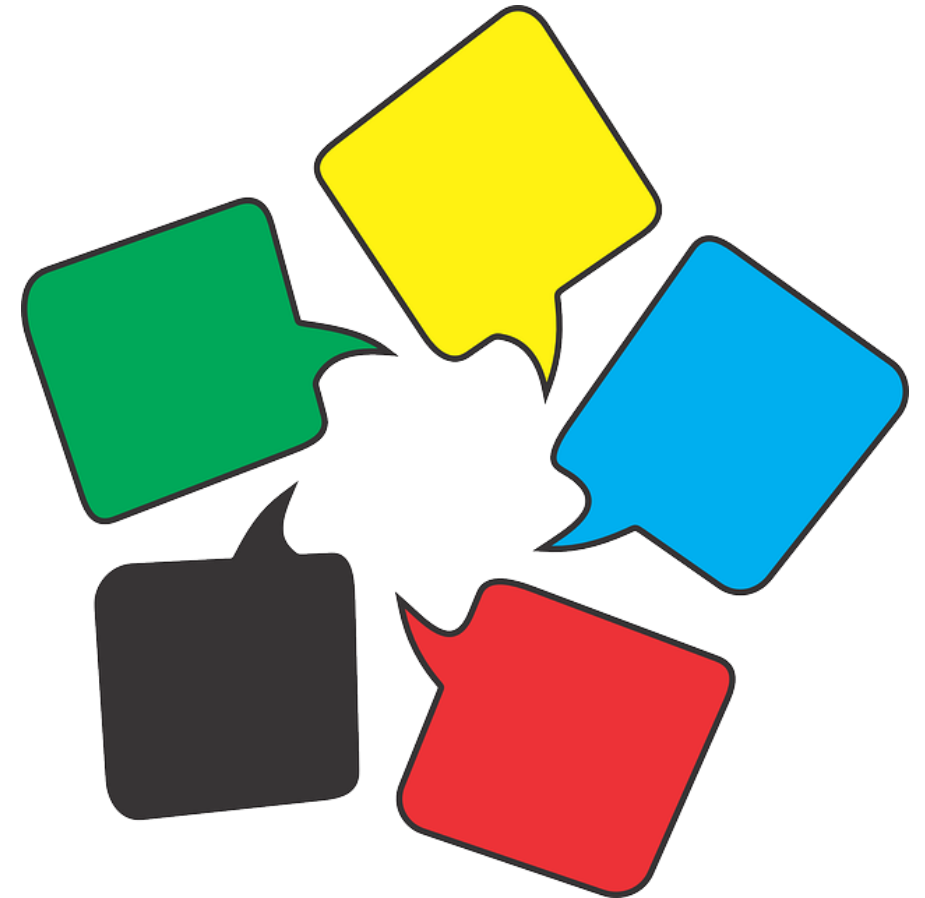
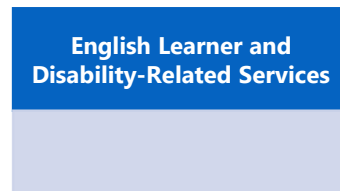
## English Learner and Disability-Related Services

- [Special Education Advisory \(students from PR\)](#)
- [AIR Report](#)
- [EL Benchmarks, Guidelines, and Templates](#)
- [Educator Effectiveness Guidebook for Inclusive Practice](#)



# Focus on District, School, and Classroom Practices: *Areas of success and areas of growth*

- At your location, connect with two people you don't know.
- Taking turns (approx. one minute each)...
  1. Introduce yourself/role
  2. Share an area of success and an area growth with the group

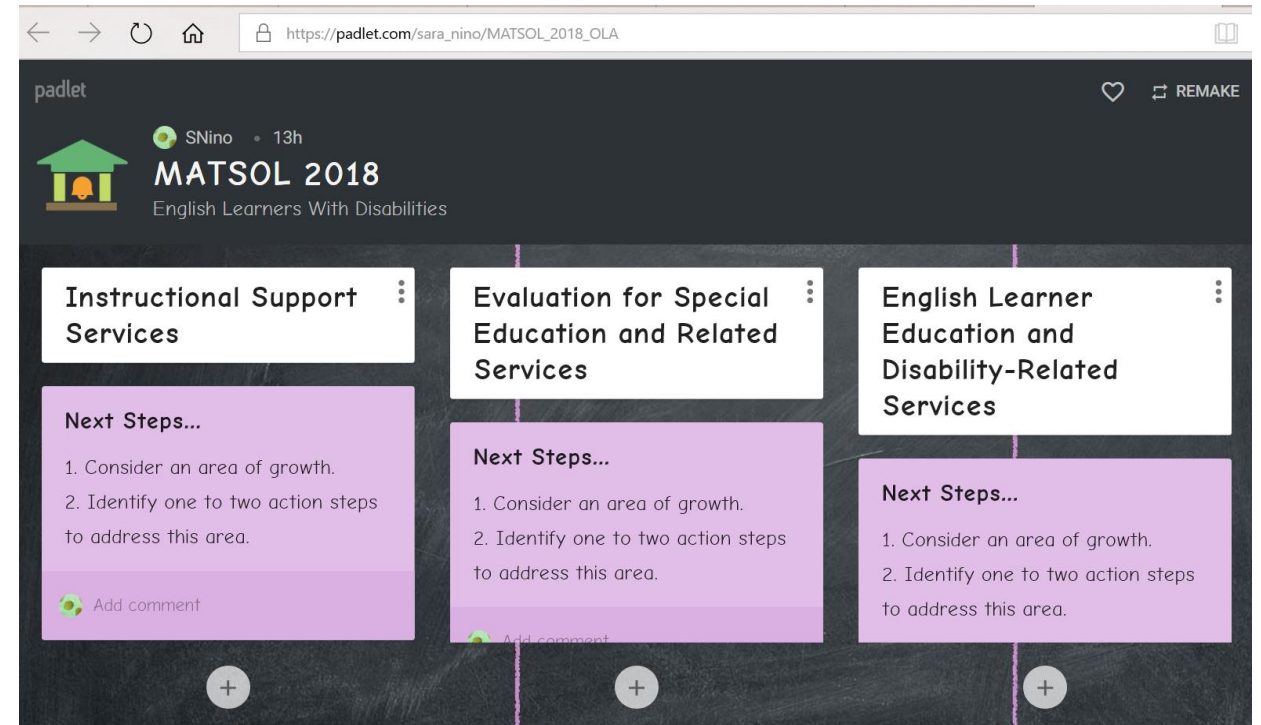


# Discussion Forum: Padlet

- Connect to Padlet site:

**MATSOL 2018**

[https://padlet.com/sara\\_nino/MATSOL\\_2018\\_OLA](https://padlet.com/sara_nino/MATSOL_2018_OLA)



# Discussion Forum: Padlet

- As a group, select one area of growth and develop 1 or 2 action steps to address this area (e.g., improving assessment practices, designing and delivering high-quality instruction, revising current district/school policies, etc.)
- Collaborate via *Padlet* and...

**1**

- Share your area of growth
- Identify 1 or 2 action steps to address this area

**2**

- Post your comments/questions to the Department

**3**

- Share additional resources with others
- Websites, templates, research, tools

# Next Steps



# Next Steps: *Where do we go from here?*

- Moving forward...
  - Action Steps
    - Implementation
    - Success
  - LOOK Act Requirements and English Learners With Disabilities
    - Consider...
      - English Learner Programs
      - Instructional Support Services
      - Special Education Policies



A close-up photograph of a person's hand holding a yellow pencil over an open notebook. The notebook has handwritten notes in blue ink. The background is a wooden desk. The text is overlaid on a white rectangular box.

**“Fairness does not mean everyone gets the same. Fairness means everyone gets what they need.”**

— Rick Riordan, *The Red Pyramid*



# THANK YOU

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