




SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# Special Education

For English Language Learners



# Students who can be eligible for special education under the following criteria

- In general, to qualify for special education in California, (i) **the child must have one or more eligible disabilities**; (ii) the disability must negatively affect her/his educational performance; and (iii) the disability must require special education and related services.

- Eligibility Categories:

- Autism Spectrum Disorder
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment, including Blindness



# Exclusionary factors

- The IEP team will also consider exclusionary factors as defined in EC 56026(e)): pupils whose educational needs are due primarily to limited English proficiency; a lack of instruction in reading or mathematics; temporary physical disabilities; social maladjustment; or environmental, cultural, or economic factors are not individuals with exceptional needs.
- If the IEP team determines that the student's educational needs were primarily due to the exclusionary factor(s), then they are not able to determine that the academic or behavioral difficulties are due to a disability and therefore are not eligible for special education and related services. All assessment reports will contain an exclusionary criteria statement specific to the disability or disabilities identified.



# Development of the IEP

- If needed, an interpreter should attend the meeting.
- Parent(s) should participate in the meeting
- Eligibility should be explained to parent
- Goals should be explained and parent should have input into the goals.
- Goals and accommodations should take student's language proficiency into account.



# State and local assessments

- “A statement of individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the pupil on state and districtwide assessments” (EC 56345[6][A])
- This would include whether the student will need universal tools, designated supports and/or accommodations as accessibility resources.
- The team might also decide that the student should participate in an alternate assessment instead of the statewide assessment.
- It should be noted that all students who are identified as an English learner, must annually take the state English language proficiency assessment (ELPAC or alternate ELPAC).



# Where should integrated and designated ELD take place?

- If a student is in the general education classroom most of their day, integrated and designated ELD should take place in the general education room unless the team believes ELD is better completed in special education.
- If the student is mostly in the special education room, then the special education teacher would likely provide designated and integrated ELD.



# Goals

- If a student qualifies for assistance in reading or writing, then the team will write goals that meet student's ELD needs as well as special education needs. This can be done in one goal. For example, if the student needs writing assistance, a goal might look like:
- *Goal: By (date), (student) will produce a written passage of three paragraphs in English that contains a minimum of three to five complete sentences (using notes from an outline or graphic organizer completed with assistance) in response to a nonfiction narrative read aloud to her in three out of four trials over a one-month period.*



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**Q: Must English language development (ELD) goals be included in the IEP?**

**A: No.** The Individuals with Disabilities Education Act (IDEA) requires that IEP goals be developed in areas of need related to the student's disability. Being an English learner is not a disability. Rather, state and federal regulations require that IEP goals be linguistically appropriate, which means they must be written at a level of linguistic ability that is appropriate for the student based on her current English language development level as evidenced by recent assessment (ELPAC or an alternate assessment).





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Instructional Differences	Integrated ELD	Designated ELD
TIME	Within regular classes in all content areas	Specific protected time during the school day
FOCUS	Content of lesson with language support	Language skills, using content from regular curriculum
STANDARDS	State content standards in tandem with ELD Standards	ELD Standards

As you can see in the table, Integrated ELD is focused on content with language support, while Designated ELD is focused on language skills using content for examples. Also, the Designated ELD may have specially qualified teachers and may group the students by their language proficiency as Emerging, Expanding, or Bridging.



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The Framework provides vignettes that make the difference between the two more clear. Here are a few examples by grade level:

Grade	Integrated ELD	Designated ELD
2	Teacher clarifies the language used while prompting for textual evidence to support inferences.	Teachers helps students examine author's use of verbs to convey how a character is feeling.
3	Teacher helps students summarize informational text in science	Teacher helps students analyze complex sentences from the science text
4	Teacher leads class in grammar and vocab used in biographies and they write a bio of Martin Luther King Jr.	Teacher helps students, in groups, learn new terms used in the biography unit
5	Teacher guides students in researching and writing reports on ecosystems	Teacher helps ELs identify words and phrases that create cohesion in the texts they've read on ecosystems
6	Teacher guides close reading of memoir on "Making of a Scientist"	Teacher guides students to analyze the language of the text.
7	Team teach a unit on "You are what you eat" and close read informational text	Teachers help students analyze text organization and persuasive language used in text
8-10	Team teach a unit on freedom of speech including primary sources	Teacher supports ELs in discussing the issues of the debate
9-10	Team teach a unit on diverse perspectives in world literature using Things Fall Apart	Teachers help ELs analyze language patterns from history texts such as abstraction, agency, and causal relationships
11-12	Teacher explores perspectives about Civil Rights movement using Bury My Heart at Wounded Knee	Teacher helps ELs unpack sentences and understand words that take new noun forms in the text



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# Special Education

Most teaching in special education rooms is done in small groups with students of similar needs.

Teaching done in special education classrooms are based on goals and individual student needs.

Special Education teachers naturally accommodate or modify lessons to meet students where they are.

Students in special education rooms generally work on the vocabulary required to understand lessons.



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# Take Aways:

English Language Development needs to be distinguished from Disability.

Having a second language is a gift not a problem.

IEPs develop goals based on student's individual and unique needs and should take English Language Development into account.