

## IEP Team Considerations for English Learners

**Reference:** 34 C.F.R. § 300.324 (a)(2)(ii)

When a student receiving special education services is also identified as a **Multilingual Learner (ML)**, the IEP team must intentionally consider the student's **language needs** in all aspects of the IEP process. The goal is to ensure that both language development and disability-related needs are addressed so the student can meaningfully access instruction and make progress toward IEP goals and grade-level standards.

### Key Considerations for the IEP Team

#### 1. Language Proficiency Data

- Review the student's ACCESS for MLs scores and classroom language data.
- Discuss the student's English proficiency in the four domains: listening, speaking, reading, and writing.
- Identify how the student's English language development affects participation and progress in the general education curriculum and IEP goals.

#### 2. Collaboration Between Teams

- Include input from both the special education case manager and the ML teacher (if applicable).
- Coordinate supports and avoid duplicating or conflicting services.
- Ensure that accommodations and instructional strategies are aligned across both service areas.

#### 3. Linguistically Appropriate IEP Components

- When appropriate, include linguistically responsive goals, objectives, programs, and services.
- Use language that is understandable to the family, and provide interpreters and translated materials as required under Title VI of the Civil Rights Act and IDEA.
- Consider how language development impacts:
  - Present Levels of Academic Achievement and Functional Performance (PLAAFP)
  - Goals and objectives
  - Accommodations/modifications
  - Progress reporting

#### 4. Distinguishing Language Difference from Disability

- The team should ensure that language acquisition is not misinterpreted as a disability.
- Use multiple data sources (observations, native language assessments, progress data, etc.) to make eligibility and programming decisions.

#### 5. Documentation

- Document in the IEP how the student's language needs were considered.
- Describe any language supports, collaboration with ML staff, or goals related to language development.
- If linguistically appropriate goals are not included, note the reason (e.g., ML services are delivered separately through the ML program).