

District:

School:

### **Identifying Whether an EL Has a Disability:**

1. When an EL is suspected of having a disability, is the disability evaluation administered within required timelines once required notices have been provided and parental consent has been obtained?
2. Is the reason for the disability evaluation based on the student's suspected disability and need for disability related services, and not on the student's ELP?
3. Does the evaluation use appropriate methods to measure the student's abilities and not the student's English language skills?
4. Is the disability evaluation administered in the child's native language, unless clearly not feasible to do so, to avoid misclassification?
5. Can the disability evaluation be conducted in more than one form, such as orally or in writing?
6. Did the IEP or Section 504 team gather information from the student, parents, and school records regarding the student's previous educational experiences, language assessments, and special education assessments?

### **Analyzing and Utilizing the Results of the Disability Evaluation:**

1. Are evaluators trained to conduct the evaluation and interpret the results, including knowing how to differentiate between language needs and a disability?
2. Does the IEP or Section 504 team include participants who have knowledge of the student's language needs and training in special education and related services, and professionals with training in second language acquisition and EL services? Do these participants have the knowledge to recommend an educational program or plan that provides the student with appropriate services and/or supports based on the student's disability and English language acquisition needs? Do these participants also understand cultural differences that may exist?
3. Have the parents been invited to participate in the planning process and informed of their rights, in a language they understand?
4. Have a trained interpreter and translated documents been made available for parents with limited English proficiency when required (e.g., parent notices under IDEA), or when determined necessary to ensure effective communication? Is a qualified sign language interpreter available for parents who have hearing loss and need such services?
5. Does the LEA's educational program address the EL's language needs and include disability-related services designed to address those needs?

## Analyzing and Utilizing the Results of the Disability Evaluation: (cont)

6. Does the IEP or Section 504 plan outline when and by whom the accommodations, modifications, and supports in the IEP or Section 504 plan will be provided?
7. Will the recommended services allow ELs with a disability to be involved and make progress in the general education curriculum and to participate in extracurricular activities?
8. Is there a formal plan to monitor the progress of ELs with disabilities with respect to language and disability-based goals?
9. Have the student's general education teachers and related service providers been made aware of the IEP or Section 504 services for the EL?

Adapted from U.S. Department of Education, OELA Toolkit Chapter 6 at  
<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>