

A dark blue silhouette of a person's head and shoulders, facing right, holding an open book. The background is a lighter blue gradient.

**MAINE DEPARTMENT
OF EDUCATION**

**The Intersection of English Language Acquisition
and Individualized Education Programs**

Session 2: Collaboration & Integrating ILAPs and IEPs

**Presented by: The Office of Teaching and Learning and The Office of
Special Services and Inclusive Education**





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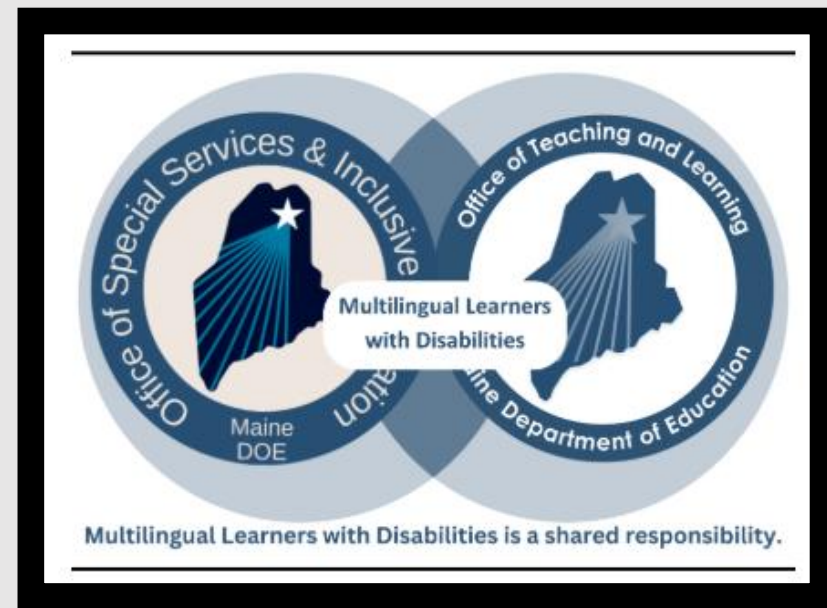
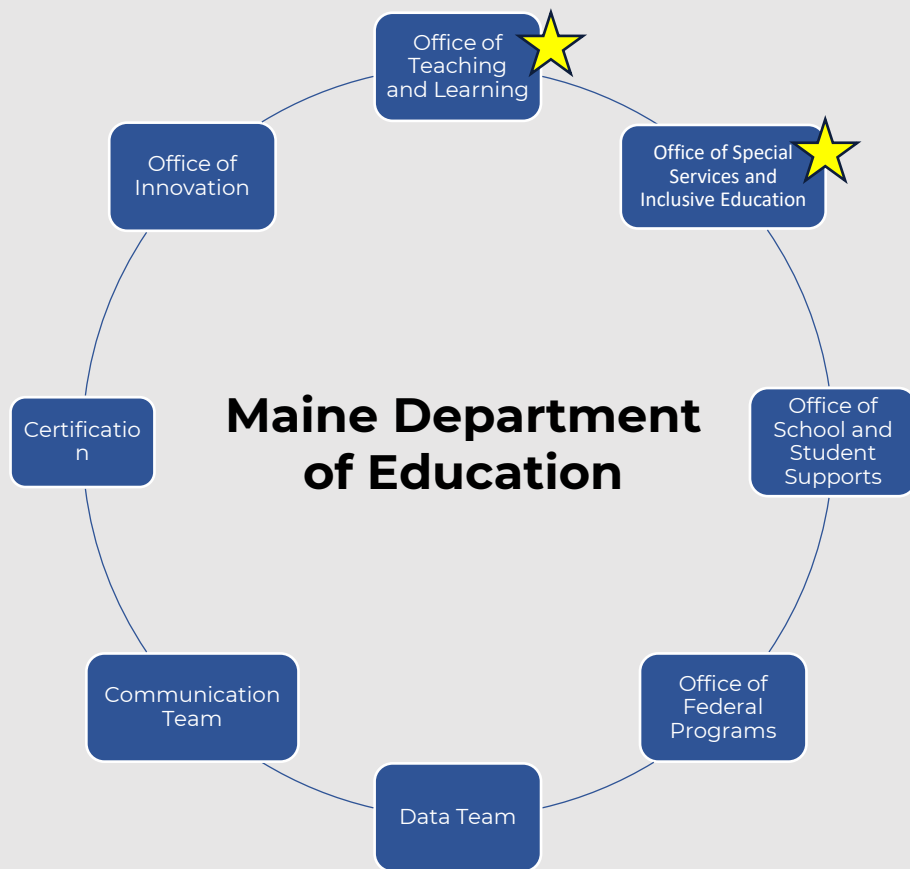
Education Specialist III
Office of Special Services and Inclusive Education

Meet Our Team

The Office of Teaching and Learning and The Office of Special Services and Inclusive Education partnered to develop and present this Professional Learning Offering (PLO).

Mission & Vision

To promote the best learning opportunities for all Maine students by providing information, guidance, and support to our schools, educators, and leaders and by providing adequate and equitable school funding and resources.



COLLABORATION

Supporting Maine's multilingual population is a shared responsibility.

Who is here today?

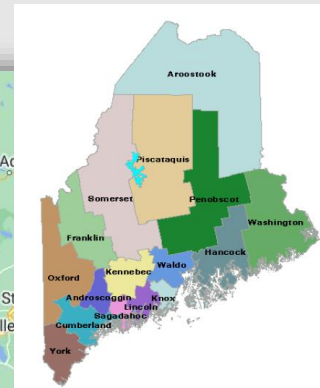
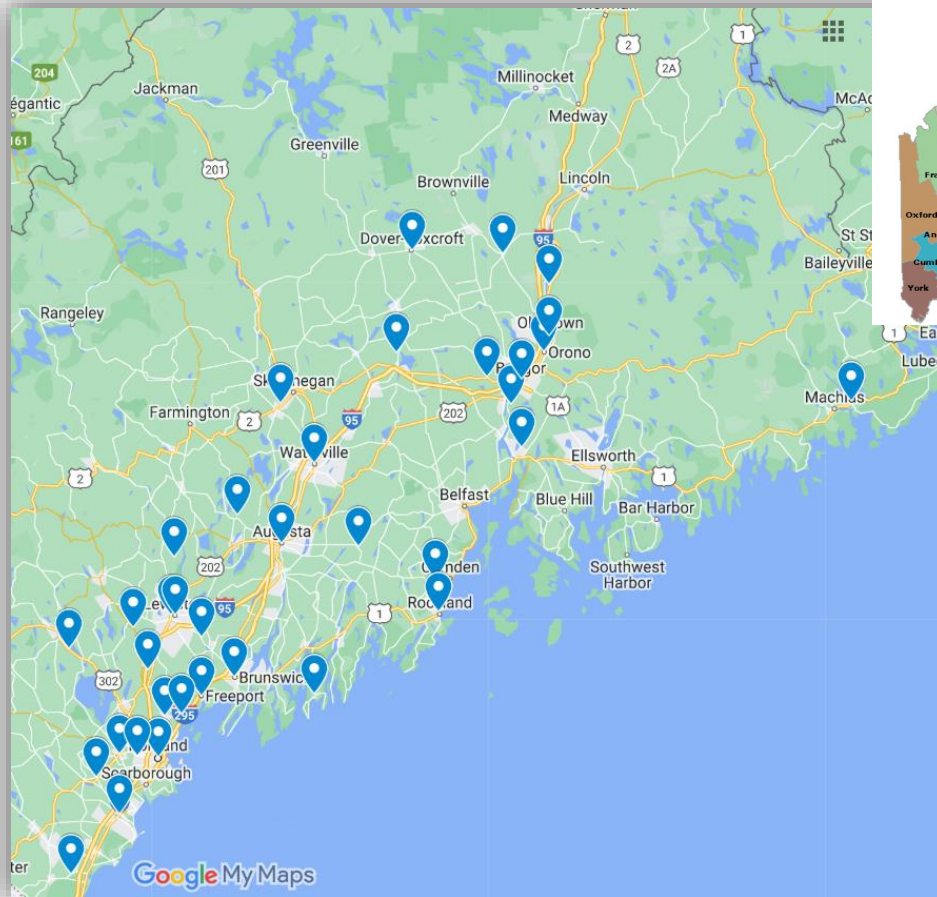
39 School Administrative Units (SAUs)

10 organizations

- Catholic Charities
- Margaret Murphy Center
- Morrison Center
- Panorama Speech Therapy
- School Psychology Associates
- Southern Maine Administrative Collaborative
- Woodfords Family Services
- Maine Health
- University of Maine
- Dirigo Consulting

Additional Cohorts

- Child Development Services





Group Norms:

Please add questions, comments and wonderings to the chat, and we will check in during the breakout session.

Common question asked after Session #1:

What if my district isn't following applicable laws regarding ML students?

- Reference your SAU's Lau Plan, Section 1:
Legal Foundation for Providing Effective Educational Services to Multilingual Learners
- Review roles and responsibilities, legal basis, and resources referenced on next slide
- For assistance, contact Maine DOE Multilingual Programming Specialists

<https://www.maine.gov/doe/learning/multilinguallearner>

Lau Section 1

Section 1 Guidance: Legal Foundation for Providing Effective Educational Services to Multilingual Learners

Roles and Responsibilities

- School Board
- Superintendent
- Language Access Committee
- ML Director or Coordinator

Legal Basis

Every Student Succeeds Act (2015):

- Title I, Part A, Section 1111(b)(2)(G)
- Title I, Part A, Section 1111(b)(1)(F)
- Title I, Part A, Section 1116(f)
- Title I, Part A, Section 1111(c)(4)(B)

10 *Title VI of the Civil Rights Act of 1964*

10 *Equal Education Opportunities Act of 1974*

- Supreme Court Decisions

10 Lau vs. Nichols (1974)

10 Plyler vs. Doe (1981)

10 Castañeda vs. Pickard (1981)

Resources

- [US DOJ & US DOE Dear Colleague Letter](#)
- [Administrative Letter 27](#)



Reminder: 2 professional contact hours will be awarded per session; this includes 1 hour for attending and 1 hour for pre-work.

All contact hours will be provided at the end of the series.

Today's Focus:

Collaboration and Integrating IEPs and ILAPs

- Presentation
- Workshop
- Discussion
- Wrap Up

Determination of Eligibility for Special Education and Related Services

To determine whether a student who is an ML is eligible for special education, consideration of their English language development must be given through **interdisciplinary collaboration**. Federal regulations governing special education programs require that “students must not be determined eligible for special education and related services if the determinant factor is limited English proficiency or lack of instruction in reading or math” (34CFR Section 300.534), (MUSER V.2.E(3)).

If the IEP team determines that the student's educational needs **were** primarily due to extrinsic factors, 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.

If the IEP team finds **that exclusionary factors are not the primary or sole cause of the student's difficulties**, the team will review the data to determine whether or not the student meets the eligibility criteria for special education and related services. The primary disability is identified on the IEP from the eligibility categories under the Individuals with Disabilities Act (IDEA) in 2004.

Determining Eligibility: Exclusionary Factors



IDEA

Individuals with Disabilities Education Act



Development of IEP

Consideration of special factors. The IEP Team must—

Sec. 300.324 (a) (2) (ii)

[Statute/Regs Main](#) » [Regulations](#) » [Part B](#) » [Subpart D](#) » [Section 300.324](#) » [a](#) » [2](#) » ii

(ii) 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;

(a) General. The public agency must ensure that the IEP Team for each child with a disability includes—

- (1) The parents of the child;
- (2) Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- (3) Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
- (4) A representative of the public agency who—
 - (i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (ii) Is knowledgeable about the general education curriculum; and
 - (iii) Is knowledgeable about the availability of resources of the public agency.
- (5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a)(2) through (a)(6) of this section;
- (6) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (7) Whenever appropriate, the child with a disability.

In reference to IDEA Sec. 300.321 IEP Team Part (6):

“...it is essential that the IEP team include participants who have the requisite knowledge of the child’s language needs. To ensure that EL children with disabilities receive services that meet their language and special education needs, it is important for members of the IEP team to include professionals with training, and preferably expertise, in second language acquisition and an understanding of how to differentiate between the student’s limited English proficiency and the student’s disability. – [US Department of Justice and Department of Education, Dear Colleague Letter](#) January 7, 2015

Family Engagement, Meaningful Participation and Informed Consent

"The IDEA requires that the parents of a child with a disability be given the opportunity to participate in meetings with respect to the identification, evaluation, or educational placement of a child with a disability, or the provision of a FAPE to the child (34 CFR §300.501(b)(1)). Regarding the participation of a parent whose native language is other than English in IEP Team meetings, the IDEA regulations require each public agency to take whatever action is necessary to ensure that the parent understands the proceedings of the IEP Team meeting, including arranging for an interpreter. (34 CFR §300.322(e)). When parents themselves are LEP, Title VI of the Civil Rights Act of 1964 also requires that the LEA must effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services. Under Title VI, an LEA is required to provide LEP parents with meaningful access to the same information that is provided to non-LEP parents."

MDOE Lau Plan Framework and Resources



Section 9 Guidance: Meaningful Communication and Parents/Guardians

- ❑ LEAs must ensure meaningful communication with parents who have a primary language other than English, providing information in a language they understand. This includes notifying Limited English Proficient Parents (LEP) parents about programs, services, or activities relevant to their children, as detailed in the Dear Colleague Letter: English Learner Students and Limited English Proficient Parents.
- ❑ Resources:
 - [Maine Multilingual Learners Interpretation & Translation](#)
 - [Administrative Letter 27](#)
 - [US DOJ and US DOE Information for Limited English Proficient \(LEP\) Parents and Guardians for Schools and School Districts that Communicate with them](#)
 - [Chapter 10: Tools and Resources for Ensuring Meaningful Communication with Limited English Proficient Parents](#)
- ❑ Legal Basis: Title VI of the Civil Rights Act of 1964; Titles I and III of the Elementary and Secondary Education Act of 1965
 - ESSA Reference: Title I, Part A, Section 1116(f)



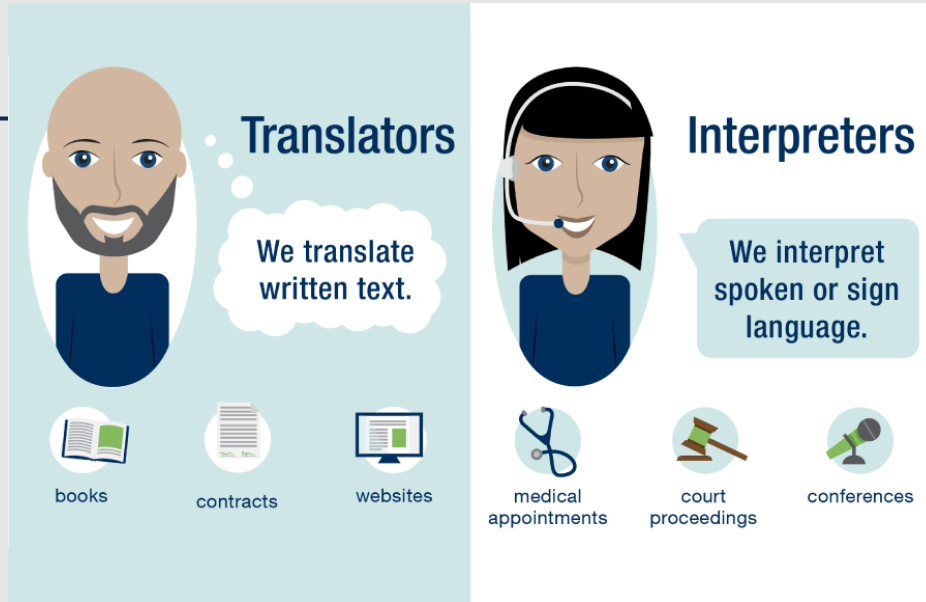
Why plan for Language Access?

- Language access is required by law.
[OCR/DOJ Fact Sheet](#)

“Schools must communicate information to multilingual parents/guardian in a language they can understand about any program, service, activity that is called to the attention of parents who are proficient in English.”

- Language access **empowers** families and **creates** opportunities for increased engagement and student success. This **requires** bidirectional communication pathways through language access.
- Current data tells us that multilingual students are the fastest growing demographic in our state.

Translation and Interpretation



The Maine DOE has a list of translation and interpretation companies on the website. We do not endorse or recommend any of those that are listed.

Families are **entitled** to communicate in a meaningful way. It is the SAU responsibility to have a Language Access Plan in place and available upon request.

MDOE Identifying & Serving Multilingual Learners with Disabilities Policy & Resource Guide, p. 27

Comparison of the components of the ILAP and IEP

Learning Plans for Multilingual Learners with Disabilities

Learning Plan	Individual Language Acquisition Plan (ILAP)	Individualized Education Plan (IEP)
Legal Reference	Title VI of the Civil Rights Act of 1964/Lau v. Nichols (1974) – addresses the right to access the education program including instruction to learn English	Individuals with Disabilities Act (IDEA) – ensures students with a diagnosed disability who need special education have access to free appropriate public education
Education Team	The Language Acquisition Committee (LAC) oversees programming and progress of multilingual learners (may co-occur with IEP, MTSS, student meetings with ESOL teacher in attendance)	The IEP Team oversees the development and progress of the student's individual learning goals (MUSER VI.2.J)
Purpose	Individual Language Acquisition Plan (ILAP) – Individual student language goals are developed along with identified supports/accommodations to access the curriculum	Individualized Education Plan (IEP) – a written statement of the educational program designed to meet a child's individual learning needs. Every child who receives special education services must have an IEP (MUSER IX.3)
Goals & Services	English Language Development (ELD) program services and support are specific to the student's level of English Language Proficiency (ELP). Areas of focus: social and academic language of reading, writing, listening, and speaking across language arts, math, science, and social studies	Individualized Education Plan (IEP) – a written statement of the educational program designed to meet a child's individual learning needs. Every child who receives special education services must have an IEP (MUSER IX.3) Specially Designed Instruction and related services are specific to the IEP goals (MUSER X.2.A(2))
Assessment	ILAP goals are measured by annual summative and formative assessments for English language proficiency – ACCESS for ELLs, Alternate ACCESS, WIDA Rubrics, and Proficiency Level Descriptors.	IEP annual goals are measurable and aligned to the skill gaps identified by eligibility evaluations: (MUSER IX.3.A(1)c)
Reporting	Progress is reported to parents/guardians annually and with each grading period.	Progress is reported to parents/guardians at the annual review of the IEP meeting and at each grading period (MUSER IX.3A(1)(c))
Responsibilities	Goals and services are documented by the ESOL teacher in collaboration with the classroom teacher and the LAC and filed in the student's cumulative file.	The IEP is developed and maintained by the IEP Team under the direction of the Special Education leader (MUSER VI.2.J)

Colorin Colorado: Why a team approach matters for serving ELLs in special education



FIGURE 3.2 • Key Research Findings and Takeaways

WHAT HAS RESEARCH DEMONSTRATED?	WHAT ARE OUR TAKEAWAYS BASED ON SCHOOL-BASED COACHING?	What structures for collaboration exist in your context?
Teacher collaboration is recognized by leading professional organizations (WIDA, TESOL, CEC) and researchers (e.g., Hattie, 2012; Murawski, 2009; Stein, 2023; Jenkins & Murawski, 2024) as an essential practice in education.	Increased collaboration and partnerships in schools may produce a more intentional focus on multilingual learners' complex cognitive, academic, linguistic, and social development (Dove & Honigsfeld, 2018).	Please take a moment to add your answers to the chat box.

Retrieved from the companion website for Collaboration for Multilingual Learners With Exceptionalities by Andrea Honigsfeld and Audrey Cohan. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2024 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.

Content Teachers	Language Teachers	Special Education Teachers
Content Objectives (based on CCSS, NGGS, or other content standards)	Language Objectives (based on WIDA/ELP standards)	Measurable, Linguistically Aligned Objectives (based on student need)
Teaches skills and content knowledge	Provides explicit, systematic English language instruction	Provides individualized instruction through explicit, systematic methods
Facilitates appropriate socialization/behaviors	Teaches appropriate use of language registers	Instruction targeted to remediate child's disability
Teaches to grade-level standards	Teaches to grade-level English proficiency standards	Teaches to IEP goals
Differentiates instruction	Teaches to language objectives	Utilizes variety of instructional methodologies

"The Specialization Trap"

"With many students learning English also identified with disabilities in public schools, collaborations across special education and English learner (EL) education are critical to promoting these students' academic and linguistic development. Yet, many special education and EL teachers work independently of one another, focusing on their own specialized roles. In the process, students with disabilities who are learning English receive fragmented, inadequate special education and EL services."

[Why Working Apart Doesn't Work at All: Special Education and English Learner Teacher Collaborations](#)

Sara E. N. Kangas, PhD, 2018

Questions to Building a Holistic Understanding of Students With Disabilities Who Are Learning English

Ask all teachers

1. What are the student's interests?
2. How does the student spend his or her time outside of school?
3. What is the student's educational history?
4. How do the student's EL and disability needs overlap?
5. What strategies can we implement to maximize support for those overlapping areas?
6. In what ways can our team share data and other information more systematically?
7. What changes can our team make to ensure the student receives special education, EL, and related services?

Ask EL teachers

1. What is the English proficiency level of the student?
2. What is the student's first language and proficiency in that language?
3. What can the student do and not do at this proficiency level?
4. How do the student's abilities vary across listening, speaking, reading, and writing?
5. What are the student's strengths in the English language?
6. What are the student's growth areas in the English language?
7. How can I know if my speech and class materials are at an appropriate language level?
8. What are some strategies for getting the student to speak more often in class?
9. How can I facilitate the student's (first and second) language development?
10. What EL accommodations should I provide to the student?
11. How do I know if the student is ready to learn specific grammatical forms?

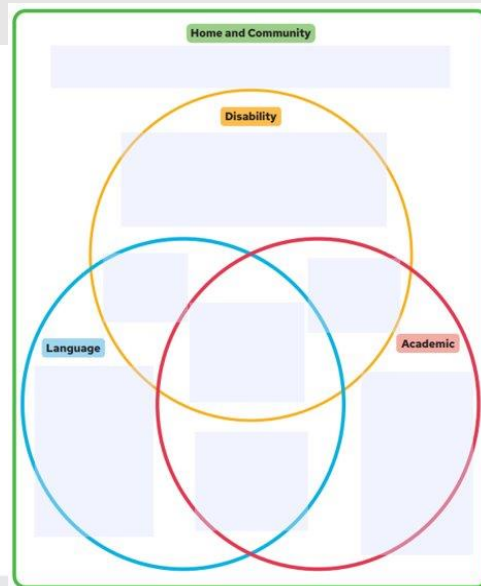
Ask special education teachers

1. What disabilities have been identified or are currently being monitored?
2. How does the disability influence the student's learning?
3. In what ways does the disability influence the student's behaviors?
4. Does the disability manifest in the student's first language as well?
5. What are the student's academic strengths?
6. What are the student's academic growth areas?
7. What are your academic and functional goals for the student?
8. How can I modify and/or adapt my instruction to support the student's special needs?
9. What instructional and behavioral strategies work well for the student?
10. What other modifications or accommodations should I provide the student?
11. How can I change the physical classroom space to support the student's learning?

Culture of Collaboration

There is/are...

- a diverse demographic of identities and expertise represented
- a common vision for your collaborative work
- a shared understanding of how the administration supports the team
- a schedule of regular meetings that all can attend
- opportunities to identify and challenge biases



“Collaboration should increase in schools as professionals realize that no one professional perspective can address all multilingual learners’ needs. These collaborative relationships require professionals to step outside their traditional roles and share their perspectives, knowledge, and experiences with colleagues through creative programming.” – Hamayan, E., Marler, B., Sánchez-López, C., & Damico, J. (2023).

[WIDA Webinar- When Language and Disability Meet:
Planning Instruction to Support Dually Identified Students](#)

Workgroup Session

Service Model

Identify the disability category of your dually identified students. What English language development services do they receive?

How do different disability categories impact language services?

Collaboration

What does collaboration look like?

Professional Development

What are the professional learning opportunities for staff working with dually identified students?

Current Reality

Next Steps & Supportive Resources

*adapted from Laura Byard & Kate McNulty, Twice Exceptional: District Supports for Teachers of MLs w/ IEPs, Minneapolis Public Schools

FIGURE 6.2 • Dimensions of Advocacy Self-Assessment and Goal-Setting Tool

DIMENSIONS OF ADVOCACY	YES/NO	NEXT STEPS
Do we have common, protected planning time?		
Do we have sustained opportunities to create, map, or align curricula to better meet the needs of multilingual learners with exceptionalities?		
Do we design and implement instruction based on shared UDL principles and practices?		
Do we include caregivers, families, and the students themselves in decision-making processes?		
Do we have shared inclusive beliefs and practices?		
Do we provide mentoring support for new teachers focused on multilingual learners with exceptionalities?		
Do we offer opportunities for experienced teachers to continue to learn about multilingual learners with exceptionalities while also sharing their many years of teaching expertise?		

Here we will stop the
recording and move to
break out rooms for small
group work.

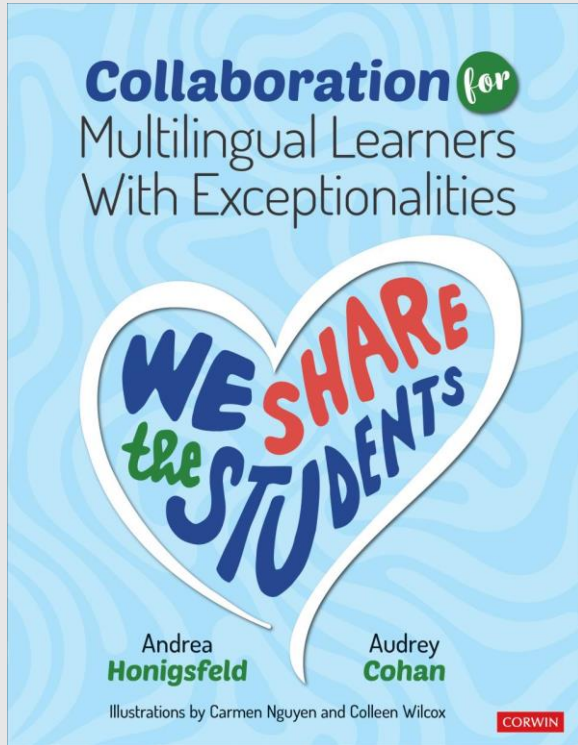




- Focus on solutions instead of barriers.
- This is an activity that could be easily adapted at the district level. Slides and resources will be available on the website.

Highlighted Resources from Session 2:

Collaboration & Integrating ILAPs into IEPs



- [Why Working Apart Doesn't Work at All: Special Education and English Learner Teacher Collaborations](#) by Sara Kangas, PhD
- [Collaboration for Multilingual Learners With Exceptionalities](#) by Honigsfeld & Cohan
 - [FIGURE 6.2 Dimensions of Advocacy Self-Assessment and Goal-Setting Tool](#)
- [Padlet: WIDA Information Collection Tool](#)

Date	Focus
January 21	Foundational Knowledge: legal regulations, civil rights and data overview
February 27	Collaboration and Integrating IEPs and ILAPs
March 18	IEPs for MLs: Section 3 Special Factors
April 29	IEPs for MLs: Section 6 (Supplementary Aids, Services, Modifications and/or Supports)
May 22	IEPs for MLs: Assessment participation guidance and accommodations
June 10	Culmination

Work for Session 3: March 18th

Listen: (choose 1)

- [ELs with Disabilities - Dr. Sara Kangas](#)
- [Understanding the Civil Rights of English Learners with Dr. Ayanna Cooper](#)

Additional Resources:

- [WIDA Focus Bulletin](#): Identifying MLs with Specific Learning Disabilities: Data, Advice, and Resources for School Teams

Bring:

- IEP for a ML student (for personal use only)

Review:

- [MDOE Policy & Resource Guide](#) sections:
 - Development of the IEP, p. 26-30
 - Communicating with the Parents/Guardians of MLs with a Disability or Suspected Disability, p. 31-33
- [Examining IEPs of English Learners with Learning Disabilities for Cultural and Linguistic Responsiveness](#) (found under Culturally and Linguistically Appropriate IEPs heading)
 - Padlet stored on [MDOE Multilingual Learners with Disabilities website](#)



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