



MAINE DEPARTMENT
OF EDUCATION

The Intersection of English Language Acquisition and Individualized Education Programs

Session 6: Final Session with Case Example

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





Jane Armstrong
English for Speakers of Other
Languages (ESOL) State Specialist



Melissa Frans
Teacher Leader Fellow
Office of Teaching and Learning



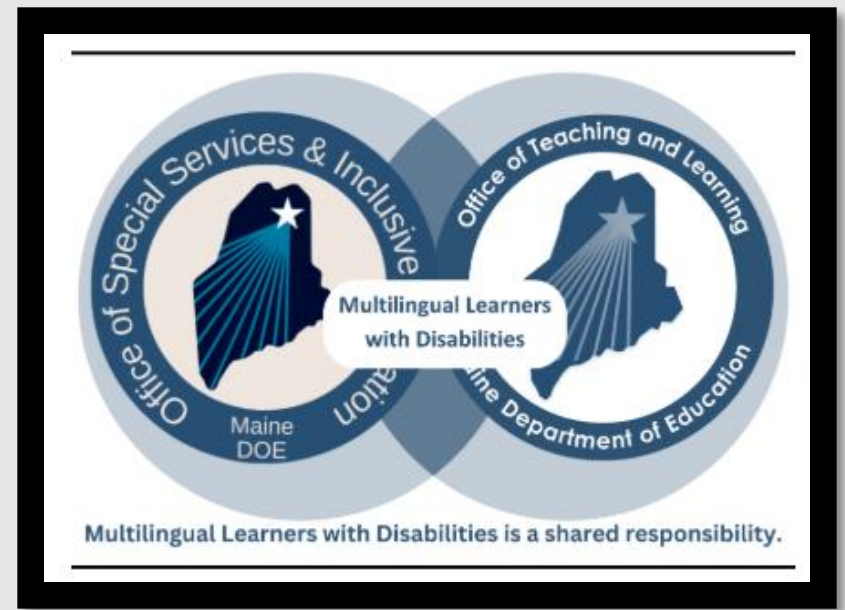
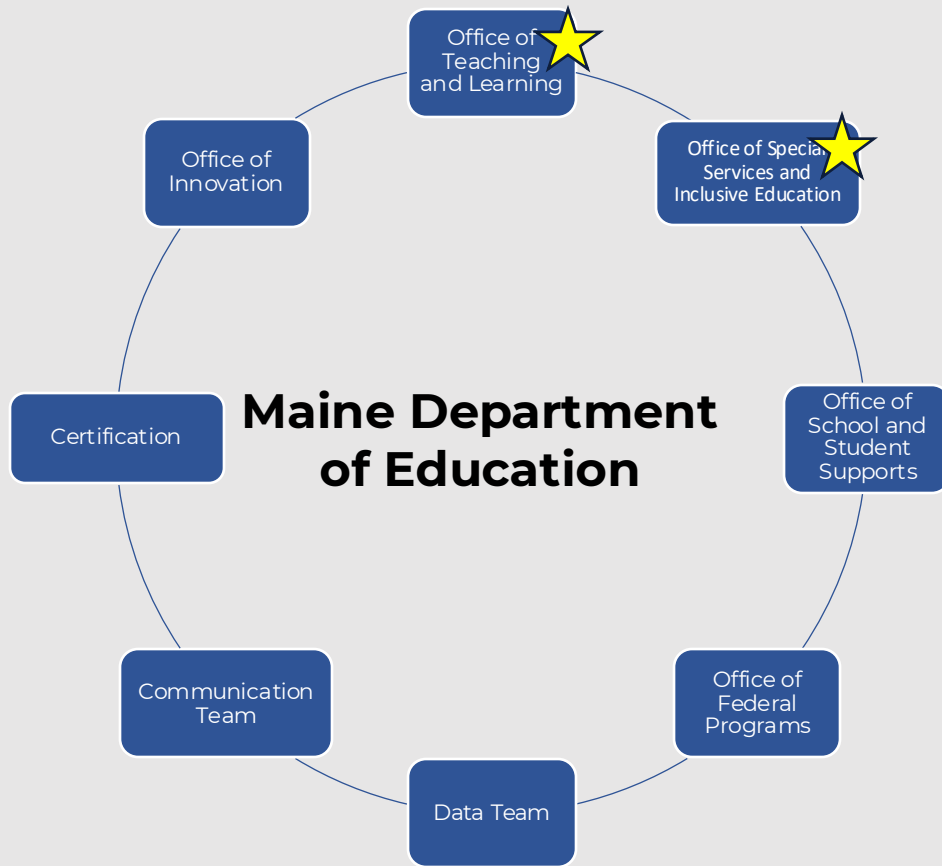
Leora Byras
Education Specialist III
Office of Special Services and Inclusive Education

Meet Our Team

The Office of Teaching and Learning and The Office of Special Services and Inclusive Education partnered to develop and present this 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?

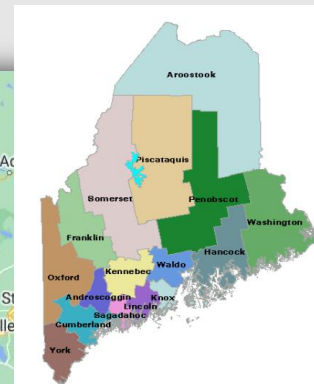
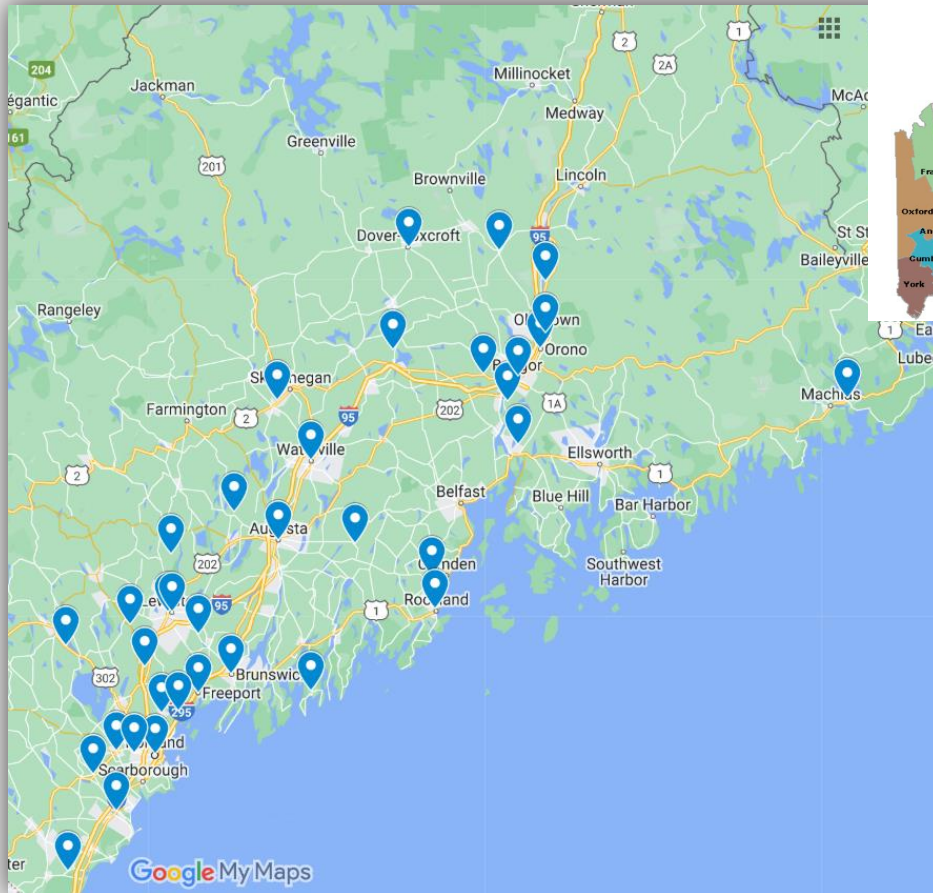
40 School Administrative Units (SAUs)

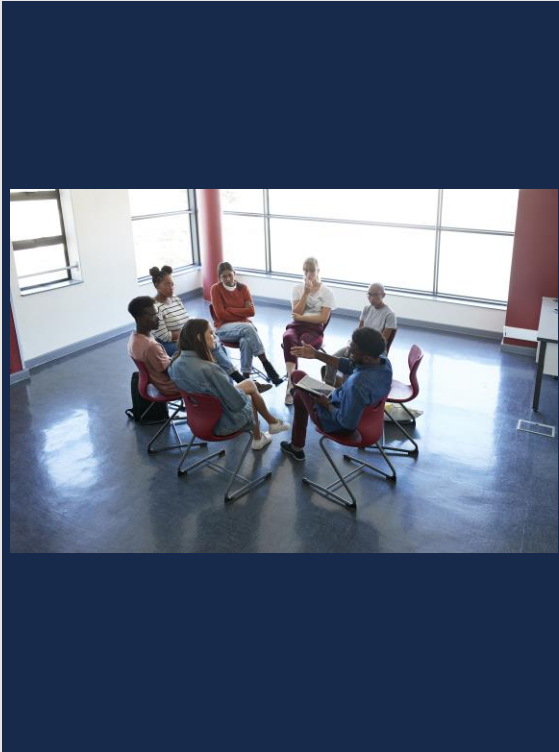
10 organizations

- 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
- Maine DOE





Group Norms

- Mute yourselves when not speaking to avoid disruptions.
- Use the chat to record questions, comments and/or wonderings.
- Collaborate with one another in the chat.
- We will respond to questions during the session or through follow-up emails.



Participation in this session and completion of suggested pre-work will receive 2 professional contact hours.

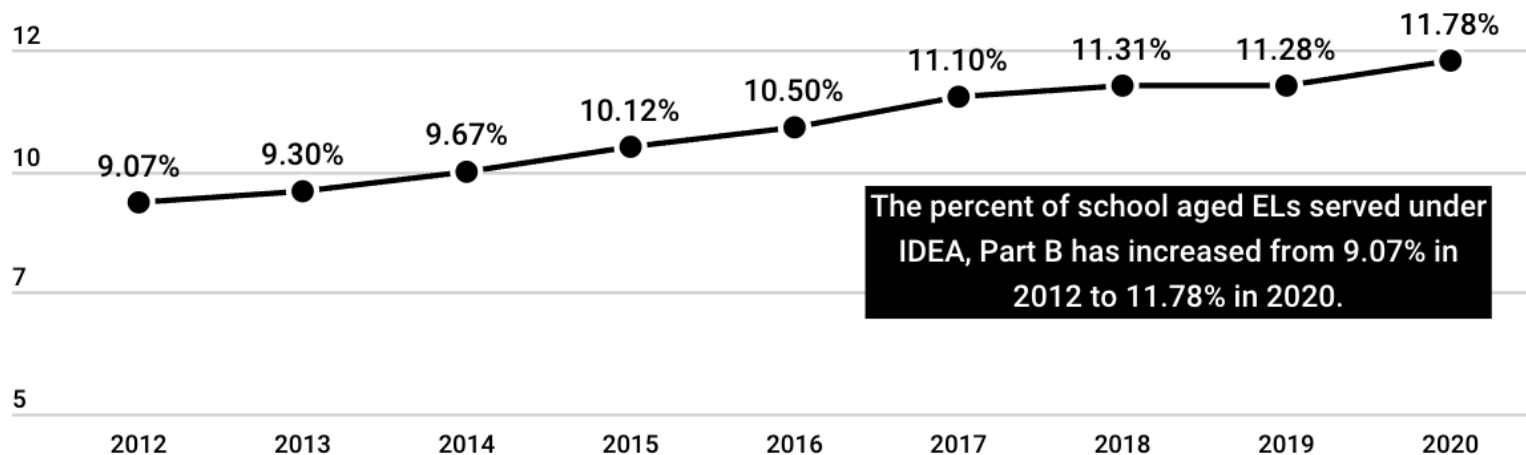
Today's Focus:

IEPs for MLs: Final Session with Case Example

- Presentation
- Workshop
- Discussion
- Wrap Up

OSEP Fast Facts: Students with Disabilities who are English Learners (ELs) Served Under IDEA Part B

Percentage of Students with Disabilities who are EL, Ages 5 (School Age) through 21, from 2012 to 2020, in the US, Outlying Areas, and Freely Associated States: SY 2020-21





SERVING MULTILINGUAL LEARNERS WITH DISABILITIES

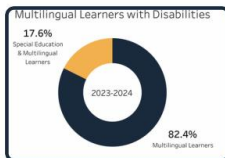
POLICY & RESOURCE GUIDANCE



Identifying & Serving Students who are Multilingual Learners with Disabilities: Policy & Resource Guide

The Maine DOE ESOL and Special Services and Inclusive Education teams collaborated to develop Maine's first guidance manual on Identifying and Serving Multilingual Learners with Disabilities.

[Download the Guide](#)



FAQ: Can multilingual learners (MLs) receive both English for Speakers of Other Languages (ESOL) services and special education services?

Yes. The ML Students' and Limited English Proficient Parents' [Dear Colleague Letter](#) (p.12) mandates that all MLs who have not yet reached proficiency on the state English language proficiency assessment must receive ESOL services. This mandate includes MLs with disabilities. Additionally, the Dear Colleague Letter (p. 25) specifies that the establishment of "no dual services" policies (i.e. a policy of allowing students to receive either ESOL services or special education services, but not both) is **prohibited under IDEA and federal civil rights guidance**.



FAQ: How long is the waiting period before referring a student who is an ML?

The IDEA and federal civil rights guidance (Dear Colleague Letter) prohibit a policy of delaying evaluations of MLs to determine the need for special education and related services over a specified period of time based on English language proficiency or ML status.

"...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." (U.S. Department of Justice and Department of Education, Dear Colleague Letter, January 7, 2015)

Resource developed by Melissa Frans, Multilingual Learner Teacher Leader Fellow, 2024-2025



www.maine.gov/doe/learning/multilinguallearner

Identifying Multilingual Learners with Disabilities Policy Guide Companion Resources

Policy & resource guide FAQ Highlights one-pager.

[Download One-Pager](#)

Additional Resources

[Introductory Video: Intervention procedures for supporting multilingual learners in the general education setting](#)

[Intervention Procedures for Suspected Disability, Evaluation, and Eligibility Process for Multilingual Learners using Multi-Tiered Systems of Supports](#)

[MTSS/RTI Checklist for MLs: Distinguishing Language Difference from Disability](#)

Resources created and presented by Melissa Frans, Teacher Leader fellow 2024-2025



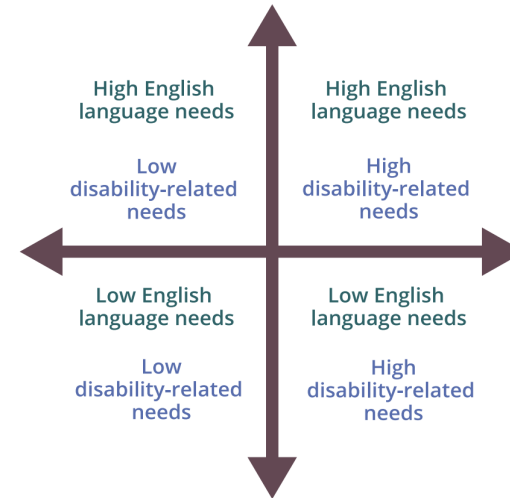
Case Examples of English Learners With Significant Cognitive Disabilities

ALTELLA Brief No. 6

September 2018

Susan Goette and Laurene L. Christensenn
altella.wceruw.org

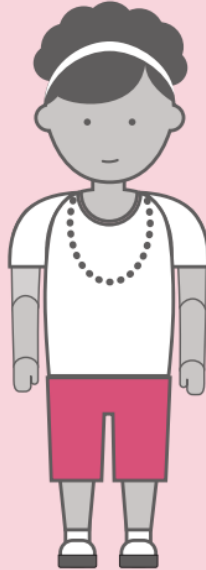
Figure 1: Language and Disability Needs Framework



(Source: Shyyan & Christensen, 2018)

- These examples are intended to be used in a variety of professional learning contexts to encourage thinking about English learners with significant cognitive disabilities; they are not designed to provide recommendations or approaches for supporting English learners with significant cognitive disabilities.

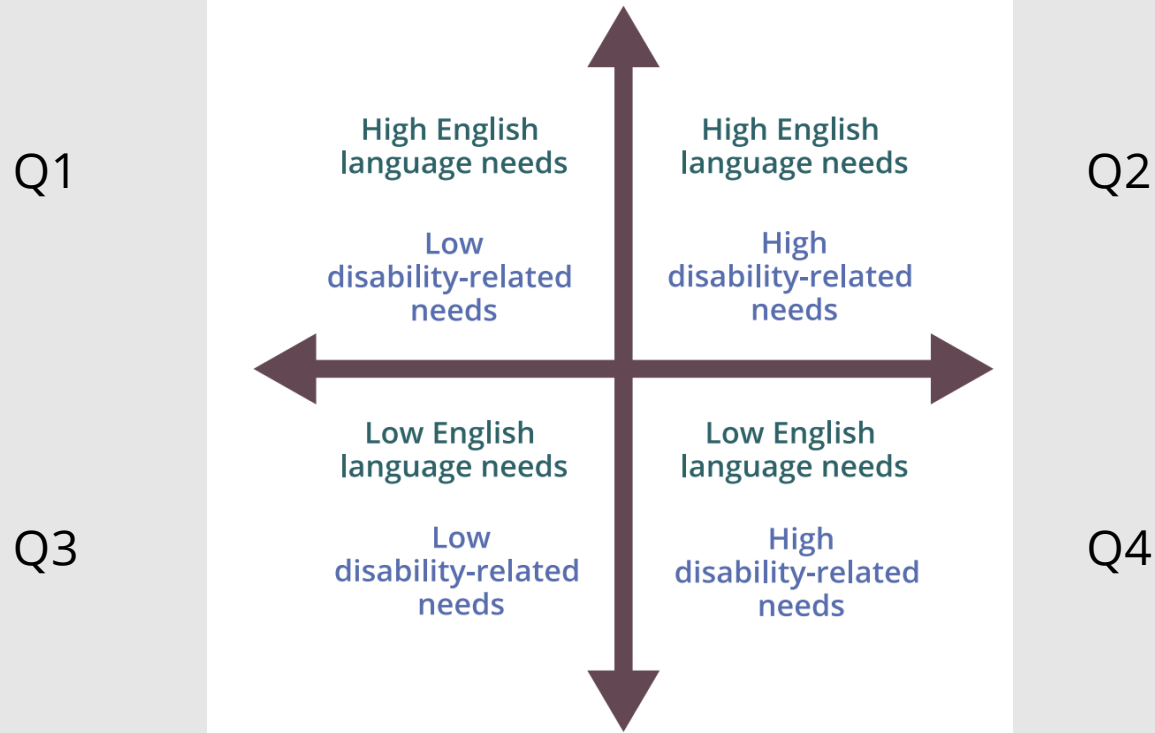
Case Example



**Sabeen,
Grade 1**

Come back at 3:58 p.m.

Figure 1: Language and Disability Needs Framework



(Source: Shyyan & Christensen, 2018)

Discussion Questions

After reading each of the case studies, consider any or all of the following questions in relation to each student. Again, reflecting on each student's position in the language and disability needs framework may be helpful (Figure 1).

1. Imagine you were the classroom teacher for this student. What additional information would you want and why? How would you go about gathering this information?
2. What do you think is the role of the student's home language in the classroom? What is the role of the student's home language in supporting the development of communication? In supporting the development of English?
3. What do you think is the role of the student's disability in the classroom? How does the student's disability factor into supporting the student's development of communication? In supporting the development of English?
4. If you were the student's teacher, how might you incorporate the student's home language and culture into your lesson plan?

5. Identify the instructional strategies used with the student. Can you suggest other strategies that are appropriate for and supportive of bilingual/multilingual students? What about strategies that are supportive of the student's disability?
6. How might you know if a student has difficulty in the classroom because of cognitive limitations or limited English proficiency? For example, the student seems to refuse to answer questions, makes inappropriate comments, may have poor recall, and/or struggles with sequencing ideas.
7. What questions would you ask the family? How would you do this?
8. Are there barriers that may prevent educators from working closely with families of English language learners with disabilities? What can be done to eliminate these barriers?
9. If this were your student, who in your institution or community could you collaborate with?
10. As the classroom teacher, how do you approach collaborating with other professionals in your district to support your English learners with disabilities? What do you do when resource people may be unable or unprepared to assist you?

Here we will stop the
recording.



Pause & reflect on the Intersection of English Language Acquisition and Individualized Education Program learning series:

- I used to think...
- Now I think...
- This will impact my practice...


Type responses in chat or click  **Raise hand** to share out loud.

Upcoming Professional Learning Opportunities

**MULTILINGUAL
LEARNING**

**SUPPORTING
MULTILINGUAL LEARNERS
TRANSITIONING INTO
MAINE HIGH SCHOOLS**

- **VARIOUS DATES**
- **3 P.M. - 4:30 P.M.**
- **VIRTUAL VIA ZOOM**



June 17th MDOE [Strengthening Student & Family Engagement](#)

ADVOCACY PANEL WEBINAR

**U.S. Federal Actions:
Implications for English
Learners With Disabilities**



Recent actions by the U.S. Administration have drastically challenged funding and policy for multilingual learners of English (MLEs). The President's Fiscal Year 2026 budget proposal, while level-funding IDEA, calls for significant cuts and eliminations of funding for MLEs and leaves open the door for IDEA administration outside of the U.S. Department of Education. The TESOL Supporting Students with Disabilities Interest Section and the Council for Exceptional Children's Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) host a panel discussion to explore the implications of the U.S. federal actions for educators, schools, and learners, especially multilingual learners of English with disabilities.

June 24th TESOL [Advocacy Panel Webinar](#)



Current Program Offerings

Online Graduate Certificate in Multilingual Special Education (five three-credit courses)

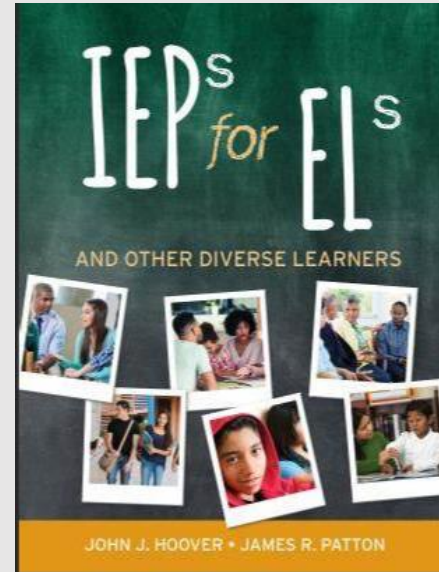
- Three courses in our language development/literacy program
 - ELL 570: Methods of TESOL
 - ELL 572: Second Language Acquisition
 - ERL 531: Linguistic Diversity, Multilingualism and the Classroom
- Two courses in our special education program
 - SED 502: Strategies for Culturally and Linguistically Diverse Students with Disabilities (Fall/Summer)
 - SED 545: Intervention for Reading Difficulties (Fall/Spring; *if working with K-12 students*)

OR

- SED 529: Developmentally Appropriate Reading Instruction for Diverse Young Learners (Spring/Summer; *if working with the birth to five population*)

Final Survey

The Intersection of English
Language Acquisition & IEPs
Professional Learning Series, 2025



<https://forms.office.com/g/jyMZKWewlK>

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