

Multilingual Learners with Disabilities Policy and Resource Guide: Intervention Procedures for Suspected Disability, Evaluation, and Eligibility

Process for Multilingual Learners using Multi-Tiered Systems of Supports

“Students who are experiencing difficulties in the general education setting, including multilingual learners (MLs), may require additional supports or interventions. Multi-Tiered Systems of Supports (MTSS) are designed to ensure all students have equitable opportunity and access to high-quality instruction to reach their greatest potential. For students who are MLs, linguistic and cultural factors must be considered at each step throughout the process as teams analyze and interpret school performance in view of their unique backgrounds.

With any ML student referral to the MTSS team, the following questions should be examined and responded to **before a referral** for a special education evaluation is made.” (pages 9-10)

		NOTES
1. Is the district ESOL plan (i.e., Lau Plan) being implemented within the school?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Is the student’s individual language acquisition plan (ILAP) inclusive of language goals and benchmarks and available to all educational staff?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Are the modifications, adaptations, or differentiation strategies within the ILAP being used in the classrooms?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Is the student being taught by certified ESOL teachers or teachers trained in specific strategies that target the needs of MLs, while learning content knowledge and skills?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Is the student demonstrating progress on the annual English language proficiency assessment?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Have teachers been regularly meeting to discuss the student’s progress and implementing specific interventions to target identified areas of need?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Have parents/guardians been invited to provide additional background information about the student to gain more insight into the student’s abilities and challenges within the home.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Have medical records been reviewed, including recent screening for hearing and vision?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Have cultural factors been considered? Are they being taught in a <u>culturally responsive environment</u> ?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Have student assets been identified based on progress monitoring and informal observations and assessments?	<input type="checkbox"/> Yes <input type="checkbox"/> No	