Considerations for IEP Teams

IEP Component	Student with disability	English learner with disability	English learner with significant cognitive disability
Present levels of academic achievement and functional performance	Describe academic and functional level	Include English language proficiency level (reading, writing, speaking, listening)	Include proficiency level in home language and/or preferred language of communication; Include communication modality preference
Measurable annual goals	Set SMART goals (academic, social, behavioral)	Include English language proficiency goal (reading, writing, speaking, listening)	Include language goal in student's home language if relevant
Supplementary aids/ services	List services to be provided	Include English language services (frequency, duration, location)	Clarify role of multiple service providers; State language of instruction to be used; Consider both the role of the home language and English language services
Participation with non-disabled peers	Describe least restrictive environment and justify any removal from general education setting	Promote interaction with English-speaking peers with and without disabilities	State how students will participate with multiple peer groups (both English-speaking and English-learning peers with and without disabilities)
Assessment and instructional accommodations	Describe state/ district assessment accommodations or modifications	Include accommodations or modifications to English language proficiency assessment	Articulate alternative assessments, or if not applicable, state why
Progress monitoring	Document progress toward meeting annual goals	Use multiple sources aligned with students' English language proficiency level	Use multiple sources aligned with students' English language proficiency level
Transition	Plan for postsecondary success	Include considerations of cultural values	Include considerations of cultural values; Consider the contexts for language use in post-secondary settings (i.e., which language(s) will the student use in post-secondary settings)
Behavioral intervention plans	Develop as appropriate	Consider whether English language proficiency levels affect behavior	Consider whether English proficiency levels affect behavior
Assistive technology and services	Document any assistive technology the student may require	Consider English language proficiency when providing assistive technology	Consider programming augmented and alternative communication (AAC) device in multiple languages, if student uses device; Consider how student uses AAC device at home and in the community

ALTELLA ALTERNATE ENGLISH LANGUAGE LEARNING ASSESSMENT PROJECT

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