

FREQUENTLY ASKED QUESTIONS/ESL and SPED

How are ESL students screened for SPED?

Refer to *Special Education Referral for ELLs* document. Attached to this packet and can also be found on the ESL Programs page at <https://jpschools.org>

Do LEP/ELL students need to have interventions in their native language?

Yes, they should, if it is determined through the BVAT that the student's dominant language is a language other than English. Reference *BVAT Procedure* document posted on the ESL Programs page.

If the student's dominant language is not English, which language will they be evaluated in?

The student will be evaluated in the language in which s/he is most dominant.

What do I do if I have a student who is LEP and is identified as special education?

The LEP/SPED student must receive both ESL and Special Education services. One identification does not exclude another. The student's special education teacher, ESL teacher and the parent must discuss the optimal amount of time the students spends in special education and ESL. This should be recorded on the student's IEP/IAP and ACE. ACE forms should be attached to the ELL's IEP/IAP.

Do I need to indicate that a student is LEP in his IEP or his ACE?

Yes, both the IEP and ACE should note that a student is both LEP and SPED.

How do LEP students receive ESL and SPED services?

The student's special education teacher, ESL teacher and the parent must discuss the optimal amount of time the students spends in special education in ESL.

Can a special needs LEP student be exited from ESL?

Special education students can exit ESL. They can exit via the exit criteria. If a special education student is unable to meet the exit criteria after four years of more in LEP status because of their disability, as decided only by consensus of the members of the IEP Team may be exited from LEP status.