

ELL/SPECIAL ED (SPED) STUDENTS

- In cases where it is clearly demonstrable that a child's special education condition is a minority barrier to the child attaining English proficiency, the child can be served by both the SPED and ELL programs.
- In cases where it is clearly demonstrable that a child's special education condition is a primary barrier to the child attaining English proficiency, the child can **not** be served by the ELL program.
- In cases where there is reasonable doubt as to whether or not a child's special education condition is a minority or primary barrier to the child attaining English proficiency, the following process will apply:
 1. The child is placed and served in **both** SPED and TBIP.
 2. An annual assessment of the child's progress in attaining English proficiency will be conducted by the ELL program.
 3. At the end of three years of English proficiency assessments (or earlier if appropriate) a determination is made as to the extent of English proficiency gains (as compared to peers in the same class during the same time period). Dependent on this determination, the following applies:
 - a.) Where the SPED need is a minority contributor to barriers of English proficiency gains, the child can remain in both SPED and ELL programs.
 - OR**
 - b.) Where the SPED need is a majority contributor of barriers of English proficiency gains, the child can not remain in the ELL program. In such cases, the child must be "exited" from the TBIP program for "non-linguistic" reasons by the ELL program.

★ In all matters related to SPED/ELL situations, the ELL program takes the lead in the final ELL program decisions but the OSPI strongly recommends that these decisions be arrived at after significant consultation with the child's IEP members.

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