

## IEP TEAM CHECKLIST FOR ENGLISH LEARNERS (ELs)

**Directions:** The school IEP team should complete this checklist to ensure that all areas pertinent to English learners (ELs) are considered

- 1)  Yes  No There is evidence the IEP notice was sent home in the parent/guardian's native language.

Comments:

- 2)  Yes  No The IEP indicates if the student is classified as an English learner.

Comments:

- 3)  Yes  No The IEP includes the student's current level of English language proficiency in listening, speaking, reading, and writing (CELDT or alternative assessment scores/levels).

Comments:

- 4)  Yes  No The IEP indicates if the student requires alternate assessments to the required statewide ELD assessment by domain, and if so, what the alternate assessment(s) will be administered.

Comments:

- 5)  Yes  No The IEP includes linguistically appropriate goals and objectives in areas of disability that involve language (if objectives are required) that reflect assessed English development levels).

Comments:

- 6)  Yes  No The IEP indicates who will provide the ELD services (in general education or special education).

Comments:

- 7)  Yes  No The student was assessed in his/her native language at the initial and triennial IEP (unless there is documentation that the student was assessed in the native language and English and is functioning commensurate or higher cognitively in English).

Comments:

- 8)  Yes  No The parent was offered an interpreter if their native language is not English (signature of interpreter is on IEP or documented in the IEP notes).

Comments:

- 9)  Yes  No There is evidence the parent was informed they could request a written translation of the IEP and assessment reports in their native language.

Comments: