Woodburn School District Diverse in Culture - Unified in Mission

English Language Development for

ELLs with Additional Needs

ELL State Conference - Eugene, Oregon March 13, 2014



Diverse in Culture

Woodburn School District is an outstanding multilingual school district, which motivates and empowers all students to succeed.

Diverse in Culture

- 5680 Students Grades K-12
- 75% Hispanic
- 10% Russian
- 52% ESL
- 12% Special Ed



Diverse in Culture

- 78% Minority
- 84% Eligible for Free/Reduced Lunch
- All Students Receive Free Breakfast/Lunch
- About 50% of Staff Members are Multi-lingual
- 9% Talented & Gifted



Unified in Mission

Our promise is to engage, inspire, and prepare all students to learn and lead in a global society.



Unified in Mission

We value: Accountability, Civic Responsibility, Diversity, Equality, Family, Integrity, Learning, Multilingualism, Parent-Community Partnerships, Safety, & The Individual

English Language Development for

ELLs with Additional Needs

ELL and SpEd Department - A Collaborative Model

Liliana Heller-Mafrica, Language Program Coordinator Gerardo Ibarra, Special Ed Coordinator Dana Christie, Learning Specialist

UNIFIED IN MISSION

Presentation Overview

- English Learners with Additional Needs
- District level collaboration ELL/SpEd
- Assessments and Communication Systems
- School Collaborative Process



ELLs = 2163 SpEd = 635 300 SpEd/ELLs

ENGLISH LEARNERS PROGRAM SPECIAL EDUCATION PROGRAM

Historically... Separate Silos

Serving English Learners with Additional Needs

ELL PROGRAM

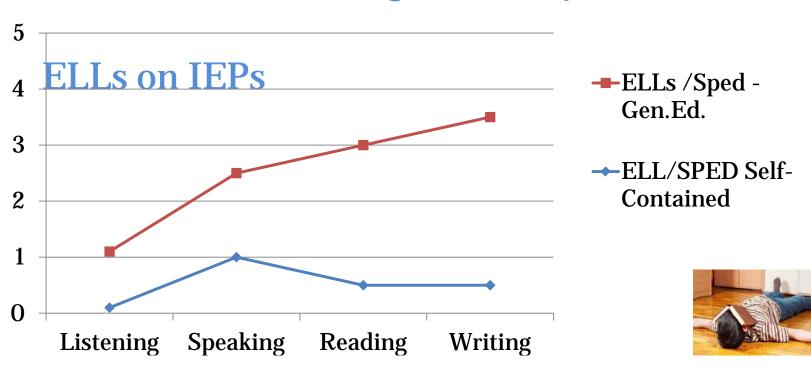
Initial identification
Appropriate placement
Learning Targets
ELD

SP ED PROGRAM

Initial identification
Appropriate placement
Learning Targets

IND. SKILLS

Rate of English Acquisition



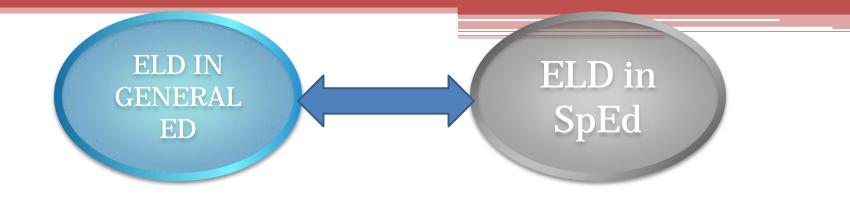
Challenge

Impact of Disability on the Second Language Acquisition

Impact on:
 Reading, Writing, Speaking
 Rate of learning

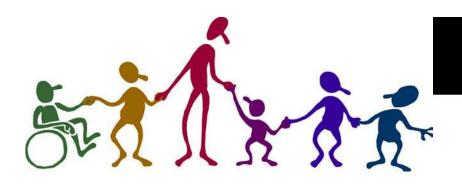
Stagnant scores on ELPA

Can ELD Services be Suspended for any student? NO



Equal Educational Opportunity

Federal Law and US Supreme Court decisions prohibit school officials from discriminating against students on the basis of sex, national origin, language barrier, religion, or disabilities..



all all

different e q u a



Equal Educational Opportunity

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Federal Guidelines

- > Civil Rights Act 1964
- > Equal Educational Opportunity Act - 1968
- > Americans with Disabilities Act 1990
- > No Child Left Behind Act 2001
- ➤ Individuals w/ Disabilities
 Improvement Act 2004

U.S. Supreme Court Decisions

Brown v. Bd. of Education -1954

No discrimination based on race.

- **Lau v. Nicols** 1972
- *'Same is not equal'*
- Castaneda v. Pichard 1981
- Standards for ELD Programs
- **▶ Plyler v. Doe** -1982

• Schools cannot bar /discourage students from attending school limiting immigration status.

Serving English Learners with Additional Needs

ELL PROGRAM

Identification
Appropriate placement
Learning Targets
FLD

SP ED PROGRAM

Appropriate placement
Learning Targets
IND. SKILLS

INCREASED SYSTEMIC COMMUNICATION

Promoting Inter-departmental Collaboration

ELL PROGRAM

SPECIAL EDUCATION PROGRAM

INCREASED SYSTEMIC COMMUNICATION

ELL & SpeEd: Collaborative Model

- Cross departmental
- Professional development

Student Services Director Langua ge Coordinators

- Difference Vs
- Disability

•Language across the curriculum SpEd Coordinator

Instruc. Svcs. Director

• Title III
Summer
Institute(s)

ELL & SpeEd: Collaborative Model



Sharing expertise



ELD for All students



Socio-cultural / Socio-linguistic Ongoing Data Collection

Collaborative Model for PD (Psych presentations to LPCs)

- School counselor facilitates SIT process as outlined in SIT manual.
 Progress monitoring data is reviewed for trend to indicate if interventions are effective, instructional adjustments made
- Language acquisition data and cultural factors are embedded into all SIT review
- School Psych may join SIT team when data indicates possible need for SPED eval referral, if Learning Specialist requests thei

deci

SIT Process

Evaluation Planning

- Team decides
 SPED eval is needed
- Building Case Manager (Learning Specialist) and School Psych collaborate on eval planning and scheduling parent meeting (or alternative means of getting consent)
- If a meeting -Parents & SPED & Gen Ed Teachers required at meeting
- Consent for evaluation signed (Native lang & English)
- Referral for Initial SPED eval packet (copy to school psych) sent to DO and recorded by Eval Assistant and SS Secretary

- School Psych conducts assessments. Learning Specialists do achievement, Speech Pathologists do speech/languague tests, Regional providers do their tests as appropriate
- All results submitted to the assigned School Psychologist to create 1 report
- Case manager collaborates with evaluators to schedule eligibility meeting within 60 days of consent
- If eligible: move to IEP box
- If not eligible, cor

ret

Eligibility

IEP

- Learning Specialist schedules initial IEP within 30 calendar days of eligibility
- IEP is presented at meeting by teacher, educating parents about the process and the paperwork
- If parents signed Initial Provision of SPED Services , IEP services begin immediately
- If parents do not sign, Prior Notice of Action is completed, and student is referred back to SIT

Guidance to Determinate Student Language Dominance

Kinder or First Grade Students

- Information from Welcome Center Assessments (Home Language Survey, Woodcock-Munoz, PreLas)
- Classroom based assessments in L1 and L2

Returning (& Current) 2-5 Students

- Information from Welcome Center Assessments (Home Language Survey, Woodcock-Munoz, PreLas)
- Listening/Speaking Class Assessments (Solom, Teacher Language Survey Rubric)
- * ELPA Scores, particularly looking at Speaking and Listening, Side by Side quick writes

Returning (& Current) MS Students

- Listening/Speaking Class Assessments (Solom, Teacher Language Survey Rubric)
- . ELPA Scores, particularly looking at Speaking and Listening; Side by Side quick writes
- File Review, L1 Reading Level, L2 Reading Level (may use DRA/EDL or AIMSweb)

Returning (& Current) HS Students

- . Listening/Speaking Class Assessments (Solom, Teacher Language Survey Rubric)
- ELPA Scores, particularly looking at Speaking and Listening; Side by Side quick writes
- · File Review

Elementary Students New to District

- Information from Welcome Center (Home Information from Welcome Center Assessments (Home Language Survey, Woodcock-Munoz, PreLas)
- · Listening/Speaking Class Assessments (Solom, Teacher Language Survey Rubric)
- ELPA Scores, particularly looking at Speaking and Listening, Side by Side quick writes

Secondary Students New to district

- Information from Welcome Center Assessments (Home Language Survey, Woodcock-Munoz, PreLas)
- Listening/Speaking Class Assessments (Solom, Teacher Language Survey Rubric)
- ELPA Scores, particularly looking at Speaking and Listening; Side by Side quick writes

Assessment of Diverse Children: Stage Model for Nondiscriminatory Assessment.

- I. Develop culturally and linguistically based hypotheses
- II. Assess language development and proficiency
- III. Assess cultural and linguistic differences
- IV. Assess environmental and community factors
- V. Evaluate, revise, and re-test hypotheses
- VI. Determine appropriate languages of assessment
- VII. Reduce bias in traditional practices
- VIII. Utilize authentic and alternative practices
- IX. Apply cultural-linguistic context to all data
- X. Link assessment to intervention
- Pre-referral procedures (I. V.) Post-referral procedures (VI. X.)

ELL PORTFOLIOS

All ELLs must have an ELL Portfolio

- Context for delivery of ELD services
- Impact of disability on rate of second
 - language acquisition.
- L-1 and L-2 growth over time
- ELD Language Plan and objectives



ELL PORTFOLIOS

FIRST LANGUAGE

SECOND LANGUAGE

Socio-linguistic s data

L-1 Level(s)

Language use @ *home and school

Socio-cultural data

Present levels: L-2

Stage of 2nd Lang
Acquisition &
Language Dev. Plan

SpEd / ELL Collaboration



SCHOOL COLLABORATIVE TEAM

- Ongoing collection of student work
- Language data informs instruction
- ELL Portfolios with ELD teacher
- Special Ed Case managers and specialists communication
- ELD specialists
- General education teachers
- Administrators
- Counselors
- Parents
- Psychologists

IEP Documentation

- * The IEP team, with input from LPC/ELL determines what level of services the individual student needs around disability and language acquisition. Their goal is to determine meaningful and adequate access for participation in English Language Development.
- * Best practices include providing a rich language environment regardless of disability level and language ability.

IEP Documentation Cont...

- Special Factors
 - Indicate yes for LEP
- Present Levels
 - L1 and L2
 - Home Language use
 - Context for ELD instruction.

- Testing Page
 - Identify ELPA
 - exemptions

Goals

Service Summary

Meeting Notes

Service Summary

- Specially Designed Instruction
 - Only for students who have language goals
- Related Services
 - Ex: ELD for 30 minutes/day in a Sped Setting
- Modification/Accommodations
 - Oral exams only
 - Scribe for writing
 - Leveled reading materials, etc.
- Supports for School Personnel
 - Special Educator consults with ESOL staff

ELD Services to ALL students regardless of disability

LD

- ELD in Gen Ed or Resource *
- ELPA Full or w/ exceptions

SLP

 ELD in Gen Ed or Self Contained
 * ELPA Maybe.

LIFE SKILLS

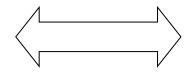
- ELD integrated *
- Not ID as ELL for T-III
- No ELPA. All services provided

Secondary Special Education Continuum of Services

LSP: Self-Contained SLP: Self-Contained Gen. Ed. Pull-out Classes Gen. Ed. **Pull-out Class** Certificate of Extended Diploma or Standard Diploma **Modified Diploma** Intervention Standard or Completion Cert. of Completion Standard Diploma Modified Diploma STUDENT: STUDENT: STUDENT: STUDENT: STUDENT: Supported in the STUDENT: Significantly behind grade-level Structured educational Significant adult support, daily Almost meets state general education curriculum with 2-3 grade levels behind, could in reading, writing and/or math environment with additional living/community living accommodations according to benchmarks but needs support possibly meet high school and needs "specially designed" adult support, daily living skills/vocational curriculum students IEP. benchmarks in reading, writing according to students IEP. instruction according to skills/vocational curriculum according to students IEP. and/or math, but need intensive students IEP. according to the students IEP. Student takes Extended OAK's Possible Options: "specially designed" instruction Student takes at least one Assessment. Possible Options: *Consultation according to students IEP. Possible Options: Extended OAK's Assessment. *Consultation * 2 -3 periods of Skills Classes *Skills-Drop In Possible Options: *Classroom Support that supplement regular Possible Options: * SLP classes for Possible Options: (Push-in) education curriculum. * Gen. Ed. classes with academic/social/vocational *1 - 2 Skills Classes *Skills Class *Extensive modification to accommodations and/or support * Consultation on the general education modifications. *Social Inclusion Classes in accommodation and/or curriculum. * Skills class for academic General Education modifications *Consultation support *Classroom Support *Life Skills Class for daily * Push in Support (Push- in) living/vocational support ELD Continuum of Services for Students with Special Needs Possible ELD Options: *General Education ESOL class *ELD services incorporated into a General Education ESOL class with *General Education ESOL class *General Education ESOL class * General Education ESOL class accommodations as needed. with accommodations as needed. with accommodations as needed with accommodations as needed with accommodations as needed Special Education class. This may be a set ESOL period and/or Special Education teacher Special Education teacher and/or modifications. Special and/or modifications. Special and/or modifications. Student integrated into instruction consults with ESOL teacher. consults with ESOL teacher. Education teacher consults with Education teacher consults with may require push-in support. Special Education teacher throughout the day. regarding disability and regarding disability and ESOL teacher regarding disability ESOL teacher regarding disability accommodations. accommodations. and accommodations. and accommodations. consults with ESOL teacher *ELD services incorporated into a regarding disability and *ELD services incorporated into a Special Education class. *ELD services incorporated into a accommodations. Special Education class. Special Education class. *ELD services incorporated into a Special Education class. This may be a set ESOL period and/or integrated into instruction

throughout the day.

Gen. Ed. Standard Diploma



Gen. Ed. Intervention Standard Diploma

STUDENT: Supported in the general education curriculum with accommodations according to students IEP.

Possible Options:

- *Consultation
- *Skills—Drop In

STUDENT: Almost meets state benchmarks but needs support according to students IEP.

Possible Options:

- *Consultation *Skills Class
- *Classroom Support

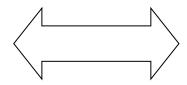
Possible ELD Options:

General Education ESOL class with accommodations as needed. Special Education teacher consults with ESOL teacher regarding disability and accommodations.

Possible ELD Options:

- * General Education ESOL class with accommodations as needed. Special Education teacher consults with ESOL teacher regarding disability and accommodations.
- *ELD services incorporated into a SpEd class.

Pull-Out Class -Standard or Modified Diploma



Pull-Out Classes Modified Diploma

STUDENT: 2-3 grade levels behind, could possibly meet high school benchmarks in reading, writing and/or math, but need intensive "specially designed" instruction according to students IEP.

Possible Options:

- *1 2 Skills Classes
- * Consultation on accommodation and/or modifications

Possible ELD Options:

- *General Education ESOL class with accommodations as needed and/or modifications. Special Education teacher consults with ESOL teacher regarding disability and accommodations.
- *ELD services incorporated into a Special Education class.

STUDENT: Significantly behind grade-level in reading, writing and/or math and needs "specially designed" instruction according to students IEP.

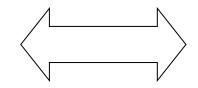
Possible Options:

- * 2 -3 periods of Skills Classes that <u>supplement</u> regular education curriculum.
- *<u>Extensive</u> modification to the general education curriculum. *Consultation * Push in Support

Possible ELD Options:

- *General Education ESOL class with accommodations as needed and/or modifications. Special Education teacher consults with ESOL teacher regarding disability and accommodations.
- *ELD services incorporated into a Special Education class.

SLP: Self-contained
Extended Diploma or
Certificate of Completion



Life Skills Program Certificate of Completion

STUDENT: Structured educational environment with additional adult support, daily living skills/vocational curriculum according to the students IEP. <u>Possible Options:</u>

- * Gen. Ed. classes with accommodations and/or modifications.
- * Skills class for academic support

Possible ELD Options:

- * General Education ESOL class with accommodations as needed and/or modifications. Student may require push-in support. Special Education teacher consults with ESOL teacher regarding disability and accommodations.
- *ELD services incorporated into a Sped Class

STUDENT: Significant adult support, daily living/community living skills/vocational curriculum according to students IEP. Student takes Extended OAK's Assessment.

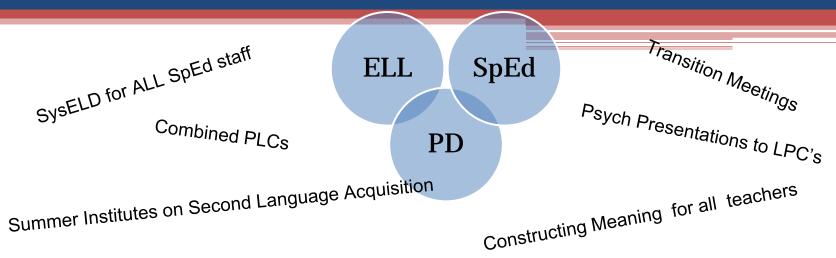
Possible Options:

- * SLP classes for academic/social/vocational support
- *Social Inclusion Classes in General Education

Possible ELD Options:

*ELD services incorporated into a Special Education class. This may be a set ESOL period and/or integrated into instruction throughout the day.

Promoting Inter-departmental Collaboration Through District wide Professional Development



Woodburn School District Guiding Process for ELs with IEP

Provide ELD Services to ALL students regardless of disability and deliver language instruction at their individual level.

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Thank You!

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Gerardo Ibarra, Ed.S - Special Education Coordinator

Dana Christie, MAT - Learning Specialist

For more information visit our web-site: www.woodburnsd.org

