

# 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



# 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



The diagram consists of two large, overlapping circles. The left circle is light blue with a darker blue border and contains the text 'ENGLISH LEARNERS PROGRAM'. The right circle is light gray with a darker gray border and contains the text 'SPECIAL EDUCATION PROGRAM'. A horizontal red line passes through the middle of both circles, symbolizing a historical separation between the two programs.

**ENGLISH  
LEARNERS  
PROGRAM**

**SPECIAL  
EDUCATION  
PROGRAM**

Historically... Separate Silos

# Serving English Learners with Additional Needs

```
graph TD; A[Serving English Learners with Additional Needs] --> B[ELL PROGRAM]; A --> C[SP ED PROGRAM]; B --- D[Initial identification<br/>Appropriate placement<br/>Learning Targets<br/>ELD]; C --- E[Initial identification<br/>Appropriate placement<br/>Learning Targets<br/>IND. SKILLS];
```

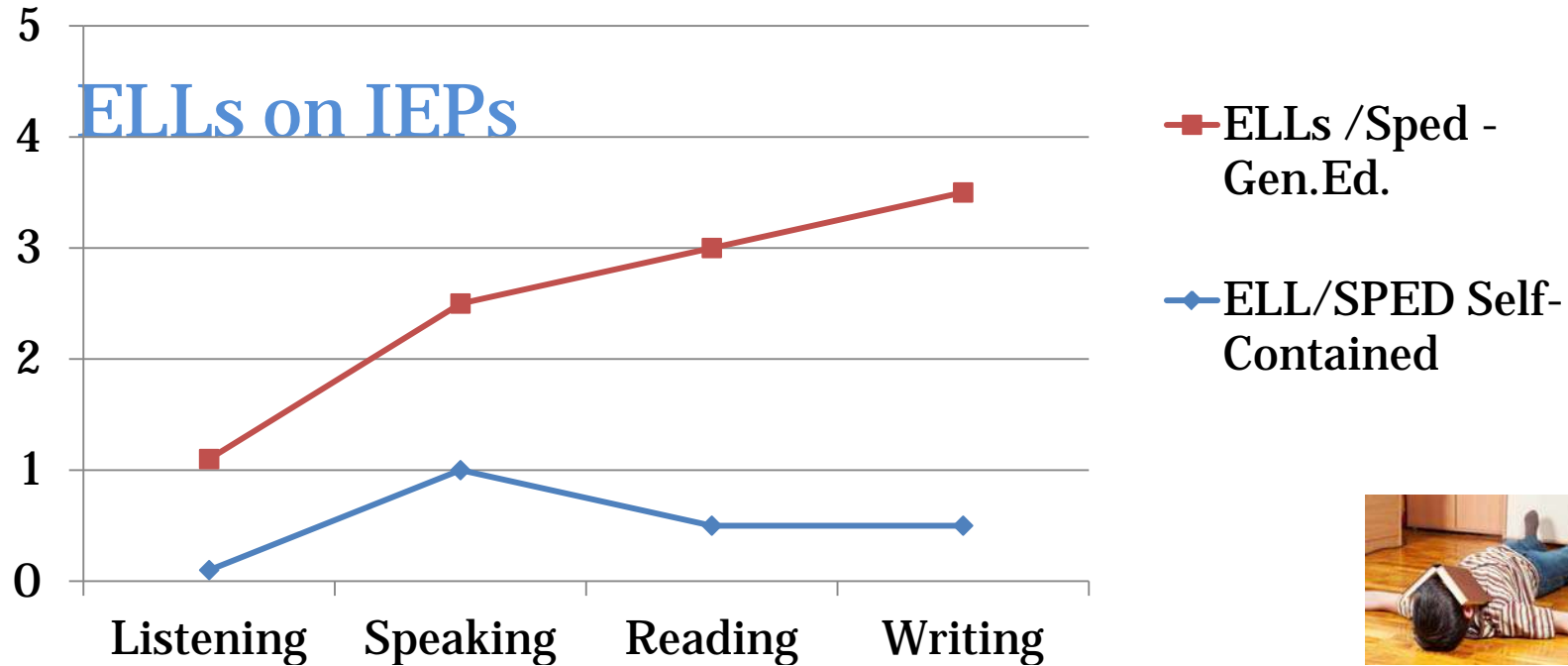
## ELL PROGRAM

**Initial identification**  
**Appropriate placement**  
**Learning Targets**  
**ELD**

## SP ED PROGRAM

**Initial identification**  
**Appropriate placement**  
**Learning Targets**  
**IND. SKILLS**

# Rate of English Acquisition

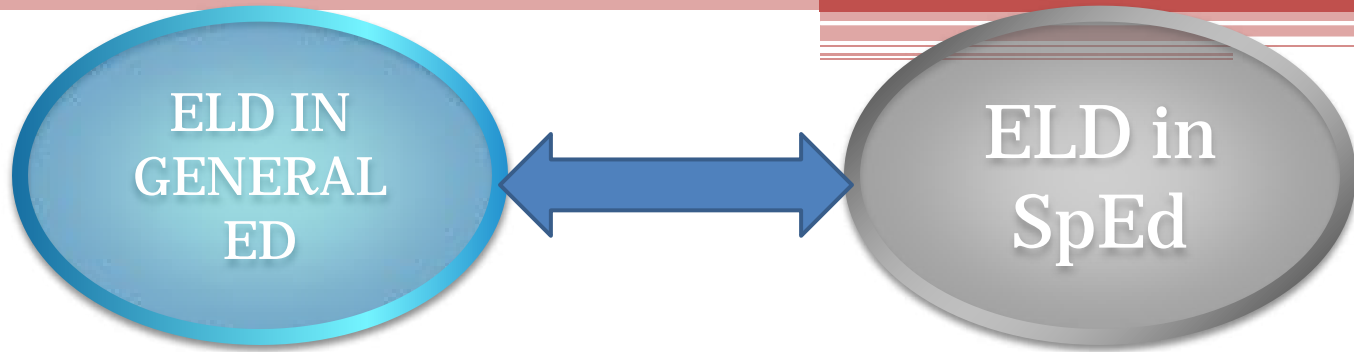


# Challenge

## 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 l**



# Equal Educational Opportunity

U

## 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 based on immigration status.*



# Serving English Learners with Additional Needs

```
graph TD; Title[Serving English Learners with Additional Needs] --> ELL[ELL PROGRAM]; Title --> SPED[SP ED PROGRAM]; ELL --- ID1[Identification]; ELL --- AP1[Appropriate placement]; ELL --- LT1[Learning Targets]; ELL --- ELD[ELD]; SPED --- ID2[Identification]; SPED --- AP2[Appropriate placement]; SPED --- LT2[Learning Targets]; SPED --- IND[IND. SKILLS]; ELL <-->|INCREASED SYSTEMIC COMMUNICATION| SPED;
```

## ELL PROGRAM

**Identification**

**Appropriate placement**

**Learning Targets**

**ELD**

## SP ED PROGRAM

**Identification**

**Appropriate placement**

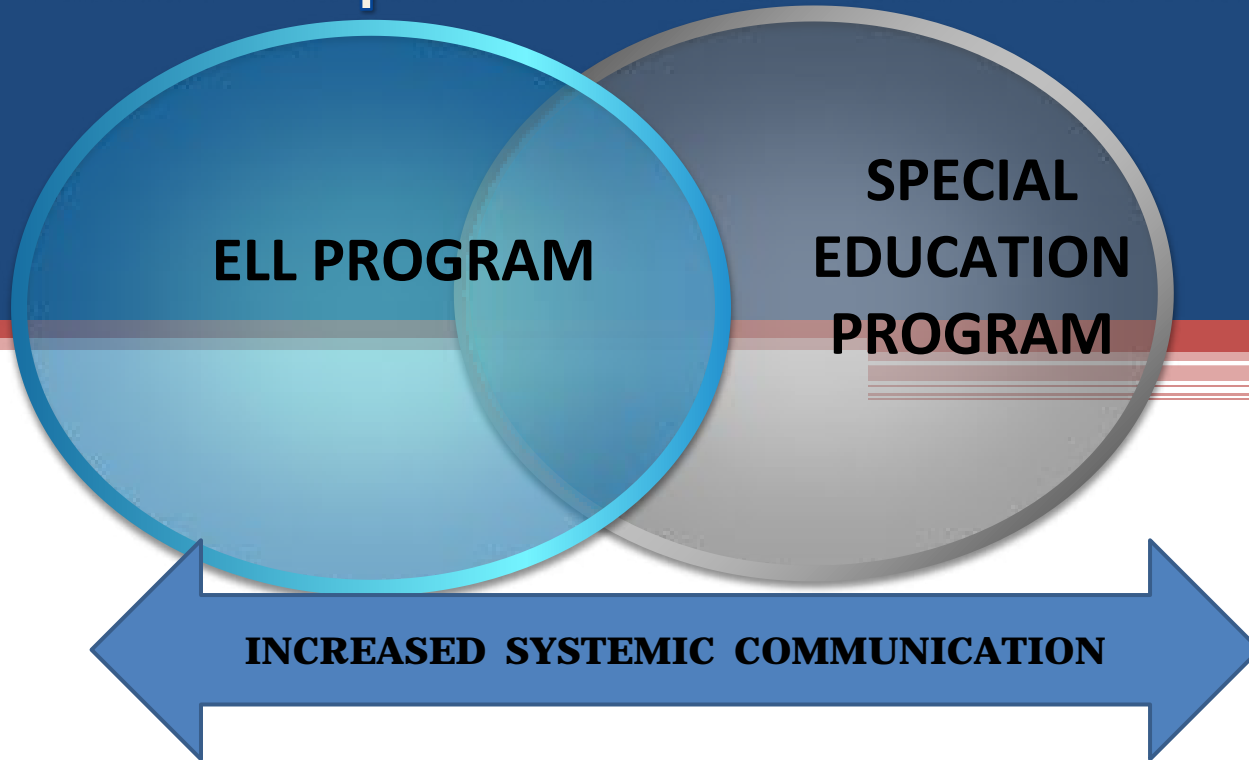
**Learning Targets**

**IND. SKILLS**

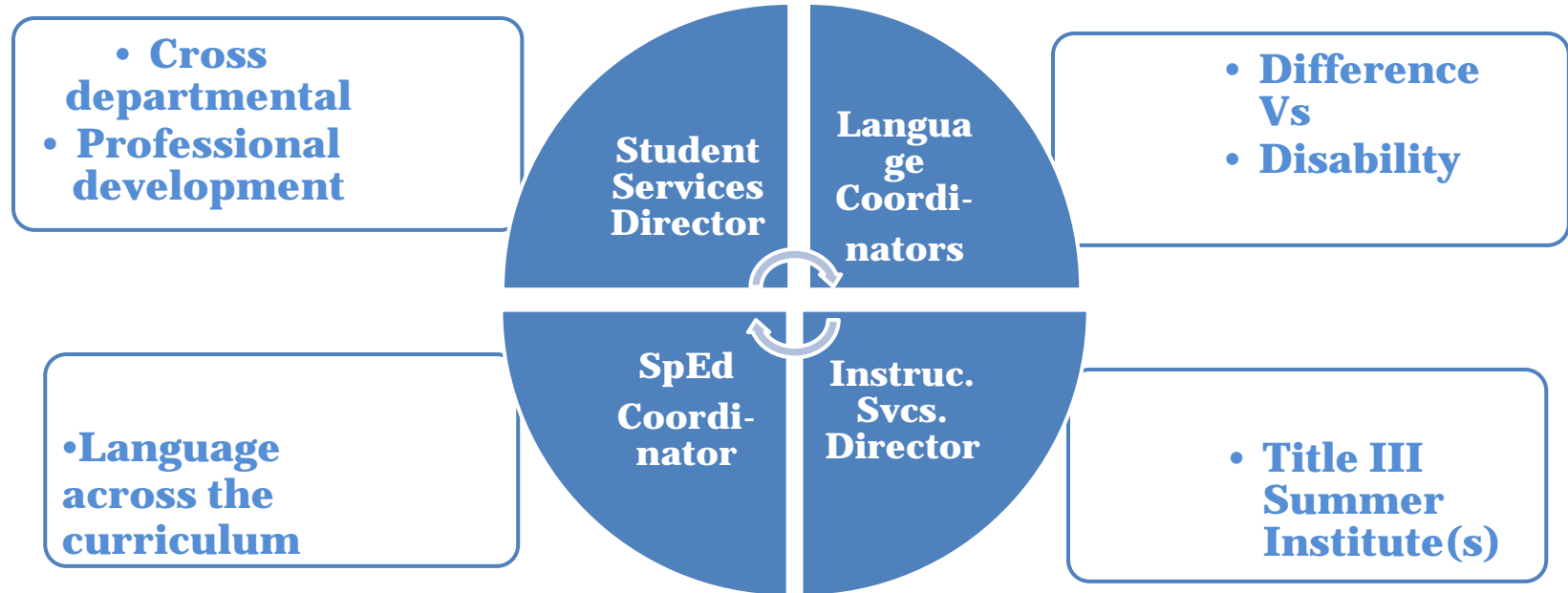
**INCREASED SYSTEMIC COMMUNICATION**



# Promoting Inter-departmental Collaboration



# ELL & SpeEd: Collaborative Model



# ELL & SpeEd: Collaborative Model



Sharing expertise

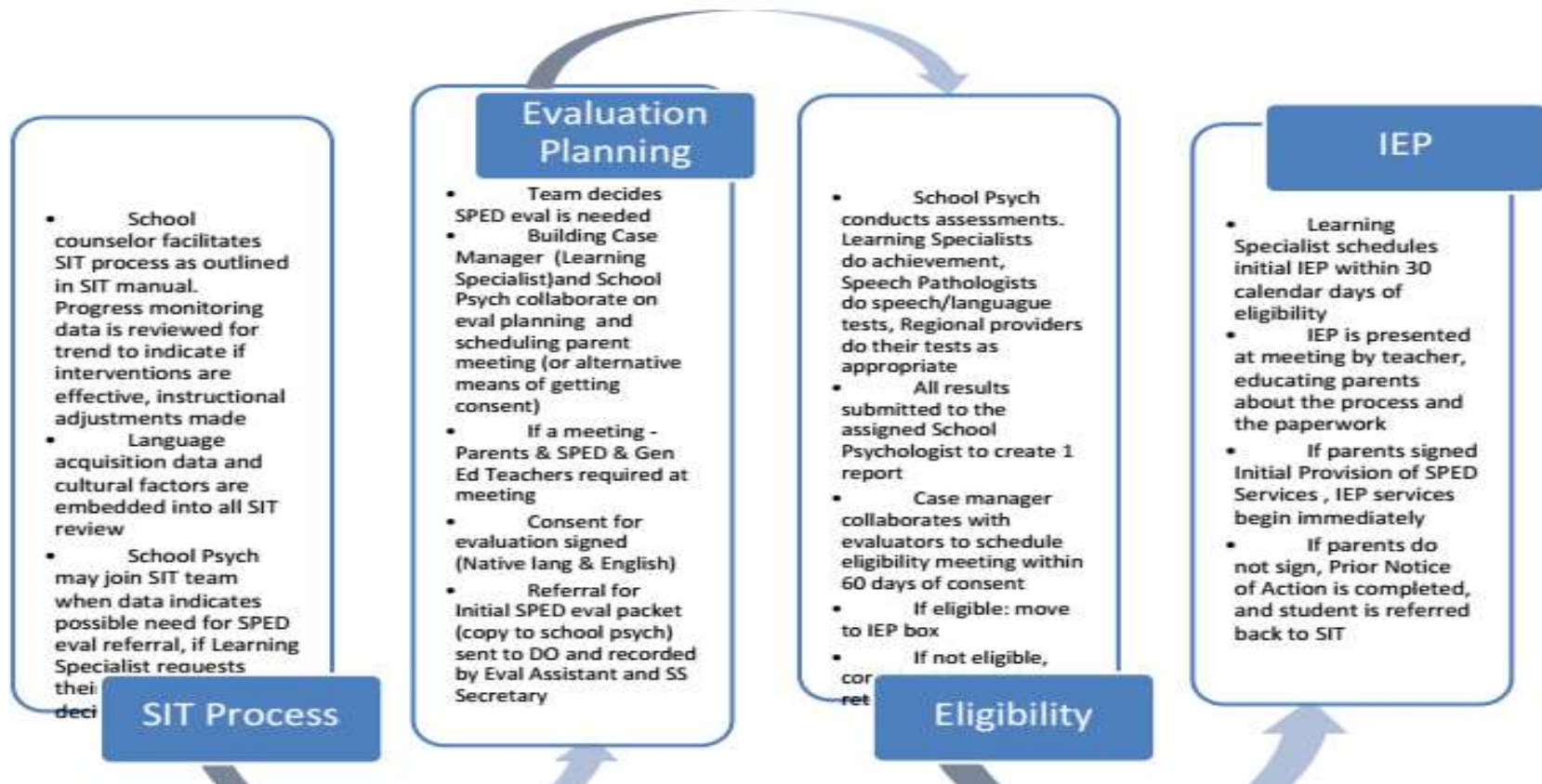


ELD for All students



Socio-cultural / Socio-linguistic  
Ongoing Data Collection

# Collaborative Model for PD (Psych presentations to LPCs)



# 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 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

Socio-linguistic s data

**L-1 Level(s)**

***Language use @  
home and school***



## SECOND LANGUAGE

Socio-cultural data

**Present levels: L-2**

**Stage of 2<sup>nd</sup> 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

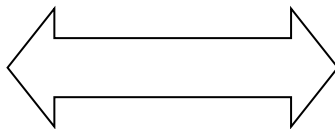
## Secondary Special Education Continuum of Services

Gen. Ed. Standard Diploma	Gen. Ed. Intervention Standard Diploma	Pull-out Class Standard or Modified Diploma	Pull-out Classes Modified Diploma	SLP: Self-Contained Extended Diploma or Cert. of Completion	LSP: Self-Contained Certificate of Completion
<p><b>STUDENT:</b> Supported in the general education curriculum with accommodations according to students IEP.</p> <p><u>Possible Options:</u></p> <ul style="list-style-type: none"> <li>* Consultation</li> <li>* Skills—Drop In</li> </ul>	<p><b>STUDENT:</b> Almost meets state benchmarks but needs support according to students IEP.</p> <p><u>Possible Options:</u></p> <ul style="list-style-type: none"> <li>* Consultation</li> <li>* Classroom Support (Push-in)</li> <li>* Skills Class</li> </ul>	<p><b>STUDENT:</b> 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.</p> <p><u>Possible Options:</u></p> <ul style="list-style-type: none"> <li>* 1 - 2 Skills Classes</li> <li>* Consultation on accommodation and/or modifications</li> <li>* Classroom Support (Push-in)</li> </ul>	<p><b>STUDENT:</b> Significantly behind grade-level in reading, writing and/or math and needs “specially designed” instruction according to students IEP.</p> <p><u>Possible Options:</u></p> <ul style="list-style-type: none"> <li>* 2 -3 periods of Skills Classes that supplement regular education curriculum.</li> <li>* Extensive modification to the general education curriculum.</li> <li>* Consultation</li> <li>* Push in Support</li> </ul>	<p><b>STUDENT:</b> Structured educational environment with additional adult support, daily living skills/vocational curriculum according to the students IEP. Student takes at least one Extended OAK’s Assessment.</p> <p><u>Possible Options:</u></p> <ul style="list-style-type: none"> <li>* Gen. Ed. classes with accommodations and/or modifications.</li> <li>* Skills class for academic support</li> <li>* Life Skills Class for daily living/vocational support</li> </ul>	<p><b>STUDENT:</b> Significant adult support, daily living/community living skills/vocational curriculum according to students IEP. Student takes Extended OAK’s Assessment.</p> <p><u>Possible Options:</u></p> <ul style="list-style-type: none"> <li>* SLP classes for academic/social/vocational support</li> <li>* Social Inclusion Classes in General Education</li> </ul>

## ELD Continuum of Services for Students with Special Needs

<p><u>Possible ELD Options:</u></p> <p>General Education ESOL class with accommodations as needed. Special Education teacher consults with ESOL teacher regarding disability and accommodations.</p>	<p><u>Possible ELD Options:</u></p> <p>*General Education ESOL class with accommodations as needed. Special Education teacher consults with ESOL teacher regarding disability and accommodations.</p> <p>*ELD services incorporated into a Special Education class.</p>	<p><u>Possible ELD Options:</u></p> <p>*General Education ESOL class with accommodations as needed and/or modifications. Special Education teacher consults with ESOL teacher regarding disability and accommodations.</p> <p>*ELD services incorporated into a Special Education class.</p>	<p><u>Possible ELD Options:</u></p> <p>*General Education ESOL class with accommodations as needed and/or modifications. Special Education teacher consults with ESOL teacher regarding disability and accommodations.</p> <p>*ELD services incorporated into a Special Education class.</p>	<p><u>Possible ELD Options:</u></p> <p>* 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.</p> <p>*ELD services incorporated into a Special Education class. This may be a set ESOL period and/or integrated into instruction throughout the day.</p>	<p><u>Possible ELD Options:</u></p> <p>*ELD services incorporated into a Special Education class. This may be a set ESOL period and/or integrated into instruction throughout the day.</p>
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**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

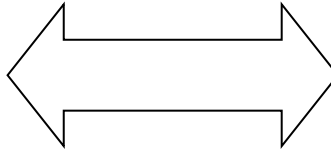
**Possible ELD Options:**

**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:

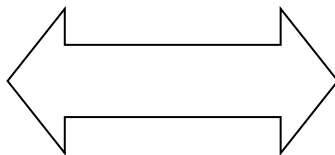
- \* 2 -3 periods of Skills Classes that supplement regular education curriculum.
- \*Extensive modification to the general education curriculum.
- \*Consultation
- \* Push in Support

#### 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. Possible Options:

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

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

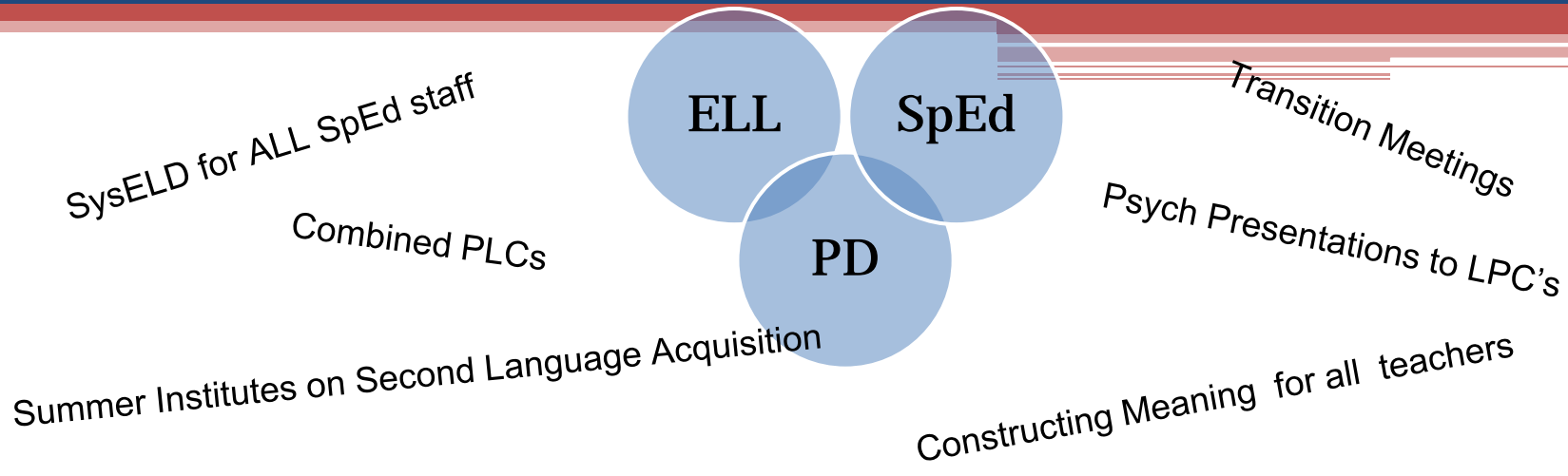
Possible ELD Options:

- \* 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

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.**



# Thank You!

Liliana Heller-Mafrica, Ed.D. - Language Program Coordinator

Gerardo Ibarra, Ed.S - Special Education Coordinator

Dana Christie, MAT - Learning Specialist

For more information visit our web-site:

[www.woodburnsd.org](http://www.woodburnsd.org)

