

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;
UNIFIED IN MISSION

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 ovals on a dark blue background. The left oval is light blue with a darker blue border and contains the text 'ENGLISH LEARNERS PROGRAM'. The right oval is grey with a darker grey border and contains the text 'SPECIAL EDUCATION PROGRAM'. A horizontal red line passes through the middle of both ovals, symbolizing the separation between the two programs.

**ENGLISH
LEARNERS
PROGRAM**

**SPECIAL
EDUCATION
PROGRAM**

Historically... Separate Silos

Serving English Learners with Additional Needs

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

ELL PROGRAM

Initial identification
Appropriate placement
Learning Targets

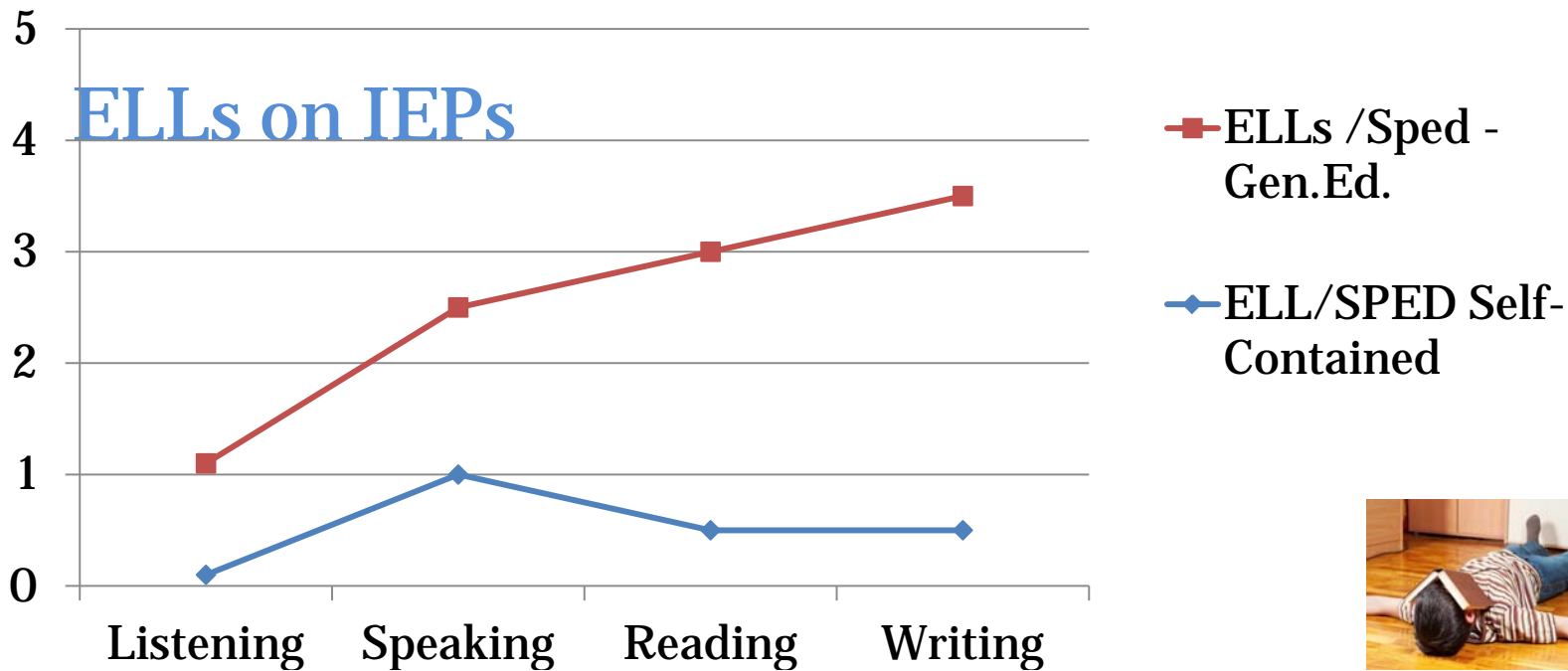
ELD

SP ED PROGRAM

Initial identification
Appropriate placement
Learning Targets

IND. SKILLS

Rate of English Acquisition

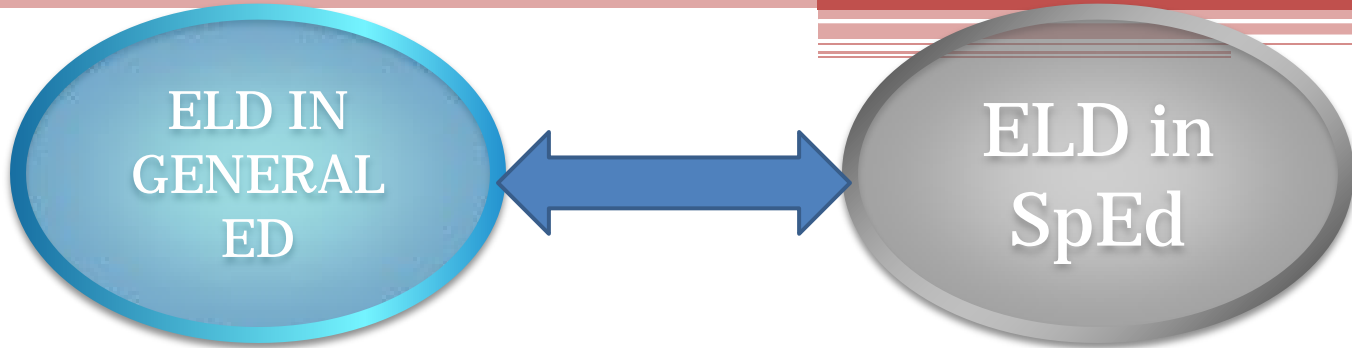


Challenge

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

different

all

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

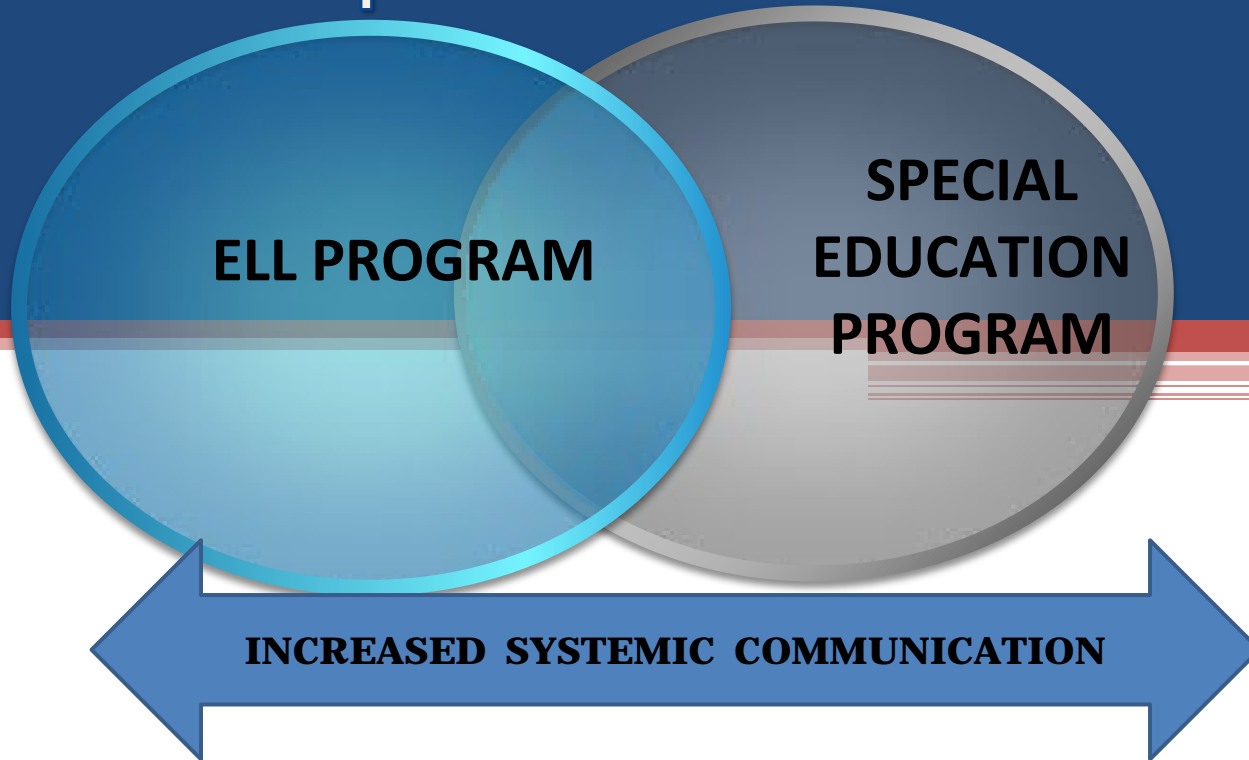
- ***Brown v. Bd. of Education -1954***
 - No discrimination based on race.*
- ***Lau v. Nicols - 1972***
 - *'Same is not equal'*
- ***Castaneda v. Pichard - 1981***
 - *Standards for ELD Programs*
- ***Plyler v. Doe -1982***
 - *Schools cannot bar /discourage students from attending school based on immigration status.*



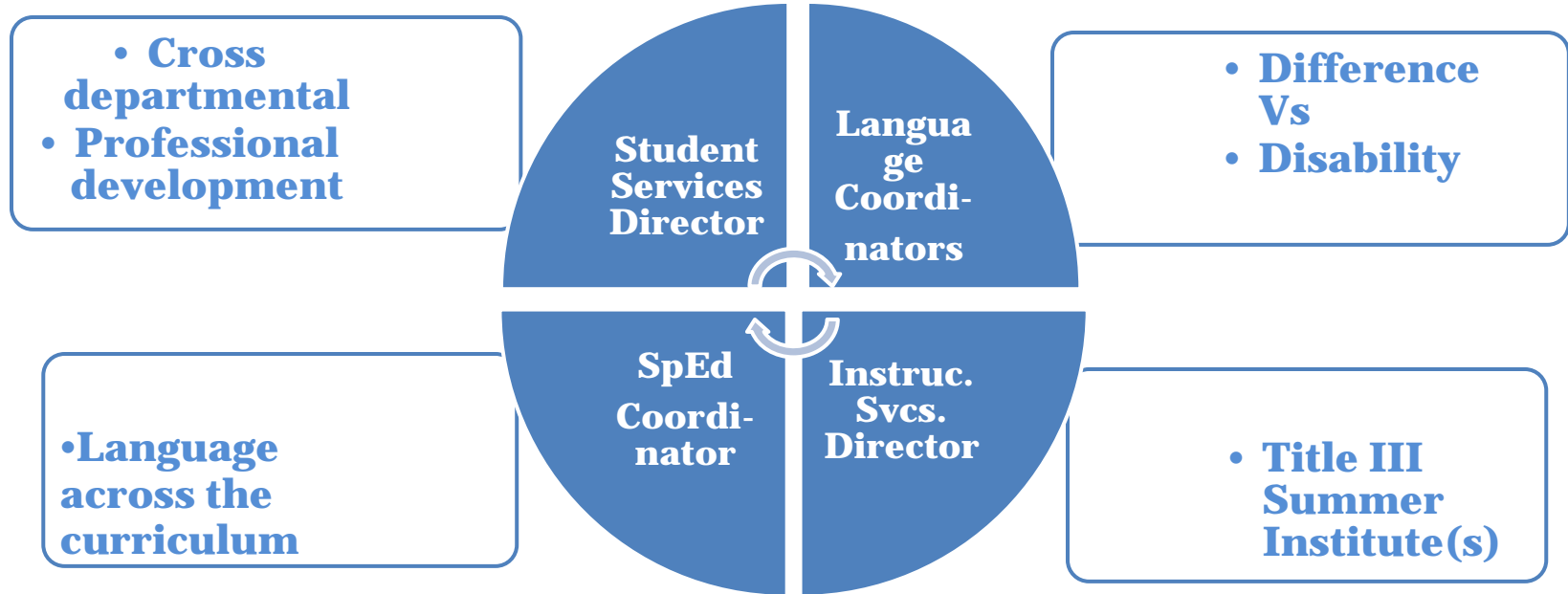
Serving English Learners with Additional Needs



Promoting Inter-departmental Collaboration



ELL & SpeEd: Collaborative Model



ELL & SpeEd: Collaborative Model



Sharing expertise

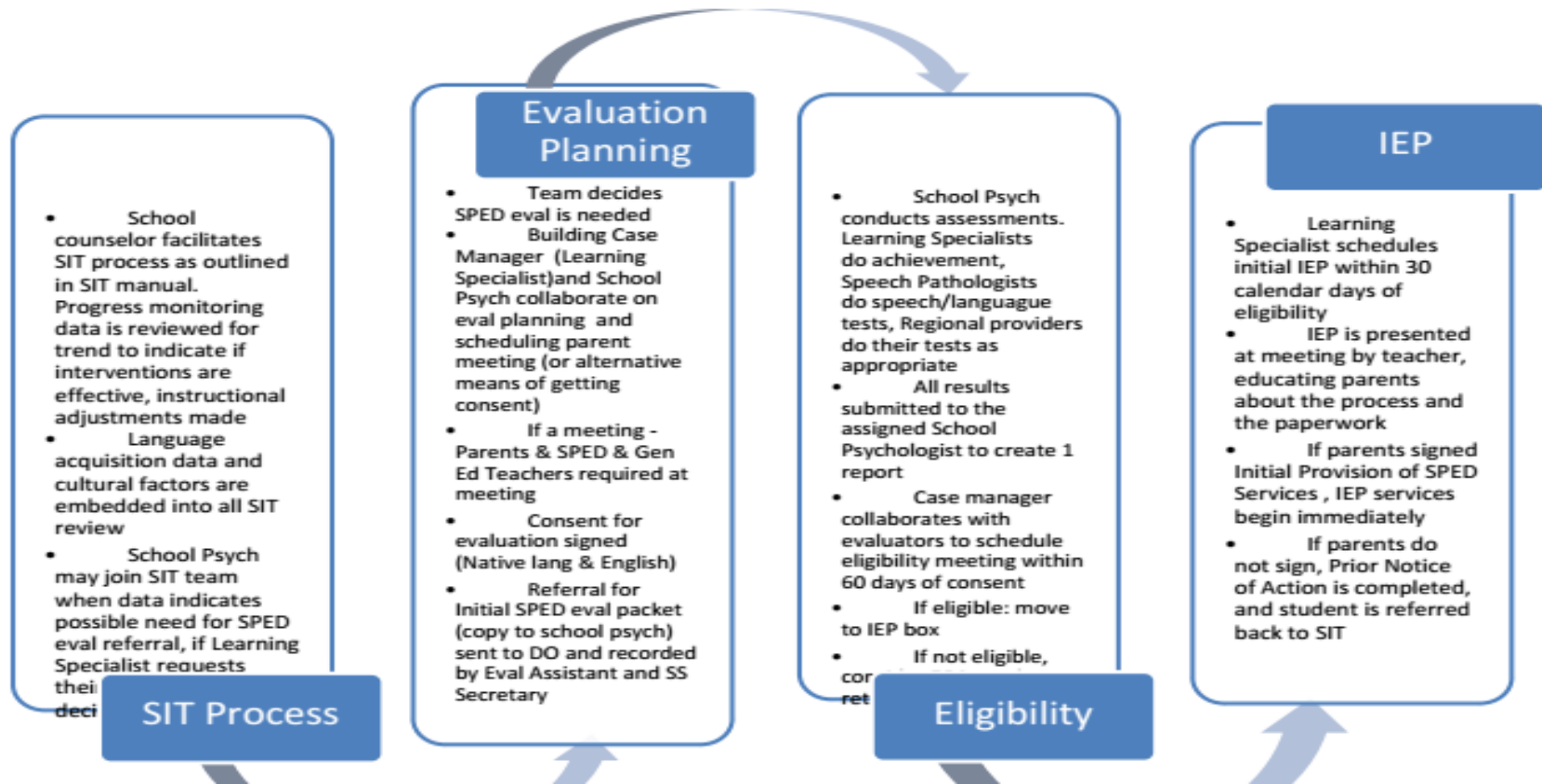


ELD for All students



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)

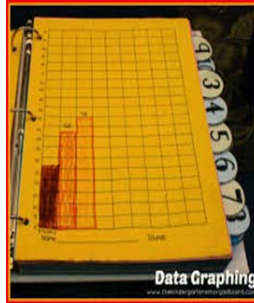
***Language use @
home and school***

SECOND LANGUAGE

Socio-cultural data

Present levels: L-2

**Stage of 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

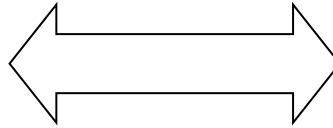
Secondary Special Education Continuum of Services

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

ELD Continuum of Services for Students with Special Needs

<p>Possible ELD Options:</p> <p>General Education ESOL class with accommodations as needed. Special Education teacher consults with ESOL teacher regarding disability and accommodations.</p>	<p>Possible ELD Options:</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>Possible ELD Options:</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>Possible ELD Options:</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>Possible ELD Options:</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>Possible ELD Options:</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

Possible ELD Options:

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

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

Possible Options:

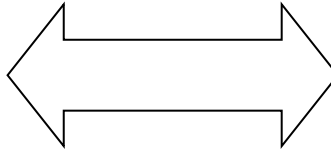
- *Consultation
- *Skills Class
- *Classroom Support

Possible ELD Options:

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

***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.

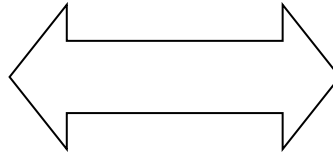
Possible Options:

- * 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

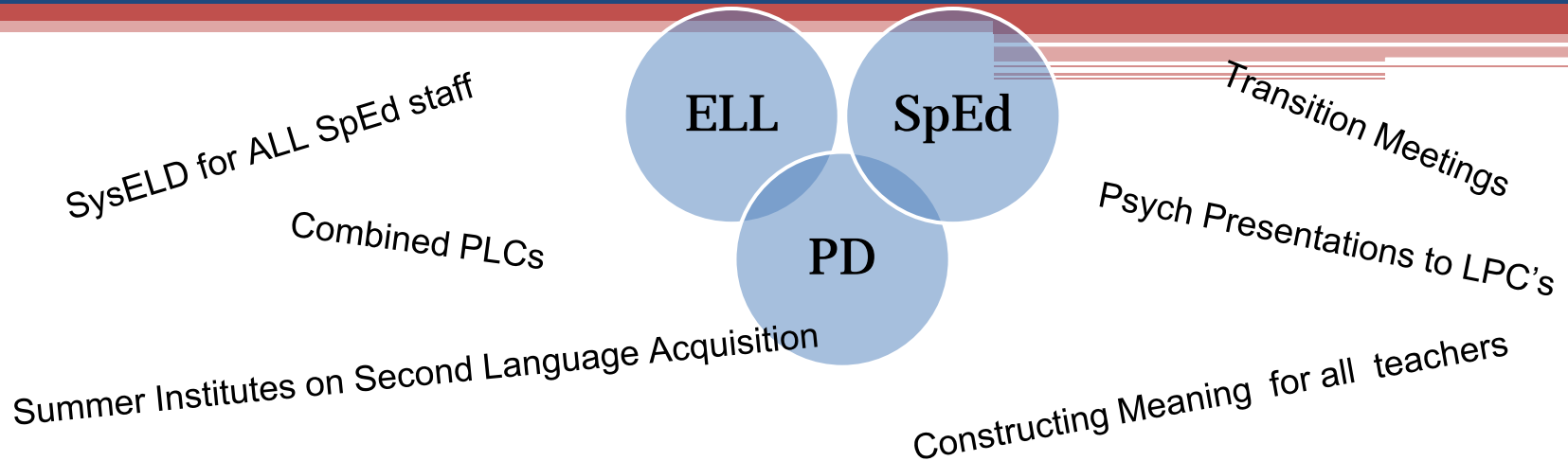
Possible ELD Options:

- * **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



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