
ELD Services for Dual Identified Students

Challenges & Opportunities

Agenda

- Pre-referral and evaluation for Special Education
- IEP Documentation
- Exemptions
- Collaboration between EL services and SpEd
- Student portfolio to guide instruction and measure student growth

- *Reclassification of ELs Memo [004-2018-19](#)*

Woodburn School District Demographics

of Students - 5625

English Learners (ELs) - 31%

Ever English Learners - 68%

Students w/ Disabilities - %15

ELSWD- 13% (of our identified ELs also have a disability)

ELSWD in Dual Language - 90%

of students in Dual Language - Approx. 85%

Free and Reduced Lunch - 95% (All schools are Title 1)



Woodburn School District Dual Language

- PK-12
- Spanish, Russian and English only strands
- Bilingual Pathways:
 - Two-way Immersion
 - Heritage Language
 - Foreign Language
 - English Plus
 - Spanish Language Development
 - Russian Language Development
- AP/IB options in Spanish and Russian
- ESOL Endorsed Teachers

Collaboration...

Why we collaborate...

“Appropriate disability identification processes that evaluate the student’s disability -related educational needs and not the student’s English language skills will help school personnel to accurately identify students in need of disability -related services. In addition, **LEAs must ensure** that a student’s special education evaluation is provided and administered in the student’s native language or other mode of communication and in the form most likely to yield accurate information about what the student knows and can do, unless it is clearly not feasible to do so. Assessing whether a student has a disability in his or her native language or other mode of communication can help educators ascertain whether a need stems from lack of ELP and/or a student’s disability related educational needs.”

[English Learner Toolkit for State and Local Education Agencies \(SEAs and LEAs\) Chapter 6](#)

Who?

District Level: Instructional
Services Department Student
Services Department

- Directors
- Coordinators
- Language Coaches
- Home School Contacts
- Welcome Center Staff
- Student Services Program
Secretaries

Building Level:

- Language Program Coordinators
- Special Education Staff
- General Education Staff
- ELD Teachers (Secondary Level)
- Home School Contacts
- Administrators

Eligibility Determination

Pre-Referral and Evaluation

- *IDEA* Requires a multidisciplinary evaluation group to ensure that academic underachievement is not due to lack of appropriate instruction or exposure to English.
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Special Education Assessment Process for Culturally and Linguistically Diverse (CLD) Students 2015 Update

https://www.oregon.gov/ode/schools_and_districts/grants/ESEA/EL/Documents/SPED_Assmnt_Proc_for_Culturally_Linguistically_Diverse_Students_2015.pdf

“General education and special education evaluation professionals (e.g., teachers, school psychologists, speech and language pathologists) working with CLD students are encouraged to pursue ongoing, professional education in areas including:

- cultural humility development,
- research findings on the different instructional programs used to educate CLD students,
- typical and atypical second language acquisition,
- socio-cultural influences (acculturation and socioeconomic background),
- nondiscriminatory assessment,
- culturally responsive instructional and evaluation approaches, and
- CLD Families/School Collaboration An in -depth understanding of the interplay of these factors on CLD students’ learning is imperative for conducting equitable and nondiscriminatory evaluations.”

[Guidelines and Resources: Special Education Assessment Process for Culturally and Linguistically Diverse Students](#)

Learning Log Reflection

PreReferral Considerations

Can the student's learning and/or behavior problems be attributed to exclusionary factors?

- Socio-cultural differences (e.g. world view, low level of acculturation)
- Economic disadvantage
- Lack of instruction/inconsistent schooling
- Typical second language acquisition stages
- Lack of social/academic language exposure

If **yes**, student should not be referred to sped evaluation, but receive educational supports by way of regular classroom accommodations, bilingual services, and/or other school district programs for which the student qualifies

Ensure that the CLD student has received an adequate opportunity to learn

Has consideration been given to the influence that past and/or previous instructional programs have had on current academic performance?

If not , ensure that the student has received an adequate opportunity to learn as this is a prerequisite to RTI and/or special education services.

Is the student's English proficiency high enough to yield accurate performance?

If not, access for language loss, language shift or attrition. Monitor progress in both languages and make decisions based on student's stronger language.

Are adjustments for pace of instruction, oral responses, test taking interventions implemented to achieve optimum performance due to slower mental processing in the student's less proficient language?

If not, make adjustments for slower auditory memory, slower reading speed, and slower oral comprehension.

Are multiple measures of performance taken so as not to make d based on only one aspect of performance?

If **not** , make frequent progress monitoring probes especially when phonemic awareness is emphasized.

Dynamic Assessment (Especially for Russian)

Are culturally responsive research based interventions implemented with integrity/fidelity by professionals knowledgeable about second language acquisition and the student's cultural and linguistic background?

If not, collaborate with a bilingual/bicultural professional knowledgeable about these things to develop or select suitable research -based interventions.

SpEd Identification-(Referral)

Pre-referral

- PreLAS scores (before and after kindergarten) ELPA21 Screener after 19 -20
- ELPA21 scores over the years
- Home language exposure (Possible 3rd lang)
- Home correspondence language
- Language of instruction
- Language of intervention
- ELL Placement level

- Spanish/English Language Screener
- Language of Siblings
- Exposure to Literacy in home
- Language of extended family in home
- Family surveys/interviews (home behaviors, socio -emotional expectations, etc.
- Acculturation Factors (length of residency, past schooling, etc.)

Prereferral Team

- Language Coordinators (LPCs)
 - ESOL Teacher
- General Education Teacher
 - School Psych
- Home School Contact
 - Administrator

Special Education Identification

Bilingual Evaluations (If student has any proficiency in English)

- Achievement in each language of instruction (L1 and L2)
- Cognitive
 - Cultural and Linguistic Interpretation Matrix (CLIM)

Learning Disabilities...

- IDEA (2004) Section 300.309 points out explicitly that learning disabilities does not include learning issues that result from limited English Proficiency.
- Evaluators need to provide evidence of cognitive processing deficits that have adverse impact on learning AND evidence to exclude causal relationship with environmental, cultural, language, or economic disadvantage; inappropriate instruction; visual, hearing, motor disabilities; intellectual disability; or emotional disturbance.

WSD Mission statement for ELSWD

All students, regardless of disability, will have the opportunity to receive English language development instruction at their individual level.

Enrollment & ELL Identification

Welcome Center (WC)

- Enroll all students
- If student is coming from another district with an IEP, Student Services contacts the district prior to the registration appointment
- Language program is selected
- Migrant students, students experiencing homelessness and students with IEPs are identified
- IEPs are reviewed before school placement is determined

Kinder Registration for Students with IFSPs

Kindergarten Students with an IFSP Coming from a Specialized Pre- School

At Registration

1. Complete Language Use Survey (LUS)
2. Administer pre-LAS

Transition Meeting

1. Language Program Coordinator (LPC) shares pre-LAS assessment data and LUS information.
2. IEP Team determines if students needs to be re-assessed with accommodations.
3. IEP Team determines Program Placement, Services and School

Kindergarten Students with an IFSP Placed in General Education

At Registration

1. Complete LUS
2. Administer pre-LAS
3. EL Determination is made based on statewide criteria.
4. Program Placement and School are determined

Transition Meeting

1. LPC shares pre-LAS assessment data, LUS information and program placement.
2. If student was unwilling or unable to access the pre-LAS, or team determines accommodations were needed, student is reassessed.
3. IEP Team confirms placement and school.

Placement Terminology

Special Education vs.

- Minutes student is removed from GenEd instruction (30, 31, 33...)
- Program/classroom

English Language Development

- EL Services
- Program Placement

ELSWD with placement code 30 or 31

Where are ELD Services Provided ?	How are ELD Services Provided?	Can Student be Exited from ESOL?
<p>ELD Services could be provided in a General Education ELD class. If the Special Education teacher is ESOL endorsed, the Special Education teacher could integrate ELD services into the Resource Room curriculum.</p>	<p>All students will be served through ELD instructional practices based on their individual language acquisition needs.</p>	<p>Yes, but ONLY with a score of proficient per Memo 004-2018-19</p>

ELSWD with placement codes 31 or 33

Where are ELD Services Provided ?	How are ELD Services Provided?	Can Student be Exited from ESOL?
<p>The IEP team determines what level of services the individual student needs around both disability and language acquisition.</p> <p>ELD Services could be provided in a General Education ELD class. If the Special Education teacher is ESOL endorsed, the Special Education teacher could integrate ELD services into the Structured Learning Program's curriculum.</p>	<p>English Language development is based on the appropriate needs of students.</p> <p>Best practices including providing a rich language environment regardless of disability level and language ability.</p>	<p>Yes, but ONLY with a score of proficient per Memo 004-2018-19</p>

ELSWD in Life Skills (placement code 33)

Where are ELD Services Provided ?	How are ELD Services Provided?	Can Student be Exited from ESOL?
<p>The IEP team determines what level of services the individual student needs around both disability and language acquisition.</p> <p>When the Special Education teacher has received Second Language Acquisition and Systematic ELD professional development, the Special Education teacher will integrate ELD services into the Life Skills Program curriculum with support from the Language Coordinator.</p>	<p>Language development is based on the appropriate needs of students.</p> <p>Best practices include providing a rich language environment regardless of disability level and language ability.</p>	<p>Yes, but ONLY with a score of proficient per Memo 004-2018-19</p> <p>Alternate Assessment 2020-21</p>

IEP Documentation

- Special Factors
- Present Level
 - Where and How is ELD provided
 - ELPA21 levels and exemptions (for few)
- Service Summary
 - Possible Accommodations/Modifications
- Meeting Notes

Remember: ALL consents need to be in parent native language or other mode of communication

ELPA21 Domain Exemptions

- Federal guidance allows exemption from up to three of these domains as an accommodation for students who cannot **access** that domain based on the student's disability.
- This decision is made by the student's IEP team and must be documented in the student's IEP. The score resulting from a test administered with domain exemptions is valid, meaning that it is usable for instructional and exiting decisions and counts as participation in Title I-A and Title III. • Information about domain exemptions can be found in the **Test Administration Manual and the Oregon Accessibility Manual.**

To say that a student *can be assessed* in a domain, sometimes referred to as “accessing a domain,” means that the student can meaningfully interact with and respond to items from that domain. Conversely, to say a student cannot be assessed in a domain (or, “cannot access” a domain) means that a student cannot meaningfully interact with or respond to items from that domain, even with the use of accessibility supports, as described in the Oregon Accessibility Manual

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Situation	Recommendation
<p>Student has a cognitive or physical disability which makes writing difficult and laborious.</p>	<p>No exemption. Accessibility supports such as adaptive technology or scribe may be appropriate for this student.</p>
<p>Student has a cognitive or physical disability which impedes expression of ideas in writing, even if those ideas can be expressed via some other mode of communication.</p>	<p>IEP team must decide whether the student's disability is so extensive as to prevent demonstration of what the student knows and can do in the Writing domain, taking into account available accessibility supports.</p>
<p>Student has a cognitive or physical disability which prevents expression of ideas in writing entirely, in English or any other language, even with available accessibility supports such as adaptive technology or scribe</p>	<p>Exempt Writing domain.</p>

Situation	Recommendation
Student has an articulation disorder or physical malformation which distorts their speech. Speech is comprehensible to sympathetic listeners or in a quiet environment.	No exemption.
Student has an articulation disorder or physical malformation which renders their speech difficult to understand, even for a sympathetic listener.	IEP team must determine whether the student's articulation difficulties impede comprehension to such a degree as to prevent a demonstration of what the student knows and can do in the Speaking domain, taking into account available accessibility supports
Student has an articulation disorder or physical malformation which renders their speech impossible to understand, even for a sympathetic listener.	Exempt Speaking domain.

PD/Instruction

ESOL endorsed Special Educators (district commitment)

Provide Constructing Meaning, Systematic ELD, AVID (secondary only) training and support for all teachers

- Write plans of support (accommodations, etc.)
 - IEP and LD plans
- Lens on scaffolding instruction

Inclusive Practices

Elementary

ALL students walk for Language
Development classes

- Leveled ELD Classes w/ SpEd push -in supports
- Leveled ELD classes taught by SpEd
- Leveled Spanish/Russian classes
- Very small percentage stay in self - contained class and have LPC support/co -teaching/Consultation

Secondary

ESOL/Social Studies

Co-taught ESOL Levelled classes

LPC co-teaching/consulting in self - contained setting

Language Acquisition Teams

Who

Special Education Case Manager,
Language Program Coordinator,
ELD Teacher, Classroom teacher,
Principal, Counselor, Parent

When

Quarterly or as needed

What

Review data to make level change
decisions

Identify students' instructional
needs

Determine what barriers may be
hindering language development

Language Assessment Teams (LAT)

LAT Process

ESOL Portfolio

Importance of looking at data to identify where students are or are not progressing

Language Program Coordinator manages the data and teachers enter the data

- State assessments
- Work samples for writing and speaking (designated rubric)
- Years in EL program and ELD levels
- Reading level (English and Rus/Spa)
- Teacher survey
- Formative assessment

Portfolios

Districts may elect to continue using a portfolio process to document student progress, archive student work and demonstrate growth over time. This portfolio process can be an informative and powerful way to document learning, assess language skills and encourage student self-reflection. *However*, portfolios can no longer be used to exit students from ELD services.

(ODE Executive Numbered Memo 004018-19)

Next Steps

- During Language PDs, include more information about supporting ELSWD
- Shore up core ELD instruction
- ESOL Portfolio - Continue to refine data points to inform instruction
- Create a MTSS specific to ELD with data and prescribed interventions
- Provide more learning opportunities and collaboration for ELD/SPED/General Ed staff
- Co-teaching