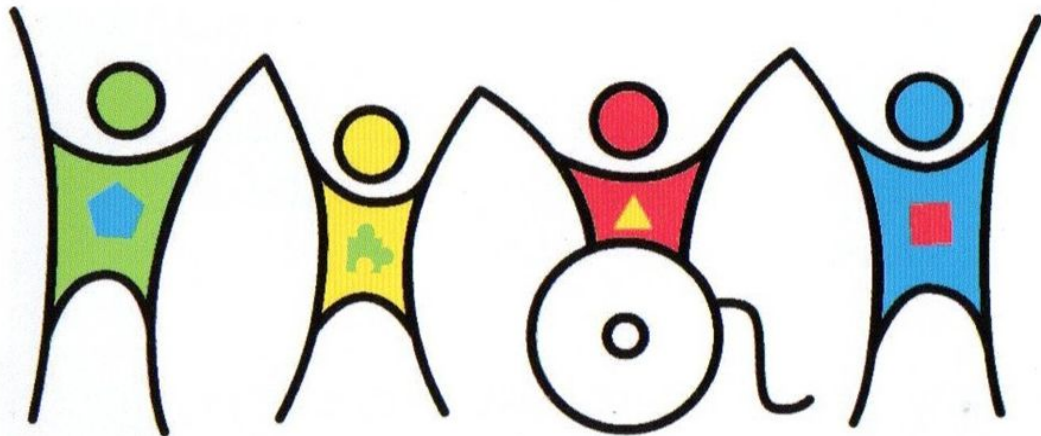


LANGUAGE? CULTURE? DISABILITY?



PEOPLE WHO MAKE  
SODA JOKES MUST  
KNOW A LOT ABOUT  
POP CULTURE.



# AGENDA

- Warm Up
- A Story of EL “Pre-Referral” Process Improvement
- What’s Next?



WHAT DO YOU HOPE  
TO HEAR / LEARN  
TODAY?



# OLD STORIES

Elementary



Secondary



## OREGON NUMBERS

The percentage of current ELs receiving special education increased in 2018–19. In 2018–19, 10,824 current ELs (21.2 %) were also identified as having a disability and receiving special education services.



SHARE YOUR  
EXPERIENCE...



# STUDENT SCENARIO





## ORIGINAL DATA

16% of students access EL services

28% of students who access IEP services also access EL services



801



Most dually-identified students were classified as

- + having a specific learning disability
- + or a speech or language impairment



WHAT STORY IS YOUR  
DATA TELLING...



OUR JOURNEY SO FAR...



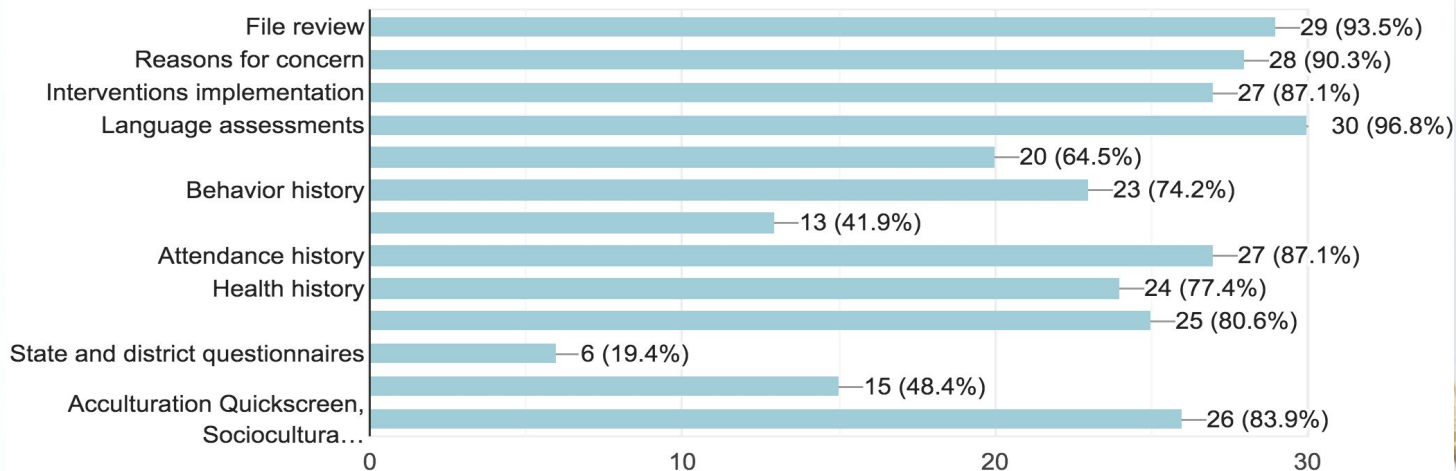
WHEN YOU'RE NOT  
SURE, ASK....



EL STAFF  
SURVEY  
DATA  
2018-19

## What pieces of the EL Pre-referral Process are currently being done/completed in your school?

31 responses



## AND KEEP ASKING...

- Observed schools' "pre-referral process"
- Conducted empathy interviews of staff, parents of ELs and also EL students





# LEARNINGS ALONG THE JOURNEY



# REVAMP PROFESSIONAL DEVELOPMENT

- ★ EL Specialist had holes in their knowledge of the pre-referral process and tools



## NEED FOR COLLABORATION

- ★ Sped teacher, EL Specialist, Classroom teacher, Other Staff...It does take a village!



## FIDELITY TO THE PROCESS

- ★ Within our district each school adopted their own process (staff turn over & new hires)
  - Student mobility
    - Need for ALIGNMENT



# LET'S TAKE IT BACK TO THE CLASSROOM

- ★ Differentiation between language acquisition and learning disabilities characteristics
- ★ Understand the language progressions
- ★ Apply culturally responsive pedagogy
- ★ EL Best Practices Instruction (Systematic ELD, Sheltered Instruction, etc)
- ★ **Families must be included**



# ACCOUNTABILITY

- ★ Staff bias
- ★ “good intentions”
- ★ NEED for accountability

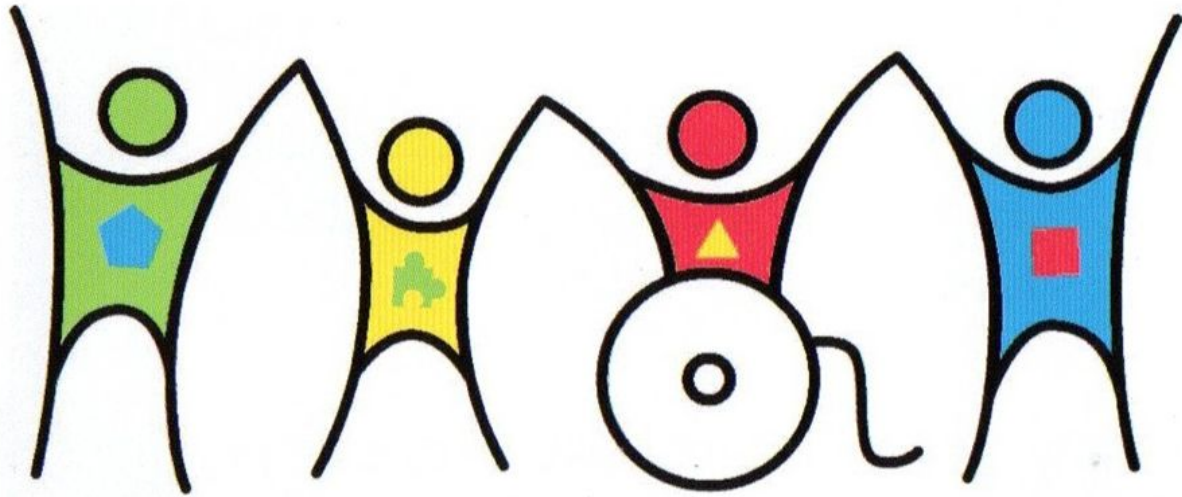


## SOUND FAMILIAR?

3. In your experience, what factors do you think contribute to the over/under identification of EL students into Special Education?



# INTERSECTION OF LANGUAGE AND DISABILITY





# ACTION STEPS





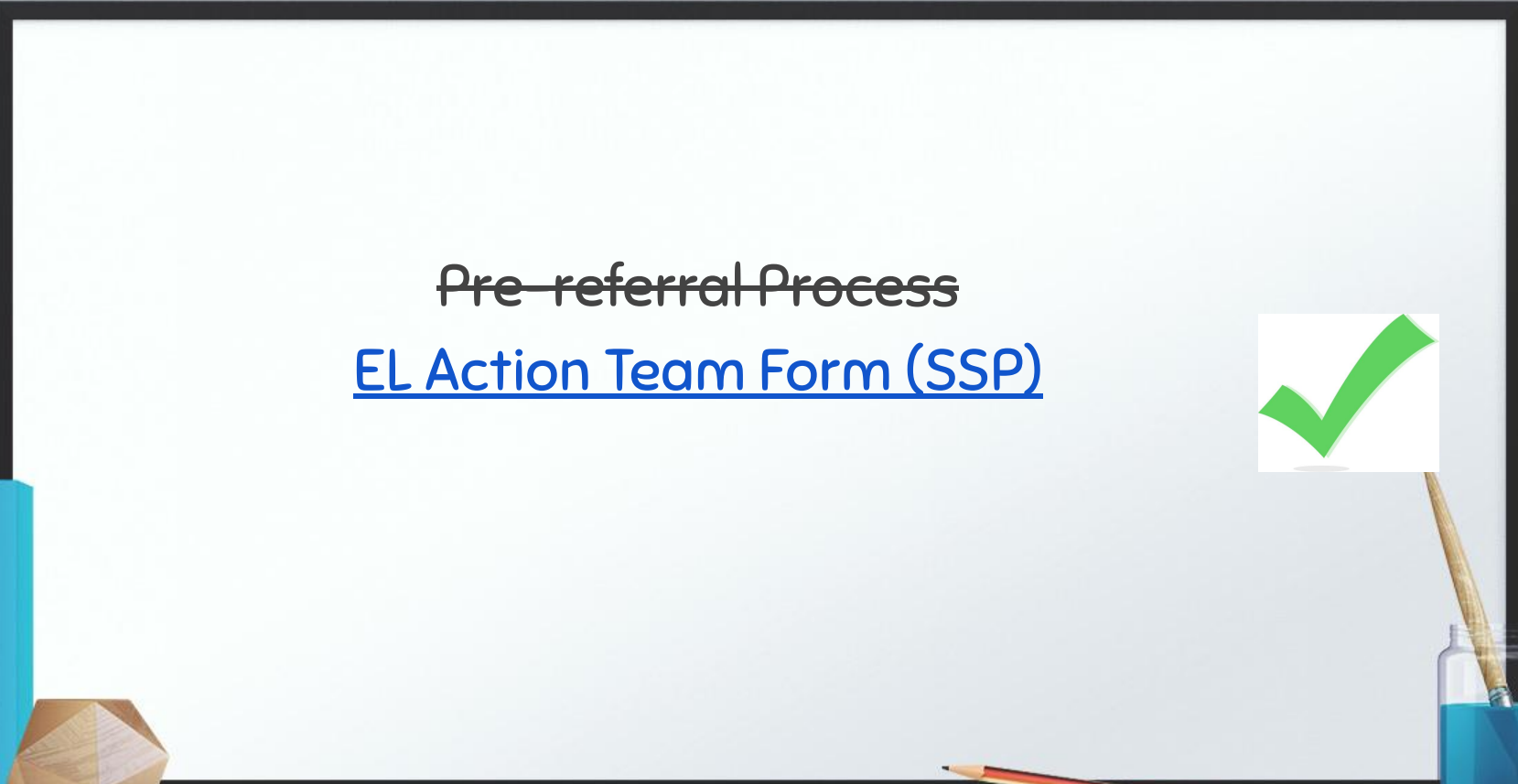
SSP



# Revamp Professional Development



~~Pre-referral Process~~  
EL Action Team Form (SSP)



## TAKING ACTION...NOW

4. What is a step you can take in your role towards ensuring equitable education for the Emerging Bilinguals students in your district?



ABOUT 28% OF STUDENTS ON IEP  
ACCESS EL SERVICES

ABOUT 30% OF STUDENT ON IEPs  
AT ONE POINT IN THEIR EDUCATIONAL  
CAREER ACCESSED EL SERVICES



EVER EL



## NEXT STEPS

- + Preschool Alignment
- + Principal Dashboard to include Dual Identification % and with Ever El lens
- + Continued support for teams to implement the EL pre-referral process



# SHARE OUT!

Questions? We want to collaborate!

Special Education Process for Parents – [English](#), [Spanish](#), [Vietnamese](#)  
[SSP for Parents](#) (work in progress)

Empathy Interviews – [Secondary](#), [Elementary](#)

Sarah Crane – Director of Student Services [cranesa@hsd.k12.or.us](mailto:cranesa@hsd.k12.or.us)

Gabby Villamagua – Dual Language TOSA [villamam@hsd.k12.or.us](mailto:villamam@hsd.k12.or.us)



We Want Your FEEDBACK!

