



SUPPORTING DUAL LANGUAGE FAMILIES: OVERVIEW OF SERVICES

BY:

PATRICIA VALLADARES

BILINGUAL MULTICULTURAL
COMMUNITY ENGAGEMENT
COORDINATOR

MARTHA LOPEZ

BILINGUAL FAMILY EDUCATION
SPECIALIST



AGENDA

- Introduction
- School Enrollment: Registration rights and requirements, grade placement, language accessibility and community access in general
- Eligibility for ESL services: What is it? Immersion? Bilingualism? Flow of services
- IEP & ESL Participation: Process, eligibility, diagnosis, determining if is language difference or disability, Bilingual Staff's roles and more.
- Accommodations, assessments and evaluations for ESL's
- Transition – HS testing, graduation and life after HS.

INTRODUCTION

- **The Data:** Based on Census and Immigration and Naturalization Services records, it is estimated that there are 79 million school-age language minority children in the United States.
- **The Question:** How many of these students also have disabilities? According to the U.S. Office of Special Education, an estimated 948,000 children may be both linguistically different and have disabilities.
- **The Main Problem:** Placement. Although overrepresentation is an issue in some school districts, a new problem of underrepresentation has also emerged in some areas because many ESL students with disabilities are being placed in bilingual education as an alternative to special education.

School Enrollment

- Registration *rights* and requirements, specially for new comers from another country. Students and parents rights and school involvement.
(Handout 1, Handout 2 A & Handout 2B)
- Language accessibility, from beginning to end in schools or other government agencies.
- Grade placement is determined by age, not by abilities or skills, in other countries is different.
- Community access in general and available resources for non-English speakers. Ex: Pathfinder, 211, Camino Seguro, and others.

Eligibility for ESL services

- What are they?

Title III is the portion of No Child Left Behind that serves English as a Second Language Students. Through Title III, students who have a primary language other than English receive instruction in English in a specialized setting.

- Immersion?

Language **immersion** is an approach to foreign language instruction in which the usual curricular activities are conducted in a foreign language. This means that the new language is the medium of instruction as well as the object of instruction.

Immersion (ESL) = Inclusion (Sp Ed)

Eligibility for ESL services

- Flow of services:

ESL Intake Flow Chart

<u>Primary Home Language Survey</u>	
One or more response something other than English	All Responses English
NELB: Assess language proficiency	Not NELB: Place in mainstream class, no assessment needed
<u>TELPA, Tennessee English Language Proficiency Assessment</u>	
Non-proficient in one or more language domains of the TELPA <u>Record test results</u> and send to ESL office	Proficient in all language domains
ELL: English Language Learner, place in ESL classes and notify parent(s)	NELB only, place in mainstream class without ESL services
<u>ESL Composite Form</u>	
<u>Complete all data fields</u> and classify as ELL	Complete all data fields and classify as NELB
<u>(Pink) Parent Notification Form</u>	
Notify parent of initial placement, continuing placement, pre-exiting status, or exited status	
<u>Parent Response Form</u>	
Parent Agrees: Follow recommended placement Monitoring needed if pre-exiting or exiting	Parent does not agree: Schedule conference to modify or to waive ESL services. Use <u>Request to Withdraw from ESL Program Form</u>
<u>Transitional Monitoring Form</u>	
Monitor student progress for two years	Monitor student progress as needed

IEP & ESL Participation

- Process for eligibility (Handout #3, Handout #4)
- New diagnosis? Right diagnosis? Importance of it. (Handout #5)

School need to weigh three factors for each student: degree of disability, level of language proficiency in both English and the primary language and intellectual capacity.

- Identifying the right placement

The following special education variables and bilingual factors should be addressed in identifying placement:

Student's age, type and degree of impairment or disability, age at which disability occurred or diagnosed, level of language involvement because of the disability, level of academic achievement, entry level language skills (upon entering school), measured intellectual ability, method and language used in measuring academic achievement and intellectual ability, level of adaptive behavior, time spent in United States, current cultural home setting, social maturity, level of language proficiency in English and other language, amount and type of language input received in the home environment, speech and language capabilities in both languages, presence of multiple handicaps, ambulation or mobility, success in past and present placements and wishes of students and parents.

IEP & ESL Participation

- Determining if is language difference or disability.
- Bilingual Staff's roles and standards.
 - Needs to be a professional for ethical reasons
 - Everything should be repeated by all parties present
 - Nothing can be added, omitted or changed for message
 - Speak directly to the communicators
 - Interpreter will speak in first person
 - Pause frequently and deliver a clear message
 - Interpreter may need clarification – Rephrase & acknowledge everybody
 - Ask for cultural clarifications
 - Avoid stereotypes or generalizations but be aware of cultural differences



IEP & ESL Participation

- Who is part of the team?

The six major partners in bilingual special education are the Parents, LEA Representative, Special Education Teacher, Regular Education Teacher, ESL Teacher, Bilingual Interpreter. All additional persons that are involved in the child's education that are requested can also be part of the team.

- So, what is the parent role in IEP Team?

Accommodations, Assessments and Evaluations

These can be included and changed for IEP, 504 or LSP (Language Support Plan), if applicable.

- Accommodations: To support, to help & to facilitate
Are test specific and ELL's have state mandated "privileges".

- Assessments: To control, to regulate & to determine continuity.

Types and differences from ELL's to regular or Sp. Ed.

- Evaluations: To decide, to define, to clarify & to find out
State and district, differences and ELL related. Must to be consider if bilingual and/or age appropriate.

Transition(s)

“The main transition for ELL students is the culture”.

- Early Transitions:
 - From home to school (sometimes for first time and sometimes from TEIS)
 - Very little or none English exposure at home.
- Elementary to Middle School:
 - Normal age development challenges
 - Cultural awareness in differences (peers, race, language, disabilities, etc...)

Transition(s)

- Middle School to High School:
 - Last chance or opportunity for services
 - Importance of testing and records
 - Graduation
- Life after HS
 - Post- Secondary Education
 - Independent living from home and the system
 - Opportunities for being bilingual, DACA, and others

The future starts in the present...

THANK YOU!!!

Questions???

Comments???



Patricia.Valladares@tnstep.org

Martha.Lopez@tnstep.org

www.tnstep.org