

English Learners and Special Education

SPED Directors' Meeting
Wednesday, August 26, 2015

Federal Definition of LEP: ESEA 9101(25)

The term limited English proficient...means an individual

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary or secondary school;
- C. (i) who was not born in the United States **or whose native language is a language other than English;**
 - (ii) (1). Who is Native American or Alaskan Native or native resident of the outlying areas and (2) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (3) who is migratory, whose native language is a language other than English; and who comes from an environment where a language other than English is dominant; AND

Federal Definition of LEP: ESEA 9101(25)

- D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny [them]:
 - ✓ the ability to meet the State's proficient level on achievement on the State assessments;
 - ✓ the ability to successfully achieve in classrooms where the language of instruction is English; or
 - ✓ the opportunity to participate fully in society.

Federal Title III: English Language Acquisition

- Purpose of Title III Funding
 1. English proficiency and academic achievement in English
 2. High achievement in core academic subjects;
 3. High-quality language instruction educational programs (LIEPs);
 4. High-quality instructional programs to prepare ELs for all-English instruction settings;
 5. Establish, implement, and sustain LIEPs and ELD programs for ELs;

Purpose of Title III Funding cont..

- 6. Parental and community participation in LIEPs;
- 7. Streamline LIEPs to develop English proficiency and meeting State standards;
- 8. Increase in English proficiency and core academic content knowledge; and
- 9. Implement LIEPs, based on scientifically-based research on teaching ELs.

Bilingual Multicultural Education Programs (BMEPs)

- Statutory Goals:

Goal 1. Become bilingual and biliterate in English and a second language, *including Spanish, Native American language (with approval from tribal councils or from other tribal entities with authority to make educational decisions on behalf of Native American children) or another language. For Native American languages that are oral only, the literacy component shall be measured only in the skill areas/domains of listening, speaking and comprehension; and*

BMEPs cont..

Goal 2: Meet state academic content standards and benchmarks in all subject areas.

Staffing Requirements are found in the BMEB Technical Assistance Manual available on the BMEB website.

Federal Requirements around ELs

- Federal Law (Title VI of the 1964 Civil Rights Act) requires that all ELs receive appropriate instruction that meets their learning needs
- District and School requirements:
 - Process for identifying ELs
 - Structures and programs in place to support ELs
 - School/Instructional plan designed with ELs in mind
 - Teachers and aides prepared to work with ELs
 - ELs are integrated into larger school community
 - Entire school staff engages ELs and their families in a positive and meaningful way

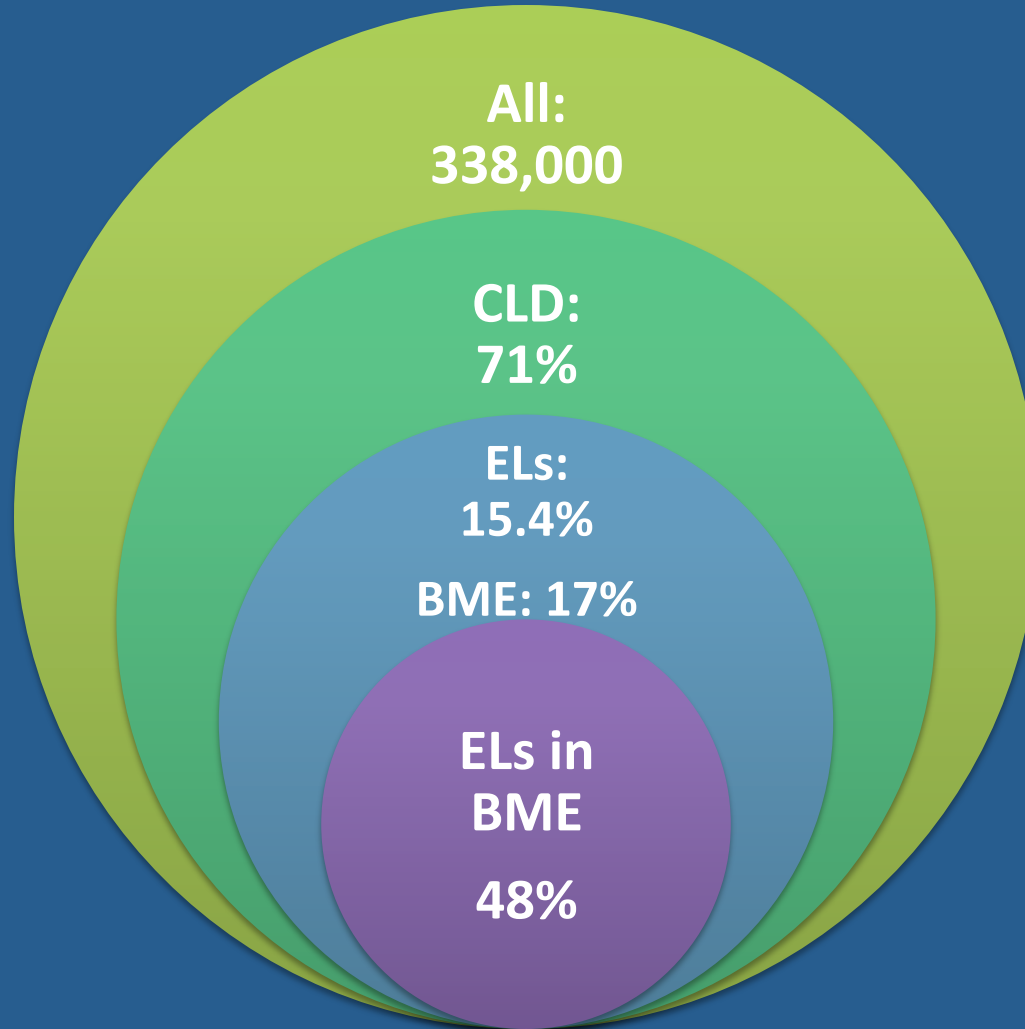
Twice Protected

- ELs with disabilities are federally protected, twice:
 - 1. Title VI of the 1964 Civil Rights Act.
 - 2. IDEA 2004

Both services are:

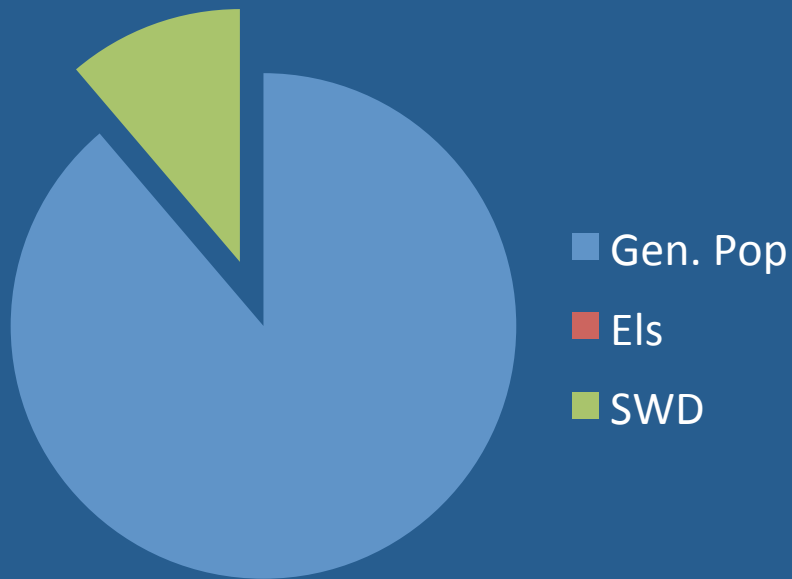
- Equally important
- Equally valuable
- Equally protected

Data: New Mexico Students



Data: Further Statistics- Students with disabilities (SWD)

SWD are 12.7% of total
student population...

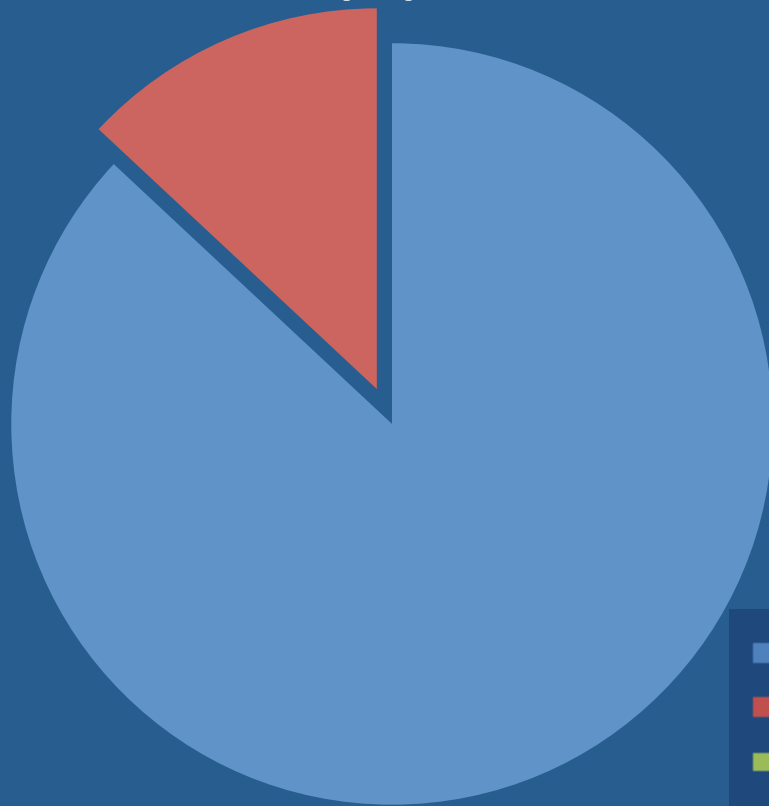


But SWD are 20% of
the EL population

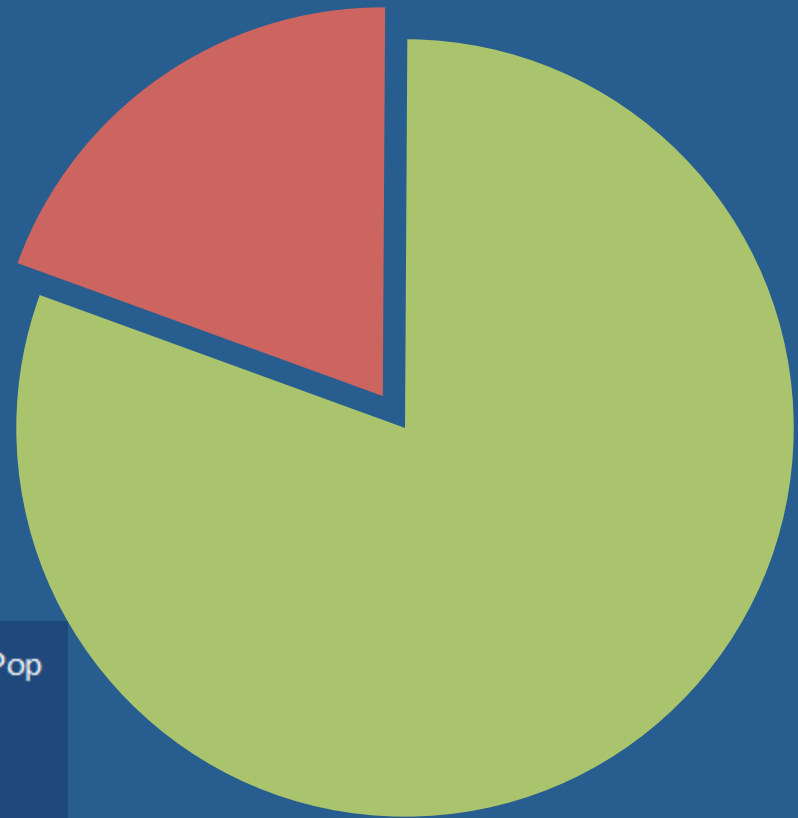


Data: Further Statistics- English Learners

Els are 15.4% of the total student population...



But Els are 24.2% of the SWD population



■ Gen. Pop
■ Els
■ SWD

Procedures for Identification of English Learners

Home Language Survey



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graph TD; A[Home Language Survey] --> B[Primary Home Language Other than English (PHLOTE)]; A --> C[Home Language is English.]; B --> D[Administer the W-APT (Language Screener Test)];
```

**Primary Home Language
Other than English
(PHLOTE)**

**Home Language is
English.**



**Administer the W-APT
(Language Screener Test)**

**Administer the W-APT
(Language Screener Test)**

**W-APT Indicates Non-
English Proficient.**

**W-APT Indicates English
Proficient.**

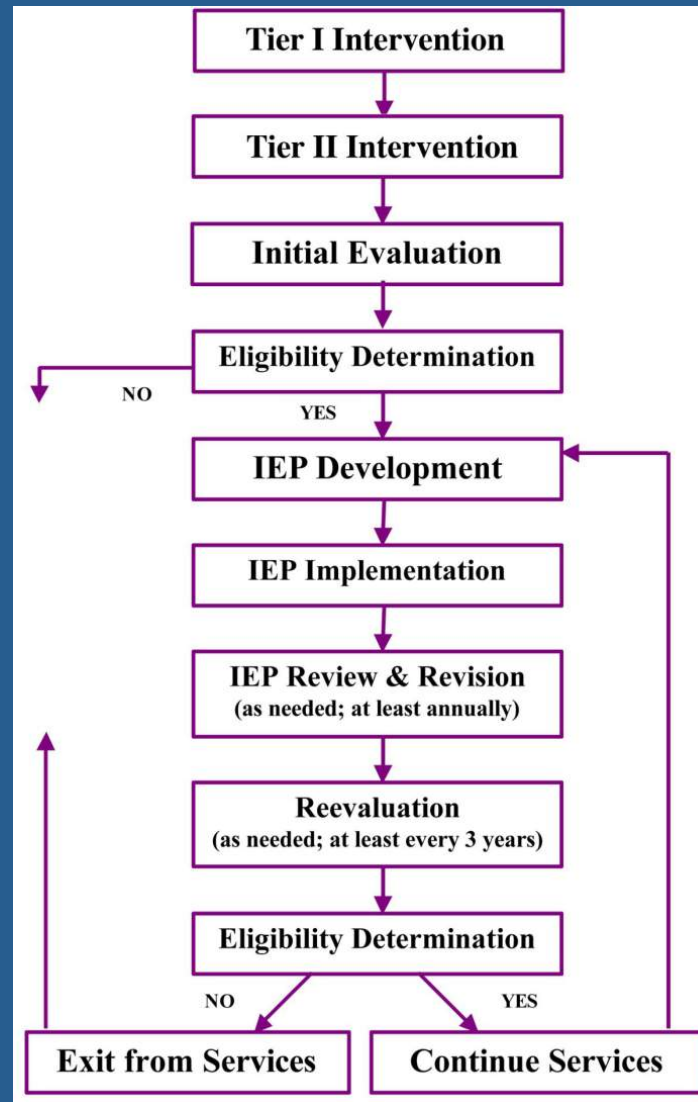
**Student identified as
EL.**



The Special Education Process Flow Chart

If No:

- The SAT considers an Accommodation Plan for the student.



Response To Intervention

Tier 1



- High-quality teaching using differentiated instruction; proactive and preventative.
- Culturally and linguistically responsive instruction
- Instruction in language other than English as appropriate
- Differentiated instruction: research-based strategies and programs
- High-impact instruction (Rti Framework 2014, p.4)
- * All ELs must have access to instructional and language support services for which they are eligible. (Rti Framework 2014, p. 6)
-

Response To Intervention

Tier 2

- Strategic and individualized support for at-risk students for whom Tier 1 instruction and universal interventions prove insufficient.
- SAT Process: SAT Intervention Plan and/or Behavior Intervention Plan (BIP)
- SAT TEAM Members
- Frequent and specific progress monitoring for timely adjustments as needed.

Tier 2 Language Considerations

- Adequate opportunity to learn in Tier 1 but student still demonstrates low literacy skills in both the 1st and 2nd languages .
- Interventions should be provided in the student's native language in conjunction with English interventions as appropriate.

(Rti Framework 2014, p. 13)

- Interventions must address language and cultural issues.

Tier 3 Identified Students ▲

- In New Mexico Tier 3 is Special Education and related services for students with identified disabilities and for students identified as gifted.
- If student is also an EL, the IEP team needs to consider his/her language learning needs and ensure a language teacher/specialist can provide feedback and assist with planning interventions.
- Special education services do not supersede language support services for which the EL student is eligible.

Tier 2 to Tier 3 Decision

- The SAT must be careful not to unduly delay referrals to Tier 3, but also, to reduce unnecessary referrals through intensive interventions.
- One of the following must be true to move a student to Tier 3
 - ✓ The student has been largely unresponsive to Tier 2 interventions.
 - ✓ The student has a clear disability or disabling condition



Evaluation

- A variety of assessment tools, including interviews and observations, are used to gather functional and developmental information about the child.
- Assessments must be nondiscriminatory and selected based on the language and communication mode of the child and take into account the student's level of English proficiency.
- (Technical Assistance Manual: Developing Quality IEPs, p. 6)

Evaluation cont..



- Assessment of students who are culturally and linguistically diverse (CLD) is a process that explores language, cultural, and acculturation issues while gathering data from numerous sources, in different contexts, and through a variety of techniques.

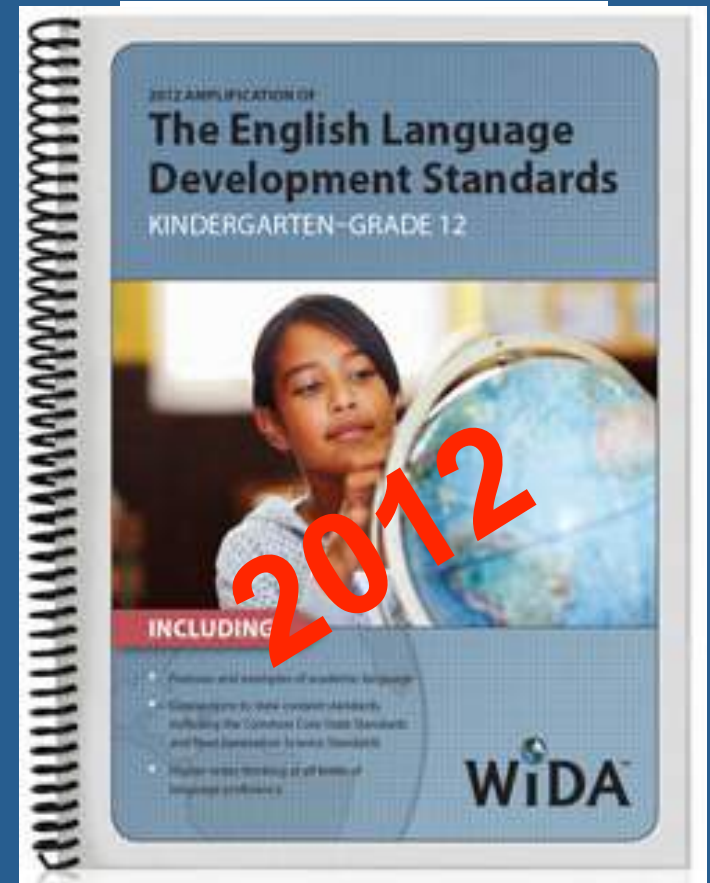
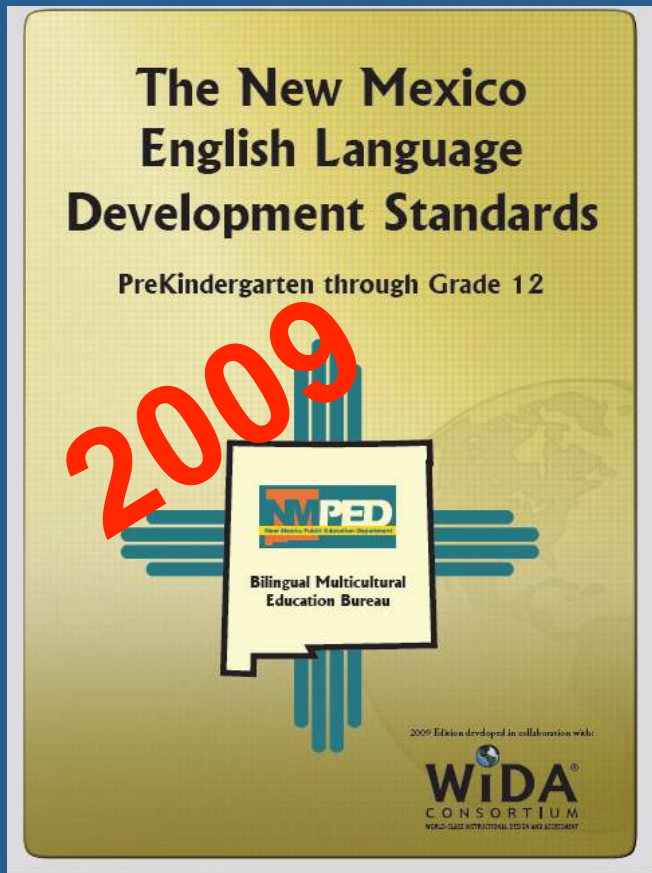


- A comparison to the development of other students from a similar background is imperative.

(NM Technical Evaluation and Assessment Manual, p. 13)

2012 WIDA ELD Standards were formally adopted and are effective as of August 29, 2014.

www.wida.us



http://ped.state.nm.us/ped/Bilingual_WIDA.html

ELD Standards

- ELs need social, instructional, and academic language to engage peers, educators and the curriculum in schools.

The Five Standards:

- ELDS 1: Social & Instructional Language
- ELDS 2: The Language of Language Arts
- ELDS 3: The Language of Mathematics
- ELDS 4: The Language of Science
- ELDS 5: The Language of Social Studies

ELD Standards

- **Discourse Level**

- ***Linguistic Complexity***

- Amount of speech/written text
- Organization and cohesion of ideas

- **Sentence Level**

- ***Language Forms and Conventions***

- Types of grammatical structures
- Match of language forms to purpose

- **Word/Phrase Level**

- ***Vocabulary Usage***

- General, specific and technical language
- Multiple meanings of words and phrases, nuance and shades of meaning
Idiomatic expressions



Teacher “Need-to-Haves”

- Quantitative data
 - Assessment data:
 - SBA/PARCC
 - ACCESS for ELLs© (if student an EL)
 - Short-Cycle Assessment
 - IEP goals and short-term objectives
 - Accommodations/Modifications
 - Demographic data



Other data to consider

- Qualitative data
 - Student interests, learning preferences (styles), hobbies, experiential background, etc.
 - Student's disability category

Six Essential Understandings of Second Language Learning

- Conversational vs. Academic Language
- Access to/use of comprehensible input
- Develop academic language through social interaction
- Strong L1 Skills → Stronger L2 Skills
- Lower anxiety in classroom
- Explicit attention to linguistic form

Lucas, Villegas & Freedson-Gonzalez, 2008

Resources at <http://ped.state.nm.us>

The screenshot shows the homepage of the New Mexico Public Education Department website. At the top, the header reads "NM Public Education Department" in large blue and orange letters. Below this is a search bar labeled "Search PED". A left-hand navigation menu lists links for Home, Students, Parents, Educators, Administrators, Community, and Contact Us. The main banner features a teacher in a classroom with the headline "Real Accountability - Real Results" and a sub-headline: "See how the PED is creating greater accountability measures to ensure student success." Below the banner is a "Welcome" section with a photo of Secretary of Education Susana Martinez and a quote: "Kids First, New Mexico Wins!". To the right of the welcome message is a grid of resource buttons: Top News, A-Z Directory (circled in red), PARCC Facts, Help Desk, PED Apps, NMTECE, Public Notices, School Grading, RFPs/RFIs/RFAs, and Summer Reading Challenge. On the left side of the page, there are links for "2015 Bill Analysis", "PED Newsletter", and "PED Calendar". The footer contains logos for Susana Martinez, Sunshine Portal, New Mexico Common Core State Standards, TeachNM, IDEAL New Mexico, and SCORE.

NM Public Education Department

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Real Accountability - Real Results
See how the PED is creating greater accountability measures to ensure student success.
Read More

Good Morning Thursday
July 30, 2015

Welcome

"Kids First, New Mexico Wins!"

Welcome to the New Mexico Public Education Department's website. We are at an important time where we ask ourselves, "What will it take to dramatically improve public education in New Mexico?" As the Secretary of Education, I call on every educator, student, parent, community member and public servant to share in the responsibility for the success of our children and, ultimately, the future of the great state of New Mexico.

I want to ensure that the Department provides real results and shows smarter returns on New Mexico's taxpayers' investment in education. I want the best teachers teaching our children and I want to reward outstanding educators who excel in their field.

Explore

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Public Notices
School Grading
RFPs/RFIs/RFAs
Summer Reading Challenge

New@PED

2015 Bill Analysis
PED Newsletter
PED Calendar

SUSANA MARTINEZ
SUNSHINE PORTAL
NEW MEXICO COMMON CORE STATE STANDARDS
TeachNM
IDEAL NEW MEXICO
SCORE

Bilingual Multicultural Education Bureau (BMEB) under “B”

NM Public Education Department

Search PED

Bilingual Multicultural Education Bureau

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Good Afternoon
Friday
April 17, 2015



BMEB Home

BME Programs
(BMEPs)

English Learners
(ELs) & Title III
Programs

WIDA ELD Standards
& ACCESS for ELLs®
Assessment

New Mexico
Common Core State
Standards (CCSS)

Academic Language
Development for All
(ALD4ALL)

State Bilingual
Advisory Council
(SBAC)

State Seal of
Bilingualism &
Biliteracy

Reports &
Resources

BMEB Home

PURPOSE

The PED's Bilingual Multicultural Education Bureau (BMEB) works to ensure the implementation of the provisions of the state Bilingual Multicultural Education Act (2004) and Title III, English Language Acquisition (ESEA 2009).

MISSION

The Bilingual Multicultural Education Bureau (BMEB) serves with effective leadership, timely customer service, and relevant technical assistance to support districts and schools across the state of New Mexico implementing Bilingual Multicultural Education and Title III Programs addressing the academic learning and language needs of English learners (ELs) and immigrant students.

VISION

New Mexico's children have access to effective bilingual multicultural education programs providing culturally and linguistically responsive, rigorous instructional programming that supports all students—including immigrant and/or English learners (ELs)—to become bilingual

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Specialist

BMEB

**NEW MEXICO
BILINGUAL MULTICULTURAL EDUCATION
AND
TITLE III PROGRAMS**

**TECHNICAL ASSISTANCE MANUAL
SY 2013 – 2014**



**Bilingual Multicultural Education Bureau
New Mexico Public Education Department**

2012 AMPLIFICATION OF

The English Language Development Standards

KINDERGARTEN–GRADE 12



INCLUDING

- Features and examples of academic language
- Connections to state content standards, including the Common Core State Standards and Next Generation Science Standards
- Higher-order thinking at all levels of language proficiency

WIDA™

Response To Intervention Under “R”

NM Public Education Department

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Response to Intervention (RtI)

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[RtI Home](#)
[Resources and Forms](#)
[New Mexico Model of Student Intervention](#)
[Special Education Resources](#)
[FAQs](#)
[Links](#)

RtI Home

What is Response to Intervention (RtI)?

RtI is an **organizational framework** by which schools assess student needs, strategically allocate resources, and design and deliver instruction to all students within the school.

An RtI framework addresses student achievement and positive behavior for all students by the use of appropriate, research-based instruction and/or interventions. Student progress is monitored over time and then that data is used to guide instructional decisions and behavioral strategies.

New Mexico's RtI framework is supported by state rule and is known as **The Three-Tier Model of Student Intervention**. It consists of a three-tier, problem-solving model that uses a set of increasingly intensive academic and/or behavioral supports based on the data collected from progress monitoring of student response to the instruction and/or intervention. State rule requires that schools implement the model and operate using the state's guidance manual available on this website.

An RtI framework is not a student placement model, a location, a classroom, a class/course, a computer program/software, a teacher, a

State Guidance Manual

To assist in implementing the state rule for the RtI framework, the NMPED has published a comprehensive guidance manual. State rule requires that this manual shall be the guiding document for districts and charter schools to use in the implementation of student intervention. The manual is copyright free for nonprofit purposes.

[CLICK HERE to Download the State Guidance Manual](#)



Special Education Bureau Under “S”

NM **Public Education Department**

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Special Education Bureau



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Good Afternoon
Friday
July 24, 2015

SEB Home

Current Topics

2015-2016 IDEA B Application Webinar – March 12, 2015

- 2015-2016 IDEA B Application
- 2015-2016 IDEA B Application Instructions
- 2015-2016 LEA Web EPSS Instructions

2015-2016 IDEA B Application available March 12, 2015 via WebEPSS

2015-2016 IDEA B Application with board approval DUE in WebEPSS on/or before April 27, 2015

The Individuals with Disabilities Education Act (IDEA) at 34 CFR § 300.602(b)(1)(i)(B) requires States to make the State's performance plan available through public means including the website. The Federal Fiscal Year (FFY) 2013 (July 1, 2013-June 30, 2014) is posted below.

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

According to the Individuals with Disabilities Education Act (IDEA), the State of New Mexico must establish and maintain

Notices

New Mexico TEAM Professional Development Modules (NEW August 2012)

Parent and Child Rights in Special Education:
Procedural Safeguards Notice (Updated March 2014)

Derechos de los Padres y del/la Niño(a) en la Educación Especial: Su Aviso Interino Sobre Procedimientos de Protección
(Updated March 2014)

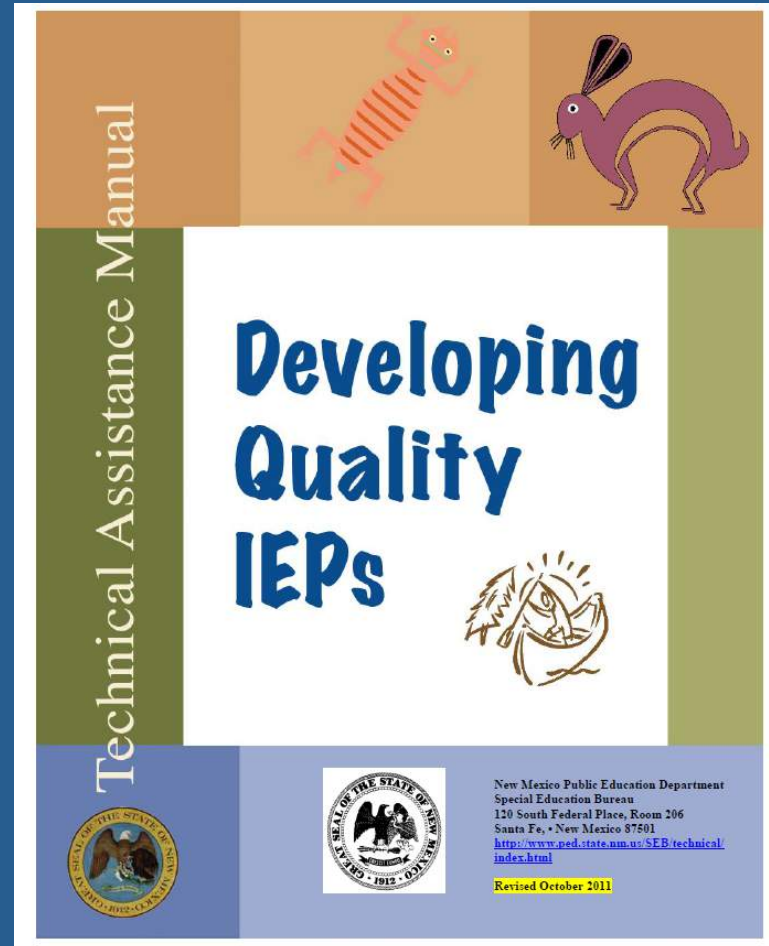
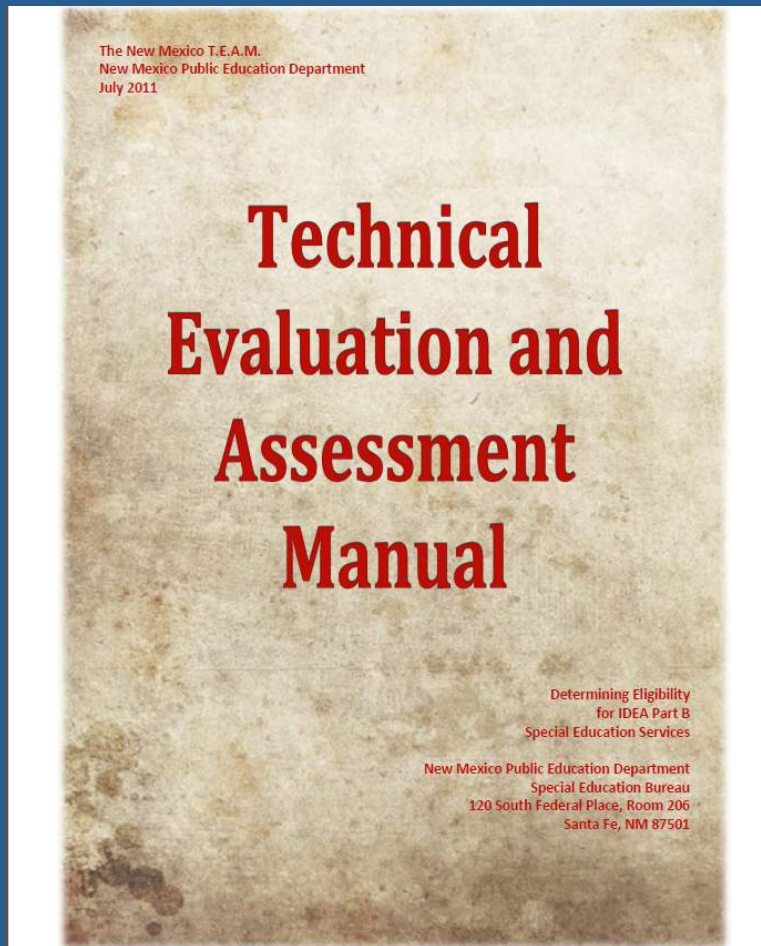
 **Navajo Translation Project**

 **Parent and Child Rights in Special Education in Navajo**

Parent and Child Rights in Special Education in Navajo Audio Files *

* Audio files are compressed in an autoexecutable .zip file, please download it to your computer, open it and you'll be able to listen to them from the C:\Temp folder

Special Education Manuals



“It takes a village to raise a child.”



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