

English Language Learners Program Guidelines

Waconia School District

Developed by:

Kathy Oliphant, Director of Teaching and Learning
Tim Koschinska, Secondary Teaching and Learning Manager
Shannon Kolhei, EL Teacher
Monica Sherman, EL Teacher

August, 2018

Table of Contents

SOURCES, LAWS AND COURT RULINGS.....	3
SECTION ONE: EDUCATIONAL APPROACH AND GOALS.....	9
SECTION TWO: IDENTIFICATION OF POTENTIAL EL STUDENTS.....	12
SECTION THREE: Transition out- Exit of EL Services.....	15
SECTION FOUR: Students and Other District Programs.....	15
SECTION FIVE: COMMON QUESTIONS AND DESCRIPTIONS.....	18
SECTION SIX: EL FORMS.....	22

District EL Staff and Contact Information

Name	Position	Contact
Kathy Oliphant	Director of Teaching & Learning	koliphant@isd110.org
Tim Koschinska	6-12 Teaching & Learning Manager	tkoschinska@isd110.org
Shannon Kolhei	EL Teacher (SV/WHS)	skolhei@isd110.org
Monica Sherman	EL Teacher (BV/LT/WMS)	msherman@isd110.org

Sources, Laws and Court Rulings

Referenced Sources

The following websites are referenced as resources in the development of an English Language Learners education plan. These sites are:

- U.S. Department of Education: www.ed.gov
- Minnesota Department of Education: www.education.state.mn.us
- English Learners in Minnesota Fall 2017 Report

English Learner Education Legislation

English learners are addressed in both state and federal legislation. The Civil Rights Act of 1964 initially determined that students limited in English language proficiency have a right to a language instruction educational program that provides them access to the academic content instruction that all children receive. Court decisions and guidance from the Office for Civil Rights with the United States Department of Education have described in more detail the responsibilities of school districts. The Elementary and Secondary Education Act, reauthorized under the Every Student Succeeds Act (ESSA), delineated more specifically the responsibilities of schools, districts, and states to ensure that ELs become proficient in English and meet the same challenging state academic standards as expected of their English-only peers. The reauthorization of Elementary and Secondary Education, as amended by Every Student Succeeds Act (ESSA), is an opportunity for creating additional growth towards proficiency of the Minnesota English learner as well as creating opportunities to meaningfully include and support English learners. In the past, Minnesota did not mandate statewide EL entry and exit criteria or procedures. However, as part of ESSA implementation, states are required to develop and implement standardized entry and exit criteria and procedures.

State Laws

Minnesota Statutes, section 123B.30 Improper Classification of Pupils: No district shall classify its pupils with reference to race, color, social position, or nationality, nor separate its pupils into different schools or departments upon any of such grounds.

Minnesota Statutes, section 124D.59 Definitions: Defines an English learner, essential instructional personnel, English as a second language program, bilingual education program, primary language, parent, and educational program for English learners.

Minnesota Statutes, section 124D.60 Rights of Parents: Outlines requirements for parent notification within 10 days after the enrollment of any pupil in an instructional program for English learners, parental right to withdraw from the program, and parent involvement in the program.

Minnesota Statutes, section 124D.61 General Requirements for Programs: Outlines general requirements for programs for English learners including identification and reclassification criteria, programs and services, and professional development for teachers working with ELs.

Minnesota Statutes, section 124D.65 English learner (EL) Programs Aid: Outlines school district EL revenue, and participation of nonpublic school pupils.

Minnesota Rule 3501.1200 Scope and Purpose: Outlines the purpose of standards that govern the instruction of English learners. The state of Minnesota's standards for English language development are the current standards developed by the World-Class Instructional Design and Assessment (WIDA) consortium.

Minnesota Rule 3501.1210 English Language Development Standards: Outlines the language development standards: social and instructional language, the language of language arts, the language of mathematics, the language of science, and the language of social studies.

Minnesota Rule 8710.4150 Teachers of Bilingual/Bicultural Education: Defines scope of practice, demonstration of oral and written proficiency, subject matter standard as part of the licensure requirements for teachers providing bilingual/bicultural education.

Minnesota Rule 8710.4400 Teachers of English as a Second Language: Defines scope of practice, licensure requirements, subject matter standard as part of the licensure requirements for a teacher of English as a second language.

2014 Minnesota Session Law, Chapter 272 – H.F. No. 2397, Article 1: The Learning English for Academic Proficiency and Success (LEAPS) Act was passed in Minnesota in 2014. The law revises many state statutes to add an increased emphasis to support English learners. The law is embedded into many existing statutes including areas such as early childhood, curriculum and instruction, adult education, and teacher licensing. The statute adds a definition and accountability reporting for Students with Limited or Interrupted Formal Education (SLIFE). The statute also adds a provision for districts to institute bilingual and multilingual seals to students who demonstrate certain levels of language proficiency in native and world languages.

Federal Laws

Title III Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act: Under the Elementary and Secondary Education Act as amended by ESSA, the purpose of the Title III program is to ensure that ELs and immigrant children and youth attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet. To achieve this goal, districts receiving supplemental Title III funds are expected to provide high-quality language instruction educational programs (LIEPs) for ELs and

immigrant students and high-quality professional development activities to ESL and Bilingual Education (BE) staff, as well as all staff who work with ELs. LIEPs should utilize an evidence-based research 6 English Learners in Minnesota Report program shown to be the most effective for teaching English language. Additionally, the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), recognizes the importance of parent, family, and community engagement and requires every district receiving Title III to provide programming for these significant stakeholders.

Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English. Equal Education Opportunities Act of 1974: This civil rights statute prohibits states which receive federal funding from denying equal educational opportunity to an individual on account of his or her race, color, sex, or national origin. The statute specifically prohibits states from denying equal educational opportunity to students learning English by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. [20 U.S.C. §1203(f)]

Supreme Court Cases Related to English Learner Education

In addition to the Minnesota state law and Title III federal law, several other key Supreme Court cases listed below enforce English learners' access to equitable educational opportunities.

Lau versus Nichols

Lau versus Nichols was a class-action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. In 1974, the Supreme Court ruled that

identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English-speaking Chinese students in the district. [414 U.S. 563 (1974)]

Castañeda versus Pickard

On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-Lau decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for EL students: (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy; (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and, (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome. [648 Federal Report, 2nd Series 989 (5th Cir., 1981)]

Plyler versus Doe

This 1982 U.S. Supreme Court case overturned an attempt by a Texas school district to exact tuition money from students whose U.S. citizenship could not be confirmed. The district had alleged it was unfair to children who were citizens and legal residents to share resources—and, presumably, receive fewer of the resources—with children who were illegal residents, and was requiring all students to either prove their legal status in the United States or, if they could not, pay tuition. The High Court ruled that a state does not have the right to deny a free public education to undocumented immigrant children on the basis that it was not the state education agency's business to essentially create immigration policy, nor could it be proven that “legal” children suffered a poorer education as a result of including “illegal” peers. [457 U.S. 202 (1982)]

The May 25 Memorandum

To clarify a school district's responsibilities with respect to national-origin-minority children, the U.S. Department of Health, Education and Welfare, on May 25, 1970, issued a policy statement stating, in part, that "where inability to speak and understand the English language excludes national-origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open the instructional program to the students." In addition, "School districts have the responsibility to adequately notify national origin-minority-group parents of school activities which are called to the attention of other parents. Such notice, in order to be adequate, may have to be provided in a language other than English."

Section One: Educational Goals and Approach

Minnesota's Definition of an EL Student (Minnesota Statute 124D.59)

A student, as declared by a parent or guardian (1) first learned a language other than English, (2) comes from a home where the language usually spoken is other than English, or (3) usually speaks a language other than English. The student is determined by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English.

Mission Statement:

The mission of the EL program is to ensure equity and access to a high-quality education for English learners (ELs) to reach their greatest potential. EL Teachers will develop, implement, and evaluate research-based language instruction education programs (LIEPs) for English learners to attain English proficiency and achieve state academic content standards..

Educational Goals:

Waconia School District's educational goal is to have measurable Limited English Proficient gains every year for all EL students which will be measured through the use of an administered LEP assessment in addition to, teacher observation, alternative assessments, and student qualitative portfolio work.

Content Area Goals:

The primary goal of Waconia School District is to have all EL students attain proficiency in all academic areas using the current district curriculum. The goal includes incorporating appropriate reading and writing strategies, critical thinking and problem solving strategies for all proficiency levels and content areas. It will be measured through both formative and summative district and state assessments.

Waconia School District EL Educational Approach:

EL faculty, general education classroom teachers, and Title I program teachers and bilingual/EL educational assistants have a role to play in the development of academic content skills for limited English proficient students. All support programs must begin by aligning their curriculum with MN state standards. This can be addressed through what bilingual and EL teachers refer to as sheltered English content instruction or content-based programming. This can be practiced by ALL teachers who teach limited-English proficient students. Sheltered strategies will not only benefit second language learners, they will benefit any student who is struggling with class material. The guiding principle for sheltering English is to keep the standards for academic content and skill development as high as possible while simplifying the language, making it more accessible to students. Beyond the obvious example of avoiding complex syntax and vocabulary, language simplification usually involves creating enhanced contexts in which language and content are presented. Teachers enhance context by providing visual props, hands-on learning experiences, drawings, pictures, graphic organizers, and small-group learning opportunities.

EL Plan of Service

Grade	Approach	Description
K-5	Content-based programming with EL resource support	<ul style="list-style-type: none"> ● Classroom teachers provide best instructional practices for all students in a language-rich environment. ● Classroom teacher provides modifications and accommodations for EL students. ● EL staff in the classroom supporting the student in activities created by the classroom teacher. ● EL teacher services EL students in either a push-in or pull-out setting focusing on building literacy through content. ● Individual or small groups dependent upon language proficiency, activities focus on vocabulary development, grammar, spelling, reading, listening, comprehension, and fluency skills.
6-8	Content-based programming with EL resource support	<ul style="list-style-type: none"> ● Classroom teachers provide best instructional practices for all students in a language-rich environment. ● Classroom teacher provides modifications and accommodations for EL students. ● EL staff supporting the student in activities created by the classroom teacher. ● Resource support by EL staff to enhance content area instruction. ● EL teacher services EL students in a pull-out setting focusing on building literacy through content.
9-12	<p>Content-based programming with EL resource support</p> <p>Note: Exchange students will not be assessed for English language proficiency nor receive EL services in Waconia.</p>	<ul style="list-style-type: none"> ● Classroom teachers provide best instructional practices for all students in a language-rich environment. ● Classroom teacher provides modifications and accommodations for EL students. ● Resource support by EL staff to enhance content area instruction. ● EL Teacher services EL students during EL class period focusing on building literacy and supporting the student in activities created by content area teachers. ● Collaboration of EL teacher and school counselors to coordinate and facilitate graduation requirements for EL students.

SECTION 2: Identification of Potential EL Students

The following are the steps in the identification process:

- 1) When a new student enters the district:
 - a) The Minnesota Language Survey is given electronically to parents for each student at registration. Exchange students will not be assessed for English language proficiency nor receive EL services in Waconia.
 - b) The district application support specialist will route the forms to the EL teacher if a language other than English is listed on the survey.
- 2) Students who speak another language or are exposed to another language in the home will be further evaluated for EL services. If the student is entering Kindergarten, they will be given the W-APT screener, which tests the student's proficiency in reading, writing, listening, and speaking. If students are in grades 1-12, Waconia School District will request ACCESS for EL scores from prior school districts, if available. Otherwise the student will be given the WIDA Screener to test the student's proficiency in reading, writing, listening, and speaking.
- 3) Once administered, the results will indicate a level 1-6 English Proficiency level.
- 4) After test results are received, the EL teacher will send test results to the parent(s)/guardians. The EL teacher and classroom teacher will be given copies. The results will be analyzed to determine the student's language needs. The results will be placed in the student cumulative file in their home school
- 5) The identified EL student's recommended programming and placement will vary depending on the EL student's current proficiency level. Students with levels 1-5 will be considered for program participation. The individual differences in students and academic progress will also be taken into consideration.
- 6) The parents have the right to refuse EL services. All students whose home language is not English are required to be tested annually with the WIDA ACCESS language proficiency test.

Parents can complete the Parent/Guardian Assessment Refusal form to exempt their child from taking the test.

Identification For EL Services for Grades 1-12

If a language other than English is noted on the MN Language Survey, the student's language proficiency is assessed using the WIDA Screener. Exchange students will not be assessed for English language proficiency nor receive EL services in Waconia.

For grades 1-12, if a student has a composite score of 4.5 or below or one of the domain scores is below a 4.0, then the student is eligible for English Learner services.

Students in grades 1-12 with an overall composite score of 4.5 or higher AND no single domain score below a 4.0, are considered to be proficient in English and not eligible for EL services.

If the language proficiency scores from the student's prior school district are available these scores can be used to determine eligibility.

Identification For EL Services for Kindergarten and First Semester Grade 1

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcy/~edisp/mde072267.pdf>

For students in Kindergarten or first semester of first grade (any time before January 1), a language other than English is noted on the MN Language Survey, the student's language proficiency is assessed using the W-APT screener.

During the first semester of Kindergarten (Aug-Dec), if the Kindergarten student's combined Listening and Speaking raw score is 28 or lower the student is eligible for EL services.

During the second semester of Kindergarten (Jan-June), the Kindergarten student's combined Listening and Speaking scores must be greater than or equal to 28, reading score must be greater than or equal to 11 and writing score must be greater than or equal to 12.

Refusal by Parent

Parents may refuse to allow their children to take English language proficiency screeners.

1. A parent refusal must be submitted to the district in writing before testing. It is recommended to place this documentation in the student's cumulative folder together with the Minnesota Language Survey.
2. In order for parents to make fully informed decisions regarding their child's participation in screening assessments, districts should provide complete and transparent information when asked by parents if they can refuse testing. The law does not state districts are required to notify parents/guardians or post information on their websites about parent refusals. The law does state that parent refusal information must be provided upon request in a timely manner.
3. If a parent refuses their child's participation, the school does need to provide alternative educational opportunities and ensure that the student has access to the curriculum.

Reporting LEPs (Limited English Proficient) to MARSS

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcy/~edisp/mde072040.pdf>

MARSS Data Elements This section of the Minnesota Standardized English Learner Procedures is written to assist all district staff in understanding and utilizing the data elements of the Minnesota Automated Reporting Student System (MARSS); home primary language, EL indicator, and EL start date. Accuracy within MARSS is critical. The Minnesota Department of Education uses the English learner identification marker as the basis of allotment of Minnesota State EL funding and federal Title III funding to the Local Education Agency (LEA).

There are three different MARSS elements concerning English Learners:

1. Home Primary Language
2. EL Indicator
3. EL Start Date

MARSS data elements should be revised, if needed, during the fall and at the end of the year. The MARSS Coordinator must ensure that all data elements are entered for the October 1 enrollment count.

The EL start date indicates that a student is enrolled and receiving instruction in an LIEP. The EL start date is the first day an EL attends the language instruction educational program. Only eligible ELs receiving instruction in an LIEP will generate funding. The EL start date denotes a student is receiving EL services. This is an annual requirement. If a student is identified as an English learner but is not receiving EL instruction due to parent refusal, this data element is left blank. 7 For example, if the student started school on September 5th, 2017 but did not receive EL instruction until September 12th, the start date should be entered as: 20170912.

SECTION 3: Transition out- Exit of EL Services

WIDA ACCESS English Learner Proficiency Definition

In order for a student in grades K-12 to exit the EL Program, they must have an overall composite score of 4.5 with at least three of the domain scores (reading, writing, speaking, listening) at 3.5 or higher on the WIDA ACCESS language proficiency test.

Once the student attains the scores for EL Program exit, they will be removed from LEP status on MARSS. The end date of service will be the beginning of the next school year.

SECTION 4: EL Students and Other District Programs

EL students may receive additional district services such as title I, Reading Corp, and reading specialists concurrently with EL services.

Servicing and Exiting of Special Education Students

from the EL Program:

Students who are identified in both Special Education and EL are eligible for both programs. EL teachers provide direct services and act as consultants to the Special Education team in serving the needs of these students. EL teachers are members of the IEP team and should be included in IEP meetings.

Alternate ACCESS for English Language Learners

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

f

Alternate ACCESS for ELLs Participation Guidelines The Alternate ACCESS for ELLs (Alternate ACCESS) is an assessment developed to measure the English language proficiency of English learners

(EL) in grades 1–12 who have significant cognitive disabilities. Students identified as EL in MARSS and who receive special education services through an Individualized Education Program (IEP) may be eligible to take the Alternate ACCESS.

In Minnesota, the Alternate ACCESS would be considered for ELs who are eligible to take the Minnesota Test of Academic Skills (MTAS)—the alternate accountability assessments in mathematics, reading and science. The MTAS is not administered before grade 3, however, so decision makers may not have MTAS eligibility as a criterion to consider when selecting the appropriate English language proficiency assessment for a student.

IEP team members and EL staff are expected to collaborate to apply the criteria outlined in the Alternate ACCESS for ELLs Test Administration Manual¹ and in this document when determining how an EL with a disability will participate in statewide English language proficiency testing. Participation decisions must be made annually.

These are the initial steps in the decision-making process:

- Ensure that the student is identified as an English learner: Students must be identified as EL in MARSS in order to take an English language proficiency assessment.

- Determine that the student has a significant cognitive disability: Students who have been identified as eligible to take the MTAS in mathematics, reading or science meet this criterion. For students in grades where an MTAS is not administered, decision makers must answer the following questions affirmatively in order to establish that the student has a significant cognitive disability:

- o Does the student have cognitive functioning significantly below age expectations?

- o Does the student's disability have a significant impact on his or her ability to function in multiple environments, including home, school and community?

o Does the student need explicit and intensive instruction and/or extensive support in multiple settings to acquire, maintain and generalize academic and life skills in order to actively participate in school, work, home and community environments?

- Consider whether the ACCESS for ELLs (the assessment taken by the majority of ELs) is appropriate for the student: IEP team members and EL staff must first consider student participation in the ACCESS for ELLs, with or without allowable supports and accommodations, before considering student participation in the Alternate ACCESS. If it is determined that the ACCESS for ELLs is not an appropriate measure of the student's English language proficiency, even when the student is provided allowable and appropriate supports accommodations, decision makers should document:
 - o o The reasons why the ACCESS for ELLs is not an appropriate measure of the student's English language proficiency
 - o o The selection of the Alternate ACCESS as the appropriate English language proficiency assessment for the student

Participation decisions are individualized and are NOT based on the following factors:

- Disability category (for example, do not determine that all students with Autism Spectrum Disorder will take the Alternate ACCESS)
- Participation in a specialized curriculum or separate placement (for example, do not determine that all students receiving instruction in a resource room will take the Alternate ACCESS) • Current level of English language proficiency
- The expectation that the student will receive a low score on the ACCESS for ELLs • Language, social, cultural or economic differences

If it is determined that the student should be exited from the EL Program both the Special Education teachers and the parents should be informed of the decision and an Exit Form should be placed in the student's Cum. file.

SECTION 5: Common Questions and Descriptions

Who is an EL student?

"Pupil of limited English proficiency" means a pupil in kindergarten through grade 12 who meets the following requirements:

- (1) the pupil, as declared by a parent or guardian first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and
- (2) The pupil is determined by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English.

What is an EL education program?

"English Learners program" is a program for the instruction of pupils who have limited English proficiency in the following English skill areas: reading, writing, listening and speaking.

What does the home language survey identify?

"Primary language" means a language other than English which is the language normally used by the child or the language which is spoken in the child's home environment.

General Descriptions of the EL Levels

Language Proficiency is ranked on a scale of 1 to 6

Level 1 - Entering

Students can orally produce simple language containing mostly single words, set phrases or memorized language.

- Vocabulary usage consists of high frequency words in school and content settings.
- Students can follow one-step directions.
- Students can read texts with high visual support.
- Students can write single words, high frequency vocabulary and copied text.
- Level 1 students may be new to the country and may have had limited formal schooling in their home countries.
- These students require more intensive English language instruction.

Level 2 - Emerging

Students can orally produce phrases and short sentences

- Vocabulary usage consists of words related to the content area.
- Students can follow two-step directions.
- Students can read adapted or simple text with high visual and teacher support.
- Students can write phrases and short sentences using general vocabulary. Comprehensibility may often be impeded by errors.
- These students require more intensive English language instruction.

Level 3 - Developing

- Students can orally produce simple and expanded sentences with more detail.

- Vocabulary usage consists of the use of general and more specific vocabulary from the content area.
- Students can follow multi-step directions.
- Students can read and identify the main idea in adapted texts and use context clues to determine meaning.
- Students can write simple and expanded sentences with more detail that includes general and specific language related to the content. Errors don't impede overall meaning, but errors may occur when students produce more complex text.

Level 4 - Expanding

- Students can orally produce a variety of sentence lengths with emerging complexity.
- Vocabulary usage consists of specific and some technical language related to the content.
- Students can read and find details that support the main idea in a grade-level text, interpret data, identify word families and figures of speech.
- Students can write a variety of sentence lengths of varying linguistic complexity with emerging cohesion that includes specific and some technical language related to the content area. Errors don't impede overall meaning of text.

Level 5 - Bridging

- Students can orally produce a variety of sentence lengths of varying linguistic complexity and cohesion.
- Vocabulary usage consists of specialized or technical language from the content areas.
- Students can read and draw conclusions from a grade-level text.
- Students can write a variety of sentence lengths of varying linguistic complexity on a single topic that uses technical and content area vocabulary or with a complexity like grade-level peers comprehensibility.

Level 6: Reaching-

- Knows and uses social and academic language at the highest level measured by this test.

SECTION 6: EL Forms

- **Minnesota Language Survey-** Required for all students at registration

Timeline For students enrolling at the beginning of the school year, the Minnesota Language Survey and the screening must take place within 30 days of enrollment. For students enrolling in the middle of the school year, the EL Identification process must occur within 10 days of enrollment.

<https://app.parentnotices.com/documents/view/1/323843>

- **Determination of Student Eligibility for Program Placement (Optional)**

The notice informs parents that based upon a review of the Home Language Survey, their child was assessed to determine if he/she would qualify for the district's Title I and/or Title III English Learner Services. The notice identifies areas assessed and whether or not their child is recommended for placement in the program. ESEA as amended, 2015, Section 1112(e)(3)(A)

This notice is optional and is most helpful for districts that have multiple English Learner programs available for placement within the district. It is also helpful to use this notice with parents that request confirmation that their child was tested for English proficiency and did not qualify for English Learner Services.

Send this notice upon completion of a student's first assessment for placement in Title I and/or Title III English Learner Services. If the student qualifies for the program, attach the notice, *English Learner Program Placement*. If not attached, meet with the parents as soon as possible to discuss placement and give them a copy of the *English Learner Program Placement* notification at that time. The district or school must send the notification of placement in the district's Title I and/or Title III English Learner Services (a) not later than 30 days after the beginning of the school year, or (b) within two weeks of initial placement in Title I and/or Title III English Learner Services for students that enter after the beginning of the school year.

The Parent or Guardian is asked to complete and return the entire form to their child's school.

<https://app.parentnotices.com/documents/view/1/323714>

- **EL Program Placement Form-** Required document sent to parents/guardians

This notice informs parents/guardians of their child's initial or continuing placement in the district's English Learner program funded by Title I and/or Title III. Required information is provided including the name of assessments used to determine their child's level of English proficiency, level of proficiency needed to exit the program, and, if applicable, their child's level of academic achievement. The method of instruction used in the English Learner program is indicated. Parent rights are also included.

The parent/guardian must receive the notice not later than 30 days after the beginning of the school year, or within two weeks of initial placement in an EL program if the student enrolls mid-year. It is required to send this notice at the beginning of each year for all newly identified ELs as well as all ELs that will continue in EL services from the previous year.

<https://app.parentnotices.com/documents/view/1/323716>

- EL Student information forms
- EL Plan of Service forms
- **EL Program Exit Letter** (Required- if student has met exiting criteria)

<https://app.parentnotices.com/documents/view/1/323730>

This notice informs parents that their child has gained sufficient English proficiency in reading, writing, speaking, and listening and will transition out of the school district's English Learner Services provided by Title I and/or Title III. The letter indicates whether their child will continue to attend their current school or be transferred to another school beginning on the indicated date. ESEA as amended, 2015, Sections 1112(e)(3)(A) & 3113(b)(2)

Send in a 'timely manner', usually at least 14 days prior to the meeting.

Parents are asked to complete and return the bottom section of the letter to indicate their agreement with the transition of their student from English Learner Services

- **Explanation of Consequences for Refusing English Learner Program**

<https://app.parentnotices.com/documents/view/1/323722>

Description:

This notice informs parents of consequences for refusing to have their child participate in the district's Title I and/or Title III English Learner Services. It describes the district's legal Civil Rights obligation to provide services to help their child attain English proficiency and access academic content regardless of the parent's choice. It includes mention that their child will still be required to participate in the annual test of English language proficiency. This notice should be included with the notice *Request for Change in English Learner Program*. ESEA as amended, 2015, Section 1112(e)(3)(A)(viii)

When to Use:

This document should be sent upon parent request and in a timely manner after the parent has requested their child not participate in the district's Title I and/or Title III English Learner Services.

- **Decision to Place a Child back into English Learner Programs or Services -**

<https://app.parentnotices.com/documents/view/1/323732>

(Used when a parent has refused services but has changed their mind and would like their child to be entered back into EL services)

This form confirms the school/district has been notified by a parent that they would like to have their child participate in the English Learner program or English Learner services provided by Title I and/or Title III for which they previously declined. The method of instruction used in the EL programs/services is indicated and the parent indicates opting back into all or some of EL Services being offered. Recommended by USED in EL Toolkit, Chapter 7, Tool #4

When to Use:

Use this form when a parent has reversed a decision to opt their student out of English Learner programs or services.

Student's Name: _____

- **Home Language Questionnaire**-date completed _____
- **Notification of EL Test**-date completed _____
- **Administer W-APT** -date completed _____
- **Collect Additional Information from:**
 - **Classroom Teacher**- date completed _____
 - **MCA Scores**- date completed _____
 - **MAP Scores**- date completed _____
 - **Parent Interview**-date completed _____
- **Permission to place student in EL Services**- date completed _____
- **Classroom/ EL Teachers Collaboration Meeting** -date completed _____
- **Place forms in building student file**- date completed _____

Waconia School District 110

Language Dominance

Determining Language Dominance

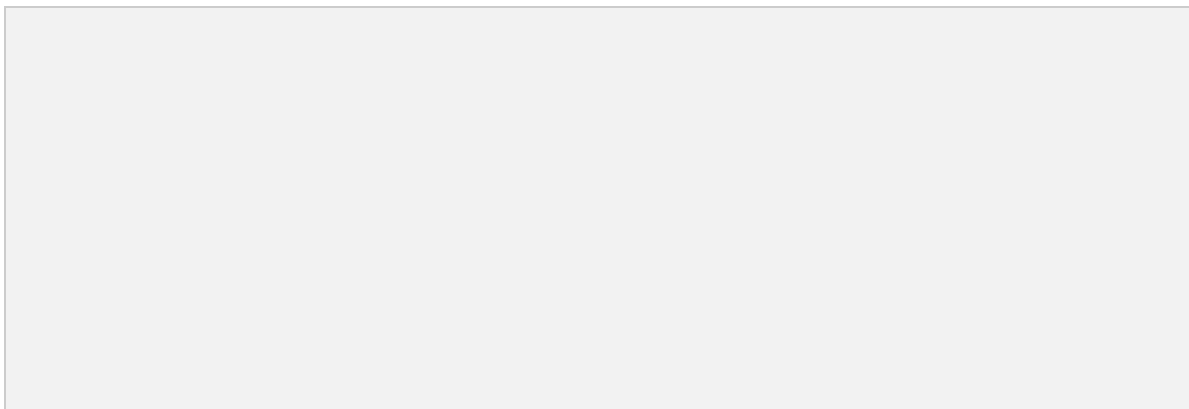
Parent Name: _____

Date: _____

Student Name: _____ Grade: _____ School: _____

1. At what age did the child start speaking in English?
2. Did the child go to school in a native country?
3. Which language works best when explaining things to your child?
4. In what language does your child express needs, wants, and feelings best?
5. How well does your child understand L1 speakers?
6. Which language does the child use when speaking to other children?

Waconia School District 110 **EL Student information**



Type of EL Services Provides:

Days/Times of EL Services:

The figure consists of four large, empty rectangular boxes stacked vertically, intended for handwritten input. The bottom-most box contains two small, empty square boxes positioned horizontally in the center.

Figure 5B: Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching

- Specialized or technical language reflective of the content areas at grade level
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
- Oral or written communication in English comparable to proficient English peers

5- Bridging	<ul style="list-style-type: none"> ● Specialized or technical language of the content areas ● A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports ● Oral or written language approaching comparability to that of proficient English peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> ● Specific and some technical language of the content areas ● A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs ● Oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> ● General and some specific language of the content areas ● Expanded sentences in oral interaction or written paragraphs ● Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> ● General language related to the content areas ● Phrases or short sentences ● Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> ● Pictorial or graphic representation of the language of the content areas ● Words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support ● Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support.

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can **(highlighted/MARKED sections for specific student)**:

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding
-----------------------------	------------------------------	-------------------------------	------------------------------

L i s t e n i n g	<ul style="list-style-type: none"> ● Point to state pictures, words, phrases ● Follow one-step oral directions ● Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> ● Sort pictures, objects according to oral instructions ● Follow two-step oral directions ● Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> ● Locate, select, order information from oral descriptions ● Follow multi-step oral directions ● Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> ● Compare/contrast functions, relationships from oral information ● Analyze and apply oral information ● Identify cause and effect from oral discourse
S p e a k i n g	<ul style="list-style-type: none"> ● Name objects, people, pictures ● Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> ● Ask WH- questions ● Describe pictures, events, objects, people ● Restate facts 	<ul style="list-style-type: none"> ● Formulate hypotheses, make predictions ● Describe processes, procedures ● Retell stories or events 	<ul style="list-style-type: none"> ● Discuss stories, issues, concepts ● Give speeches, oral reports ● Offer creative solutions to issues, problems
R e a d i n g	<ul style="list-style-type: none"> ● Match icons and symbols to words, phrases or environmental print ● Identify concepts about print and text features 	<ul style="list-style-type: none"> ● Locate and classify information ● Identify facts and explicit messages ● Select language patterns associated with facts 	<ul style="list-style-type: none"> ● Sequence pictures, events, processes ● Identify main ideas ● Use context clues to determine meaning of words 	<ul style="list-style-type: none"> ● Interpret information or data ● Find details and support main ideas ● Identify word families, figures of speech
W r i t i n g	<ul style="list-style-type: none"> ● Label objects, pictures, diagrams ● Draw in response to a prompt ● Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> ● Make lists ● Produce drawings, phrases, short sentences, notes ● Give information requested from oral or written directions 	<ul style="list-style-type: none"> ● Produce bare-bones expository or narrative texts ● Compare/contrast information ● Describe events, people, processes, procedures 	<ul style="list-style-type: none"> ● Summarize information from graphics or notes ● Edit and revise writing ● Create original ideas or detailed responses

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information

Waconia School District 110

EL Student Accommodations Checklist

Student:

Grade:

****The following is a list of accommodations that will help students be more successful in the classroom. Ones marked are specific for this student.**

Physical Arrangement of Room:

- Seating student near the teacher or a positive role model
- Standing near the student when giving directions or presenting lessons
- Avoiding distracting stimuli

Lesson Presentation:

- Writing key points/directions on the board
- Providing peer tutoring
- Providing visual aids and/or a written outline
- Including a variety of activities and teaching through multi-sensory modes
- Repeating directions to the student and having him/her repeat them back to the teacher
- Allowing students to record lessons
- Using computer-assisted instruction
- Accompany oral directions with written directions or vice versa
- Provide a model to help students
- Break longer lessons into shorter ones

Assignments/Worksheets:

- Giving extra time to complete tasks/exams
- Simplifying complex directions
- Reducing the reading level and simplify language in questions
- Requiring fewer correct responses to achieve grade (quality vs. quantity)
- Providing a structured routine in written form
- Providing student skills training/learning strategies
- Allowing typed assignments or allowing students to dictate assignments
- Reducing/modifying homework and classroom assignments
- Not grading handwriting/spelling
- Not requiring lengthy, outside reading assignments
- Provide books on CD/audio books
- Arrange for communication between school & home regarding homework
- Recognize and give credit for student's oral participation in class

Test Taking:

- Allowing open book exams
- Allow dictionary and/or electronic translator during exams
- Reading exams to students
- Giving exams orally
- Giving take-home tests
- Fewer essay responses
- Modify content on test
- Remove time constraints
- Give test to EL teacher to administer

Organization:

- Provide assistance with organizational skills
- Assign a volunteer homework buddy
- Allow student to have an extra set of books at home
- Send daily/weekly progress reports home
- Check assignment notebook

Behavior:

- Keep classroom rules clear and simple
- Allow for short breaks between assignments
- Nonverbal cues for student to stay on task

Other (please list):

Ways to Support your EL Students

General teaching suggestions:

- **Give additional wait time.** A student may know the answer, but needs a little more processing time in order to say it in English.
- **Use gestures and visuals as much as possible.** Use a variety of different pictures or objects for the same idea. Give an immediate context for new words. Model ideas with pictures, objects, gestures, and graphic organizers.
- **Don't water down content,** rather adapt materials (use diagrams, maps, pictures, charts, time-lines)
- **When teaching a concept, teach the concept concretely before teaching abstractly.**
- **Keep in mind Social language and Academic language are very different.** Students learn social language within 1-2 years; however, it takes about 5-7 years on average to learn Academic language. So while students may be able to tell you about their weekend, understanding and using phrases such as make an inference, draw a conclusion, and form a hypothesis are more difficult and take more time to acquire. ***They often need explicit instruction on the meaning of academic words.*** (Example: One EL student thought “draw a conclusion” literally meant they needed to draw something)
- **Rate of speech and articulation.** How fast and clearly people speak determines how well English Learners are able to understand.
- **Look at your students when you speak to them.** Facial expressions give clues to meaning.
- **Model correct language production and grammar.** (Example: If a student says “Her in the hallway”, simply respond with “She’s in the hallway?”)
- **Use simple/direct phrases.** Emphasize important words that you feel the student needs to understand. Keep in mind everyday English is often composed of slang and idioms that we use without thinking, but may need explanation. (Example: “Get out a pencil” instead of “I would like you to get out a pencil.”)
- **Rephrase, don't repeat if a student does not understand.** If you are using more complex language, rephrase your directions a second time in a different way. (Example: “Your assignment must be submitted by Friday-- Your work needs to be done by Friday” OR “Sketch a portrait of your neighbor—Draw a picture of the person next to you.”)
- **Use cognates when you can.** A cognate is an English word that is written or sounds similar in another language. (Example: False, Falso).

- **Be consistent in your language while teaching.** Example: if you say “Six minus four” do so consistently so that students recognize the concept and clue ‘minus’. Don’t interchange “minus” with “take away and subtract” in your speech for students who do not know much English unless you explain the meanings are the same.
- **Don’t force students in silent period to speak.** (Level one EL students and newcomers). The silent period is the time during which students are unable and not feeling secure enough to communicate orally in English. While students are learning lots in the classroom, they are unable to verbally express what they are learning.
- **Communicate and collaborate with an EL teacher.** (Example: If you have a test that you would like modified, give it to the EL teacher and have him/her give you ideas. This is especially useful for vocabulary and directions on tests, quizzes, and assignments.) The EL teacher can show you how to simplify your directions, homework and tests without “dumbing down the content”
- **Pair or group EL students with native English speakers.** Much of a student’s language learning comes from interacting with his/her peers. Utilize cooperative learning techniques in a student centered classroom. Try not to put all the EL students in one group.
- **Build on the student’s prior knowledge.** Refer to students’ records for educational background. Find out as much as you can about how and what a student learned in his or her own country. They try to make a connection between the ideas and concepts you are teaching and the student’s previous knowledge or previous way of being taught.
- **Research and be respectful of the cultural background of your students.** The more you understand the culture of your students, the more successful you will be at helping your students in being successful in the American school system.
- **Celebrate Diversity.** It is okay to talk about differences in culture and language in a positive way. Helping EL students feel at ease sharing their culture and background helps them feel more comfortable in class.

References:

- ***Making Content Comprehensible for English Learners: The SIOP Model*** by Jana Echevarria, MaryEllen Vogt, and Deborah Short
- ***The Inner World of the Immigrant Child*** by Cristina Igoa
- CAL.org
- Colorincolorado.org

