

TIMBER LAKE SCHOOL DISTRICT NO. 20-3 K-12 ENGLISH LEARNER (EL) HANDBOOK

January 2019

“Timber Lake School provides a safe environment that empowers students to become critical thinkers and responsible lifelong learners in a changing society.”

1. Identification

■ Home Language Survey (HLS) and WIDA Screener

- The HLS See (Appendix A) informs the Timber Lake School District of the primary language spoken in the student’s home.
- The parent/guardian is to complete the HLS during enrollment.
- Based on the results of the HLS, students who do not speak English in their home will complete the WIDA Screener within two weeks of enrollment or within 30 days from the start of the school year.
- Students complete the WIDA ACCESS Placement Test (WAPT)—listening, reading, speaking, and writing. Each section will receive a score and the average score determines eligibility. Students who receive an overall score below a 5.0 on the screener qualify for EL services.
- Students younger than 1st grade are identified through a slightly different process.
 - Kindergarten—Preschool through 1st semester of grade 1: The Kindergarten Listening and Speaking Test is an oral proficiency test intended for students in this age range and cannot be given earlier than May prior to entering kindergarten.
 - Identification Criteria: If combined Listening and Speaking raw score is less than 29, the student will be deemed eligible for language assistance services and must be administered the annual ACCESS for ELLs 2.0 assessment.
 - OR
 - A score less than 5.0 on the WIDA Measure of Developing English Language (MODEL) is also considered a placement score for ELs.
 - Kindergarten-2nd semester kindergarten through 1st semester of grade 1. The Kindergarten Reading and Writing Tests are diagnostic tests intended for students in this range.
 - Identification Criteria: If combined Listening and Speaking raw score is less than 19, the student will be deemed eligible for language assistance services and must be administered the annual ACCESS for ELLs 2.0 assessment. If combined Listening and Speaking raw score ranges from 19 to 28, the Reading and Writing portions need to be administered. If the Reading score is lower than an 11 and the Writing score is lower than a 12, the student is classified as EL and must be administered the annual ACCESS for ELLs Assessment.
 - OR
 - A score less than 5.0 on WIDA Measure of Developing English Language (MODEL) is also considered a placement score for ELs.
- The HLS and screener results will be kept in the student’s cumulative file.

2. Parent Notification

- *Within 30 days from the beginning of the school year, students will complete the WIDA Screener and parents will be notified of the results including whether they indicate qualification for EL services (See Appendix B). If a student enrolls during the school year, said student will complete the screener and results will be shared with parents within 2 weeks.*
- *If the student is eligible to receive additional services, school staff will communicate the methods used in the child's educational program.*
- *Parents will be informed annually regarding their child's eligibility and placement in the EL services program. Parents will receive a notification letter within 30 days at the beginning of the school year or within two weeks of placement in the program for students who enroll during the school year. The parent notification letter will include the following:*
 - *The reason for EL identification*
 - *The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement*
 - *Type of EL program the child is being placed into and other EL program options*
 - *How the program will meet the educational needs of the child*
 - *Exit requirements, expected graduation rate, and expected rate of transition to a classroom not tailored for EL students, if applicable*
 - *If the student is a student with a disability, how the EL program meets the goals of the child's IEP*
 - *Information for the parents on how to withdraw their child from the district EL program or to choose another program or method of instruction*
 - *Parental right to deny services*

3. EL Program Placement

- *Students who qualify for EL services will focus on English development outside of the general classroom. One of the main times that may be dedicated to English development will be during Panther Academy. Panther Academy is an intervention and enrichment time, separate from all classroom instruction that allows students to focus on English development, subject area interventions, or enrichment activities depending on student needs.*
- *Additional times dedicated to English development will be based on the qualifying scores for EL services, academic needs based on NWEA MAP data, and classroom observations. Two methods will be of primary use.*
 - *Pull-out: the student will spend the majority of the day in the mainstream classroom and will leave the classroom at some point to focus on EL instruction.*
 - *Push-in: EL instruction will be provided within the mainstream classroom to deepen the student's EL knowledge and application.*
- *If a student scores below a 4.0, an appropriate curriculum will be used to provide EL instructions.*
- *If a student scores at or above a 4.0, the student will engage in the Finish Line program.*

4. Language Acquisition Plan (LAP)

- *The Language Acquisition Plan serves as a documented history and plan to further develop the student's English proficiency. This will be updated yearly for students who qualify for EL services. (See Appendix C)*

5. Yearly ACCESS Testing

- *Each February, students who qualify for EL services will complete the WIDA ACCESS 2.0 online testing test to determine their EL growth and continuing EL service qualification status. Students will complete the online testing in the following order: listening, reading, speaking, and writing. Through third grade, students will write their answers for the writing test instead of typing their responses. Students receive scores on a scale of 1.0-6.0 for each section and are given an overall score. When the score report is accessible to the school, it will be sent to the student's parent or guardian and placed in their cumulative file as well.*
 - *The tests will be administered over multiple days.*
 - *The Kindergarten ACCESS test will be paper based. All other tests will be administered online.*
 - *Through grade 3, students will complete the writing test on paper. Grade 4 on, the writing test will be administered online with responses typed into the computer.*

6. Exit Criteria

- *A student exits from EL status when they achieve an Overall Proficiency Level of 5.0 or higher on the ACCESS for ELLs 2.0 Assessment.*
 - *Parents will be notified of the change in status*

7. Continued Monitoring

- *Once a student has met exit criteria, the school district will monitor the student's academic success for two years. If there is concern for the student's English proficiency creating a barrier to his or her education, the staff will reconsider the student's eligibility. During this two year period, the student would not need to retest to requalify for EL services. (See Appendix D)*

8. Program Evaluation

- *Timber Lake School District is a member of the Title III Consortium and will work with representatives yearly to evaluate the local EL program.*
 - *Participation in professional development will be a priority*
 - *Appropriate staff within the Timber Lake School system will participate in regional workshops, utilize the trainings through sdtitle3.org, and work with consortium representatives to strengthen our EL Program.*

Appendix A

The following questions make up the Home Language Survey, which is included in the registration packet at Timber Lake School District.

What is the language most frequently spoken at home?

What language did your child learn when he/she began to talk?

Which language does your child most frequently speak at home?

Which language do you most frequently speak to your child?

Appendix B

Timber Lake School District English Learning Program (EL)

Notification of Program Eligibility: (Entrance / Continuation / Exit) circle one

School: _____ Date: _____

Dear Parent/Guardian of: _____,

ESEA Section 1112(A)(i)

According to information you provided on the Home Language survey along with an English language proficiency assessment, your child:

- ☐ Is identified and eligible for EL services.
- ☐ Is qualified to continue EL services.
- ☐ Does not qualify for EL services because...
 - ☐ The student was formerly an English learner and is now English proficient. The student reads, speaks, and comprehends English in academic classroom settings. The student has exited from the EL program and will be monitored for continued academic success for 2 years.
 - ☐ The student was never classified as an English learner and does not fit the definition of an English learner outlined in state or federal law.

ESEA Section 1112(A)(ii)

In Timber Lake Schools, Title III/EL Program eligibility is determined by Language Proficiency, which is assessed on a **scale of 1-6**. On the English language proficiency test, **your child tested at a level** _____ on the **ACCESS, Alternate ACCESS, MODEL or KG W-APT**. Below is an explanation of the levels.

English Language Proficiency Levels (grades K-12)

Level A1	Initiating	The student can imitate sounds and respond to familiar voices.
Level A2	Exploring	The student can approximate routinely practiced words and respond to routinely practiced oral cues.
Level A3	Engaging	The student can approximate words and phrases and can respond to an idea within familiar language.
Level 1	Entering	The student knows and uses minimal social language and minimal academic language with visual support.
Level 2	Emerging	The student knows and uses some social English and general academic language with visual support.
Level 3	Developing	The student knows and uses social English and some specific academic language with visual support.
Level 4	Expanding	The student knows and uses social English and some technical academic language.
Level 5	Bridging	The student knows and uses social and academic language working with grade level material.
Level 6	Reaching	The student knows and uses social and academic language at the highest level measured by this test.

ESEA Section 1112(A)(vi)

To exit from the EL program, ELs will have reached the minimum level of a **5.0** Overall Composite Proficiency Level on the ACCESS for ELLs 2.0 test, but it can take up to 7 years to exit the EL program. Your child's anticipated graduation year from the EL program is _____.

ESEA Section 1112(A)(iii)

The school offers the following programs to help your child develop English language proficiency:

Pull-out language support Push-in language support Sheltered Instruction

Other(s) _____

ESEA Section 1112(A)(v)

This program will help meet your child's language development needs by assisting your child with English language development in order for your child to meet the challenging academic standards in the mainstream classroom.

ESEA Section 3302(A)(iv)

A Language Acquisition Plan (LAP) will be written to address your child's specific strengths and needs:

- ☐ LAP is Attached (entrance or continuation)
- ☐ LAP will be written (entrance or continuation)
- ☐ Not applicable – student does not qualify
- ☐ Not applicable – student is exiting

ESEA Section 3302(A)(vii)

If your child also qualifies for Special Education services, the EL teacher will be part of the Individualized Education Program (IEP) team in order to ensure that the EL programming is working to help meet the objectives of the IEP.

ESEA Section 3302(A)(viii)

Parents/guardians have the right to decline **services**, but annual language proficiency **assessment** remains a district responsibility. If services are declined, an LAP is written to address the student's linguistic needs in the regular education setting. The EL decline of services form must be signed, dated, and returned to the school.

If you need more information regarding the EL program and services, contact _____

EL Staff Name _____

EL Staff Phone Number _____

Date _____

Appendix C

Timber Lake School District

School Year

Language Acquisition Plan for Students who are English Language Learners

Required under Federal Law (Title III, Sec 3302,)

GENERAL DATA

Student Name	Last		First		Middle	
Current Address						
Gender	M		F		Date of Birth	
Language first spoken			Language spoken in home		Country of Birth	
Date of 1 st year in country			Immigrant Status (less than three years)			
Parent/Guardian name						
Phone	Home		Work		CEL	
Other Contact Person		Relationship		Phone		
Home/School communication to parent/guardian requested in:			English		Native Language	
					Oral	Written

ACADEMIC HISTORY PRIOR TO ENTERING TIMBER LAKE SCHOOL DISTRICT

Age Started School		Years in Preschool/K		Years in 1-5		Retained in grades	
Last Grade Completed		Interrupted Education		Limited Schooling		No formal Schooling	
Has the student been referred for Special Education?				Does the child have an IEP?			
School Attended	City/State/Country	School Year		Grade	Age	Language of Instruction	

ACADEMIC ACHIEVEMENT LEVEL HISTORY

Subject	Below level	On or Above level	Method used to determine Level	Information not available
Math				
Reading				
Writing				

Alt. ACCESS criteria <https://www.wida.us/assessment/alternateaccess.aspx#participation-criteria>

W-APT INFORMATION

Test	Date	Score	Level
Speaking			
Listening			
Reading			
Writing			
Composite SCORE			

ACCESS 2.0 INFORMATION

Test	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
Speaking																		
Listening																		
Reading																		
Writing																		
Overall SCORE																		

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EL SERVICE

Date Identified EL			Date Entered ESL Program		
Student will receive Direct ESL Pull-out Services for			Minutes		
Student will be placed in an ESL English Class for on Credit (Grades 7-12 only)			Year	Semester	Days a week
Student will be placed on monitoring Status	Comments:				
Parents Declined Services	Comments:				
<p>With regular school attendance and parental support it is anticipated that the student will exit from services for English Language Learners to monitoring status in _____ years.</p>					
Comments:					
Date exited from EL Status					
Expected date of Graduation (Grades 9-12 only)					
Student Name	Last	First	Middle		

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

*These Designated Supports are appropriate if consistent with the on-going normal delivery of classroom instruction and **MUST** be documented on the student's LAP.

Designated Supports:	ACCESS 2.0	SBAC	Science
Repeat Directions	x	x	x
Simplified Directions	x	x	x
Translated Directions	x	x	x
Text to Speech		All Math & ELA items	
Read aloud		All Math & ELA items	
Flexible schedule	x	x	
Test environment	x	x	
Word-to-Word Glossary			x
Translated Glossary		Math items	
Translation Stacked		Math items	
Bilingual Dictionary		ELA Performance task full writes	
Masking		x	
Color Contrast	x	x	
Magnification	x	x	
Noise Buffer	x	x	
Scribe		Non-writing items for ELA & Math	
Other: (must be approved by DOE before being used on State Assessment)			

https://www.wida.us/assessment/WIDA_AccessAccDescriptions.pdf

*Accommodation policies for ELP testing & content area testing are not identical and are not interchangeable.

**Students needing accommodations refer to IEP or 504 plan

INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM

To meet the needs of this child the following are to be used in regular classroom instruction:

Paraphrasing or repeating directions in English*	Print instead of using cursive
Personal cueing	Use high interest/low vocabulary text material
Reader (oral administration)	Use overhead and provide students with copies of teacher transparencies/notes/lectures
Technology (on-line testing)	Make instruction visual – graphic organizers, pictures, maps, graphs... to aid understanding
Extended time	Highlight/color code tasks, directions, letters home
Bilingual dictionary	Pair ESL student with an English speaking "Study Buddy"
Individual test administration	Seat student in close proximity to teacher, alongside Study Buddy
OTHER*:	Allow peer tutors to assist student with work
Reduced and/or modified class and homework assignments	Ask questions that allow student to answer successfully
Modified assessments (i.e. oral)	Allow student opportunities to read aloud successfully
Break tasks/directions into subtasks	Use manipulatives
Increase wait time	Use books on tape
Additional time to complete assignments and tests	Record material for student listening
ESS (Extended School Services)	Record student speaking into a tape recorder
Face student when speaking – speak slowly	Label items in the room
Other programming accommodations to address individual strengths and needs:	

ENGLISH INSTRUCTIONAL PLAN

Annual objective(s)
<ul style="list-style-type: none"> To communicate in social settings
<ul style="list-style-type: none"> To achieve in content areas
<ul style="list-style-type: none"> In socially and culturally appropriate ways

Persons involved in the development of the Language Service Plan:

	Principal		Parent
	School /District EL Coordinator		Parent
	EL Teacher		Student
	Teacher		Interpreter
	Teacher		Date

Appendix D

This form is used for monitoring purposes. Students are monitored for two years after exiting the EL state criteria. For the _____ school year, please complete the following form if the EL student scored an ACCESS composite score 5.0.

Student's Name: _____ Date: _____
 School: _____ Grade: _____
 EL Teacher: _____ Classroom Teacher: _____

Step 1: Schedule a meeting to review student performance. Review team should include the EL teacher, classroom teacher, parent or guardian, building principal, EL Director and one additional staff member (i.e. building administrator, counselor, case manager). Documentation to be reviewed may include the following. Attach current assessment data to the final report.

- ACCESS or W-APT score* _____
- Smarter Balanced scores Reading _____ Math _____
- Language Acquisition Plan (LAP)
- Classroom teacher observations (narrative and/or interview)
- Quarterly grades (attach most recent report card)
- Attendance records
- Individual Education Plan (IEP)
- Professional Judgment

Step 2: Discuss evidence. Consider or add comments in the space provided as needed.

- What is the amount of modifications currently in place?
- What is the ability of the student based on individual and group work?
- What is the student's success with independent work on homework?
- What are the details of the student's IEP (if applicable)?
- Does the student's disability impact the success in any of the domains as assessed through ACCESS/W-APT?

Step 3: After reviewing the evidence and concluding that the student no longer benefits from the new language acquisition support the review team should make recommendations for the student based on applicable data and evidence.

As recommended by the EL exit team, _____

- _____ will continue with EL services as currently detailed in his/her LAP.
- _____ will continue with in-class EL para-educator support and recommended modifications/accommodations but will no longer receive pull-out EL services.
- _____ will continue to receive modifications and accommodations only.
- _____ will be monitored for two years

Step 4: Schedule a parent meeting to obtain parent signatures. If an interpreter is needed, contact the EL Welcome Center. This meeting can take place at parent-teacher conferences.

Step 5: Mail copies of final form to parent with letter detailing change in programming. Send a translated copy as needed. Place a copy of the letter and form in the student's cumulative file and send a copy to the ESL Welcome Center.

Signatures

Student _____ Building principal _____
 Parent _____ EL Director _____
 EL Teacher _____ Other _____
 Classroom teacher _____

