

English Language



Plan

Alexander Public School

Common Acronyms

ACCESS: Assessing Comprehension and Communication in English State-to-State for English Learners
(yearly test of English Language Proficiency)

BICS: Basic Interpersonal Communication Skills

CALP: Cognitive Academic Language Proficiency

EL: English Learner

ELP: English Language Proficiency

LEP: Limited English Proficient

ESL: English as a Second Language

IC: Immersion Center

ILP: Individualized Language Plan

L1 or L2: First Language and Second Language

MODEL: WIDA-ACCESS Placement Test

NC: Newcomer

NL: Native Language

OCR: Office of Civil Rights

PL: Proficiency Level

SIOP: Sheltered Instruction Observation Protocol

SLA: Second Language Acquisition

STEPP: Success Through Entry-Level Enrichment Program (federally funded grant)

TEFL: Teaching English as a Foreign Language

TESL: Teaching English as a Second Language

UNHCR: United Nations High Commissioner for Refugees

W-APT: WIDA-ACCESS Placement Test

WIDA: World-Class Instructional Design and Assessment

Who are the EL student in Alexander School District?

The English Learners in the Alexander School District:

- Immigrants, people who are choosing to settle in the United States
- Children who are born in the U.S. to parents whose first language is not English

4 Over-Arching Principles that Guide Alexander Public School's Services for ELs:

- EL students need to be provided meaningful access to core content and curriculum.
- EL students need explicit and effective English language instruction in reading, writing, listening, and speaking.
- Students who come from a non-majority language, culture, racial background require instruction that is relevant to their culture and learning needs.
- First and foremost, teachers must hold high expectations for their success.

Education of English Learners

The Alexander Public School District will provide a free and appropriate educational program consisting of English language development and acquisition to help English Learner (EL) students function successfully and academically in mainstream classes. In accordance with state guidelines, each student identified as an English Learner will have an Individual Language Plan (ILP) developed by district EL and regular education staff. The identification, assessment, and instruction of a student identified as an English Learner will be supervised by a licensed teacher with an English as a Second Language or Bilingual Education endorsement.

English Learner Program Overview

The English Learner (EL) Program provides English language instruction, supplemental curriculum materials, and other related services to students who lack the English skills needed to succeed in the mainstream curriculum because of a non-English language background.

Students are identified based on the following criteria:

- A Home Language Survey (HLS)
- Potential students must meet the federal Limited English Proficient (LEP) definition
- If they meet the definition, students are given the WIDA (1-12) or the WIDA K MODEL screener to determine English Language Proficiency level. If the ELP level is less than exit criteria, then the student will enter into the EL Program.

Identification

Federal Limited English Proficient (LEP) definition:

(Students must meet a part of the criteria in each of the sections A-D)

The term “**limited English proficient**”, which is defined in section 9101 of Title IX (ESEA) when used with respect to an individual, means an individual:

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) (i) who was **not born in the United States** or whose **native language is a language other than English**;

(ii) (I) who is a **Native American** or **Alaska Native**, or a native resident of the outlying areas; **and**

(II) 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**

(iii) 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**

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual -

(i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b) (3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English: **or**

(iii) the opportunity to participate fully in society.

Must meet either part i, ii or iii

Must meet either part i, ii or iii

If part ii, then must meet both pieces I and II

Home Language Survey

Student Name: _____ Date: _____

Student's School: _____ Student's Grade: _____

The US Office of Civil Rights requires that schools identify possible English Learner students during enrollment. This Home Language Survey will be used as a tool to determine if your child is eligible for language support services (EL). If a language other than English is used by your or your child and your child meets the Limited English Proficient definition, the school may give your child an English Language Proficiency Assessment. The school will share the results of the assessment with you.

What **language(s)** are spoken at home? _____

What language(s) do **you** use the most to speak to your child? _____

What language(s) does **your child** use the most at home? _____

What language(s) did **your child** learn when he/she **first** began to talk? _____

List other language(s) that **your child** has used with a **grandparent or caretaker**: _____

If available, in what language would you prefer to receive information from the school? _____

Has your child ever received services in an English as a Second Language or English Learner Program? **Yes** **No**

Put an **X** in the boxes on the top line to show the grades your child has gone to school in the United States. Put an **X** in the boxes on the bottom line to show the grades that your child went to school in another country.

| School | Grade | | | | | | | | | | | | | |
|--|-------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Grade level attended school inside of the US | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Grade level attended school outside of the US | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

If your child has gone to school outside of the United States:

In which country or countries did your child go to school? _____

Which language or languages did your child learn in school? _____

This form also asks for information used by other programs to help your student in school. You are not required to answer these questions, but if you circle yes or no for questions 1-4, your student may qualify for additional services.



Refugee Student:

NDDPI applies for a Refugee School Impact Grant to provide services for newly arrived refugee students. A refugee student left their home country due to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group, or political opinion and has fled to another country to be resettled. Newly arrived is defined as within the last three years.

1. Would your child be considered a newly arrived refugee student? **Yes** **No**

Immigrant Student:

Immigrant students are mentioned specifically in the LEP definition and may qualify for LEP services. Additionally, students who have attended schools in the US for three years or less may qualify for additional services.

2. Would your child be considered an immigrant student? **Yes** **No**

If yes, please fill in the Country _____ **and** US entry date (mm/dd/yy) ____/____/____
(For refugee students, this is the country that you originally fled, not the country that you lived in most recently.)

Native American or Alaska Native student:

Native American and Alaska Native students are mentioned specifically in the LEP definition and may qualify for LEP services.

3. Would your child be considered Native American or Alaska Native student by any definition above? **Yes** **No**

Migrant Student:

Migrant students are mentioned specifically in the LEP definition and may qualify for LEP services. A migrant student has a parent who is a migratory agricultural worker and in last 3 years, has moved from one school district to another, in order to work (temporary or seasonal) in agricultural activities.

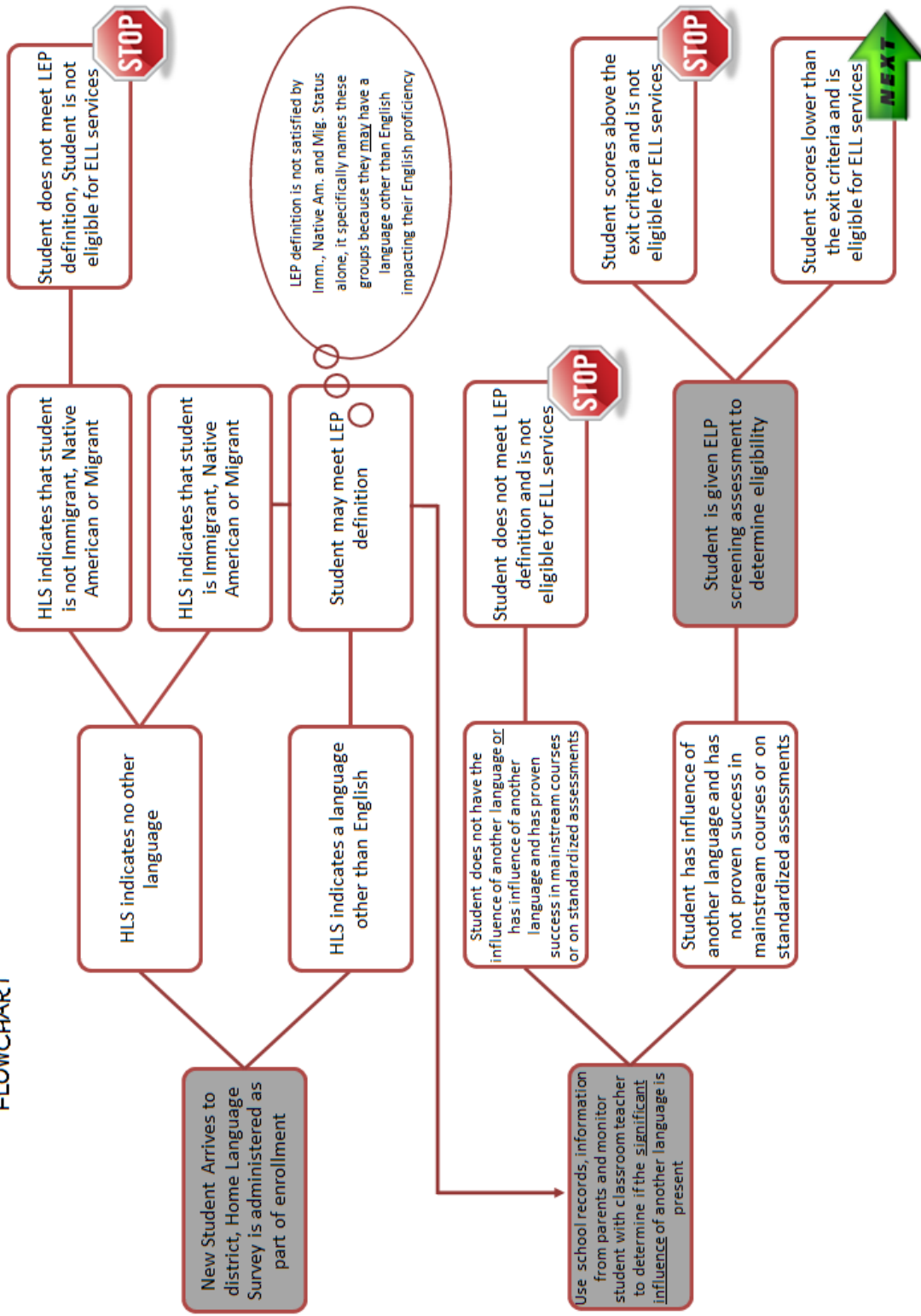
4. Would your child be considered a migrant student? **Yes** **No**

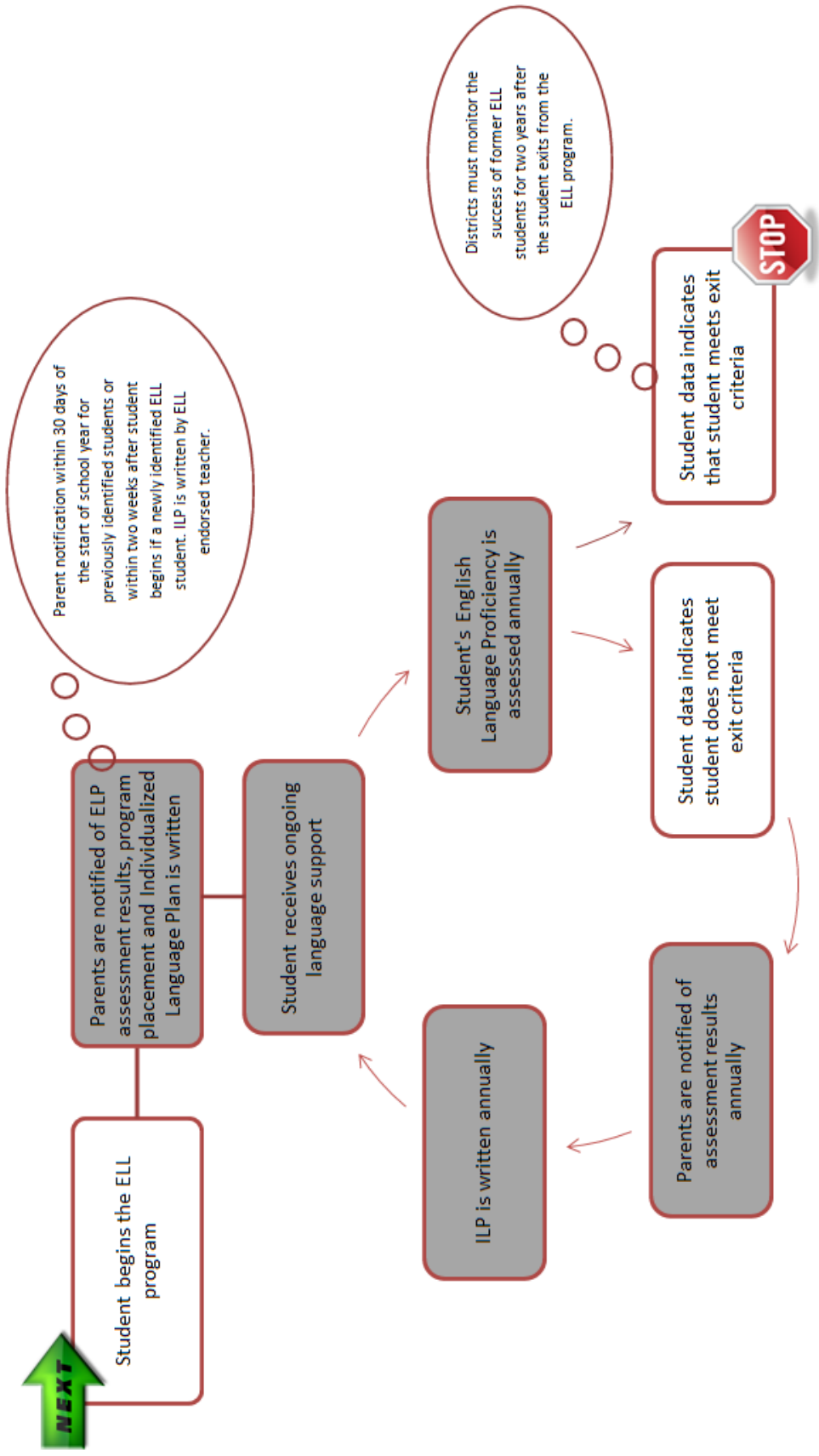
If yes, what is the date that you moved to this area? (mm/dd/yy) ____/____/____

If your family moved to this area for agriculture (temporarily or seasonally) in what area(s) do you work: (please check all that apply)

- | | | |
|--|--|---|
| <input type="checkbox"/> Sugar Beet Industry | <input type="checkbox"/> Meat Processing Plant | <input type="checkbox"/> Trimming Trees |
| <input type="checkbox"/> Potato Industry | <input type="checkbox"/> Chicken Farms/Processing | <input type="checkbox"/> Raw Cheese Production |
| <input type="checkbox"/> Bee Keeper/Honey Processing | <input type="checkbox"/> Plant/Cultivate Trees | <input type="checkbox"/> Custom Combining |
| <input type="checkbox"/> Turkey Farm/Processing | <input type="checkbox"/> General Dairy Farm Work | <input type="checkbox"/> Landscaping, laying Sod or |
| <input type="checkbox"/> Egg Production | <input type="checkbox"/> Transportation of Agricultural Products | <input type="checkbox"/> Planting Grass |

ELL STUDENT IDENTIFICATION AND PROGRAM FLOWCHART





ELL – English Language Learner ELP – English Language Proficiency
 ILP – Individualized Language Plan HLS – Home Language Survey LEP – Limited English Proficient

Entry and Initial Placement (Assessment/ACCESS)

Students are identified based on the following criteria:

- Home Language Surveys
- Review of student records
- WIDA or WIDA MODEL English language proficiency screening

Based on scores from this assessment, the EL program provides English language instruction accordingly. Parents and students are informed of their eligibility. A parent may decline services. If so, they must contact their child's EL case manager and complete the —Decline of Services Form.

According to test scores and building provisions students will be placed in a level that the department decides is the best fit.

Assessment Procedures:

Students who are identified as LEP should be administered the ACCESS for ELs test annually to reestablish eligibility or to determine readiness to exit, as well as measure progress. These scores are kept on file to document eligibility and are provided to the North Dakota Department of Public Instruction. The North Dakota Department of Public Instruction requires the school district to assure the LEP students are:

- included in the statewide achievement assessment system
- identified and assessed for English language proficiency
- provided appropriate instructional services based on assessment

Individual Language Plans (ILP):

The ILP is developed by the EL Case Manager and is kept on file with the EL case manager and a copy is placed in the student's cumulative file.

Enrollment Procedures for New and Transferring Students to the Alexander Public School District

- All new and transferring students will complete a registration packet which includes a Home Language Survey (HLS).
- If a family enters a home language other than English or indicates that they came to the United States from another country, then copies of the survey need to be made and distributed to the EL Coordinator AND the building's EL teacher(s).
- If the student meets the definition of Limited English Proficient, then an EL teacher will arrange for testing. The MODEL (ELP screener assessment) needs to be completed within 30 days of enrollment once the school year is in progress. If the student has transferred from another school district, the EL teacher should check the cumulative file for previous ELP testing information.

- Based on the MODEL testing results, or file review for a transfer student, the student's level of English language support is determined.
- An Individualized Language Plan (ILP) will be written for all students identified as Limited English Proficient. The EL teacher assigned as the case manager will be responsible for completing the ILP and sharing it with both mainstream teachers and parents. The EL case manager is required to update the ILP on a yearly basis and report the date in STARS.

Staff Responsibilities

Administration of School

The school administrator is expected to:

- Assist with the hiring of EL staff
- Supervise & evaluate building EL staff
- Supervise scheduling and activities of EL staff
- Promote parental involvement
- Comply with ESSA
- Oversee scheduling, placement, and appropriate accommodations for EL students
- Provide input and attend meetings concerning LEP students

Mainstream Teacher

The mainstream classroom teacher is expected to:

- Coordinate instruction and student needs with the EL teachers
- Provide input and attend meetings concerning LEP students
- Monitor LEP student's grade and attendance
- Maintain EL student records
- Oversee core instruction and grades for those courses
- Assure that all students have textbooks and other coursework materials

Administrative Assistant

The administrative assistant in each school building is expected to:

- Disseminate Home Language Surveys to the building EL teacher(s) and the EL Coordinator if parents have indicated a home language other than English or that they came to the United States from another country.
- Assign students a schedule in coordination with EL teachers and counselors when necessary

Paraprofessional

The paraprofessional works cooperatively, assisting the EL teacher and classroom teachers in the instruction of English Learner students. The responsibilities include:

- Assist the EL teacher and classroom teacher in achieving EL program objectives by working with individual students or small groups using techniques consistent with program design
- Reinforce learning of materials, concepts, and skills initially introduced by the EL teacher or classroom teacher
- Work with targeted students, using a variety of materials and instructional methods under the direct supervision of certified teachers
- Confer with the EL teacher or classroom teacher on behavior or other problems about individual students

- Maintain confidentiality
- Attend professional development activities as assigned

EL Coordinator/ EL Teacher

The EL Coordinator is expected to:

- Assure that the goals and requirements of the program are met
- Maintain the master list of students that are currently enrolled in the EL program
- Maintain Power School reporting which includes:
 - MODEL assessment date and score
 - Assigning case managers
 - Individualized Language Plan date
 - Attainment date
 - Immigrant status—Date of Entry—Country of Origin
 - Refugee status
- Monitor LEP Power School and STARS data
- Oversee activities and testing materials for EL use
- Develop curriculum
- Register New American families
- Oversee completion of W-APT testing and report the W-APT assessment information to the District Office
- Develop an Individualized Language Plan (ILP) for each student on the EL in cooperation with classroom teachers of LEP students; ILPs are written within 30 days of the start of school and 14 days once school is in session
- Update Individual Language Plans (ILP) for currently enrolled students; the ILP date and case manager needs to be provided to the District Office
- Assist with the enrollment of new immigrant/refugee students
- Complete language proficiency assessments (ACCESS) and assists with accommodations with district assessments (MAP & NDSA)
- Coordinate instruction and student needs with classroom teachers
- Provide support for classroom teachers
- Coordinate translators/interpreters for conferences
- Provide training and support for paraprofessionals and classroom teachers on appropriate EL instructional strategies
- Provide input and attend meetings concerning LEP students
- Monitor LEP student's grade and attendance
- Maintain EL student records

Assessment Procedures

Students who are identified as LEP shall be administered the ACCESS for ELs test annually to reestablish eligibility or to determine readiness to exit, as well as measure progress. These scores are kept on file to document eligibility and are provided to the North Dakota Department of Public Instruction regarding program accountability.

The North Dakota Department of Public Instruction requires the school district to assure that all LEP students:

- are included in the statewide achievement assessment system
- have appropriate instructional services provided based on assessment
- are identified and assessed for English language proficiency
 - North Dakota has adopted the ACCESS for ELs (Assessing Comprehension and Communication in English State-to-State for English Learners) as the state English Language Proficiency assessment. The test was developed through a consortium of states called WIDA (World-Class Instructional Design and Assessment Consortium).
 - The ACCESS test administrator must hold ND EL/Bilingual Endorsement on their teaching license OR have an EL Program Plan on file with the state of ND.
 - The ACCESS test administrator must attend a training session prior to administering the ACCESS test. After training, test administrators must pass (80%) online quizzes for the test modules they will be administering.
 - The ACCESS test administrator must receive online training to administer the speaking assessment every two years.

Individual Language Plans

An ILP will be written each year for every LEP student. ILPs are written within 30 days of the school year beginning and within 2 weeks of a student enrolling after the start of the school year. Classroom teachers can expect an ILP with assessment and instructional accommodations as well as Standardized Testing Accommodations from the case manager of the EL student. Each student will also have objectives in English/LA, Math, and Social and Instructional Language.

Examples of Assessment Accommodations:

- Correlate study guides directly with tests
- Do not give more than one correct response per question on multiple choice
- Highlight target vocabulary with bold print
- Slow down and repeat instructions/directions
- Simplify test directions
- Administer testing in several sessions
- Administer testing in small groups
- Allow extra assessment time
- Dictate answers or respond orally
- Do not give more than one correct response per question on multiple choice
- Give only 3 options on multiple choice No "none of the following except" questions
- No True/False questions
- Read aloud all quiz and test directions, questions and options
- Shortened version of test
- Simplify vocabulary and syntax of definitions

- Slow down and repeat instructions/directions
- Use word banks chunks with no more than 5 words - with all 5 words used once

Examples of Instructional Accommodations:

- Pre-teach vocabulary
- Student will benefit from hands-on activities
- Student will benefit from small group instruction
- Add visual support (manipulatives/pictures)
- Copies of teacher notes
- Modify linguistic complexity
- Note-taking assistance
- Pre-teach, limit and simplify vocabulary
- Preferential seating in the back of the room
- Preferential seating in the front of the room
- Provide oral directions

English Learners Levels

Level 1: (Entering): Learner does not speak English and has little or no literacy skills in English. Success in the mainstream classroom curriculum would be impossible.

Level 2: (Beginning): Learner has some basic social language skills in English. He/she may have literacy and academic skills in a language other than English, but has limited academic skills in reading, writing, speaking and comprehension English. Succeeding in the mainstream classroom curriculum would be extremely difficult to impossible.

Level 3: (Developing): Learner has intermediate to basic social English language skills in English and is developing cognitive academic English, but is significantly below grade level in reading and writing English. Succeeding in the mainstream classroom curriculum would be extremely difficult.

Level 4: (Expanding): Learner has nearly mastered basic social English language skills. He/she can interact fairly well in a variety of social situations. The learner is expanding cognitive academic language skills in reading, writing, speaking and listening and may exhibit success in some areas and frustration in others. He/she is able to manage some areas of the mainstream curriculum without support, but not all.

Level 5: (Bridging): Learner has mastered basic social English language skills and is nearly proficient in cognitive, academic language skills in all areas including listening, speaking, reading and writing. Learner can function in most areas of the mainstream curriculum and needs support on limited occasions, when the language demands are complex, extensive use of idioms or other areas that would demand accommodations or support.

Level 6: (Attained): Learner can function successfully in the mainstream curriculum without accommodations for limited English or English Learner Program Support. He/she has age-appropriate mastery of social English language proficiency and cognitive, academic language proficiency in listening, speaking, reading and writing English and also functions at age-appropriate level of cognitive, academic language proficiency in those areas.

One Period at elementary level = 25 minutes One Period at secondary level = 50 minutes

Standard of Effort for periods of service by level:

Level 1- (3-4) periods

Level 2- (2-3) periods

Level 3- (1-2) periods

Level 4-(1) Period

EL Standards

North Dakota has adopted the WIDA's English Language Proficiency Standards for ELs in Pre-Kindergarten through Grade 12. WIDA's vision of language proficiency encompasses both social and academic contexts tied to schooling, particularly to standards, curriculum, and instruction.

The WIDA English Language Proficiency Standards are:

- ELP Standard 1: ELs communicate for **Social** and **Instructional** purposes within the school setting.
- ELP Standard 2: ELs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- ELP Standard 3: ELs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- ELP Standard 4: ELs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
- ELP Standard 5: ELs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Additional information can be obtained at: <http://www.wida.us/standards/index.aspx>

EL Program Exit Criteria

Students have to meet the state mandated criteria below in order to be exited from EL services.

- An overall (composite) ACCESS score of 5.0 or above
- A score of 3.5 for each domain – listening, speaking, reading, writing

When English Learners (ELs) have the language skills necessary to compete with mainstream English speakers in grade appropriate settings in all areas of language development, they will no longer be considered for EL services.

Once exited from the EL program, student progress is monitored on a regular basis for a period of 2 years and student scores count toward district LEP subgroup AYP. However, students do NOT qualify for LEP accommodations. During the 2 years, the EL team reviews grades, test scores, involvement in parent/teacher conferences, and attendance twice a year. If any of these data sources indicate that a student is struggling, the case manager will ask for additional input from the regular education teachers.

Second Language Acquisition BICS and CALPS

SLA - Second Language Acquisition

Stage I: Pre-production

This is the silent period. English Learners may have up to 500 words in their receptive vocabulary but they are not yet speaking. Some students will, however, repeat everything you say. They are not really producing language but are parroting.

These new learners of English will listen attentively and they may even be able to copy words from the board. They will be able to respond to pictures and other visuals. They can understand and copy gestures and movements to show comprehension. Total Physical Response methods will work well with them. Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary.

English Learners at this stage will need much repetition of English. They will benefit from a helper who speaks their language. Remember that the school day is wearing for these newcomers as they are overwhelmed with listening to English language all day long.

Stage II: Early production

This stage may last up to six months and students will develop a receptive and active vocabulary of about 1000 words. During this stage, students can usually speak in one- or two-word phrases. They can use short language chunks that have been memorized although these chunks may not always be used correctly.

Stage III: Speech emergence

Students have developed a vocabulary of about 3,000 words and can communicate with simple phrases and sentences. They will ask simple questions that may or may not be grammatically correct, such as —May I go to bathroom? ELs will also initiate short conversations with classmates. They will understand simple stories read in class with the support of pictures. They will also be able to do some content work with teacher support.

Stage IV: Intermediate fluency

English Learners at the intermediate fluency stage have a vocabulary of 6000 active words. They are beginning to use more complex sentences when speaking and writing and are willing to express opinions and share their thoughts. They will ask questions to clarify what they are learning in class. These English Learners will be able to work in grade level math and science classes with some teacher support. Comprehension of English literature and social studies content is increasing. At this stage, students will use strategies from their native language to learn content in English. Student writing at this stage will have many errors as ELs try to master the complexity of English grammar and sentence structure. Many students may be translating written assignments from native language. They should be expected to synthesize what they have learned and to make inferences from that learning. This is the time for teachers to focus on learning strategies. Students in this stage will also be able to understand more complex concepts.

Stage V: Advanced Fluency

It takes students from 4-10 years to achieve cognitive academic language proficiency in a second language. Student at this stage will be near-native in their ability to perform in content area learning. Most ELs at this stage have been exited from ESL and other support programs. At the beginning of this stage, however, they will need continued support from classroom teachers especially in content areas such as history/social studies and in writing.

BICS: Basic Interpersonal Communication Skills

BICS are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people. EL students utilize BIC skills when they are on the playground, in the lunch

room, on the school bus, at parties, playing sports and talking on the telephone. Social interactions are usually context embedded. They occur in a meaningful social context. They are not very demanding cognitively. The language required is not specialized. These language skills usually develop within six months to two years after arrival in the U.S.

CALP: Cognitive Academic Language Proficiency

CALP refers to formal academic learning. This includes reading, writing, listening, and speaking about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support in order to become proficient in academic areas. This usually takes from five to seven years.

Academic language acquisition isn't just the understanding of content area and vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. Academic language tasks are context reduced. Information is read from a textbook or presented by the teacher. As a student gets older the context of academic tasks becomes reduced.

The language also becomes more cognitively demanding. New ideas, concepts and language are presented to the students at the same time.

Components of Effective EL Instruction

The overall goal of effective EL instruction=increased comprehensibility of grade level curriculum

1. Content and language objectives explicitly identified for each lesson
2. Content and language objectives aligned with WIDA English language proficiency standards <http://www.wida.us/standards/index.aspx>
3. Students' prior knowledge, experiences, and cultural connections are elicited when learning new information; links are made to students' past learning as the basis for new learning.
4. Context for the lesson is provided through visuals, graphic organizers, demonstrations, realia (real objects), manipulatives, etc.
5. Lesson activities integrate all four language domains: reading, writing, listening, and speaking.
6. Academic vocabulary is explicitly taught as well as new language structures
7. Opportunities for student interaction and active practice are provided when students are learning new vocabulary and content.
8. Opportunities to use thinking and study skills and/or learning strategies are provided. (e.g., predict, skim, summarize, classify, clarify, etc.).
9. Ongoing assessments are conducted (both formally and informally) of students' language and content learning.
10. A caring and nurturing environment is created where each student feels valued, accepted and reflected in the curriculum .

Components of Ineffective Instruction:

- Prior knowledge or background knowledge is assumed
- Activities/assignments require greater proficiency than students have
- Little or no value is placed on a child's native language
- Students are required to work in isolation (collaboration is more productive)
- Lessons create a cognitive overload
- Forced responses are required (Does comprehension of text need to result in a written response?)

Frequently asked Questions

1. How can I create a welcoming environment for our students?

- Learn the correct pronunciation of your students' name.
- Have everyone in the class introduce themselves and where they are from (may want to use a map to show countries).
- Make sure students have a planner, know the schedule and basic school rules.
- Have culturally diverse pictures and posters in the room.
- Have picture dictionary and bilingual dictionaries available to students to use.
- Assign a student (if possible a student who speaks the same language) to give the student a tour, take him/her to classes, lunch, show where restrooms are located, how to open a locker, etc.
- Make sure student has someone to eat lunch with.
- Teach about drills (students from war-torn countries may relate them to bomb raids, etc.)
- Introduce new student to class in a positive way, as speakers of their natural languages, not non-English speakers.

2. What are some tips for speaking with EL students?

- Say only 1 idea per sentence.
- Wait 5 to 7 seconds after asking a question – give time to process.
- Have the listener repeat what you've said.
- Avoid reductions in English – —gonna, wanna, didja, cuz.¶
- Avoid sarcasm.
- If idioms are used, they should be explained. (—Take a seat.¶)
- Don't speak louder if students don't understand.
- Try rephrasing/use visual cues.
- Frequently check for understanding.
- Be aware that —Yes¶ means —Yes, I hear your question.¶ Not —Yes, I understand.¶

3. What are the needs of EL students in the general education classroom?

- Become familiar with the student's cultural background. If you understand the culture of a student you will have a better understanding of restrictions and accommodations of that student.
- Greet them with a smile and learn the correct pronunciation of their name.
- Have classroom supplies and materials to give to students such as pencil, notebook, folder, calculators, etc.
- Explain as well as give them a written explanation of classroom expectations.
- Verbal and written directions for all assignments with 1 instruction per line.
- Assign another student to classify classroom procedures and where materials can be found.

- Be aware that many new students go through a —silent period during this time it is important to allow students to absorb language and not put them on the spot.
- Label unfamiliar objects in the classroom or hang posters that depict unfamiliar objects and terms.
- Teach students to ask questions.
- Ability to speak English does not mean the student is able to work academically in English. Basic Interpersonal Communication Skills (BICS) takes about 2 years to develop while Cognitive Academic Language Proficiency (CALP) may take 5 to 10 years to develop.

4. What should classroom management look like?

- Routine is important for students to feel comfortable and ready to learn.
- Make expectations clear both verbally and in writing.
- American classroom norms (i.e. emphasis on participation, asking questions, definition of cheating) are different than in other countries and need to be taught explicitly, especially for those students who have not been in school before coming to the United States.
- Understand and respect the fact that some students may not make eye contact due to their cultural norms.
- Be aware that some male students may not have the expected amount of respect for female students and teachers. This expectation will need to be enforced.

5. What are some instructional modifications or approaches I can use in the classroom?

- Build on or provide background knowledge.
- Use visuals.
- Use models or samples of finished products so students know what is expected of them.
- Word banks.
- Graphic organizers.
- Manipulatives
- Remember students need 5-40 contacts with a word before it becomes part of their vocabulary.
- Limit new vocabulary in each lesson.
- Have students draw illustrations to support vocabulary.
- Teach reading strategies – survey the book, teach book components, prediction, turn headings into questions, etc.
- Use cooperative learning groups.
- Peer tutoring.
- Teach test taking strategies.
- Scaffolding information- teaching from what is known to unknown.
- Use highlighted textbooks.
- Provide choices for assignment.
- Reduce length of homework assignments.

- Make sure students clearly understand the directions of any homework assignment and will be able to do it independently (most likely they won't have someone to ask for help or clarification at home.)

6. How do I grade an EL student?

- Use alternative assessments that are not highly dependent on academic language ability so students can demonstrate real learning (refer to following list).
 - Portfolios
 - Oral Presentations
 - o Allow students to do projects instead of papers
 - o If applicable; allow students to use illustrations to demonstrate knowledge of learning.
- Modify assignments and assessments so that the student is able to have success
 - Read tests orally to students
 - If using multiple choice, limit the choices
 - Avoid using T/F choices
 - Use open ended questions so students can explain what they have learned.
- Elementary Report Cards
 - Students who need their work modified in the classroom should have —modified marked on their report cards. Teachers must get permission from their building principal when marking —modified on the report card.
 - If students are consistently pulled out for English language instruction during a specific content area, no mark should be placed in the box for that content area on the report card. In the comment section, it should be noted that the student was receiving English language instruction in the EL classroom during that time.

7. How can I best work with an EL student's family?

- Encourage native language at home. Cognitive growth in their native language helps children develop academic language in English.
- Encourage parents to develop literacy skills in their native language.
- Parents and students do not want to lose their native culture.

Appendices

A-E

Alexander Public School

Decline English Language Development (ELD) Program

The goal of the ELD program is to improve your child’s academic English to help him/her be successful in school. The program works to develop student’s proficiency in speaking, listening, reading, and writing in English.

To decline the ELD program for your child, please check the box below, insert your child’s name, read the confirmations, sign and date the bottom. Submit this form to your child’s school.

I decline participation in the ELD Program for my child _____.

When declining the ELD program services, I confirm that I understand:

- my child will not be supported by a certified EL teacher who is knowledgeable in second language acquisition,
- the USED Office of Civil Rights requires school districts to provide language development instruction within the regular education setting, regardless of parental decline of the ELD program,
- my child will continue to be identified as an English learner until (s)he meets the reclassification criteria set forth by the ND Department of Public Instruction,
- an Individualized Language Plan is written to address my child’s linguistic needs in the regular education setting,
- Federal and State laws require my child’s English language proficiency to be assessed annually to ensure improvement and allow for reclassification, and
- the decline of participation in the ELD program form must be signed annually.

Parent/Guardian

Date

Decline Annual English Language Proficiency (ELP) Assessment

The goal of the English Language Development (ELD) Program is to improve your child’s academic English to help him/her be successful in school. The program works to develop student’s proficiency in speaking, listening, reading, and writing in English. The English Language Proficiency (ELP) assessment helps teachers understand the growth and needs of your child, as well as, determine when your child is proficient in English and able to exit the ELD Program.

If you wish to decline the ELP assessment, please check the box below, insert your child’s name, sign, and date the bottom. Submit this form to your child’s school.

I choose to Opt my child ____ out of the Annual ELP Assessment.

I understand Federal and State laws require school districts to assess the English language proficiency of English learners so my child will be considered a non-participant for the district and show on school/district accountability reports as not meeting expected growth each year.

I also understand my child will continue to be identified as an English learner because without the assessment, the district/school has no valid and reliable way to reclassify my child from this status.

Parent/Guardian

Date

**Title III & English Learner Program
Monitoring Worksheet for Exited (Former) EL Students***

Student Name: _____ **EL Program Exit**

Date: _____

| Interim Assessment | | Grade Level | Parent/Teacher Conference Attendance | | Subjects/ Grades | Attendance (Days Missed) | |
|----------------------|---|----------------|--------------------------------------|-------------------------|------------------|---|--|
| Language | Urgent Intervention Intervention On Watch At/Above Benchmark | | Date: | Yes No | | End of 1st reporting period | |
| Reading | Urgent Intervention Intervention On Watch At/Above Benchmark | | Date: | Yes No | | End of 2nd reporting period | |
| Math | Urgent Intervention Intervention On Watch At/Above Benchmark | | Date: | Yes No | | End of 3rd reporting period | |
| Comments | | | | | | End of 4th reporting period (if applicable) | |
| ACCESS Scores | | | | | | | |
| Reading | Speaking | Writing | Listening | Composite Score: | | | |

School Name: _____ **Grade:** _____

Monitor Year 1: School year _____

Complete the following for items in which the student participates or has the opportunity to participate:

After 1 year of monitoring, the student is performing successfully in the mainstream classroom.

After 1 year of monitoring, the student is having difficulty in the following area(s):

EL Teacher Signature: _____

To exit from an EL program, ELs will have reached the minimum level of a 5.0 Overall Proficiency Level on the ACCESS test with at least a 3.5 proficiency level in each area of Reading, Writing, Speaking and Listening.

ALEXANDER SCHOOL PARENT NOTIFICATION OF ENGLISH LANGUAGE DEVELOPMENT PROGRAM ELIGIBILITY

Notification of English Language Development (ELD): Eligibility Continuation Exit

School: _____ Date: _____

To the Parent/Guardian of

Identification

Title I, Section 1112.e.3.A.i

According to information you provided, as well as an English Language Proficiency (ELP) assessment, your child:

- Has been identified and is eligible for English language development (ELD) services.
- Was previously identified and is eligible to continue
- ELD services. Does not qualify for ELD 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 limited English proficient and does not fit the definition of an English learner as outlined in state or federal law.

Program Eligibility

Title I, Section

1112.e.3.A.ii

In Alexander Public School, ELD Program eligibility is determined by ELP levels, which is assessed on a scale of 1-6. On the ELP assessment, your child tested at an overall level of _____ on the ACCESS, Alternate ACCESS, or WIDA Screener.

Your child tested at the following levels in each language domain:

_____ Listening _____ Reading _____ Speaking _____ Writing

English Language Proficiency Level Descriptions (grades K-12)

- Level 1 – Entering:
 - The student knows and uses minimal social or academic language with visual support.
- Level 2 – Beginning:
 - The student knows and uses some social English and general academic language with visual support.
- Level 3 – Developing:
 - The student knows and uses some 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 assessment.

Reaching English Language Proficiency – Exiting the Program

Title I

Section 1112.e.3.A.vi

A number of factors determine the rate of progress in language development and it can take up to 7 years to acquire the needed academic language to gain full access to the curriculum in English and exit the EL program. To be considered proficient in ELD and exit the ELD program, a student must attain at least a composite proficiency level of 5.0 and each domain must be at least 3.5.

Graduation

Title I, Section

1112.e.3.A.vi

Your child’s anticipated graduation year is _____

Language Instruction Educational Program

Title I, Section

1112.e.3.A.iii-v

The school offers the following language instruction educational program(s) (LIEP) to help your child develop English language proficiency to meet the challenging academic standards in the mainstream classroom:

- Pull-out language support
- Push-In language support
- Content base certified support
- Non-certified support within the classroom
- Other: _____

Individualized Language Plan (ILP)

Title I, Section

1112.e.3.A.iv

In North Dakota, an ILP is required annually for currently eligible EL students to address your child’s specific English language developmental strengths and needs. Your child’s ILP:

- Is attached
- Will be written
- Not applicable – student does not qualify
- Not applicable – student is exiting

Students with Disabilities

Title I, Section

1112.e.3.A.vii

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

Decline ELD Program

Title I, Section

1112.e.1.A.viii

Parents/guardians have the right to decline participation in the ELD program or select an alternative program or method of instruction, if available. Please understand if you decline participation in the ELD program, your child will not be supported by a certified EL teacher who is knowledgeable in second language acquisition. Regardless of the decline of participation in the ELD program, your child will continue to be identified as an English learner, an ILP is written to address your child’s linguistic needs in the regular education

Appendix D Page Four

setting, and Federal and State laws require your child’s English language proficiency to be assessed annually to ensure improvement and allow for reclassification. The decline of participation in the ELD program form must be signed annually and maintained in your child’s cumulative file.

EL Teacher Name: _____

EL Teacher Phone Number: _____

Date: _____

Alexander Public School Individual Language Plan

Student Information: _____

School: _____

Grade: _____

Date: _____

Student Eligibility

According to the information you provided on the Home Language Survey, as well as the results of an English Language Proficiency Assessment indicate that your child:

- is identified as eligible for ELL Services
- is qualified to continue ELL Services
- does not/no longer qualifies for ELL Services

Language Support Team

Members of the Team:

- EL Teacher _____
- Classroom Teacher(s): _____
- Administrator _____
- Parent(s): _____
- Other: _____

Student Academic Data

List most current academic data with test dates:

- Academic Achievement –
 - NDSA _____
 - FastBridge: _____
 - Other: _____

- English Language Proficiency Results –
 - ACCESS:
 - Screener:

- Trajectory growth targets and actuals – Above, At, or Below Grade Level
 - Growth Trajectory= Target Scale Scoreless Previous ACCESS scale score / Years left to Proficiency of each level

English Language Proficiency (ELP) Categories: Proficiency Level and Description

1. Entering:
 - a. Knows and uses minimal social language and minimal academic language with visual support
2. Beginning:
 - a. Knows and uses some social English and general academic language with visual support
3. Developing:
 - a. Knows and uses social English and some specific academic language with visual support
4. Expanding:
 - a. Knows and uses social English and some technical academic language
5. Bridging:
 - a. Knows and uses social and academic language working with grade level material
6. Attained:
 - a. Knows and uses social and academic language at the highest level measured on this test

ILP Considerations

Student background:

School history:

Student strengths and needs:

Language Goals and Objectives

Student goals and objectives for improving ELP as applicable to grade level standards:

Expected graduation year:

Language Instruction Educational Program

Program Model: _____

Service Time: _____

Service Provider: _____

Related services

Other services provided for the student: Service Time and Service Provider

- Intervention Program:
- Tier Level Support:
- Tutoring
- Vocational Resource
- Other Defined

Appropriate Instructional Strategies:

Modifications and Accommodations: