



# ENGLISH LEARNER PLAN OF SERVICES HANDBOOK

June  
2012

# English as a Second Language Handbook

ACRONYM	TERM	DEFINITION
ACCESS	Assessing Comprehension and Communication in English State-to-State for English Language Learners	ACCESS for ELs is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English.
AMAO	Annual Measurable Achievement of Objectives	Title III Accountability Measure that rates ELs' language progress, proficiency, and content achievement.
AYP	Adequate Yearly Progress	The annual progress made by a group of students whose district receives federal Title funds.
BE	Bilingual Education	An instructional model that uses both the native (primary) language of the student and English to teach LEP students.
BICS	Basic Interpersonal Communication Skills	Sometimes referred to as "playground" language, BICS are the social words that a child learns first, usually becoming proficient in 2-5 years.
CALP	Cognitive Academic Language Proficiency	The academic skills and language needed to be successful in school. Depending on a number of factors, proficiency can take from 5 to 10 or more years.
EL	English Learner	A more positive way to describe students who need to develop English language skills.
ELL	English Language Learner/learning	Acronym used for the English learner or learning program.
ESL	English as a Second Language	An instructional program provided to ELs.
LEP	Limited English Proficient	Term used in state and federal laws and funding to describe students; can be viewed as a negative description of what students cannot do.
LFS	Limited Formal Schooling	Students who have not had an opportunity to go to school in their own country due to war, lack of infrastructure, etc.
L1	First Language	The language first spoken by a student; the home language.
L2	Second Language	The second language learned by a student; English is commonly referred to as L2 even though it actually could be the student's 3rd or 4th language.
MARSS	Minnesota Automated Reporting Student System	Students are identified as LEP and have a program start date in order to receive LEP funding.
MTEL	Mathematics Test for English Language Learners	Comparable to the MCA-II Math, this online assessment for ELs has a greatly reduced language load, but high rigor in math content.
SIOP	Sheltered Instruction Observation Protocol	A scientifically validated model of sheltered instruction designed to make grade-level academic content understandable for ELs while at the same time developing their English language. The protocol and lesson planning guide ensure that teachers are consistently implementing practices known to be effective for ELs.
TEAE	Test of Emerging Academic English	An English language proficiency test developed in Minnesota to be administered to LEP students.
W-APT	WIDA-Access Placement Test	W-APT is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELs. The W-APT is one component of WIDA's comprehensive assessment system.
WIDA	World Class Instructional Design and Assessment	WIDA supports academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

# June 2012

## **SECTION I: Introduction and Overview of EL**

Inver Grove Heights Community School EL Demographics

## **SECTION II: Identification, Placement, and Programming**

Glossary of Terms  
General Requirements  
Seven Basic Steps in EL programming  
Program Entrance  
EL Service Guidelines:  
    Elementary School  
    Middle School  
    High School  
Program Exit

## **SECTION III: Title III**

## **SECTION IV: Frequently Asked Questions**

## **APPENDIX**

EL Level Descriptors  
MARSS Reporting  
EL Department Forms

*\*\*Thank you to those who contributed to the completion of the 2011 EL Handbook: Heath Anderson, Leah Sedler, Heidi Frana, Alice DeJong, and Jane Sansgaard*

## SECTION I

This document will be made available to all district stakeholders, including administration personnel, parents and families, general and special education teachers, and EL program teachers. It will be shared electronically, as well as available on the Inver Grove Heights School District website.

### **Introduction & Overview of EL**

In 1974, the U.S. Supreme Court (*Lau vs. Nichols* case) required all public schools to provide services for English language learners (ELs).

In 1980, the Minnesota Legislature passed the Education for Limited English Proficient Students Act. This Act provided legal definitions for limited English proficient students, general requirements for programs, aid authorization, teacher licensures, and parental rights.

Over the past decade, school districts across the country have experienced dramatic growth in their schools' EL populations. In fact, English language learners are the most rapidly growing population in U.S. schools—in the ten years from 1993-94 to 2003-04, EL enrollment nationwide increased by 65%, while total K-12 enrollment increased by only about 7%. The U.S. Census Bureau predicts that by 2030, students who speak a language other than English at home will constitute 40% of the school-age population.

These rapidly changing demographics have posed significant challenges for educators at all levels of the system. District superintendents, building administrators, teachers, paraprofessionals, custodians, nurses, and other staff have worked to overcome language and cultural barriers and to ensure that ELs have the same opportunities as all other students. In order to best serve our students who are learning English, we provide instruction specifically designed to meet students' differing language, academic and social needs.

English language learners bring varied experiences with education, culture, and family. While many ELs immigrated to the United States with their families, others were born and raised here. Some can read and write in their first language and have experienced formal schooling while others struggle with reading and writing in their primary language and have had little or no formal education at all. Some of our ELS have spent most of their childhood in refugee camps. Others have lived in the United States in very close-knit communities where everyone speaks Somali or Cambodian therefore having very little experience with English.

Both the *Lau vs. Nichols* decision and the LEP Act have provided the general framework for the services provided to EL students in Inver Grove Heights Community Schools. Since English language learners come from many different backgrounds, it is not feasible to predict how long it will take each EL to achieve social and academic proficiency in English. Linguists form a distinction between two areas of English language development: social or conversational language and academic language.

Linguistic term	Informal term	Approximate length of time needed to become fluent
Basic Interpersonal Communication Skills (BICS)	social, conversational, or "playground" language	1 to 3 years
Cognitive Academic Language Proficiency (CALP)	academic language	5 to 10+ years

Some factors that affect the length of time it takes **to become proficient in CALP (5-10 years or longer)** are:

- the student's previous education background
- the degree of literacy in her or his first language
- the degree of English language proficiency
- the effectiveness of the EL instruction
- the availability and effectiveness of other related interventions

Most experts on the subject agree that ELs should remain in EL programs as long as is necessary, rather than for a predetermined amount of time. (In Minnesota, funding may be provided for ELs for five school years.) The philosophy in Inver Grove Heights Community Schools is to build language proficiency and strong foundations in literacy to achieve proficiency in both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

**Professional Development**

(Legislative Requirement 2006)

Professional development for all staff working with English learners is guided by *MN Statue 124D.61, Section 3. General Requirements for LEP Programs*. "Districts with children of limited English proficiency must provide professional development opportunities for EL, bilingual education, mainstream, and all staff working with children of limited English proficiency that is (i) coordinated with the district's professional development activities; (ii) related to the needs of children of limited English proficiency; and (iii) ongoing."

## **Program Revenue**

Primary responsibility in meeting the needs of ELs lies in the local school district. Additionally, a variety of state and federal resources are available to supplement (but not supplant) local resources. Funding sources that can be used for quality EL programming include: general education revenue, state LEP funding, compensatory funding, and Title I. Title III, a component of the No Child Left Behind Act of 2001, is another source of funding to supplement the resources of a local school district in providing quality education to English learners (ELs) and immigrant students. The purpose of the Title III program is to ensure that EL and immigrant students attain English proficiency in order to fully access the curriculum taught in English and improve academic achievement in the core academic subjects.

## **Related State Law**

### **Who is an EL?**

(MN Statute 124D.59 DEFINITIONS)

Subd. 2. "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 does the home language questionnaire identify?**

(MN Statute 124D.59 DEFINITIONS)

Subd. 6. Primary language. "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.

### **What is an EL or bilingual education program?**

(MN Statute 124D.59 DEFINITIONS)

Subd. 4. English as a second language program. "English as a second language program" means a program for the instruction of pupils of limited English proficiency in the following English language skills: reading, writing, listening and speaking.

Subd. 5. Bilingual education program. "Bilingual education program" means an educational program in which instruction is given in both English and the primary language of the pupil of limited English proficiency to the extent necessary to allow the pupil to progress effectively through the educational system and to attain the basic skills of reading, writing, listening, and speaking in the English language so that the pupil will be able to perform ordinary classwork successfully in English.

Subd. 8. Educational program for pupils of limited English proficiency. "Educational program for pupils of limited English proficiency" means an English as a second language program, bilingual education program, or both an English as a second

language and a bilingual education program.

## **What are the general requirements for EL or bilingual education (BE) programs?**

**(MN Statute 124D.61 GENERAL REQUIREMENTS FOR PROGRAMS)**

A district that enrolls one or more children of limited English proficiency must implement an educational program that includes at a minimum the following requirements:

- (1) identification and reclassification criteria for children of limited English proficiency and program entrance and exit criteria for children with limited English proficiency must be documented by the district, applied uniformly to children of limited English proficiency, and made available to parents and other stakeholders upon request;
- (2) a written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to children of limited English proficiency through an educational program for children of limited English proficiency;
- (3) professional development opportunities for EL, bilingual education, mainstream, and all staff working with children of limited English proficiency which are:
  - (i) coordinated with the district's professional development activities;
  - (ii) related to the needs of children of limited English proficiency; and
  - (iii) ongoing
- (4) to the extent possible, avoid isolating children of limited English proficiency for a substantial part of the school day; and
- (5) in predominantly nonverbal subjects, such as art, music, and physical education, permit pupils of limited English proficiency to participate fully and on an equal basis with their contemporaries in public school classes provided for these subjects. To the extent possible, the district must assure to pupils enrolled in a program for limited English proficient students an equal and meaningful opportunity to participate fully with other pupils in all extracurricular activities.

## **Improper classification of pupils**

**(MN Statute 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. Any district so classifying or separating any of its pupils, or denying school privileges to any of its pupils upon any such ground shall forfeit its share in all apportioned school funds for any apportionment period in which such classification, separation, or exclusion shall occur or continue. The state commissioner upon notice to the offending district and upon proof of the violation of the provisions of this section shall withhold in the semiannual apportionment the share of such district and the county auditor shall thereupon exclude such district from the apportionment for such period.

# Inver Grove Heights Student Demographics

## Limited English Proficiency (LEP)

The charts below and graph on the following page represent LEP counts and percentages. Figures used represent a snapshot on the last day of school for each year except for 2011 which is a snapshot of December 3, 2010. Simley Alternative School is included in these counts.

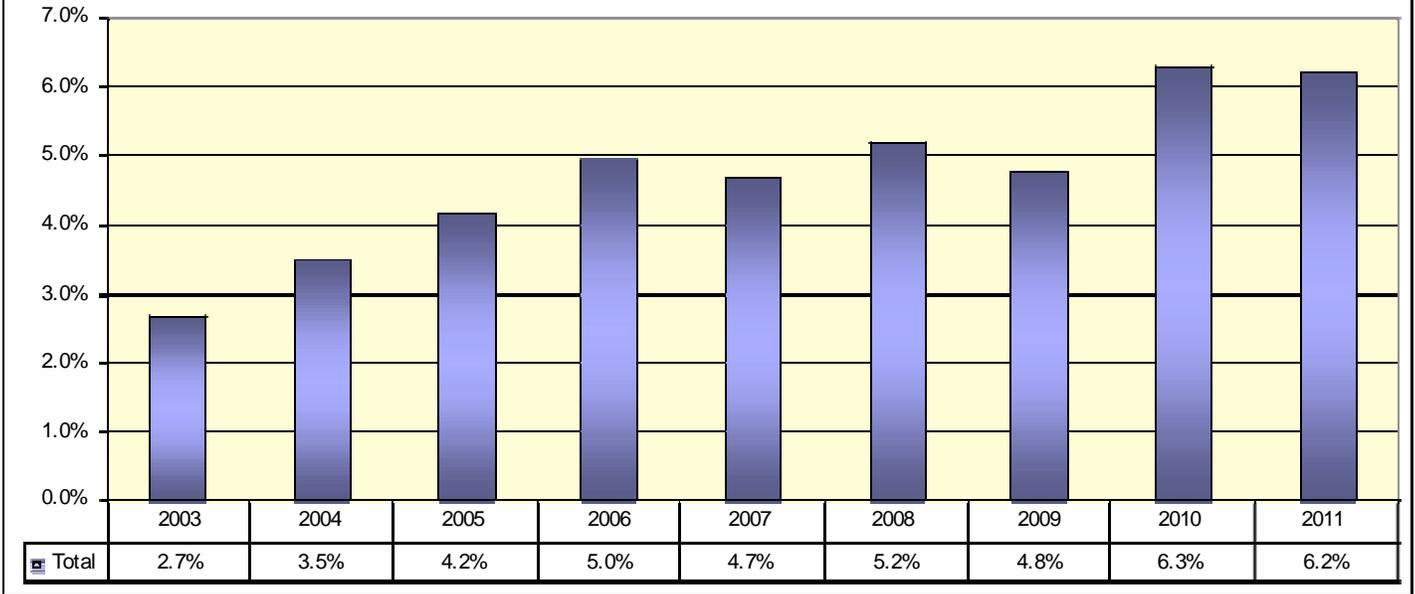
### LEP Counts by Grade Level

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Grade K	14	17	9	14	25	22	24	40	20
Grade 1	14	19	19	22	13	23	21	30	32
Grade 2	7	6	21	21	25	27	17	27	32
Grade 3	7	12	20	20	16	19	18	23	26
Grade 4	9	16	8	13	15	22	15	19	28
Grade 5	11	12	13	11	12	13	17	19	18
Grade 6	4	9	15	16	4	14	16	15	15
Grade 7	7	12	18	16	16	10	13	15	13
Grade 8	3	5	11	6	9	10	7	8	15
Grade 9	10	6	6	7	6	6	6	10	11
Grade 10	6	9	2	5	9	8	9	6	7
Grade 11	6	6	7	7	4	7	6	8	5
Grade 12	6	6	8	27	20	13	7	12	7
<b>Total</b>	104	135	157	185	174	194	176	232	229

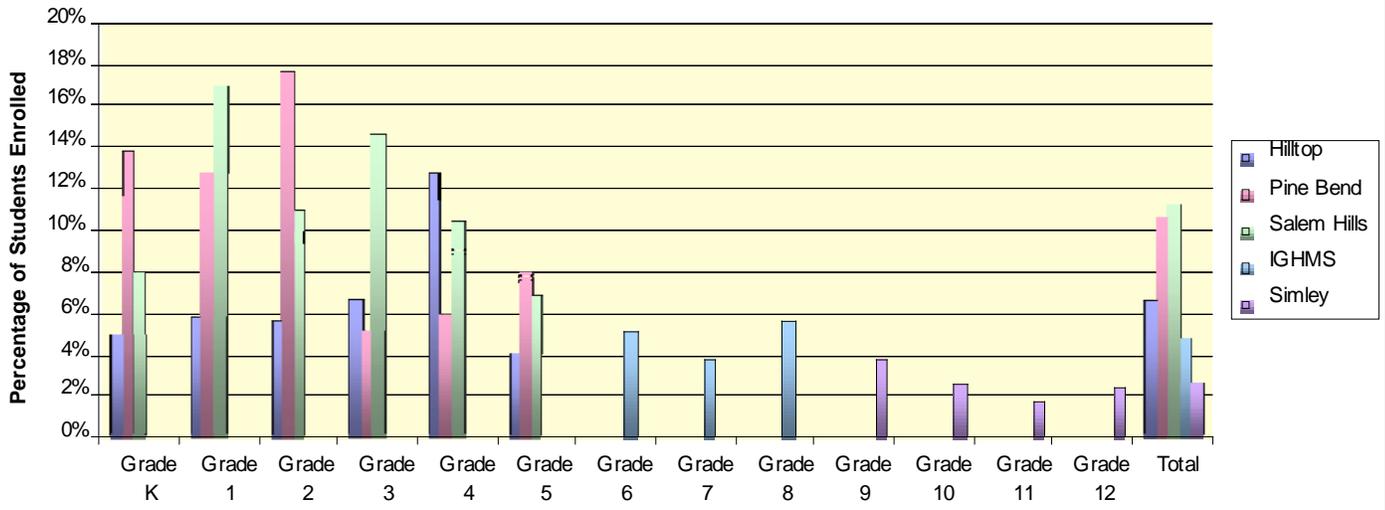
### LEP Percentages by Grade Level

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Grade K	6.0%	5.8%	3.4%	5.0%	6.0%	8.4%	9.3%	14.0%	8.7%
Grade 1	5.5%	8.2%	6.4%	8.5%	8.6%	9.1%	7.4%	10.7%	10.6%
Grade 2	2.7%	2.3%	9.3%	6.8%	6.1%	9.0%	6.2%	9.1%	11.1%
Grade 3	2.6%	4.6%	7.1%	5.7%	4.7%	7.0%	6.0%	8.1%	8.6%
Grade 4	3.3%	5.7%	3.0%	4.6%	5.2%	6.6%	5.2%	6.4%	10.2%
Grade 5	3.5%	4.2%	4.5%	4.3%	1.4%	5.8%	5.1%	6.5%	6.2%
Grade 6	1.6%	2.9%	5.3%	5.7%	6.4%	5.2%	6.6%	4.6%	5.2%
Grade 7	2.3%	4.5%	5.8%	5.6%	3.1%	3.8%	4.4%	5.9%	3.9%
Grade 8	0.9%	1.6%	4.1%	2.0%	2.0%	3.6%	2.7%	2.8%	5.7%
Grade 9	3.2%	1.8%	1.9%	2.6%	2.9%	2.0%	2.2%	3.7%	3.8%
Grade 10	1.9%	2.7%	0.6%	1.6%	1.5%	2.5%	3.1%	2.2%	2.6%
Grade 11	1.8%	1.9%	2.4%	2.2%	5.8%	2.6%	2.0%	2.9%	1.9%
Grade 12	1.6%	1.9%	2.3%	7.8%	5.8%	3.6%	2.6%	4.1%	2.4%
<b>Total</b>	2.7%	3.5%	4.2%	5.0%	4.7%	5.2%	4.8%	6.26%	6.21%

**Limited English Proficiency Percentages All Grades**



2010-11 Percentages of Students with Limited English Proficiency



## SECTION II

### Identification, Placement, and Programming

#### General Requirements for EL Programs

Legislation enacted in 2006 sets forth the minimum program requirements for a district that enrolls one or more children of limited English proficiency. Following is an outline of these requirements:

Identification, reclassification, and exit criteria must be documented, applied uniformly, and made available to parents and other stakeholders upon request;

A written plan of services that describes programming by English proficiency level made available to parents upon request (components of the plan are specified); Professional development opportunities for EL, mainstream, and all staff working with children of limited English proficiency.

The following pages outline the steps that Inver Grove Heights Community Schools follows in order to effectively identify, place, and serve learners that need English language development. The identification of ELs in a school district is an important part of meeting their needs. Inver Grove Heights Community Schools has consistent procedures in place to ensure that each non-native speaker of English is correctly screened for his or her potential status as an EL.

The identification process includes the use of the *Home Language Questionnaire* to document that the primary home language of the student is not English and the use of 13 assessments to determine whether or not English language ability prevents the student from fully accessing the curriculum of the school.

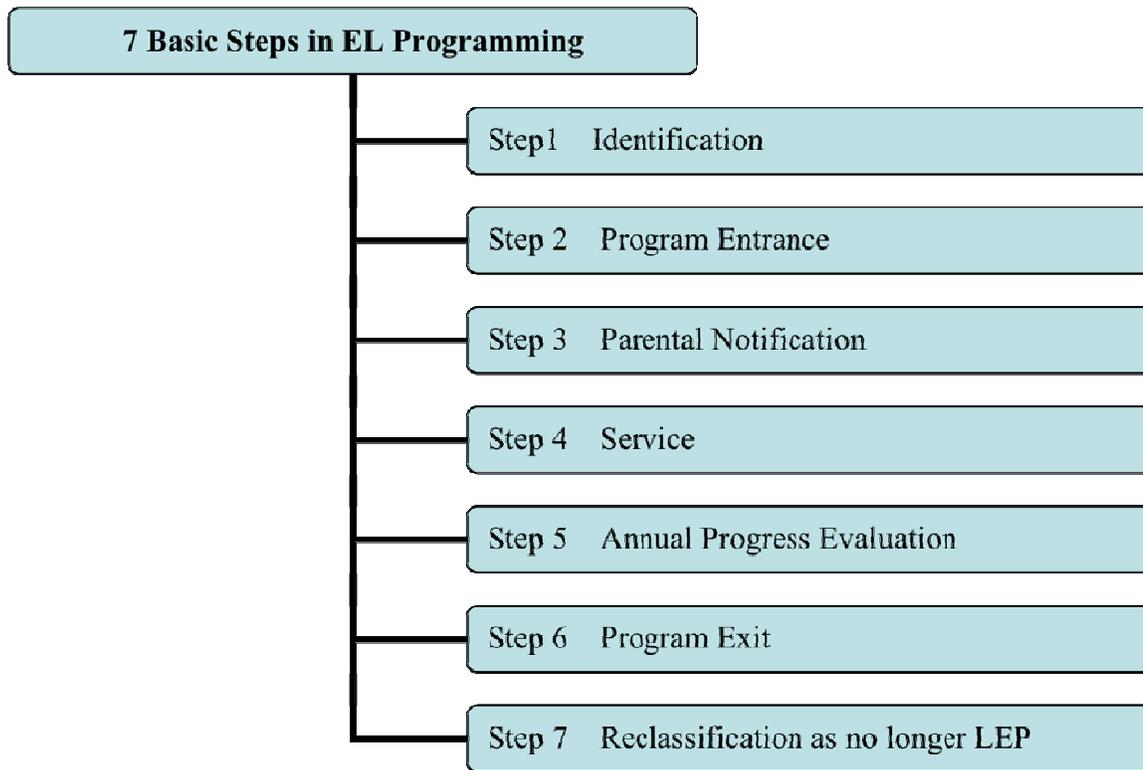
Once an EL is identified and placed in an EL program, federal and state laws require that the parents be notified of the student's entry into the program. Parents have the right to refuse EL or bilingual service for their student. If the service is refused – and any misunderstanding regarding what the service might entail is resolved – Inver Grove Heights Community Schools must remove the EL from EL service.

All students identified as EL are recorded in the Minnesota Automated Reporting Student System (MARSS) with the start date of EL services and the student's primary home language.

ELs that attain a level of English proficiency that allows them to access the curriculum of the school may be exited from the EL program. The decision to exit a student should be based on 13 measures, including teacher recommendation, and assessments of speaking, listening, reading and writing

### 7 Basic Steps in EL Programming

## Seven Basic Steps



### Step 1: Identification

Identify student as LEP using district-established criteria based on developmentally appropriate measures. Identification procedures developed by Inver Grove Heights Community Schools include assessing students who are new to the school district and students who continue in the school district from year to year. Procedures and criteria developed by the district for identifying ELs may be different at the various grade levels or ages of students. The identification process in Inver Grove Heights Community Schools is clearly articulated, consistently applied and available to all stakeholders, including parents and teachers.

Inver Grove Heights Community Schools has established identification criteria and procedures as the first step in serving ELs. Identification consists of two parts:

#### A: Determining Home Language

When students enroll in Inver Grove Heights Community Schools, each family must complete a Home Language Questionnaire to determine the primary language of every student. Exemplars for multiple languages are available at [www.education.state.mn.us](http://www.education.state.mn.us).

The questionnaire determines if a student:

- (1) first learned a language other than English;
- (2) comes from a home where the language usually spoken is other than English;
- (3) or usually speaks a language other than English.

A student who can answer yes to one or more of the questions above is considered to have a primary

language other than English. The Home Language Questionnaire is placed in the cumulative folder of each student. In general, the home language does not change. *However, if an error occurred upon initial enrollment, every effort is made to ascertain the correct home language background of the student.*

**B: Determining the Student’s English Language Proficiency**

Inver Grove Heights Community Schools uses 13, developmentally appropriate methods to screen students with a primary language other than English. According to state law, developmentally appropriate measures may include observations, teacher judgment, parent report, and assessment instruments.

Students are identified as ELs if:

- (1) the primary language is other than English; and
- (2) the student cannot fully access the district curriculum due to their level of English language proficiency

**Inver Grove Heights Community Schools EL Entrance Criteria**

To be eligible for EL Services, a student must meet both criteria below:

- 1. Home Language Questionnaire lists a language other than English
- 2. The student must meet one of the following criteria as well as an EL teacher recommendation

Grade Level	W-APT Listening	W-APT Oral	W-APT Reading	MAP Reading*	MCA Reading	GRAD Reading	W-APT Writing	GRAD Writing	MAP Math*	MCA Math	GRAD Math	
K	Low-Mid 1-4		Low-Mid				Low-Mid					
1												
2			1-4	Not Profic.				1-4		Not Profic.		
3						Does Not Meet					Does Not Meet	
4-6												
7-9												
10-12								Part. meet - Does not				Part. meet - Does not

**Step 2: Program Entrance**

When a student begins service, the federal and state term, *Limited English Proficient*, is used for reporting purposes in MARSS. The start date for LEP service that is entered on the student’s individual record in MARSS also begins the process for Inver Grove Heights Community Schools to receive funding for the student in the EL program.

At the beginning of each school year, a start date is automatically entered in MARRS for students returning to school. For students who initially begin the program during the year, the first date of EL service is entered in MARSS annually. All students identified as ELs are eligible for service.

### **Step 3: Parental Notification**

At the beginning of each school year, NCLB requires that parents are notified within 30 calendar days that their child continues to receive service in the EL program. For students that enter the program during the year, parents are notified, by the school's EL teacher (s), about placement in an instructional program for ELs within 10 calendar days of determining eligibility. Title III of NCLB and Minnesota compensatory funding also requires that the district inform parents about:

- (1) Reasons for identification
- (2) Assessments of English proficiency and placement level
- (3) How the program will help their child learn English
- (4) Exit requirements
- (5) The expected rate of transition into a non-LEP classroom and the expected the graduation rate of ELs in Inver Grove Heights Community Schools

Parent Notification of English language services is available in multiple languages at [www.education.state.mn.us](http://www.education.state.mn.us)

Parents have the right to refuse EL service for their student. A representative of the district will speak directly with the parents to make sure that they understand the purpose of EL services and the potential academic risk to their student if the service is refused. Inver Grove Heights Community Schools must remove the EL from EL service and note the parent refusal in MARSS if the parent understands the service and chooses to refuse service.

### **Step 4: Service**

Students are served in an instructional program for ELs. School districts have discretion in selecting appropriate language programs but the program chosen should be considered sound by experts in the field. Inver Grove Heights Community Schools has selected an appropriate language program that is designed to meet varying student needs across English proficiency levels. The program provides students at the beginning levels of English proficiency with more intensive service than students at the transitional levels. There are two levels of service in the EL program: direct and indirect.

#### *Direct Service*

In Inver Grove Heights Community Schools ELs are considered to be receiving direct service when they receive EL programming specifically designed to meet their language, academic, and social needs. A start date for ELs receiving direct service is entered in MARSS.

<sup>1</sup> Recommended Minutes of EL Instruction	WIDA Level 1 Entering	WIDA Level 2 Emerging	WIDA Level 3 Developing	WIDA Level 4 Expanding	WIDA Level 5 Bridging	WIDA Level 6 Reaching
<i>Descriptions of WIDA Levels come from: The Performance definitions for the WIDA K-12 ELP Standards</i>	<ul style="list-style-type: none"> <li>✓ Pictorial or graphic representation of the language of the content areas</li> <li>✓ 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</li> <li>✓ 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</li> </ul>	<ul style="list-style-type: none"> <li>✓ General language related to the content areas</li> <li>✓ Phrases or short sentences</li> <li>✓ Oral or written 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</li> </ul>	<ul style="list-style-type: none"> <li>✓ General and some specific language related to the content areas</li> <li>✓ Expanded sentences in oral interaction or written paragraphs</li> <li>✓ 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</li> </ul>	<ul style="list-style-type: none"> <li>✓ Specific and some technical language of the content areas</li> <li>✓ A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>✓ Oral or written language with 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</li> </ul>	<ul style="list-style-type: none"> <li>✓ Specialized or technical language of the content areas</li> <li>✓ A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>✓ Oral or written language approaching comparability to that of English-proficient peers when presented with grade level material</li> </ul>	<ul style="list-style-type: none"> <li>✓ Specialized or technical language reflective of the content areas at grade level</li> <li>✓ A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>✓ Oral or written communication in English comparable to English-proficient peers</li> </ul>
<b>ELEMENTARY</b>	Teacher Contact:  Minimum: 125 min per week	Teacher Contact:  Minimum: 125 min per week	Teacher Contact:  Minimum: 100 min per week	Teacher Contact:  Minimum: 75 min per week	Teacher Contact:  Minimum: 0-50 min per week	Teacher Contact:  Indirect Service/monitor quarterly
<b>MIDDLE SCHOOL</b>	Teacher Contact:  Minimum: 10 hours per week	Teacher Contact:  Minimum: 10 hours per week	Teacher Contact:  Minimum: 5 hours per week	Teacher Contact:  Minimum: 5 hours per week	Teacher Contact:  Minimum: 0-5 hours per week	Teacher Contact:  Indirect Service/monitor quarterly
<b>HIGH SCHOOL</b>	Teacher Contact:  Minimum: 10 hours per week	Teacher Contact:  Minimum: 10 hours per week	Teacher Contact:  Minimum: 10 hours per week	Teacher Contact:  Minimum: 5 hours per week	Teacher Contact:  Minimum: 0-5 hours per week	Teacher Contact:  Indirect Service/monitor quarterly
***Service times may vary for students who receive EL and Special Education Services. Exact service time will be determined on a case by case basis by the appropriate case managers.						

<sup>1</sup> Revised 6/4/2012

## EL Service Guidelines Elementary

### *Direct Service*

In District 199 ELs are considered to be receiving direct service when they benefit from programming specifically designed to meet their language, academic, and social needs. A start date for ELs receiving direct service is entered in MARSS.

<b>Levels</b>	<b>Service Options</b>
Level 1 <i>Entering</i>	1 class daily with EL teacher  25-50 minutes of direct instruction in English listening, speaking, reading and writing.
Level 2 <i>Emerging</i>	1 class daily with EL teacher  25-50 minutes of direct instruction in English listening, speaking, reading and writing.
Level 3 <i>Developing</i>	1 class daily with EL teacher  25-50 minutes of direct instruction in English listening, speaking, reading and writing.
Level 4 <i>Expanding</i>	1 class daily with EL teacher  25-50 minutes of direct instruction in English listening, speaking, reading and writing.
Level 5 <i>Bridging</i>	1 class daily with EL teacher  0-50 minutes of direct instruction in English listening, speaking, reading and writing.
Level 6 <i>Reaching</i>	Students at this level have been exited from service and are considered in “monitoring” status for 2 years after formally being exited

Inver Grove Heights uses a research based EL curriculum that aligns with Minnesota state EL standards.

Minutes of service per day may vary depending on the specific schedule needs of each individual site.

The ELL program adopted as a district at the elementary level is National Geographic’s REACH program. This program offers differentiated instruction in language, literacy, and content. The scope and sequence of the program focuses on language development and communication, concepts and vocabulary, learning strategies, listening, speaking, viewing and representing, reading, writing, grammar, usage, mechanics and spelling.

Reach is a content-based ESL instructional program with a strong focus on academic English. It provides English development through integrating language skills with content learning, while developing EL proficiency.

## Middle School

## Program Model and Course Descriptions

Levels	Descriptors	Service Provided
Level 1 <i>Entering</i>	Academic ESL Developmental ESL	2-3 Hours
Level 2 <i>Emerging</i>	Academic ESL Developmental ESL	2-3 Hours
Level 3 <i>Developing</i>	Academic ESL	1-2 Hours
Level 4 <i>Expanding</i>	Academic ESL	1-2 Hours
Level 5 <i>Bridging</i>	Academic ESL Indirect service by ESL Teacher checking academic progress	0-1 Hours
Level 6 <i>Reaching</i>	Students at this level have been exited from service and are considered in “monitoring” status for 2 years after formally being exited	0 Hours

### Grade 6 Academic EL

This course is a content-based, pull out English class for “entering” to “bridging” English learners. This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction (Crandall, 1992).

<http://education.state.mn.us/mdeprod/groups/EnglishLang/documents/Manual/002097.pdf>

### Grade 7 Academic EL

This course is a content-based, pull out English class for “entering” to “bridging” English learners. This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills.

English is used as the medium of instruction (Crandall, 1992).

<http://education.state.mn.us/mdeprod/groups/EnglishLang/documents/Manual/002097>

### Grade 8 Academic EL

This course is a content-based, pull out English class for “entering” to “bridging” English learners. This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction (Crandall, 1992).

<http://education.state.mn.us/mdeprod/groups/EnglishLang/documents/Manual/002097>

### Developmental EL

In this course “entering” to “emerging” students will develop basic English reading, writing, speaking and listening skills. Instruction will focus on developing students’ social language skills along with their basic academic skills.

## Simley High School

<b>Levels</b>	<b>Descriptors</b>	<b>Service Provided</b>
Level 1 Entering	Academic English 1 Academic Lab	2 hours
Level 2 Emerging	Academic English 1 Academic Lab	2 hours
Level 3 Developing	Academic English 2 Academic Lab	2 hours
Level 4 Expanding	Academic English 2 or Journey's Reading	1 hour
Level 5 Bridging	Journey's Reading or Academic Lab	1 hour

### Academic English 1

This course is designed for Entering to Emerging English Learner's. Students will use content-area materials to develop their reading, writing, listening and speaking skills with an emphasis on academic vocabulary.

### Academic English 2

This course is designed for Developing to Expanding English Learner's. Students will use content-area materials to develop their reading, writing, listening and speaking skills with an emphasis on academic vocabulary.

### Journey's Reading

This course is designed for Expanding to Bridging English Learner's. Focus is on academic vocabulary, reading strategies and comprehension skills.

### Academic Lab

This course is designed for individualized instruction in reading, writing, and content-area classes based on language assessments for Entering to Bridging English Learner's.

### **Mainstream class suggestions:**

**Language Arts:** Essentials classes in grade 9-11 are offered. Students can receive a Language Arts credit for Academic English 1 or 2 and Journey's Reading. Staff teaching these classes must be either licensed for or Highly Qualified to teach credit bearing content classes.

**Social Studies:** Students should take appropriate grade level class, taking into consideration prior credits. Civics Essentials and US History Essentials are offered.

**Science:** Students can take appropriate grade level Science class. Biology Essentials is offered for students who need extra support in Reading

**Math:** Students can take any Math class that is appropriate, taking into consideration prior education in other countries. Essentials classes are offered for students who need extra support.

### Indirect Service

In Inver Grove Heights Community Schools, ELs are considered to be receiving indirect service when they are not enrolled in programs specifically designed for ELs, but are receiving instruction in the general education setting and are checking in with EL staff from time to time. A start date for ELs receiving indirect service *is not* entered in MARSS.

A student is considered ready for indirect service when he or she has maintained the following status:

Student is showing consistent evidence of:

- 1) self advocacy in the general education classroom setting
- 2) achievement of 80% or greater of Level 5 Can Do descriptors
- 3) conference and collaboration with general education teachers confirms that the student can (linguistically) access the general education curriculum

### Monitoring

Under NCLB, the term "monitoring" currently refers to the two-year period after the student has been reclassified as non-LEP. This is tracked through the MDE Accountability Gateway as LEP+2. For AYP accountability purposes, this group of students is included in the LEP subgroup. The LEP+2 students are not currently LEP identified in MARSS and are not served in a program for ELs.

### **Step 5 Annual Progress Evaluations**

Ongoing assessment will determine continued LEP identification and movement from level to

level within the EL or bilingual education program. ELs participate in statewide English language proficiency assessments, MCA II assessments, and district achievement assessments as well as classroom assessments in English language development/EL, reading, math, science, and social studies.

### Step 6 Program Exit

ELs who reach a level of English proficiency that allows them to access the curriculum of the school may be exited from the EL program. The decision to exit a student from EL service is based on 13 measures. Students that are exited from EL programs at the end of a school year will have an end date placed in MARSS. These students will not be assigned a start date for services in MARSS at the beginning of the following year.

### Inver Grove Heights Community Schools EL Exit Criteria

To be eligible for exit from EL services, a student must meet the following criteria in addition to a recommendation from the EL teacher (see below):

<b>Elementary EL Exit Criteria</b>								
	<b>ACCESS Listening</b>	<b>ACCESS Speaking</b>	<b>ACCESS Reading</b>	<b>ACCESS Writing</b>	<b>MAP Reading</b>	<b>MAP Math</b>	<b>MCA Reading</b>	<b>MCA Math</b>
<b>Kindergarten/Grade 1</b> (must be proficient in 4 of 4 areas)	5-6	5-6	5-6	5-6	X	X	X	X
<b>Grade 2</b> (must be proficient in 4 of 6 areas)	5-6	5-6	5-6	5-6	Prof. according to RIT Score	Prof. according to RIT Score	X	X
<b>Grades 3, 4, 5</b> (must be proficient in 6 of 8 areas)	5-6	5-6	5-6	5-6	Prof. according to RIT Score	Prof. according to RIT Score	Meets or Exceeds	Meets or Exceeds

<b>Middle School EL Exit Criteria</b>								
	<b>ACCESS Listening</b>	<b>ACCESS Speaking</b>	<b>ACCESS Reading</b>	<b>ACCESS Writing</b>	<b>MAP Reading</b>	<b>MAP Math</b>	<b>MCA Reading</b>	<b>MCA Math</b>

<b>Grades 6-8</b> (must be proficient in 6 of 8 areas)	5-6	5-6	5-6	5-6	Prof. according to RIT Score	Prof. according to RIT Score	Meets or Exceeds	Meets or Exceeds
---	-----	-----	-----	-----	------------------------------	------------------------------	------------------	------------------

<b>High School EL Exit Criteria</b>												
	<b>Grad Writing</b>	<b>Grad Reading</b>	<b>Grad Math</b>	<b>ACCESS Listening</b>	<b>ACCESS Speaking</b>	<b>ACCESS Reading</b>	<b>ACCESS Writing</b>	<b>MAP Reading</b>	<b>MAP Math</b>	<b>MCA Reading</b>	<b>MCA Math</b>	
<b>Grade 9</b> (must be proficient in 6 of 8 areas)				5-6	5-6	5-6	5-6	Prof. according to RIT Score	Prof. according to RIT Score	Meets or Exceeds	Meets or Exceeds	
<b>Grade 10-12</b> (must be proficient in 6 of 8 areas)	Meets or Exceeds	Meets or Exceeds	Meets or Exceeds	5-6	5-6	5-6	5-6	Prof. according to RIT Score				

In addition to meeting the above criteria, the student must also show proficiency in:

- Academic Achievement (based on evidence of self-advocacy, ability, teacher notes, appropriate grade level success) and
- EL Teacher Recommendation according to the “Bridging” Can-do descriptors. The student must meet 80% of criteria listed

In the case of parent refusal of EL service and related assessments, the student must meet 80% of available criteria to be considered for exit from EL services.

No start date will be entered in MARSS for students who decline services.

The EL teacher will keep a signed parent refusal form on file for that student.

(A sample of this form can be found on the MDE website:  
<http://education.state.mn.us/MDE/JustParent/EngLearn/index.html>)

## **Step 7 Reclassification as no longer LEP**

A student is reclassified in MARSS as no longer LEP using district-established criteria based on developmentally appropriate measures. Students who meet exit criteria are exited from the EL program and reclassified from “LEP Y” to “LEP N” in MARSS.

### **Interpretation and Translation Services**

EL instructors have been provided with the names of approved interpreters and translators and a procedure to secure their services. Acting in compliance with No Child Left Behind (NCLB) guidelines, using these translation services ensures that families for whom English is not their first language are given every opportunity to participate actively in their children’s education

## **SECTION III**

### **Title III**

#### **Overview**

Title III, a component of the No Child Left Behind Act of 2001, is another source of funding to supplement the resources of a local school district in providing quality education to English language learners (EL) and immigrant students. The purpose of the Title III program is to ensure that EL and immigrant students attain English proficiency in order to fully access the curriculum taught in English and improve academic achievement in the core academic subjects. A district must generate a minimum of \$10,000 to be eligible for Title III funds. Allocations to districts are calculated on the basis of EL counts in the district and the size of the Title III award to Minnesota, which varies from year to year.

#### **Language Instruction Education Program**

Title III funds must be used to improve the education of EL children and immigrant youth, by assisting the children to learn English and meet challenging State academic content and student academic achievement standards. To achieve this goal, the district must develop a language instruction educational program (LIEP) that uses approaches and methodologies grounded in scientifically based research on teaching EL and immigrant children and youth, including the following:

1. Developing and implementing new language instruction educational programs and academic content instruction programs, including programs of early childhood education, elementary school programs, and secondary school programs;
2. Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs;
3. Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction; and
4. Implementing, within the entire jurisdiction of a local school district, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction.

Authorized activities under the language instruction educational program include the following:

1. Upgrading program objectives and effective instruction strategies;
2. Improving the instruction program for EL by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures;
3. Providing tutorials and academic or vocational education and intensified instruction;
4. Developing and implementing elementary or secondary language instruction educational programs that are coordinated with other relevant programs and services;
5. Improving the English proficiency and academic achievement of EL;

6. providing community participation programs, family literacy services, and parent outreach and training activities to EL and their families to improve the English language skills of EL, and to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children;
7. Improving the instruction of EL by providing for the acquisition or development of educational technology or instructional materials; access to, or participation in, electronic networks for materials, training, and communication, and incorporation of such resources into curricula and programs such as those funded by this program.

In addition, the district must use Title III funds to provide high-quality professional development to EL/BE and mainstream classroom teachers, principals, administrators, and other school or community-based organization personnel. These professional development activities must be:

1. Designed to improve the instruction and assessment of EL;
2. Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for EL;
3. Based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom.

Additionally, Title III requires that teachers and paraprofessionals assigned to conduct classroom instruction be fluent in English and any other language(s) used for instruction, including having written and oral communication skills.

### **Program Assessment**

ELs in districts that receive Title III funds must meet annual measurable achievement objectives (AMAO) set forth by the Minnesota Department of Education. Annual measurable achievement objectives assess the development and attainment of English proficiency (in reading, writing, listening, speaking and comprehension) and challenging State academic content and student academic achievement standards

ELs, based on the length of time in Minnesota schools, are organized into three cohorts, 0-2.99 years; 3-5.99 years; and 6+ years. The AMAO establish performance goals each Title III district and consortium is expected to meet as follows:

1. At a minimum, simple annual increases in the number or percentage of children making progress in learning English;
2. At a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year; and
3. Adequate yearly progress for EL in math and in reading/language arts.

The English language proficiency is assessed by the ACCESS. The AYP in math and reading/language arts is

measured by MCA. To satisfy the NCLB requirements, a district must meet the AMAO goals in:

1. Each of the 3 cohorts under progress in English proficiency;
2. Each of the 3 cohorts under attainment of English proficiency; and
3. The LEP subgroup for AYP at the district level under in math and reading.

A district must have at least 20 ELs in a cohort to register a score for that cohort under language proficiency, and 40 ELs in a cohort under AYP. ELs new to the country, according to their official designation in the Minnesota automated Reporting Student System (MARRS), are not included in calculations of proficiency for any subgroup. However, they are included in the participation calculation. In addition, former ELs, who were LEP identified in MARRS in any of the two years prior to the year of assessment, are included in the calculations of AYP in math and reading/language arts.

### **Consequences**

MDE holds school districts receiving Title III funds accountable for meeting the AMAO goals, including making adequate yearly progress for EL. If MDE determines, based on the annual measurable achievement objectives, that a school district has failed to meet such objectives for two consecutive years, the department will require the district to develop an improvement plan that will ensure that the district meets such objectives. The improvement plan needs to specifically address the factors that prevented the district from achieving such objectives.

Furthermore, if MDE finds that the district has failed to meet the AMAO goals for four consecutive years, the department will:

1. Require the district to modify its curriculum, program, and method of instruction; or
2. Make a determination whether the district will continue to receive funds related to its failure to meet such objectives; and
3. Require the district to replace educational personnel relevant to its failure to meet such objectives.

## **No Child Left Behind Title III Annual Measurable Achievement Objectives (AMAO) Consequence Stages**

---

### **Title III AMAO Stages - Overview**

Each year a district either meets AMAO or does not meet AMAO. Using the flow chart below, it is possible to track the progress of a district through the stages of needs improvement and program modification. Not meeting AMAO for consecutive years advances a district in the stages, towards the left side of the flowchart. If a district meets AMAO, the district does not have any stage designation or is removed from any stage designation.

<b>Title III AMAO District Improvement under NCLB</b>	
<b>Stages</b>	<b>Consequences</b>
Stage 0 – Parent Notification Year 1	Does not meet AMAO for one year Public Reporting Parent Notification
Stage 1 – Needs Improvement Year 2	Does not meet AMAO for two consecutive years Public Reporting Parent Notification Improvement Plan
Stage 2 – Continuing Needs Improvement Year 3	Does not meet AMAO for three consecutive years Public Reporting Parent Notification Updated Improvement Plan
Stage 3 – Program Modification Year 4 and subsequent	Does not meet AMAO for four consecutive years Public Reporting Parent Notification Program Modification Plan Meeting with MDE staff (onsite or phone) to present/discuss modification plan

**SECTION IV**  
**Frequently Asked Questions**

**Must Inver Grove Heights Community Schools have a process for identifying ELs?**

*YES.* If the district does not identify ELs in the K-12 population, the district cannot provide appropriate service for ELs.

**Should we have a home language questionnaire for all students?**

*YES.* All students, regardless of perceived native language, are required to complete a home language questionnaire upon initial registration in the district. A home language questionnaire should be placed in the cumulative file of each student in the district.

**Can Inver Grove Heights Community Schools ask for a student’s immigration status?**

*NO.* In 1982, the U.S. Supreme Court ruled in *Plyer v. Doe* [457 U.S. 202 (1982)] that undocumented students have the same right to attend public school, as do U.S. citizens and permanent residents. As a result, public schools may not engage in any practices that “chill” or hinder the right of access to school. This includes requiring students or parents to disclose or document their immigration status.

**For initial identification as an EL, should Inver Grove Heights Community Schools use just one test or one person’s subjective opinion?**

*NO.* The decision to identify a student as an EL should be based on 13 measures, including an appropriate combination of teacher judgment, parental input, assessment of academic achievement and assessment of English proficiency skills in speaking, listening, reading and writing for students in grades K through 12.

**Does the identification of a student as an EL depend on whether or not that student generates state limited English proficient (LEP) funds?**

*NO.* Students are identified as an EL based solely on their proficiency in English using developmentally appropriate measures as determined by the district.

**If an EL does not generate state LEP funds, should the student be reclassified as non- LEP in MARSS?**

*NO.* Students are identified as ELs based solely on their proficiency in English using developmentally appropriate measures as determined by the district.

**Must parents be notified when a child is placed in EL or bilingual services?**

*YES.* The school district must notify parents, in a language they can understand, within ten school days.

**Can students who are age 21 to 23 receive EL service?**

*No.* However, students who are age 20 when they enroll during a school year but who turn 21 during the school year are eligible to complete the year and generate general education revenue, including LEP funding.

**Can Inver Grove Heights Community Schools exit from direct service a student who has not scored in the proficient range on the ACCESS?**

*YES.* The district determines whether or not a student requires EL service based on a variety of measures. If the combined evidence suggests that an EL no longer needs direct service, even if that EL has not yet scored proficient on the ACCESS, the student may be exited from direct EL service.

**Does a student with a signed parent refusal form on file still have to take the ACCESS tests?**

*Yes.*

APPENDIX A

PROGRAM MODELS

---

Frequently Asked Questions

What types of programs can a district/school implement to properly service the needs of EL?

**124D.59 Subd. 8. Educational program for pupils of limited English proficiency. "Educational program for pupils of limited English proficiency" means an English as a second language program, bilingual education program, or both an English as a second language and a bilingual education program.**

Bilingual Programs

<p>Dual language</p>	<p>Also known as <u>two-way immersion</u> or <u>two-way bilingual education</u>, these programs are designed to serve both <u>language minority</u> and <u>language majority</u> students concurrently. Two language groups are put together and instruction is delivered through both languages. For example, in the US, native English-speakers might learn Spanish as a foreign language while continuing to develop their English literacy skills and Spanish-speaking EL learn English while developing literacy in Spanish. The goals of the program are for both groups to become <u>biliterate</u>, succeed academically, and develop cross-cultural understanding (Howard, 2001).</p>
<p>Transitional bilingual</p>	<p>TBE is an instructional program in which subjects are taught through two languages--English and the native language of the English language learners -- and English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and <u>L1</u> is used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through L1 decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the program (U.S. General Accounting Office, 1994). TBE programs may be <u>early-exit</u> or <u>late-exit</u>, depending on the amount of time a child may spend in the program.</p>
<p>Developmental bilingual</p>	<p>A program that teaches content through two languages and develops both languages with the goal of <u>bilingualism</u> and <u>biliteracy</u>. See also <u>late-exit bilingual education</u> (Baker, 2000).</p>

<i>Sheltered English instruction</i>	<b><i>An instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from <u>EL</u> in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects (National Clearinghouse for Bilingual Education, 1987).</i></b>
<i>Structured English immersion</i>	<b><i>In this program, language minority students receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. Students may use their native language in class; however, the teacher uses only the second language (Snow, 1986). The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas. Also <u>SDAIE</u> and <u>SEI</u>.</i></b>
<i>Specially designed academic instruction delivered in English (SDAIE)</i>	<b><i>Specially Designed Academic Instruction in English is a program of instruction in a subject area, delivered in English, which is specially designed to provide <u>LEP</u> students with access to the curriculum (CCTC, 2001a). See also <u>sheltered English</u>.</i></b>
<i>Content-based EL</i>	<b><i>This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction (Crandall, 1992).</i></b>
<i>Pull-out EL</i>	<b><i>A program in which <u>LEP</u> students are "pulled out" of regular, mainstream classrooms for special instruction in English as a second language (Baker, 2000).</i></b>

Which type of program is most effective?

**Research has proven that all of the mentioned types are effective. Some are more effective than others. However, a district might not have the right kind of resources or political climate to adopt the models that have been found to be most effective. As a district or school engages in the discussion on what program model and how to set up an EL program, please consider the following –**

**Bilingual Programs**

	<i>Strengths*</i>	<i>Weaknesses/Challenges*</i>
<i>Dual language</i>	<p><b>Engages <u>all</u> teachers to share the responsibility of educating students</b></p> <p><b>Promotes positive integration of students</b></p> <p><b>Promotes multi-language acquisition</b></p> <p><b>Establishes two teachers to one class ratios</b></p> <p><b>Provides academic choice for parents/guardians</b></p> <p><b>Is associated with high levels of academic achievement</b></p> <p><b>Builds a valuable skills for personal and/or professional use</b></p>	<p><b>Recruitment and retention of qualified bilingual staff</b></p> <p><b>District responsible for the establishment of bilingual staff selection and evaluation process</b></p> <p><b>The non-negotiable issue of at least 1/3 –2/3 ratio for either language</b></p> <p><b>Integration of language minority and language majority students at least 50% of the time at <u>all</u> grade levels</b></p> <p><b>District needs high concentrations of a particular language group</b></p> <p><b>Limited availability of bilingual instructional materials</b></p>
<i>Transitional bilingual</i>	<p><b>Engages <u>all</u> teachers to share the responsibility of educating students</b></p> <p><b>Offers schools the opportunity to implement a gradual release model</b></p> <p><b>Builds basic language skills for bilingual students</b></p> <p><b>Allows flexibility in duration of program participation (late or early exit)</b></p> <p><b>Is associated with high levels of academic achievement</b></p> <p><b>Builds a valuable skills for personal and/or professional use</b></p>	<p><b>Recruitment and retention of qualified bilingual staff</b></p> <p><b>District responsible for the establishment of bilingual staff selection and evaluation process</b></p> <p><b>District needs high concentrations of a particular language group</b></p> <p><b>Limited availability of bilingual instructional materials</b></p>
<i>Developmental bilingual (see transitional bilingual)</i>	<p><b>Allows students to remain in program for three or more years (late exit)</b></p>	

<i>English as a Second Language Programs</i>	<i>Strengths*</i>	<i>Weaknesses/Challenges*</i>
<i>Sheltered English instruction</i>	<p><i>Engages <u>all</u> teachers to share the responsibility of educating students</i></p> <p><i>Relies on the expertise of content teachers</i></p> <p><i>Promotes collaboration between EL and mainstream staff</i></p> <p><i>Allows EL to access core curricula</i></p> <p><i>Promotes best practices for all students</i></p> <p><i>Allows EL to interact with native speaking peers</i></p> <p><i>Complies with NCLB “Highly Qualified Teacher” provisions</i></p> <p><i>Utilizes paraprofessionals in the mainstream</i></p> <p><i>Encourages team teaching approaches</i></p>	<p><i>Limited of teacher training/staff development of mainstream teachers</i></p> <p><i>Scheduling for collaboration time</i></p> <p><i>Does not address newcomer or beginner needs</i></p>
<i>Structured English immersion (see SDAIE)</i>		
<i>Specially designed academic instruction delivered in English (SDAIE)</i>	<p><i>Engages <u>all</u> teachers to share the responsibility of educating students</i></p> <p><i>Relies on the expertise of content teachers</i></p> <p><i>Promotes collaboration between EL and mainstream staff</i></p> <p><i>Allows EL to access core curricula</i></p> <p><i>Complies with NCLB “Highly Qualified Teacher” provisions</i></p> <p><i>Encourages team teaching approaches</i></p> <p><i>Promotes alignment of ELP standards and content standards</i></p>	<p><i>Limited of teacher training/staff development of mainstream teachers in differentiating and modifying curriculum</i></p> <p><i>Scheduling for collaboration time</i></p> <p><i>Separates EL from native speaking peers</i></p> <p><i>Multiple sections require more staffing</i></p> <p><i>Multi-level, multi-grade creates instructional challenges</i></p> <p><i>Limited availability of leveled reading material</i></p>
<i>Content-based EL</i>	<p><i>Promotes collaboration between EL and mainstream staff</i></p> <p><i>Promotes language acquisition</i></p> <p><i>Offers ability to group EL by proficiency levels</i></p> <p><i>Provides additional support and exposure to content</i></p>	<p><i>Limited of teacher training/staff development of EL teachers in content area</i></p> <p><i>Scheduling for collaboration time</i></p> <p><i>Separates EL from native speaking peers</i></p> <p><i>Multi-level, multi-grade sections</i></p>

		<p><i>require more staffing May not address NCLB provisions for “Highly Qualified Teachers” Limited availability of leveled reading material Limited availability of leveled content instructional materials</i></p>
<p><i>Pull-out EL</i></p>	<p><i>Promotes language acquisition Offers ability to group EL by proficiency levels Provides personalized learning situations Allows additional exposure to content Facilitates smaller learning groups</i></p>	<p><i>Separates EL from native speaking peers Loss of instruction time during transition May result in learning disconnect</i></p>

*\*Please note that each school/district is unique. Program variations may exist. Look for potential partnerships or collaboration opportunities with existing programs and structures. For any model to be successful, the school/district as a community must take on the responsibility of program implementation and support. Therefore, program design must be thorough and responsive to district cultures, practices, procedures, and policies.*

*Where can I find resources and research about the different bilingual and EL programs?*

*This list is not exhaustive, but should provide plenty of resources to get started.*

[http://www.ncela.gwu.edu/resabout/research/9\\_program.html](http://www.ncela.gwu.edu/resabout/research/9_program.html)

*Bilingual Programs*

*Key Points*

<p><i>Dual language</i>  <a href="http://www.duallanguagenm.org/101.html">http://www.duallanguagenm.org/101.html</a>  <a href="http://www.duallanguagenm.org/professional.html">http://www.duallanguagenm.org/professional.html</a>  <i>Directory of schools that implement two immersion</i>  <a href="http://www.cal.org/twi/directory/">http://www.cal.org/twi/directory/</a></p>	<p><b><u>The Ground Rules:</u></b>  <i>When designing and implementing a Dual Language program, there are three non-negotiable issues. All Dual Language models must include:</i>  <i>Literacy instruction in both the Minority Language (non-English Lang.) and Majority Language (English).</i>  <i>Content instruction in both Minority and Majority Languages.</i>  <i>Instruction in Minority Language at least 50% of the time at all grade levels; instruction in English (Majority Language) at least 10% of the time at all grade levels.</i>  <i>Two-way Immersion emphasizes the need to have language models of both the Minority and Majority Languages, learning side-by-side in the classroom for the majority of the day.</i></p>
<p><i>Transitional bilingual</i></p>	<p><b><u>early-exit bilingual education:</u></b></p>

	<p>A form of <u><a href="#">transitional bilingual education</a></u> (TBE) in which children move from bilingual education programs to English-only classes in the first or second year of schooling (Baker, 2000).  <u><a href="#">late-exit bilingual education</a></u>:  Late-exit programs provide bilingual instruction for three or more years of schooling. Late-exit programs may be transitional or developmental bilingual programs, depending on the goal of the program (Baker, 2000). See <u><a href="#">developmental bilingual education</a></u> and <u><a href="#">transitional bilingual education</a></u>.</p>
Developmental bilingual (see <i>Transitional bilingual</i> )	

<p>Sheltered English instruction  <a href="http://www.prel.org/products/paced/oct04/re_sheltered.htm">http://www.prel.org/products/paced/oct04/re_sheltered.htm</a></p> <p>SIOP model video  <a href="http://www.cal.org/projects/si/sivideo/">http://www.cal.org/projects/si/sivideo/</a></p> <p>More information -  <a href="http://www.ericdigests.org/pre-9210/english.htm">http://www.ericdigests.org/pre-9210/english.htm</a></p> <p><a href="http://www.catesol.org/shelter.html">http://www.catesol.org/shelter.html</a></p>	<p><u><a href="#">Steps to Developing a Sheltered English Lesson</a></u>  Review the curriculum and/or textbook for the content area. Talk with subject area teachers or resource teachers to find out what they think are the most important vocabulary, skills, and concepts.  Identify the key concepts and vocabulary needed to teach the lesson. Introduce vocabulary you think EL are unfamiliar with at the beginning of the lesson. Be prepared to use gestures, objects, or other visual aids to ensure students learn important vocabulary before you start the main lesson.  Develop activities and resource materials that demonstrate the vocabulary and concepts to be taught. This may include bringing in objects and pictures, using a simplified vocabulary, and preparing different ways of describing or explaining the topic.  Early in the lesson, tap into students' prior knowledge of the concept or vocabulary by constructing a semantic map (word web). This will help students identify, organize, and build on what they know about the topic. This can be extended as the lesson progresses and students add to their knowledge of the topic.</p>
Structured English immersion (see SDAIE)	
Specially designed academic instruction delivered in English (SDAIE) <a href="http://www.rohac.com/sdaieinfo.htm">http://www.rohac.com/sdaieinfo.htm</a>	S.D.A.I.E. or Sheltered English as it often still referred to in various parts of the United States was originally established as an accepted transitional step for students learning English as their second language. It allows them

<p><a href="http://www.kiddyhouse.com/Teachers/sdaie.html">http://www.kiddyhouse.com/Teachers/sdaie.html</a></p> <p><a href="http://hale.pepperdine.edu/~crvalle/page3.htm">http://hale.pepperdine.edu/~crvalle/page3.htm</a></p> <p><a href="http://www.intranet.csupomona.edu/~tassi/sdaie.htm#definition">http://www.intranet.csupomona.edu/~tassi/sdaie.htm#definition</a></p> <p><a href="http://www.nvo.com/ecnewsletter/sdaielessonsstrategies1/">http://www.nvo.com/ecnewsletter/sdaielessonsstrategies1/</a></p>	<p><i>to move forward with academic courses such as mathematics and science while at the same time learning English through the contextual clues provided by the course of study. The pedagogy surrounding the logic of this practice was based upon linguistic theories laid out by a number of researchers including Dr. Steven Krashen and Dr. James Cummins. Their development of the “Contextual Interaction Theory” and the hypotheses therein provides the cornerstones for S.D.A.I.E. methodology and program design. At the heart of the theory are two major components that impact the S.D.A.I.E. classroom. These are “comprehensible second language input” and a “supportive affective environment”. Teacher training in S.D.A.I.E. methodology should revolve around those two statements since successful lesson design and course development hinge upon the teacher’s ability to provide these two key elements.</i></p> <p><b><u>What SDAIE is not</u></b></p> <p><i>SDAIE is not submersion into English, nor a substitute for primary language instruction, nor the most appropriate program option for LEP students. SDAIE is not a stand-alone program, a replacement for primary language and literacy development, nor the same as content-based EL instruction. SDAIE is not a watered down curriculum. SDAIE is not a substitute for English language development.</i></p>
<p>Content-based EL</p> <p><a href="http://www.ncela.gwu.edu/pubs/cal/contentEL/c-ELL.htm">http://www.ncela.gwu.edu/pubs/cal/contentEL/c-ELL.htm</a> Lessons/resources</p> <p><a href="http://bogglesworld.com/EL_science_archives.htm">http://bogglesworld.com/EL_science_archives.htm</a></p> <p>Training packet</p> <p><a href="http://www.ncela.gwu.edu/pubs/cal/contentEL/">http://www.ncela.gwu.edu/pubs/cal/contentEL/</a></p>	<p><i>Content-EL instruction is a bold experiment in language minority education. It takes as its starting point the need to help LEP students survive and thrive in U.S. public schools by putting them into English-medium classes as soon as possible. But it does not endorse mere sink-or-swim survival. Rather, content-EL favors material that is calibrated to the linguistic needs of students, classes that are sensitive to the previously acquired knowledge they bring to the process, recourse to their native language when necessary, activities that promote active learning, and assessment that accurately measures their levels of accomplishment. Like language acquisition itself, content-EL is an intricate interweaving--of language and subject matter, of learning theory and learning strategies, of conventional practice and innovation.</i></p>

## APPENDIX B: Can-Do Level Descriptors

	Entering (1)	Emerging(2)	Developing (3)	Expanding (4)	Bridging (5)
SOCIAL LISTENING AND SPEAKING	<ul style="list-style-type: none"> <li>- Understands simple expressions</li> <li>- Uses single words and phrases</li> <li>- Mimics words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>- Understands, with repetition and rephrasing, simple speech</li> <li>- Uses vocabulary related to basic needs</li> <li>- Answers simple questions</li> </ul>	<ul style="list-style-type: none"> <li>- Understands and participates in limited social exchanges and simple conversations</li> <li>- Expresses basic needs and wants</li> <li>- Ask and answer simple questions</li> </ul>	<ul style="list-style-type: none"> <li>- Understands and participates in conversations</li> <li>- Understands most standard vocabulary used by peers</li> <li>- Produces 13 sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Understands and participates in conversations</li> <li>- Understands age-appropriate social discourse at a normal rate</li> <li>- Speaks with the fluency and competence of a native speaker</li> </ul>
ACADEMIC LISTENING AND SPEAKING	<ul style="list-style-type: none"> <li>- Understands single words and simple phrases</li> <li>- Follows basic classroom commands and routines</li> <li>- Matches oral statements to objects, figures, or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>- Understands, with repetition and rephrasing, simple speech</li> <li>- Understands simple content vocabulary</li> <li>- Speech can be understood by classmates</li> <li>- Sorts and matches pictures and objects according to oral instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Participates in content based discussions using simple words and phrases</li> <li>- Uses simple content vocabulary</li> <li>- Can share information about topics of personal interest</li> <li>- Follows multi-step oral directions</li> <li>- Categorizes or sequences oral information using pictures and objects</li> </ul>	<ul style="list-style-type: none"> <li>- Understands main idea of academic content</li> <li>- Understands, with repetition and rephrasing, speech at a normal rate</li> <li>- Understands many questions and commands</li> <li>- RetEL events and stories</li> <li>- Pronunciation sometimes impedes understanding</li> <li>- Applies oral information</li> </ul>	<ul style="list-style-type: none"> <li>- Understands grade level academic content, idioms, vocabulary, and figurative language</li> <li>- Successfully participates in group work with peers</li> <li>- Gives grade level oral reports</li> <li>- Clearly expresses ideas and points of view with vocabulary and pronunciation equivalent to that of a native speaker</li> </ul>
	Entering (1)	Emerging (2)	Developing (3)	Expanding (4)	Bridging (5)
READING	<ul style="list-style-type: none"> <li>- Match icons and symbols to words, phrases, or environmental print</li> <li>- Identify concepts about print and text features</li> </ul>	<ul style="list-style-type: none"> <li>- Knows the alphabet, letter names and sounds</li> <li>- Understands concepts of print</li> <li>- Recognizes familiar words in context</li> <li>- Uses picture clues to aid in understanding</li> <li>- Identifies first and last sounds of words</li> </ul>	<ul style="list-style-type: none"> <li>- Understands some simple sentences and simple narrative text</li> <li>- Uses strategies to decode simple words</li> <li>- Answers simple questions about text</li> <li>- Understands simple story elements</li> </ul>	<ul style="list-style-type: none"> <li>- List main points from simplified content text</li> <li>- Understands organizational features of text</li> <li>- Uses reading strategies to aid comprehension</li> <li>- Identifies word families and figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>- Understands many grade level texts in a variety of genres</li> <li>- Uses a variety of resources to gather important information</li> <li>- Identifies topic, main idea, and supporting details</li> <li>- Demonstrates understanding by summarizing text</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>- Traces letters</li> <li>- Communicates or respond to a prompt with pictorial writing</li> </ul>	<ul style="list-style-type: none"> <li>- Writes letters and some sight words</li> <li>- Writes left to right, top to bottom, using upper and lowercase letters</li> <li>- Uses appropriate spacing between words and sentences</li> <li>- Uses simple end punctuation</li> <li>- Gives information requested from oral or written directions</li> </ul>	<ul style="list-style-type: none"> <li>- Uses inventive spelling</li> <li>- Can complete a graphic organizer</li> <li>- Writes short answers for simple classroom tasks</li> <li>- Writes simple sentences accurately so that readers understand some of the message</li> <li>- Spell high-frequency words correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Follows a model to write notes and messages with sufficient accuracy that errors rarely impede comprehension</li> <li>- Effectively completes assigned writing tasks</li> <li>- Creates original ideas and detailed responses</li> </ul>	<ul style="list-style-type: none"> <li>- Writes a variety of texts for personal and grade-level academic purposes</li> <li>- Edit and revise written material</li> <li>- Writes with sufficient accuracy that errors rarely impede comprehension</li> <li>- Uses vocabulary approximating that of a native speaker of similar age</li> <li>- Applies information to new contexts</li> </ul>

## Appendix C

### MARRS Technical Information

Minnesota Automated Reporting Student System (MARSS) Data Entry

There are three fields in MARSS specifically pertaining to EL status:

1. Home Language
2. LEP Identified and LEP Start Date
3. LEP End Date.

First, primary home language data for all students is required. No student with a primary language of English (MARSS language code 11) or Sign Language (MARSS language code

42) will be considered EL.

Parents who report their children's primary language as English but who may actually be referring to a variety of English that is significantly different from American English, should be encouraged to specify the type of English. For example, Liberian English or Nigerian English may well be different enough from Midwestern US English to warrant EL services. These languages may be coded as English Creolized (MARSS language code 57).

Second, the start date for a student is entered in MARSS once a student is identified as LEP and begins services. The start date should be the first day upon which the student received instruction in an EL program. Each year the date of the beginning of the school year is entered.

Third, an end date of the last day of school is entered when a student is reclassified as no longer needing services and is able to access the district curriculum.

### MARSS Data Elements for EL Programs

DATA ELEMENT	INPUT TYPE
Home Language Code	Enter a numerical code indicating Home Primary Language
LEP Identified and LEP Start Date	Identification is based on developmentally appropriate measures. Enter the date that the student begins EL service each school year. If the parent refuses service, do not enter a start date.
LEP End Date	When a student is reclassified as no longer needing services and is able to access the district curriculum, an End Date of the last day of school is entered.

## MARSS Classification for Service Types

Service Type	Home Language	Eligibility	Start Date
Direct Service	Input by EL teacher	Yes	Input by Oct. 1 <sup>st</sup>
Indirect Service	Input by EL teacher	Yes	No start date entered
Not Eligible/Exited (Monitor)	Input by EL teacher	No	No start date entered

## EL Identification, Placement, and MARSS

STEP	PROCESS	MARSS DATA ENTRY
<b>Step 1 Identification</b>	Identify student as LEP using the home language questionnaire and district-established criteria based on developmentally appropriate measures.	<b>Home Language Code</b> Enter a numerical code indicating Primary Home Language. This code does not change even when the student is no longer LEP Identified.
<b>Step 2 Program Entrance</b>	Determine the English language proficiency level of the student and place student in a Inver Grove Heights Community Schools instructional program designed to meet	<b>LEP Start Date</b> Enter the date that the student begins EL service each school year. If the parent refuses service, this is noted in MARSS. If the student is not served in an EL program directly, no start date is entered.
<b>Step 3 Parental Notification</b>	Notify parents within 10 days of enrolling a student in the EL instructional program. Title III of NCLB requires informing parents about the reasons for identification, the level of English proficiency, how the program will help their child learn English, exit requirements, and assessment results.	
<b>Step 4 Service</b>	Students are served in an English language instructional program in District 199.	
<b>Step 5 Annual Progress Evaluations</b>	Ongoing assessment will determine LEP identification and movement from level to level within the EL program. ELs participate in statewide English language proficiency assessments, MCA II, other state, district, and classroom assessments.	
<b>Step 6 Program Exit</b>	Students exited from the direct service language instruction program should be able to access the general education curriculum and benefit from it.	The LEP Start Date remains in place during the school year in which the student exited the EL program.

<p><b>Step 7 Reclassification as no longer LEP</b></p>	<p>A student is reclassified as no longer LEP using district-established criteria based on developmentally appropriate measures.</p>	<p><b>LEP End Date</b> An End Date of the last day of the school year is entered in MARRS. For the following school year when the student is no longer classified as LEP, MARSS automatically will not enter a new start date for the student.</p>
--	--	--

**Appendix D**  
**EL Department Forms**