



## English Language Learner Program

# Plan of Service

2017-2018



**Stonebridge World School - English Language Learner Program**

**Plan of Service**

**Table of Contents**

**Description of School ..... 4**

**Mission and Vision: ..... 4**

**Legal Rights of Families and Students ..... 4**

**Purpose of ELL Program.....5**

**Program Models Used .....5**

**Entrance Criteria ..... 6**

**Exit Criteria .....7**

**Description of ELL Levels and Service.....7**

**Suggested Instructional Strategies .....10**

**Accountability Measures ..... 11**

**Program Procedures ..... 11**

**Department Responsibilities .....12**

**References .....14**

**Appendices .....14**



## Description of School

Stonebridge World School (SBWS) is a K-6 public charter school located in Minneapolis, MN, going into its 11<sup>th</sup> year of operation serving approximately 244 students. The school is authorized by Pillsbury United Communities and has been serving South Minneapolis, North Minneapolis, Richfield, and portions of Bloomington since its existence.

SBWS serves a diverse population, with 95.9% being students of color and 26% of those qualifying for ELL services in the 2016-2017 school year. Specifically, the school is made up of 59% African American students, 29.1% Latino students, 4.1% Caucasian students, 3.3% American Indian/Alaska Native, 4.1% Two or More Races, and 0.4% Asian students. In total, the school's population is 90.6% Free and Reduced Lunch. The homeless/mobile population percentage was at 14% and the Special Education population was at 18%.

The English Language Learner population is made up of mostly students who speak Spanish as their native language, plus a few students who speak other languages such as Telugu, Ewe, and French. The majority of ELL students come from the United States and Central America, while the remainder come from South America, Africa, and Asia.

To meet the needs of the population, SBWS provides an ELL program that specifically works with non-native English speakers to provide support and scaffolding for their language abilities so they can better engage in the mainstream classroom. In addition to this program, SBWS provides on-site social work services, access to bilingual staff, Student Dean, a Student Support Coordinator, an Outreach and Engagement Coordinator and many additional resources meant for families in need. SBWS also collaborates with organizations from the community to provide additional resources to families such as Kids in Need, Ready Set Smile Dentistry, Sheridan Story, Good Samaritan Church, Heart of the Dance, Hope Worldwide Church, Turnaround Arts, and the Lindquist Vennum Coat Program.

## Mission and Vision:

*Our mission is to create an environment with a global perspective that prepares students to excel academically.  
Our vision is to develop motivated and principled global citizens for lifelong learning and productive citizenship.*

## Legal Rights of Families and Students

The Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in all federally assisted programs, including public schools. This means that non-native English speaking students must be given access to all student activities including, but not limited to, the curriculum, special programs, and services. The Civil Rights Act also states that non-native English speaking families must be given information regarding all school activities in a medium and language they can understand.

In the 1974 case, *Lau v. Nichols*, the United States Supreme Court ruled that identical education is not equal education under the Civil Rights Act. They stated that schools must take “affirmative steps” to overcome educational barriers faced by non-native English speaking students. This means that eligible students have

the right to receive additional language instruction. Because of the Supreme Court ruling, Congress passed the Equal Education Opportunity Act extending these rights in all states.

In 1980, Minnesota passed the Minnesota Education for Limited English Proficiency Act which states that all students residing in a district have the right to access all services for which s/he is eligible in that district, including English Language Learner and bilingual education services. At any time, a student's guardian may refuse any support services for which s/he is eligible.

The Privacy Act of 1972 states that a school cannot ask for or keep record of a student's social security number. In conjunction with this act, the United States Supreme Court ruled in the case *Phyller v. Doe* in 1982 that legal US residency is not a requirement for enrollment in public school. This means that schools cannot refuse a student enrollment based on their residency status and cannot explicitly nor implicitly ask for any information of documents related to residency including, but not limited to, social security numbers, passports, birth certificates, visas, residency or green cards. In tandem, schools are not obligated to provide United States Citizenship and Immigration Services (USCIS) with any information regarding residency status of students or families.

## Purpose of ELL Program

The purpose of the English Language Learner (ELL) program is to give non-native English-speaking students additional instruction, support, and resources for acquiring English so that they:

- Can communicate within the English-speaking community in linguistically, socially, and culturally appropriate ways;
- Can access the academic content and meet the literacy demands of their mainstream classes through the domains of listening, speaking, reading, and writing;
- Can have the skills and strategies to be independent lifelong learners and participating global citizens.

## Program Models Used

At all grade levels, the ELL program model is one based on a mixture of both teacher collaboration and the Sheltered Instruction Observation Protocol (SIOP) model through both pull-out and push-in services.

### SIOP

The Sheltered Instruction Observation Protocol (SIOP) is a scientifically-based model for sheltered instruction for ELLs created by Echevarria, Vogt, and Short. This model promotes language acquisition through content learning. Thus, language objectives are closely connected to the content being taught in the mainstream classroom and are present throughout the lesson planning and implementation process. See **Instructional Strategies** for more information.

### Collaboration

The collaboration model at SBWS consists of the ELL teachers and the mainstream teachers consistently collaborating on how to incorporate the appropriate amounts and types of scaffolding necessary to promote the most growth in a student's English Language Development. The ELL teachers provide ongoing feedback and suggestions to help the mainstream teachers best teach their ELL students within the classroom. Mainstream teachers will also provide ongoing feedback

and suggestions to the ELL teachers to properly inform them on how the student is progressing and specific areas of improvement needed.

Together, the ELL teachers and mainstream teachers meet at least once a month to provide a status update, share specific student information, and collaborate on the lessons ahead so that the content being taught in the student's main classroom is aligned with ELL best practices.

Additionally, the ELL teachers and mainstream teachers will use data and assessment to brainstorm solutions to better assist the learning of ELL students and work towards student-by-student growth throughout the year, adjusting as needed.

The ELL teachers will provide both push-in and pull-out services based on the students' needs and overall scheduling limitations of the school. The ELL teachers will use best practices based on the SIOP model to guide their teaching whether inside or outside of the mainstream classroom.

## Entrance Criteria

To be eligible for ELL services, a student must meet the entrance criteria as follows:

1. The family must fill out a MN Language Survey (required for all students) prior to starting school (See Appendix A). The student's MNLS indicates:
  - a. The language(s) the student learned first,
  - b. The language(s) the student speaks,
  - c. The language(s) the student understands, and
  - d. The language(s) the student has the most consistent interaction in.
  
2. If the language indicated for one or more question is listed as any language other than English, that student will automatically be *considered* for ELL services. The ELL teachers will use a variety of sources to decide on whether this student qualifies for ELL such as:
  - a. Does this student have a history of being in ELL?
  - b. Does the student's previous teacher see an obvious need for ELL services?
  - c. Did the parent/guardian specifically request ELL services at registration?

### AND

3. Once the student has been identified as qualifying for ELL services, the student will take the WIDA ACCESS Placement Test (W-APT)\* or the WIDA Screener Test to determine their entrance level of English into the ELL Program and *must have an overall score of 1, 2, 3, 4, or 5.*

\*The only reason why the student would NOT take this test at the beginning of the school year would be that the student already has the W-APT, WIDA Screener, or ACCESS test results on file from a previous school where s/he attended recently. In that scenario, the ELL teachers and Office Staff would work to obtain a copy of the past test results as early as possible. If the test results are not obtained by the date the student is scheduled for her/his testing, the student will take the test.

4. If a student enters SBWS after the initial 30 days of school, s/he will follow the same guidelines for taking the W-APT/WIDA Screener. This test is issued within 10 days of mid-year enrollment regardless of when the student enters the school.

**AND**

5. Following the W-APT/WIDA Screener, the opinions of the Parents, ELL teachers, mainstream teachers, and Academic Director will also be taken into consideration to determine if this student would benefit from ELL services based on the observed proficiency of the student's language skills in reading, writing, listening, and speaking.

## **Exit Criteria**

To be eligible to exit the ELL program, a student must meet the exit criteria as follows:

1. The parent requests the student be withdrawn from the ELL Program;

**OR**

2. The student scores a 3.5 or higher in ¾ of the language domains (Reading, Writing, Listening, Speaking) on the ACCESS Test **AND** an overall composite score of 4.5 or higher;

\* All former ELL students will continue to be monitored for up to 2 years upon exiting the program to ensure the student is fully proficient in English and is functioning at a reasonable level with their grade level peers.

## **Description of ELL Levels and Service**

The descriptions of the students in these levels are based off the WIDA ELL Proficiency Standards for ELLs K-12.

### **Newcomer**

**Newcomer Student:** New-to-Country and has been enrolled academically in the USA for less than 1 year.

### **ACCESS Composite Score: 1**

**Student:** These students are often non-native speakers who are new to the United States. Typically, they have had less than one year of schooling in a US school. They range from having no English to a mastery of only a few words or phrases. Their English listening and speaking skills are extremely limited and they may have no English literacy skills. This low development of their English language skills makes even the most basic conversations and interactions difficult for the student. They may or may not have literacy skills in another language based on their educational history before arrival in the US. Entering ELLs benefit from intensive English instruction and native-language-supported instruction covering vocabulary, simple grammar, conversational language and introductory literacy skills to be able to participate in the wider school community.

**Service:** Entering ELLs receive daily classes of intensive English instruction, totaling at least 60 minutes per school day. Students also receive native language support through multiple methods including having literature available in the student's native language, teaching ELL classes in native language as able, etc. ELL teachers and mainstream teachers collaborate to best address the levels of understanding and specific needs of the Entering student and must work within scheduling constraints.



**Entering**

**Entering Student:** Have been enrolled academically in the USA for less than 1 year.

**ACCESS Composite Score:** 1

**Student:** These students typically have had less than one year of schooling in a US school. They range from having no English to a mastery of only a few words or phrases. Their English listening and speaking skills are extremely limited and they may have no English literacy skills. This low development of their English language skills makes even the most basic conversations and interactions difficult for the student. They may or may not have literacy skills in another language based on their educational history before arrival in the US. Entering ELLs benefit from intensive English instruction and native-language-supported instruction covering vocabulary, simple grammar, conversational language, and introductory literacy skills to be able to participate in the wider school community.

**Service:** Entering ELLs receive daily classes of intensive English instruction, totaling at least 30 minutes per school day. Students also receive native language support through multiple methods including having literature available in the student's native language, teaching ELL classes in native language as able, etc. ELL teachers and mainstream teachers collaborate to best address the levels of understanding and specific needs of the Entering student and must work within scheduling constraints.

**Beginning**

**ACCESS Composite Score:** 2 and has attended a US school for at least one academic year

**Student:** Beginning ELLs demonstrate a minimal understanding and use of the English language. Their comprehension is limited to simple language containing mostly high frequency words and simple grammatical patterns. These learners use many nonverbal clues to assist them in their daily tasks and routines, and can benefit greatly from repetition, rephrasing and a clear, slower rate of speech. Beginners can express their personal needs and generally communicate about familiar topics related to personal experience. Errors are frequent, expected, and characteristic of language production at this stage. With appropriate instructional strategies and scaffolding of materials, these learners can benefit from age-appropriate academic content in English.

**Services:** Beginners receive intensive English instruction in the form of a mix of both push-in and pull-out classes for a minimum of 30 minutes 3 or more times a week. Generally, these classes consist of multileveled groups where students have many opportunities to practice their language with the teacher and with each other. This instruction is focused on explicitly teaching the structural elements of the English language to better support the learning that the student is expected to do in their mainstream classroom. In addition, the ELL teachers and mainstream teachers collaborate every 3 weeks or more frequently as needed so that the concepts being taught in the classroom are being directly reinforced in ELL class.

**Developing**

**ACCESS Composite Score:** 3

**Student:** Developing students process, understand, produce, and use general and some specific language of the content areas in English. They use expanded sentences in oral interaction or written paragraphs. When presented with oral, written, narrative, or expository descriptions with supports, their oral and written language has phonological, syntactic, or semantic errors that may impede communication, but

retain meaning. With appropriate instructional strategies and scaffolding of materials, these learners can benefit from age-appropriate academic content in English.

**Services:** Developing ELLs receive weak-domain-focused English instruction in the form of pull-out or push-in classes for a minimum of 30 minutes 3 or more times a week. Generally, these classes consist of multileveled groups where students have many opportunities to practice their language with the teacher and with each other. The groups are focused on the specific language domains where most of the group is the weakest to better support the learning that the student is expected to do in their mainstream classroom. Differentiation occurs to best support each student's learning needs as well. In addition, the ELL teachers and mainstream teachers collaborate every 3 weeks or more frequently as needed so that the concepts being taught in the classroom are being directly reinforced in ELL class.

### **Expanding**

**ACCESS Composite Score: 4**

**Students:** Expanding ELLs process, understand, produce, and use specific and some technical language of the content areas. They use a variety of sentence lengths of varying linguistic complexity in oral discourse, or multiple, related sentences or paragraphs. In academic settings, they produce and understand oral and written language with few phonological, syntactic, or semantic errors that do not interfere with overall meaning of communication. With appropriate instructional strategies and scaffolding of materials, these learners can benefit from age-appropriate academic content in English.

**Services:** Expanding ELLs receive weak-domain-focused English instruction in the form of pull-out or push-in classes for a minimum of 30 minutes 2 or more times a week. Generally, these classes consist of multileveled groups where students have many opportunities to practice their language with the teacher and with each other and the groups are focused on the specific language domains where most the group is the weakest to better support the learning that the student is expected to do in their mainstream classroom. Differentiation occurs to best support each student's learning needs as well. In addition, the ELL teachers and mainstream teachers collaborate every 3 weeks or more frequently as needed so that the concepts being taught in the classroom are being directly reinforced in ELL class.

### **Bridging**

**ACCESS: 5** within one year of testing

**Student:** Bridging ELLs process, understand, produce, and use general and some specific language of the content areas in English. They use expanded sentences in oral interaction and written discourse. When presented with grade level material, the student's oral or written language is approaching comparability to that of English-proficient peers. With appropriate instructional strategies and scaffolding of materials, these learners can benefit from age-appropriate academic content in English.

**Services:** Bridging students who receive a 4.5 Composite Score on the ACCESS Test and 3.5 or above in 3 of the 4 language domains are qualified to start the exit process. See **Exit Criteria** for further details as well as **The Transitional/Monitoring Process** below.

### **The Transitional/Monitoring Process**

**Students:** Students in transition out of the ELL program will still benefit from ELL support, but they understand most standard oral and written language in a variety of settings. These learners are approaching fluency for language in all content areas. While their language is not error-free, the errors they make do not interfere with the intent of the message. These students receive ELL support on a case-by-case basis.

**Services:** All former ELL students will continue to be monitored for up to 2 years upon exiting the program to ensure the student is fully proficient in English and is functioning at a reasonable level with their grade level peers.

## Suggested Instructional Strategies

**SIOP:** The SIOP model incorporates eight effective ELL teaching strategies:

1. **Lesson Preparation:** this includes content and language objectives, adjusting content to the language levels present, providing supplementary materials and using meaningful activities in teaching the content.
2. **Building Background:** this includes linking students' personal histories to the learning as well as making connections with previous learning.
3. **Comprehensible Input:** using a variety of techniques, teacher speech should be appropriate for students to understand the lesson based on their level.
4. **Strategies:** this includes space within the lesson for students to be testing strategies, asking and answering a variety of questions, and the appropriate level of scaffolding to aid in understanding.
5. **Interaction:** this includes providing opportunities for students to interact in a variety of groupings, using the students' native language to clarify, and plenty of wait time.
6. **Practice/Application:** this includes hands-on materials, activities which help scaffold the lesson, and chances for multiple language domains to be practiced.
7. **Lesson Delivery:** using the appropriate pace, students are engaged 90-100% of the lesson and the objectives are being clearly stated throughout.
8. **Review/Assessment:** each lesson reviews key vocabulary and concepts, providing regular feedback on students' output, and ongoing assessment, whether formal or informal.

### Specific teacher Strategies for Working with ELL Students

1. Provide real world applications for learning throughout content.
2. Always provide context for instruction.
3. Explicitly teach ELL students the strategies, grammar, and other elements that generally assumed to be understood among native English speakers.
4. Provide many opportunities for students to work in a cooperative learning environment since ELL students are more willing to talk when they are placed in small groups.
5. Use direct language and simple structures when explaining/giving instructions.
6. Use the students' native language to provide clarity in directions, but try to maintain most content in English (minus those who are newcomers).
7. Keep in mind that ELL students may lack background experience with certain practices in U.S. classrooms and provide time to teach these life skills.
8. Use as many visuals as possible and give information in multiple ways – written, oral and visual. Realia, manipulatives, media, technology all help with this.
9. Use alternative assessment tools (i.e. use pictures to show what they know; give answers orally; or use their native language where appropriate).
10. Explain larger words with smaller words as often as possible.
11. Speak slowly and clearly, but don't make the student feel dumb.
12. Write clearly on the board, and write often!
13. Repeat answers and questions in the classroom from students.

14. Give students adequate time to complete work and adequate warning for tests.
15. Check in with students during work time to see if they have any questions.
16. Stand near students when they are required to answer a question.
17. Be aware of jokes that exclude ELLs and enforce consequences when other students laugh at a student's English skills.
18. Maintain high expectations for all students, no matter their background.

## Accountability Measures

To monitor student progress in English language proficiency, the ELL teacher will maintain a student assessment portfolio to reflect each students' progress in the domains of Listening, Speaking, Reading, and Writing. The portfolio will include both formal and informal assessments (see below), legal documentation of services, and teacher feedback/additions as available. These portfolios are housed in the ELL classroom and are available for review upon request. Elements to be included in the portfolio:

Document Title	Document Purpose
<b>Copy of MN Language Survey</b>	To identify if the student qualifies for ELL services
<b>Date of Notification Letter</b>	One per year to parents
<b>ACCESS Test Results (Individual Reports as available)</b>	One per year, received in July for the prior year of testing
<b>Kindergarten W-APT Test Results OR WIDA Screener Results (1-12)</b>	Placement test for entrance into ELL program (new students without prior test scores only)
<b>Test Results from Previous Schools</b>	As available
<b>Copy of IEP</b>	If applicable
<b>Additional Supporting ELL Documentation</b>	(Optional) May include writing samples, goal setting sheets, etc.

## Program Procedures

### Language Proficiency Assessments

English language proficiency assessments will be administered to each student whose MNLS warrants it (see **Entrance Criteria**). For those who qualify, they will be assessed annually in the spring using the WIDA ACCESS Test and their qualification for ELL services will be re-evaluated upon receipt of these test results.

### Parent/Guardian Notification of ELL Services

Once students have been identified as ELL, their families will be notified that they qualify to receive services and will be in ELL classes for the school year unless the parent/guardian chooses to voluntarily withdraw them. Start of the school year notification letters will be sent out no later than by October 1<sup>st</sup>, or within 10 days of the student's official first day of class at the school. Letters are available in English and Spanish, and these letters will be translated into additional languages whenever necessary, to the ELL teacher's best ability (See Appendix D).

### Teacher Notification

Within the first three weeks of school the teachers who have ELL students in their classrooms will be notified via email from the ELL teachers about the status of having said student(s) in their class. By the first collaboration meeting of the year, the ELL teacher will give each teacher a report on the language levels of their individual ELL students as well as any additional resources they might need to help them in addressing differentiation needs for the ELL population in their classroom.

### Scheduling

Those who qualify for ELL services will be added to the ELL teachers' rosters within the first 10 days of assessment. Classes with the student will begin as soon as possible.

### MARSS Identification

Within 10 days of completing the entrance into the ELL program, the ELL teachers will notify the MARSS coordinator at SBWS that the student has EL status. All students who qualify for ELL will receive a "Yes" designation as ELL in the JMC database. All students who have been found to not qualify for ELL services will receive a "No" designation for ELL in the JMC database. For students who have recently exited the program and are continuing to be monitored, they will no longer be listed as LEP in the JMC database as monitoring is an informal procedure (see **Transitional/Monitoring Process**). The MARSS coordinator will then upload JMC data to the state informational site for official ELL numbers for the school year.

### Student Progress Reporting

After each academic year, the ELL teachers will write individual student profiles to be given to the students, teachers, and parents/guardians (if so desired) which document each student's growth in their English Language Development from the beginning of the year to the end (see Appendix B). The ELL Coordinator will also write an annual progress report which documents the overall school progress as connected to ELL for that given school year.

### Timeline

All processes will follow the SBWS ELL Timeline (see Appendix C) to everyone's best ability.

### Program Evaluation

To ensure SBWS's ELL program meets the requirements outlined by Title I through the Every Student Succeeds Act, the Academic Director in collaboration with the ELL teachers will complete and submit all required documents to MDE per request.

## **Department Responsibilities**

### Student Assessment

The ELL department is responsible for:

- Assessing the English language proficiency of all new students who enroll at SBWS and qualify based on the Entrance Criteria.
- Determining each ELL student's English proficiency and the services s/he will thus require.
- Assessing students' ongoing language needs through formal and informal assessment as well as collaboration with the classroom teachers.
- Compiling individual student profiles and the overall school progress report in ELL.

### Scheduling

The ELL department is responsible for determining its own instructional schedules while taking the following elements into account:

1. Each student's minimum required amount of service time.
2. The least intrusive time during the academic day in which classes can afford that the student is pulled out for a portion of in-class time or the ELL teacher's push-in support would be most helpful, preferably during Literacy Block OR Social Studies, per MDE recommendations. It is less preferable to pull during Math or Science. ELL students *cannot* be pulled during Specials.
3. Convenience for students.
4. Recommendations/preferences from teachers.
5. The availability of the ELL teachers.

At all times, the highest priority in scheduling will be to provide the students with the best and most meaningful academic support in the least restrictive environment, however, the above availability of resources must be considered as well. The ELL teachers will work with the classroom teachers to reach the best possible agreement, and if at any time the schedule needs to be changed, there will be a collaborative effort to do so. At any time, an adequate level of service must be maintained.

### Record Keeping

The ELL teacher maintains a set of confidential records in the ELL classroom which must remain locked at all times and contain the above listed documents (See **Accountability Measures** and Appendix F).

### Communication

The ELL department is responsible for maintaining adequate and comprehensive communication with the following stakeholders: students, parents/guardians, teachers, paraprofessionals, specialists, SPED department, Board of Directors, administrators, staff, community members, and state and federal agencies. The ELL department will use the utmost discretion in maintaining individual student privacy.

The ELL department is responsible for disclosing to the general public information regarding the ELL program including its design, curriculum, general enrollment data, day-to-day instruction, assessments given, general assessment results, and legal rights of students and families.

The ELL department is also responsible for communicating the above information and individual student data when appropriate to the aforementioned privileged stakeholders as necessary.

### Advocacy

The ELL department is responsible for being a student's advocate by working closely with school administrators, teachers, specialists, families, and community members to protect their rights, provide a safe and challenging learning environment, and give them access to the curriculum and services for which they are eligible.

The ELL department is also responsible for being an advocate for the families who have children enrolled at SBWS by informing them of their rights, giving them access to adequate data regarding the school and their child's progress so that they can make informed decisions as well as welcoming their insight and involvement in the school.

## References

- August, D. & Hakuta, K. (eds.) (1997). Cognitive aspects of school learning: Literacy development and content learning, *Improving schooling for language-minority children: a research agenda*. Washington, D.C.: National Academy Press.
- Echevarria, J, Vogt, M., & Short, D.J. (2004). *Making content comprehensible for English learners: The SIOP model*. Boston, MA: Pearson Education, Inc.
- National Study of School Evaluation. (2002). *Program evaluation: English as a second language*. Schaumburg, IL: National Study of School Evaluation.
- World-Class Instructional Design and Assessment (WIDA) (2011). Wisconsin Center for Education Research at the School of Education, University of Wisconsin-Madison. The Board of Regents of The University of Wisconsin System.

Minnesota Language Survey – Appendix A

**Minnesota Language Survey**

Minnesota is home to speakers of more than 100 different languages. The ability to speak and understand multiple languages is valued. The information you provide will be used by the school district to see if your student is multilingual. In Minnesota, students who are multilingual may qualify for a Multilingual Seal upon further assessment. Additionally, the information you provide will determine if your student should take an English proficiency test. Based upon the results of the test, your student may be entitled to English language development instruction. **Access to instruction is required by federal and state law. As a parent or guardian, you have the right to decline English Learner instruction at any time.** Every enrolling student must be provided with the Minnesota Language Survey during enrollment. Information requested on this form is important to us to be able to serve your student. Your assistance in completing the Minnesota Language Survey is greatly appreciated.

Student Information	
Student's Full Name: (Last, First, Middle)	Birthdate or Student ID:

	Check the phrase that best describes your student:	Indicate the language(s) other than English in space provided:
1. My student first learned:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
2. My student speaks:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
3. My student understands:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
4. My student has consistent interaction in:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	

**Language use alone does not identify your student as an English learner. If a language other than English is indicated, your student will be screened for English language proficiency.**

Parent/ Guardian Information	
Parent/Guardian Name (printed):	
Parent/Guardian Signature:	Date:

\* All data on this form is private. It will only be shared with district staff who need the information to best serve your student and for legally required reporting about home language and service eligibility to the Minnesota Department of Education. At the district and at the Minnesota Department of Education, this information will not be shared with other individuals or entities, except if they are authorized by state or federal law to access the information. Compliance with this request for information is voluntary.



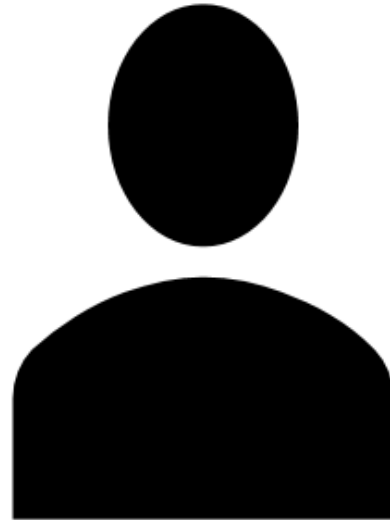
Student Profile Example – Appendix B

---

## Jorge Emilio Smith

(pronounced: *Hor-hey*)  
Going into 5<sup>th</sup> Grade

(Picture of Student)



### Student-set goals:

- I want to be a doctor when I grow up.
- I want to be a better writer.
- I want to be great at division.

### Educational History and Memories:

Jose has been at Stonebridge since he was in Kindergarten.

### Assets student brings to the classroom:

- I'm a good reader. In my home we speak English and Spanish.
- I love to cook.
- I work best in a classroom that is quiet. I like to read because I love stories.
- I am good at spelling in English.
- If I make a mistake in English, my teacher should teach me how to do it right.
- I work very hard and my dad helps me a lot with my homework at home. He has very high expectations.

### Student's ACCESS test scores from 2016-2017:

**Listening: 5.2**  
**Speaking: 2.5**  
**Reading: 3.5**  
**Writing: 4.0**  
**Overall: 3.7**

Stonebridge World School English Language Learner Timeline – Appendix C

## **Stonebridge World School ELL Timeline**

### **Starting Teacher Week**

Compile test scores – for new-to-Stonebridge students

Send test results to parents – hand deliver at Open House night or send via mail

Establish a first day/first week support plan for any newcomers

Update all files with new school year documentation

### **During the First 30 Days**

Send out Parent Notification letters (including Refusals if requested)

Secure test results for all students, and test those who do not have scores on file

- W-APT for Kindergarteners (paper test)
- WIDA Screener for grade 1-12 (online test)

Teacher notification of ELL Students for the school year

Begin working with students following the first two/three weeks of school

Update all files with new class lists (move old files to the office)

Update the ELL Plan of Service and post on the website

Create year-long goals for the students in the four language domains

### **Throughout the School Year**

Enroll new students in ELL as they enter (if they qualify) and test them if necessary

Keep files updated and add new academic samples throughout the year

Complete ACCESS Testing in the Spring (Feb/Mar)

Fill out report cards at each trimester mark

Continue to collaborate with classroom teachers through meetings every three weeks

Provide resources to the wider SBWS staff as deemed necessary

Maintain communication with parents as necessary

Attend ELL-specific trainings as able

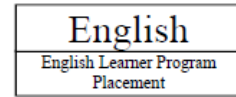
### **At the End of the School Year**

Create Student Profiles for next year's teachers

Forward test results to new schools as necessary

Share ACCESS Test scores with students, families, and teachers as they become available

Parent Notification Letter – Appendix D



Stonebridge World School
English Learner Program Placement

Initial Placement Continuing Placement

Name of Student: Date: (mm/dd/yyyy)

School Location:

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child’s proficiency in English. Proficiency in a language is a measure of a person’s ability to understand and communicate in that language or in a person’s preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English Learner and other important information. Here is the information included in this letter:

- Your child’s level of proficiency in English;
The level of proficiency needed to be considered proficient;
An estimate of how long it should take for your child to become proficient in English;
The method of instruction used in English Learner Services;
Other English Learner Services that may be available to help your child;
Information about requesting other services to help your child become proficient in English;
Information about refusing the English Learner Services we provide;
If available, information about how your child is generally doing in school;
Information about the percentage of English learners graduating from high school; and
If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: Title:

Email: Phone:

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district’s English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child’s needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is (number of years). The high school graduation rate for students receiving English Learner Services is %. If your child has a disability and an Individualized Education Program (IEP), improvement in your child’s ability to listen, speak, read, and write in English will help meet the goals of the IEP.

## Stonebridge World School

English
English Learner Program Placement

The name of the English proficiency test your child took is:

- \_\_\_\_\_  
(Test used to measure level of English proficiency)
- \_\_\_\_\_  
(Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: \_\_\_\_\_ The highest score possible is: \_\_\_\_\_

The level needed to be proficient in English and exit English Learner Services is: \_\_\_\_\_

If applicable, your child's level of academic achievement was measured using the following test(s):

- \_\_\_\_\_  
(Test used to measure level of academic achievement)
- \_\_\_\_\_  
(Test used to measure level of academic achievement)

Your student's Level of Academic Achievement is: \_\_\_\_\_

The method of instruction used in your child's English Learner Services is:

- Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's home language.
- Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- Other:** \_\_\_\_\_

- Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or \_\_\_\_\_ if you would like to request: (a) immediate removal of your child from the English Learner Services provided by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

<b>English</b>
English Learner Program Placement

## Stonebridge World School Description of Programs

The goal of the district’s English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district’s English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for \_\_\_\_\_ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child’s Program: \_\_\_\_\_

Instructional Method(s):  
\_\_\_\_\_

Program Content for Meeting State Proficiency:  
\_\_\_\_\_

Native Language Used in Instruction:       Yes       No

English Language Used in Instruction:       Yes       No

Program Exit Criteria:  
\_\_\_\_\_

Description of Other Available English Learner Services: \_\_\_\_\_

Instructional Method(s):  
\_\_\_\_\_

Program Content for Meeting State Proficiency:  
\_\_\_\_\_

Native Language Used in Instruction:       Yes       No

English Language Used in Instruction:       Yes       No

Program Exit Criteria:  
\_\_\_\_\_

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Refusal of Services Letter – Appendix E

<b>English</b>
Request for Change in English Learner Program

**Stonebridge World School  
Explanation of Consequences for Refusing English Learner Services**

Date:   
(mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III, or both.

Title VI of the Civil Rights Act and the U.S. Supreme Court case Lau v. Nichols ruling require schools and districts to provide services to English learner students to help them become proficient in English and succeed academically in school. Proficiency in a language is a measure of a person’s ability to understand and communicate in that language or in a person’s preferred mode of communication. Our school district provides programs and services designed to help increase your child’s level of English proficiency. Even if you do not want your child to participate in our district’s English Learner Services, the district is still required by Civil Rights law to provide services to your child that will help your child become proficient in English and succeed academically in school.

English Learner Services provided by Title I, Title III, or both are services that are provided to students learning English that are in addition to the district’s English Language Development Program. Refusing to allow your child to participate in these services will result in your child not being given all of the services our district provides to help your child become proficient in English and meet high academic grade level standards and graduation requirements.

If you refuse the English Learner Services our district provides, your child will still be required to take the annual test of English language proficiency. All English learner students are tested annually until they become proficient in English.

Refusing the district’s English Learner Services could result in your child taking longer to meet the requirements to become proficient in English than other students that do participate in these services. Refusing these programs could also delay your child’s ability to fully participate in educational programs offered by our district.

Sincerely,

<input style="width: 100%; height: 20px;" type="text"/> Name	<input style="width: 100%; height: 20px;" type="text"/> Title
<input style="width: 100%; height: 20px;" type="text"/> Phone	<input style="width: 100%; height: 20px;" type="text"/> Email

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

English Language Learner File Contents – Appendix F

**Student's Name:** \_\_\_\_\_

**ELL Secure File Contents**

\_\_\_\_\_ Copy of MN Language Survey from office file (one time)

\_\_\_\_ - \_\_\_\_ - \_\_\_\_\_ Date of Notification of Services Letter (per year)

\_\_\_\_ - \_\_\_\_ - \_\_\_\_\_

\_\_\_\_ - \_\_\_\_ - \_\_\_\_\_

\_\_\_\_ - \_\_\_\_ - \_\_\_\_\_

\_\_\_\_ - \_\_\_\_ - \_\_\_\_\_

**English Test Results**

2015-2016 \_\_\_\_\_ ACCESS Test Results including: Individual Score Report

2016-2017 \_\_\_\_\_

2017-2018 \_\_\_\_\_

2018-2019 \_\_\_\_\_

\_\_\_\_\_ Kindergarten W-APT Test Results or WIDA Screener Results

*(if newcomer or first year in MN or unable to secure ELL files from previous schools)*

\_\_\_\_\_ Any test results from previous schools

\_\_\_\_\_ Copy of IEP if applicable

\_\_\_\_\_ Supporting ELL Information as applicable (including writing samples)