Crookston Public Schools
ELL Procedure Manual

August 4, 2015

Independent School District #593
402 Fisher Ave.
Crookston, MN 56751

EL Program Philosophy

The purpose of the Crookston English Language Learner (ELL) Program is to prepare students to perform at grade-level or above while meeting the linguistic, academic, and cultural needs of our students. The needs of EL students are addressed through explicit instruction in academic language, study skills, and critical thinking skills. Because students acquire language at different rates, particularly true of students who traditionally require EL services for longer periods of time due to limited schooling or literacy in their first language, we will advocate for the use of the student's home language and development of early literacy skills at home and in the classroom. Those literacy skills practiced at home will transfer to English. *All* teachers are responsible for providing core instruction that meets the content and language needs of English Learners. EL teachers provide support and resources for classroom teachers to help them achieve that goal. EL teachers also provide supplemental literacy skill building within the ELL classroom to continue to help students build upon the knowledge being taught during core instruction.

Curriculum

- State standards aligned with appropriate language targets based on WIDA standards.
- Individualized Language Goals based on student proficiency in speaking, listening, reading, and writing.
- If reading meets the language and developmental goals of the students, the EL teacher will use reading as a context for teaching language, especially at the primary level. This includes decoding, fluency, and phonemic awareness with a heavy emphasis on comprehension, vocabulary, and grammar-related skills.

Service Model

EL teachers provide students with small-group attention based on their proficiency level and specific language areas. Though instruction does not occur in the mainstream classroom, the EL teacher(s) support classroom instruction by teaching the same skills aligned to the core curriculum.

Planning for a pull-out or stand-alone classroom should include:
- Setting content and language objectives for a particular lesson or unit that connect to MN state standards.
- Identifying the vocabulary, language structures, and background that need to be focused on in the classroom.
- Determine the different language needs of the English Language Learners in the classroom.
- Adapt content when necessary.

Students at levels 1-3 may also receive additional support with a para in the mainstream classroom. If there is a serious schedule conflict, a para may work with a few individual students for 30 min a day rather than having them be pulled from the mainstream classroom.

Minutes of Direct Instructional Time
Elementary
All Elementary students (not dual special ed.)

Level 1	50 Minutes
Level 2	30-40 Minutes
Level 3	30 Minutes
Level 4 and up	20-25 Minutes

Students whose language levels are between 1-3 may receive additional para support between 20-30 min. a day as para support is available. (4-5 hours per week).
Dual special Ed. Students who have one or more learning disabilities receive their primary language instruction with the Special Education teachers. The EL teacher is available to confer with and support as needed. Special Ed. / EL students who are not pulled out the mainstream classroom the majority of the day will also have para support 30 min a day in a core content area. Students who scored above a 4.8 may be considered for indirect services if they are doing well in their mainstream classes.

Secondary
Students in levels 1-3 will receive 50 minutes of instruction a day (4 hrs. a week).
Students in levels 4-5 will receive 50 minutes of instruction a day (4 hrs. a week).
Students who are above level 4.8 who are doing well in their mainstream classes may be considered for indirect services / monitoring during prime time (a 20 min. check in time where the teacher will monitor their grades).

Entrance and Exit Criteria

Identification and Initial Placement

- All students new to the district must fill out a Home Language Questionnaire.
- Students who have a language other than English on their Home Language Questionnaire will be tested for the EL Program using the WIDA Model test for Kindergarten and the W-APT (WIDA ACCESS Placement Test) for grades K-12. ACCESS Scores from the previous year will be used to identify students moving from other districts in Minnesota if available.

- ○ Students qualify for EL services with a Composite Score of less than 5.0 on the W-APT in speaking, listening, reading and writing in grades 3-12 or a Composite Score of less than 5.0 for K-2. K-1 Students who score below 29 may receive direct services. If a student is tested later on in the year and scores a 29 or above, but does not score in the exceptional category in either reading or writing, they may be serviced. Students scoring 29 or above may also be monitored or re-tested based on teacher discretion.
- ● Parents will be notified if a student is eligible for EL Services within 10 days.
- ● Parents or guardians may remove their child from the EL Program at any time by signing a waiver available through the EL teacher or verbally refusing. However students will still be required to take the state EL assessment unless it is directly refused by parents.

Grades	Tests	Scores Required for EL Identification & EL Program Placement
PreK- K.5 (through Dec)	WIDA Model speaking and listening	1.0-4.9
K.6- (January)- 1.5 (Dec)	WIDA Model or ACCESS speaking, listening, reading and writing tests	Composite score of 1.0-4.9
1.6-2nd (Dec)	W-APT or ACCESS speaking, listening, reading and writing tests	Composite score of 1.0-4.9
3rd-5th	W-APT or ACCESS speaking, listening, reading and writing tests	Composite score of 1.0-4.9
6th – 12th	W-APT or ACCESS speaking, listening, reading and writing	Composite score of 1.0-4.9

Additional Criteria for Identification

EL teachers may consider additional criteria for EL identification such as: Observations, teacher judgment, parent recommendations and other developmentally appropriate assessment instruments.

Parental Notification and EL Information File

If it is determined that the student is an English Learner (EL), the student qualifies for EL services. Parental notification is required to enroll the student in the EL program. The following is filed in the student's PRF:

- W-APT or ACCESS Score
- Copy of Parent Notification Letter

Monitored Students

Students who are at a 4.5 overall composite score and are doing well in mainstream classes will be considered, on a case by case basis, for monitoring (especially at the secondary level). Monitoring a student will be at EL teacher discretion.

Monitoring at the Elementary Level:

- El teacher will touch base with classroom teacher, attend conferences, touch base with parents and continue checking test scores
- Students who are at a 4.5 Composite score will not be officially exited from the EL Program and will continue to take the ACCESS Test in the Spring

Monitoring at the Secondary Level

- El Teacher will check grades on a regular basis, attend conferences, and touch base with parents
- Student will be placed in Friday Primetime with the EL teacher which will serve as a weekly check in with student.
- Students who are at a 4.5 Composite score will not be officially exited from the EL Program and will continue to take the ACCESS Test in the Spring

Waived Students

A student whose family has declined EL service after initial identification will not have a start date on the MARRSS system but will still have to take the annual state EL assessment unless they refuse. This is effective for one school year. The following school year the family will be notified of their right to refuse service or reenter the EL Program. A waived student will be exited from the EL Program and identified as LEP N on the MARRSS system after two consecutive years of waiving service or if they meet

the district Exit Criteria. A copy of the Refusal of Service form will be placed in the student's PRF. A student whose family has declined service after participating in the EL Program previously will be exited from the EL Program and identified as LEP N on the MARRSS system after two consecutive years of waiving service or if they meet the District Exit Criteria.

EL Program Exit Criteria

Once students have scored at least a 5.0 on the ACCESS, they will continue to be monitored for 2 years. If they are not meeting all of the following criteria, they will be moved to indirect services and monitored closely. In order for a student to fully exit the EL Program, EL students have to meet at least four of the following criteria; two of which have to be standardized test data.

Grades K-2
- ACCESS Composite Score of 5.0
- Proficiency or competency on a collection of EL and content-area assessment data
- Students who are at or above grade level in reading and on the NWEA and are showing normal growth
- Positive teacher recommendation to exit along with parent input
- ELs in grades K-2 most likely will not be considered for exit until they score a 5.0 or higher on the WIDA ACCESS

Grades 3-5
- ACCESS Composite Score of 5.0 or higher, writing and reading scores must be at least at a score of 4.0
- Proficiency or competency on a collection of EL and content-area assessment data.
- Students who are at or above grade level on the NWEA and are showing normal growth
- Students score a partial, meets, or exceeds on the MCA in at least ⅔ areas (reading, math, science)
- Positive teacher recommendation to exit along with parent input

Grades 6-12
- ACCESS Composite Score of 5.0 or higher, writing and reading scores must be at least at a score of 4.0
- Proficiency or competency on a collection of EL and content-area assessment data

- Passing grades in mainstream classes and teachers feel they are able to continue making progress on their own
- If a student does not receive a passing score on MCAs, this will not hold them back if teachers feel they are doing well and passing mainstream classes

Exiting of Special Education Students from the EL Program

Students who are identified as both Special Education and EL are eligible for both programs. EL teachers can provide direct services or act as consultants to the Special Education team on a case by case basis in serving these students. EL teachers are members of the IEP team and should be included in IEP meetings. Students receiving Special Education Services can be exited from the EL Program based on the following criteria:

- District EL Exit Criteria met
- The student is not making progress in the EL program and it has been determined that the student's disability and not language is the most likely cause for their lack of progress. EL teachers should look at the following data when making this decision.
    - Student's rate of progress and proficiency on the ACCESS
    - Student's progress meeting language goals on the EL Student Report
    - The number of years the student has received EL Services.
    - Student's rate of progress compared to peers receiving EL services
    - Students PEG growth on MAP.

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

Reclassification

A student will be reclassified as LEP N on the MARSS system once they have been Exited from the EL Program. This reclassification occurs at the beginning of the following school year. Initial entrance criteria needs to be met in order to for a student to be reclassified EL.

ELL Program Information Availability

All Crookston Public Schools' ELL Program information will be available on our school website and EL Program website. Information will be provided in English and Spanish.

ELL Proficiency Levels

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

Level 2 - Emerging
Students can orally produce phrases and short sentences
- Vocabulary usage consists of words related to the content area.
- Students can follow two-step directions.
- Students can read adapted or simple text with high visual and teacher support.
- Students can write phrases and short sentences using general vocabulary. Comprehensibility may often be impeded by errors.
- These students require more intensive English language instruction.

Level 3 - Developing
- Student can orally produce simple and expanded sentences with more detail.
- Vocabulary usage consists of the use of general and more specific vocabulary from the content area.
- Students can follow multi-step directions.
- Students can read and identify the main idea in adapted texts and use context clues to determine meaning.
- Students can write simple and expanded sentences with more detail that includes general and specific language related to the content. Errors don't impede overall meaning, but errors may occur when students produce more complex text.

Level 4 - Expanding
- Students can orally produce consists of a variety of sentence lengths with emerging complexity.
- Vocabulary usage consists of specific and some technical language related to the content.
- Students can read and find details that support main idea in a grade-level text, interpret data, identify word families and figures of speech.
- Students can write a variety of sentence lengths of varying linguistic complexity with emerging cohesion that includes specific and some technical language related to the content area. Errors don't impede overall meaning of text.

Level 5 - Bridging
- Students can orally produce a variety of sentence lengths of varying linguistic complexity and cohesion.
- Vocabulary usage consists of specialized or technical language from the content areas.
- Students can read and draw conclusions from a grade-level text.
- Students can write a variety of sentence lengths of varying linguistic complexity on a single topic that uses technical and content area vocabulary or with a complexity like grade-level peers comprehensibility.