

Woodland Public Schools



English as a Second Language Program Guide: Planning for English Language Learner Success

October 2011

Dear Parent, Teacher and/or Administrator,

This handbook was prepared to provide information to you about Woodland's English Language Learner Program. This program is designed to address the linguistic and educational needs of English Language Learners (ELL) by identifying students and developing programs that recognize their diverse ethnic and cultural backgrounds and experiences. The information in this guide is intended to aid teachers, administrators and parents in the planning for and providing services to our ELL students.

Sincerely,

Deb Kernen, Special Programs Director

Woodland School District

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English as a Second Language Program Guide - Introduction

Woodland School District (WSD) strives to create a learning environment that encourages assimilation into the second language and culture while maintaining respect for and pride in their cultural and linguistic heritage. The English Language Learner (ELL) program delivers comprehensive instruction so that these students can attain the goals and outcomes as set forth and reflect the No Child Left Behind Act of 2001 and the Office of Civil Rights documents. Programs for ELL students reflect Woodland's guiding principles in providing unlimited opportunities to reach high expectations, equal access to quality education based on standards, new and motivating challenges to inspire excellence, and total accountability.

English as a Second Language Program Guide – Program Overview

Woodland School District provides a program for English language learners to increase students' English language skills so their academic performance is equivalent to native English-speaking students of the same age and grade level. The focus is to provide the educational opportunities that will enable students to be an independent learner, successful in the classroom, and a productive member of society. The ELL program provides a continuum of services from kindergarten through the twelfth grade that develops both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

The Home Language Survey is used to identify potential students eligible for the ELL program. These results are used to determine eligibility for program placement and services.

Using a variety of program delivery models and providing a continuum of support services, general education and ELL teachers have a shared responsibility to ensure all ELL students reach full educational parity with their native English-speaking peers, and to provide a language-rich environment that promotes high expectations for academic achievement. ELL students are immersed within the general curriculum and receive instructional services through support in a collaborative classroom.

Woodland's ELL program encompasses both social and academic needs. ELL students can develop social and academic language at the same time. Emphasis should be placed on supporting the student's performance and mastery of English in the content areas. Learning language through the content areas enables the student to acquire age/grade appropriate content standards while developing English language proficiency.

Goals of the ELL Program

The over-all focus of Woodland's ELL Program is to provide opportunities for ELL students to reach full parity with their native English-speaking peers. Through English language instruction, the students work toward attainment of ELL proficiency standards and goals, achievement and realization of long term personal, social, and economic success in an English speaking society. The goals are to:

1. Use English to communicate effectively in a social setting.

- a. Use English to participate in social interaction;
 - b. Interact in, through, and with spoken and written English for personal expression and enjoyment; and
 - c. Use learning strategies to extend communicative competence.
2. Use English to achieve academic standards in all content areas.
 - a. Use English to interact in the classroom;
 - b. Use English to obtain, process, construct, and provide subject matter information in spoken and written form; and
 - c. Use appropriate learning strategies to construct and apply academic knowledge.
3. Use English socially and in culturally appropriate ways.
 - a. Choose appropriate language variety, register, and genre according to audience, purpose and setting;
 - b. Vary non-verbal communication according to audience, purpose and setting; and
 - c. Use appropriate learning strategies to extend their social-linguistic and social-cultural competence.

Identification of ELL Students

Woodland School District has established a uniform procedure for the identification of ELL students. The Washington Language Proficiency Test II (WLPT-II) is used to determine English language levels and student eligibility for English language services. Currently, this is the only assessment of reading, writing, speaking, and listening knowledge and skills used in Washington State for English language proficiency for English language learners (ELLs).

The WLPT-II consists of two tests:

- **The Placement Test** is used to determine initial English language levels and student eligibility for ELL services. The Placement Test is given to all students who answer “yes” to question #2 on the Home Language Survey: “Does your child have a first language other than English?”
- **The Annual Test** is given to all students who qualify for services with the Placement Test and to determine whether the student is eligible to continue to receive ELL services.

All students eligible for language services according to the WLPT-II Placement Test (Levels 1, 2, or 3) must be given the annual WLPT-II test until they reach the Level 4 (Transitional) on the Annual Test. Once a student reaches Level 4 (Transitional) on the WLPT-II Annual Test, they no longer qualify for language support services.

Eligibility

Students scoring at the Beginning, Advanced Beginning, Intermediate, or Advanced Level are eligible for ELL services. Students scoring at the Beginning, Advanced Beginning, Intermediate, or Advanced Level are eligible for TBIP services. ELL staff provides notification to the parents that the student is eligible for the program and develops a program based on the student's functional level of language. Parent/guardian reserves the right to waive ELL services.

Instructional Programs

The ELL program provides the students with full access to the curriculum through a continuum of service delivery options. The overall program goal is to increase the student's English language skills so his/her academic performance is equivalent to native English-speakers of the same age and grade level. Placement and the type and level of ELL services may vary since their design depends on the individual student's needs, parent request, and the recommendation of the team. ELL services may include in-class assistance, a pullout program, consultation, or a combination of different service delivery models.

Teacher Preparation

The district has been providing two specific trainings to help support effective, research based instruction that addresses the differentiation ELL students require. Teachers at Woodland Primary and Intermediate are participating in Guided Language Acquisition Design (GLAD) trainings. This model incorporates effective teaching strategies that promote academic language, literacy, academic achievement and cross-cultural skills. At the middle and high school level some content teachers have participated in Sheltered Instruction Observation Protocol (SIOP) training. SIOP is an approach for teaching content to English language learners in strategic ways to make the subject matter concepts comprehensible while promoting the students' English language development. Both of these trainings allow for students to participate fully in the general education curriculum to the greatest extent.

Assessment

Woodland has established and implemented uniform procedures for the assessment of English proficiency in the areas of listening, speaking, reading, and writing in order to place students in appropriate instructional programs according to the state of Washington. The ELL teacher(s) or other appropriate personnel will administer the Washington Language Proficiency Test during the annual testing window from February-March. All students will also participate in the state of Washington MSP and HSPE state assessments with the exception of those students who are in their first year of enrollment in U.S. schools. These students are not required to participate in reading or writing tests, however do need to take the math portion.

Exception for the WLPT II: Students who are newly eligible for ELL services after December 31st of the school year do not participate in the annual test window, as their placement test score will serve as their annual test score.

Annual Monitoring of Student Progress

The ELL teacher assesses the language proficiency of all students eligible to receive ELL services once the WLPT testing results are received in early June and presents findings to the student team (ELL and general education teacher(s) and other(s), as appropriate). All results are sent home and a copy placed in the student's permanent record file. Any student that scores at the Transitional Level will exit the program.

What are the Title III Annual Measurable Achievement Objectives (AMAOs)?

- AMAO1: ELL making progress in learning English
- AMAO2: ELL attaining English language proficiency
- AMAO3: ELL meeting AYP in the ELL cell.

Native American and Alaska Natives under Title III

Native American and Alaska Native students whose first language is English may qualify for Title III supplemental instructional resources through the following process:

- Identify Native American and Alaska Native students through the district's registration form.
- District personnel will review assessment data to determine if the student is academically at risk and assess within 10 days of registration. Students scoring at a Level 1, 2, or 3 on the WLPT-II Placement Test are eligible for Title III services. Services are coordinated based on the need of the students. Native American and Alaska Native ELL students are subject to the same testing requirements of TBIP students.

ELL Program Task Time Line

TASK	Recommended Time Frame	Person Responsible
Completion of Home Language Survey	Upon Registration	Secretary/Registrar
Provide ELL teacher with a copy of the Home Language Survey	Placed in ELL teachers box on the day of registration	Secretary/Registrar
ELL teacher searches on OSPI Bi-lingual website data base to determine if student needs WLPT Placement test	Within 2 school days after registration	ELL Teacher/ELL staff
Administer WLPT Placement Test	Within 10 school days of registration date	ELL Teacher/ELL staff
Enter results into state data base	Within 5 school days of eligibility determination	ELL Teacher/ELL staff
Send eligibility notice to parents	Within 5 school days of eligibility determination	ELL Teacher/ELL staff
Create student file	Within 5 school days of eligibility determination	ELL Teacher/ELL staff
Develop/plan and implement instructional program based on student needs	Within 5 school days of obtaining parent permission for ELL services	ELL Teacher/ELL staff
Administer annual WLPT II	February – March	ELL Teacher/Ell staff
Review WLPT II results and report to teachers and administrators	June	ELL Teacher
Annual review of student progress and program	September-October	WPS & WIS Title 1 School Wide Team, WMS/WHS School Improvement and Building Leadership Teams

ELL Teacher Responsibilities

ELL teachers should carry out their responsibilities according to the program procedures included in this guide.

Program Responsibilities:

- Review all Home Language Surveys of potential ELL students, administer WLPT Placement Test and schedule into ELL services.
- Coordinate and Administer WLPT II language proficiency tests-yearly
- Consult with general education teachers frequently regarding student progress and program needs.
- Maintain ELL records.
- Review state MSP & HSPE results of all ELL students.
- Provide timely data to the special services administrative secretary.
- Provide ELL program information to school personnel, parents, and community members.
- Act as an advocate to further the education of the ELL students and program.
- Encourage parental and involvement.
- Ensure that all ELL students participate in the state system-wide assessment with or without accommodations.

Instructional Responsibilities:

- Plan and deliver instruction according to the language proficiency levels and content standards developed from researched-based best practices.
- Collaborate with and support general education teachers to ensure that ELL students are acquiring the necessary academic language to meet grade level content standards.
- Incorporate technology into instructional planning and delivery.
- Assess student progress regularly and adjust instruction.
- Inform student, teachers, and parents about student progress.
- Formally report student progress quarterly.
-

Relationship with Parents

The parents of English language learners play an important role in their child's program and should be involved in all phases of the ELL program. Parents have the right to information about their roles, responsibilities, and rights. Their participation in interviews, reporting on developmental and educational histories, and the process of language acquisition is invaluable. Parents provide information that can form a framework for understanding the student and interpreting the data. Trust and respect are the cornerstones of any good relationship between parents and school professionals. Becoming familiar with traditions from other cultures helps to establish a sense of trust and cooperation between the school and home.

Practices that can build a partnership between professionals and parents:

- Understand that the parents' level of proficiency and confidence in English may affect the degree to which they participate, even with an interpreter present. Some parents may not ask questions, but may wait to be told what is important. Do not assume this lack of assertiveness implies agreement with school observations or recommendations. In fact, it may signal disagreement or confusion and frustration with the recommendations and outcomes.
- Ensure that the interpreter translates conversations held among professionals so that the parent feels involved at all times.

Parent Involvement and Parent Notification Requirements

1. What are the requirements regarding the role of parents of ELL students?

- a. Districts must implement an effective means of outreach to parents of ELLs.
- b. Districts must inform parents on how they can be active participants in:
 - Assisting their children to learn English,
 - Achieving high levels in core academic subjects, and
 - Meeting the state's academic content and student academic achievement standards as all students are expected to meet.

2. When must a district inform parents that their child has been identified for participation in a language instruction educational program for ELL students?

- a. Parents must be informed no later than 30 days after the beginning of the school year.
- b. For a student who enters school after the beginning of the school year, within two weeks of the student's placement in the program.

4. What kind of information must a district provide to parents regarding their child's participation in a language instruction educational program?

- a. Reasons for identifying their child as being limited English proficient and for placing their child in a ELL program for ELL students;
- b. Student's level of English proficiency, how the level was assessed and the status of the child's academic achievement;
- c. Method of instruction including a description of other alternative programs;
- d. How the program will meet the educational strengths and needs of the child;
- e. How the program will help the child learn English and meet academic achievement standards;
- f. The program exit requirements, including the expected rate of transition, and the expected rate of graduation from secondary school;

g. How the program will meet the objectives of an individualized education program for a student with a disability; and their rights, including written guidance that:

- Specifies the right that parents have for their child to be immediately removed from a language instruction educational program upon their request,
- Describes the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, and
- Assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

Instructional Program

The primary instructional vehicle in schools is language. However, many English language learners are not able to benefit from instruction because of their limited English proficiency. The proficiency level of ELL students can vary widely. A structured ELL program is essential and an integral component their educational program. A sequenced curriculum develops and refines listening comprehension, oral expression, reading, writing, and thinking skills appropriate for grade-level academic work. Emphasis on supporting the student's performance and mastery of English in content areas (academic language) enables the student to acquire age/grade appropriate content knowledge while also developing English social language proficiency.

Instructional practices and lesson design of the ELL program include:

- Teaching to the ELL student's language proficiency and content standards.
- Integrating language teaching with the teaching of curricular content.
- Collaborating to make content language of the classroom comprehensible.
- Customizing the learning environment to meet individual language needs.
- Providing explicit instruction in learning strategies and complex thinking skills.
- Providing research-based explicit instruction in reading comprehension.

ELL Program Service Delivery

The ELL staff determines the amount of time allotted for direct service, who will provide the instruction, and where the ELL will receive the instruction. These decisions are made on a case-by-case basis. The results of the assessment of the student's language proficiency level and academic skills provide the basis for determining the ELL instructional placement, time allotment, and focus of services.

In general, the lower the student's proficiency level, the more intensive the ELL services. A more intensive program at the beginning helps the student progress faster in his/her language development. ELL services may include in-class assistance, a pullout program, consultation, or a combination of different delivery models. The ELL teacher and the classroom teacher(s) are responsible for ensuring communicative, cognitive, and academic progress.

Since the general education classroom is a critical site for social and academic language development, the young learner is generally not segregated from his/her classroom. The role of the ELL teacher in the elementary grades is one that supports the ELL students by providing small group instruction in a variety of settings. Young elementary ELL students learn so much more from their English speaking peers than from lessons/language.

The ELL teacher, through the integrated model, also supports students in the upper elementary grades. However, as the complexity and abstractness of academic language increase, these students may require more intensive pullout instruction in order to be successful in the classroom. Middle and secondary students are supported through assigned ELL classes and close collaboration and consultation with the general education teachers.

The instructional models that maximize the opportunity for the student to meet challenging standards and that are supported by Woodland are:

- Consultation/Collaboration: ELL teacher consults with general education teacher on a regular basis to assist the teacher in planning instruction for the students. The ELL teacher models strategies, presents demonstration lessons, provides resources, helps identify essential standards and vocabulary, and monitors ELL student achievement. The largest segment of the ELL teacher's collaboration time is with general education teachers who have level 1 and level 2 students since these students require specialized instructional strategies and greater accommodations and modifications to be successful in the general education classroom. The ELL teacher consults with the general education teacher to identify the key component(s) in lessons for integration in the instruction of English language development.
- Pullout: Services are based on instruction that is centered on integrating content-area instruction with language development activities and explicit instruction in reading, learning strategies, and discreet language skills.
 - Scheduled ELL Classes – ELL students are placed into ELL classes as part of their instructional day to address basic communication skills and to support the ELL in the curriculum content.
- Integrated Setting: ELL teacher/support staff provides support and instruction within the confines and context of the general education classroom through collaboration with the classroom teacher. The teachers identify and prioritize topics from the content areas for integration of language and content instruction. Together they identify the skills and concepts appropriate to the grade, language proficiency level, and learning style of the ELL. Integrated teaching includes:
 - Co-teaching – Teachers share responsibility for planning and teaching all students in the general education classroom to include ELL students.

- Duet teaching – Teachers take turns teaching. The classroom teacher generally takes responsibility for delivery of the content while the ELL teacher takes responsibility for instructional strategies.
- Parallel teaching – ELL teacher and general education teacher divide class into two groups. Each teacher assumes responsibility for teaching one group.
- Shadow teaching – ELL teacher re-teaches the concepts taught by the general education teacher to the ELL students. Instruction is in the general education classroom.
- Additional approach – Students are divided into skill groups. ELL teacher and general education teacher work with various groups according to skill level.

Exiting

The goal of every ELL program is to equip ELL students with the skills needed to succeed in the regular school program. Students must be assessed annually with the WLPT-II and meet the exit criteria established by the state. The ELL teacher notifies the general education teacher and others that a student has reached the Transition Level according to the WLPT test results once the results have been received.

Grading

The ELL teacher will work in conjunction with the classroom teacher to evaluate ELL student performance. Grades should reflect the student's academic achievement. The student who cannot fully comprehend the English language should not be assigned failing grades. Efforts must be made to assess the student's achievement in content areas and not his/her English language ability. The student should, however, be assigned grades based on demonstration of mastery of content standards and participation in classroom assignments to the degrees his or her English language proficiency allows. If an ELL student is able to perform the skills in a particular subject, i.e., math, he/she should be given an achievement grade in that subject. The ELL teacher and the general education teacher should determine the method and criteria for grading prior to the completion of the assignment or course.

The student's grade should be determined according to the following criteria:

1. Participation in modified and/or accommodated class activities.
2. Completion of modified and/or accommodated class and framework assignments.
3. Academic progress.

Retention

Retention is one of the most difficult decisions to make and one that carries far-reaching consequences for the student. The long-term effects of retention must be considered when making a decision. Research indicates that retention in a grade to bolster English language skills is not effective. Language proficiency gains are not greater for students who were retained than those that were promoted to the

next grade level. Those students promoted to the next grade made the same amount of progress as those retained.

ELL Student Teams at Woodland Primary School

The Collaborative Academic Support Team (C.A.S.T.) purpose is to make educational decisions regarding ELL student services. The C.A.S.T. team meets three times a year looking at all sources of data to determine students' skill deficits and/or strengths and matching area of instructional need. Teachers use the information with help from support staff to develop flexible instructional groupings in their classes to match skill need areas specifically in the area of reading. The C.A.S.T. process helps to ensure that all students' academic needs are being met. This team is comprised of ELL teacher, the student's general education teacher(s), literacy specialist, school psychologist, counselor, special services director, principal, special education teacher, and speech pathologist. Communication between the ELL Student Team members may be accomplished informally, as appropriate.

The responsibilities of the ELL Student Teams include, but are not limited to:

- Identifying individual ELL student learning needs.
- Determining program eligibility.
- Monitoring individual student language acquisition and academic achievement.
- Making appropriate instructional recommendations.

English Language Learner Recommended Services Guidance

Grade	Suggested Primary Service Deliver Model	Description of Service	Suggested Times
Levels 1 and 2			
K-1 st	Consultation/Collaboration Integrated Setting	<ul style="list-style-type: none"> • Collaboration on appropriate instructional and assessment strategies • Emphasis on making classroom language comprehensible • Extensive curricular and classroom modifications and accommodations • Small group specialized language and literacy instruction provided in early elementary or ELL classroom 	<ul style="list-style-type: none"> • Consultation/ Collaboration: 2 to 3 times a month • Integrated: 20-30 minutes, 2 to 3 times a week
2 nd – 3 rd	Consultation/Collaboration Integrated Setting Pullout	<ul style="list-style-type: none"> • Collaboration on identifying key or priority standards, appropriate instructional assessment strategies • Extensive curricular and classroom modifications and accommodations • Small and/or large group intensive language and literacy instruction focused on specialized vocabulary and background knowledge needed for content areas • Pullout services for intensive language and literacy skill development with specialized ELL and content curricular materials 	<ul style="list-style-type: none"> • Consultation/ Collaboration: 2 to 3 times a month • Integrated: 20-30 minutes, 3 to 4 times a week • Pullout: 30 – 45 minutes, 3 to 4 times a week
4 th – 6 th	Consultation/ Collaboration Integrated Setting	<ul style="list-style-type: none"> • Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies • Collaboration on making classroom language comprehensible 	<ul style="list-style-type: none"> • Consultation/ Collaboration: 2 to 3 times a month • Integrated: 30 minutes, 3 to 4 times a

	Pullout	<ul style="list-style-type: none"> • Extensive curricular and classroom modifications and accommodations • Small and/or large group intensive language and literacy instruction focused on specialized vocabulary and background knowledge needed for content areas • Pull-out services for intensive language and literacy skill development with specialized ELL and content curricular materials • Additional individual or small group instruction and extensive support in content areas for those experiencing difficulty. Students with limited formal schooling may require additional time. 	<p>week</p> <ul style="list-style-type: none"> • Pullout: 30 minutes, 4 to 5 times a week • Additional Pullout: 30 minutes, 2 to 3 times a week time
7 th – 8 th 9 th – 12 th	<p>Pullout</p> <p>Consultation/ Collaboration</p> <p>Integrated Setting</p>	<ul style="list-style-type: none"> • Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies, and accommodations/modifications • Collaboration on making classroom language comprehensible • Extended periods of time in ELL classroom to develop survival language, reading skills, content vocabulary, learning strategies, and to become acquainted with American school culture • ELL classroom instruction focuses on literacy skills and academic language development using specialized ELL and content curricular materials • Additional individual or small group instruction and extensive support in content areas for those experiencing difficulty 	<ul style="list-style-type: none"> • Scheduled ELL class (1 to 2 class periods) • (Students with limited formal schooling may require up to 3 periods) • Integrated and/or consultative support in the general content classroom • Additional class

English Language Learner Recommended Services Guidance

Grade	Suggested Primary Service Deliver Model	Description of Service	Suggested Times
Level 3			
K-1 st	Consultation/Collaboration	<ul style="list-style-type: none"> • Collaboration on identifying appropriate instructional and assessment strategies, and curricular accommodations and modifications 	<ul style="list-style-type: none"> • Consultation/ Collaboration: 2 to 3 times a month
2 nd – 3 rd	Consultation/Collaboration Integrated Setting Pullout	<ul style="list-style-type: none"> • Collaboration on identifying key or priority standards, appropriate instructional assessment strategies and identifying curricular and environmental accommodations and modifications • Small and/or large group intensive language and literacy instruction focused on content areas in general education classroom • Pullout services for intensive language and literacy skill development with specialized ELL and content curricular materials • Providing background knowledge and essential vocabulary needed to understand key concepts 	<ul style="list-style-type: none"> • Consultation/ Collaboration: 2 to 3 times a month • Integrated: 30 minutes, 2 to 3 times a week • Pullout: 30 minutes, 3 to 4 times a week
4 th – 6 th	Consultation/ Collaboration Integrated Setting	<ul style="list-style-type: none"> • Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies, and identifying curricular accommodations and modifications • Small and/or large group intensive language and literacy instruction focused on content areas in general education classroom • Pull-out services for intensive 	<ul style="list-style-type: none"> • Consultation/ Collaboration: 2 to 3 times a month • Integrated: 30 to 45 minutes, 2 to 3 times a week

	Pullout	<p>language and literacy skill development using ELL and content curricular materials</p> <ul style="list-style-type: none"> • Providing background knowledge and essential vocabulary needed to understand key concepts • Additional individual or small group instruction/support in content areas focused on vocabulary, background knowledge, and learning strategies 	<ul style="list-style-type: none"> • Pullout: 30 – 45 minutes, 3 to 4 times a week • Additional time: 30 minutes; 2 to 3 times a week
7 th – 8 th	Scheduled ELL Classes	<ul style="list-style-type: none"> • Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies, and identifying curricular accommodations and modifications • Instruction in ELL classroom focused on development of academic language, literacy skills, content vocabulary, background knowledge, and learning strategies • Additional focus on mastering content standards using specialized ELL/content materials 	<ul style="list-style-type: none"> • Scheduled ELL class • Additional Time ELL classes or during seminar period • Consultation/ Collaboration: 2 to 3 times a quarter with the general content classroom teacher
9 th – 12 th	<p>Consultation/ Collaboration</p> <p>Integrated Setting</p>		

Annual Program Review Self-Study

The review of programs, practices, and procedures for English language learners involves systematic planning and the establishment of procedures to ensure effectiveness of the academic and language support services for ELL students. The program review should focus on the progress of individual students as well as overall program effectiveness. When a program review shows that students are not experiencing success after a reasonable period of time in the program, schools should take steps to initiate program improvement and develop a plan to modify the program.

Program review does not require the initiation of additional activities. The collection of review data is integrated into the existing program activities and focuses on procedures, materials, programs, and practices. Data collected on individual students, while participating in the ELL program and after exiting from services, is essential for determining how the ELL is performing in comparison to the general education population. **The ultimate test of program effectiveness is the success experienced by the students.** Success is measured by the degree to which ELL students demonstrate linguistic growth, academic achievement, and social integration.

The ELL Review Team is responsible for conducting the annual program self-study for overall effectiveness and to make recommendations for improvement. At minimum, the review team should be comprised of the ELL teacher(s) and general education teacher(s). Other educators, parents and students may be included, as appropriate. The administrator, in consultation with the ELL teacher, determines the composition of the review team to complete the ELL Self-Study Guide. Other school personnel may include, but are not limited to the school nurse, counselor, literacy coach(es), special educator(s), and teacher(s) for the gifted program.

Review of ELL Program

The self-study is a review of the following major components of the ELL program:

1. Identification
2. Assessment and Evaluation
3. Instructional Program
4. Notice to Parents
5. Exit Criteria
6. Personnel
7. Program Evaluation

Each component contains a set of statements for the school, district, area, or headquarters to consider when evaluating the effectiveness of the English as a Second Language programs. The information collected through the self-study may be used to design staff development, determine resources, and plan program improvement.

ELL and Special Education

Woodland School District is responsible for the provision of a free, public education of high quality for eligible dependents, including programs designed to meet the special needs of those students with limited English speaking ability and the disabled. This section discusses the process for distinguishing students whose ability to benefit from the educational program is adversely affected by the student's need to acquire English language skills from those whose difficulties arise from a disability, such as a learning delay or language disorder. In the earlier stages of language development, it is difficult to differentiate between the characteristics that are typical of a student learning a second language and behaviors stemming from a disability.

The classroom teacher, parent, or any other individual who has relevant knowledge about the child's educational performance can make a referral for special education evaluation. Prior to the Multi-Disciplinary Team accepting a referral, the initial task of the ELL and general education teacher(s) is to differentiate the student's performance issues that are related to linguistic and cultural differences, lack of instruction, or a suspected disability.

The purpose of this section is:

1. To outline the special education pre-referral and referral processes as it relates to ELL student referrals.
2. To provide background information on typical and atypical second language acquisition characteristics that may be confused with disability characteristics.

Special Education Program Guidelines for English Language Learners

The Special Education Pre-referral Process

The period of teacher-designed adjustments to assist a struggling student to improve while consideration is given to referring the child for special education evaluation is known as the period for "pre-referral" activities. The pre-referral process is characterized by problem-solving that involves identifying the nature of the problem, generating a range of alternative approaches to resolving the problems, developing a plan, taking action, and evaluating the action. The process of investigating whether the underlying factors concerning the student's learning problems are related to learning a second language or arising from a disability requires the perspective of many individuals (e.g., the content area teachers, ELL teacher, special education teacher, parents, student, language arts-reading specialist, counselor, school nurse, school psychologist, and school administrator).

The special education pre-referral intervention process provides essential information needed to rule out language acquisition and other concerns (i.e., cultural, socioeconomic and/or other ecological/environmental differences) as a primary source of the student's academic difficulties.

Research has indicated that ELL students with learning disabilities are generally less responsive to interventions than students who are merely in the beginning stages of acquiring English. The interventions and assessments build a more complete picture of the ELL student's capacity for learning and are useful in differentiating between second- language-based and disability-based learning difficulties. Information collected about the student and the learning environment can be used to plan and implement interventions targeted at multiple sources (students, parents, and teachers), settings (home, school), and situations (instruction, classroom management) (Lopez, 1998). The pre-referral process promotes interdisciplinary partnerships, classroom based interventions, and the reduction of inappropriate referrals for special education consideration.

Steps in the Special Education Pre-referral Process: Language acquisition issues are distinguished, whenever possible, from disability concerns.

Step 1 The ELL and general education teachers implement a variety of strategies to resolve the student's difficulty. The ELL and general education teachers document the student's progress and behavior, contact the parents, and use interventions as needed.

Step 2 The ELL and general education teachers request assistance from the in-school problem solving team (e.g., Student Support Team (SST), GIT/BIT) or from other resources in the school or district. It is important that someone with expertise in second language acquisition participate on the team when possible.

Step 3 The SST/GIT?BIT team(s) develops an intervention plan, time frame for implementation of interventions, and schedules date for follow-up meeting. The student's progress and responses to recommended interventions are carefully documented and monitored by the ELL and general education teachers and shared at follow-up meetings with the SST.

Step 4 The SST/GIT/BIT reviews the information, reevaluates the intervention plan, and assesses the student's progress. The team modifies or expands the intervention plan and adjusts the time frame.

OR

The SST/GIT/BIT determines the student should be referred for special education or for consideration for other appropriate programs.

Pre-referral information that may be gathered includes the following, but is not limited to:

- A comprehensive review of the student's academic record:
 - Years of formal schooling.
 - Grades and achievement data.
 - Frequency of school attendance.
 - Number of schools attended in the past.

- Learning difficulties noted in the native country.
 - Language of instruction in native country.
- A review of family history including cultural economic background:
- Socioeconomic background, the educational level, and occupation of family members.
 - Family cultural background including ethnic group, country, beliefs, language.
 - Medical history including a current vision and hearing evaluation.
- Information about language dominance and the student's motivation to learn English or speak in his/her native language:
- Parents' fluency and level of proficiency in the native language
 - Acculturation levels of parents and student.
 - Duration and quality of instruction in the native language and English.
- Information about the student's proficiency in the use of language in the 4 modalities (speaking, listening, reading, and writing) (in English and native language- if feasible):
- Basic interpersonal communication skills.
 - Cognitive/academic language skills¹¹.
 - Academic screenings.
 - Work samples.
 - Oral language samples.
 - Observations such as the SOLOM (Student Oral Language Observation Matrix).
 - Classroom observations including student's interaction and communication with peers and staff across settings.
- Information regarding services, interventions, and strategies previously used by the student:
- Types of services.
 - Learning style.
 - Types of classroom adaptations including accommodations and modifications and their effectiveness.

Information that may be gathered during the pre-referral process when considering a referral for a young child includes but is not limited to:

- Information about the child's language dominance and proficiency, in both English and home language, of family members. An interpreter/translator may be needed to facilitate communication with the family.

- Information about the language dominance and proficiency of other caregivers or children who interact routinely with the child.
- Information from the family on their impressions of the child's development.
- Information obtained from a cultural guide, if needed, to help interpret the child's behavior.
- Information obtained from observing the child in both the early childhood environment and the home setting.
- Information about the length of time that the child has been exposed to the linguistic and social environment of the early childhood setting.
- Information on the child's social, cognitive, and motor skills when observed in an environment where language comprehension is not required.

Formal Referral

At the end of the pre-referral process, the ELL Student Team, and other appropriate educators review, the student's progress and information gathered to make the decision as to whether or not language acquisition can be ruled out as a factor affecting the child's performance. A formal referral to the MDT for a special education evaluation should be pursued and a formal language assessment conducted (if deemed). Referral of the student to the Multi-Disciplinary Team (MDT) should indicate that all other avenues have been explored and the general education program alone cannot meet the student's needs. *The MDT must include the ELL teacher for all ELL referrals.* An ELL student is likely to be considered a candidate for an evaluation if:

- The curriculum and instruction have been appropriate for English language learners.
- The delays and difficulties are evident in **both** the native language and in English.
- Instruction has been continuous, appropriately sequenced, and has included teaching prerequisite skills.
- The student has not made satisfactory progress in comparison to his peers and the problem is exhibited across settings (school, home, and community).
- Best practice interventions have not been successful in increasing the student's academic progress.
- Work samples, teacher anecdotal records, instructional environment, and classroom characteristics support further investigation into possible disabilities.
- There is a significant history of medical and/or developmental problems.

Distinguishing Between Second Language Acquisition and Disability Characteristics

Differentiating between the characteristics of an English language learner and an ELL student with a disability begins with the understanding of three things:

1. Many factors affect second language acquisition.
2. Language develops over an extended period of time
3. The process of acquiring a second language is complex.

The acquisition process varies with each student and is greatly influenced by the context in which it takes place. Individuals will acquire language at varying rates as varying degrees of social and academic language proficiency skills are acquired. Observing and commenting on these factors in the ELL individual assessment report provides valuable baseline information on ELL students suspected of having a disability.

Tasks requiring language proficiency should be interpreted with the following considerations.

- As children are exposed to a second language, they may demonstrate a loss of receptive and expressive language skills in the first language. Thus, less developed skills in the first language may be due to the normal second language acquisition process and not to language disabilities.
- ELL students' proficiency may vary depending on the context in which the language is being used. For example, some dual language children are able to communicate well in the first language in interpersonal situations, but are more proficient in the second language in academic situations.
On the other hand, some students may be able to communicate in the second language in interpersonal situations, but are more proficient in the first language within academic situations.

The normal process of second language acquisition is often confused with a learning disability because they both have similar surface characteristics. One way to tell them apart is through ongoing classroom assessment and the documentation of patterns in those assessments. ELL students going through the normal process of second language acquisition make progress over time. The ELL student with a learning disability is usually less responsive to interventions than a student in the early stage of second language acquisition.

Eligibility for Special Education Services

Eligibility for special education services is based on the following three considerations:

1. Evidence that the disability exists in the student's first language as well as in English and across a variety of settings. For example, if a student is said to have a problem with "auditory processing," the problem should be evident not only on the tests, but also evident in the classroom and at home. The auditory processing problem for the ELL student should also be evident in the student's first language as well as English.
2. Formal and informal assessment data indicates that the learning problem is NOT due primarily to cultural differences or factors related to learning English as a second language. This statement must be documented in the special education eligibility report. To determine whether an ELL student is eligible for special education, consideration of his or her English language development should be through interdisciplinary collaboration. *Input from the ELL teacher or other personnel with expertise in the second language acquisition process at the eligibility meeting is strongly recommended. This interdisciplinary collaboration will help determine the extent of the need for both ELL and special education services.*
3. The student meets other criteria used to determine eligibility for special education and related services required by Washington Administrative Code.

Additional considerations when determining eligibility for special education services:

- Has the student's problem persisted over time?
- Has the problem resisted normal classroom instruction? Has the student received explicit instruction in the problem area and still not improved?
- Does the problem interfere with academic progress?
- Does the student have a clear pattern of strengths and weaknesses?
- Is there an irregular pattern of success? Does the student seem to get it one day and not the next?

If an ELL student is determined eligible for special education services and the student is also enrolled in the ELL program, there are several program development factors to consider. It is important to develop the IEP for the least restrictive environment. This implies that the special education teacher and ELL teacher responsible for providing services team together so the student is not pulled from the content classroom an excessive amount of time and that the content and instructional strategies are complementary. Since the language and placement needs of ELL students with disabilities vary widely, it is important for the IEP team to consider a range of options in which the student can receive appropriate language and special education support. The focus should be on providing seamless services

that allow for progress in the general education curriculum and toward the specific goals and objectives of the IEP.

If the ELL student is found not eligible for special education services, the in-school problem-solving team may continue to serve as a resource and to provide support to both the student and his or her teachers as needed.

IEP Development

When an ELL student is eligible for special education services, the case manager should include the student's ELL teacher to ensure that issues related to both the student's special education needs and language proficiency are carefully considered.

Essential attributes to consider in developing the IEP include:

- The student's disability and the degree it impacts second language development.
- The student's current stage of second language acquisition (both oral and literacy levels).
- The student's particular skills by area (strengths and weaknesses in listening, speaking, reading, and writing).
- The student's communication needs in the second language.

In determining the type and intensity of the special education and ELL services needed, the case manager must consider what services are required to address the student's needs that enable the student to be involved and benefit from the general education curriculum, and to work toward the goals of the IEP.

Characteristics of ELL Students With and Without a Disability

Characteristics	ELL Student	ELL Student with a Disability
Cause of Perceived Problem	Extrinsic. Adaptation process to environment.	Intrinsic. Physiological in nature
Social Abilities/Affective Factors	Demonstrates appropriate social skills for home country. May have some social problems due to lack of familiarity with American customs, language, and expected behaviors. May experience social isolation. Student may tend to interact more with pupils from own cultural group. May exhibit behavioral problems associated with experiences of failure in the regular or special education program.	May exhibit behavioral problems not attributable to adjustment and acculturation; may have difficulty forming appropriate social relationships; may have frequent fights or arguments. May experience cultural identity problems and have poor self-esteem.
Communication Skills	Normal language learning potential. Demonstrates ability to achieve communicative competence in first language. Errors are attributed to second language acquisition rather than speech/language disability. Eventually, the student communicates proficiently in the second language.	May not achieve communicative competence in either first or second language. Speech language disorders exhibited in the areas of articulation, voice, fluency, or receptive and expressive language. Student does not express basic needs adequately. Peers indicate that they have difficulty understanding the student.
Language Skills	First language is age appropriate. Nonverbal communications skills (such as eye contact, response to speaker, clarification or response, turn taking, etc.) are appropriate for age and culture. English language acquisition corresponds to that expected based on the student's length of time in English speaking schools. Student may demonstrate a loss of receptive and expressive language skills in first language when exposed to second language.	First language is not appropriate for age level. Student does not learn English at the same rate as student without disability. Nonverbal communication skills are not appropriate for age level. Sentence structure is shorter or disordered, and grammar is incorrect for age. Student may replace speech with gestures and communicate nonverbally when talking would be appropriate and expected. Student perseverates on a topic even after a topic has changed. May need to hear things repeated, even when they are stated simply and comprehensibly. Student may echo what she or he hears. English language acquisition does not correspond to that expected based on the student's length of time in English speaking schools.
Academic Functions	Normal potential. Apparent problems are related to lack of or inadequate schooling in home country.	Significantly below grade level performance may be due to inability to make progress in second language acquisition or difficulty retaining academic information despite a variety of interventions; history of academic difficulties in home country or first language.

Cognitive Abilities	Cognitive abilities are average. Students usually score better on nonverbal sections of cognitive tests and their scores on the verbal portion of the tests increase over the years.	Verbal and nonverbal abilities are inconsistent or significantly low. Students score better on nonverbal sections of cognitive tests and their scores on the verbal sections of the tests do not increase steadily over the years.
Progress	Shows expected progress in English acquisition and development of academic skills. No marked discrepancy between different areas (such as oral and writing skills). English progress should continue steadily even if slowly.	May show less than expected progress in English acquisition and development of academic skills. May show a marked discrepancy between different areas (such as oral and writing skills) which cannot be attributed to lack of sufficient time or appropriate interventions.
Health	No significant health characteristics.	History of ear infections, hearing problems, sleep or eating disturbances, incontinence, and family incidence of learning disability may have influence on learning.
Sensory Functioning	May exhibit periodic “overload” response such as gazing off and blanking out what is heard for short periods of time during an initial adjustment to new setting.	Auditory or visual processing difficulties exhibited over period of time without signs of improvement.
Motor Skills	Normal	Exhibits fine and/or gross motor impairments.
Productivity	May have difficulty with verbal and written directions or beginning/switching tasks due to insufficient English development but often finds strategies or techniques for coping.	May have difficulty with verbal and written directions or beginning/switching tasks for a variety of reasons and may not acquire strategies for coping; has difficulty completing tasks following explicit instructions.

Appendix A

Forms

**Woodland School District
Parent Notification of Exiting**

To the Parents of:

Date

Woodland Primary School is committed to providing instructional and enrichment programs that will meet the needs of students in our school. In accordance with the educational goals of this school, we have developed a program of academic instruction that addresses the special language needs of our students.

Based on *Student's Name* English proficiency test scores, review of school records, and classroom observations, we are pleased to inform you that *Student's Name* is no longer in need of our English Language Learner (ELL) program.

English Proficiency Information: (See Attached test scores)

Designated Proficiency/Classification: Fully English Proficient

If you have any questions or would like additional information, please contact me at 360-841-2900.

ELL Teacher

Date

**English as a Second Language
Waiver of ELL Services**

Parent of: _____
 Student Name

I understand that my child is eligible to receive English Language Learner services. I wish to decline those services at this time. I have discussed this decision with school personnel.

I understand that my child will remain in the general education program without ELL support, the regular grading procedures will be used, and that my child will participate in all system-wide assessments without accommodations.

I understand that ELL services remain available to my child as long as he/she meets the eligibility criteria and that I can rescind this waiver at anytime.

Signature of Parent

Date

Signature of interpreter if used

The school district has the following English language development program(s):

___ **Dual Language Program:** Dual language programs provide integrated language and academic instruction for native English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding (Christian, 1994).

___ **Developmental Bilingual Education (Late-Exit):** Developmental bilingual education (DBE), also referred to as late-exit bilingual education (Ramirez, 1992), educates English language learners using both English and their first language for academic instruction. DBE programs aim to promote high levels of academic achievement in all curricular areas and full academic language proficiency in the students' first and second languages.

___ **Transitional Bilingual Education (Early-Exit):** Transitional bilingual education (TBE) – also known as early-exit bilingual education (Ramirez, 1992) provides academic instruction in English language learners' primary language as they learn English.

X **Sheltered Instruction (Content-Based ELL):** Sheltered Instruction is an approach for teaching content to English language learners (ELL students) in strategic ways that make academic subject matter concepts comprehensible while promoting the students' English language development. (Echevarria, J., Vogt M.-E., & Short, D., 2000)

___ **Newcomer Program:** Newcomer programs help students to acquire beginning English language skills along with core academic skills and knowledge, and to acculturate to the U.S. school system.

Sincerely,

*Alisha Robison
English Language Learner Coordinator
Woodland School District*

**Notificación a los Padres del Nivel del Estudiante
Programa de Desarrollo del Idioma Inglés del Título III**

Nombre del Niño: _____ **Fecha:** June 16, 2011

Escuela: _____ **Distrito Escolar:** Woodland School District

Condición de Inscripción: ____ **Ingresó en el programa** ____ **Continúa en el programa**

Estimado Padre o Tutor:

Me dirijo a usted para informarle que su hijo recibirá apoyo extraescolar a través de un programa de desarrollo del idioma inglés durante el año lectivo 2011-2012.

Por los resultados que su hijo obtuvo en los exámenes, el distrito determinó que su hijo tiene un dominio limitado del idioma inglés. El dominio del inglés que tiene su hijo alcanzó el Nivel I: ____, Nivel II: ____, Nivel III: ____ en la Evaluación de Dominio del Idioma de Washington (WLPT-II).

El objetivo del programa es proporcionar apoyo extraescolar a aquellos estudiantes que no tienen el dominio del inglés en sus distintas modalidades: hablar, entender, leer y escribir. El programa le ayudará a su hijo a lograr los objetivos académicos adecuados para su edad para que pueda pasar de grado y graduarse.

Los estudiantes pueden permanecer en el programa de desarrollo del idioma inglés hasta alcanzar un Nivel IV en la Evaluación de Dominio del Idioma de Washington (WLPT-II). La mayoría de los estudiantes dejan el programa con éxito en el término de 4 años. Una vez que su hijo salga del programa, se seguirá evaluando su rendimiento para establecer si, en el futuro, necesita asistencia. En nuestro distrito, 75% de estudiantes se graduaron en el tiempo normal en el año académico 2011-2012.

Si su hijo tiene una discapacidad, el programa de desarrollo del idioma inglés coordinará con el personal adecuado para cumplir con los objetivos del Plan de Educación Individualizada o Plan 504. Le aconsejo firmemente que su hijo participe en el programa de desarrollo del idioma inglés y lo invito a informarse más sobre los beneficios de este programa. De todos modos, tiene derecho a sacar a su hijo del programa de instrucción de idiomas en cualquier momento.

No dude en acercarse a la escuela para conversar sobre el progreso de su hijo en el desarrollo del idioma inglés y sus logros académicos. Comuníquese con _____ al _____ si desea programar una cita.

Su hijo se encuentra inscripto en el (los) siguiente(s) programa(s) de desarrollo del idioma inglés:

- | | |
|--|---|
| <input type="checkbox"/> Programa de Dos Idiomas | |
| <input type="checkbox"/> Educación Bilingüe para el Desarrollo (salida prolongada) | <input checked="" type="checkbox"/> Instrucción Protegida |
| <input type="checkbox"/> Educación Bilingüe para Transición (salida rápida) | <input type="checkbox"/> Programa de Ingresante |

El distrito escolar tiene el(los) siguiente(s) programa(s) de desarrollo del idioma inglés:

____ **Programa de dos Idiomas:** Los programas de dos idiomas proporcionan una instrucción integrada de enseñanza del idioma e instrucción académica para estudiantes de habla inglesa y para estudiantes que tienen otra lengua materna con el objetivo de que obtengan altos logros académicos, dominio del primer y del segundo idioma y conocimiento intercultural. (Christian, 1994).

____ **Educación Bilingüe para el Desarrollo (Prolongada):** La educación bilingüe para el desarrollo (DBE), también conocida como educación bilingüe prolongada (Ramirez, 1992), educa a los estudiantes que aprenden inglés usando tanto el inglés como su lengua materna en la instrucción académica. El objetivo de los programas DBE es promover un alto nivel de logros académicos en todas las áreas curriculares y el total dominio académico del primer y del segundo idioma del estudiante.

____ **Educación Bilingüe para la Transición (Salida rápida):** La educación bilingüe para la transición (TBE) – también conocida como educación bilingüe de salida rápida (Ramirez, 1992) proporciona la instrucción académica en la lengua materna del estudiante a la vez que le enseña el idioma inglés.

__X__ **Instrucción Contextualizada (ELL basada en Contenidos):** La instrucción contextualizada es un enfoque estratégico de la enseñanza del idioma inglés basado en contenidos para facilitar la comprensión de los conceptos académicos mientras promueven el desarrollo del idioma inglés. (Echevarria, J., Vogt M.-E., & Short, D., 2000)

____ **Programa para Ingresantes:** Los programas para ingresantes ayudan a los estudiantes a adquirir las habilidades de principiantes en el idioma inglés junto con las habilidades académicas y los conocimientos esenciales y a adaptarse al sistema escolar de los Estados Unidos.

Atentamente,

Alisha Robison
English Language Learner Coordinator
Woodland School District

English as a Second Language Program Self –Study Guide

School Name _____

School Year _____

This guide is constructed to provide the school with a comprehensive overview of its practices and procedures for English language learners.

Identification

1. Procedures are in place to identify all students who have a primary or home language other than English.	YES	NO
---	------------	-----------

Notes:

2. Parents and/or students participate in the identification process, as appropriate	YES	NO
--	------------	-----------

Notes:

Assessment and Evaluation

1. English language proficiency of all students identified as limited English Language proficient (level 1-4) is annually assed in the four domains of reading, writing, speaking and listening.	YES	NO
--	------------	-----------

Notes:

2. The ELL student’s academic skills are assess in relation to grade level.	YES	NO
---	------------	-----------

Notes:

Instructional Program

1. There are no substantial delays in placing ELL students into an appropriate program.	YES	NO
---	------------	-----------

Notes:

2. All English Language Learners participate in the system-wide assessment program.	YES	NO
---	------------	-----------

Notes:

3. ELL student are acquiring English language skills at a pace that .is consistent with the ELL program goals and AMAO expectations.	YES	NO
--	------------	-----------

Notes:

4. ELL students have access to the full school curriculum and all school programs, including honors, awards, and other special recognitions, and are available to them while they are participating in the ELL program	YES	NO
--	------------	-----------

Notes:

Instructional Programs (continued)		
5. ELL students are learning course content in addition to English language development.	YES	NO
Notes:		
6. Parents are encouraged to be active participants in decisions regarding the ELL services for their children.	YES	NO
Notes:		
7. There is coordination of curriculum between teachers for ELL students and teachers the general education program.	YES	NO
Notes:		
Notice to Parents		
1. Communication with parents/guardians with a primary home language other than English is conducted in a manner that they will understand.	YES	NO
Notes:		
2. Parents are offered many opportunities to participate in their child's education.	YES	NO
Notes:		
Student's Exiting ELL Services		
1. The district made AMAO.	YES	NO
Notes:		
2. Number of ELL students exiting the program:	Number	
Notes:		
Program Review		
1. Review of the program is conducted to determine effectiveness and covers all elements of the ELL program including implementation practices and student performance.	YES	NO
Notes:		
2. Needed improvements are identified and a timeline for completion is set.	YES	NO

Recommendations	Timeline
Signature and Title of ELL Review Team Members	Date

Administrator's Signature and Date: _____

Interpretive Services Request

from

Woodland School District

800 Third Street

Woodland, WA 98674

Date: _____

Contract Representative: Carla J. Kirkpatrick, Admin. Secretary, Special Services Department

Phone: 360-841-2722 **Fax Number:** 360-841-2721

SERVICE REQUEST

Person Making Request: _____ **Phone Number:** _____

Reason for Service Request:			
Student Name:		Birthdate:	
Date	Time	Location	Anticipated Duration of Service
*Parent/Guardian Name:		*Parent/Guardian Phone Number(s):	
Type of Meeting Scheduled:		Interpretive Language requested:	
On Site Meeting: Y N		Spanish____ Russian____	
Conference Call: Y N		Other _____	
(Use only if meeting will last 30 minutes or less)			

Please fill out and return to Carla 5 school days prior to the meeting date. If the meeting is cancelled we must give the interpretive service 4 hour advance notice. PLEASE CONTACT CARLA WITH THE MEETING CANCELLATION ASAP.

***The interpretive service will contact the parent/guardian to remind them of the meeting.**



Home Language Survey

Washington State

Transitional Bilingual Instructional Program

Student's Name		Date
School		Grade
SSID		Gender
1. ___ Yes ___ No	Is a language other than English spoken in the home?	
If yes, list language(s)	Language(s) most often used by :	
	Father _____	
	Mother _____	
	Guardian _____	
2. ___ Yes ___ No	Is your child's first language a language other than English?	
If yes, list language(s)	_____	
_____ () _____		
Parent or Guardian's Name		Phone Number

Address	City	Zip

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Student's Country of Origin	
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Parent or Guardian's Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> / / Date
Reference to WAC392-160-005. <ul style="list-style-type: none"> • "Primary language" means the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence. • "Eligible student" means any student who meets the following two conditions: <ul style="list-style-type: none"> (a) The primary language of the student must be other than English; and (b) The student's English skills must be sufficiently deficient or absent to impair learning. 	

IF THE ANSWER TO QUESTION **NUMBER TWO** ABOVE WAS **"YES"**: REFER THE STUDENT FOR TESTING ON THE WASHINGTON LANGUAGE PROFICIENCY PLACEMENT TEST.

=====

Please Complete the Following:
<p>A. _____ For how many months has the student attended school in the United States (grades K – 12) before enrolling in this district?</p> <p>B. _____ For how many months has the student received formal education outside the United States in his/her native language (equivalent to grades K – 12) before enrolling in this district?</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 20px;"/>
Guidance: <ul style="list-style-type: none"> • One (1) school year = ten (10) months. • "Formal education" does not include refugee camp schools or other unaccredited programs for children. • "Native Language" refers to the family's dominant language.

Transitional Bilingual Instructional Program

Parent refusal of Service Form

2011-12

I am aware that my child's test score on the Washington Language Proficiency Test (WLPT) qualifies him or her for the Transitional Bilingual Instructional Program (TBIP).

_____ I am refusing TBIP language services for my child. I do not want him or her to be placed in the program.

Child's name: _____

Parent signature: _____

Date: _____

**Your child is still required to participate in the annual English language proficiency testing until reaching the Transitional level (Level 4), even though he or she will not be receiving language support services throughout the school year.

ELL Students and SPED Frequently Asked Questions

1. Can an ELL student be referred for Special Education services?

Enrollment in the ELL program should not preclude referral to the MDT. If the MDT believes there is documentation supporting the existence of a disability, the MDT should accept the referral and develop an appropriate assessment plan.

2. What happens before the ELL/SPED referral is reviewed and accepted by the MDT?

Whether the learning behaviors observed in the student are related to second language acquisition or a disability is the initial and critical question addressed by the team conducting the pre-referral prior to submitting a referral to the MDT.

The GIT/BIT process/pre-referral team gathers and reviews information, suggests interventions and makes recommendations about the nature of the concerns. If the team determines that the learning behavior is not reflective of second language acquisition behaviors then a referral is forwarded to the MDT.

The data collected during the pre-referral process provides critical data to the MDT eligibility process.

3. What kind of information is included in the pre-referral/referral packet?

The information provided by the eLL teacher includes: 1) biographical information about the student, 2) a history of the student's progress through the ELL program, 3) the results of assessments, including WLPT, MSP, HSPE and CBA's. Any informal or formal pre/post assessment or progress data can be used to support documentation of these factors. This information serves the following purposes: 1) describes the student's progress in English, 2) determines the student's dominant language, and 3) documents the student's typical language of communication, even if it is nonverbal.

The specific information relevant to the MDT eligibility process includes:

Educational Background:

- a. Educational opportunities in the primary language.
- b. Years of attendance in English speaking schools.
- c. Experience in ELL classes, or other supplemental language programs.
- d. Degree of progress in supplemental programs.
- e. Curricular assessments that indicate academic difficulties and successes, noting the language of instruction.

Primary/Native/First Language Development:

- a. Attainment of linguistic developmental milestones.
- b. Age at which student presented evidence of language problems, if any.
- c. Parental concerns, especially developmental differences among siblings.

- d. Influence of second language on primary language development.
- e. Current level of primary language development.
- f. Degree and quality of parental language usage in the home, community, and other social situations.
- g. Degree and quality of student's language usage in the home, community, and other social situations.

English Language Development:

- a. Age and amount of exposure to English, especially academic English.
- b. Current level of English language development.
- c. Degree and quality of parental English language usage in the home, community, and other social situations.
- d. Degree and quality of student's English language usage in the home, community, and other social situations.

Language Proficiency/Dominance

Language dominance is the language in which a student is most proficient and, usually, most comfortable. Language dominance can change according to environment, i.e., a student's dominant language may be English in an academic environment where only English is spoken, but another language in the home or social environment where that language is the norm. Examples of ways to determine a student's dominant language:

- a. Examine previous or current language proficiency test information.
- b. Gather information about the student's use of language in different settings (home, community and school).
- c. Record conversational samples from different settings.
- d. Interview parents and students regarding language usage and preferences.
- e. Have the student retell a story- Both in English and home language.

Data regarding educational history should be closely examined to determine if the student has had sufficient instruction in and exposure to English to rule out "lack of opportunity to learn" and "cultural differences." Documentation of language development and usage in both languages should be collected to help differentiate between whether there is reason to suspect a language development problem (i.e., an impairment based on difficulties acquiring the first language) and limited English proficiency. Documentation of language development and usage in both languages also helps determine the student's dominate language.

4. What happens after the referral is reviewed and accepted by the MDT?

The MDT must investigate and establish whether the learning behaviors in question result from problems associated with acquiring a second language and/or disability. Evidence that a child developed appropriately and/or performed appropriately in a language other than English prior to enrolling and experiencing difficulties in an English speaking school is conclusive evidence neither that the child's problems are language based nor that the child has a disability. If sufficient evidence supports the acceptance of the referral by the MDT, then the MDT must establish an assessment plan to investigate and address the suspecting handicapping concerns in a manner that is not based upon a child's limited English language proficiency and that is free from cultural bias. Washington Administrative Code requires that assessment and evaluation procedures be non-discriminatory. Therefore, educational decisions for culturally and linguistically diverse students cannot be based on formal

assessment data alone. The development of additional diagnostic information through such informal assessment techniques, such as observations, interviews, performance-based assessment, and diagnostic teaching is essential as part of the non-discriminatory assessment process. Regardless of the type of assessment, variables such as response patterns, comprehension of directions, learning preferences, trail/error learning patterns, rate of responses, perseverance to task, and diagnostic observations should be included in each assessor's report. The effective use of informal measures, diagnostic tools, and professional judgment requires a complete review of all documented information. A thorough document review and assessment of all information gathered on a student with a bilingual background must be analyzed carefully in order to distinguish the effect of language or culture from an underlying disability. These factors must be carefully documented in the preparation of an eligibility report that supports the eligibility determination.

5. Once an ELL student has been placed in a special education program, whose responsibility is it to monitor his/her progress?

In addition to the general education teacher(s), the ELL teacher and the special education teacher are jointly responsible for monitoring the student's progress toward the individual educational goals.

Resources:

Office of English Language Acquisition:

<http://www2.ed.gov/about/offices/list/oela/index.html>

OSPI Migrant and Bilingual Education website:

<http://www.k12.wa.us/MigrantBilingual/default.aspx>

Guidelines for the Washington State Transitional Bilingual Instruction Program:

<http://www.k12.wa.us/MigrantBilingual/TBIP-Guidelines.aspx>

Washington State English Language Development (ELD) Standards

<http://www.k12.wa.us/MigrantBilingual/ELD.aspx>

National Clearinghouse for English Language Acquisition (NCELA)

<http://www.ncela.gwu.edu/>

Glossary

Academic language: Language used in the learning of academic subject matter in formal schooling context; aspects of language strongly associated with literacy and academic achievement, including specific academic terms of technical language and speech registers related to each field of study.

Academic language proficiency: Refers to an individual's knowledge of technical vocabulary, jargon, and concepts of a particular discipline and to skills in comprehending, speaking, reading, and writing such language.

Accommodation: An alteration in the environment or equipment. Accommodations are changes in assessment administration and response format, (e.g., setting, timing/scheduling, presentation, or response) that are not intended to alter in any significant way what the test measures but may influence the interpretation of assessment results. Accommodations do not change the curriculum so the same grading scale can be used.

Activity: task(s) that a student might perform to demonstrate proficiency towards or mastery of a standard.

Adapted: modified; usually refers to authentic materials that have been simplified for lower-level students.

Basic Interpersonal Communication Skills (BICS): language used in face-to-face communication; needed for social interaction; sometimes called playground language, everyday language, social language, or surface fluency. It is the language of everyday communication contexts. BICS is more easily and quickly acquired than CALP, but it is not sufficient to meet the cognitive and linguistic demands of an academic classroom.

Bilingual instruction: provision of instruction in school settings through the medium of two languages, usually a native and a second language; the proportion of the instructional day delivered in each language varies by the type of the bilingual education program in which instruction is offered and the goals of the program.

Collaborative Academic Support Team (C.A.S.T.): is a prevention/intervention service delivery model which incorporates all educational resources to serve at risk students and their families. C.A.S.T. members include the classroom teacher, data/literacy facilitators, reading specialists, principal, special education teacher, school psychologist, speech pathologist, ELL teacher, counselor and the special services director. The purpose of the C.A.S.T. meeting is to use data to determine students' skill deficits and/or strengths and matching areas of instructional need. Teachers use the information with help from support staff to develop flexible groupings in their classes to match student's skill need areas (reading). The C.A.S.T. process helps ensure that all students academic needs are being met and helps prevent students from being placed into special education due to lack of instruction.

Cognitive Academic Language Proficiency (CALP): language needed to learn new information, think in more abstract ways, and carry out more "cognitively" demanding communicative tasks required by the core curriculum; referred to as school language, academic language, or the language of academic decontextualized situations. This dimension of language is transferable across languages.

Competencies: survival skills; the minimum amount of language necessary to get by in society.

Components: skill(s) required to demonstrate mastery of the standard. Mastery of a component suggests mastery of the selected standard.

Content area: academic subject areas, e.g. math, science, or social studies.

Content-based ELL: a model of language education that integrates language and content instruction in the second language classroom; a second language learning approach where second language teachers use instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing second language, content, cognitive and study skills.

Content standards: statements that define what one is expected to know and be able to do in a content area; the knowledge, skills, processes, and other understandings that schools should teach in order for students to attain high levels of competency in challenging subject matter; the subject-specific knowledge, processes, and skills that schools are expected to teach and students are expected to learn.

Cooperative/collaborative group: a grouping arrangement in which positive interdependence and shared responsibility for task completion are established among group members; this type of organizational structure encourages heterogeneous grouping, shared leadership, and social skills development.

Co-teaching: an instructional practice in which two or more educators share instructional responsibility for a single group of students mostly in a single classroom for specific content/objectives.

Criterion-referenced tests: tests that compare student performance to a standard that has been established for a particular set of test questions or statements.

Culture: the sum total of the ways of life of a people; includes norms, learned behavior patterns, attitudes, and artifacts; also involves traditions, habits or customs; how people behave, feel, and interact; the means by which they order and interpret the world; ways of perceiving, relating and interpreting events based on established social norms; a system of standards for perceiving, believing, evaluating, and acting.

Delivery models: means of providing instruction to students; models for ELL instruction include pullout, scheduled classes, integrated, and instructional support.

Dialect: a regional or social variety of language distinguished by features of vocabulary, grammar, pronunciation, and discourse that differ from other varieties.

Dominant language: language in which a student is most proficient and, usually, most comfortable; dominance can change according to environment, i.e., a student's dominant language may be English in an academic environment where only English is spoken, but another language in the home or social environment where that language is the norm.

English language learners (ELL): learners who are identified as still in the process of acquiring English as an additional language; students who may not speak English at all or, at least do not speak, understand, and write English with the same facility as their classmates due to a second language influence.

ELL Review Team: a team that monitors the overall effectiveness of the ELL program. The team members include, but are not limited to, the ELL teacher(s), student's general education teacher(s), and specialists within the school, parent, and student, as appropriate. The administrator in collaboration with the ELL teacher determines the composition of the review team to complete the ELL Self-Study Guide.

Functional assessment: uses multiple methods of assessment such as checklists, rating scales, self-reports, interviews, and observations to identify a student's practical, "real world" skills and the interaction between student characteristics and the contexts in which he/she routinely operates. performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

Guided Language Acquisition Design (GLAD): Project GLAD is an instructional model that incorporates many research-based and highly effective instructional strategies. Using Project GLAD, teachers deliver academic content and language while using an integrated, balanced literacy approach. While originally developed for ELL students (English Language learners,) it benefits all students through the use of high-level thinking and academic language, as well as cross-cultural skills. Students taught in a GLAD classroom are prepared to be effective, literate citizens of a global society.

Home language: language(s) spoken in the home by significant others (e.g., family members, caregivers) who reside in the child's home; sometimes used as a synonym for first language, primary language, or native language.

Home Language Survey: required survey to be filled out by parent/guardian at time of registration; used to determine if language other than English is spoken and/or understood; based on the results of this survey, the student will be screened for ELL services.

Language acquisition: the process of acquiring a first or second language.

Language dominance: language in which a student is most proficient and, usually, most comfortable; dominance can change according to environment, i.e., a student's dominant language may be English in an academic environment where only English is spoken, but another language in the home or social environment where that language is the norm.

Language disorder: impairment in comprehension and/or use of spoken, written, and/or other symbol systems. The disorder may involve (a) the form of language (phonology, morphology, and syntax), (b) the content of language (semantics) and/or (c) the function of language communication (pragmatics) in any combination.

Language learning: being taught a language in a classroom or tutorial situation.

Language minority: a student who comes from a home in which a language other than English is primarily spoken. The student may or may not speak English well.

Language proficiency: the level of competence at which an individual is able to use language for both basic communicative tasks and academic purposes. To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language's grammatical system and its vocabulary, using its sounds or written symbols.

Language proficiency test: measures student ability in relation to an established competency threshold; designed to measure a student's ability in a language, irrespective of any prior schooling. Proficiency tests are not directly related to course content and do not measure how well a student retains instructed knowledge. A comprehensive language proficiency assessment should have oral, reading, and writing test components.

Learning strategies: mental activities or actions that assist in enhancing learning outcomes; may include meta-cognitive strategies (e.g., planning for learning, monitoring one's own comprehension and production, evaluating one's performance); cognitive strategies (e.g., mental or physical manipulation of the materials), or social/affective strategies (e.g., interacting with another person to assist learning, using self-talk to persist at a difficult task until resolution).

Limited English Proficient (LEP): a descriptor for one who comes from a non-English language background and whose language skills limit that person's ability to function successfully in an all- English classroom. A LEP student is not fluent in all communicative skill areas of English speaking, listening, writing, or reading and cannot compete with peers in an English-only academic setting.

Linguistic competence: a broad term used to describe the totality of a given individual's language ability; the underlying language system believed to exist as inferred from an individual's language performance.

Modification: a change in the curriculum or an alteration in what is being measured. Modifications are considered substantial changes in the way a test (assessment) is given or taken (e.g. extended time on a speeded test for reading fluency, spell checker on a spelling test, calculator on test of computation of basic four operations).

Multicultural assessment: is the determination of a culturally and linguistically diverse student's intellectual, academic, communication, social/emotional, and behavioral capabilities in terms of strengths and weaknesses utilizing assessment techniques that can measure student aptitudes and abilities in light of socio-cultural factors in a nonbiased and nondiscriminatory manner.

Native language: the first language the student acquired and which he/she normally uses; generally but not always, the language used by the parents of the student. This is frequently referred to as the first or heritage language.

No Child Left Behind Act (2001): this act is the most recent authorization of the Elementary and Secondary Education Act of 1965. The act contains the President's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods based on scientifically-based research.

Non-English proficient (NEP): the student has virtually no command of English in the communicative skill areas of speaking, listening, reading, or writing.

Norm-referenced tests: designed to compare an individual's performance to performance of a defined group of students, rather than to a predetermined set of criteria.

Performance assessments: require students to construct a response or product that demonstrates their knowledge or skill. These assessments are based on instructional techniques and application of higher is expected and how they will be evaluated. The criteria or standards for judging degrees of success are clearly outlined.

Performance indicators: indicators of acceptable performance toward the mastery of a standard that can be obtained from performance tasks such as oral language samples, teacher observations, oral proficiency interviews, anecdotal notes, Developmental Reading Assessment (DRA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), story retelling, writing samples, running records, and student and parent interviews.

Performance standards: specify how students must demonstrate their knowledge and skills and can show student progress toward meeting a standard.

Primary language: the first language the student acquired and which he/she normally uses; generally, but not always, the language used by the parents of the student. This is frequently referred to as the heritage language.

Progress indicators: assessable, observable activities that students may perform to show progress toward meeting the standard.

Pull-out instruction: an instructional model where students are withdrawn from the regular classroom for one or more periods a week for specialized instruction in small groups.

Regular/General education class: refers to regular elementary classes or subject area classes at a secondary level where all instruction is delivered and materials are provided almost exclusively in English; sometimes referred to as a mainstream class.

Second language: term is used in several ways and can refer to (a) the second language learned chronologically, (b) a language other than the native language, (c) the weaker language, (d) the less frequently used language.

Sheltered Instruction Observation Protocol: is a teaching style founded on the concept of providing meaningful instruction in the content areas (social studies, math, science) for ELL students towards higher academic achievement while they reach English fluency. A variety of instruction is used including the theories of Vygotsky's proximal development and Gardner's Multiple Intelligences. Instead of providing watered down curriculum for LEP student, sheltered instruction allows for the content to be equal to that of native English speakers while improving their grasp of the language. The teacher provides varied methods of instruction that allow students to create meaning of multifaceted content in classroom discussion, activities, reading and writing. Teachers call on a number of different instruction methods such as the use of socialization practices, and the multiple intelligences to allow the content to be more accessible.

Social language: the aspects of language proficiency strongly associated with basic fluency in face-to-face interaction; natural speech in social interactions, including those that occur in a classroom.

Socio-cultural factors: include the home environment, community attitudes, student's personal characteristics, parental involvement, educational background, acculturation, and classroom interactional styles. Behaviors

associated with socio-cultural factors that may affect an ELL in processing the language of the test are anxiety, distractibility, resistance to change, fatigue, withdrawal, stress-related behaviors, and confusion.

Standard: Statement of specific expectations.

Strands: Headings that organize the content or performance standards.

Student Support Team: a school-based problem-solving team composed primarily of general education teachers who work together to develop and implement interventions for struggling learners to improve their academic and social achievement in school. A problem solving process is used by the team in order to determine the most appropriate interventions. This team supports and helps students, teachers, and parents. Some other commonly used titles for these teams are School Assistance Team, Teacher Assistance Team, and Child Help Team.

Task time line: recommended times which may vary depending on circumstances.

Team teaching: refers to a situation in which two general education teachers combine classes and share instruction.

Transfer: one of the fundamentals of bilingual education is that knowledge and skills learned in the native language may be transferred to English. The transfer of skills shortens the developmental progression of these skills in the second language.

Transitional Level: a language proficiency category which refers to formerly limited English proficiency students who have become capable of functioning in an English-only educational environment in the skill areas of comprehension, speaking, reading, and writing. FEP students perform at the Cognitive Academic Proficiency (CALP) level.

Sources of Definitions Used in Glossary

American Speech-Language-Hearing Association. www.asha.org

The English Language Learner Knowledge Base. <http://www.helpforschools.com>