Pullman School District

ENGLISH LANGUAGE DEVELOPMENT HANDBOOK

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Introduction

The Pullman School District (PSD) offers an English Language Development (ELD) program to students who do not speak English as their native language, and who need to develop English proficiency. The purpose of this handbook is to introduce the goals, policies and procedures of the ELD Program in PSD that are based on federal and state mandates. The education of English Language Learners (ELLs) in the Pullman School District is a shared responsibility, and this handbook offers a general plan for cooperation between building personnel and the ELD Program staff regarding the students who receive program services. This handbook also provides copies of documents that assists with program management and effective instructions of ELLs.

Major Legal Provisions for ELLs

Except from the United States Code § 1703

No State shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by— (f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

Title VI of the Civil Rights Act of 1964

Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.

Supreme Court - Lau v. Nichols (1974)

The Supreme Court ruled that equality of educational opportunity is not achieved by merely providing all students with the same facilities, textbooks, teachers, and curriculum (because) students who do not understand English are effectively foreclosed from any meaningful education. The court ordered that districts must take affirmative steps to overcome educational barriers faced by non-English speaking students.

Supreme Court - Plyler v. Doe (1981)

The Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status, that all students in public schools must be appropriately served, including any students who may not be documented as legal immigrants. The court emphatically declared that school systems are not agents for enforcing immigration law, and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational services to any student.

Office for Civil Rights - Enforcement Policy of 1991

This addressed components within the compliance points: 1) ESL teachers must have been adequately trained and be evaluated by someone familiar with methods being used, 2) exit criteria should be based on objective standards, 3) schools cannot have policies of "no double services" refusing alternative language service and special education to children needing them and, 4) cannot be categorically excluded from gifted/talented or other special programs.

Office for Civil Rights Policy Update on Schools' Obligations Toward National Origin Minority Students with Limited English Proficiency (1991) adopted the three prongs of Castañeda v. Pickard (1981), above, required that all language minority students be assessed for fluency, that parents be provided school information in a language they understand, and that schools assure that instruction to limited English proficient students is carried out by qualified staff.

Title I and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)

This federal mandate holds state educational agencies, local educational agencies, and schools accountable for increases in English language proficiency and core academic content knowledge of ELLs. It requires states to implement yearly student academic assessments that include, at a minimum,

academic assessments in mathematics, reading or language arts, and science. These assessments must be aligned with state academic content and achievement standards.

ESSA also requires that states provide for an annual assessment of English language proficiency (listening, speaking, reading, and writing in English) of all ELLs in schools served by the state. Due to this federal legislation, Washington policy mandates that all students with a primary language that is other than English be assessed using the state-identified language proficiency test at initial enrollment. Washington State defines “primary language” as the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence or the language that the student first learned. In addition, ELLs must be assessed annually thereafter during the window of approximately February 1-March 30 until they an achievement level of “early advanced” or “advanced” in all subtests of the language proficiency test during the same administration.

State and Federal Regulations for ELD Programs

The state Transitional Bilingual Education Program (TBIP) and federal Title III address the unique needs of eligible students, who come from linguistically and culturally diverse backgrounds. Both programs share the same goal: develop language proficiency that enables meaningful access to grade level curricula and instruction.

In state law, TBIP is a program within Washington's Basic Education Act — Chapter 28A.180 RCW. The federal Title III program supports supplemental instruction and services for language acquisition.

The state TBIP places a strong emphasis on cultural values. Its mission is for ELLs to meet state standards and develop language proficiency in an environment where language and cultural assets are recognized as valuable resources for learning.

While the TBIP and Title III programs share the same goal, there are some important differences:

TBIP	Title III
• State-funded	• Federally-funded
• Provides ELD services only for students who meet all of the following criteria: ○ Are enrolled in a public school in Washington ○ Have a primary language other than English ○ Are not yet proficient in English as determined by the state-approved language proficiency screener	• Provides the following services: ○ Extended-day, extended-year, or Saturday services for TBIP-eligible students ○ ELD services for Native American students who are academically at risk and are not yet proficient in English as determined by the state-approved language proficiency screener ○ ELD services for private school students who reside in Washington and are not yet proficient in English as determined by the state-approved language proficiency screener
• Funds can be used to support professional development to support the needs of ELL students for staff who are directly involved in the TBIP program	• Funds can be used to support professional development to support the needs of ELL students for any staff in the district
	• Funds can NOT be used to support language proficiency testing, except those of eligible private school students

For more information on TBIP, see http://www.k12.wa.us/MigrantBilingual/BilingualProgram.aspx.

For more information on Title III, see https://www2.ed.gov/policy/elsec/leg/esea02/pg39.html.

Identifying ELLs: Procedures

Timeline

As a District, we must determine the primary language and eligibility of each newly enrolled student no later than the tenth day of attendance. For entering kindergarten students, the state-approved language proficiency screener may be administered after May 1st of the spring prior to enrollment.

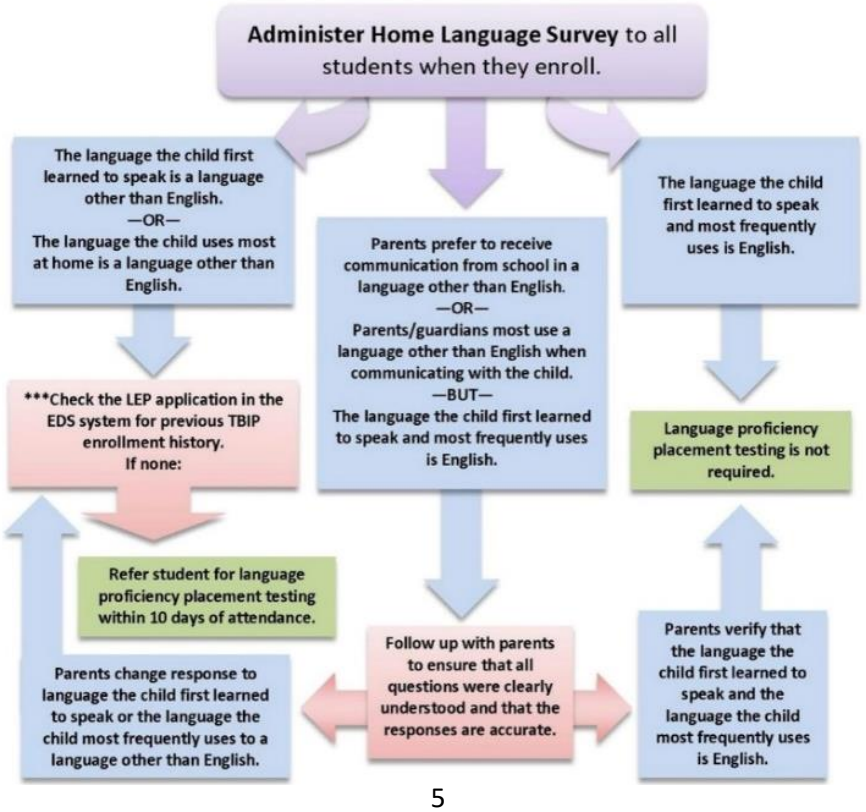
Home Language Survey

The Civil Rights Act of 1964, Title VI, Language Minority Compliance Procedures, requires school districts/charter schools to identify English Language Learners. Washington State has selected the Home Language Survey (HLS) as the tool to identify a student's primary language. The HLS must be given to all students enrolled in the school district. The Pullman School District uses the state approved HLS (see appendix) that has the following questions used to identify the student's primary language:

- What language did your child learn first?
- What language does your child use the most at home?

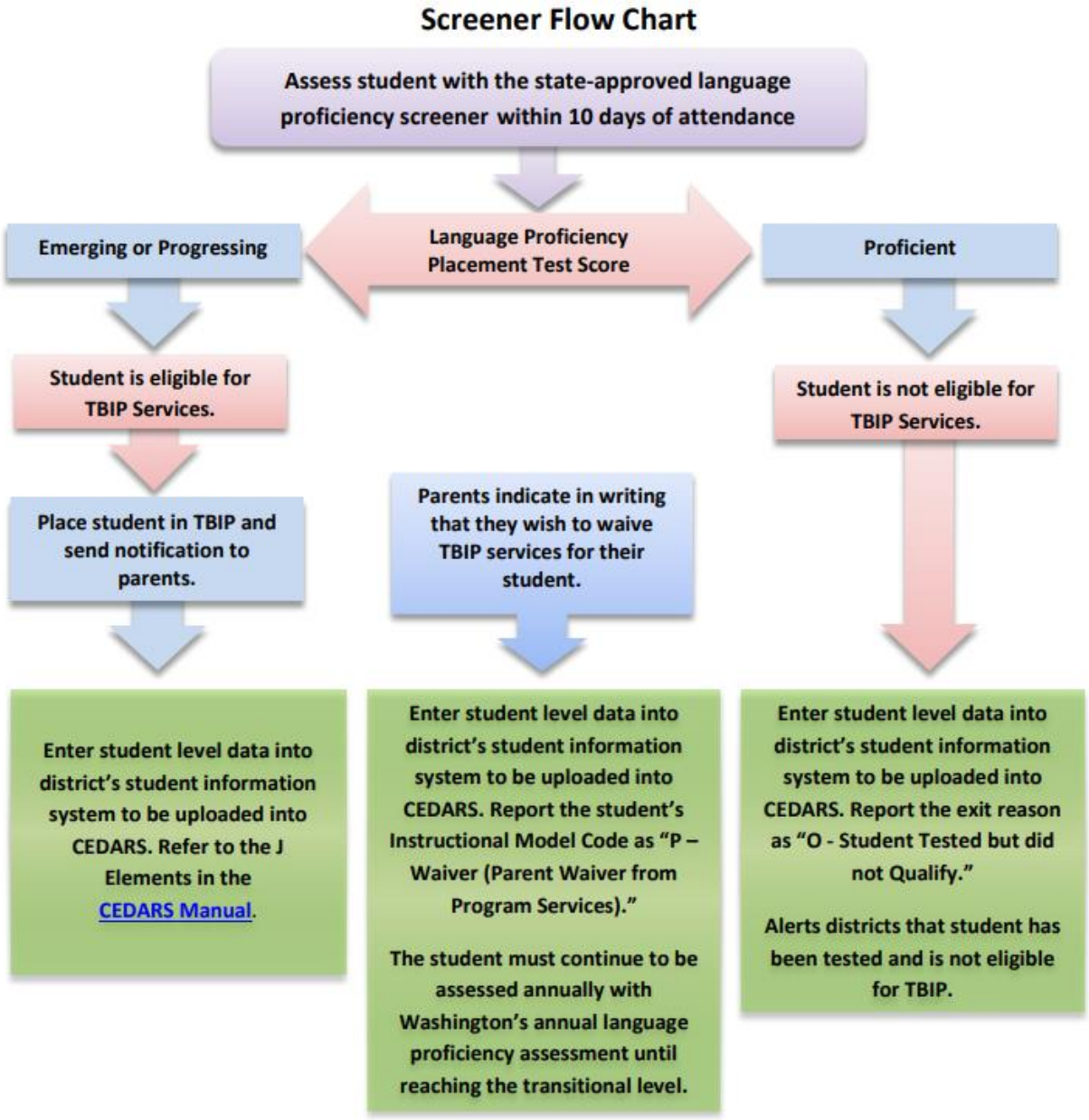
If the response to either of these questions is a language other than English, the student's HLS is given to the ELD teacher at that school as a referral so that student can be tested with the state-approved language proficiency placement test. If the parent indicates that the child first learned English and another language simultaneously or currently uses both English and another language, administer the state-approved language proficiency placement test. If a language other than English is indicated in the responses to any other question on the Home Language Survey or enrollment forms, but English is indicated as the student's primary language, follow up with parents/guardians to ensure that the questions were clearly understood and accurately answered.

Home Language Survey Flow Chart



Language Proficiency Placement Test

Students whose primary language is a language other than English must be assessed by the tenth day of attendance with the state-approved language proficiency placement test. Look up in-state transfer students' program history in the Limited English Proficient (LEP) Application in the Education Data System (EDS) before administering the placement test. at the Emerging or Progressing level qualify for TBIP services. Students who score at the Proficient level do not qualify for ELL services. All screener results must be reported (unless a student is tested in error). The screener is only for students who have been identified as potential ELLs based on the Home Language Survey and for Native American students who have been determined to be academically at risk (See Native American Policies).



Transfer Students

Transfer students may complete a new home language survey as part of the enrollment packet. If there is a discrepancy between the new home language survey and the home language survey completed at the sending district, program eligibility determinations should be made based on the home language survey that indicates a language other than English. Look for the student in the LEP Application in the EDS system to determine whether the student has already been identified as an English language learner in Washington if:

- the student's primary language is indicated as a language other than English.

OR

- there is any indication in the student's enrollment forms or cumulative file that the student may have been identified as an English language learner in Washington in the past.

Use the Possible Eligible, Not Reported List in the LEP Application to identify potential English learners who were not identified through this process.

No screener is necessary for a student who has been served through the Transitional Bilingual Instructional Program within the last twelve months in Washington and has not exited on the state annual language proficiency assessment. Students who currently have a language proficiency level of emerging or progressing should be placed directly into the TBIP program.

Students who score at the proficient level on the state annual language proficiency assessment are eligible for follow-up academic support in the TBIP program as "exited TBIP students" for two years after transitioning.

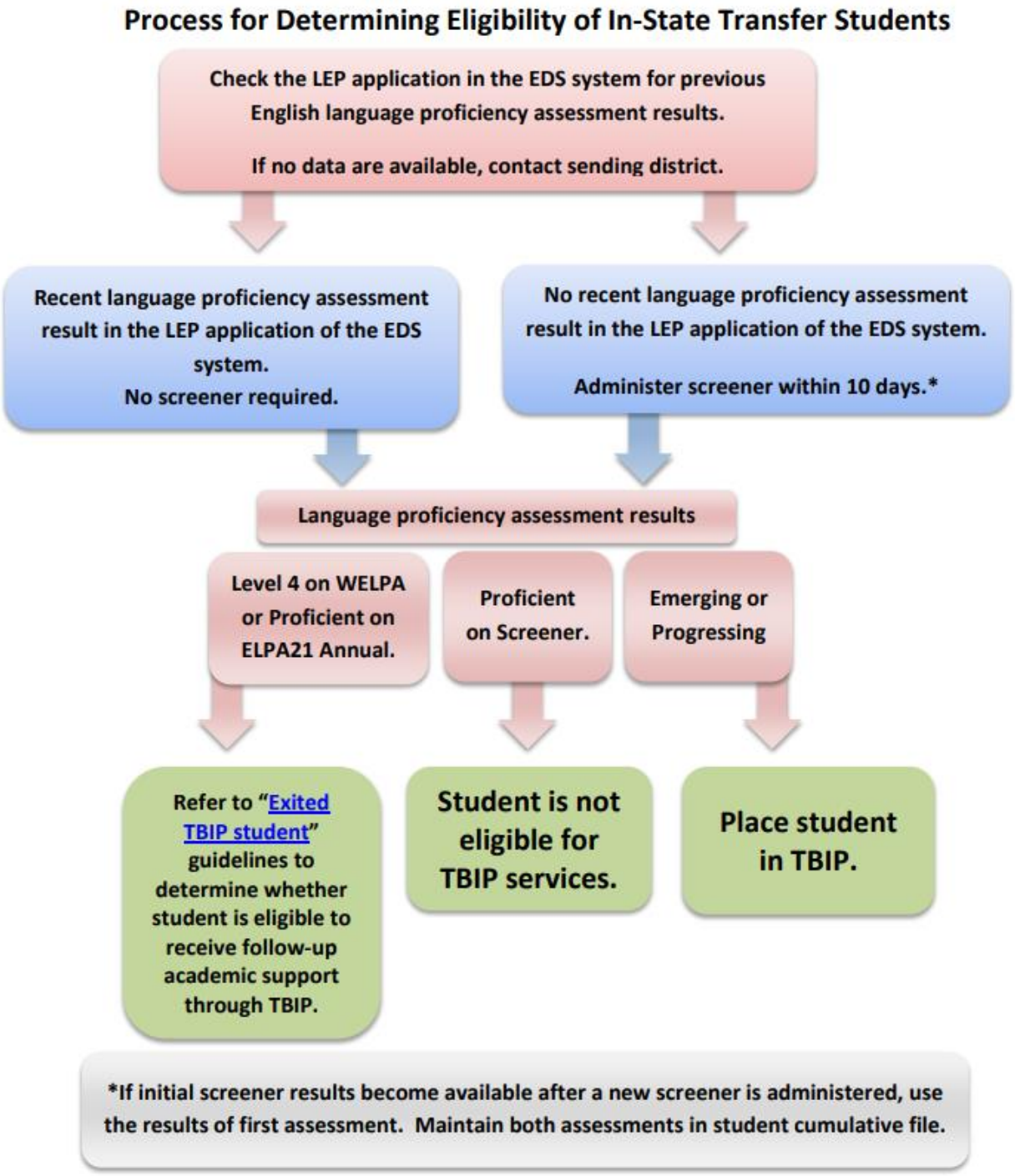
In-state Transfer Students

- If no results are found for the student in the LEP Application of EDS, contact the sending district to determine if the student completed the screener, and information was simply not yet uploaded to CEDARS.
- If the sending district does not respond in a timely manner, administer the state language proficiency screener.
- If the student's original screener becomes available after retesting, base program eligibility on the results of the first screener and report the results of the original screener to CEDARS.
- If a TBIP-eligible student has not been tested/has not received a score on the two most recent annual language proficiency assessments, the district must administer a new state language proficiency screener to determine the student's current language proficiency level and continued program eligibility.

Out-of-State Transfer Students

- If the student has not been enrolled in a Washington State public school for the past 12 months, the student must take the screener to determine eligibility.
- Students who transfer from out-of-state and who meet the identification criteria on the home language survey must be tested on the placement test, regardless of whether the student has already been identified as an English language learner in another state.
- If a student who previously transitioned (exited) from the TBIP program returns to Washington after having lived outside the United States in a non-English-speaking country for twelve or more months, the district can administer the placement test to determine if there has been a

loss of English language proficiency. The student can re-qualify for TBIP services based on the new screener results.



For more information on identifying ELLs, see
http://www.k12.wa.us/MigrantBilingual/pubdocs/TBIPGuidelinesIdentification.pdf.

Parent Notification

Parental permission is not needed to assess a student's English language proficiency for placement purposes. (Permission is required in the state procedures for identifying Title III-eligible Native American students.) Parent notification of initial placement or continued eligibility must be sent to parents no later than 30 days after the beginning of the school year or within two weeks of placement if the student qualifies for language support services during the school year.

The ELD Department communicates with parents using the following letters which are translated in numerous languages and can be found on the OSPI's Migrant and Bilingual Education webpage.

Initial Placement Letter
A letter that indicates that a child qualifies for ELD services based on Washington State's approved language proficiency placement test. A translated version when available in the home language is sent along with English letter.

Continued Placement in Program Letter
A letter that indicates that a child still qualifies for ELD services after taking Washington State's approved annual language proficiency test. A translated version when available in the home language is sent along with English letter.

Transition from Program Letter
A letter that indicates that a child has passed Washington State's approved annual language proficiency test, and has transitioned from ELD services.

Parent Waivers
Parent/guardian(s) have the right to waive TBIP and Title III services for their child. The parent refusal of TBIP and Title III services must be documented and a signed copy of the document must be kept in the student's cumulative file. English Language Learners whose parents have waived TBIP/Title III services are reported to the state with an instructional model code of "P". Students under a parent waiver must continue to take the annual state English language proficiency assessment until the student meets program exit criteria. TBIP-eligible students who have met exit criteria are eligible for academic supports through TBIP funding if they need assistance in reaching grade-level performance in academic subjects, regardless of whether they were previously under a parent waiver. A parent may choose to withdraw the waiver at any time with a written request. In this situation, the student's instructional model code in Skyward (see Skyward Data Entry section) is changed and English language development services are provided.

Parent Newsletter
The ELD Department prepares an annual ELD Parent Newsletter that is distributed in paper and email format to all families of ELLs each fall. The newsletter provides parents with information many topics, such as program policy, eligibility, and services, as well as the annual language proficiency assessment, tips and strategies for parents of ELLs, and useful websites.

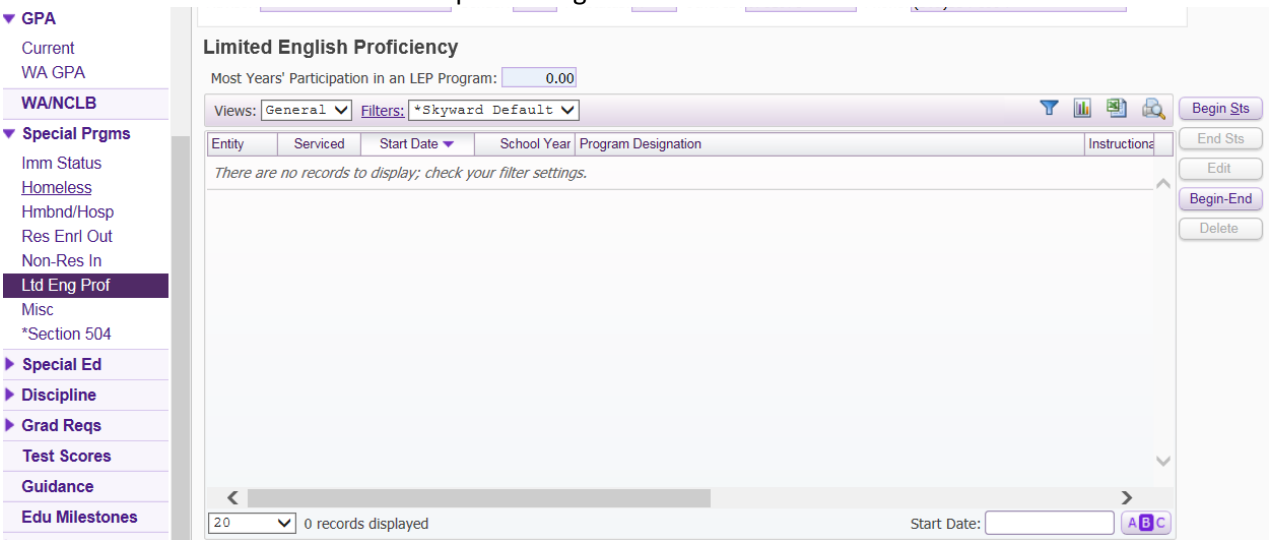
For more information on parent notifications, see
http://www.k12.wa.us/MigrantBilingual/pubdocs/Parent.pdf.

Skyward Data Entry

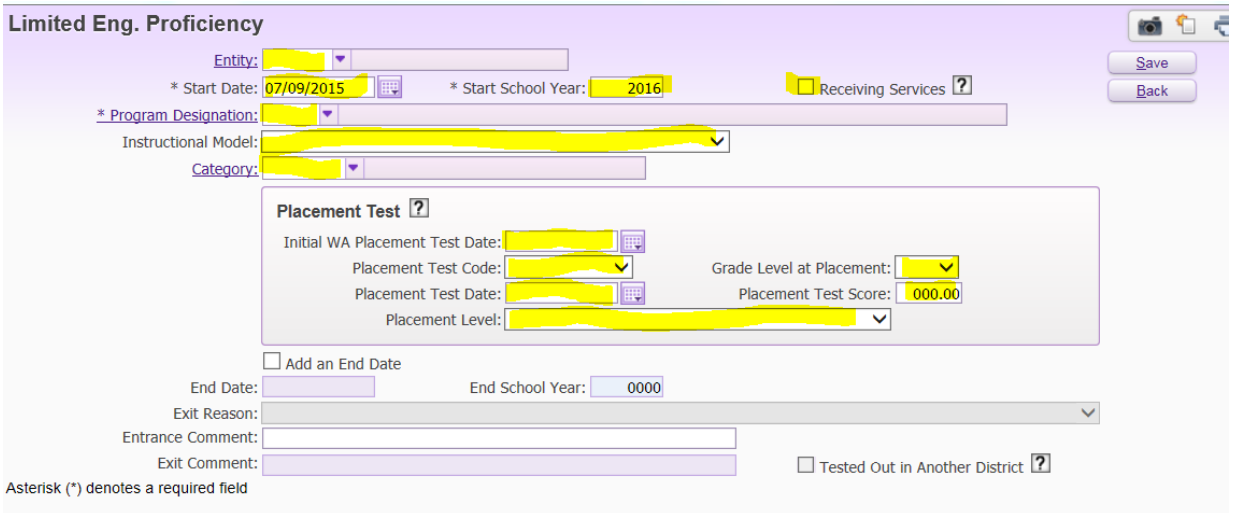
Student Entry

After a student is tested, the ELD teacher must record the results which will also indicate placement in the program. The data is entered into Pullman School District's Skyward system. This system syncs with CEDARS and the LEP application in EDS, allowing the data to be accessed on multiple fronts. If the data is entered incorrectly in Skyward, the ELD teachers will receive a report (generated by the district office) of data that needs to be edited. The Skyward entries are maintained and edited by the ELD teachers. Special circumstances should be run by the district office or discussed with someone from OSPI. The data needs to be entered as follows:

1. Student Management Tab
2. Student Profile
3. The LEP tab is located under Special Programs:



4. Select BEGIN STS
5. Fill out the following fields: Entity, Start Date, Start School Year (automatically populates based on Start Date), Receiving Services, Program Designation, Instructional Model, and ALL Placement Test fields.

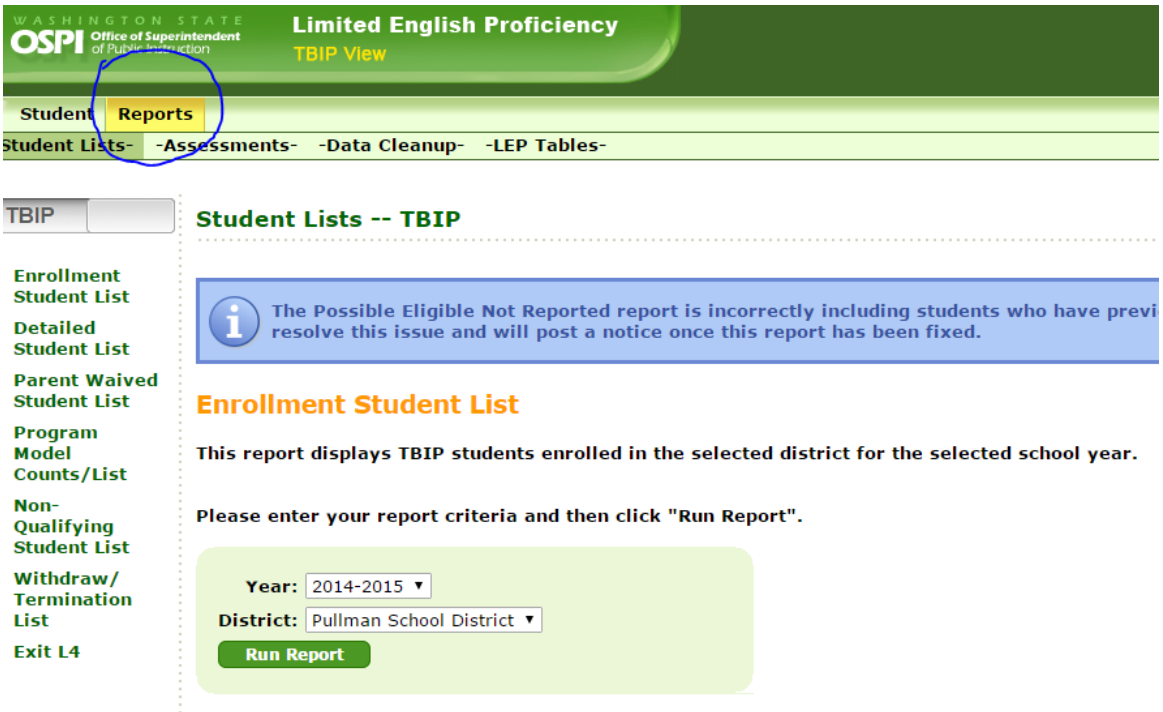


6. For the Placement Test Score, enter each domain's score (1-5) in alphabetical order by domain (listening, reading, speaking, writing). For example, if a student scored a 3 in listening, 1 in reading, 2 in speaking, and 1 in writing, enter his/her placement test scores as 3121.
7. Only check the Receiving Services box if the student will be receiving services from the ELD program during the current school year.
8. If the student tested and did not qualify, add an end date with code O--Student tested but did not qualify.
9. If a student qualified but does not want services, you must get a parent waiver signed. The waiver will keep the student from being served under the ELD program, but the student will still take the annual assessment for the state.

Yearly Procedures

Beginning of school year: At the beginning of each school year, the ELD teacher needs to create a new Skyward entry for each student who is receiving services for the year. A student should have a new entry for every year the student has been in the district. The ELD teacher only needs to change two things: 1) Start Date and 2) Receiving Services. The initial placement information is left the same and will automatically populate when you begin a new LEP entry. At this time (November 2017), the Mass Add Special Programs utility is not efficient for LEP entries because it does not automatically pull initial placement information into the current year entry and, therefore, requires student-by-student entry of initial placement data.

You may view a list of ELD eligible students on the LEP system found at: https://eds.ospi.k12.wa.us. You will run a report for the school district, but it is sorted by school. The report is downloadable and can be manipulated in an Excel document.



End of school year: At the end of each school year, the district ELD coordinator needs to end all current LEP entries using the Mass End Special Programs utility. The end date is the last day of school. For students who passed the annual state-approved language proficiency assessment, the exit reason should be A: Re-designated/Transitioned. For all remaining students, the exit reason should be T: Trnsfr in dist, betwn models (except Parent Waiver), or end of school year rollover. The district ELD coordinator will provide the ELD teachers with the utility process report for students with exit reason "T" so that they know which students to re-enter for the following school year.

Tracking/Monitoring Exited ELL students

Students who transition out of the ELD program may still qualify for TBIP funded programs. Thus, students who have exited the ELD program need to continue being monitored for two years. See Transitioned/Exited Students for more information.

Description of ELD Services

The Pullman School District offers specialized instruction from ELD specialists in collaboration with mainstream/content teachers to effectively teach English language learners (ELLs) listening, speaking, reading and writing skills. The Pullman School District follows OSPI's Supportive Mainstream Model which ensures that consistent, focused, and effective language development instruction is provided through ELL pull-out instruction. Language instruction is delivered in English by teachers who have been specifically trained in the field of second language acquisition and strategies, and many of the district's teachers have been GLAD or SIOP trained to ensure their content instruction is accessible to ELL students.

Elementary Model:

Elementary students participate in their mainstream classes and may receive specialized ELD instruction in small groups based on each student's proficiency and grade level. Elementary students in grades 1 -5 receiving specialized ELD instruction are offered twice weekly pull-out instruction during the school day. Teachers are required to complete the Modification Form (see appendix) for all ELLs in their class under the "Sheltered Instruction" model. Elementary teachers may receive guidance from the ELL instructional coach to support students in the Sheltered Instruction program model

Secondary Model:

Secondary students may take one focused ELD class to develop their language proficiency while also attending mainstream classes.

At Lincoln Middle School, ELL students are placed into a class with an ELD teacher. The ELL students in the class are students who received a placement score of L1. Students who received a placement score of L2 are placed in the ELD class on a case by case basis - domain scores are evaluated to determine if their language acquisition allows them to understand and participate in a meaningful way in their mainstream 6-8 classes. There are two primary goals for the participants in the ELD class: language development and classroom success. The ELD class will provide students with language skills as well as support their learning and understanding in their other classes.

At Pullman High School, ELL students are placed into a class with an ELD teacher. The ELL students in the class are students who received a placement score of L1/Emerging or L2/Progressing. The students in this class are working to improve their language skills through reading, writing, speaking, and listening at an appropriate skill level. The material and activities in this class are designed to assist in language acquisition and success in high school level classes. Students test out of this class when their language skills are deemed transitional on the annual state language assessment.

Modifications

K-12

Classroom teachers must modify and accommodate to make content accessible to ELLs and should always be able to provide documentation of modifications and accommodations that have been made (see Modification Form in appendix)

Modifying Instruction:

- Simplify the language of instruction, not the concept being taught. Use speech that is appropriate for students' language proficiency.
- Use oral, visual, auditory, and kinesthetic learning modalities.
- Adapt content to ELL's needs through use of graphic organizers, outlines, labeling of pictures, study guides, adapted text, and highlighted text.
- Use supplementary materials to promote comprehension. These include charts, graphs, pictures, illustrations, realia, math manipulatives, multimedia, and demonstrations by teacher and other students.
- Build background knowledge before teaching a lesson. Help students build connections and associations in order to access background knowledge or previously taught information.
- Directly teach learning strategies. Demonstrate how to organize information, how to select the main idea and supporting details, and how to sequence and summarize.
- Use techniques such as marking essential concepts and vocabulary with a highlighter, labeling, using word banks, and organizing information on various types of graphic organizers, maps, graphs, time lines.
- Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited.
- Make the explanation of the task clear in a step-by-step manner with visuals.
- Pair with peer partners. Cooperative learning groups provide the ELL student with varying language and learning style experiences within the content classroom.

Modifying Assessments:

- Reduce response materials for content area testing.
- Provide a version of the test with simplified language.
- Choose key and/or main ideas for assessment.
- Simplify directions.
- Read test questions aloud.
- Supply word banks for tests.
- Provide matching activities
- Extend time to complete the tests.
- Use a portfolio to authentically assess student progress

Grading

K-5

Grading of ELL students should reflect daily instructional modifications as well as testing accommodations. ELLs will receive grades based on accommodations or alternative assignments appropriate to the student's language proficiency level, and receive the same report card that is used in general education. Students who receive additional pullout support will receive an ELD Progress report that assesses the ELD standards.

6-8

Students who qualify for the ELD program may be graded on a P/F (Pass/Fail) basis for all subjects unless they perform well enough in a particular subject to receive a grade of C or above. This includes students who are and are not enrolled in an ELD class. The ELD instructor will communicate with the content teachers regarding the implementation of this policy for specific students. ELL students should receive a failing grade if the contributing factor for failure is unrelated to second language acquisition – poor attendance, unwillingness to try or complete work.

9-12

ELL students may be graded on P/F if the ELD teacher and classroom teacher deem it appropriate. At the high school level, students receiving a P/F grade are generally at the L1/Emerging level, and/or can complete the course work in his/her own language. It is appropriate for ELL students to demonstrate their understanding of the content in alternate ways. However, for a letter grade (A-F) the big ideas present in the content must be understood as 1) credit is being given and 2) high school classes build on one another and are necessary for completion of the next level.

State-Mandated Assessments

English Language Proficiency Assessments

- **ELPA 21 Screener**
  The ELPA21 Screener is used to determine initial eligibility for ELD services. This is an online assessment that measures proficiency in the four language domains of reading, writing, listening, and speaking. The screener is administered within 10 days of attendance for students whose primary language is a language other than English.
- **ELPA21 Annual/Summative Assessment**
  The ELPA21 summative assessment is an online assessment given to all students who qualify for ELD services. The ELPA21 summative assessment measures students' English language proficiency, both knowledge and skills, in reading, listening, writing, and speaking. Results from this test determine which students are eligible to continue receiving ELD services. The summative assessment is administered in February and March for all students who qualify for ELD services, including those who have waived services.
- **WIDA Alternate ACCESS for ELLs©**
  The WIDA™ Alternate ACCESS for ELLs© assesses the language proficiency of English learners (ELs) with significant cognitive disabilities who are in grades 1 to 12. This assessment was developed to serve this specific EL population. Kindergarten ELs with significant cognitive disabilities will be assessed using a different assessment that is still being determined (as of 11/22/17). See OSPI Guidance for determining ELs' participating in an alternate language assessment and OSPI Guidance on ELPA21 Administration for ELs with Significant Cognitive Disabilities for more information.

State Assessments in English Language Arts, Math, and Science

- **State Requirements**
  All public schools in Washington are required to administer the following standardized assessments in the indicated grades:
  - Smarter Balanced Assessment in English Language Arts (SBA ELA): grades 3-8 and 10
  - Smarter Balanced Assessment in math (SBA math): grades 3-8 and 10
  - Washington Comprehensive Assessment of Science (WCAS): grades 5, 8, and 10
- **ELL Participation**
  ELLs are required to participate in all state-mandated assessments. However, there is a one-time exemption from the SBA ELA (not the SBA math or the WCAS) for ELLs who have been enrolled in U.S. schools for less than 12 months. This is referred to as the new non-English proficient (NNEP) exemption.
- **Language Supports for ELLs**
  Several language supports are available for ELLs on state assessments, including:
  - Translated test directions (proctor script only)
  - Stacked Spanish translation of test (SBA math only)
  - Use of bilingual dictionary (SBA ELA performance task only)
  - Translation of selected construct-irrelevant terms (SBA math and WCAS only)

  See OSPI's Guidelines on Tools, Supports, and Accommodations for State Assessments for additional information.

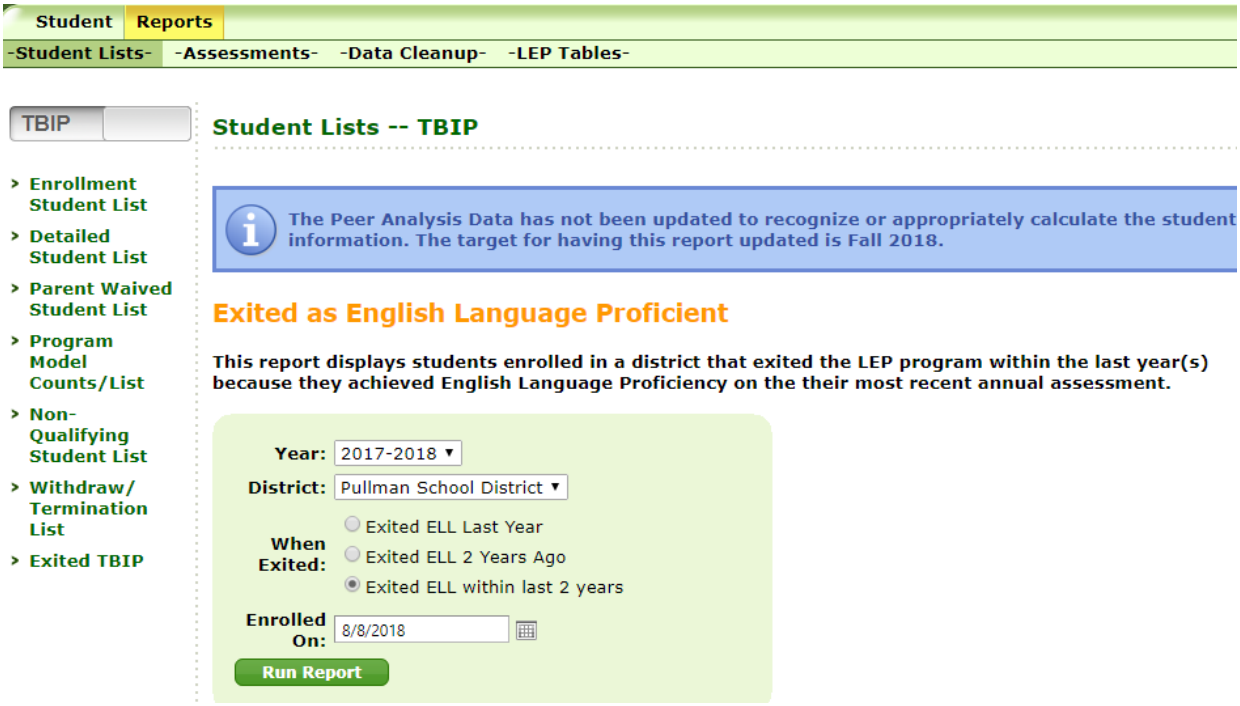
For more information on state assessments, see http://wa.portal.airast.org, http://www.k12.wa.us/assessment/StateTesting, and http://www.k12.wa.us/ELPA21.

Transitioned / Exited Students

RCW 28A.180.030 defines an "exited pupil" as a student previously enrolled in the transitional bilingual instruction program (TBIP) who is no longer eligible for the program based on his or her performance on an English proficiency assessment approved by the Superintendent of Public Instruction. RCW 28A.180.040 requires school boards to provide instructional support for exited pupils who need assistance in reaching grade-level performance in academic subjects.

After students have exited the ELD program, PSD must monitor the academic progress of former ELLs for at least two years to ensure that: the students have not been prematurely exited; any academic deficits they incurred as a result of participation in the ELD program have been remedied; and that the students are meaningfully participating in the standard instructional program comparable to their never-EL peers.

You may view a list of exited ELLs on the LEP system found at: https://eds.ospi.k12.wa.us. You will run a report for the school district, but it is sorted by school. The report is downloadable and can be manipulated in an Excel document.



<u>TBIP Services to Eligible Exited Students</u>

PSD should use more than one measure to determine when a student needs assistance in reaching grade-level performance. Such review of exited students' academic needs should occur throughout the school year and not be limited to annual assessment results.

Measurements can include:

- State and district testing results.
- Classroom assessments and grades.
- Teacher recommendations.

Academic support could be provided by a member of PSD's English Language Development staff or other district staff best able to meet the specific individual academic needs of the exited students. This support may be provided before, during, or after school. The following items are examples of ways PSD may use exited TBIP funds for exited students:

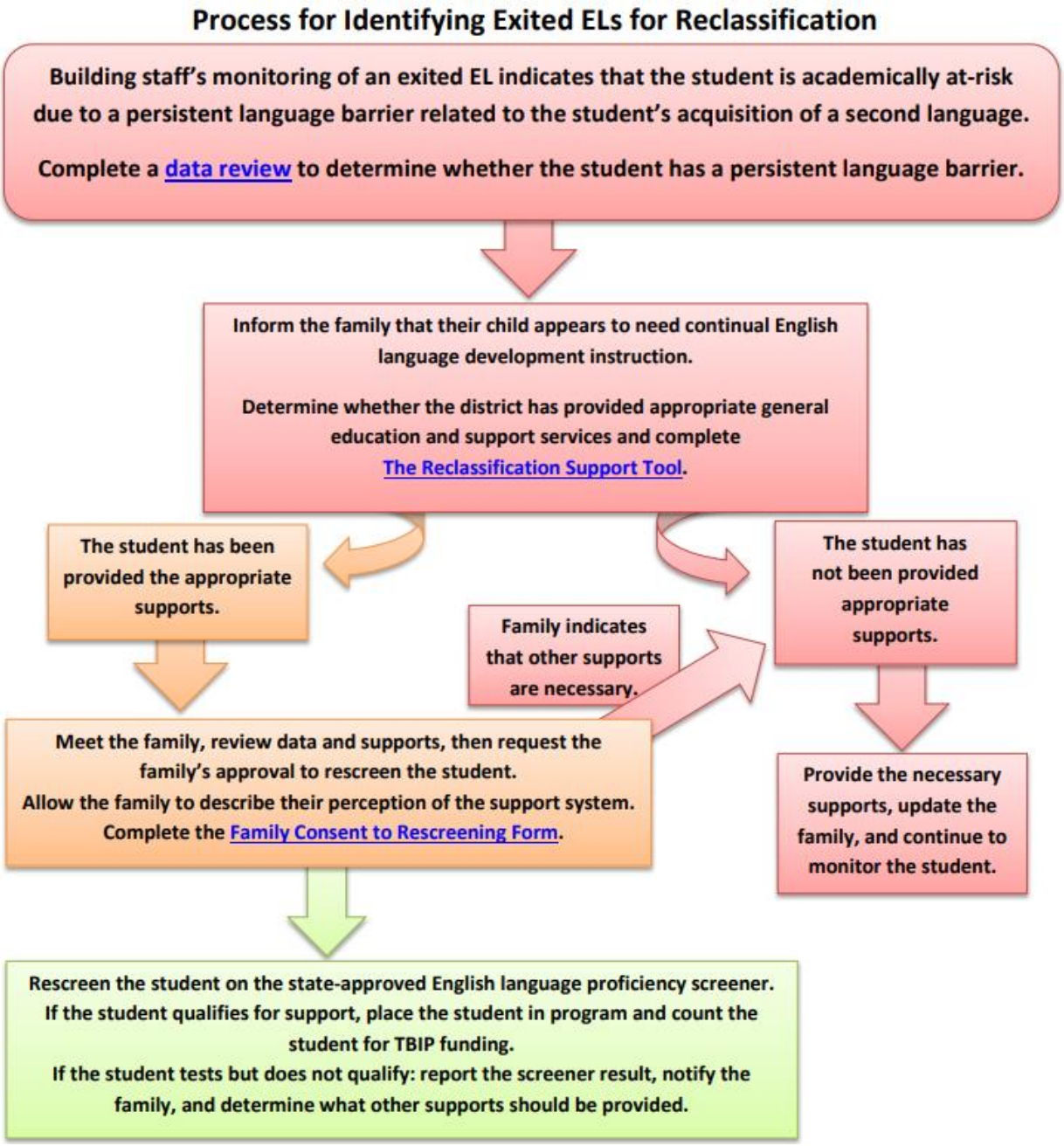
- Expanded access to homework supports to increase academic achievement.
- In-class support to students who are not yet meeting grade-level standards.
- Extended day, extended year, Saturday support services.
- Other innovative district supports designed to assist recently exited TBIP students in reaching grade-level performance in academic subjects.

Services provided will depend on the individual academic needs of exited students identified as needing support. The district created a form to assist in tracking exited ELLs.

Reclassification of Exited English Learners – Fewer than 1% of Exited ELs

A school district's monitoring of an exited EL student may indicate that a persistent language barrier is the cause of academic difficulty. In such instances, first examine the student's general education and intervention services and determine whether they are adequate. After a thorough examination of data and an in-person consultation with the family, school districts should retest the student with the state's English language proficiency screener to determine if there is a persistent language barrier. Prior to re-assessing the student, school districts should document the bases for rescreening and the parents' consent to rescreening. In order to rescreen a student for reclassification, the parent must consent to having their child rescreened.

If the results of the rescreening qualify the student as an English learner, the school district must re-enter the student into English learner status, offer English language development services, and send home the parent notification of student placement into program. The district may claim the reclassified student for funding. Students who test but do not qualify on their initial screener, and who later demonstrate a need to be re-assessed, should also follow the reclassification process. Exited English learners may be considered for reclassification during or after the two year monitoring period.



For more information on services for transitioned students, see http://www.k12.wa.us/MigrantBilingual/pubdocs/ExitedTBIPStudents.pdf.

Title III Native American

Native American or Alaska Native students who are academically at risk may qualify for additional assistance through Title III. Students identified as Native American/Alaska Native through the ethnicity and race information provided upon enrollment should be referred to the ELD teacher for the next steps. The ELD Advisory Committee created a flowchart document (Title III Native American Qualification) to assist the ELD teacher and to ensure that the correct procedures are followed. Refer to the flowchart for specific instructions and processes. If a student qualifies for language placement testing, s/he needs to be entered into the Skyward system. Follow the steps listed under Skyward data entry, choosing Title III Native American as the program designation. Native American students need to be monitored academically (whether or not they qualify for additional language assistance) using the tracking form created by the ELD Advisory Committee.

For more information on services for Native American students, see
http://www.k12.wa.us/MigrantBilingual/pubdocs/TBIPGuidelinesNativeAmerican.pdf

Title III Funds for Dual Credit

Per ESEA Title III Sec. 3115 (d)(8), districts can use Title III funds for: "Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education." Only current ELLs are eligible.

Title III can support (for eligible students):

- Costs associated with taking AP/IB classes, College in the High School classes, CTE dual credit, and dual/concurrent enrollment programs that, in the absence of Title III funds, students may be required to pay out of pocket and for which other state/local/federal funding is not available, such as:
    - Test fees
    - Registration fees
    - Books Study Guides
    - Supplemental materials that will support success in such classes
    - Transportation
- Additional instructional support to promote academic success in these classes, such as tutoring or support from a high school EL advocate
- The cost of providing supplemental dual/concurrent enrollment programs or College in the High School classes
    - Includes the teacher's salary for courses that are designed specifically to improve EL access to rigorous coursework
- Family engagement efforts related to access to rigorous coursework

Considerations before Referring ELLs to Special Education

Avoiding Over-identification

Language learning takes time; it is normal for ELLs to need many years to become proficient in the English language. ELLs should not be considered "deficient" simply because they are not yet proficient in English. Research in second language acquisition states that most ELLs learn basic conversational language in 1-3 years, however it takes between 5 to 7 years to master academic language. Therefore, we cannot assume that because an ELL is having academic difficulties, the ELL has a disability. Check with the ELD Specialist at your school for a summary of characteristics of typical ELLs which may be mistaken as signs of learning or behavioral disabilities

Avoiding Under-identification

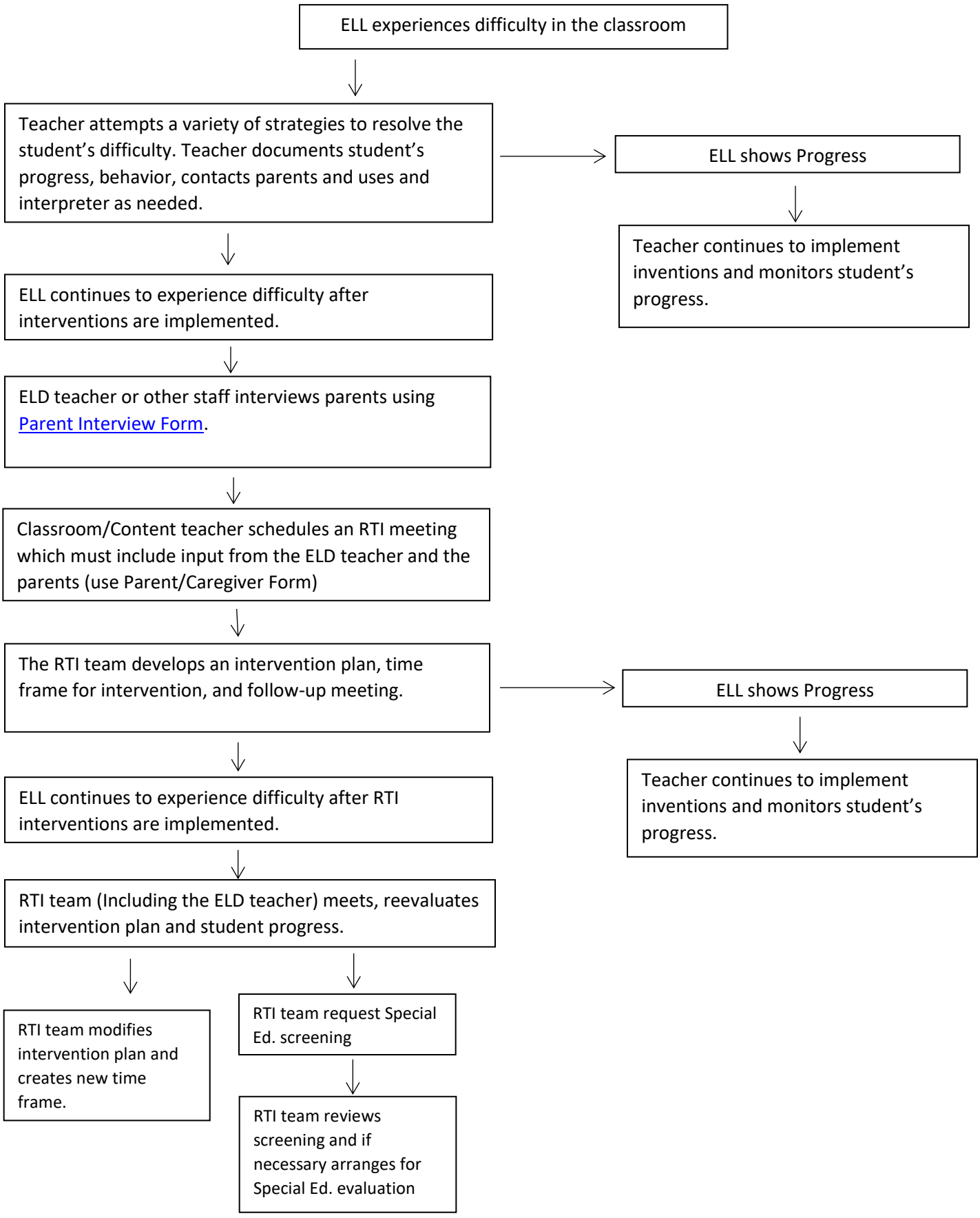
Although language learning takes time, we need to recognize that some ELLs do have disabilities that may make them eligible for special education. Here are some possible reasons for initiating a special education referral for an ELL:

- The ELL is exhibiting the academic/behavioral difficulties in both first and second languages
- The ELD teacher supports the belief that the ELL is performing differently from his/her cultural peers.
- The ELL displays very little or no academic progress resulting from appropriate instructional strategies, alternative instruction, or academic interventions.
- Parents confirm the academic/behavioral difficulties seen in the school setting.
- Other school staff that work with the ELL confirm the academic/behavioral difficulties seen in the classroom setting

Use the procedure outlined in following flow chart to determine if a special education referral is necessary for an ELL. Be sure that at each step of the process, the ELD teacher is involved.

This information and the following flow chart were adapted from *English Language Learners and Special Education: A Resource Handbook, 2011*, by Connecticut Administrators of Programs for English Language Learners (CAPELL)
http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/bilingual/CAPELL_SPED_resource_guide.pdf.

Recommended Procedure for ELL/SPED Consideration



Serving Students Who Are Dually-Qualified in ELD and Special Education

Special Education Law

WAC 392-160-045 Special Service Program – Transitional Bilingual: Students with disabilities
(1) Students identified as being eligible for both the state transitional bilingual instructional program (TBIP) and special education program will participate in the TBIP to the same degree and consideration given to every other child in the TBIP.
(2) A child who is participating in both the TBIP and the special education program under this chapter shall be subject to all conditions of participation in the TBIP chapter.
(3) All students identified as being eligible for the TBIP and any other categorical program will enter and exit TBIP through the standardized entrance and exit procedures used for all English learners described in WAC 392-160-015 and 392-160-035.

Resources

In 2017, OSPI convened an EL-Special Education Work Group for the purposes of:

- Recommending an alternate English language proficiency assessment for ELs with significant cognitive disabilities,
- Amending WAC 392-160-045 to align with federal laws, and
- Compiling resources to assist districts in serving struggling ELs and students identified as dual-qualified for English language development services and special education.

For progress of this work group, visit http://www.k12.wa.us/MigrantBilingual/ELResources.aspx.

Additional resources can be found in the "Tools and Resources for Addressing English Learners with Disabilities" chapter of the U.S. Department of Education's English Learner Tool Kit (https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf).

Functions of the ELD Advisory Committee

The function of the ELD Advisory Committee is to develop, monitor, implement, and evaluate the district's ELD program (both Title III and State Transitional Bilingual Instructional Program) plans. The ELD Advisory Committee is comprised of the ELD teachers, the ELD program director, the ELD program coordinator, a building administrator, a general education classroom teacher, and parents or guardians. Other members may be included based on the specific needs of the issue being discussed. These members may include, but are not limited to: guidance counselors, speech/language pathologists, school psychologists, etc.

Overview of Program Administration Responsibilities

- **Parent notification**:
  Sent in English and in the language listed as home language on the Family page in Skyward (if translation is available from OSPI)
    - Initial placement letter
        - ELD teachers sends home a program placement letter for students who are identified for services based on the ELPA21 screener *(within 2 weeks of placement)*
        - ELD teachers file/have someone file a copy of the letter in student cum files
    - Continued placement letter
        - Program coordinator mails home a program placement letter along with ELPA21 results for students with an overall score of Emerging or Progressing on the annual ELPA21 *(ASAP after paper ELPA21 score reports are received)*
        - Program coordinator sends copy of each letter to the appropriate ELD teacher *(by the end of August)*
        - ELD teachers file/have someone file letters in student cum files
    - Transition/exit letter
        - Program coordinator mails home a program transition letter along with ELPA21 results for students with an overall score of Proficient on the annual ELPA21 *(ASAP after paper ELPA21 score reports are received)*
        - Program coordinator sends copy of each letter to the appropriate ELD teacher *(by the end of August)*
        - ELD teachers file/have someone file letters in student cum files
    - ELPA21 score reports
        - Program coordinator mails home 1 copy *(ASAP after paper score reports are received)*
        - Program coordinator sends 1 copy to the appropriate ELD teacher *(by the end of August)*
        - ELD teachers file/have someone file score reports in student cum files *(beginning of school year)*
- **Skyward data entry**:
    - ELD teachers add LEP entry for all students who received services last year and did not exit *(beginning of school year)*
    - ELD teachers add LEP entry for all students who are screened for services *(as students enroll and complete the language proficiency screener)*
    - Program coordinator exits all students *(end of school year)*
- **State and federal reporting:**
    - Program director (assistant superintendent) completes STBIP and Title III applications in iGrants *(summer)*
    - Program coordinator completes STBIP and Title III end of year reports in iGrants *(summer)*
    - Program coordinator monitors Data Cleanup reports in the LEP application and notifies ELD teachers of students who potentially need to be screened for or withdrawn from the program *(October, January, and March)*

Student Records

Per the Secretary of State's School Districts and Educational Service Districts Records Retention Schedule (as of 11/21/17), the following ELD program-related student records must be retained for 3 years after a student graduated or withdraws from the district:

- Home Language Survey
- A copy of required parent notifications
- English language proficiency assessment score reports (screener and annual test)
- Documentation pertaining to student's exit from program (English language proficiency assessment score report)

Since a student's cumulative folder has the same retention period, these records should be maintained in the student's cumulative folder.

DISPOSITION AUTHORITY NUMBER (DAN)	DESCRIPTION OF RECORDS	RETENTION AND DISPOSITION ACTION
SD2014-027 Rev. 0	***Student Assignment – Special Service Programs (Transitional Bilingual Instruction)*** Records relating to determining student *eligibility for* and student *participation in* Transitional Bilingual Instruction Programs (TBIP) pursuant to chapter 28A.180 RCW, such as English Language Learners (ELL) or English as a Second Language (ESL). Includes **ineligible and eligible** students. Records include, but are not limited to: • Home Language Survey (HLS) verified by parent/legal guardian or emancipated student; • Communications with parents/legal guardians, notifications, etc.; • English language proficiency assessment results (*placement* and *annual* tests); • Documentation pertaining to student's exit from program. *Reference OSPI publication Washington State Transitional Bilingual Instruction Program Guidelines at www.k12.wa.us/MigrantBilingual/TBIP-Guidelines.aspx.*	**Retain** for 3 years after student graduates or withdraws from district *then* **Destroy.**

Helpful Resources

OSPI's Transitional Bilingual Instructional Program (TBIP) webpage
http://www.k12.wa.us/MigrantBilingual/BilingualProgram.aspx

U.S. Department of Education's English Learner Tool Kit https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

Chapter list:

1. Identifying All English Learner Students
2. Providing English Learners with a Language Assistance Program
3. Staffing and Supporting an EL Program
4. Meaningful Access to Core Curricular, Extra Curricular Programs
5. Creating an Inclusive Environment and Avoiding Unnecessary Segregation
6. Addressing English Learners with Disabilities
7. Serving English Learners who Opt-Out of EL Programs
8. Monitoring and Exiting English Learners from EL Programs and Services
9. Evaluating the Effectiveness of a Districts EL Program
10. Ensuring Meaningful Communication with Limited English Proficient Parents

Appendix

ELD Forms

1. Home Language Survey (http://www.k12.wa.us/MigrantBilingual/HomeLanguage.aspx)

English/November 2016

Office of Superintendent of Public Instruction (OSPI)
Home Language Survey

The Home Language Survey is given to *all* students enrolling in Washington schools.

Student Name:	**Grade:**	**Date:**

Parent/Guardian Name _____ Parent/Guardian Signature _____

Right to Translation and Interpretation Services Indicate your language preference so we can provide an interpreter or translated documents, free of charge, when you need them.	All parents have the right to information about their child's education in a language they understand. 1. In what language(s) would your family prefer to communicate with the school? _____
Eligibility for Language Development Support Information about the student's language helps us identify students who qualify for support to develop the language skills necessary for success in school. Testing may be necessary to determine if language supports are needed.	2. What language did your child learn first? _____ 3. What language does your child use the most at home? _____ 4. What is the primary language used in the home, regardless of the language spoken by your child? _____ 5. Has your child received English language development support in a previous school? Yes___ No___ Don't Know___
Prior Education Your responses about your child's birth country and previous education: • Give us information about the knowledge and skills your child is bringing to school. • May enable the school district to receive additional federal funding to provide support to your child. *This form is not used to identify students' immigration status.*	6. In what country was your child born? _____ 7. Has your child ever received formal education outside of the United States? (Kindergarten – 12th grade) _____Yes _____No If yes: Number of months: _____ Language of instruction: _____ 8. When did your child first attend a school in the United States? (Kindergarten – 12th grade) _____ Month Day Year

Thank you for providing the information needed on the Home Language Survey. Contact your school district if you have further questions about this form or about services available at your child's school.

***Note to district:** This form is available in multiple languages on http://www.k12.wa.us/MigrantBilingual/HomeLanguage.aspx. A response that includes a language other than English to question #2 OR question #3 triggers English language proficiency placement testing. Responses to questions #1 or #4 of a language other than English could prompt further conversation with the family to ensure that #2 and #3 were clearly understood. "Formal education" in #7 does not include refugee camps or other unaccredited educational programs for children.*

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2. Parent Notification of Placement in ELD Program
   https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-bilingual-education/notification-letters-templates-and-materials

Parent Notification of Student Placement
English Language Development Program

Child's Name: _____ **Date:**_____

School: _____ **School District:** _____

Enrollment Status: ____ **New to the program** ____ **Continuing in the program**

Dear Parent or Guardian,

I am pleased to inform you that your child will receive support through an English language development program for the *INSERT YEAR* school year. Your child's score on the state-approved English language proficiency assessment places him/her at an instructional level ____. Your child is ___ approaching grade level academic standards, ___ meeting grade level academic standards, or ___ exceeding grade level academic standards.

The purpose of the program is to provide language instruction for students developing proficiency in speaking, listening, reading, and writing in English. The program will also assist your child to meet age appropriate academic achievement standards for grade promotion and graduation.

Students remain eligible for the English language development program until they demonstrate proficiency on the state-approved English language assessment. Most students successfully exit the program within *INSERT NUMBER (median length of time in program)* years. When exited from the program, your child's performance will continue to be monitored to determine if additional academic support is needed. The expected 4-year graduation rate is _____% and the extended year graduation rate is expected to be _____% among high school students who participate in this program.

If your child has a disability, the English language development program will coordinate with appropriate staff to meet the objectives of your child's Individualized Education or 504 Plan.

I strongly encourage your child's participation in the English language development program and invite you to learn more about the benefits of the program. However, you have the right to remove your child from the language instruction program at any time. You may also have the right to choose a different language development program if one's available at your child's school.

Your child is enrolled in the following English language development program(s):

____ Dual Language Program
____ Developmental Bilingual Education (late exit)
____ Transitional Bilingual Education (early exit)
____ Content-Based or Sheltered Instruction

____ Supportive Mainstream ____ Newcomer Program

The language(s) used to provide instruction in this program is (are) _____.

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

____ **Dual Language Program:** These programs provide literacy and academic instruction in two languages in classrooms with balanced numbers of English learners and native speakers of English. The goals are for students to become bilingual and biliterate in both languages of instruction, attaining high academic achievement in both languages, and sociocultural competence.

____ **Developmental Bilingual Education (Late-Exit):** Typically, Late-Exit programs begin in kindergarten or first grade with 90% of instruction occurring in the native language and 10% in English. Instruction in English incrementally increases, while instruction using the native language gradually decreases until there is an equal balance of instruction occurring in both languages.

____ **Transitional Bilingual Education (Early-Exit):** Early-Exit models generally begin by providing 90% of instruction in the native language and 10% in English, increasing English instruction systematically until all instruction is provided in English. Early-Exit models differ from Late-Exit models in that students move to English-only instruction more quickly, with students generally moving into general education English-only classes within four years.

____ **Sheltered Instruction or Content-Based Instruction:** Sheltered Instruction and Content-Based Instruction are approaches for teaching English language learners (ELLs) using specific strategies to make academic subjects comprehensible and accessible while promoting the students' English language development.

_____ **Supportive Mainstream:** Consistent, focused, and effective language development instruction is provided through ELL pull-out/push in instruction or through small group work with the classroom teacher. **Language instruction is delivered in English by teachers who have been specifically trained in the field of second language acquisition and strategies.**

____ **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.

Please contact us or visit our school to discuss your child's progress in English language development and academic achievement. Contact *INSERT NAME* at *INSERT PHONE NUMBER* if you wish to set up an appointment. Interpreter services are available.

Sincerely,

3. Parent Waiver of ELD Services
(http://www.k12.wa.us/MigrantBilingual/ParentWaiver.aspx)

Parent/Guardian Refusal of Student Placement
English Language Development Program

Child's Name: _____ **Date:**_____

School: _____ **School District:** _____

I hereby request that my child be removed from the English language development program.

I have been informed of:

- ✓ How my child was identified for the English language development program.
- ✓ The English language proficiency level of my child.
- ✓ The exit requirements of the English language proficiency program.
- ✓ How this program is designed to help my child learn English and meet age appropriate academic achievement standards which will help my student to be successful in school and meet requirements for graduation.
- ✓ Other English language development programs or methods of instruction available in the district for my child.

(Insert School District Name) School District has communicated the benefits of its English language development program to me and the reasons that the district recommends my child's placement in this program. I am aware that my child has not met the program's exit requirements and is not considered by the district to be sufficiently proficient in English to succeed in mainstream classrooms without support through this program. I understand that I have the right to withdraw this written refusal of services at any time and request that my child be immediately placed back into the program.

In compliance with federal requirements, my child will continue to be tested on the state's annual language proficiency assessment until my child meets program exit requirements.

Sincerely,

4. Parent Notification of Transition from ELD Program
   (http://www.k12.wa.us/MigrantBilingual/TransitionPlacementLetters.aspx)

Date: _____

To the Parents of: _____

Congratulations! INSERT STUDENT'S NAME has reached the Proficient level on the English Language Proficiency Assessment for the 21st Century (ELPA21), which measures students' ability to read, write, speak and listen in English. With this score, your child will no longer require English language development services at school.

We are very proud of your child's achievement. For the next two years, your child will qualify for additional support in academic content areas if your child needs help.

You can visit our school to discuss your child's academic achievement. Contact INSERT NAME at INSERT PHONE NUMBER if you wish to set up an appointment.

Sincerely,

5. Monitoring Form for Exited ELL student *Double click to open file:*

Exited ELL Students Monitoring Form.dc

Monitoring Form for Exited ELD Students

Pullman School District

Student's name: _____ **Grade:** _____ **Date:** _____
Teacher's name: _____ **Course (secondary):** _____

Classroom Progress:
Student is making ☐excellent progress ☐acceptable progress ☐declining/ not making appropriate progress in my class. **Comments/grade:**

_____
_____
_____
_____
_____
_____
_____
_____

Areas of concern (check any/all that apply):

- ☐ **No concerns at this time**
- ☐ Does not complete homework
- ☐ Struggles with work completion in class
- ☐ Attendance is a concern
  - ☐ frequently tardy
  - ☐ frequently absent
- ☐ Student does not participate as expected in class (be specific, what do they not do?) _____
  _____
- ☐Student appears to struggle with academic vocabulary
- ☐ Other: _____

Classroom interventions used:

- ☐ Altered classroom environment, presentation of materials, curriculum, homework, other (explain intervention attempted): _____
  _____
- ☐ SIOP/GLAD strategies used (List): _____
  _____
- ☐ Other: _____
  _____

ELD Teacher Comments

_____
_____
_____

Pullman Public Schools
Ensuring Learning While Challenging Each Student to Achieve Full Potential

Building Principal: _____
ELD Teacher: _____

Monitoring Form for Exited ELD Students

Pullman School District

State Assessments:

Assessment:_____
Score:
School Year:
Below Grade Level? Y / N

Assessment:_____
Score:
School Year:
Below Grade Level? Y / N

Assessment:_____
Score:
School Year:
Below Grade Level? Y / N

Assessment:_____
Score:
School Year:
Below Grade Level? Y / N

Assessment:_____
Score:
School Year:
Below Grade Level? Y / N

Assessment:_____
Score:
School Year:
Below Grade Level? Y / N

Response to State Assessments:

Additional Support (check all that apply)

- ☐ TBIP Academic Support
  Date enrolled:_____
- ☐ LAP
  Date enrolled:_____
- ☐ GPS
  Date enrolled:_____
- ☐ Resource/Essential Courses
  Date enrolled:_____
- ☐ Other: _____
  Date enrolled:_____
- ☐ Other: _____
  Date enrolled:_____

Parents/Guardians Contacted:

Comments:

6. English Language Proficiency Levels for K-12

(http://www.k12.wa.us/MigrantBilingual/Module4/module4/resources/BaileyHeritagePLDsForELPStandards.pdf)

	Level 1	Level 2	Level 3	Level 4	Level 5
Discourse Level *What is the amount of content-specific language that can be quickly processed or easily produced?*	• simple information about an event, experience, and/or topic • short sentences composed of simple or predictable phrases or sentences • limited (i.e., initial) cohesion among sentence structures	• a brief sequence of events in order and/or introduction of a topic with supporting details • multiple, related, simple sentences containing content-area descriptions in grade-appropriate text or word problems • loose cohesion of information and/or ideas using frequently occurring linking words, accomplished by repetition of words or phrases	• related events, ideas, and/or opinions (may retrace or restart an explanation being received or produced) • related paragraphs on grade-appropriate content-area texts • developing application of an increasing range of temporal and linking words and phrases to connect and organize events, ideas, and opinions	• related events, ideas, and/or opinions (developing ability to receive or provide a more elaborated explanation) • multiple paragraphs containing a variety of sentences on grade-appropriate content-area text • increasingly accurate application of transitional words and phrases to connect and organize events, ideas, and opinions (yet may struggle with naturalness of phrasing)	• complex sequences of events, ideas, opinions, and/or steps in a process (demonstrates stamina in receiving or providing an elaborated explanation) • multiple paragraphs, chapters, and essays on grade-appropriate content-area text • accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events

	By the end of each ELP level, an ELL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
PLD Summary	• show limited control of English when participating in grade-appropriate classroom activities • convey simple information, using simply constructed phrases and sentences with a limited range of vocabulary	• show emerging control of English when participating in grade-appropriate classroom activities • convey briefly sequenced and/or simply detailed information, using combinations of simple sentence structures and simple vocabulary	• show developing control of English when participating in grade-appropriate classroom activities • use related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary	• show increasingly independent control of English when participating in grade-appropriate classroom activities • convey related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex, descriptive sentence structures and a wider vocabulary	• show independent control of English when participating in grade-appropriate classroom activities • convey a complex sequence of events, ideas, opinions, and/or steps in a process, using a wide variety of complex and sophisticated, descriptive sentence structures and a wide vocabulary

	Level 1	Level 2	Level 3	Level 4	Level 5
Sentence Level *How much information is packed within a sentence structure (clause) or sentence?*	syntactically simple sentences including: • verb tenses such as present, present progressive, simple future (going to), simple past • modifiers such as adjectives, adverbs • simple grammatical constructions (e.g. commands, some *wh*-questions, declaratives) • common social and instructional patterns or forms	combinations of simple sentence structures including: • verb tenses such as past tense (irregular), past progressive, simple future • modifiers such as frequently occurring prepositions, adjectives, adverbs • repetitive phrases and sentence patterns across content areas	descriptive sentences characterized by frequently occurring complex sentence structures including: • verb tenses such as present perfect • modifiers such as subordinating conjunctions, and prepositional phrases • simple, compound and some complex grammatical constructions (e.g., (independent, dependent, relative, and adverbial) across content areas	descriptive sentences characterized by increasingly complex sentence structures including: • verb tenses such as past perfect • modifiers such as phrases and clauses within a sentence (recognizing and correcting most misplaced and dangling modifiers) • expanded simple compound, and complex sentence patterns characteristic of content areas	descriptive sentences characterized by wide variety of sophisticated sentence structures including: • verb tenses such as passive voice and subjunctive • modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers) • a wide range of idiomatic and unique sentence patterns characteristic of content areas
Vocabulary Level *What is the range and specificity of words, phrases, and expressions used?*	a limited (i.e., initial) range of simple vocabulary including: • very frequently occurring words and phrases (everyday terms, cognates, and expressions with clear, easily demonstrated referents) • a small number of frequently occurring words, phrases, and formulaic expressions based on literal definition of words • frequently occurring pronouns used with initial control (and occasional misapplications) • nonverbal communication	a simple vocabulary including: • frequently occurring words and phrases • one to two forms of words and phrases based on specific context, such as social, instructional, and general terms, cognates, and expressions across content areas • frequently occurring pronouns used with increasing precise control • a few transparent idioms (i.e., expressions in which literal meaning is clearly linked to figurative meaning) that are grammatically simple in form	a developing vocabulary including: • words and phrases in spoken and written forms in a growing number of contexts, such as specific content-area terms, cognates, and expressions • an emerging awareness of how to create new words from familiar words (i.e., *electricity from electric*), collocations (i.e., habitual juxtaposition of a particular word with another word or words, with a frequency greater than chance) and multiple-meaning words • relative pronouns (e.g., *who, whom, which, that*), relative adverbs (e.g., *where, when, why*) • transparent idioms with developing grammatical complexity	a wider vocabulary including: • a increasing proportion of less frequently occurring words and phrases; increasing use of vivid words and phrases • multiple meanings of words and phrases across contexts, such as specific and technical content-related terms, cognates, and expressions and some content-specific collocations • an increasing number of intensive pronouns to add emphasis to a statement (e.g., *myself, ourselves*) • semi-transparent idioms (i.e., expressions in which the link between literal and figurative meaning is less obvious) with increasing grammatical and figurative complexity	a wide vocabulary including: • a larger proportion of vivid, less frequently occurring words and phrases • precise derivations of words and phrases regardless of context, such as general, specific, technical, and abstract content-related vocabulary, cognates, content-specific collocations, and figurative language • precise use of intensive pronouns • opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) with grammatical and metaphorical complexity

7. ELL Accommodations Form K-5

Double click to open file:

K-5 Accomodation Form.pdf

Name: _____ Grade: _____

Teacher: _____

Home Language: _____

English Language Level (based on English Language Proficiency Assessment for the 21st Century—ELPA21): _____

Accommodations for English Language Learners		
Emerging	Progressing	Proficient
Instruction ___Slow down speech and simplify language ___Repeat and rephrase often ___Avoid slang and idiomatic expressions ___Provide predictable, consistent routines ___Use visual aids for connection to language: pictures, demonstrations, charts, graphic organizers, etc. ___Use manipulatives, lab activities, flash cards, props, etc. ___Provide a Bilingual Buddy or Peer Partner ___Preferential Seating ___Total Physical Response (TPR) ___Shorten Instructions ___Focus on 2-3 key concepts of a lesson ___Simplify complex questions ___Create specific vocabulary lists – provide a word bank ___Pre-teach vocabulary **Assignments and Tests** ___Reduced/Shortened assignments ___Limited Homework (Is anyone at home able to help?) ___Extended Time ___Highlight words, phrases and key concepts for emphasis ___Provide a word bank ___Provide a word-to-word dictionary ___Provide examples of processes ___Provide a clear, concise study guide (include page #'s) ___Use receptive language techniques ("Point to the _____" instead of "What is this?") ___Reduce multiple choice items ___Shortened written responses ___Reduce number of test items ___Open Book/Study Guide Tests	**Instruction** ___Slow down speech and simplify language ___Avoid slang and idiomatic expressions ___Provide predictable, consistent routines ___Simplify complex questions ___Create specific vocabulary lists ___Pre-teach vocabulary ___Use visual aids for connection to language: pictures, demonstrations, charts, graphic organizers, etc. ___Preferential Seating ___Use manipulatives, lab activities, flash cards, props, etc ___Use positive body language that makes the student feel welcomed and valued ___Increase wait time, allow more processing time for the student to answer in English ___Provide a Word Bank **Assignments and Tests** ___Reduced/Shortened assignments ___Limited Homework (Is anyone at home able to help?) ___Extended Time ___Small group work ___Provide a word bank ___Provide examples of processes and formulas ___Provide a clear, concise study guide (include page #'s) ___Reduce multiple choice items ___Shortened written responses ___Reduce number of test items	**Instruction** ___Provide predictable, consistent routines ___Simplify complex questions ___Pre-teach vocabulary ___Use manipulatives, lab activities, flash cards, props, etc ___Increase wait time, allow more processing time for the student to answer in English **Assignments and Tests:** ___Limited Homework (Is anyone at home able to help?) ___Extended Time ___Small group work ___Provide a word bank ___Provide examples of processes ___Provide a clear, concise study guide (include page #'s)

ELPA21	Level 1	Level 2	Level 3	Level 4	Level 5
Reading: When reading grade-appropriate text, the student is working on...	recognizing the meaning of frequently occurring words, simple phrases, and formulaic expressions; identifying the point an author makes; responding to yes/no and some wh- questions to show understanding of text; gathering info from provided sources and labeling info.	identifying the meanings of key vocabulary, frequently occurring words, phrases, and expressions in literary and informational text; recognizing the main idea/argument of a text and retelling a few key details; gathering information from provided sources and summarizing data and information.	determining the meaning of general academic and content-specific words and phrases in literary and informational text; identifying and paraphrasing main concepts and information; comprehending exchanges of written information or data; explaining the reasons and textual evidence to support a claim; gathering information from multiple sources.	determining the meaning of figurative language and some idiomatic expressions; identifying main ideas and summarizing key points from literary and informational texts; analyzing the reasoning and use of rhetoric in persuasive texts; conducting research based on written sources of information, demonstrating comprehension by evaluating written findings.	
Writing When writing, the student is working on...	communicating basic information about a topic using a narrow range of vocabulary and simple sentences; using basic language structures to communicate context- specific messages; participating in short written exchanges on familiar topics and texts.	writing clear and coherent simple and compound sentences using common linking words; constructing written claims with some organization, supported by a reason or evidence and a concluding statement; recounting a short sequence of events in order; providing one or two facts about a topic; writing one relevant question about a prompt.	using multiple complete sentences with organization and some details to develop an informational topic; constructing written claims to communicate clear, coherent, context-specific messages using a variety of language structures; participating in written exchanges, building on the ideas of others, restating some of the key ideas expressed, and expressing own ideas; writing relevant questions that demonstrate understanding.	producing a coherent narrative with details using compound and complex sentences; using a variety of language structures accurately in context-specific messages; constructing written claims with reasons in basic paragraph form; participating in written exchanges on a range of topics, texts, and issues; introducing and developing an informational topic with facts, details, and evidence.	
Speaking When speaking, the student is working on..	communicating basic information about an event or topic using a narrow range of vocabulary and simple sentences; participating in short conversations; presenting information, and responding to simple questions and some wh-questions; expressing an opinion about a familiar topic.	producing simple and compound sentences to present information and ideas; participating in short conversations about familiar topics and texts; recounting a short sequence of events; constructing a spoken claim supported by opinions, reasoning or evidence; introducing a topic, providing one or two facts about the topic, and a concluding statement.	speaking about informational/ complex literary text or delivering short oral presentations using standard language forms; recounting a sequence of events with a beginning, middle, and end; introducing and developing an informational topic with facts and details and a conclusion; participating in discussions, building on the ideas of others and expressing own ideas, asking and answering relevant questions, and restating some key ideas.	using standard language forms and complex transitions to clarify relationships among events and ideas; analyzing and critiquing others' arguments; participating in conversations and discussions or giving oral presentations on a range of topics, texts, and issues; developing presentations to communicate research; introducing and developing a claim or an informational topic with facts, details, and evidence.	
Listening When listening, the student is working on...	determining the meaning of frequently occurring words, simple phrases, and formulaic expressions in simple oral communications and presentations; listening to short conversations on familiar topics and responding to simple yes/no questions and some wh-questions.	determining the meaning of frequently occurring words, phrases, and expressions in oral presentations; analyzing and critiquing oral arguments of others on familiar topics; identifying the main topic and retelling a key detail or supporting reason from oral communications; participating in short conversations.	determining the meaning of general academic/ content-specific words, phrases and common expressions; demonstrating comprehension of oral presentations and exchanges of info about iterary/informational texts by determining the central idea or theme and supporting reasons, restating key ideas and information, and explaining how the theme is developed by specific details; adding evidence to oral exchanges	determining meanings of general academic and content-specific words and phrases, figurative language, and some idiomatic expressions; demonstrating comprehension by participating in a range of discussion topics; inferring the intent and analyzing the speaker's development of themes and ideas; analyzing the reasoning and use of rhetoric in persuasive speech to determine whether the evidence is sufficient to support the claim.	

8. ELL Accommodations Form 6-12

Double click to open file:

6-12 Accomodation Form.pdf

Name: _____ Grade: _____

Teachers' Names:_____

Home Language: _____ Years/Months Spent Living in the US: _____

English Language Level (based on English Language Proficiency Assessment for the 21st Century—ELPA21): _____

Accommodations for English Language Learners		
Emerging	Progressing	Proficient
Classroom: *Provide an outline of key information that needs to be learned. -Give the student a list of key words and definitions to study in their first language -Use visual aids or media while explaining -Give extra time -Group with students who will include and engage your ELL -Use of dictionary/translator while reading, writing, speaking, or listening - Check work frequently for understanding **Assessment:** - Alternate setting - More time - Work bank - Eliminate responses for short answer/essay - Use of dictionary/translator - Allow student to use notes (for an agreed upon lessor grade?) **Homework**: - Shortened assignments - Ensure understanding BEFORE asking the student to complete - Accept homework that is written in both English and the student's home language - Additional time **Other** -Grade on communicated meaning instead of format/structure	**Classroom:** *Provide an outline of key information that needs to be learned. - Give the student a list of key words and definitions to study - Use visual aids while explaining - Give extra time if appropriate - Encourage small group participation - Use of dictionary/translator while reading, writing, speaking, or listening - Check work frequently for understanding **Assessment:** - Alternate setting - More time - Work bank - Shortened responses for short answer/essay - Use of dictionary/translator - Allow student to use notes (for an agreed upon lessor grade?) **Homework:** - Shortened assignments - Allow student to demonstrate his/her understanding in an appropriate manner. - Additional time **Other** -Grade on communicated meaning instead of format/structure	**Classroom:** *Provide an outline of key information that needs to be learned. -Give the student a list of key words and definitions to study -Use visual aids while explaining -Encourage classroom participation and self -advocacy -Use of dictionary/translator while reading or writing **Assessment:** - More time - Shortened responses for short answer/essay - Use of dictionary/translator - Allow student to use notes (for an agreed upon lessor grade?) **Homework:** - Shortened assignments - Additional time **Other** -Grade on communicated meaning instead of format/structure

*This information should be directly given to the ELD student, so they have an opportunity to translate the material into their home language and process the information. The information would be best given in advance, allowing students to hear lectures and class explanations as a supplement to information they need to learn. Additionally, a preview of important information, prior to the lesson, will provide context and help your ELL to focus solely on oral comprehension.

ELPA21	Level 1	Level 2	Level 3	Level 4	Level 5
Reading: When reading grade-appropriate text, the student is working on...	recognizing the meaning of frequently occurring words, simple phrases, and formulaic expressions; identifying the point an author makes; responding to yes/no and some wh- questions to show understanding of text; gathering info from provided sources and labeling info.	identifying the meanings of key vocabulary, frequently occurring words, phrases, and expressions in literary and informational text; recognizing the main idea/argument of a text and retelling a few key details; gathering information from provided sources and summarizing data and information.	determining the meaning of general academic and content-specific words and phrases in literary and informational text; identifying and paraphrasing main concepts and information; comprehending exchanges of written information or data; explaining the reasons and textual evidence to support a claim; gathering information from multiple sources.	determining the meaning of figurative language and some idiomatic expressions; identifying main ideas and summarizing key points from literary and informational texts; analyzing the reasoning and use of rhetoric in persuasive texts; conducting research based on written sources of information, demonstrating comprehension by evaluating written findings.	
Writing When writing, the student is working on...	communicating basic information about a topic using a narrow range of vocabulary and simple sentences; using basic language structures to communicate context- specific messages; participating in short written exchanges on familiar topics and texts.	writing clear and coherent simple and compound sentences using common linking words; constructing written claims with some organization, supported by a reason or evidence and a concluding statement; recounting a short sequence of events in order; providing one or two facts about a topic; writing one relevant question about a prompt.	using multiple complete sentences with organization and some details to develop an informational topic; constructing written claims to communicate clear, coherent, context-specific messages using a variety of language structures; participating in written exchanges, building on the ideas of others, restating some of the key ideas expressed, and expressing own ideas; writing relevant questions that demonstrate understanding.	producing a coherent narrative with details using compound and complex sentences; using a variety of language structures accurately in context-specific messages; constructing written claims with reasons in basic paragraph form; participating in written exchanges on a range of topics, texts, and issues; introducing and developing an informational topic with facts, details, and evidence.	
Speaking When speaking, the student is working on..	communicating basic information about an event or topic using a narrow range of vocabulary and simple sentences; participating in short conversations; presenting information, and responding to simple questions and some wh-questions; expressing an opinion about a familiar topic.	producing simple and compound sentences to present information and ideas; participating in short conversations about familiar topics and texts; recounting a short sequence of events; constructing a spoken claim supported by opinions, reasoning or evidence; introducing a topic, providing one or two facts about the topic, and a concluding statement.	speaking about informational/ complex literary text or delivering short oral presentations using standard language forms; recounting a sequence of events with a beginning, middle, and end; introducing and developing an informational topic with facts and details and a conclusion; participating in discussions, building on the ideas of others and expressing own ideas, asking and answering relevant questions, and restating some key ideas.	using standard language forms and complex transitions to clarify relationships among events and ideas; analyzing and critiquing others' arguments; participating in conversations and discussions or giving oral presentations on a range of topics, texts, and issues; developing presentations to communicate research; introducing and developing a claim or an informational topic with facts, details, and evidence.	
Listening When listening, the student is working on...	determining the meaning of frequently occurring words, simple phrases, and formulaic expressions in simple oral communications and presentations; listening to short conversations on familiar topics and responding to simple yes/no questions and some wh-questions.	determining the meaning of frequently occurring words, phrases, and expressions in oral presentations; analyzing and critiquing oral arguments of others on familiar topics; identifying the main topic and retelling a key detail or supporting reason from oral communications; participating in short conversations.	determining the meaning of general academic/ content-specific words, phrases and common expressions; demonstrating comprehension of oral presentations and exchanges of info about iterary/informational texts by determining the central idea or theme and supporting reasons, restating key ideas and information, and explaining how the theme is developed by specific details; adding evidence to oral exchanges	determining meanings of general academic and content-specific words and phrases, figurative language, and some idiomatic expressions; demonstrating comprehension by participating in a range of discussion topics; inferring the intent and analyzing the speaker's development of themes and ideas; analyzing the reasoning and use of rhetoric in persuasive speech to determine whether the evidence is sufficient to support the claim.	

9. ELD Tracking Sheet

Double click to open file:

ELD Tracking Sheet.xlsx

ELD Tracking Sheet																								
Student's Name	Grade	Exit Year	SBAC/WCAS				MAPS						Progress check dates	Teacher Referal Form (in file)		Concerns noted		Area of concern						Action (explain)/notes (e.g.: Title/LAP class, add'l para-ed support, before/after school tutoring/HW help, etc)
							Fall		Winter		Spring													
			Wr	Rdg	Sci	Ma	Rdg	Ma	Rdg	Ma	Rdg	Ma		Yes	No	Yes	No	Rdg	Math	Wri	SS	Sci	other	

10. Parent Interview

Double click to open file:

Parent Interview.pdf

Parent Interview

Student _____ Parent_____

DOB_____ Interviewer_____

What language(s) does your family speak? How much experience (exposure) has your child had with the(se) languages?

_____

_____

_____

Did your child grow up with two languages from birth (**simultaneous**) or did your child grow up with one language from birth, and then learn a second language after the age of two (**sequential**)?

_____

_____

_____

If your child learned one language from birth, how old was s/he when the second language was introduced?

_____

_____

_____

About how much time does your child spend using the home language (speaking, listening, comprehending)?

_____

_____

_____

About how much time does your child spend using English (speaking, listening, comprehending)?

_____

_____

_____

Does your child use one of his/her languages more often than the other?

_____
_____
_____

When your child wants to communicate, which language does he/she use?

_____
_____
_____

Who are the people in your child's life who speak the home language to him/her?

_____
_____
_____

What experiences with reading and writing has your child had in his/her home language?

_____
_____
_____

Who are the people in your child's life who speak English to him/her? (E.g., cooking with grandmother once a week; doing weekend chores with father)

_____
_____
_____

What experiences with reading and writing has your child had in English?

_____
_____
_____

Can you tell me about your child's use of English (if at all)? Does your child have difficulty communicating in his/her home language?

_____
_____
_____

Progress Reports

11. ELD Progress Report (K)

Double click to open file:

Gr K Progress Report Form.pdf

Pullman School District No. 267

English Language Development (ELD) Progress Report (Kindergarten)

Name	
School	
Teacher	
ELD Teacher	
Year	

ELPA Scores Key
3 = proficient 2 = progressing 1 = emerging

English Language Proficiency Assessment (ELPA)* Scores	
Overall	

Fall
Language forms introduced:
Winter
Language forms introduced:
Spring
Language forms introduced:

Behaviors that promote language learning	**Fall**	**Winter**	**Spring**
C= Consistently W= Working on improvement R= Rarely			
Asks for help when needed			
Participates in class activities			
Puts forth consistent effort			
Works independently			
Works productively within a group			
Demonstrates a positive learning attitude			

Key: 3 = standard met **2** = working toward standard **1** = below standard **X**= Standard not assessed at this time

English Language Proficiency (ELP) Standards	Fall	Winter	Spring
Standard 1: construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading and viewing			
Identifies key words and phrases in read alouds, oral presentations, and written texts			
Identifies main topics in read alouds and oral presentations			
Answers questions about key details or parts of stories			
Retells events			
Standard 2: Participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience or reader comments and questions			
Listens and occasionally participates in short conversations			
Responds to simple yes/no questions and wh- questions			
Asks questions to gain information or clarify understanding			
Follows some rules for discussion			
Responds and builds on the comments of others			
Contributes his/her own ideas			
Standard 3: Speak and write about grade appropriate complex literary and informational texts and topics			
Communicates simple information or feeling about familiar topics or experiences, or objects in the environment			
Delivers short simple oral presentations			
Composes written narrative and informational texts			
Standard 4: Construct grade appropriate oral and written claims and support them with reasoning/ evidence			
Expresses an opinion about a familiar topic and give reasons for opinion			
Standard 5: Conduct research and evaluate and communicate findings to answer questions or solve problems			
Carries out individual or shared research projects			
Gather information from provided sources			
Standard 6: Analyze and critique the arguments of others orally in writing.			
Identifies a reason an author or speaker gives to support a point			
Tells how one or two reasons support author's point			
Standard 7: Adapt language choices to purpose, task and audience when speaking and writing			
Shows awareness between informal language and formal language and adapts language choices as appropriate			
Standard 8: Determine the meaning of words and phrases in oral presentations and literary and informational text			
Recognizes the meaning of frequently occurring words and phrases			
Asks/answers questions to help determine meaning of words			
Standard 9: Creates clear coherent grade appropriate speech and text			
Retells events in sequence with control of frequently occurring linking words (e.g., because) and temporal words (e.g. before, after)			
Standard 10 : Make accurate use of standard English to communicate in grade appropriate speech and writing			
Recognizes and uses frequently occurring nouns (including collective), verbs (including irregular), prepositions, adjectives, and adverbs			
Uses present/past tenses with subject verb agreement			
Produces and expands simple, compound and complex sentences			

12. ELD Progress Report (1st)

Double click to open file:

Gr 1 ELD Progress Report Form.pdf

Pullman School District No. 267

English Language Development (ELD) Progress Report (1st Grade)

Name	
School	
Teacher	
ELD Teacher	
Year	

ELPA Scores Key **3 = proficient 2 = progressing 1 = emerging**

English Language Proficiency Assessment (ELPA)* Scores	
Overall	

Fall
Language forms introduced:
Winter
Language forms introduced:
Spring
Language forms introduced:

Behaviors that promote language learning	**Fall**	**Winter**	**Spring**
C= Consistently W= Working on improvement R= Rarely			
Asks for help when needed			
Participates in class activities			
Puts forth consistent effort			
Works independently			
Works productively within a group			
Demonstrates a positive learning attitude			

Key: 3 = standard met **2** = working toward standard **1** = below standard **X**= Standard not assessed at this time

English Language Proficiency (ELP) Standards	Fall	Winter	Spring
Standard 1: construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading and viewing			
Identifies key words and phrases in read alouds, oral presentations, and written texts			
Identifies main topics in read alouds and oral presentations			
Answers questions about key details or parts of stories			
Retells events			
Standard 2: Participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience or reader comments and questions			
Listens and occasionally participates in short conversations			
Responds to simple yes/no questions and wh- questions			
Asks questions to gain information or clarify understanding			
Follows some rules for discussion			
Responds and builds on the comments of others			
Contributes his/her own ideas			
Standard 3: Speak and write about grade appropriate complex literary and informational texts and topics			
Communicates simple information or feeling about familiar topics or experiences, or objects in the environment			
Delivers short simple oral presentations			
Composes written narrative and informational texts			
Standard 4: Construct grade appropriate oral and written claims and support them with reasoning/ evidence			
Expresses an opinion about a familiar topic and give reasons for opinion			
Standard 5: Conduct research and evaluate and communicate findings to answer questions or solve problems			
Carries out individual or shared research projects			
Gather information from provided sources			
Standard 6: Analyze and critique the arguments of others orally in writing.			
Identifies a reason an author or speaker gives to support a point			
Tells how one or two reasons support author's point			
Standard 7: Adapt language choices to purpose, task and audience when speaking and writing			
Shows awareness between informal language and formal language and adapts language choices as appropriate			
Standard 8: Determine the meaning of words and phrases in oral presentations and literary and informational text			
Recognizes the meaning of frequently occurring words and phrases			
Asks/answers questions to help determine meaning of words			
Standard 9: Creates clear coherent grade appropriate speech and text			
Retells events in sequence with control of frequently occurring linking words (e.g., because) and temporal words (e.g. before, after)			
Standard 10 : Make accurate use of standard English to communicate in grade appropriate speech and writing			
Recognizes and uses frequently occurring nouns (including collective), verbs (including irregular), prepositions, adjectives, and adverbs			
Uses present/past tenses with subject verb agreement			
Produces and expands simple, compound and complex sentences			

13. ELD Progress Report (2nd/3rd)

Double click to open file:

Gr 2-3 ELD Progress Report Form.pdf

Pullman School District No. 267

English Language Development (ELD) Progress Report (2nd/3rd Grade)

Name	
School	
Teacher	
ELD Teacher	
Year	

ELPA Scores Key **3 = proficient 2 = progressing 1 = emerging**

English Language Proficiency Assessment (ELPA)* Scores	
Overall Score	

Fall
Language forms introduced:
Winter
Language forms introduced:
Spring
Language forms introduced:

Behaviors that promote language learning	**Fall**	**Winter**	**Spring**
C= Consistently W= Working on improvement R= Rarely			
Asks for help when needed			
Participates in class activities			
Puts forth consistent effort			
Works independently			
Works productively within a group			
Demonstrates a positive learning attitude			

Key: 3 = standard met **2** = working toward standard **1** = below standard **X**= Standard not assessed at this time

English Language Proficiency (ELP) Standards	Fall	Winter	Spring
Standard 1: construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading and viewing			
Identifies key words and phrases in read alouds, oral presentations, and written texts			
Identifies main topics in read alouds and oral presentations			
Answers questions about key details or parts of stories			
Retells events			
Standard 2: Participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience or reader comments and questions			
Listens and occasionally participates in short conversations			
Responds to simple yes/no questions and wh- questions			
Asks questions to gain information or clarify understanding			
Follows some rules for discussion			
Responds and builds on the comments of others			
Contributes his/her own ideas			
Standard 3: Speak and write about grade appropriate complex literary and informational texts and topics			
Communicates simple information or feeling about familiar topics or experiences, or objects in the environment			
Delivers short simple oral presentations			
Composes written narrative and informational texts			
Standard 4: Construct grade appropriate oral and written claims and support them with reasoning/ evidence			
Expresses an opinion about a familiar topic and give reasons for opinion			
Standard 5: Conduct research and evaluate and communicate findings to answer questions or solve problems			
Carries out individual or shared research projects			
Gather information from provided sources			
Standard 6: Analyze and critique the arguments of others orally in writing.			
Identifies a reason an author or speaker gives to support a point			
Tells how one or two reasons support author's point			
Standard 7: Adapt language choices to purpose, task and audience when speaking and writing			
Shows awareness between informal language and formal language and adapts language choices as appropriate			
Standard 8: Determine the meaning of words and phrases in oral presentations and literary and informational text			
Recognizes the meaning of frequently occurring words and phrases			
Asks/answers questions to help determine meaning of words			
Standard 9: Creates clear coherent grade appropriate speech and text			
Retells events in sequence with control of frequently occurring linking words (e.g., because) and temporal words (e.g. before, after)			
Standard 10 : Make accurate use of standard English to communicate in grade appropriate speech and writing			
Recognizes and uses frequently occurring nouns (including collective), verbs (including irregular), prepositions, adjectives, and adverbs			
Uses present/past tenses with subject verb agreement			
Produces and expands simple, compound and complex sentences			

14. ELD Progress Report (4th/5th)

Double click to open file:

Gr 4-5 ELD Progress Report Form.pdf

Pullman School District No. 267

English Language Development (ELD) Progress Report (4th /5th Grade)

Name	
School	
Teacher	
ELD Teacher	
Year	

ELPA Scores Key **3 = proficient 2 = progressing 1 = emerging**

English Language Proficiency Assessment (ELPA)* Scores	
Overall Score	

Fall
Language forms introduced:
Winter
Language forms introduced:
Spring
Language forms introduced:

Behaviors that promote language learning	**Fall**	**Winter**	**Spring**
C= Consistently W= Working on improvement R= Rarely			
Asks for help when needed			
Participates in class activities			
Puts forth consistent effort			
Works independently			
Works productively within a group			
Demonstrates a positive learning attitude			

Key: 3 = standard met **2** = working toward standard **1** = below standard **X**= Standard not assessed at this time

English Language Proficiency (ELP) Standards	Fall	Winter	Spring
Standard 1: construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading and viewing			
Identifies key words and phrases in read alouds, oral presentations, and written texts			
Identifies main topics in read alouds and oral presentations			
Answers questions about key details or parts of stories			
Retells events			
Standard 2: Participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience or reader comments and questions			
Listens and occasionally participates in short conversations			
Responds to simple yes/no questions and wh- questions			
Asks questions to gain information or clarify understanding			
Follows some rules for discussion			
Responds and builds on the comments of others			
Contributes his/her own ideas			
Standard 3: Speak and write about grade appropriate complex literary and informational texts and topics			
Communicates simple information or feeling about familiar topics or experiences, or objects in the environment			
Delivers short simple oral presentations			
Composes written narrative and informational texts			
Standard 4: Construct grade appropriate oral and written claims and support them with reasoning/ evidence			
Expresses an opinion about a familiar topic and give reasons for opinion			
Standard 5: Conduct research and evaluate and communicate findings to answer questions or solve problems			
Carries out individual or shared research projects			
Gather information from provided sources			
Standard 6: Analyze and critique the arguments of others orally in writing.			
Identifies a reason an author or speaker gives to support a point			
Tells how one or two reasons support author's point			
Standard 7: Adapt language choices to purpose, task and audience when speaking and writing			
Shows awareness between informal language and formal language and adapts language choices as appropriate			
Standard 8: Determine the meaning of words and phrases in oral presentations and literary and informational text			
Recognizes the meaning of frequently occurring words and phrases			
Asks/answers questions to help determine meaning of words			
Standard 9: Creates clear coherent grade appropriate speech and text			
Retells events in sequence with control of frequently occurring linking words (e.g., because) and temporal words (e.g. before, after)			
Standard 10 : Make accurate use of standard English to communicate in grade appropriate speech and writing			
Recognizes and uses frequently occurring nouns (including collective), verbs (including irregular), prepositions, adjectives, and adverbs			
Uses present/past tenses with subject verb agreement			
Produces and expands simple, compound and complex sentences			

Title III Native American Documents

15. Flowchart of Procedures

Double click to open file: Title III Native American Qualificati

Native American Students under Title III

Pullman School District

Student's name: _____ **Grade:** _____ **Date:** _____

Is the students primary language English?

☐ YES ☐ NO

YES → Student is identified as a Native American/ Alaska Native.

☐ YES

NO → Refer to regular ELD procedures for ELD program.
Date administered: _____
Placement level: _____

Has the student taken the state language proficiency test? Check the Title III section of the LEP system in EDS.

☐ NO ☐ YES → Provide Title III services if the most recent language proficiency test score is Emerging or Progressing. Do not provide services if the most recent test score is Proficient.

Is the student academically at risk? A team needs to make this determination. Attach the TITLE III AT RISK paperwork.

☐ YES ☐ NO → District continues monitoring academic achievement based on normal district protocol for all students.

Determination date: _____

Inform parents of potential eligibility. Letter must include: eligibility criteria, program purpose and benefits, an option to refuse testing (if parents indicate that language development is not a factor)
Letter sent on: _____
Follow-up on: _____

If student becomes academically at risk →

At-risk factors considered:

Y / N Unsatisfactory grades
Y / N Teacher recommendation
Y / N Low state assessment scores
Y / N Parent concern
Y / N Other: _____

Comments:

Principal:

_____

ELD Teacher:

_____

☐ No response or no refusal from parent(s)/guardian(s)

Give Language Proficiency Screener
Date administered: _____
Placement level: _____

- Score of Emerging or Progressing: Eligible for Title III
- Score of Proficient: Not eligible for Title III

16. Parent Notification of Title III Native American Potential Eligibility

(https://view.officeapps.live.com/op/view.aspx?src=http://www.k12.wa.us/MigrantBilingual/pubdocs/TitleIIINativeParentPlacementTestNotificationLetter.docx)

(Insert Date)

Greetings Parent or Guardian,

Using district enrollment information, your student has been identified as Native American or Alaska Native and, based on assessment data, is possibly eligible for Title III language development support services.

To determine your child's eligibility for these services, the district will test your child using the ELPA21 Screener on (insert date or date range). Students who score at the Emerging or Progressing levels qualify for services to build stronger language skills.

Students who score at the Proficient level are not eligible because they demonstrate very strong language skills. These students can:

- Show independent control of language when participating in grade-appropriate classroom activities.
- Convey a complex sequence of events, ideas, opinions, and/or steps in a process, using a wide variety of complex and descriptive sentence structures and a wide vocabulary.

We want all students to have these skills – including your child. With Title III grant funds, (insert district name) School District seeks to increase Native student success and achievement through the following services: (insert a brief description of services).

Please know that the ELPA21 Screener WILL NOT affect your student's academic scores. It is used to assess the need for services. Testing times range from 30 minutes to two hours. If your child qualifies for services based on the screener, your child will be assessed annually to determine continued eligibility.

Parents have the option to refuse the administration of the ELPA21 Screener. To learn more about this opportunity for additional support or to refuse the screener, please contact (insert contact name) at (insert contact information) prior to (insert deadline).

Whether your child qualifies or does not qualify for Title III Native American services, we look forward to continuing to provide a quality education for your family.

Sincerely,

ELD Teacher, Pullman Schools

17. Monitoring Form

Double click to open file:

Title III Students Monitoring.docx

Monitoring Form for Possible Title III Students

Pullman School District

Student's name: _____ **Grade:** _____ **Date:** _____
Teacher's name: _____ **Course (secondary):** _____

Classroom Progress:
Student is making ☐excellent progress ☐acceptable progress ☐declining/ not making appropriate progress in my class. **Comments/grade:**

_____
_____
_____
_____
_____
_____
_____
_____

Areas of concern (check any/all that apply):

- ☐ **No concerns at this time**
- ☐ Does not complete homework
- ☐ Struggles with work completion in class
- ☐ Attendance is a concern
  - ☐ frequently tardy
  - ☐ frequently absent
- ☐ Student does not participate as expected in class (be specific, what do they not do?) _____
  _____
- ☐Student appears to struggle with academic vocabulary
- ☐ Other: _____

Classroom interventions used:

- ☐ Altered classroom environment, presentation of materials, curriculum, homework, other (explain intervention attempted): _____
  _____
- ☐ SIOP/GLAD strategies used (List): _____
  _____
- ☐ Other: _____
  _____

ELD Teacher Comments

_____
_____
_____

Pullman Public Schools
Ensuring Learning While Challenging Each Student to Achieve Full Potential

Building Principal: _____
ELD Teacher: _____

Monitoring Form for Possible Title III Students

Pullman School District

State Assessments:

Assessment:_____
Score:
School Year:
Below Grade Level? Y / N

Assessment:_____
Score:
School Year:
Below Grade Level? Y / N

Assessment:_____
Score:
School Year:
Below Grade Level? Y / N

Assessment:_____
Score:
School Year:
Below Grade Level? Y / N

Assessment:_____
Score:
School Year:
Below Grade Level? Y / N

Assessment:_____
Score:
School Year:
Below Grade Level? Y / N

Response to State Assessments:

Additional Support (check all that apply)

- ☐ TBIP Academic Support
  Date enrolled:_____
- ☐ LAP
  Date enrolled:_____
- ☐ GPS
  Date enrolled:_____
- ☐ Resource/Essential Courses
  Date enrolled:_____
- ☐ Other: _____
  Date enrolled:_____
- ☐ Other: _____
  Date enrolled:_____

Parents/Guardians Contacted:

Comments:

18. Title III Tracking Sheet

Double click to open file:

Title III Tracking Sheet.xlsx

Title III Tracking Sheet																		
Student's Name	Grade	SBAC/WCAS				MAPS						TESTED for TITLE III services	Teacher Referal Form (in file)		Academically At-Risk?		Notes on factors considered (reading, math, writing, social studies, science, test scores, GPA, etc.)	Action (explain)/notes (e.g.: Title/LAP class, add'l para-ed support, before/after school tutoring/HW help, etc)
						Fall		Winter		Spring								
		Wr	Rdg	Sci	Ma	Rdg	Ma	Rdg	Ma	Rdg	Ma		Yes	No	Yes	No		

Revision Log

Section	Description of Revision	Revision Date
Transitioned/Exited Students	Added information on how to run a report of exited students	8/8/18