BROOKLYN CENTER community schools
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Brooklyn Center Schools, ISD 286



English Learner Language Instruction Educational Program K-12



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Part I. English Learner Language Instruction Educational Program Overview

Mission

The mission of Brooklyn Center Community Schools (BCCS) is to equip every student with the knowledge, life skills, and global perspectives to contribute to society and respond to the needs of an ever-changing world.

Beliefs

To achieve our mission, ensuring that English Learners (EL) have equal rights and access to a high quality education is a top priority. The foundation for the EL program is based on **Castañeda vs. Pickard.**

Districts have the dual obligation to:

- Develop students' English proficiency
- Provide access to academic content instruction

BCCS provides a language instruction educational program based on educational theory recognized as sound by experts in the field:

1. **Systematic ELD Instruction is dedicated time and targeted instruction that provides time set aside from the classroom content area instruction that offers:**
   - A solid English language foundation to fully engage in academic and real life situations.
   - The instruction is organized by English language proficiency level that follows a continuum of linguistic skills.
   - The focus is on oral and written language in rigorous and pertinent tasks.
   - Abundant opportunities for structured and purposeful interaction and collaboration.

2. **Language Instruction for Content Learning. Constructing meaning is a process for teaching content that offers:**
   - Explicit instruction to support English learners in understanding and using the language necessary for grade-level work.
   - Accelerated instruction that highlights critical literacy skills and multifaceted academic language.
   - Tools for analyzing the linguistic complexities of complex text and tasks.
   - Abundant opportunities for structured and meaningful interaction and collaboration.

Dutro, Susana. (2006, January). Providing Language Instruction. *SCOE publication.*

Goals and Guiding Principles

To align the ELD instructional program to the WIDA National Standards, the district's core curricula and the Minnesota State Academic Standards.
This will be accomplished through PLC meetings with content area teachers.

Classroom teachers have primary responsibility for all students, including those with English language learning needs.

In addition:

- EL teachers, who hold university degrees in education and are licensed by the State of Minnesota to work with English learners, provide instruction in listening, speaking, reading, and writing.

- EL teachers provide support to classroom teachers based on each student's needs in acquiring academic language so that he/she is able to fully participate and succeed academically in their grade-level or content-area classes.

- Support staff (cultural liaisons, social workers, guidance counselors, nurses, bilingual staff) provides resource services to EL students and their families.

- Teacher assistants, under guidance and supervision by the EL teachers, are used to support the focused language instruction.

Grounded in the research based approaches from Saunders and Goldenberg (2010), we have adopted the following goals for English Language Development (ELD) instruction in BCCS:

1) ELD instruction will emphasize listening, speaking and incorporate reading and writing.

2) ELD instruction will explicitly teach elements of English (e.g. vocabulary, syntax, grammar, functions and conventions).

3) ELD instruction will integrate meaning and communication to support explicit teaching of language.

4) ELD instruction will provide students with corrective feedback on form.

5) Use of English will be maximized during ELD instruction; the primary language will be used strategically whenever possible.

6) Teachers will attend to communications and language-learning strategies and incorporate them into ELD instruction.

7) ELD instruction will emphasize academic language as well conversational language.

Part II. Identification Criteria and Procedures

Initial Identification

BCCS uses the EnrollView module through TIES for initial identification of English learners. EnrollView is an electronic application system managed by the district enrollment coordinator. The enrollment coordinator meets individually with each family to walk them through the online application. Every family is offered translation services at the beginning of the process. Families requesting Spanish translation are provided with an onsite interpreter. For families requesting translation in any other language, an enrollment appointment is scheduled with an interpreter through Garden and Associates, Inc.

As part of the electronic application process, a Home Language Questionnaire (HLQ) is completed by all families. The HLQ is then automatically uploaded into the student's electronic cumulative file. Responses on the HLQ help indicate if a student has a primary language other than English when answering the following questions:

- Which language did your child learn first?
- Which language is most often spoken in your home?
- Which language does your child usually speak?

If the answer to any of the questions is a language other than English, the district EL Coordinator is notified to set up an English language proficiency assessment plan.

Incoming students who have a home language other than English are given the MODEL or W-APT English proficiency placement test to determine eligibility for entrance into EL services. If a student enters with an ACCESS score from another district, this score is used instead to determine eligibility. The chart below details the criteria for entrance into EL services based on these scores. If the results of this placement test assign an English proficiency level that meets the entrance criteria, that level will be used to recommend and determine the appropriate level of service. For students transferring from a U.S. school system, either Minnesota or another state, evidence of past participation in EL programs will also be considered.

Grades	***Tests***	***Composite Scores Required for EL Identification & Program Placement***
Pre K-K	WIDA MODEL Listening and speaking	Below 6.0
K-1	WIDA MODEL or ACCESS Listening, speaking, reading and writing	Below 6.0
1-2	W-APT or ACCESS Listening, speaking, reading and writing	W-APT - Below 6.0 ACCESS - Below 5.0
3-5	W-APT or ACCESS Listening, speaking, reading and writing	W-APT - Below 6.0 ACCESS - Below 5.0
6-12	W-APT or ACCESS Listening, speaking, reading and writing	W-APT - Below 6.0 ACCESS - Below 5.0

The district EL Coordinator and all EL teachers complete the required WIDA Training to administer the ACCESS English Proficiency Test, including yearly reviews of key areas. EL

teachers have completed all online training and quizzes. Each teacher is recertified annually in the administration of the Speaking portion of the ACCESS test.

Ongoing Identification

If a student who has not been initially identified but begins to demonstrate language/academic concerns, EL teachers will do a combination of the following to determine if language is the primary concern:

A. Administer the WIDA MODEL or W-APT to determine language proficiency (if it hasn't been done prior).
B. Re-evaluate all assessment data and review updated data.
C. Make a classroom observation and interview the student's classroom and content area teacher(s).
D. Consult with parents.

Parent Notification and Communication

If a student meets the entrance requirements for the EL program, parents are provided a notification letter indicating their child's English proficiency scores and enrollment in the EL language instruction educational program. Parent Notification letters are delivered in English and in the student's primary language. Copies of notification letters are scanned and uploaded into students' electronic cum files. Letters are delivered directly to parents at Open House and EL Parent Information meetings prior to the beginning of the school year. For absent families, or students entering the program after school has started, the EL Coordinator connects directly with parents to confirm receipt of the notification letter.

Parents have the option of either accepting or declining (waiving) EL services. If parents accept services, the district EL Coordinator will work with the EL school teams to schedule appropriate supports and EL programming.

Parents choosing to waive EL services for students who meet the entrance criteria must sign and return the *Request for Waiving EL Services* included at the end of the parent notification letter. The district EL Coordinator will follow up with individual families to confirm their decision. A student whose family has waived EL services after initial identification will not have an EL start date, but will be required to take the annual state EL assessment.

Program information is accessible in the following ways:

1. All EL program identification criteria is located on the district website and can be translated through Google Translator.
2. EL teachers are present at grade-level orientations, open houses, and information nights to field any questions from potential and current EL families.
3. Participation in the EL Parent Information meetings before the first week of school.
4. EL teachers available at parent/teacher conferences (two times per year) to answer questions and provide programming information.
5. Participation in the mid-year EL Parent Information meetings conducted before an already scheduled school wide family event.

District 286 Notification of Language Instruction Educational Program Identification

A. Student Identification Information		
Student's Full Name:		
Date of Birth:	Age:	Grade:
This student is to be admitted to a Language Instruction Educational Program.		

B. District Information	
School Name:	District: 286

Dear Parent(s) or Guardian(s),
Your child has been enrolled in a Language Instruction Educational Program.

Minnesota Law and the federal Elementary and Secondary Education Act (ESEA) require that we identify whether the students in our school district are English Learners (ELs). Both these laws require a language instruction educational program for ELs with limited English proficiency. The identification process and placement of your child in a language instruction educational program is based on a combination of:

- Home language
- English language proficiency test results
- Evidence of previous participation in EL programs

Your child's English proficiency test scores are shown below.

Language Domain	Name of Test	Date of Testing	Student's Score	Minimum Criteria for English Language Proficiency
Listening				
Speaking				
Reading				
Writing				
Composite				

Language Instruction Educational Program Description

The goal of a Language Instruction Educational Program is to teach your child academic English in a manner that will ensure your child will be able to fully participate in all classes and subjects taught in school.

Students receive focused English language instruction from EL teachers licensed by the state of Minnesota. Your child will be grouped by their proficiency level so that teachers can focus on specific English language needs. The amount of service your child will receive is determined by their language proficiency level and the learning demands of the grade level. The enclosed chart explains how much time your child will participate in EL services.

Exit Procedures

Students remain in the EL program until they reach proficiency in academic English. This is demonstrated by achieving a composite score of 5 on the WIDA ACCESS test, with no less than 4 in any domain (listening, speaking, reading, writing). On average, it should take about 5-7 years for English Learners to acquire academic English and meet exit criteria.

Parents may remove their child from the EL program at any time by sending a written request to the school.

Graduation Rate

The graduation rate of English Learners in Brooklyn Center from high school is 80 percent.

Special Education

For students with disabilities requiring a language instruction educational program, the EL program must be included in the student's Individualized Education Program (IEP). The school special education and EL teachers will work together to make sure that your child receives the appropriate services to meet their language needs and IEP goals and objectives.

C. Parent(s)/Guardian(s) Rights
It is important to be aware of the following information regarding your child's enrollment in the above mentioned programs: · You have the right to visit the English Language (EL) classes in which your child is enrolled; · You will be informed of the time and manner in which to request and receive a conference to explain the nature and purpose of the program and the progress of your child; · You have the right to withdraw your child from the English Language (EL) Program.

We wish to inform parents of the risk of waiving your student from EL services, prior to meeting district established exit criteria. Enrollment in an EL program greatly increases your child's ability to develop the academic language necessary to show proficiency in academic content.

D. Request for Waiving EL Services
If you would prefer that your child not participate in this program, please fill out this section and return it to your child's school. If you sign this form and return it to the school, your child will not receive specific instruction in English Language Development. *I would like to waive my child, _____ (Name of child) from the English Learner (EL) services and program in which he or she is enrolled.*
Signature – Parent/Guardian Date

This letter has been provided in English and translated into the student's primary language as indicated during the school enrollment process.

If you have questions about any of the information in this letter, please call the district EL Coordinator at 763-561-2120. If you need an interpreter, we will arrange one for you.

Respectfully,

Nanette M. Yurecko
Executive Director of Teaching and Learning

Part III: English Learner Program Description

Overview of English Language Development (ELD)

Students in grades K-5 receive pull-out services (unless otherwise specified in the chart) where EL teachers provide focused English language instruction in listening, speaking, reading, and writing. Students are grouped by proficiency levels and class sizes do not exceed 15 learners. Students explicitly learn: elements of English (e.g. phonology, morphology, rhythm, cadence, vocabulary, syntax, and conventions); authentic and functional English in an academic context; and language function, form and text structures (verb tenses, grammar, voice) in academic English. All EL students have access to grade level benchmarks by participating fully in core content instruction, delivered by classroom teachers who differentiate to students' individual language proficiency and incorporate ELD standards into content instruction. Supports may include EL assistants. Students at the **Reaching** level are performing at or near grade level and are in all mainstream classes.

Students in grades 6-8 receive specially designed courses where EL teachers provide focused English language instruction in listening, speaking, reading, and writing. Students are grouped by proficiency levels and participate in co-taught content area courses. The language of math, the language of science, and the language of social studies are also explicitly taught so that students have access to content standards, concepts and skills. Students have individualized daily schedules driven by their language needs. Students at the **Reaching** level are performing at or near grade level and are in all mainstream classes.

Students in grades 9-12 receive specially designed courses where EL teachers provide focused English language instruction in listening, speaking, reading, and writing. Students are grouped by proficiency levels and participate in some co-taught content area courses. The language of math, the language of science, and the language of social studies are also explicitly taught so that students have access to content standards, concepts and skills. Students have individualized daily schedules driven by their language needs to ensure successful completion of graduation requirements. Students are clustered in some core and elective classes to better meet their language needs. Additional academic English language support is provided as the content demands increase in content area coursework. Students at the **Reaching** level are performing at or near grade level and are in all mainstream classes.

After identification at the elementary level, the EL Coordinator works with the principal and the EL teachers to place the student in the appropriate language proficiency clustered grade level classroom. After identification at the secondary level, the EL Coordinator works with the EL teachers and the guidance counselors to develop an appropriate daily schedule of courses that will meet the individualized language needs and course requirements for the student. Student performance data is reviewed quarterly and at the semester to make adjustments in student schedules based on individual language needs.

For students with dual special needs requiring a language instruction educational program, the EL program must be included in the student's Individualized Education Program (IEP) and the EL teacher participates as a member of the IEP team. The school special education and EL teachers work together to make sure that the student receives the appropriate services to meet their language needs and IEP goals and objectives.

Elementary Amount and Scope of Service

Grade	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Kindergarten	30 minutes 5 days per week & Push-in support 20 minutes/2 days week	30 minutes 5 days per week & Push-in support 20 minutes/2 days week	30 minutes 3 days per week	30 minutes 2 days per week	30 minutes 2 days per week
1	30 minutes 5 days per week	30 minutes 5 days per week	30 minutes 3 days per week	30 minutes 3 days per week	Push-in support 20 minutes/2 days week
2	30 minutes 5 days per week	30 minutes 5 days per week	30 minutes 3 days per week	30 minutes 3 days per week	Push-in support 30 minutes/2 days week
3	30 minutes 5 days per week	30 minutes 5 days per week	45 minutes 5 days per week	60 minutes 5 days per week	60 minutes 5 days per week
4	30 minutes 5 days per week	30 minutes 5 days per week	45 minutes 5 days per week	60 minutes 5 days per week	60 minutes 5 days per week
5	30 minutes 5 days per week	30 minutes 5 days per week	45 minutes 5 days per week	60 minutes 5 days per week	60 minutes 5 days per week
Newcomers	30 minutes daily service of intensive English instruction. When possible, 90 minutes of supported instruction (push-in/pull-out) with EL Teacher or EL paraprofessional				

Middle School Amount and Scope of Service

Middle School Grades 6 - 8				
Level 1 Entering	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**
192 minutes/5 days week 4 of 6 periods	144 minutes/5 days week 3 of 6 periods	96 minutes/5 days week 2 of 6 periods	48 minutes/5 days week 1 of 6 periods	
ELD Newcomer Vocabulary Students explicitly learn basic elements of English; Social and academic English in an academic context, across all four language domains. **ELD Newcomer Humanities** Students explicitly learn basic language of Social Studies; authentic and functional English in an academic context. **ELD Newcomer Nonfiction Strategies** Focused on nonfiction strategies, academic vocabulary building, and the language of Science. **Additional support provided in some elective classes** Students are clustered into classes. EL assistants provide support for small group or one-on-one work to clarify concepts and language structures When possible and appropriate, support is provided in students' home language.	**ELD** Daily oral language instruction that addresses academic language across all four domains. Designed to focus on the language functions requisite for the content area classroom. **ELD Co-taught Science** Taught by a licensed EL Teacher and a licensed Science Teacher. Students explicitly learn basic language of Science. Curriculum is based on middle school Science standards. **Co-taught Math** Taught by a licensed EL Teacher and a licensed Math Teacher. Students explicitly learn basic language of Math. Curriculum is based on middle school Math standards.	**ELD** Daily oral language instruction that addresses academic language across all four domains. Designed to focus on the language functions requisite for the content area classroom. **Co-taught Math** Taught by a licensed EL Teacher and a licensed Math Teacher. Students explicitly learn basic language of Math. Curriculum is based on middle school Math standards.	**Co-taught Math** and/or **ELD** *Domain-specific scores (WIDA ACCESS) are considered when determining if a student receives services in an ELD class.*	Structured Immersion; students clustered in mainstream grade level content classes with non-licensed EL support. EL teachers also consult and collaborate with content area teachers through PLCs and team meetings, co-planning, and implementation of specific EL strategies.

High School Amount and Scope of Service

High School Grades 9 - 12				
Level 1 Entering	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**
192 minutes/5 days week 4 of 6 periods	144 minutes/5 days week 3 of 6 periods	96 minutes/5 days week 2 of 6 periods	48 minutes/5 days week 1 of 6 periods	
ELD Newcomer Vocabulary Students explicitly learn basic elements of English; Social and academic English in an academic context, across all four language domains. **ELD Newcomer Humanities** Students explicitly learn basic language of Social Studies; authentic and functional English in an academic context. **ELD Newcomer Nonfiction Strategies** Focused on nonfiction strategies, academic vocabulary building, and the language of Science. **Additional support provided in some elective classes** Students are clustered into classes. EL assistants provide support for small group or one-on-one work to clarify concepts and language structures. When possible and appropriate, support is provided in students' home language.	**ELD ELA 9/10** Meets district graduation credit requirements for 9th or 10th grade ELA. Curriculum is based on ELA Common Core Standards and WIDA ELD Standards. **ELD Math** *Students' placement in ELD Math is determined by their previous math coursework and Math Placement Exam (MPE).* Students explicitly learn basic language of Math and develop skills necessary to transition to the mainstream math classroom. Curriculum is based on Math standards. **ELD Academic English Support** Language support tailored to the curriculum of mainstream core classes. **Additional support provided in some core and elective classes** Students are clustered into classes. EL assistants provide support for small group or one-on-one work to clarify concepts and language structures. When possible, support is provided in students' home language.	**ELD ELA 9/10** Meets district graduation credit requirements for 9th or 10th grade ELA. Curriculum is based on ELA Common Core Standards and WIDA ELD Standards. **ELD Academic English Support** Language support tailored to the curriculum of mainstream core classes. **Additional support provided in some core and elective classes** Students are clustered into classes. EL assistants provide support for small group or one-on-one work to clarify concepts and language structures. When possible and appropriate, support is provided in students' home language.	**ELD Academic English Support** Language support tailored to the curriculum of mainstream core classes. **Additional support provided in some core and elective classes** Students are clustered into classes. EL assistants provide support for small group or one-on-one work to clarify concepts and language structures. When possible and appropriate, support is provided in students' home language.	Structured Immersion; students clustered in mainstream grade level content classes with non-licensed EL support. EL teachers also consult and collaborate with content area teachers through PLCs and department meetings, co-planning, and implementation of specific EL strategies.

Part III. Exit Criteria and Procedures

Exit Criteria

EL students who reach a level of English proficiency that no longer prevents them from fully accessing the curriculum of the mainstream classes, or are performing at or near grade level and are in all mainstream classes, may be exited from the EL Program. The decision to exit a student from EL service is based on multiple measures. Exiting will be considered when the student achieves a composite of 5.0 or higher with no individual domain (speaking, listening, reading and writing) below 4.0 on ACCESS. Once the ACCESS criteria has been met, additional criteria including teacher recommendation, parent input, performance on grade level and content area work, and additional assessment information is included in the decision to discontinue services.

In order for a student to exit the EL Program, EL students have to meet two of the following criteria in addition to the ACCESS requirement:

Grades K-2

- **ACCESS Composite Score of 5.0 with no other domain below 4.0**
- Proficiency on a collection of content area and EL assessment data
- STEP level at grade level
- Students demonstrated the ability to do grade-level work
- Positive teacher recommendation
- Parent recommendation to exit

Grades 3-5

- **ACCESS Composite Score of 5.0 or higher with no other domain below 4.0**
- Proficiency on a collection of content area and EL assessment data
- STEP level at grade level
- A score of "meets standards" or exceeds standard" on the MCA Reading
- Students demonstrated the ability to do grade-level work
- Positive teacher recommendation
- Parent recommendation to exit

Grades 6-12

- **ACCESS Composite Score of 5.0 or higher with no other domain below 4.0**
- Proficiency on a collection of content area and EL assessment data
- A score of "meets standards" or exceeds standard" on the MCA Reading, Math and/or Science
- Students demonstrated the ability to do grade-level work
- Positive teacher recommendation
- Parent recommendation to exit

Parent Notification and Communication

If a student meets the exit requirements for the EL program, parents are provided a notification letter indicating their child's English proficiency scores and the other criteria considered. Parent Notification letters are delivered in English and in the student's primary language. Copies of exit notification letters are scanned and uploaded into students' electronic cum files.

District 286 Notification of Exit from Instruction Educational Program

Dear Parent(s) or Guardian(s):

Minnesota and federal law require that we identify whether the students in our school are English Learners (EL). Likewise, laws require schools to have a procedure in place to regularly evaluate student progress and performance so that students can be best served by programs that suit their specific needs. In the past, your child has been identified as EL and was served in the District 286 English Language Development Program. After careful consideration of your child's most recent assessment data, your child has been exited from the ELD program. Your child is now considered *Proficient* based on the criteria listed below and is no longer in need of ELD services. The data below will give you a better description of our program's exit goals and your child's current level of performance.

Student Name: _____ Grade: _____

Criteria	Assessment Measure	Current Level	Exit Goal
English Proficiency Assessment	WIDA Access Listening		4.0 or higher
	WIDA Access Speaking		4.0 or higher
	WIDA Access Reading		4.0 or higher
	WIDA Access Writing		4.0 or higher
	WIDA Access Composite		5.0 or higher
Academic Achievement Assessments	MCA Reading		Meets or Exceeds
	MCA Math		Meets or Exceeds
	STEP Reading		On track according to grade level and date
Classroom-based Assessment	Grades/Credits		On track
	Student Work and Content Area Standards Parent/Teacher/Student Concerns		Samples are at grade level

We believe this program has helped meet your student's educational needs. Your child will now be placed in the regular instructional programs for students who are fluent in English. If you feel our decision to EXIT your child is not in your child's best interest, please contact us immediately at 763-561-2120. If you need an interpreter, we will arrange one for you.

EL Teacher: _____ Date:_____

Administrator: _____ Date: _____

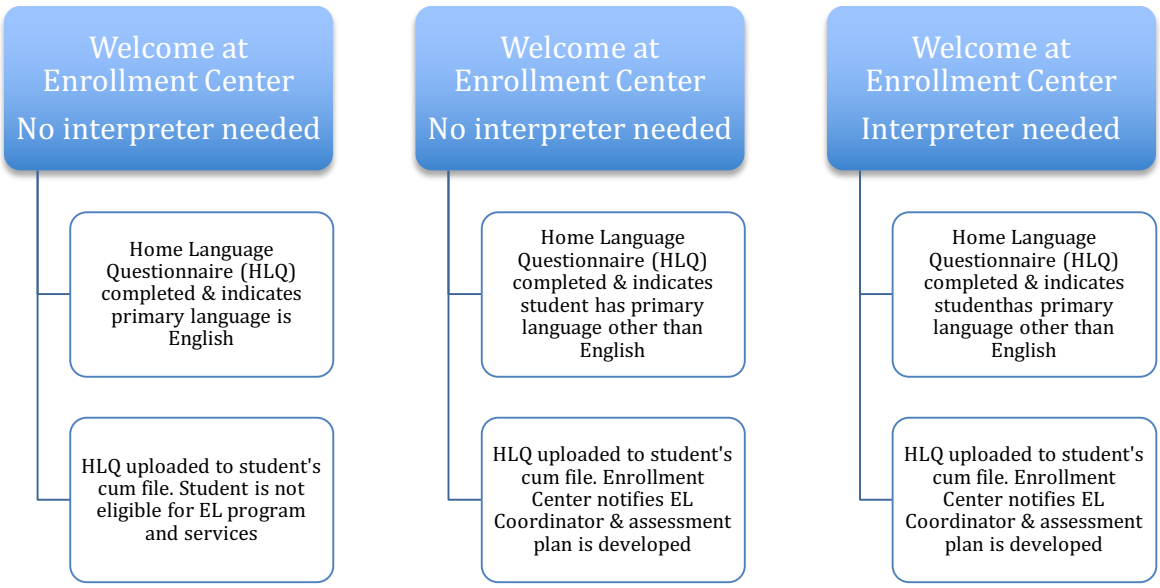
Part V. MARSS Data Entry and Reclassification

Upon EL identification, students are entered into the student accounting system by the district MARSS Coordinator as EL-Y with a start date. A student whose family has waived EL services is entered as EL-Y with no start date (zero). The EL Coordinator follows up on all waiver requests to explain that the EL Program is essential to a student's success in school. Parents are provided information regarding their child's rights, the amount and scope of EL services their child could receive, and the benefits of those services in their primary language. All follow up conversations regarding waived services are documented by the EL Coordinator. EL teachers continue to monitor progress of students whose parents have opted out of the EL language instruction educational program. When a student is not demonstrating growth and/or adequate progress, the EL Coordinator reaches out to the family and offers EL services again.

Once students have reached language proficiency, they may be exited from the EL Program at any time of year. The EL Coordinator and EL teachers work with students and families on an individual basis when students are considered for exit during the school year. Students exited during the year continue to be reported as EL-Y.

In addition, all students' language proficiency results are reviewed for programming adjustments after ACCESS data is received from the state. Reclassification of exited students is entered by the district MARSS Coordinator in August before the start of the new school year. Entrance criteria needs to be met in order for a student to be reclassified as EL. Students who received services during the prior school year, but current year assessments show no EL services are necessary, are reported as EL-N.

Flow Chart of EL Stages and Services



Assessment Plan to Determine Identification

