



# ELL HANDBOOK AND PROTOCOL

Elma School District 68

Resource Document 2021-2022

A Washington State Transitional Bilingual Instructional Program  
School Board Approved August 11, 2021

Kathleen Gallagher  
ELL Program Director

## Mission and Vision

**Elma School District No. 68**

**Mission:** Engage, Learn, Motive, Achieve

**Vision:** Our students will graduate prepared for life's challenges as life-long, adaptable learners, passionate in their pursuits, with clear aspirations and a commitment to bettering the lives of others.



### **English as a Second Language Program**

**Mission:** Building foundations for linguistic and academic success.

**Vision:** The English Language Learners (ELL) and ESL Department work to educate, prepare, and support our student population to thrive in their school and community as productive citizens.

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## *Annually Updated Information*

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*ELL Program Contacts*

*School District Contacts*

*ELL Schools*

*Professional Development Offerings*

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## *ELL Program Contacts*

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website at:**

**[www.elma.wednet.edu](http://www.elma.wednet.edu)**

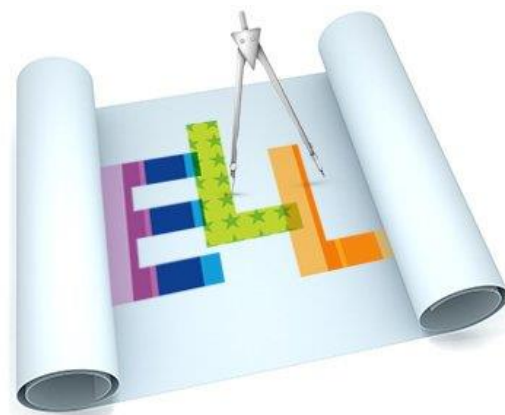




## *Professional Development Offerings*

### **2021-2022 Elma Schools and Personnel Providing ELL Services**

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## *ELL Support in our Schools*

**For general district and state offerings, please visit:**

**[www.esd113.org](http://www.esd113.org)**

**Sheltered Instruction / Observational Protocol training:**

**August 21-24**

**ELL staff, secondary ELA staff and classified staff**

**Information regarding in-district and ESD PEP training TBD**



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## *Program Information*

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*Elma School's Program Model*

*Service Delivery Minutes and Model*

*Service Delivery, Grade and Age Specifications*

*Title III Native American Students*

*Hispanic Community/Comunidad Hispana*

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## *Elma School's Program Model*

### Content-Based Instruction – CBI and Sheltered Instruction - SI

#### **What is Content-Based and Sheltered Instruction?**

Content-Based Instruction (CBI) and Sheltered Instruction (SI) integrate English language development with academic content learning using English as the language of instruction.

CBI models focus primarily on English language development, using academic content as the vehicle of instruction.

SI models focus primarily on the academic content learning with a secondary focus to provide language development.

CBI and SI models are used in classes comprised predominantly of English language learners. Instruction is delivered by teachers specially trained in the field of second language acquisition and instructional strategies to support both English language development and academic grade-level content.

CBI and SI classes can be designed to meet core content credit requirements or to serve as language development support classes.

For a class to be considered CBI and SI, the instructor is to be endorsed in ELL/ESOL/Bilingual Education and the content area of instruction. CBI courses can be team taught by an ELL/ESOL teacher and content area teacher.

### **What does it look like?**

- CBI/SI classes have an instructor who is certified in ELL/ESOL and the content area
- CBI classes can be co-taught with a certificated content and certificated ELL/ESOL instructor
- The academic focus of the class is driven by the content subject area
- Language supports, scaffolding and curriculum modification are carefully designed for students to access the curriculum while developing language skills
- Comprised only of ELL students at similar levels in their language acquisition
- Smaller class sizes and groupings
- Ample opportunities for verbal communication with instructor(s) and peers

### **What does it not look like?**

- Curriculum that deviates from the mainstream content area classroom
- Curriculum that has not been modified to meet the language needs of ELL students
- Inappropriate pacing
- Assessing only language or only content

### **What it needs to be successful**

- Instructor with a strong background in content knowledge
- Instructor with a strong background in English Language acquisition
- Skilled instructor in curriculum and assignment modification, scaffolding and differentiation
- Strong communication and collaboration with mainstream classrooms to maintain content standards and rigor



English as a Second Language (ESL)

## English as a Second Language - ESL

### **What is English as a Second Language Instruction?**

English as a Second Language (ESL) instruction provides services and supports to help develop ELL students English language skills and ensure access to grade level academic content.

ESL models are used in classes comprised entirely of English learners. Instruction is delivered by teachers specially trained in the field of second language acquisition and instructional strategies to support English language development.

The ESL model focuses solely on English language development and acquisition.

For a class to be considered ESL, the instructor is to be endorsed in ELL/ESOL/Bilingual Education. All students in the class are to be classified as ELL.

### **What does it look like?**

- ESL classes have an instructor who is certified in ELL/ESOL/Bilingual Education
- The academic focus of the class is English language development and acquisition
- Language supports, scaffolding and curriculum modification are carefully designed for students to gain English language proficiency
- Comprised only of ELL students at similar levels in their language level
- Smaller class sizes and groupings
- Ample opportunities for verbal communication with instructor(s) and peers

### **What does it not look like?**

- Curriculum that is above the language level and needs of the ELL student(s)
- Curriculum that has not been modified to aid in language acquisition
- Inappropriate pacing

### **What it needs to be successful**

- Instructor with a strong background in English Language acquisition
- Skilled instructor in curriculum and assignment modification, scaffolding and differentiation
- Strong communication and collaboration with other ESL instructors



### **Pull-Out and Push-In**

### **What is Pull-Out and Push-In Instruction?**

Pull-Out instruction is when ELL students are pulled out of the content area class by an ESL Instructor to focus on supporting English language development.

Push-In instruction is when the ESL instructor is in the classroom with the content teacher, co-teaching and working with ELL students in small groups to focus on supporting and developing English language skills.

Students in this model receive language support and instruction by teachers and ESL instructors who have been specifically trained in the field of second language acquisition and strategies.

### **What does it look like?**

- ELL students are in general education classrooms with native speaking peers.
- Instruction is delivered in English
- Students leave the classroom at a set time for language instruction
  - or –
- Students work with an ESL instructor in the classroom for language instruction

### What does it not look like?

- ESL teachers walking around a mainstream classroom “checking in” with students
- ESL teachers working with small groups on content or curriculum unrelated to what students are doing in the mainstream classroom
- ESL teachers having little to no input on what classroom teachers decide to do.

### What it needs to be successful

- Ongoing, weekly communication including lesson objectives and materials from classroom teachers
- Principal support for communication and collaboration
- Co-planning time

## **~ Instructional Assistants ~**

In each model, instructional assistants can be utilized for additional support to the students, content and ESL instructor(s). They can:

- Work with a small group of ELL students or individuals in the mainstream classroom. They should have been given information about the lesson objectives prior to working with the group.
- Small group or individual tutoring of ELL students with a lesson provided by a certificated teacher.
- Small group lessons of pre-teaching, re-teaching, or clarifying. These lessons must be designed by the classroom teacher.

Instructional Assistants **cannot**:

- Create their own lesson plans to work with groups of students
- Work with small groups on content or curriculum unrelated to what students are doing in the mainstream classroom





## *Service Delivery Minutes and Model*

### **What is Service Delivery Minutes?**

Service Delivery Minutes is the amount of time an ELL student receives language development and instruction based on their language level needs.

- The lower the language proficiency, the more time the ELL student will need language development instruction.
- The higher the language proficiency, the less time the ELL student will need language development instruction.

Regardless of how high or low an ELL students language skills may be, all students who qualify for ELL services must receive language development instruction – unless parents choose to opt their child out – for Federal and State compliance.

All ELL students in the Elma School District receive a minimum of 35 minutes a day of English language development instruction.

Students who are new to America or have low language skills receive an additional 30 to 60 minutes of English language development instruction a day.

### **What is Service Delivery Model?**

Service Delivery Model is the method in which student receive their services. There are several Service Delivery Models that can be used, such as:

- Content Based Instruction
- Sheltered Instruction
- ESL Instruction
- Pull-out Instruction
- Push-in Instruction

For more information on each model, reference pages 11-15 in this Handbook and Protocol.

### What does applying Service Delivery Model and Minutes together look like?

In the Elma School District, the Service Delivery Model and Minutes received is based on the students' language level, as determined on the English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21) and WIDA assessment, and the services needed at each grade level building.

For more information, see "Service Delivery, Grade and Age Specifications" on page 18.



## Service Delivery, Grade and Age Specifications

### Service Delivery Models

#### Secondary Service Delivery Model 1

At the secondary level, ELL students who received a scaled score of 3 or lower in any of the four language domains on the ELPA21, and/or have been in the ELL program for 3+ years, receive 55 minutes daily of sheltered Instruction with a SIOP trained instruction in ELA classes and ELA support classes..

The remainder of the ELL students school day is scheduled in general education classrooms.

#### Sample Secondary Schedule 1: High Language Fluency

<b>ELPA21 Level</b>	<b>ELL ELA 50 min</b>	<b>ELL Support 50 min</b>	<b>Science 50 min</b>	<b>Math 50 min</b>	<b>History 50 min</b>	<b>Elective 50 min</b>
<b>2-3</b>	ELA/ELL staff	ESL staff	GenEd	GenEd	GenEd	GenEd

	<b>SIOP Classroom</b>
	Mainstream

#### Secondary Service Delivery Model 2

At the secondary level, ELL students who are new to American schools and receive a 1 or 2 on the Washington English Language Proficiency Assessment (WELPA) placement screener will receive 110 minutes daily of ESL Instruction in an ELL pull-out setting.

The remainder of the ELL students' school day will be in general education classrooms, but with additional support ranging from a bilingual buddy, ELL Instructor support for the general education content teacher, and pull-out for additional remediation for content language when necessary.

Additionally, secondary ELL students who are new to American schools and have low language fluency will not be placed in language heavy core content classes until they have achieved a 2 or higher on the ELPA21 in all of the four language domains or have been in school in America for 3+ years. This will ensure they have the time to build the language foundation necessary to be successful in a mainstream classroom.

#### Sample Secondary Schedule 2: Low Language Fluency

<b>ELPA21 Level</b>	<b>ELL 50 min</b>	<b>ELL 50 min</b>	<b>Math 50 min</b>	<b>PE 50 min</b>	<b>Elective 50 min</b>	<b>Elective 50 min</b>
<b>1</b>	ESL Pull-Out	ESL Pull-Out	GenEd	GenEd	GenEd	GenEd

	<b>ELL Only</b>
	<b>Bilingual Buddy</b>
	Mainstream

#### Elementary Service Delivery Model

At the elementary level, ELL students receive ESL Instruction in a small group, pull-out setting with Instructional Assistants using lesson plans created with the ESL Instructor. ELL students are pulled-out for 30-60 minute daily sessions. Teachers with sheltered instruction training also provide support in the classroom in addition to ELL time.

Times in which students are pulled are scheduled so they do not lose core instruction time in their general education classroom.

Time in which students are pulled are also scheduled so students receiving Special Education services can also receive their English language development minutes.

Times in which students are pulled are scheduled so they do not lose instruction time with specialists; i.e.: music, PE, library, etc.

In the event that a student arrives who is new to American schools and receives a 1 or 2 on the ELPA21 or WIDA placement screener, the ELL team will meet with building principals and classroom teachers to establish a schedule for the student to receive additional language development time commensurate with their language needs.



### Grade and Age Specifications



Due to the different developmental needs of each grade and age, there can only be a difference of one year in academic grade or age level in an ELL class, pull-out group, or any classroom designated as providing ESL services to ELL students. This will ensure that all ESL lesson plans are age and grade level appropriate.



### Service Delivery Model Goals



Across the district, the secondary and elementary ELD goals for the service delivery model used for high and low level fluency ELL students are as follows:

- Provide activities that increase English proficiency and literacy skills
- Meet holistic needs
- Promote career and post-secondary exploration and readiness
- Employ intervention strategies to monitor students' academic progress
- Offer tutorial support to help students understand and complete assignments
- Provide additional content/academic support
- Provide peer or adult mentors for new arrivals

## *Title III Native American Students*

### **What is Title III?**

Title III is a federal grant provided for under No Child Left Behind specifically targeted to benefit Limited English Proficient (LEP) children and immigrant youth.

Title III provides additional funds for curriculum and materials, staffing, professional development, parent outreach and for academically at risk Alaskan or American Natives.

In order to receive funds, districts must apply for the grant and stipulate how the funds will be used, including the identification and intervention of academically at risk Alaskan or American Natives.

Elma School District does utilize Title III and as such can provide additional services to academically at risk Alaskan or American Natives through the ELL Department.

### **Title III Native American Students**

Identify Alaskan and American Native students through

- District's race/ethnicity forms during enrollment, AND/OR
- Responses to questions "Do grandparent(s) or parent(s) have a Native American tribal affiliation?" on the Home Language Survey

Determine if the Alaskan or American Native student is at risk by:

- Not meeting the standard on state assessments
- Below grade level in district assessments
- Poor classroom performance
- Referrals from building specific Student Concern Teams

If the Alaskan or American Native student is identified as being academically at-risk, the Title III Coordinator will inform the parent or guardian in writing (see: Appendix Documents) that their student is potentially eligible for Title III funding. The letter will

include the criteria for eligibility and the purpose and benefit of Title III services. Additionally, the letter will include the placement test date and that the parents/guardians have the right to refuse testing.

If there is no initial response, follow up with a phone call and document the attempt to communicate with the parent or guardian.

Proceed with placement testing if there is no response or refusal from the student's parents.

The student is to be assessed within 10 days of being identified at-risk using the WELPA or ELPA21 Placement Screener. Students scoring a 1, 2, or 3 are eligible for Title III services. Report **ALL** placement results (including level 4) and program enrollment to CEDARS through the district's student information system.

Notify parents of the results and, if they are eligible, the action plan for providing services through Title III. The services should focus on language development and literacy support that will result in students meeting state standards. This could be done through extended day or extended year support, supplemental materials, parent engagement, or professional development for teachers.



## *Hispanic Community/Comunidad Hispania*

The ELL Department is partnering with the Community Outreach Liaison and local community members and organizations to increase parent involvement in our schools. A specific target area is the Hispanic Community to ensure they have a voice, the training and the resources available to them to best support their children at home.

The Elma School District will host various parent nights throughout the year. They can range from:

- Social, dinner events
- Homework support
- Training in online systems
- District and building contacts

Details about each event will be sent home one to two weeks in advance in both English and Spanish.

Our schools thrive when we have full community and parent involvement.





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## *Instructional Support*

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*ELPA21 and Proficiency Levels*

*Roles and Responsibilities*

*Coaching Support Menu*

*Web Resources*

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## WIDA and Proficiency Levels

WIDA

### WIDA Consortium:

The WIDA Consortium is a group of states that support and utilize the assessment and support service features centered on language development. The system is based on a Can Do philosophy for students with linguistic diversity while addressing the language demands needed to reach college and career readiness.

The WIDA ACCESS assessment system will measure student proficiency and progress as measured by the WIDA English language proficiency rubric and levels. The assessments measure English language proficiency in English language arts, mathematics, and science, as well as reading comprehension and overall social fluency. The assessments will measure all four accepted language domains: reading, writing, listening, and speaking. These domains are also known as reading comprehension, written production, listening comprehension, and oral production skills.

The WIDA ACCESS results are determined by the Domain and Composite Score:

The Domain Score is determined by student performance on each section of the ACCESS for ELLs in Listening, Speaking, Reading, and Writing.

The Composite Score is determined by student demonstration of Oral Language, Literacy, Comprehension, and Overall abilities in English.

Washington State transitioned to the WIDA Consortium for the 2021-2022 school year. New students for the 2021-22 SY will be screened using the WIDA screener, and the annual assessment in the spring will utilize the WIDA ACCESS.

ALL information in this section and for more information regarding what WIDA is, member states, and/or questions, please go to: <https://wida.wisc.edu>



## Proficiency Levels

The WIDA ACCESS consists of 6 Proficiency Levels within the four core language domains and 3 Composite Proficiency Levels.

See further clarification below:

<b>6 Proficiency Levels</b>
Level 6 Reaching
Level 5 Bridging
Level 4 Expanding
Level 3 Developing
Level 2 Emerging
Level 1 Entering

<b>4 Composite Proficiency Levels</b>
Oral Language
Literacy
Comprehension
Overall

### **PROFICIENCY LEVELS:**

#### **Level 6 Reaching:**



To earn a 6 in one or all of the language domains, the student must demonstrate the following:

- Specialized or technical language reflective of the content areas at grade level.
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specific grade level.
- Oral or written communication in English comparable to English-proficient peers.

#### **Level 5 Bridging:**



To earn a 5 in one or all of the language domains, the student must demonstrate the following:

- Specialized or technical language of the content area.
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports.
- Oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material.

\*\*\*To be considered exited from the ELL program, the ELL student must receive a 5 or higher in their **Comprehension** and **Overall** score.\*\*\*



#### **Level 4 Expanding:**

To earn a 4 in one or all of the language domains, the student must demonstrate the following:

- Specific and some technical language of the content area.
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs.
- Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support.

\*\*\*If the ELL student receives a 4 or lower in both or either their Comprehension or Overall score they are eligible to receive ELL services.\*\*\*



#### **Level 3 Developing:**

To earn a 3 in one or all of the language domains, the student must demonstrate the following:

- General and some specific language of the content areas.
- Expanded sentences in oral interaction or written paragraphs.
- Oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support.



### **Level 2 Beginning:**

To earn a 2 in one or all of the language domains, the student must demonstrate the following:

- General language related to the content areas.
- Phrases or short sentences.
- Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support.



### **Level 1 Entering:**

To earn a 1 in one or all of the language domains, the student must demonstrate the following:

- Pictorial or graphic representation of the language of the content areas.
- Words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support.
- Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support.

### **COMPOSITE SCORES:**

Composite scores are determined by different combinations of the language domains to provide a holistic representation of overall academic and social fluency.

Oral Language	50% Listening + 50% Speaking
Literacy	50% Reading + 50% Writing
Comprehension	70% Reading + 30% Listening
Overall	35% Reading + 35% Writing + 15% Listening + 15% Speaking

## Roles and Responsibilities

**Collaboration:** Collaboration is the three way process among ELD teachers, IAs and content area/classroom teachers or departments, supported by building administrators. Collaboration means communication with an instructional focus, providing formal and informal data, sharing ELD strategies, and communicating needs and concerns. The purpose of collaboration is to align instruction with mainstream curriculum and content standards. This collaboration is intended to integrate the four strands of language development (listening, speaking, reading, and writing) into content instruction.

The following subcategories will outline how effective collaboration between each group will strengthen ELL programs.

### **PROGRAM and BUILDING ADMINISTRATORS:**

#### **To ensure a strong ELL program, PROGRAM and BUILDING ADMINISTRATORS:**

- Allow time and support formalized structures for collaboration and communication focused on instruction between ELD and mainstream teachers.
- May attend collaboration meetings to check on student progress and monitor the outcomes of collaboration.
- Require periodic communication and meetings between IAs and ELD teachers. May request copies of meeting minutes.
- Regular meetings with coaches and/or department heads to discuss instruction, curriculum alignment, assessment and student needs.
- Include the IA as part of the ELD team in building and site activities.



#### **To ensure instructional needs are met, PROGRAM and BUILDING ADMINISTRATORS:**

- Ensure IAs are in the mainstream classroom for the majority of their day, providing academic support to bilingual students.
- Support training on differentiated instruction to meet the needs of ELLs for the whole staff. Training would include IAs.
- Ensure that ELL student needs are included and articulated in district goals.

**To administer and review assessment data, PROGRAM and BUILDING ADMINISTRATORS:**

- Discuss the results of the assessment with the ELL coaches.
- Provide resources to schedule the WIDA ACCESS to ensure that the appropriate administration of the WIDA ACCESS occurs.
- Require ELD teachers to complete the ELD progress reports and monitor for compliance.
- Create structures to support the use of formative assessment data to inform instruction for all teachers.
- Ensure that all standardized testing for ELL students occurs in a fair and equitable manner in compliance with test rules.

**When scheduling ELD staff, PROGRAM and BUILDING ADMINISTRATORS:**

- Ensure scheduling is based on student needs.
- Monitor compliance with the building's ELD service schedule.
- Ensure the regularly scheduled ELL duties of IAs are equal to those of all instructional assistants responsible for duties. Administrators ensure duties do not interfere with the TBIP IAs primary responsibility of providing academic support to ELL students.
- Secondary Level: administrators ensure that the TBIP department heads and the counselors use assessment data to schedule students into appropriate proficiency level classes.
- Administrators have the final say in all student scheduling decisions.

**For ELD Department specific duties, PROGRAM and BUILDING ADMINISTRATORS:**

- Monitor and approve the use of TBIP funds and seek input from the ELL staff regarding these funds
- Communicate with central office TBIP staff.
- Monitor mandatory attendance of IAs and ELD teachers at professional developments.
- Need to ensure IAs have access to a computer for email and translations.
- Ensure that evaluation of ELD teachers and IAs follows collective bargaining agreements.

**For professional development, PROGRAM and BUILDING ADMINISTRATORS:**

- Can only require IAs to attend meetings and professional development opportunities during their contracted hours.
- Encourage participation in workshops on ELL instruction.
- Release IAs and ELD teachers to attend mandatory centrally-offered trainings.

**To provide interpretation services, PROGRAM and BUILDING ADMINISTRATORS:**

- Employ hiring practices for interpretation considering cultural sensitivity.
- May participate in parent meetings for ELL students, as needed.
- May participate in family and community engagement activities.

## **ENGLISH LANGUAGE DEVELOPMENT (ELD) TEACHERS:**



### **To ensure a strong ELL program, ELD TEACHERS:**

- Share scaffolding ideas with IAs and content area / classroom teachers.
- Provide regular communication to IAs, team leaders, and instruction council as needed.
- Collaborate/communicate when students are transitioning from schools or programs.
- Share information on incoming TBIP students with classroom/content teachers, including students' proficiency levels.
- May collaborate with principals to provide input regarding the compliant use of TBIP funding.
- Provide classroom/content teachers with updated lists of eligible students, waived students, and exited students as needed.
- Discuss the academic needs and concerns about waived or exited students with classroom/content teachers.
- May provide resources and strategies to classroom/content teachers to work with waived or exited students.

### **For effective instruction, ELD TEACHERS:**

- Align instruction with district adopted curriculum standards and content.
- Use ELD Standards and Proficiency Levels and differentiate their instruction.
- Deliver instruction that encompasses all four strands of language development – listening, speaking, reading, and writing. This includes secondary ELD Content classes.
- Use both general education materials and appropriate supplemental materials intended to scaffold the district adopted curriculum.
- At the elementary level, offer supplemental instruction. Their instruction may not supplant the instruction of the classroom teacher.

### **To administer and review assessment data, ELD TEACHERS:**

- Responsible for giving all parts of the WIDA ACCESS and screeners
  - Secondary: The ELD department head coordinates with the counseling department and testing coordinator to schedule and proctor the WIDA.
  - Elementary: The ELD team coordinates with testing coordinator to schedule and proctor the WIDA ACCESS.
- Assess students in the sheltered instruction classes they teach.
- Monitor exited kids for two years. This means the ELD teachers share the list of transitional students with administrators and staff to ensure that these students are considered for extra support and intervention.
- Assess and communicate student progress in ELL to content/classroom teachers.



**For scheduling needs, ELD TEACHERS:**

- Ensure that all ELL students are being served according to proficiency level.
- ELD teachers work in collaboration with TBIP IAs and classroom teachers to design a school wide service matrix.
- Coordinate with special education and content/classroom teachers to ensure students who are SPED/ELL are served by both programs.
- Schedule and set agendas for site based meetings with IAs and ELL team.
- Work with content/classroom teachers to share schedule of WIDA ACCESS, cultural events, team meetings, parent conferences, and/or field trips for ELL students.
- Monitor IA's schedules in cooperation with administration to ensure all qualified students are served.
- Secondary ELD Department Heads:
  - Use assessment of student levels to guide schedule decision.
  - Work with administration to build master schedule for TBIP department.
  - Partner with counselors to schedule students.

**For ELD Department specific duties, ELD TEACHERS:**

- Attend academic team meetings for TBIP students. Invite IAs as applicable.
- Provide consultation and guidance to instructional assistants.
- Shall have school duties which are proportionate with classroom teachers.
- Sign and distribute continuation letters with WIDA ACCESS in the fall.
- Complete the service report/progress monitoring twice annually and submit to cum file.

**Concerning professional development, ELD TEACHERS:**

- Attend centrally based ELL department meetings.
- Receive training on using ELD standards and administering the WIDA ACCESS.
- Meet with central coaches to follow up on professional development.
- Are included in the goals of their school's PD that is required.

**To ensure interpretation services, ELD TEACHERS:**

- Advocate for students and their families rights.
- Initiate and follow through with requests for translations and interpretations.

**ELD TEACHERS are not responsible for:**

- Substituting for classroom teachers except in emergencies.
- Giving other classroom assessments, unless to provide accommodations for ELL students.
- Translating documents.
- Training or evaluating IAs
- Administrative supervision of IAs

## **MAINSTREAM CONTENT/CLASSROOM TEACHERS:**

### **To ensure a strong ELL program, CONTENT/CLASSROOM TEACHERS:**

- ◇ Collaborate among all instructional staff in order to integrate the four strands of language development into content instruction.
- ◇ Provide regular communication with ELL teachers and IAs.
- ◇ May co-plan and/or co-teach with ELD teachers
- ◇ Exchange resources with ELL staff.
- ◇ Share information pertaining to students' status as current, waived, and exited ELL.
- ◇ Provide available resources for IAs.
- ◇ Share scaffolding ideas and instructional strategies with IAs.
- ◇ Utilize the skills of IAs to provide targeted instruction for eligible students.
- ◇ Approve IA created materials or instructional modifications.
- ◇ Ask for support from ELL coaches, as needed.
- ◇ Utilize resources, such as PD, provided by coaches.
- ◇ Be aware of, search out, and utilize information about transitioning students and provide data and information when a student transitions from their classroom to another.



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### **For effective instruction for ELLs, CONTENT/CLASSROOM TEACHERS:**

- ◇ Align instruction with district adopted curriculum standards and content.
- ◇ Use ELD Standards and Proficiency Levels to differentiate ELL instruction.
- ◇ Encompass all four strands of language development – listening, speaking, reading, and writing.
- ◇ Responsible for all instruction of exited and waived ELLs, as these students cannot be served by the ELD department.
- ◇ Use both general education materials and appropriate supplemental materials intended to scaffold the district adopted curriculum.

### **Regarding assessment of ELLs, CONTENT/CLASSROOM TEACHERS:**

- ◇ Communicate with ELD teachers and IAs regarding state test support.
- ◇ May use IAs to support assessments and monitor ELL student progress
- ◇ Access assessment information from CEDARS when they receive new students
- ◇ Require students to demonstrate content knowledge based on proficiency level
- ◇ Provide input to ELD teachers to fill out the ELD progress reports.
- ◇ Get data about students from the sheltered instruction classes they are in, or have been in.

**For scheduling concerns, CONTENT/CLASSROOM TEACHERS:**

- ◇ Work with ELD teachers to see that students are served according to proficiency level.
- ◇ Communicate with ELD and Special Education teachers to ensure students who are SPED/ELL are being served by both programs.
- ◇ Collaborate with ELD teachers about scheduling of state and district assessments, cultural events, team meetings, parent conferences, and/or field trips for ELL students.
- ◇ May request IA support from the ELD department.

**For duties regarding ELL students, CONTENT/CLASSROOM TEACHERS:**

- ◇ Attend academic team meetings for TBIP students.
- ◇ Attempt to resolve concerns regarding ELD department.
- ◇ Collaborate with content area department heads to resolve recommendations of classroom teachers regarding transitioning ELL students into appropriate classes.

**For professional development in ESL, CONTENT/CLASSROOM TEACHERS:**

- ◇ Encouraged to take PD on basic ELL pedagogy.
- ◇ May attend pertinent training regarding the needs of ELL students.
- ◇ May work on developing a unified curriculum/curriculum alignment with ELD

**To ensure interpretation needs are met, CONTENT/CLASSROOM TEACHERS:**

- ◇ Provide clear communication with families about student programs and progress
- ◇ Responsible for the same parent meetings as ELD educators
- ◇ Make attempts to provide interpreters for parent/teacher conferences with regard to parent preference.
- ◇ May advocate for students and their families. This may include contacting community based organizations or working with the school's family support worker.

**CONTENT/CLASSROOM TEACHERS are not responsible for:**

- ◇ Administrative supervision of IAs. Classroom teachers communicate concerns about IAs directly with the IA first, followed by a notification of the principal or department head.
- ◇ Giving the WIDA ACCESS
- ◇ The responsibilities of a family support worker.

## **INSTRUCTIONAL ASSISTANTS (IAs):**

### **To ensure a strong ELL program, INSTRUCTIONAL ASSISTANTS:**

- ◆ Collaborate with all certificated teachers about ELL students served.
- ◆ Discuss student's academic and social progress as well as the types of support students need.
- ◆ Utilize available resources to prepare lessons.
- ◆ Meet with content and ELD teacher regularly to discuss future lessons.
- ◆ IAs may choose to create materials or instructional modifications. These assignments must be shared with the teacher prior to use with students.
- ◆ IAs may make instructional suggestions to certificated teachers based on observations and interventions.



### **For effective instruction for ELLs, INSTRUCTIONAL ASSISTANTS:**

- ◆ Provide targeted instruction for eligible students based on teacher direction. The content/classroom or ELD teacher will be the primary source of direction.
- ◆ Work with students on classroom lesson objectives to support language acquisition.
- ◆ Support instruction by way of explaining, and providing scaffolding when appropriate.

### **Regarding assessment of ELLs, INSTRUCTIONAL ASSISTANTS:**

- ◆ Assist certificated teachers during assessments in a supportive capacity.
- ◆ Assist in monitoring progress for eligible students served. Monitoring means documenting and reporting student progress to share with ELL and mainstream staff.
- ◆ Regularly discuss student progress with TBIP and content/classroom teachers and keep current documentation of students served.

### **For scheduling INSTRUCTIONAL ASSISTANTS:**

- ◆ IA's are expected to be on campus during contract hours with a 30 minute duty-free lunch and two 15 minute breaks.
- ◆ An IAs schedule is based on eligible student need.
- ◆ IA's design their schedules in collaboration with the ELD team/department.
- ◆ Serve students outside of their language group.
- ◆ Provide, maintain, and follow current service schedules.

**For duty responsibilities, INSTRUCTIONAL ASSISTANTS:**

- ◆ May be assigned to ELL specific duties. Must be pertinent to ELL program to be paid for through TBIP.
- ◆ Duties should not interfere with instructional time. The Bilingual IAs responsibility is to provide academic support to bilingual students.
- ◆ May perform some record keeping and clerical duties associated with service of ELL students and program compliance. Clerical duties may include:
  - Making copies and filing
  - Preparing student materials for lessons
- ◆ Participate in building/site activities which require a TBIP IA as appropriate.
- ◆ Regarding ELD department meetings, they should be scheduled during the IAs work day. If the meeting extends beyond their contract hour day, the IA is entitled to extra pay. Administrator must pre-approve all extra time.

**For professional development in ESL, INSTRUCTIONAL ASSISTANTS:**

- ◆ Attend centrally based TBIP IA department meetings with the ELL Department.
- ◆ Must notify classroom teachers and administrators of PD workshops and ELL Department meetings that will interfere with classroom services.
- ◆ Must attend IA orientation from the ELL Department when they are new to the district.
- ◆ May attend relevant building based professional development during work hours, or outside of work hours for extra pay. Administrator must pre-approve.

**To ensure interpretation needs are met, INSTRUCTIONAL ASSISTANTS:**

- ◆ Help with family and community engagement during the work day.
- ◆ Participate in parent teacher conferences for eligible students during the work day. IAs may attend parent teacher conferences outside work day for extra pay. Administrator must pre-approve.

**INSTRUCTIONAL ASSISTANTS are not responsible for:**

- ◆ Formal assessments of students.
- ◆ Providing grades.
- ◆ Substituting for certificated staff unless in an emergency.
- ◆ Writing lesson plans or creating materials.
- ◆ The duties of family support worker.
- ◆ Translating or evaluating international report cards.
- ◆ The duties of the office staff or secretaries.

## ELL INSTRUCTIONAL COACHES:

### **To ensure a strong ELL program, INSTRUCTIONAL COACHES:**

- Collaborate with IAs, classroom/content teachers and ELD teachers to:
  - Provide opportunities for differentiated instruction PD.
  - Structure collaboration and communication between ELD and mainstream teachers.
  - Communication for translations.
  - Clarification of state and Federal compliance requirements.
- Coaches provide content and pedagogical expertise to support instructional staff. ELL coaches support and reinforce the concepts taught in PD sessions through:
  - Cycled coaching through planning, observing, modeling or co-teaching, debriefing, working with ELD/classroom/content/IAs.
  - Regularly scheduled lab sites to facilitate collaborative learning.
  - Support teachers in integrating a language focus into lesson objectives.
  - PLCs.
- ELL Coaches provide PD for ELL teachers to:
  - Develop scaffolding ideas.
  - Support and provide tools for regular communication.
  - Provide systemic support for collaboration and communication to occur when students are transitioning from schools or programs.
  - Provide a structure and tool for ELD teachers to share information on current TBIP, waived and exited students to classroom/content teachers.
  - Provide PD to align instruction with curriculum and content with a language focus/objective.
  - Use ELD Standards and Proficiency Levels to guide differentiation.
  - Incorporate language focuses into all lessons.
  - Explain the difference between supplemental and supplanting instruction.
- ELL Coaches provide PD for content/classroom teacher to:
  - Align instruction with district adopted curriculum standards and content.
  - Encompass all four strands of language development.
  - Differentiate instruction for exited and waived ELLs.
  - Create lessons with a language focus using both general education materials and appropriate supplemental materials for scaffolding.
  - Support collaboration and communication between teachers/ELDs/IAs.



- ELL Coaches provide PD for instructional assistants to:
  - Align with PD offered to ELD/classroom/content teachers.
  - Monitor students' academic and social progress as well as supports students need.
  - Familiarize with resources such as curriculum maps, unit outlines, assignment rubrics, etc. in order to prepare future lessons.
  - Provide a structure to support IAs in meeting regularly with teachers to discuss future lessons.
  - Provide guidance in choosing or creating materials or instructional modifications that would support ELL students according to their proficiency levels.
  - Identify support to develop the academic language skills of interpreting, explain, and providing scaffolding, when appropriate.
  - Clarify the roles and responsibilities if IAs.

**Regarding assessment of ELLs, INSTRUCTIONAL COACHES:**

- Provide PD to new teachers and a refresher course for experienced teachers in administering the WIDA screener.
- Incorporate district wide assessments in coaching and PD.
- Provide PD on how to assess, interpret, and apply students' proficiency levels based on Edge/Inside/Reach curriculum.

**For scheduling, INSTRUCTIONAL COACHES:**

- Collect schedules of ELD teachers and IAs to ensure all eligible students are served.
- Provide guidance for schools' master schedules to accommodate ELL program models, state and Federal compliance, and collaboration time.
- Schedule time for coaching/school visits, project management, team meetings and planning, prepping and implementing PD.

**For duty responsibilities, INSTRUCTIONAL COACHES:**

- Communicate with administrators, ELD teachers and IAs regarding developments in the ELD department.
- Maintain sign in sheets at all professional development opportunities.
- Support the facilitation of conflict discussions in the context of roles and responsibilities.

**For professional development in ESL, INSTRUCTIONAL COACHES:**

- Attend district coaches' meetings.
- Attend PD offered by other departments to align with ELL department.
- Attend PD development pertinent to department initiatives.
- Attend PD development on coaching.

**To ensure interpretation needs are met, INSTRUCTIONAL COACHES:**

- ☐ Ensure all staff members have the guidelines for interpretation and translation.
- ☐ Partner with Parent Outreach groups for community outreach.
- ☐ Host community events to seek input and share the PD we are offering.

**INSTRUCTIONAL COACHES are not responsible for:**

- ☐ Evaluating staff.
- ☐ Administering the WIDA ACCESS or other student assessments.
- ☐ Substituting for a teacher
- ☐ Playground duties, bus duties, or school meetings
- ☐ Translations and interpretations.
- ☐ Teaching students (unless modeling lessons)
- ☐ Facilitating budget conflicts.
- ☐ Ordering materials for schools.





## Coaching Support Menu

Coach's observations are **not evaluative** and **cannot** be used in your supervisor's evaluation.

### **The Tri-Cycle**

- 3-day coaching cycle where the coach will plan, observe and debrief a lesson.

### **The Bi-Cycle**

- The coach will observe and debrief a lesson using a walk through tool.
- The tool can be used to help work on a particular classroom goal.

### **The Uni-Cycle**

- Coach will attend planning meetings or plan a lesson with individual teacher.

### **The Mash-up**

- Coach will co-plan and co-teach a lesson.

### **The Project Runway**

- Coach will plan and model a lesson.
- Coach can add running commentary about teaching model being used, if requested.

### **The Visitor's Pass**

- Coach will plan a visit to another school or have them come visit you.

### **The Puzzler**

- Coach will examine a problem of practice, come up with possible solutions and later revisit to evaluate effectiveness.

### **The Help! I'm Drowning**

- Coach will provide **temporary** help with workload situation. (Scheduling, reports, etc)



## Web Resources

### For Washington Teaching Standards:

- <http://www.k12.wa.us/migrantbilingual/eld.aspx>
  - o Wa state ELP Standards
- <http://www.corestandards.org>
  - o Common Core State Standards

### ELL Assessment Information:

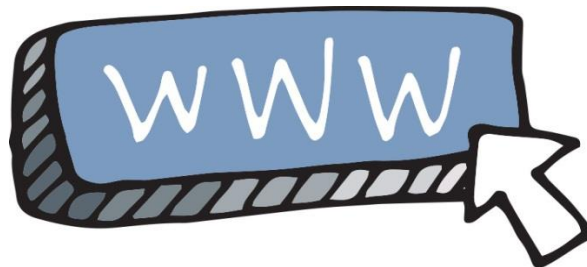
- <https://wida.wisc.edu/>
  - o Information regarding the consortium and the ELL assessment
- [www.wida.us](http://www.wida.us)
  - o Information regarding the consortium and the ACCESS test for specific ELL students
- [www.k12.wa.us/Assessment/EL](http://www.k12.wa.us/Assessment/EL)
  - o Information regarding the screener for recently enrolled ELL students

### Instructional Resources:

- [www.readworks.org](http://www.readworks.org)
  - o Lesson plans aligned with Common Core Standards
- [www.noredink.com](http://www.noredink.com)
  - o Grammar practice and instruction
- [www.myngconnect.com](http://www.myngconnect.com)
  - o The online resources for our ELL curriculum: Reach, Inside and Edge. Must have a log-in issued by the school for access
- [www.edhelper.com](http://www.edhelper.com)
  - o Lesson plans and worksheets by grade level
- <http://www.pearsonschool.com/index.cfm?locator=PS3zZc>
  - o Information on the SIOP model

### District Website:

- [www.elma.wednet.edu](http://www.elma.wednet.edu)
  - o Contact and district specific information



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## *Eligibility, Transfer and Exit Criteria*

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*ELL Services Eligibility*

*Program Exit Criteria*

*Opt-Out/Waiver from Program*

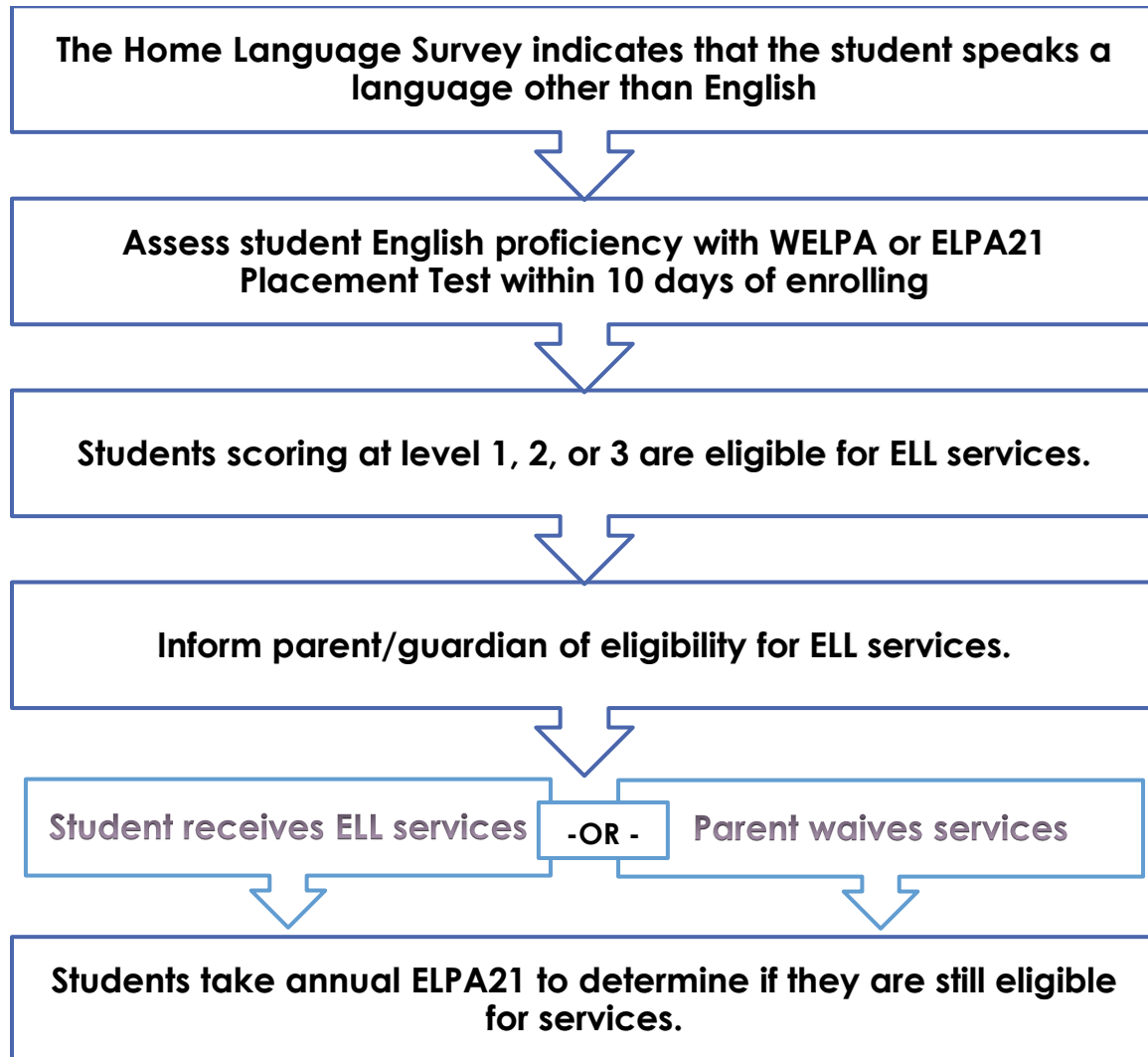
*Frequently Asked Questions*

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## *ELL Services Eligibility*

To determine eligibility for ELL services, the Elma School District assesses all incoming students who indicate a language other than English is spoken at home.

The chart below shows the process:



## *Program Exit Criteria*

Washington State is a member of the WIDA Consortium which specializes in providing information and proficiency assessments for ELL students. WIDA ACCESS is used to determine English language levels and student eligibility for ELL services. Currently, this is the primary assessment of reading, writing, speaking and listening knowledge and skills used in Washington State for English language proficiency for ELLs.

- ➔ If students score a 5 or higher in their Comprehension and Overall Score on the WIDA ACCESS, they are considered exited from the program and are no longer eligible to receive ELL program services.

For students who are new to the state and/or district, the ELL Department is required to use the WIDA Placement Test to determine if a student is eligible for English language services. All students who indicate that a language other than English is spoken at home and arrive at any point in the school year are required to be screened.

- ➔ If a student scores proficient on the WIDA Placement Test, they are considered proficient in English and do not qualify for ELL program services.

For severe Special Education students who also qualify as English Language Learners, they receive the ALT-ACCESS test as provided by the WIDA (World-class Instructional Design and Assessment) consortium.

- ➔ If a student receives an overall score of a 6 - **or** - a 5 or higher in Literacy and Comprehension they are considered exited from the program and do not qualify for ELL program services.



## *Opt-Out/Waiver from Program*

If a parent or guardian no longer wants their child to receive ELL services, they are responsible for following the guidelines below:

1. Contact the Program Director or Building Administrator.
2. Set up a meeting with the Building Administrator and ELL Program Director/Department Chair. If requested, the ELL Instructor(s) Classroom/Content teachers and Instructional Assistants may be in attendance as well.
  - a. Meeting attendance by the Building Administrator and ELL Program Director/Department Chair is mandatory.
3. During the meeting, the ELL Program Director/Department Chair will review the Opt-Out form, noting the services the student will no longer have access to once they are waived from the program.
  - a. Other issues to be discussed include: grades, classroom performance, reading level, WIDA ACCESS scores, Smarter Balanced test scores, language concerns.
  - b. Articulate that they will still take WIDA ACCESS annually until they receive an overall score of 3 Proficient
  - c. Explain that they every year their student qualifies they have to schedule a meeting and sign the opt-out paperwork. If not, the student will be scheduled into ELL classes.
4. At the end of the meeting, if the parent/guardian wishes to waive their student from the ELL program, they will sign the Opt-Out form along with the Building Administrator and ELL Program Director/Department Chair. Necessary schedule changes will then be communicated with the counseling staff.

**OR**

5. If the parent/guardian no longer wishes to opt-out their student from receiving services, the meeting ends and no schedule changes are made.

**NOTE:** If the student is waived from the program, at any time they or the parent/guardian wish to receive ELL program services again, they may do so and will be opted back in.

**\*\*Meeting is an annual requirement to maintain waived status.\*\***



## Frequently Asked Questions

### How are ELL students placed in Elma schools?

- At the secondary level, ELL students are placed based on their language level needs.
- At the elementary level, ELL students are pulled from class based on their language level needs.
- Students who qualify district wide will receive a minimum of 30min of language instruction a day.



### I have a student who I suspect may be eligible for services but was never tested. Can I request that the student be evaluated to see if s/he qualifies for services?

- Yes. The home language survey may not indicate that the student speaks a language other than English. You may request that the parents complete a new Home Language Survey and then submit it to the school personnel. Students cannot be assessed for bilingual services unless the Home Language Survey indicates they speak a language other than English.

### Can a family waive services and then change their mind?

- Yes. Parents have the right to waive services for their student. They also have the right to change their minds. Contact the Program Director to complete the process of removing the waiver.

### Can a struggling student re-enter the program after s/he has exited?

- No. However, exited students must be monitored for two years after they exit the program. Through that, ELL staff can work with general education classroom teachers to provide strategies and supports for the student to succeed.

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## *Elementary/Secondary Tool*

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*Communication Tool*

*Progress Report*

*Monitoring Form*

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## Instructional Assistant Communication Form

IA: \_\_\_\_\_

Week of: \_\_\_\_\_

Student(s): \_\_\_\_\_

Teacher: \_\_\_\_\_

<b>Type of Support:</b> ____ Primary language ____ Classroom support ____ Homework help ____ Small Group ____ Other If other, specify: _____	<b>Teaching Objective:</b> (students will be able to...)
<b>Teaching Moves:</b>	<b>Student Learning</b> The student understood: All   Most   Some   Very little   None <b>Evidence:</b>
<i>Scaffolds/Strategies used:</i>  Brainstorming      Venn Diagram      Other, specify: KWL Chart          Story Map Oral Cloze          Think aloud	
<b>Feedback/Questions/Next Steps</b>	

TBIP IA support focuses on three points:

1. Making content comprehensible
2. Encouraging interaction and language use
3. Building thinking skills

## Instructional Assistant Scheduling Template

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

School: \_\_\_\_\_

Teaching Time and Place	Planning Time	Teacher	Student Name(s)	Grade	Student ELPA21 Reading Score	Class Subject (Secondary)

## Progress Monitoring Form for ELL Students – To go in cum file

Student: \_\_\_\_\_ State ID #: \_\_\_\_\_

Building: \_\_\_\_\_ Grade: \_\_\_\_\_ School year: \_\_\_\_\_

ELPA21 Scores: Reading \_\_\_\_ Writing \_\_\_\_ Listening \_\_\_\_ Speaking \_\_\_\_ Title III: \_\_\_\_\_

1 <sup>st</sup> Semester Grade Check	2 <sup>nd</sup> Semester Grade Check
Completed by: _____ Date: _____	Completed by: _____ Date: _____
<b>Academic Achievement:</b> <u>Latest State Assessment:</u> Reading: _____ Proficient Not Proficient Math: _____ Proficient Not Proficient Science: _____ Proficient Not Proficient  <b>Alternative Assessments &amp; Results:</b> Reading: _____ Math: _____ Science: _____  <b>Current Grades:</b> ELA: _____ Math: _____ Science: _____ History: _____ GPA (Grades 9-12): _____	<b>Academic Achievement:</b> <u>Latest State Assessment:</u> Reading: _____ Proficient Not Proficient Math: _____ Proficient Not Proficient Science: _____ Proficient Not Proficient  <b>Alternative Assessments &amp; Results:</b> Reading: _____ Math: _____ Science: _____  <b>Current Grades:</b> ELA: _____ Math: _____ Science: _____ History: _____ GPA (Grades 9-12): _____
<b>Classroom Performance:</b> Academic: _____ Satisfactory _____ Not Satisfactory Writing: _____ Satisfactory _____ Not Satisfactory	<b>Classroom Performance:</b> Academic: _____ Satisfactory _____ Not Satisfactory Writing: _____ Satisfactory _____ Not Satisfactory
<b>Attendance:</b> _____ Regular _____ Irregular	<b>Attendance:</b> _____ Regular _____ Irregular
<b>Teacher comments/recommendations regarding student's classroom performance:</b>     <b>ELL Supports Provided:</b> Read-aloud Bilingual Dictionary Guided instruction Dictionary Visuals/graphics Organizers/maps Extended time Small Groups ELL Instruction Other: _____	<b>Teacher comments/recommendations regarding student's classroom performance:</b>     <b>ELL Supports Provided:</b> Read-aloud Bilingual Dictionary Guided instruction Dictionary Visuals/graphics Organizers/maps Extended time Small Groups ELL Instruction Other: _____
<b>Data Analysis:</b> This student is: <input type="checkbox"/> Highly proficient <input type="checkbox"/> Progressing Satisfactorily <input type="checkbox"/> Not progressing satisfactorily and will be referred to Student Concerns Team (SCT)	<b>Data Analysis:</b> This student is: <input type="checkbox"/> Highly proficient <input type="checkbox"/> Progressing Satisfactorily <input type="checkbox"/> Not progressing satisfactorily and will be referred to Student Concerns Team (SCT)

## Progress Monitoring Form for Transitional ELL Students – To go in cum file

Student: \_\_\_\_\_ State ID #: \_\_\_\_\_

Building: \_\_\_\_\_ Grade: \_\_\_\_\_ School year: \_\_\_\_\_

Transition Date: \_\_\_\_\_ Grade at Transition: \_\_\_\_\_ Title III: \_\_\_ Yes \_\_\_ No

<b><u>YEAR 1: 1<sup>st</sup> Semester Grade Check</u></b>	<b><u>YEAR 1: 2<sup>nd</sup> Semester Grade Check</u></b>
Completed by: _____ Date: _____	Completed by: _____ Date: _____
<b>Academic Achievement:</b> <u>Latest State Assessment:</u> Reading: _____ Proficient Not Proficient Math: _____ Proficient Not Proficient Science: _____ Proficient Not Proficient  <b>Alternative Assessments &amp; Results:</b> Reading: _____ Math: _____ Science: _____  <b>Current Grades:</b> ELA: _____ Math: _____ Science: _____ History: _____ GPA (Grades 9-12): _____	<b>Academic Achievement:</b> <u>Latest State Assessment:</u> Reading: _____ Proficient Not Proficient Math: _____ Proficient Not Proficient Science: _____ Proficient Not Proficient  <b>Alternative Assessments &amp; Results:</b> Reading: _____ Math: _____ Science: _____  <b>Current Grades:</b> ELA: _____ Math: _____ Science: _____ History: _____ GPA (Grades 9-12): _____
<b>Classroom Performance:</b> Academic: _____ Satisfactory _____ Not Satisfactory Writing: _____ Satisfactory _____ Not Satisfactory	<b>Classroom Performance:</b> Academic: _____ Satisfactory _____ Not Satisfactory Writing: _____ Satisfactory _____ Not Satisfactory
<b>Attendance:</b> _____ Regular _____ Irregular	<b>Attendance:</b> _____ Regular _____ Irregular
<b>Teacher comments regarding student's classroom performance:</b>       <b>ELL Instructor recommendations for increased success:</b>	<b>Teacher comments regarding student's classroom performance:</b>       <b>ELL Instructor recommendations for increased success:</b>
<b>Data Analysis:</b> This student is: <input type="checkbox"/> Highly proficient <input type="checkbox"/> Progressing Satisfactorily <input type="checkbox"/> Not progressing satisfactorily and will be referred to Student Concerns Team (SCT)	<b>Data Analysis:</b> This student is: <input type="checkbox"/> Highly proficient <input type="checkbox"/> Progressing Satisfactorily <input type="checkbox"/> Not progressing satisfactorily and will be referred to Student Concerns Team (SCT)

Page 1

<b><u>YEAR 2: 1<sup>st</sup> Semester Grade Check</u></b>	<b><u>YEAR 2: 2<sup>nd</sup> Semester Grade Check</u></b>
Completed by: _____ Date: _____	Completed by: _____ Date: _____
<b>Academic Achievement:</b> <u>Latest State Assessment:</u> Reading: _____ Proficient Not Proficient Math: _____ Proficient Not Proficient Science: _____ Proficient Not Proficient  <b>Alternative Assessments &amp; Results:</b> Reading: _____ Math: _____ Science: _____  <b>Current Grades:</b> ELA: _____ Math: _____ Science: _____ History: _____ GPA (Grades 9-12): _____	<b>Academic Achievement:</b> <u>Latest State Assessment:</u> Reading: _____ Proficient Not Proficient Math: _____ Proficient Not Proficient Science: _____ Proficient Not Proficient  <b>Alternative Assessments &amp; Results:</b> Reading: _____ Math: _____ Science: _____  <b>Current Grades:</b> ELA: _____ Math: _____ Science: _____ History: _____ GPA (Grades 9-12): _____
<b>Classroom Performance:</b> Academic: _____ Satisfactory _____ Not Satisfactory Writing: _____ Satisfactory _____ Not Satisfactory	<b>Classroom Performance:</b> Academic: _____ Satisfactory _____ Not Satisfactory Writing: _____ Satisfactory _____ Not Satisfactory
<b>Attendance:</b> _____ Regular _____ Irregular	<b>Attendance:</b> _____ Regular _____ Irregular
<b>Teacher comments regarding student's classroom performance:</b>       <b>ELL Instructor recommendations for increased success:</b>	<b>Teacher comments regarding student's classroom performance:</b>       <b>ELL Instructor recommendations for increased success:</b>
<b>Data Analysis:</b> This student is: <input type="checkbox"/> Highly proficient <input type="checkbox"/> Progressing Satisfactorily <input type="checkbox"/> Not progressing satisfactorily and will be referred to Student Concerns Team (SCT)	<b>Data Analysis:</b> This student is: <input type="checkbox"/> Highly proficient <input type="checkbox"/> Progressing Satisfactorily <input type="checkbox"/> Not progressing satisfactorily and will be referred to Student Concerns Team (SCT)

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## *Guidelines*

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*Translation and Interpretation*

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## *Translation and Interpretation Services*

### **Translation**

Translation is the process of transferring ideas expressed in **writing** from one language to another. Translators must have a superior understanding of the grammatical and idiomatic nuances of two languages. In many cases, a larger number of words need to be used to write in foreign languages than in English, to convey the same meaning.

### **Interpretation**

Interpretation is the process by which the **spoken** word is used to transfer meaning between languages. Interpretation is much more difficult than it might appear to monolingual speakers. Interpreters must have excellent memory, processing, and auditory skills and be able to accurately convey meaning at a rapid pace. Many words or concepts simply cannot be re-said literally in other languages because they might not exist.

Elma School District can provide translation and interpretation services in the following language(s): **Spanish**.

In the Elma School District, each building will coordinate translation services intended for School or District-wide distribution. The English Language Learner Department will coordinate interpretation and translation services for program-related communications to ELL students and families.

### **When is Translation and Interpretation required?**

Federal regulations require all critical communication with families be conducted in both English and the home language. For those languages in which we do not have translations, we are to make a sincere effort to provide oral communication in the home language.

- The Communication Department is responsible for translation services intended for District-wide distribution.
- The ELL Department is responsible for interpretation and translation services provided for program-related communications to ELL students and families.
- The Special Education Department is responsible for interpretation services at IEP meetings.

### **Translation Service Guidelines:**

- ❑ Carefully review the document to be translated.
- ❑ Start the translation process at least 2 weeks before documents are needed.
- ❑ Read documents to be translated carefully. Double-check document for timeliness and relevance to bilingual families. Make sure the material is written in concise, clear language, avoiding jargon, idioms and technical language. If you need to use acronyms, make sure they are defined.
- ❑ Bear in mind that translated documents usually increase in size because some English terms cannot be translated literally in other languages. A larger number of words may be needed to convey the intended meaning. Some English words or American concepts do not exist in other languages/cultures.
- ❑ All documents to be translated need to be in electronic form using word format.

### **Interpretation Service Guidelines:**

- ❑ Interpreters may be requested for purposes not limited to the following:
  - IEP conferences
  - Parent/Teacher conferences or parent meetings
  - Emergencies involving services to bilingual families
  - Graduation issues
  - Truancy, disciplinary, and intervention meetings
  - Home visits

### **How to access and utilize interpreters for school meetings and activities:**

- ❑ Start the process of looking for an interpreter as soon as you schedule the activity or meeting. At least 2 weeks advanced notice is preferred.
- ❑ Always select district trained staff. Do not ask students, family members or whoever happens to be available to interpret, i.e. custodial staff or person visiting the school.
- ❑ If your school staff is not available for interpretation, IAs from other buildings can be asked. If IAs from other buildings are being requested during the workday, it is important that principals are included in this process.
- ❑ Allocate time (at least 15 minutes) before the meeting or event to meet with the interpreter and discuss the goals and purpose of the meeting or activity. Let the interpreter know the most important information you want to convey during the meeting or activity and provide the information in writing, if possible.
- ❑ During the event or meeting, ask the person conducting the meeting or the presenters to use short and clear phrases, avoid jargon and idioms, provide concrete examples and stick to the subject. This person should maintain eye contact with the family or community members, NOT with the interpreter. Side



conversations need to be limited, as the interpreter is **obliged to interpret all spoken communication at the meeting.**

- Persons conducting the meeting of speaking should pause frequently after complete thoughts so that the interpreter can do his/her job and not forget what to say.
- After the meeting, take a few minutes to debrief with the interpreter and get his/her perspective on the process and the outcome of the meeting or activity.

### **To Schedule an Interpreter:**

Contact each building directly and notify them of your request for interpretation services at a specific event or meeting.

Elma Elementary School  
(360)482-2632

Elma Middle School  
(360)482-2237

Elma High School  
(360)482-3121

East Grays Harbor High School  
(360)482-2273



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## *Appendix Documents*

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*Enrollment Parent Letter*  
*Score Report Update Letter*  
*Exit Form*  
*Opt-out Form*  
*Home Language Surveys*  
*Native American Title III Testing Parent Letter*  
*Progress Monitor Form for ELL Students*  
*Progress Monitor Form for Transitioned Students*  
*Intake Form*  
*Cum File Checklist*  
*ELL Instructional Walkthrough Tool*  
*ELL Compliance Guidelines*

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## Elma School District

### ELL: English Language Learner Department

1235 Monte Elma Rd • Elma, Washington 98541 • Telephone (360) 482-2632 • FAX (360) 482-4565

## Parent Notification of Student Placement in English Language Development Program

Dear Parent/Guardian of \_\_\_\_\_:

I am pleased to inform you that your child will receive additional support through an English language development program for the \_\_\_\_\_ school year.

The district determined that your child requires this support through test results. Your child's proficiency in English measured at Level 1: \_\_\_\_, Level 2: \_\_\_\_, Level 3: \_\_\_\_, Level 4 \_\_\_\_, Level 5 \_\_\_\_, Level 6 \_\_\_\_ on the WIDA ACCESS.

The purpose of the program is to provide additional support for students not yet proficient in speaking, listening, reading, and writing in English. The program will assist your child to meet age appropriate academic achievement standards for grade promotion and graduation through Sheltered Instruction and Content-Based Instruction.

Students remain eligible for the English language development program until they reach the Proficient level on the WIDA ACCESS. When exited from the program, your child's performance will continue to be monitored to determine if additional academic support is needed. In Elma School District, 50% of high school students who were still eligible for the English language development program graduated either on-time or within one additional year.

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.

If you have any questions or would like to discuss this, please contact the ELL teacher listed below.

Sincerely,

\_\_\_\_\_  
ELL Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Building Principal

\_\_\_\_\_  
Date



## Elma School District

### ELL: English Language Learner Department

1235 Monte Elma Rd • Elma, Washington 98541 • Telephone (360) 482-2632 • FAX (360) 482-4565

## Notificación a los padres sobre la asignación del estudiante Programa de desarrollo del idioma inglés

Estimado Padre o Tutor \_\_\_\_\_:

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

El distrito ha identificado a través de los resultados de los exámenes que su hijo tiene competencias limitadas en el idioma inglés. La competencia de su hijo en el idioma inglés se mide en el Nivel 1: \_\_\_\_, Nivel 2: \_\_\_\_, Nivel 3: \_\_\_\_, Nivel 4 \_\_\_\_, Nivel 5 \_\_\_\_, Nivel 6 \_\_\_\_ en la WIDA ACCESS.

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

Los estudiantes siguen siendo elegibles para el programa de desarrollo del idioma inglés hasta que alcanzan el nivel de Dominio en la WIDA ACCESS. Una vez que termina el programa, el desempeño de su hijo se seguirá controlando para determinar si necesita apoyo académico adicional. En Elma distrito, el 50% de los estudiantes de 12.º grado que aún eran elegibles para el programa de desarrollo del idioma inglés se graduaron a tiempo o en el transcurso de un año adicional.

Si su hijo tiene una discapacidad, el programa de desarrollo del idioma inglés coordinará con el personal adecuado para cumplir con los objetivos del Plan de Educación Individualizada o Plan 504.

Le aconsejo firmemente que su hijo participe en el programa de desarrollo del idioma inglés y lo invito a informarse más sobre los beneficios de este programa. De todos modos, tiene derecho a sacar a su hijo del programa de instrucción de idiomas en cualquier momento.

Si usted tiene alguna pregunta o comentario, por favor póngase en contacto con la maestro de ELL que aparece abajo.

Atentamente,

\_\_\_\_\_  
Director de ELL

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del Director

\_\_\_\_\_  
Fecha



## Elma School District

ELL: English Language Learner Department

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1235 Monte Elma Rd • Elma, Washington 98541 • Telephone (360) 482-2632 • FAX (360) 482-4565

# ELPA21 ELL Score Report – GRADES K-12

## PARENT NOTIFICATION OF STUDENT PROGRESS IN ELL PROGRAM

Dear Parent/Guardian of \_\_\_\_\_:

I am pleased to inform you that your child will receive language support and instruction through the English language development program for the upcoming school year.

Your child's proficiency level in English is \_\_\_\_\_ as measured by the annual WIDA ACCESS.

The purpose of the program is to help your student gain fluency in English by providing focused language instruction in the four language domains: reading, writing, speaking and listening. Your student will remain eligible to receive Limited English Proficient (LEP) services until they score a Level 5 on the WIDA.

The overall aim is for your student to see growth and improvement in their English language skills which will then translate into greater success in the classroom and beyond. They will achieve this by receiving Sheltered and Content-Based Instruction in pull-out and push-in settings. In Elma School District, 50% of twelfth-grade students who are eligible for the ELL program graduated either on-time or within one additional year.

If you have any questions or would like to discuss this, please contact the ELL teacher listed below.

\_\_\_\_\_  
ELL Director

\_\_\_\_\_  
Signature of Building Principal

\_\_\_\_\_  
Date



## Elma School District

### ELL: English Language Learner Department

1235 Monte Elma Rd • Elma, Washington 98541 • Telephone (360) 482-2632 • FAX (360) 482-4565

#### **ELPA21 ELL INFORME DE RESULTADOS – GRADES K-12**

### **COMUNICADO PARA LOS PADRES DE FAMILIA SOBRE EL PROGRESO DE LOS ESTUDIANTES EN EL PROGRAMA DEL APRENDIZAJE DEL IDIOMA INGLES (ELL)**

Estimados padres/tutores de \_\_\_\_\_

Me complace el informales que este año escolar que acaba de iniciar su hijo recibirá apoyo de mejora del lenguaje por medio de un programa de desarrollo del idioma inglés.

El nivel de inglés de su hijo es \_\_\_\_\_, mismo que fue determinado por medio de la evaluación anual de WIDA ACCESS.

El propósito del programa, es ayudar a los estudiantes a ganar mayor fluidez en inglés, proporcionándoles instrucciones enfocadas en los cuatro dominios del lenguaje: lectura, escritura, conversación y oído. Su estudiante seguirá siendo elegible para recibir los servicios básicos del dominio del inglés hasta que su calificación llegue al nivel 5 en el WIDA ACCESS.

El objective genera, es que el estudiante demuestre una mejora incrementando su nivel del dominio del idioma, teniendo como resultado un mayor desempeño en el salon de clases y más allá aún. Esto se logrará recibiendo el apoyo y las instrucciones del contenido base con las herramientas de apoyo directo del maestro y de clases específicas del ELL. En el Distrito Escolar de Elma, el 50% de los estudiantes de 12vo grado, y que fueron elegidos para llevar el programa del aprendizaje del idioma inglés (ELL); se graduaron a tiempo o un año después.

Si usted tiene alguna pregunta o comentario, por favor póngase en contacto con la maestro de ELL que aparece abajo.

\_\_\_\_\_  
Director de ELL



# Elma School District

ELL: English Language Learner Department

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1235 Monte Elma Rd • Elma, Washington 98541 • Telephone (360) 482-2632 • FAX (360) 482-4565

## ELL PROGRAM EXIT FORM – GRADES K-12

### PARENT NOTIFICATION OF STUDENT EXIT FROM ELL PROGRAM

Dear parent/guardian of \_\_\_\_\_:

#### **Congratulations!**

Your child has achieved the proficient level in English (Level 3) on the WIDA ACCESS for ELLs, the annual state-level test of students who are learning English. Your child has met the Washington requirements to exit the ELL program and will no longer be considered Limited English Proficient (LEP). Your child's school performance will now be monitored for two years, as required by the No Child Left Behind Act of 2001 for former LEP students.

Once again, congratulations to you and your child and best wishes for continued success!

If you have any questions or would like to discuss this, please contact the ELL Director.

\_\_\_\_\_  
ELL Director

\_\_\_\_\_  
Signature of Building and Principal

\_\_\_\_\_  
Date



## Elma School District

ELL: English Language Learner Department

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1235 Monte Elma Rd • Elma, Washington 98541 • Telephone (360) 482-2632 • FAX (360) 482-4565

### FORMULARIO PARA SALIDA DEL PROGRAMA DE ESOL – GRADOS K-21

#### AVISO AL PADRE DE LA SALIDA DEL ESTUDIANTE DEL PROGRAMA DE ESOL

Estimado padre/guardian de\_\_\_\_\_:

#### ¡Felicidades!

Su hijo/a ha alcanzado satisfactoriamente el nivel de conocimientos de inglés (Nivel 3) en el WIDA ACCESS, el examen anual del estado para los estudiantes que están aprendiendo inglés. Su hijo/a ha cumplido los requisitos del estado de Washington para salir del programa de ESOL y no volverá a ser considerado un estudiante con conocimientos limitados de inglés (LEP). El progreso escolar de su hijo/a será seguido por dos años, como es requerido por el Acta “Que Ningún Niño Se quede Atrás” de 2001 (*No Child Left Behind Act of 2001*) para alumnos anteriores LEP.

Una vez más, felicidades a usted y su hijo/a, y nuestros mejores deseos de futuros éxitos.

Si tiene alguna pregunta o le gustaría hablar sobre esta carta, por favor comuníquese con la maestro de ESOL cuyo nombre aparece en la parte de abajo de esta carta.

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Director de ELL

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Firma del Director

---

Fecha





# Elma School District

## ELL: English Language Learner Department

1235 Monte Elma Rd • Elma, Washington 98541 • Telephone (360) 482-2632 • FAX (360) 482-4565

### 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.

Elma 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,

\_\_\_\_\_  
Name of Parent/Guardian

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
ELL Program Director

\_\_\_\_\_  
Signature of ELL Program Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Building Administrator

\_\_\_\_\_  
Signature of Building Administrator

\_\_\_\_\_  
Date



# Elma School District

## ELL: English Language Learner Department

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### Rechazo del padre/madre/tutor a la asignación del estudiante Programa de desarrollo del idioma inglés

Nombre del niño: \_\_\_\_\_ Fecha: \_\_\_\_\_

Escuela: \_\_\_\_\_ Distrito escolar: \_\_\_\_\_

Por medio del presente solicito que mi hijo sea retirado del programa de desarrollo del idioma inglés.

Me han informado:

- ✓ Cómo se identificó a mi hijo para el programa de desarrollo del idioma inglés.
- ✓ El nivel de competencia de mi hijo en relación con el idioma inglés.
- ✓ Los requisitos para aprobar el programa de competencia del idioma inglés.
- ✓ Cómo está diseñado este programa para ayudar a mi hijo a aprender inglés y a alcanzar los estándares de largo académico correspondientes a la edad que ayudarán al estudiante a ser exitoso en la escuela y a cumplir con los requisitos para la graduación.
- ✓ Acerca de otros programas de desarrollo o métodos de instrucción del idioma inglés disponibles en el distrito para mi hijo.

El Distrito Escolar Elma me ha comunicado los beneficios de su programa de desarrollo del idioma inglés y los motivos por los cuales el distrito recomienda la asignación de mi hijo a este programa. Estoy al tanto de que mi hijo no ha cumplido con los requisitos para aprobar el programa y de que el distrito no considera que mi hijo sea lo suficientemente competente en el idioma inglés como para cursar satisfactoriamente las clases centrales sin el apoyo de este programa. Entiendo que tengo derecho a retirar este rechazo de servicios por escrito en cualquier momento y a solicitar que mi hijo vuelva a ser asignado inmediatamente al programa.

En cumplimiento de los requisitos federales, se continuará examinando a mi hijo a través de la evaluación anual de competencia del idioma del estado hasta que mi hijo cumpla con los requisitos de aprobación del programa.

Atentamente,

\_\_\_\_\_  
Nombre del padre/madre/tutor

\_\_\_\_\_  
Firma del padre/madre/tutor

\_\_\_\_\_  
Date

\_\_\_\_\_  
ELL Program Director

\_\_\_\_\_  
Firma del ELL Program Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Building Administrator

\_\_\_\_\_  
Firma del Building Administrator

\_\_\_\_\_  
Date



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

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

<b>Student Name:</b>		<b>Grade:</b>	<b>Date:</b>
Parent/Guardian Name _____ Parent/Guardian Signature _____			
<b>Right to Translation and Interpretation Services</b> 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? _____		
<b>Eligibility for Language Development Support</b> 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___		
<b>Prior Education</b> Your responses about your child's birth country and previous education: <ul style="list-style-type: none"><li>• Give us information about the knowledge and skills your child is bringing to school.</li><li>• May enable the school district to receive additional federal funding to provide support to your child.</li></ul> <i>This form is not used to identify students' immigration status.</i>	6. In what country was your child born? _____  7. Has your child ever received formal education outside of the United States? (Kindergarten – 12 <sup>th</sup> 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 – 12 <sup>th</sup> 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.



Washington.

**Oficina del Superintendente de Instrucción Pública (OSPI, por sus siglas en inglés)**  
**Encuesta de Idiomas en el Hogar**

La Encuesta de idiomas en el Hogar se entrega a todos los alumnos que se inscriben en una escuela de

<b>Nombre del alumno:</b>		<b>Grado:</b>	<b>Fecha:</b>
Nombre del padre, madre o tutor legal _____ Firma del padre, madre o tutor legal _____			
<b>Derecho a los servicios de traducción o interpretación</b> Indique el idioma de su preferencia para que podamos brindarle un intérprete o documentos traducidos, sin cargo alguno, cuando los necesite.	Todos los padres tienen el derecho de recibir información sobre la educación de su hijo en un idioma que entiendan. 9. ¿En qué idioma prefiere su familia comunicarse con la escuela? _____		
<b>Requisitos para recibir apoyo en capacitación de idiomas</b> La información sobre el idioma del alumno nos ayuda a identificar a los alumnos que reúnen los requisitos para recibir apoyo para formar las habilidades de idioma necesarias para tener éxito en la escuela. Es posible que sea necesario hacer una evaluación para determinar si se requiere ayuda con el idioma.	10. ¿Qué idioma aprendió su hijo primero? _____ 11. ¿Qué idioma utiliza más su hijo en casa? _____ 12. ¿Cuál es el idioma principal que se utiliza en casa, independientemente del idioma que habla su hijo? _____ 13. ¿Ha recibido su hijo apoyo en capacitación del idioma inglés en una escuela anterior? Sí___ No___ No sé___		
<b>Educación previa</b> Sus respuestas sobre el país de nacimiento de su hijo y su educación previa: <ul style="list-style-type: none"><li>• Bríndenos información sobre el conocimiento y las aptitudes que su hijo trae a la escuela.</li><li>• Esto puede ayudar a que el distrito escolar reciba fondos federales adicionales para brindarle apoyo a su hijo.</li></ul> <i>Este formulario no se utiliza para identificar la situación migratoria de los alumnos.</i>	14. ¿En qué país nació su hijo? _____ 15. ¿Alguna vez ha recibido su hijo educación formal fuera de Estados Unidos? (Kindergarten – 12.º grado) ___Sí ___No Si la respuesta es Sí: Número de meses: _____ Idioma de formación: _____ 16. ¿Cuándo asistió su hijo por primera vez a la escuela en Estados Unidos? (Kindergarten – 12.º grado) _____ Mes      Día      Año		

Gracias por brindarnos la información necesaria en la Encuesta de Idiomas en el Hogar. Póngase en contacto con su distrito escolar si tiene más preguntas sobre este formulario o sobre los servicios que ofrece la escuela de su hijo.



## Elma School District

### ELL: English Language Learner Department

1235 Monte Elma Rd • Elma, Washington 98541 • Telephone (360) 482-2632 • FAX (360) 482-4565

Greetings Parent or Guardian,

(Insert Date)

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 WIDA Placement Test on (insert date or date range). Students who score a Level 1-3 qualify for services to build stronger language skills.

Students who score a Level 4 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, Elma School District seeks to increase Native student success and achievement through the following services: language development and literacy support through extended day or extended year support, supplemental materials, or professional development for teachers.

Please know that the WIDA Placement Test 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 placement test, your child will be assessed annually to determine continued eligibility.

Parents have the option to refuse the administration of the WIDA Placement Test. To learn more about this opportunity for additional support or to refuse placement testing, please contact Kathleen Gallagher at (360)470-3043 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,

Title III Coordinator

*For Office Use Only:*

Communication notes (include staff name and date of parent contact, if any): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Progress Monitoring Form for ELL Students – To go in cum file

Student: \_\_\_\_\_ State ID #: \_\_\_\_\_

Building: \_\_\_\_\_ Grade: \_\_\_\_\_ School year: \_\_\_\_\_

ELPA/WIDA Scores: Reading \_\_\_\_ Writing \_\_\_\_ Listening \_\_\_\_ Speaking \_\_\_\_ Title III: \_\_\_\_

1 <sup>st</sup> Semester Grade Check	2 <sup>nd</sup> Semester Grade Check
Completed by: _____ Date: _____	Completed by: _____ Date: _____
<b>Academic Achievement:</b> <u>Latest State Assessment:</u> Reading: _____ Proficient Not Proficient Math: _____ Proficient Not Proficient Science: _____ Proficient Not Proficient  <b>Alternative Assessments &amp; Results:</b> Reading: _____ Math: _____ Science: _____  <b>Current Grades:</b> ELA: _____ Math: _____ Science: _____ History: _____ GPA (Grades 9-12): _____	<b>Academic Achievement:</b> <u>Latest State Assessment:</u> Reading: _____ Proficient Not Proficient Math: _____ Proficient Not Proficient Science: _____ Proficient Not Proficient  <b>Alternative Assessments &amp; Results:</b> Reading: _____ Math: _____ Science: _____  <b>Current Grades:</b> ELA: _____ Math: _____ Science: _____ History: _____ GPA (Grades 9-12): _____
<b>Classroom Performance:</b> Academic: _____ Satisfactory _____ Not Satisfactory Writing: _____ Satisfactory _____ Not Satisfactory	<b>Classroom Performance:</b> Academic: _____ Satisfactory _____ Not Satisfactory Writing: _____ Satisfactory _____ Not Satisfactory
<b>Attendance:</b> _____ Regular _____ Irregular	<b>Attendance:</b> _____ Regular _____ Irregular
<b>Teacher comments/recommendations regarding student's classroom performance:</b>   <b>ELL Supports Provided:</b> Read-aloud Bilingual Dictionary Guided instruction Dictionary Visuals/graphics Organizers/maps Extended time Small Groups ELL Instruction Other: _____	<b>Teacher comments/recommendations regarding student's classroom performance:</b>   <b>ELL Supports Provided:</b> Read-aloud Bilingual Dictionary Guided instruction Dictionary Visuals/graphics Organizers/maps Extended time Small Groups ELL Instruction Other: _____
<b>Data Analysis:</b> This student is: <input type="checkbox"/> Highly proficient <input type="checkbox"/> Progressing Satisfactorily <input type="checkbox"/> Not progressing satisfactorily and will be referred to Student Concerns Team (SCT)	<b>Data Analysis:</b> This student is: <input type="checkbox"/> Highly proficient <input type="checkbox"/> Progressing Satisfactorily <input type="checkbox"/> Not progressing satisfactorily and will be referred to Student Concerns Team (SCT)

## Progress Monitoring Form for Transitional ELL Students – To go in cum file

Student: \_\_\_\_\_ State ID #: \_\_\_\_\_

Building: \_\_\_\_\_ Grade: \_\_\_\_\_ School year: \_\_\_\_\_

Transition Date: \_\_\_\_\_ Grade at Transition: \_\_\_\_\_ Title III: \_\_\_ Yes \_\_\_ No

<b><u>YEAR 1: 1<sup>st</sup> Semester Grade Check</u></b>	<b><u>YEAR 1: 2<sup>nd</sup> Semester Grade Check</u></b>
Completed by: _____ Date: _____	Completed by: _____ Date: _____
<b>Academic Achievement:</b> <u>Latest State Assessment:</u> Reading: _____ Proficient      Not Proficient Math: _____ Proficient      Not Proficient Science: _____ Proficient      Not Proficient  <b>Alternative Assessments &amp; Results:</b> Reading: _____ Math: _____ Science: _____  <b>Current Grades:</b> ELA: _____ Math: _____ Science: _____ History: _____ GPA (Grades 9-12): _____	<b>Academic Achievement:</b> <u>Latest State Assessment:</u> Reading: _____ Proficient      Not Proficient Math: _____ Proficient      Not Proficient Science: _____ Proficient      Not Proficient  <b>Alternative Assessments &amp; Results:</b> Reading: _____ Math: _____ Science: _____  <b>Current Grades:</b> ELA: _____ Math: _____ Science: _____ History: _____ GPA (Grades 9-12): _____
<b>Classroom Performance:</b> Academic: _____ Satisfactory      _____ Not Satisfactory Writing: _____ Satisfactory      _____ Not Satisfactory	<b>Classroom Performance:</b> Academic: _____ Satisfactory      _____ Not Satisfactory Writing: _____ Satisfactory      _____ Not Satisfactory
<b>Attendance:</b> _____ Regular      _____ Irregular	<b>Attendance:</b> _____ Regular      _____ Irregular
<b>Teacher comments regarding student's classroom performance:</b>       <b>ELL Instructor recommendations for increased success:</b>	<b>Teacher comments regarding student's classroom performance:</b>       <b>ELL Instructor recommendations for increased success:</b>
<b>Data Analysis:</b> This student is: <input type="checkbox"/> Highly proficient <input type="checkbox"/> Progressing Satisfactorily <input type="checkbox"/> Not progressing satisfactorily and will be referred to Student Concerns Team (SCT)	<b>Data Analysis:</b> This student is: <input type="checkbox"/> Highly proficient <input type="checkbox"/> Progressing Satisfactorily <input type="checkbox"/> Not progressing satisfactorily and will be referred to Student Concerns Team (SCT)

<b><u>YEAR 2: 1<sup>st</sup> Semester Grade Check</u></b>	<b><u>YEAR 2: 2<sup>nd</sup> Semester Grade Check</u></b>
Completed by: _____ Date: _____	Completed by: _____ Date: _____
<b>Academic Achievement:</b> <u>Latest State Assessment:</u> Reading: _____ Proficient Not Proficient Math: _____ Proficient Not Proficient Science: _____ Proficient Not Proficient  <b>Alternative Assessments &amp; Results:</b> Reading: _____ Math: _____ Science: _____  <b>Current Grades:</b> ELA: _____ Math: _____ Science: _____ History: _____ GPA (Grades 9-12): _____	<b>Academic Achievement:</b> <u>Latest State Assessment:</u> Reading: _____ Proficient Not Proficient Math: _____ Proficient Not Proficient Science: _____ Proficient Not Proficient  <b>Alternative Assessments &amp; Results:</b> Reading: _____ Math: _____ Science: _____  <b>Current Grades:</b> ELA: _____ Math: _____ Science: _____ History: _____ GPA (Grades 9-12): _____
<b>Classroom Performance:</b> Academic: _____ Satisfactory _____ Not Satisfactory Writing: _____ Satisfactory _____ Not Satisfactory	<b>Classroom Performance:</b> Academic: _____ Satisfactory _____ Not Satisfactory Writing: _____ Satisfactory _____ Not Satisfactory
<b>Attendance:</b> _____ Regular _____ Irregular	<b>Attendance:</b> _____ Regular _____ Irregular
<b>Teacher comments regarding student's classroom performance:</b>          <b>ELL Instructor recommendations for increased success:</b>	<b>Teacher comments regarding student's classroom performance:</b>          <b>ELL Instructor recommendations for increased success:</b>
<b>Data Analysis:</b> This student is: <input type="checkbox"/> Highly proficient <input type="checkbox"/> Progressing Satisfactorily <input type="checkbox"/> Not progressing satisfactorily and will be referred to Student Concerns Team (SCT)	<b>Data Analysis:</b> This student is: <input type="checkbox"/> Highly proficient <input type="checkbox"/> Progressing Satisfactorily <input type="checkbox"/> Not progressing satisfactorily and will be referred to Student Concerns Team (SCT)





Elma School District  
English Language Learner Department

Check one:

\_\_\_\_\_ ELL Student

\_\_\_\_\_ Title III

### Elma School District #68

Transitional Bilingual Program Intake Form

(To be completed for all ELL or Title III Native American Students)

Student Name \_\_\_\_\_

School \_\_\_\_\_

Student District ID# \_\_\_\_\_

Grade \_\_\_\_\_

State ID Number \_\_\_\_\_

US School Entry Date \_\_\_\_\_

Birth Date \_\_\_\_\_

Title III: \_\_\_\_ Yes \_\_\_\_ No

#### Background Information

1. Country of Birth \_\_\_\_\_

2. City of Birth \_\_\_\_\_

3. Language spoken in the home \_\_\_\_\_

4. Language **FIRST** spoken as a child \_\_\_\_\_

5. Did student attend school outside of US prior to US school entry? YES \_\_\_\_ NO \_\_\_\_ How many months? \_\_\_\_\_

#### Original Placement Test Information

Placement Test Name (circle one):

WELPA/ELPA21 Screener

Date of Initial Placement Test:

School District that administered the test:

Grade of Student at time of **Initial** Placement test:

Scale Score:

Level:

Language insufficient for testing as documented by personal interview YES \_\_\_\_ NO \_\_\_\_

#### New Placement Test Information

(THIS SECTION USED ONLY FOR THOSE STUDENTS WHO HAD TO BE RE-SCREENED DUE TO BEING OUT OF PROGRAM OR COUNTRY MORE THAN 12 MONTHS)

Reason for Rescreening: \_\_\_\_\_

Placement Test Name (circle one):

WELPA/ELPA21 Screener

Date of New Placement Test:

Grade of Student at time of **New** Placement test:

Scale Score:

Level:

Language insufficient for testing as documented by personal interview YES \_\_\_\_ NO \_\_\_\_

\_\_\_\_\_  
Name of ELL Building Designee

\_\_\_\_\_  
Signature of ELL Building Designee

\_\_\_\_\_  
Date



Elma School District  
English Language Learner Department

**Added as Appropriate:**

Communications with parents  
and staff  
Assessment Progress Reports  
Program Referrals (LAP, SPED, etc)  
Anecdotal notes

**Distribution:**

Original to parents  
Copy to Cum ELL File

## ELL File Documentation Checklist

Student Name \_\_\_\_\_ School \_\_\_\_\_

Student ID# \_\_\_\_\_ Language \_\_\_\_\_ Program Entry Grade \_\_\_\_\_

WELPA/ELPA21 Screener Score/Level (Within 10 school days of entry) \_\_\_\_\_ Title III: \_\_\_\_\_

### **REQUIRED**

\_\_\_\_\_ **Copy of the Student Registration Form**

\_\_\_\_\_ **Home Language Survey**

\_\_\_\_\_ **WELPA/ELPA21 Screener Placement test scores**

Year screener administered: \_\_\_\_\_

\_\_\_\_\_ **Transitional Bilingual Program Intake Form**

Year admitted to TBIP: \_\_\_\_\_

\_\_\_\_\_ **ELPA21/WELPA annual test score sheet**

Mark off for each year sent:

Year _____	Year _____	Year _____
Year _____	Year _____	Year _____
Year _____	Year _____	Year _____
Year _____	Year _____	Year _____

\_\_\_\_\_ **Parent Notification of English Language Development Program Placement and Description of District ELD Program**

Mark off for each year sent:

Year _____	Year _____	Year _____
Year _____	Year _____	Year _____
Year _____	Year _____	Year _____
Year _____	Year _____	Year _____

\_\_\_\_\_ **Request for Program Withdrawal/Opt-Out (if applicable)**

Mark off for each year submitted:

Year _____	Year _____
Year _____	Year _____
Year _____	Year _____

\_\_\_\_\_ **Progress Monitor Form**

Mark off for each year in program:

Year _____	Year _____	Year _____
Year _____	Year _____	Year _____
Year _____	Year _____	Year _____
Year _____	Year _____	Year _____

\_\_\_\_\_ **ELL Program Transition Letter (if applicable)**

Year exited: \_\_\_\_\_

\_\_\_\_\_  
Name of ELL Building Designee

\_\_\_\_\_  
Signature of ELL Building Designee

\_\_\_\_\_  
Date

# ELL Instructional Walkthrough Tool

## Danielson Framework for Teaching Rubrics by Washington State Criteria

School: \_\_\_\_\_ Classroom: \_\_\_\_\_

<b>Criterion 1 – Centering Instruction on high expectations for student achievement</b>	
<b>Domain 2: Classroom environment</b>	
<i>2b. Establishing a Culture for Learning</i>	
<ul style="list-style-type: none"> <li>Rich and engaging interactions with academic language in pairs and small groups, i.e. think/pair/share, AB partners, cooperative groups</li> </ul>	
<b>Domain 3: Instruction</b>	
<i>3a. Communicating with Students</i>	
<ul style="list-style-type: none"> <li>Clear content object</li> </ul>	
<ul style="list-style-type: none"> <li>Clear language objective</li> </ul>	
<ul style="list-style-type: none"> <li>Content linked to student backgrounds and interests</li> </ul>	
<ul style="list-style-type: none"> <li>Clear, concise teacher talk</li> </ul>	
<i>3c. Engaging Students in Learning</i>	
<ul style="list-style-type: none"> <li>Rich and engaging interactions with content through pair work, small groups, and whole group discussions with scaffolds to ensure ELL participation</li> </ul>	
<b>Criterion 2 – Demonstrating Effective Teacher Practices</b>	
<b>Domain 3: Instruction</b>	
<i>3b. Using Questioning and Discussion Techniques</i>	
<ul style="list-style-type: none"> <li>Opportunities and structures (language frames), provided for students to engage in meaningful interactions and to formulate higher level response (small groups, AB partners, literature circles, etc.)</li> </ul>	
<b>Domain 4: Professional Responsibilities</b>	
<i>4a. Reflecting on Teaching</i>	
<ul style="list-style-type: none"> <li>Content and language mastery evaluated daily (ex: exit tickets aligned to content and language objectives)</li> </ul>	
<b>Criterion 3 – Recognizing Individual Student Learning Needs and Developing Strategies to Address Them</b>	
<b>Domain 1: Planning and Preparation</b>	
<i>1b. Demonstrating Knowledge of Students</i>	
<ul style="list-style-type: none"> <li>Understanding of language development needs, cultural backgrounds, and experience of ELL students</li> </ul>	
<b>Domain 3: Instruction</b>	
<i>3e: Demonstrating Flexibility and Responsiveness</i>	
<ul style="list-style-type: none"> <li>Fluid groupings and adjustable pacing</li> </ul>	
<ul style="list-style-type: none"> <li>Scaffolded instruction according to English proficiency levels and needs</li> </ul>	
<ul style="list-style-type: none"> <li>L1 utilized when appropriate</li> </ul>	
<b>Student Growth</b>	
<i>SG 3.1: Establishing Student Growth, SG 3.2: Achievement of Student Growth Goal(s)</i>	
<ul style="list-style-type: none"> <li>Students given opportunities to express academic knowledge according to English language proficiency levels</li> </ul>	

<b>Criterion 4 – Providing Clear and Intentional Focus on Subject Matter Content and Curriculum</b>	
<b>Domain 1: Planning and Preparation</b>	
<i>1a. Demonstrating knowledge of content and pedagogy</i>	
<ul style="list-style-type: none"> <li>Through the use of scaffolds and differentiated instruction, lessons build conceptual understanding, higher order thinking skills and cognitive structures needed by students</li> </ul>	
<i>1c. Setting Instructional Outcomes</i>	
<ul style="list-style-type: none"> <li>Clear content objectives</li> </ul>	
<ul style="list-style-type: none"> <li>Clear language objectives</li> </ul>	
<i>1d. Demonstrating knowledge of resources</i>	
<ul style="list-style-type: none"> <li>Variety of resources utilized to expand the teacher knowledge and in order to meet the needs of all students</li> </ul>	
<i>1e. Designing Coherent Instruction</i>	
<ul style="list-style-type: none"> <li>Clear lesson structure with differentiated activities according to student needs</li> </ul>	
<b>Criterion 5 – Fostering and Managing a Safe, Positive Environment</b>	
<b>Domain 2: The Classroom Environment</b>	
<i>2a. Creating an Environment of Respect and Rapport</i>	
<ul style="list-style-type: none"> <li>Teacher uses cultural knowledge to connect and build communication that respects diverse backgrounds</li> </ul>	
<ul style="list-style-type: none"> <li>Whole group discussions that ensure ELL participation (structures, gestures for nonverbal responses, use of pair/share/etc)</li> </ul>	
<i>2c. Managing Classroom Procedures</i>	
<ul style="list-style-type: none"> <li>Instructional groups ensure ELL participation</li> </ul>	
<ul style="list-style-type: none"> <li>Teacher models, explains, reteaches routines and procedures that include use of visuals, gestures, nonlinguistic representation</li> </ul>	
<i>2d. Managing Student Behavior</i>	
<ul style="list-style-type: none"> <li>Teachers and students take an active role in monitoring their behavior</li> </ul>	
<i>2e. Managing Physical Space</i>	
<ul style="list-style-type: none"> <li>Public records accessible to ELLs to facilitate understanding (word wall, anchor charts, pictures, graphics)</li> </ul>	
<b>Criterion 6 – Using Multiple Student Data Elements to Modify Instruction and Improve Student Learning</b>	
<b>Domain 1: Planning and Preparation</b>	
<i>1f. Designing Student Assessment</i>	
<ul style="list-style-type: none"> <li>Modified assessments to meet student linguistic needs (cloze paragraph)</li> </ul>	
<b>Domain 3: Instruction</b>	
<i>3d. Using Assessment in Instruction</i>	
<ul style="list-style-type: none"> <li>A variety of feedback and formative assessments used by teachers and students to monitor progress and advance learning</li> </ul>	
<b>Domain 4: Professional Responsibilities</b>	
<i>4b. Maintaining Accurate Records</i>	
<ul style="list-style-type: none"> <li>Teachers keep track of academic and linguistic progress (WELPA subtest growth, ELPA21 results, student work samples, oral rubrics, writing rubrics)</li> </ul>	

## ELL Compliance Guidelines

### How is ELL eligibility determined?

- All students enrolling in Elma School District are given a Home Language Survey. Students with a language other than English are assessed with the placement WIDA.
- Students are annually assessed with the WIDA ACCESS to determine eligibility. Students receive a score on the WIDA indicating their proficiency level.  
1=Entering, 2=Beginning, 3=Developing, 4=Expanding, 5=Bridging, 6=Reaching

### What are the different categories for ELL Students? What is required for each category?

- **ELL Eligible:** Students qualify for ELL services. Students must receive support from an ELL teacher and/or Instructional Assistant. The level of support is determined by the students' proficiency level.
- **Title III:** Native American students are identified at risk through their test scores and GPA. At risks students take the placement WIDA. Students who score a Level 1-4 are eligible. Title III support is provided through the Native Education department.
- **Opt-Out/Waived:** Students qualify for ELL services, but their parents choose to waive services. By law, students are still required to receive appropriate language development support from the classroom teacher.
- **Monitored/Not Eligible:** Students have met standard on the WIDA exam. For two years following their exit, students are monitored by the ELL teacher. The ELL teacher does not provide direct support to students, but may consult with the classroom teacher and other specialists.

### How are ELL students placed in Elma Schools?

- Students are placed in program based on grade, building and language level needs.
  - o Elma Elementary School: students are pulled for 35-45 minute daily ELL instruction. **Pull-out model for Sheltered Instruction**
  - o Elma Middle School: students are scheduled in ELD class for 55 minutes of daily ESL Instruction. **Pull-out model for English Language Development**
  - o Elma High School: students are scheduled in ELD class for 55-90 minutes of daily ESL instruction. **Pull-out model for English Language Development**

### What training is required for classroom/content teachers with ELL student?

- Classroom/content teachers working with ELL students can receive SIOPI (Sheltered Instruction Observation Protocol) training from a certificated SIOPI trainer.

### What is the role of Instructional Assistants in ELL service?

- IA's collaborate with all certificated teachers about ELL students served. Collaboration means periodic communication, with the purpose of enhancing instruction.
- The primary role of a TBIP IA is to provide academic support to qualified ELL students, providing native language support when appropriate. TBIP IAs serve across language groups.

### When is Translation and Interpretation required?

- Federal regulations require all critical communication with families be conducted in both English and the home language. For those languages in which Elma does not have translation service available, Elma will make a sincere effort to provide oral communication in the home language.
- The Communication Department is responsible for translation services intended for District-wide distribution.
- The ELL Department is responsible for interpretation and translation services provided for program-related communications to ELL students and families.
- The Special Education Department is responsible for interpretation services at IEP meetings.

