

# **School District of Turtle Lake**

## English Learner (EL) Handbook Plan



### **Vision Statement:**

The Turtle Lake School Community instills excellence in staff and students producing graduates with the knowledge and tools necessary to excel in all aspects of life.

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## **Section 1: Procedure for Identifying Incoming EL Students**

- Families complete the Enrollment Form, including the Home Language Survey (HLS).
- All Home Language Surveys are sent to the EL Coordinator
- When a language other than English is indicated, the EL Coordinator sends the Home Language Survey to the building principal. Hard copy will be filed in the cumulative folder when the identification process is complete. All other Home Language Surveys are sent to building secretaries to be filed in students' cumulative folders.
- EL Coordinator researches students' cumulative folder for EL information. (i.e. previous Home Language Surveys, previous placements or servicing, previous assessments, forms written in another language, the student's previous school is no in the USA).
- EL Coordinator consults previous assessments when questionable information is found.

If a Language Proficiency Level is found:	If a Language Proficiency Level is NOT found:
<ul style="list-style-type: none"> <li>• If a current ACCESS score of 1.0-5.9 does exist, the EL Coordinator will designate the student as requiring appropriate EL services <i>(if a student in grades 4-12 has a current ACCESS score of 5.0-5.9 and there are school records to support academic success, the EL coordinator will proceed with the manual reclassification process).</i></li> <li>• EL Coordinator will contact parent/guardian to review language results and EL services.</li> <li>• EL Coordinator places the original copy of Parent Approval Form or Refusal of Services Form in the student's cumulative folder in the main office.</li> <li>• EL Coordinator will update Skyward.</li> <li>• EL Coordinator uses results from current ACCESS scores to write Language Development Plan (LDP) for appropriate services.</li> <li>• The EL Coordinator will update the building principal regularly of students identified for EL services and for those students not qualifying for services.</li> </ul>	<ul style="list-style-type: none"> <li>• EL Coordinator contacts parents/guardians to discuss student's educational and language background either before or after screener as appropriate.</li> <li>• If there is not a current ACCESS score, the EL Coordinator will conduct a WIDA MODEL (Kindergarten) or W-APT screener to determine the student's present English language proficiency level.</li> <li>• Parent or guardian will meet with the EL Coordinator to review language results and EL services.</li> <li>• EL Coordinator will place the original copy of Parent Approval FORM or Refusal of Services Form and screener in teh student's cumulative folder in the main office.</li> <li>• EL Coordinator will update Skyward.</li> <li>• EL Coordinator uses results from screeners or current ACCESS scores to write a Language Development Plan (LDP) for appropriate services.</li> <li>• The EL Coordinator will update the building principal regularly of students identified for EL services and for those students not qualifying for services.</li> </ul>

## **Section 2: EL Screening Process**

All new registrants who are potentially Limited English Proficient (LEP) and have no previous Language Proficiency identification will be screened. The School District of Turtle Lake utilizes the WIDA MODEL or W-APT. The WIDA MODEL is used for Pre-K, Kindergarten and first semester 1st grade students. The W-APT assesses students in the second semester of 1st grade-12th grade. This screening is to be completed within 30 days if at the beginning of school in September, or 14 days after September 30.

(DPI-ESSA bulletin number 07.01)

- Based on information gathered during the identification process, the EL Coordinator will screen potentially LEP students.
- The EL Coordinator will ensure the district has the necessary screening materials available.
- The EL Coordinator will be trained to administer screeners.
- Upon completion of the screener, the EL Coordinator fills out the composite score calculation.
- EL Coordinator will reference WIDA.us score calculator.
  - If the student scores below a 5.1, the student is most likely eligible for services. In some cases, more information is needed before eligibility can be determined.
  - If the student scores a 5.1 or above on the screener, it should be noted that the student is not Limited English Proficient and does not qualify for services.
- The principal is informed of the screening results.
- EL Coordinator will file all results in Skyward.

## **Section 3: EL Placement**

### **Age-Appropriate Placement**

EL students will be placed in an age-appropriate setting. There is a normal age range when placing students at grade level. The following table shows that range.

Grade	Normal Age Range	Maximum Age Range
K	5-6	7
1	6-7	8
2	7-8	9
3	8-9	10
4	9-10	11
5	10-11	12
6	11-12	13
7	12-13	14
8	13-14	15
9	14-15	16
10	15-16	17
11	16-17	18
12	17-18	19-21

A student should not be retained if such retention will result in the student attaining an age **above** the stated maximum. Retention of students within normal age ranges should be based on developmental progress rather than language or academic achievement.

“Retention of students in grade ‘solely based on language’ is considered a civil rights violation by OCR (Office of Civil Rights, US ED) and runs counter to research on best practices for these students.” (Tim Boals, WI DPI)

## **Referrals of EL Students to Other Programs School-based Programs and Extracurricular Activities**

In the School District of Turtle Lake, students identified as English Learners (ELs) are full-fledged members of their respective school communities. ELs are provided equal access to the full range of district programs, including, but not limited to special education, gifted and talented, Title I, and all non-academic and extracurricular activities. The district encourages all students, including those identified as English Learners, to become involved in extracurricular and non-academic activities, such as sports, clubs, and organizations. None of these may discriminate based on language.

### **Application Process for School-Based and Extra Curricular Activities**

At times, the district will offer special opportunities programs or activities to its students. The district assures that the application process and selection for these programs will not be dependent on a student's proficiency in English.

### **Special Education**

The School District of Turtle Lake does not place any student in special education program based on his/her English proficiency. The guidelines for special education are the same for both EL and non-EL students in accordance with the Individuals with Disabilities Act. When necessary, arrangements may be made for translators to assist with testing when it is determined that a special education evaluation is appropriate and the student's level of English proficiency would not yield reliable test results. English Learners identified as special education students may continue to receive EL services as determined by the student's IEP. EL modifications and accommodations would be made in the regular classroom by the regular classroom teacher. Special education services will be provided by appropriately qualified special education teachers.

### **Special Programs and Related Services**

EL students will receive equal access to all district special opportunity programs. These programs include, but are not limited to, Title I and at-risk programming, gifted and talented, literacy coaches, speech and other forms

of special education, vocational and technical courses, and all extracurricular and nonacademic activities available to other students. The district assures that the selection or application process for special opportunity programs will not rely solely on measures of English language proficiency. The School District of Turtle Lake will seek to provide assistance necessary for effective participation by EL students in these programs.

## **Section 4: Assessment**

### **Screeners**

W-A APT and WIDA MODEL (Kindergarten) are the screener tests used to determine the student's English language proficiency level.

### **ACCESS for ELLs 2.0**

ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and accesses each of the four language domains of Listening, Speaking, Reading, and Writing. It is given annually to monitor students' progress in acquiring academic English.

The ACCESS test is administered during strict time parameters determined by the Wisconsin Department of of Public Instruction. Students' in grades 1-12 complete the test in the online format, while the Kindergarten and Alternate ACCESS for ELLs are completed in paper format.

ACCESS for ELLs 2.0 Online administration allows for students in multiple grade-level clusters and tiers to be within the same group for ease of administration. See below for expectations to this.

Can administer together:	Exceptions (Must Administer Separately):
Same domain, different grade-level clusters and tiers <ul style="list-style-type: none"> <li>Ex. During the Writing test session, students taking either Tier A and Tier B/C and/or students from Grade-level clusters 4-5 and 6-8 can be together.</li> </ul>	Speaking Pre Tier A <ul style="list-style-type: none"> <li>Administer separately from students taking the Tier A and Tier B/C Speaking Test.</li> </ul>
Writing domain, students who keyboard and handwrite in booklets	Writing 1 and 2-3 <ul style="list-style-type: none"> <li>Cannot be combined with Writing test sessions for Grades 4-5, 6-8, 9-12.</li> <li>Must be separated into test sessions by both grade-level cluster and tier (e.g. Grade 1 Tier A, Grade 1 Tier B/C, Grades 2-3 Tier A, and</li> </ul>

	Grades 2-3 Tier B/C).
	Kindergarten <ul style="list-style-type: none"> <li>All individually administered</li> </ul>
<b>Test domains should not be combined into one test session. For example, the Listening test should be administered in a different test session than the Reading, Writing, or Speaking test.</b>	

The image below outlines the Tier Placement Protocol educators use in assigning tiers with ACCESS for ELLs 2.0. It is important to note that while the Tier Placement Protocol is defined by three tiers, within the Speaking domain you will only see two potential tiers: A and B/C. The criteria below still encompass all relevant information regarding tier placement for the Speaking domain as well as the Listening, Reading, and Writing domains.

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<b>Tier A</b> is most appropriate for English language learners who <ul style="list-style-type: none"><li>• have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR</li><li>• currently receive literacy instruction ONLY in their native language, OR</li><li>• have recently tested at the lowest level of English language proficiency</li></ul>					
	<b>Tier B</b> is most appropriate for English language learners who: <ul style="list-style-type: none"><li>• have social language proficiency and some, but not extensive, academic language proficiency in English, OR</li><li>• have acquired some literacy in English though have not yet reached grade level literacy</li></ul>				
		<b>Tier C</b> is most appropriate for English language learners who: <ul style="list-style-type: none"><li>• are approaching grade level in literacy and academic language proficiency in the core content areas, OR</li><li>• will likely meet the state’s exit criteria for support services by the end of the academic year.</li></ul>			



## **EL Expectations and Teaching Suggestions by English Proficiency Level**

### **Level One Students (ENTERING):**

- Have a few isolated English words and expressions
- Produce words, phrases, or chunks of language when presented with one-step commands, directions, wh- questions, or statements with visual graphic support
- Are in a silent period of infrequent verbal communication, during which they are working to make sense of new language, culture, and educational setting
- Benefit from an accepting and encouraging environment
- Benefit from one or two same-sex buddies who can show them how to adjust to the new school environment
- Benefit from the use of visuals, pantomime, and hands-on activities, which will provide them ways to be active participants in class activities

### **Level Two Students (BEGINNING):**

- Function in conversational and academic English with hesitancy and difficulty
- Understand only parts of lessons and simple directions
- Produce phrases or short sentences
- Have pre-emergent or emergent skills in reading and writing English
- Are significantly below grade level in ability to function in English
- Understand only some spoken English that deals with subject they are already familiar with
- May become frustrated with their own rate of English language acquisition and may appear to be uncooperative
- Benefit from an accepting and encouraging environment
- benefit from much visual support in instruction (think stick figures)
- Benefit from teachers who model and encourage correct usage in a positive way
- Benefit from teachers who avoid the use of idiomatic language

### **Level Three Students (DEVELOPING):**

- Speak and understand "hallway" and academic English with decreasing hesitancy and difficulty
- Produce expanded sentences in oral interaction or written paragraphs

- Are developing reading and writing skills (which probably lag behind listening and speaking skills)
- Are often thought to have better comprehension than is the case
- May be reluctant to ask the questions they need to ask from a desire to fit in and not appear needy
- Still face a significant challenge when learning academic vocabulary
- Benefit from assistance when demonstrating academic knowledge in content areas
- benefit from significant support to acquire knowledge in the content areas

Level Four Students (EXPANDING):

- Speak and understand conversational English without apparent difficulty
- Continue to acquire reading and writing skills in content areas
- Still need assistance to achieve grade level expectations in the reading and writing skills in many content areas
- Still have difficulty reading between the lines
- Are challenged by complex sentence structure and specialized vocabulary
- Will often have difficulty with usage variations and idiomatic language
- Benefit from continued support in acquiring the language skills and specialized vocabulary needed to succeed in the content areas
- Benefit from teachers who are sensitive to their desire to avoid the appearance of needing help

Level Five Students (BRIDGING):

- Understand and speak conversational English well
- Are nearly proficient in reading, writing, speaking, and content area skills needed to achieve grade-level expectations
- Are still refining writing skills and expanding vocabulary
- Still benefit from occasional support

Level Six Students (Formally EL):

Formerly LEP (Limited English Proficient)/Now Fully English Proficient

**A note about new arrivals:**

Students who are newly arrived from their home country are not only dealing with a new language and school environment, but they are also

coming to terms with the loss of friends, familiar surroundings, and food (think school cafeteria). Often, they have left an extended family support network behind. Our climate may be shocking and unbearable. They may be chronically unprepared for the weather and school activities. They can exhibit an initial enthusiasm toward learning English, which might be followed by a period of moodiness, withdrawal, and lack of cooperation. They have realized how difficult it will be to learn English. They may be reluctant to ask questions because it is inappropriate in their home culture. Communication patterns in the home culture between children and adults may lead to behavior considered rude or inappropriate in mainstream US culture. Teachers can focus on modeling the behavior they would like to elicit.

## **Section 5: Modifications and Accommodations for EL Students**

The School District of Turtle Lake will provide modifications and accommodations to identified English Learners in grades PreK-12 to assist them in achieving the overall goals of the district. The WIDA Standards, in conjunction with the Common Core State Standards, will provide the foundation for English language acquisition and the academic development of identified ELs in the district. The school district is aware that English academic language proficiency may take between five and ten years. It is understood that this time frame can be impacted by the student's previous educational and social experiences.

A number of different modifications and accommodations will combine to provide support that meets the needs of all identified English Learners in the district. The design of each Language Development Plan (LDP) will be flexible each year according to each student's proficiency levels and needs. These modifications and accommodations include, but are not limited to:

- Use graphic organizers
- Pre-teach vocabulary
- Provide background knowledge for cultural-related topics
- Prepare note pages
- Provide study guides to organize material
- Emphasize important information after lesson
- Give directions in writing

- Use cooperative learning groups
- Provide peer tutoring
- Provide mentor tutoring
- Teach study skills
- Teach basic note taking skills
- Allow access to computerized programs
- Allow bilingual picture dictionaries at appropriate grade level
- Highlight key concepts in textbooks and/or provide modified versions of text
- Provide digital copies of books
- Use adapted or modified textbooks
- Allow and use of computer/word processing for papers
- Allow copying from book
- Adapt class worksheets - modify or shorten assignments based on ELP level
- Provide extended time for assignments
- Do not deduct for spelling and grammar errors in writing assignments
- Allow assignments to be done in a different manner (ex. Speak rather than writing or write rather than speak)
- Allow students to answer test questions orally
- Provide word banks for fill-in-the-blank tests
- Provide matching activities
- Shorten test length
- Create an alternative assignment
- Extend time for tests
- Require only selected test items
- Read test to student
- Use portfolios (body of work) to assess
- Allow test corrections
- Other modifications/accommodations based on specific student need

## **Section 6: Transition from EL Services & Monitoring Performance**

Through a reclassification process, students are exited (from the EL program) and monitored when they meet state and federal criteria as delineated in DPI English Learner Policy Handbook.

The requirements for reclassification are the following: (quoted from the DPI English Learner Policy Handbook)

- Students reaching an Overall Composite of 5.0 or greater must be reclassified.
- Students reaching an Overall Composite of 4.5-4.9 may be reclassified, should the district find additional evidence of proficiency using a MIP (Multiple Indicator Protocol)

In the following link, DPI provides a complete, updated Wisconsin English Learner Policy Handbook derived from multiple sources, including federal law and associated regulatory guidance, common law, and state law.

<https://dpi.wi.gov/english-learners/el-identification-and-placement>

In order to ensure success for all exited EL program students and meet legal requirements, the EL Coordinator will monitor a student's progress in the academic areas each semester for two years after being exited from the program. On a semester basis, the monitor form will be sent to classroom and content area teachers.

If a student is experiencing academic difficulties, the EL Coordinator and general education teacher(s) will provide appropriate intervention(s). If the student is continuing to demonstrate academic difficulty based on language proficiency, then a reentry meeting will be set up with the student's parents. The parents will have to sign for permission in order to receive EL services.

## **Section 7: Appendices**

**Appendix A: Home Language Survey**

**Appendix B: Parent Permission Letter**

**Appendix C: Individualized Learning Plan (ILP)**

**Appendix D: Reclassification Letter**

**Appendix E: Monitor Report**

## Appendix A (English)

### Purpose

The information on this form helps us identify students who may need help to develop the English language skills necessary for success in school. Language testing may be necessary to determine if language supports are needed for your child.

Answers will not be used for determining legal status or for immigration purposes. If your child is identified as eligible for English language services, you may decline some or all of services offered to your child.

### Student Information

Date:		
First Name:	Middle Initial:	Last Name:
School Name:		Date of Birth (mm/dd/yyyy):
District:	Grade:	
Language(s) Used by the student:		

### Parent/Guardian Information:

First Name:
Last Name:
Relationship to Student:
First Name:
Last Name:
Relationship to Student:

### Parental/Guardian Language Preferences Used for School Communication (may be multiple):

Parent/Guardian Name:	Parent/Guardian Name:
Oral:	Oral:
Written:	Written:

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

**Parents/Guardians:** Read each question carefully and follow the instructions.

**Section 1**

1. Was the first language used by this student English?

Yes: Go to Question 2.

No: Go to Question 3.

2. When at home, does this student hear or use a language other than English more than half of the time?

Yes: Go to Question 4.

No: Student is not eligible for ELP Screening. HLS is complete. Go to Section 2.

3. When at home, does this student hear or use a language other than English more than half of the time?

Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2. No: Go to Question 4.

4. When interacting with their parents or guardians, does this student hear or use a language other than English more than half of the time?

Yes: Administer ELP Screener. Record other language(s). HLS is complete. Go to Section 2. No: Go to Question 5.

5. When interacting with caregivers other than their parents or guardians, does this student hear or use a language other than English more than half of the time?

Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2. No: Go to Question 6.

6. When interacting with their siblings or other children in their home, does this student hear or use a language other than English more than half of the time?

Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2. No: Go to Question 7.

7. Is this student a Native American, Native Alaskan, or Native Hawaiian?

Yes: Go to Question 8.

No: Go to Question 9.

8. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?

Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2. No: Go to Question 9.

9. Has this student recently moved from another school district where they were identified as an English Learner?

\*Yes: Rescreen the student if they meet the criteria for rescreening.

No: Student is not eligible for ELP Screening. HLS is complete. Go to Section 2.

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For District Use Only

*\*See EL Policy Handbook Chapter 2. Otherwise, student's ELP should be carried over from the sending district.*

## **Section 2**

HLS Result: **Screen / Do Not Screen** (circle one)

## **Appendix A (Spanish)**

### **Propósito**

La información que se incluye en este formulario nos ayuda a identificar estudiantes que podrían necesitar ayuda para alcanzar el nivel de inglés necesario para prosperar en la escuela. Es posible que se deba efectuar una prueba lingüística para determinar si su hijo necesita apoyos de idioma.

Las respuestas no se utilizarán para determinar la situación legal ni para cuestiones relacionadas con la inmigración. Si se identifica que su hijo es elegible para recibir servicios de idioma inglés, usted puede rechazar algunos o todos los servicios ofrecidos a su hijo.

### **Datos del estudiante**

Fecha:		
Nombre:	Inicial del segundo nombre:	Apellido:
Nombre de la escuela:		Fecha de nacimiento (dd/mm/aaaa):
Distrito:		Grado:
Idioma(s) utilizados por el estudiante:		

### **Datos del padre/la madre/el tutor:**

Nombre:
Apellido:
Parentesco con el estudiante:
Nombre:
Apellido:
Parentesco con el estudiante:

### **Preferencias de idioma del padre/la madre/el tutor para comunicación con la escuela (puede ser más de uno):**

Nombre del padre/la madre/el tutor:	Nombre del padre/la madre/el tutor:
-------------------------------------	-------------------------------------

Oral:	Oral:
Escrito:	Escrito:

Firma del padre/la madre/el tutor: \_\_\_\_\_

Firma del padre/la madre/el tutor: \_\_\_\_\_

**El padre/la madre/el tutor: Lea atentamente cada pregunta y siga las instrucciones.**

### **Sección 1**

1. ¿El primer idioma utilizado por este estudiante fue el inglés?

Sí: Pase a la pregunta 2.

No: Pase a la pregunta 3.

2. En el hogar, ¿el estudiante escucha o utiliza un idioma que no sea el inglés más de la mitad del tiempo?

Sí: Pase a la pregunta 4.

No: El estudiante no es elegible para una evaluación de dominio del idioma inglés (ELP). Ha completado la encuesta de idioma hablado en el hogar. Pase a la sección 2.

3. En el hogar, ¿el estudiante escucha o utiliza un idioma que no sea el inglés más de la mitad del tiempo?

Sí: Administre un evaluador de ELP. Registre otro(s) idioma(s). Ha completado la encuesta de idioma hablado en el hogar. Pase a la sección 2.

No: Pase a la pregunta 4.

4. Al interactuar con sus padres o tutores, ¿este estudiante escucha o utiliza un idioma que no sea el inglés más de la mitad del tiempo?

Sí: Administre un evaluador de ELP. Registre otro(s) idioma(s). Ha completado la encuesta de idioma hablado en el hogar. Pase a la sección 2.

No: Pase a la pregunta 5.

5. Al interactuar con cuidadores que no sean sus padres o tutores, ¿este estudiante escucha o utiliza un idioma que no sea el inglés más de la mitad del tiempo?

Sí: Administre un evaluador de ELP. Registre otro(s) idioma(s). Ha completado la encuesta de idioma hablado en el hogar. Pase a la sección 2.

No: Pase a la pregunta 6.

6. Al interactuar con sus hermanos o con otros niños en su hogar, ¿este estudiante escucha o utiliza un idioma que no sea el inglés más de la mitad del tiempo?

Sí: Administre un evaluador de ELP. Registre otro(s) idioma(s). Ha completado la encuesta de idioma hablado en el hogar. Pase a la sección 2.

No: Pase a la pregunta 7.

7. ¿Este estudiante es nativo americano, nativo de Alaska o nativo de Hawái?

Sí: Pase a la pregunta 8.

No: Pase a la pregunta 9.

8. ¿El idioma de este estudiante está influenciado por un idioma tribal a través de uno de los padres, abuelos, un familiar o un tutor?

Sí: Administre un evaluador de ELP. Registre otro(s) idioma(s). Ha completado la encuesta de idioma hablado en el hogar. Pase a la sección 2.

No: Pase a la pregunta 9.

9. ¿Este estudiante se mudó hace poco desde otro distrito escolar en el que era identificado como aprendiz del inglés?

\*Sí: Vuelva a evaluar si cumple los criterios de reevaluación.

No: El estudiante no es elegible para una evaluación de dominio del idioma inglés (ELP). Ha completado la encuesta de idioma hablado en el hogar. Pase a la sección 2.

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**Para uso exclusivo del distrito**

*\*Consulte el capítulo 2 del Manual de políticas de idioma inglés. De lo contrario, debe transferirse el ELP del estudiante desde el distrito emisor.*

**Sección 2**

Resultado de la encuesta de idioma hablado en el hogar: **Evaluar/ No evaluar** (marque con un círculo una opción)

## Appendix B (English)

This letter is about the language services that your child is eligible for. Do you need an interpreter? Please tell us by contacting 715-986-4470 x2243 and we will get you an interpreter.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. The name of the English proficiency test your child took is:

- ☐ K W-APT
- ☐ WIDA Model
- ☐ WIDA Screener

Your child's English Proficiency Level (ELP) is \_\_\_\_ based on this test. Based on these test results, your child is eligible for English Learner Services. We looked at your child's score and how they use language in school to select the English Learner program that we think will help your child the most. We have placed your child in \_\_\_\_\_. On the next pages we explain what this program is and how it will help your child. We also explain other programs available in the district that you may choose instead.

Your child will take the ACCESS for ELLs® test once each year until they are fully English proficient. This is required. This test gives teachers information about your child's English language skills. The results are used to help teach your child English.

The next pages will give you information about our Language Education programs. You will be asked to decide if our choice is right for your child. If you are not sure that we have picked the best program for your child, you can tell us that you need more information.

Joel Schneider  
Title III Coordinator  
715-986-4470

### Your Permission for English Language programs

Check one below to indicate what you choose:

\_\_\_\_ I **understand** the English Language programs that are being offered and I **agree** with the choice in this letter.

\_\_\_\_ I **understand** the English Language programs that are being offered and I **do not agree** with the choice in this letter. Please contact me so that I can make another choice.

\_\_\_\_ I **would like more information** about these English Language programs before I make a decision for my child.

\_\_\_\_\_  
Parent Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Appendix B (Spanish)

Esta carta trata sobre los servicios lingüísticos para los que su hijo es elegible. ¿Necesita un intérprete? Infórmenos comunicándose al 715-986-4470 x2243 y le conseguiremos un intérprete.

Usted completó una encuesta sobre el idioma materno y marcó que su hijo habla un idioma distinto al inglés. Debido a que su hijo habla un idioma distinto al inglés, le realizamos una prueba de dominio del inglés. El nombre de la prueba de dominio del inglés que tomó su hijo es:

- ☐ K W-APT
- ☐ Modelo WIDA
- ☐ Evaluador WIDA

El nivel de dominio del inglés (ELP) de su hijo es \_\_\_\_ según esta prueba. Según los resultados de estas pruebas, su hijo es elegible para recibir servicios para estudiantes de inglés. Analizamos el puntaje de su hijo y cómo usa el lenguaje en la escuela para seleccionar el programa para estudiantes de inglés que creemos que ayudará más a su hijo. Hemos colocado a su hijo en \_\_\_\_\_. En las siguientes páginas explicamos qué es este programa y cómo ayudará a su hijo. También explicamos otros programas disponibles en el distrito que usted puede elegir.

Su hijo tomará el examen ACCESS for ELLs® una vez al año hasta que domine completamente el inglés. Esto es requerido. Esta prueba brinda a los maestros información sobre las habilidades del idioma inglés de su hijo. Los resultados se utilizan para ayudar a enseñar inglés a su hijo.

Las siguientes páginas le brindarán información sobre nuestros programas de educación de idiomas. Se le pedirá que decida si nuestra elección es adecuada para su hijo. Si no está seguro de haber elegido el mejor programa para su hijo, puede decirnos que necesita más información.

Joel Schneider  
Coordinador del Título III  
715-986-4470

### Su permiso para programas de idioma inglés

Marque uno a continuación para indicar lo que elige:

\_\_\_\_ I **entender** los programas de idioma inglés que se ofrecen y yo **aceptar** con el elección en esta carta.

\_\_\_\_ I **entender** los programas de idioma inglés que se ofrecen y yo **No estoy de acuerdo** con la elección en esta carta. Por favor contácteme para que pueda tomar otra decisión.

\_\_\_\_ I **quisiera más información** sobre estos programas de idioma inglés antes de tomar una decisión para mi hijo.

\_\_\_\_\_  
Nombre del padre

\_\_\_\_\_  
Firma

\_\_\_\_\_  
Fecha

## Appendix C (English)

### Individualized Learning Plan

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Title III:

Yes \_\_\_\_ No \_\_\_\_ Title I: Yes \_\_\_\_ No \_\_\_\_ IEP: Yes \_\_\_\_ No \_\_\_\_

Partner Language: \_\_\_\_\_ Oral \_\_\_\_ Written \_\_\_\_

Primary EL Contact: \_\_\_\_\_ Family Liaison: \_\_\_\_\_

Classroom Teacher Liaison: \_\_\_\_\_ Counselor:

\_\_\_\_\_ Other Team

Members: \_\_\_\_\_

<p><b>Language Instruction Educational Program (LIEP)</b></p> <p><b>Type:</b></p> <p>Bilingual Type: _____</p> <p>ESL Type: _____</p> <p>Primary EL Service Delivery:</p> <p>Inclusion ____</p> <p>Supplemental or Pull-out Language Services ____</p> <p>Notes: _____</p> <p>_____</p> <p>_____</p>	<p><b>Supplemental Academic Support (If applicable):</b></p> <p>Literacy: _____</p> <p>In-class Para: _____</p> <p>Supplemental Academic Services: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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#### ACCESS Scores

Previous Year Date and Grade-level Cluster	Speaking	Listening	Reading	Writing	Overall Composite
Year: _____ Grade-Level: ____					
Year: _____ Grade-Level: ____					

#### Language Goals

Student on-track (Growth to target) based on starting ELP and grade-level

Language Goals (Domains: Receptive/productive skills or Reading, Writing, Speaking and Listening)	Current Score Domain	Current Proficiency	Targeted Language Development	On-Track/Progress	Approach/Evidence
Goal 1: ELP Domain				Reasonable progress: Yes ____ No ____ Date: _____	
Goal 2: ELP Domain				Reasonable progress: Yes ____ No ____ Date: _____	
Goal 3: ELP Domain				Reasonable progress: Yes ____ No ____ Date: _____	

Identified explicit actions to support student in reaching these goals:

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### Literacy

L1 Literacy: Yes \_\_\_\_ No \_\_\_\_ Proficiency assessment, if available:

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L1 Subject (assessment)	Score

District Assessment	Fall (Semester 1)	Winter (optional)	Spring (Semester 2)
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(MAP, STAR, other)			
Reading			
Math			
Science			
Other			

#### Academic Assessment Accommodations

Assessment (e.g., ACT w/Writing, Forward Exam)	Test Accommodations	Related Classroom use

#### Description of Academic Language Support:

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#### Description of Language-Literacy Support:

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<b>How are Academic, Language, and Literacy Goals aligned and holistically supported?</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p><b>Comments or notes:</b> <i>What do we need to know about this student? What are their funds of knowledge? How are they adjusting to school? What are family supports? What are interests, desires, motivations?</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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<p><b>Parent opportunities for supporting student learning</b> <i>(e.g., study space, LI support, storytelling, inquiry-based learning activities):</i></p> <hr/> <hr/> <hr/> <hr/> <hr/>
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**Content of this individual learning plan was shared with the student's parent minimally annually and after any significant changes or alterations.**

**ILP shared through:** Email \_\_\_\_ Written notice \_\_\_\_ Telephone \_\_\_\_ Conference \_\_\_\_ **Date:**  
\_\_\_\_\_

**ILP shared through:** Email \_\_\_\_ Written notice \_\_\_\_ Telephone \_\_\_\_ Conference \_\_\_\_ **Date:**  
\_\_\_\_\_

**Annual ELP letter was sent in a language the parent can understand:** Yes \_\_\_\_ No \_\_\_\_ **Date:**  
\_\_\_\_\_

**Year-end note** *Highlight student progress (include personal accomplishments, achievements and noteworthy actions):*

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_____	_____	Date
Educator Reviewer Name	Signature	

_____	_____	Date
Parent/Guardian Name	Signature	

## Appendix D (English)

School: \_\_\_\_\_ Student: \_\_\_\_\_  
Student ID: \_\_\_\_\_ Grade: \_\_\_\_\_ Current ELP Level: \_\_\_\_\_

Criteria considered in determining this student's qualification to exit from EL programming:

- ☐ ACCESS for ELLs Score (required) \_\_\_\_\_
- ☐ MIP Evaluation results (if applicable) \_\_\_\_\_

Based on the criteria listed above, the student study team (pertinent school staff) agrees that this student should be reclassified as fully English proficient and exited from the ELD support program beginning \_\_\_\_\_.

The two-year monitoring period will run from \_\_\_\_\_ until \_\_\_\_\_.

### Members of student support team:

ESL/bilingual teacher: \_\_\_\_\_  
School psychologist/counselor/social worker: \_\_\_\_\_  
School administrator: \_\_\_\_\_ Instructional coach: \_\_\_\_\_  
Content teacher: \_\_\_\_\_  
Other staff (if applicable) \_\_\_\_\_

(Other staff based on student's needs or important adults in her/his world (special education, speech/language, OT/PT, staff member the student has a connection to, such as a homeroom teacher, librarian, music teacher, bilingual resource specialist, etc.)

Indicate team leader (responsible for scheduling, convening meetings, monitoring student progress):

\_\_\_\_\_

Describe monitoring process during this time period:

For example:

- Who is responsible for monitoring student's academic and social-emotional progress?
- How often will this happen? (Semesterly? Quarterly?)
- What metric(s) will make the student study team reconvene to discuss lack of progress?
- Who will reconvene a meeting with student study team?

Signatures:

ELL Teacher: \_\_\_\_\_ Classroom/Content Teacher: \_\_\_\_\_

Counselor/Principal/Coordinator: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_ Consultation conducted via: \_\_\_ conference \_\_\_ phone call \_\_\_ email

## Appendix D (Spanish)

Escuela: \_\_\_\_\_

Alumno: \_\_\_\_\_

Identificación del Estudiante: \_\_\_\_\_ Calificación: \_\_\_\_\_ Nivel ELP actual: \_\_\_\_\_

Criterios considerados para determinar la calificación de este estudiante para salir de la programación EL:

- ☐ ACCESS para ELL Puntaje (obligatorio) \_\_\_\_\_
- ☐ Resultados de la evaluación MIP (si corresponde) \_\_\_\_\_

Con base en los criterios enumerados anteriormente, el equipo de estudio estudiantil (personal escolar pertinente) está de acuerdo en que este estudiante debe ser reclasificado como totalmente competente en inglés y salir del programa de apoyo ELD a partir del \_\_\_\_\_.

El período de seguimiento de dos años se extenderá desde \_\_\_\_\_ hasta \_\_\_\_\_.

### Miembros del equipo de apoyo estudiantil:

Maestro ESL/bilingüe: \_\_\_\_\_

Psicólogo/consejero/trabajador social escolar: \_\_\_\_\_

Administrador escolar: \_\_\_\_\_ Entrenador de instrucción: \_\_\_\_\_

Profesor de contenido: \_\_\_\_\_

Otro personal (si corresponde) \_\_\_\_\_

(Otro personal basado en las necesidades del estudiante o adultos importantes en su mundo (educación especial, habla/lenguaje, OT/PT, miembro del personal con el que el estudiante tiene una conexión, como un maestro de salón, bibliotecario, maestro de música, especialista en recursos bilingües), etc.)

Indique el líder del equipo (responsable de programar, convocar reuniones, monitorear el progreso de los estudiantes): \_\_\_\_\_

Describa el proceso de monitoreo durante este período de tiempo:

Por ejemplo:

- ¿Quién es responsable de monitorear el progreso académico y socioemocional de los estudiantes?
- ¿Con qué frecuencia sucederá esto? (¿Semestral? ¿Trimestral?)
- ¿Qué métrica(s) harán que el equipo de estudio de estudiantes se vuelva a reunir para discutir la falta de progreso?
- ¿Quién volverá a convocar una reunión con el equipo de estudio de estudiantes?

Firmas:

Maestro de ELL: \_\_\_\_\_ Maestro de aula/contenido: \_\_\_\_\_

Consejero/Director/Coordinador: \_\_\_\_\_

Tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_

Consulta realizada a través de: \_\_\_ conferencia \_\_\_ llamada telefónica \_\_\_ correo electrónico

## Appendix E (English)

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Primary EL Contact: \_\_\_\_\_

Parent Liaison: \_\_\_\_\_

Counselor: \_\_\_\_\_

### Standardized Assessments

	Math	ELA	Science	Other
Year 1*				
Year 2				
Year 3				

\*Year of qualifying ACCESS score for Reclassification.

If applicable: Student's L1 proficiency: \_\_\_\_\_

Assessment used: \_\_\_\_\_ Grade: \_\_\_\_\_

Civics test completed: Yes / No      Language: \_\_\_\_\_ Date: \_\_\_\_\_

### Language Accommodations

Year/Semester	Support	Needed in Future?

Student engaged in school and extracurricular activities? Yes / No

Areas of concern or supports needed: \_\_\_\_\_

### Other Supports

Year/Semester	Support	Needed in Future?
	Language Support Outside of School	
	Peer Mentoring outside EL Program	
	Access to Homework Support	

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Student Progress Summary

Year/Semester	Area of Observation	Extra Support Needed?
	English Language Use	Yes / No
	Academics	
	Extracurricular Activities	
	Social/Emotional Well-being	

Middle School/High School Career Planning

<p>Goals:</p>    
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Comments or notes:

## Appendix E (Spanish)

Nombre del estudiante: \_\_\_\_\_ Calificación: \_\_\_\_\_

Primary EL Contact: \_\_\_\_\_

Enlace de padres: \_\_\_\_\_

Consejero: \_\_\_\_\_

### Evaluaciones estandarizadas

	Matemáticas	ELLA	Ciencia	Otro
Año 1*				
Año 2				
Año 3				

\*Año de calificación de ACCESS para Reclasificación.

Si corresponde: Competencia L1 del estudiante: \_\_\_\_\_

Evaluación utilizada: \_\_\_\_\_ Calificación: \_\_\_\_\_

Prueba de educación cívica completada: Sí / No Idioma: \_\_\_\_\_ Fecha: \_\_\_\_\_

### Adaptaciones de idiomas

Año/Semestre	Apoyo	¿Necesario en el futuro?

¿El estudiante participa en actividades escolares y extracurriculares?    Sí No

Áreas de preocupación o apoyos necesarios: \_\_\_\_\_

### Otros soportes

Año/Semestre	Apoyo	¿Necesario en el futuro?
	Apoyo lingüístico fuera de la escuela	
	Mentoría entre pares fuera del programa EL	

	Acceso a soporte para tareas	

Resumen del progreso del estudiante

Año/Semestre	Área de Observación	¿Necesita soporte adicional?
	Uso del idioma inglés	Sí No
	Académica	
	Actividades extracurriculares	
	Bienestar social/emocional	

Planificación de carrera en la escuela intermedia y secundaria

Objetivos:
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Comentarios o notas: