

# **English Language Learners Program Guidelines Shakopee School District**

Developed by:  
Myrlene Schenck, EL Coordinator  
Lia Vang, EL Instructor  
Becky Fisher, EL Instructor

Revised January 2019

## **Contents**

Preface: Legal Precedence For EL Services

Section 1: EL Teacher Job Description

Section 2: District and EL Staff, District Cultural Liaisons

Section 3: EL Program Identification and Eligibility

- MN Definition of EL Students
- Eligibility Requirements for Service
- Formal Screening Measures for Initial Placement Chart

Section 4: SLIFE Identification

Section 5: EL Programs and Services

Section 6: Parent Notification and Decline of Services

Section 7: State and District Assessments

- ACCESS 2.0
- MCA including new to country information
- MAP/DRA/other

Section 8: Reclassification and Exiting EL

- Reclassifying EL level
- Exiting Guidelines
- Multiple Measures to Determine Exit Eligibility Chart
- 

Section 9: Monitoring Progress of Former EL Students

## Preface: LEGAL PRECEDENCE FOR EL SERVICES

[Executive Order 13166: Improving Access to Services for Persons With Limited English Proficiency \(2000\)](#)

Federally conducted and federally assisted programs “must take reasonable steps to ensure meaningful access to their programs and activities by LEP persons,” according to the guidelines set forth by the Department of Justice.

[http://www.justice.gov/crt/about/cor/Pubs/eolep.php \(full text\)](http://www.justice.gov/crt/about/cor/Pubs/eolep.php)

[Supreme Court- Lau V. Nichols \(1974\)](#)

The Supreme Court ruled that districts must help limited-English proficient students overcome educational barriers through equitable (not equal) access to facilities, textbooks, teachers, and curriculum.

[http://www.pbs.org/beyondbrown/brownpdfs/launichols.pdf \(summary\)](http://www.pbs.org/beyondbrown/brownpdfs/launichols.pdf)

[Office for Civil Rights - Enforcement Policy of 1991](#)

This document clarifies enforcement points of an EL program:

- 1) EL teachers must be adequately trained and be evaluated by someone who is familiar with EL teaching methods.
- 2) Exit criteria for students in the program should be based on objective standards.
- 3) Schools may not have “no double service” policies. Students who have a need can have both EL services and special education services.
- 4) EL students cannot be categorically excluded from special programs, such as gifted/talented education.
- 5) All language minority students must be assessed for fluency.
- 6) Parents are to be provided with information related to school in a language that they understand.
- 7) EL students are to receive instruction from qualified staff.

<http://www.ed.gov/about/offices/list/ocr/docs/lau1991.html>

The US Department of Justice and The US Department of Education

[Dear Colleague](#)

Provides guidelines to:

Ensures that English Learner students can participate meaningfully and equally in educational programs

## Section 1: EL Teacher Job Description

The EL Teacher teaches students how to speak, read, write, and listen for understanding in the English language and is also responsible for:

- Providing differentiated support to EL students based on the students' language levels.
- Implementing standard based instruction to EL students.
- Instructing the mainstream staff in EL best practices.
- Collaborating with other departments in your building.
- Being involved with data teams and PLCs at sites.
- Using the WIDA Framework to differentiate instruction.
- Implementing district assessments as well as EL and state required assessments.
- Monitoring the EL caseload.
- Monitoring EL students and paperwork required on behalf of the EL students.
- Communicating with EL parents, building administrators and district EL office.
- Responding to emails in a timely manner.
- Identifying parents who require interpreters for parent/teacher conferences.
- Participating in parent teacher conferences as it pertains to your EL students.
- Advocating for the EL students and families.

## Section 2: District EL Staff and Contact Information

Building	District Leadership	Phone Number	E-Mail
District Office	Nancy Thul (Director of Teaching & Learning)	5095	nthul@shakopee.k12.mn.us
	Myrlene Schenck (EL Coordinator)	5042	mschenck@shakopee.k12.mn.us
	Susan Solander (Special Services Office Assistant)	5044	ssolande@shakopee.k12.mn.us
Building	Liaison	Phone Number	E-Mail
District	Svetlana Mshar (Russian)	5094	smshar@shakopee.k12.mn.us
SW, SP	Maya Diaz-Slipka (Spanish)	3429	mdiaz@shakopee.k12.mn.us

EC, RO	Lupita Gutierrez (Spanish)	5730	lgutierr@shakopee.k12.mn.us
District	Ibrahim Mohamed (Somali)	5041	imohamed@shakopee.k12.mn.us
EMS, WJH	Lina Marin (Spanish)	5869	lmarin@shakopee.k12.mn.us
CFC/Jackson	Evelin Hernandez	5089	ehernand@shakopee.k12.mn.us
SHS, TLC	Yael Ripoll (Spanish)	5813	yripoll@shakopee.k12.mn.us
Building	Teacher	Phone Number	E-Mail
Eagle Creek		5922	
	Katy Daly	5930	kdaly@shakopee.k12.mn.us
	Emily A. Schmitz	6474	Easchmitz@shakopee.k12.mn.us
	Kirsten Winter	5938	kwinter@shakopee.k12.mn.us
	Ashley Zimmerman	6441	azimmerm@shakopee.k12.mn.us
Jackson	Sandy Boyce	5802	sboyce@shakopee.k12.mn.us
	Becky Fisher	5802	rfisher@shakopee.k12.mn.us
	Jeanne Meyer	5802	jmmeyer@shakopee.k12.mn.us
Jackson/Red Oak	Sydney Mason	4366	smason@shakopee.k12.mn.us
Red Oak	Kay Blaha	5952	kblaha@shakopee.k12.mn.us
	Amy Haugen	5952	ahaugen@shakopee.k12.mn.us
	Karen Tetzlaff	5952	ktetzlaf@shakopee.k12.mn.us
Sun Path	Karen Hislop	5892	khislop@shakopee.k12.mn.us
	Susan Rockey	5892	srockey@shakopee.k12.mn.us
	Nancy Schaaf	5892	nschaaf@shakopeemn.onmicrosoft.com
Sweeney	Tania Lanás	5832	tlanas@shakopee.k12.mn.us
	Lia Vang	5832	lvang@shakopee.k12.mn.us
East Middle	Ann Browning Zerby	5702	abrownin@shakopee.k12.mn.us

School			
	Mary Palmer	5922	mpalmer@shakopee.k12.mn.us
West Middle School	Maureen Cannon	5752	mcannon@shakopee.k12.mn.us
	Emily Moncada	5752	emoncada@shakopee.k12.mn.us
SHS	Tania Drexler-Guiterrez	6138	tdrexler@shakopee.k12.mn.us
	Nathan Moldenhauer	6265	nmoldenhauer@shakopeemn.onmic rosoft.com
	Missy Parker	6265	mparker@shakopee.k12.mn.us
	Michael Larson	4202	mlarson@shakopee.k12.mn.us

### **Section 3: EL Program Identification and Eligibility**

#### Minnesota’s Definition of an EL Student (Minnesota Statute 124D.59)

A student, as declared by a parent or guardian (1) first learned a language other than English, (2) comes from a home where the language usually spoken is other than English, or (3) usually speaks a language other than English. The student is determined by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English.

#### Eligibility Requirements for Services

##### 1. Home Language Survey (see example below)

**Minnesota Language Survey**  
 Minnesota is home to speakers of more than 100 different languages. The ability to speak and understand multiple languages is valued. The information you provide will be used by the school district to see if your student is multilingual. In Minnesota, students who are multilingual may qualify for a Multilingual Seal upon further assessment. Additionally, the information you provide will determine if your student should take an English proficiency test. Based upon the results of the test, your student may be entitled to English language development instruction. Access to instruction is required by federal and state law. As a parent or guardian, you have the right to decline English Learner Instruction at any time. Every enrolling student must be provided with the Minnesota Language Survey during enrollment. Information requested on this form is important to us to be able to serve your student. Your assistance in completing the Minnesota Language Survey is greatly appreciated.

Student Information		
Student's Full Name: (Last, First, Middle)	Birthdate or Student ID:	
	Check the phrase that best describes your student:	Indicate the language(s) other than English in space provided:
1. My student first learned:	<input type="radio"/> language(s) other than English. <input type="radio"/> English and language(s) other than English. <input type="radio"/> only English.	
2. My student speaks:	<input type="radio"/> language(s) other than English. <input type="radio"/> English and language(s) other than English. <input type="radio"/> only English.	
3. My student understands:	<input type="radio"/> language(s) other than English. <input type="radio"/> English and language(s) other than English. <input type="radio"/> only English.	

- Parents complete the Minnesota Language Survey at the Shakopee Welcome Center when their child enrolls in Shakopee Public Schools. The registrar screens the surveys at registration or during the time of enrollment of a new student. If a box has been checked “English and languages other than English” and “Languages other than English,” contains a language other than

English (including Creolized English), the student must be assessed for English language proficiency using the grade appropriate WIDA screener. If only English is checked in each of the boxes in the middle column, or if English is the only language written on the form, the student does not have to be assessed.

## 2. Eligibility Screening

- Current scores for ACCESS 2.0 for ELs if available from another district.
- Kinder MODEL or WIDA Screener online or paper if no ACCESS score is available.
- A records review may also be included and is completed by the EL team at each site.

The EL team will determine qualification for EL services based on the following:

Grade Range Initial Identification as EL		
Grade	Formal Screening Measure	Eligibility Requirements
Kindergarten	MODEL	The student is identified as an EL if both the statements are true: <ol style="list-style-type: none"> <li>1. Overall composite is below 5</li> <li>2. Any domain is below 4.0</li> </ol>
1-12	WIDA Online Screener	The student is identified as an EL if either of the statements are true: <ol style="list-style-type: none"> <li>1. Overall composite is below 4.5</li> <li>2. Any domain is below 4.0</li> </ol> <p><b>The score indicates that <u>the student is not an English learner</u> if both criteria below are true:</b></p> <ol style="list-style-type: none"> <li>1. Overall composite score is 4.5 or higher</li> <li>2. Each domain score is 4.0 or higher</li> </ol>

In addition to the above, ongoing Assessments such as oral interviews, reading conference and writing samples will be used in conjunction with the WIDA Screener to determine EL service level and program placement.

**Grade Level Clusters for EL PROGRAM Screening:**

Grade	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		6 <sup>th</sup>		7 <sup>th</sup>		8 <sup>th</sup>		9 <sup>th</sup>		10 <sup>th</sup>		11 <sup>th</sup>		12 <sup>th</sup>	
Semester	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
Grade Cluster Form	K M O D E L		1 Test		2-3 Test		4-5 Test		6-8 Test				9-12 Test											

**Section 4: SLIFE Identification**

**Definition of SLIFE**

In Minnesota, an English learner is identified as SLIFE if all of the following criteria are met:

**MN Statute 124D.59 Subd. 2a.** English learner; interrupted formal education. Consistent with subdivision 2, an English learner includes an English learner with an interrupted formal education who:

- (1) comes from a home where the language usually spoken is other than English, or usually speaks a language other than English;
- (2) enters school in the United States after grade 6
- (3) has at least two years less schooling than the English learner’s peers;
- (4) functions at least two years below expected grade level in reading and mathematics; and
- (5) may be preliterate in the English learner’s native language.

EFFECTIVE DATE. This section is effective for the 2015–2016 school year and later.

[Click here](#) for additional resources and discussion about each MN SLIFE criteria.



## **Procedures for identifying SLIFE students**

- 1) Receive notification of student enrollment from building secretary: Confirm student entered U.S. schools AFTER 6th grade and continue with the following procedures. If student came before 6th grade, student cannot be SLIFE. If student is NOT SLIFE, see [EL PROCEDURES MANUAL](#)
- 2) Prior to student start date:
  - a) Create a physical folder for the student (with name, COB, HL, and Interp need).
  - b) Copy transcripts and other pertinent EL paperwork to put in EL folder.
  - c) Conduct an EL History with each student (and liaison and family if needed). [Click HERE](#) Put EL History form in their folder.
  - d) Administer W-APT or consider ACCESS Scores for EL placement.
  - e) Enter W-APT scores in ELLEVATION
- 3) Consider the SLIFE related questions on EL History form (MN SLIFE criteria #1, #2, #3)
- 4) If EL History form indicates possibility of SLIFE
  - a) Consider MCA or MAP scores or administer EL math assessment (MN SLIFE Criteria #4)
- 5) If possibility of pre-literacy in native language exists
  - a) Administer native language reading assessment (MN SLIFE Criteria #5)
- 6) Add student to EL spreadsheet and report SLIFE status to Susan Solander with student name, COB, HL, Interpreter needed, starting date, and EL Level.
- 7) Create student schedule based on SLIFE specific needs: math support, reading support, study hall during student/teacher contact time, student study hall using math tutor paraprofessional, etc.
- 8) Inform grade-level content teachers of SLIFE students and resources for modifying content.
- 9) Check that EL folder has appropriate applicable items, such as:
  - ACCESS Score or WAPT score
  - 10 day letter or 30 day letter
  - Decline letters
  - Recent transcript
  - EL History form
  - Goals printed from ELLevation

## **Section 5: EL Program and Services**

### **Instruction:**

EL teachers in Shakopee Public Schools teach only in English, focusing instruction on language acquisition, moving from Basic Interpersonal Communicative Skills (BICS) to Cognitive Academic Language Proficiency (CALP) as students progress.

### **EL Program Delivery Models:**

#### **Pull-out Model**

A pull-out model allows for EL Newcomers and Beginners to practice using English in situations where they are comfortable. At the elementary level, Developing and Expanding ELs may continue to receive pull-out instruction in content language development. Students at the WIDA Entering (1) levels through the Expanding (4) levels may generally get some amount of pull-out instruction.

#### **Push-in Model**

In a push-in model, the ESL teacher goes into the general education classroom to support ELs during the content-area lessons. The ESL teacher may be supporting ELs during a mini-lesson next to her students while the general education teacher is teaching, or he or she may wait until instruction is completed and then work with ELs in a small group in the classroom.

#### **Co-Teaching Model**

A co-teaching model is when the EL teacher and classroom teacher collaborate on instruction designed to meet content and language objectives for ELs in the mainstream. A district priority for the EL department is to develop at all grade levels, a variety of co-taught content classes. Students at higher levels who have not exited from the program, ( Expanding (4) and Bridging (5)) are likely to be serviced in a combination of co-taught and/or pull-out classes.

### **Recommended EL Service Minutes:**

Most EL students will receive the greater part of their instruction in the general education classroom. Classroom teacher accommodations, co-teaching with EL teachers, and pull-out instruction by EL teachers are some of the instructional approaches that support the learning of EL students.

Generally, beginning English Learners will receive more minutes of EL service instruction than those who are more advanced in English. EL staff will consult with other teaching staff and parents in determining the setting.

## Recommended Minutes per Language Level and Type of Service

Recommended Minutes and Service Delivery Type	English Language Development WIDA Level 1 (Entering)	English Language Development WIDA Level 2 (Beginning)	English Language Development WIDA Level 3 (Developing)	English Language Development WIDA Level 4 (Expanding)	English Language Development Level 5 (Bridging) Exit from EL Program	WIDA Level 6 (Reaching) Exit from EL Program
Kindergarten	30-60 minutes/day of ELD instruction	30-60 minutes/day of ELD instruction	Up to 30 minutes/day small group ELD or Co-taught instruction	Up to 30 minutes/day small group ELD or Co-taught instruction		
Elementary - grades 1-5	60 or more minutes/day of small group ELD instruction	60 or more minutes/day of small group ELD or Co-taught Instruction	30 to 60 minutes/day small group ELD or Co-taught instruction	30 to 60 minutes/day small group ELD or Co-taught instruction		
Junior High - grades 6-8	3 classes/day Combination of ELD Instruction & possible placement in a content support co-taught section	3 classes/day Combination of ELD Instruction & possible placement in a content support co-taught section	2 class/day Combination of ELD and placement in a content support co-taught section	1 class/day Placement in a content support co-taught section		
High School - grades 9-12	2 classes/day at the Newcomer Center for ELD Instruction possible placement in a content support co-taught section	2 classes/day at the Newcomer Center for ELD Instruction & possible placement in a content support co-taught section	1 class/day for ELD and placement in a content support co-taught section	1 class/day Placement in a content support co-taught section		

## **Section 6: Parent Notification and Declining Services Protocol**

Information regarding the screening and qualification procedures will be available to parents through the district website, at conferences, and in written form. Cultural Liaisons and/or Language Line are available to provide oral interpretation of this information to parents and guardians.

### **Written Notifications**

- Students **new** to the Shakopee School District  
Parents will receive notification within 10 school days of qualifying for EL services in the Shakopee School District.
- Students **returning** to the Shakopee School District  
Parents will receive notification within 30 school days of the beginning of the school year if their child continues to qualify for EL services. This notification is sent out EVERY year.
- All notification letters **must be signed** and returned to school. EL teachers must attempt to contact any families who did not return their signed forms.

### **Declining Services**

Parents have the option of [declining EL services](#), though their child may still be identified as having Limited English Proficiency (LEP). Regardless of having declined services, all students who are identified as EL **must** take the ACCESS 2.0 for ELs unless parents decline the administration of that assessment **in writing**.

[\\*Decline of testing form](#)

If a parent declines, the EL teacher must contact the parents to inform them of the benefits of the EL program, to make them aware that their child will still be considered an EL student and will still be required to take the ACCESS.

## Section 7: State and District Assessments

### State Accountability Assessments:

#### ACCESS 2.0 for ELs

The ACCESS test is given in the months of February-March. It assesses language growth in four domains:

- Listening
- Speaking
- Reading
- Writing

The ACCESS test assesses the four domains in the following areas:

- Linguistic Complexity: Expectations of the quantity and organization of the student's verbal response
- Vocabulary Usage: Expectations of the student's use of appropriate vocabulary for grade level proficiency level; refers to language quality
- Language Control: Expectations of the student's control of English grammar, word choice in context, and the English sound system; refers to language quality

#### Who Takes the ACCESS?

All identified EL students take the computerized ACCESS test including those who have declined services. The only students who do not take the test are those whose parents have specifically declined the testing in writing or those whose IEP states the test is not appropriate.

#### ACCESS Accommodations (paper test, small group testing, etc.)

As of 2016, the entire ACCESS test is computerized. However, a paper test can be requested if it is deemed more appropriate for the student by the EL teacher, classroom teacher and/or special education teacher. A paper test can also be requested if indicated on the student's IEP. If a paper test is requested, the student must take the **entire** test on paper. Students may not take part of the test on the computer and part of the test on paper.

Students whose IEP recommends small group testing will receive this accommodation on the ACCESS test as well.

#### Alternate ACCESS Test

The Alternate ACCESS test is an assessment given to students in grades 1-12 who have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for EL assessment.

### Who Takes the Alternate ACCESS test?

- Students who have a significant cognitive disability and receive special education services under IDEA (2004)
- Students whose IEP team determined that the student will not participate in the general education curriculum. Accommodations and modifications within the general education curriculum were considered. The decision to participate in alternate curriculum (if offered) is not primarily due to social, cultural, or economic factors. And, the student's curriculum more closely reflects the Alternate Model Performance Indicators (AMPs) than typical age or grade-appropriate
- Students who will be participating in his/her statewide alternate accountability assessment.

### Minnesota Comprehensive Assessment (MCA)

MCA assesses proficiency in the content areas of Reading, Math, and Science. All students, including new-to-country (NTC) in grades 3-8 and 10-11 will take the Reading and Math assessment. All students, including new-to-country (NTC), will take the Science assessment in grade 5, 8 and once in high school after Life Science classes have been taken. MCAs are given in the spring of each school year.

### **District Assessments:**

#### Measures of Academic Progress (MAP) testing

A computerized assessment given to students in grades K-5, typically in the fall and spring but occasionally in the winter, in the areas of reading and math. This test is generally administered by the classroom teacher, but can be administered by the EL teacher upon request.

#### Developmental Reading Assessment (DRA)

A reading assessment given to students grade K-5, typically in the fall and spring to determine a student's independent and instructional reading level.

## Section 8: Reclassification and Exiting EL Students

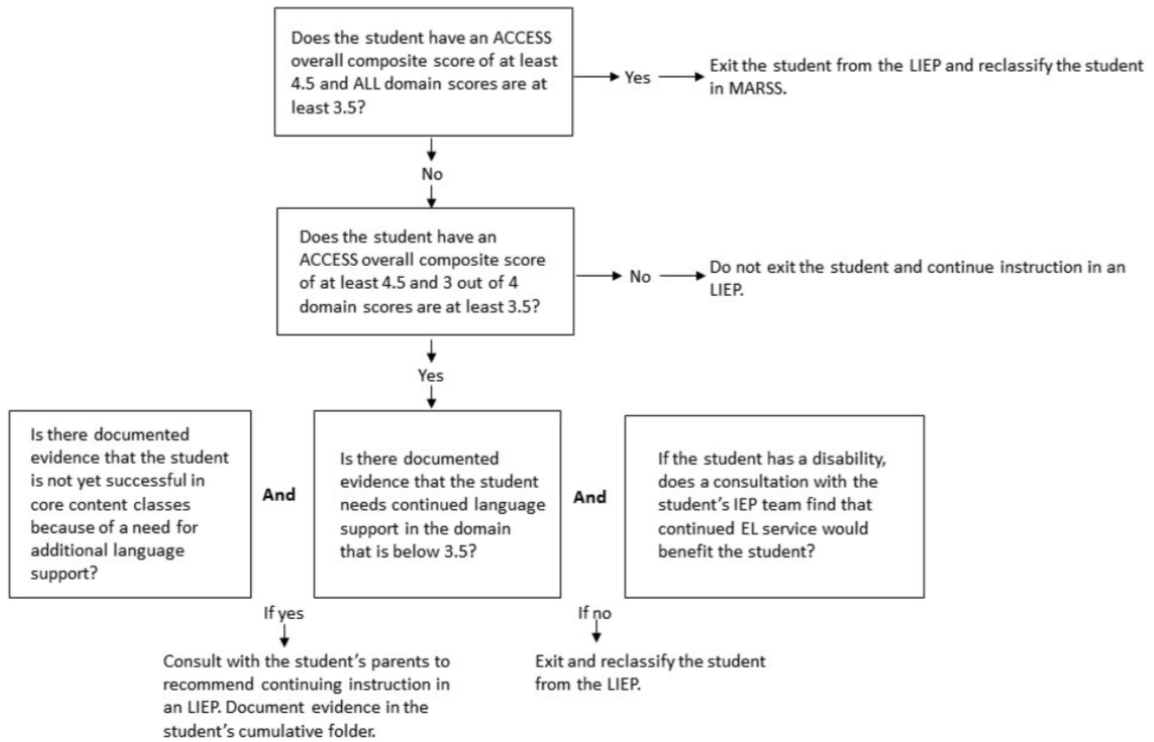
### Reclassifying an EL Student's Level

An EL student who moves to a new EL level may have a change to the type and amount of EL services, depending on individual needs. Parents will be notified within 30 days of the beginning of the school year if their student continues to qualify for EL services.

### Minnesota Criteria For EL Services

Grade Range Initial Identification as EL			EL Classified	EL Reclassification (Exit)
<b>Kindergarten-</b>	MODEL	Composite < 5.0 and any domain < 4.0	Composite Score of 4.5 – at least 3 domains score at 3.5 or below.	<p><b>Requisite Criteria:</b> ACCESS 2.0 Composite score &gt; or = 4.5, with all domains &gt; or = 3.5</p> <p><b>Additional Criteria:</b> ACCESS 2.0 Composite score &gt; or = 4.5, with one domain &lt; 3.5, student may exit based on additional criteria.</p>
<b>1-12</b>	WIDA Online Screener	Composite < 4.5 and any domain < 4.0		

### Additional EL Exit Criteria Decision Tree



\*If schools and districts are unable to or fail to document a continuing need for language support, they may not retain a student in an LIEP.

## **Section 9: Monitoring the Progress of Former EL Students**

After an EL student exits the program, the state continues to monitor the student for four years. In accordance with state mandated reporting procedures, Shakopee will monitor students' performance for two years, and will document the students' progress regularly. The student will still be identified as EL in ELlevation and at the state level.

In the event that a student who has been exited begins to struggle academically the EL teacher will consult with appropriate staff as well as administering the WIDA Screener to determine if the student's struggles are due to language deficiency. If it is decided that language is the contributing factor, the student may be reclassified as EL.

**Reports And Letters**

Select a Report

Monitoring Report Form

For

Select Student... | Select Most Recent



