"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."

Spokane Public Schools English Language Learner Plan

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Chapter 1: Introduction and Educational Approach

Introduction

Purpose of the Document

Spokane Public Schools (SPS) is committed to excellence and the education of every child. Included within the student body of SPS is a growing demographic of English Language Learners (ELLs) with a rich diversity of cultures, backgrounds, perspectives and knowledge who are still acquiring English, the only language of instruction in our Spokane schools. As stated in the 1974 Supreme Case Ruling in Lau v. Nichols, “There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education [within our system],” and so this document seeks to provide a road map to guide the SPS administration, staff, parents, and students in the program of implementation for supporting the language acquisition, education, and future success of ELLs throughout the school district.

As a gateway city for refugees, Spokane contains a uniquely diverse language population in which no single language group comprises more than 27 percent of the entire ELL population (see Figure 1.1). Conversely, the total ELL population in SPS comprises less than seven percent of its total student population (compiled by SPS 81, October 2018). While many other districts contain the ELL numbers necessary to implement such research-based programs as dual immersion or bilingual education, Spokane possesses neither the total ELL numbers nor a large enough majority of any one language group to implement such a program effectively or efficiently. For this reason, a unique plan must be developed and implemented in order to support Spokane’s ever-growing and richly diverse ELL population. To this end, it is imperative that Spokane Public Schools not only recognize its linguistic diversity but also work toward the effective implementation of the critically developed plan discussed in this document.

The following pages provide legal, demographic and theoretical rationale for the English Language Learner Plan contained in this document as well as the plan itself, which addresses the identification process for ELLs, a complete description of services, and the ELD department’s commitment to continued support and improvement of services through program evaluation.
EDUCATIONAL APPROACH

Description

The English Language Development (ELD) department of Spokane Public Schools has adopted an educational approach that considers the unique demographics of ELLs in Spokane, the state and federal guidelines regarding academic support for ELLs, and current research in second language acquisition, all of which are outlined in this chapter.

English Language Learners in Spokane Public Schools

Spokane Public Schools has a unique ELL demographic in that no single language group comprises more than 27 percent of the total ELL population (See Figure 1.1). While the total ELL population of over 1900 students is less than 7 percent of the total student population in SPS, it is comprised of 72 different languages and even more national origins (Compiled by SPS 81, October 2018).

Figure 1.1 (SPS ELL Counts, 2018)*
In addition to the linguistic diversity represented in Figure 1, the total number of ELLs in Spokane Public Schools is growing quickly. Spokane currently has the third largest population of Marshallese in the United States, surpassed only by Hawaii and Arkansas (US Census, 2010). This particular student demographic now makes up the largest language group represented by ELLs in Spokane Public Schools and is one of the fastest growing demographic groups in the district as a whole. Additionally, World Relief, a refugee resettlement organization, places up to 500 refugees per year in Spokane (World Relief, 2018), and as a significant number of the SPS ELL students are refugees, the ELL population is on a trajectory of continued growth (See Figure 1.2).

![ELD Five-Year Growth Trends](image)

Figure 1.2 (SPS Five-Year Counts, 2014-2019)*

*Figures 1.1 and 1.2 contain information specific to the demographics of English Language Learners in Spokane Public Schools. This information was last updated in February of 2019.
Laws, Policies, and Regulations Governing Services for ELLs

Beginning with Title VI of the Civil Rights Act of 1964, there has been significant legislation with regard to the support of ELLs in federally funded educational institutions. Together, these laws and regulations ensure that public schools provide ELLs an equal access to, and meaningful participation in, all educational programs offered in US public schools. The laws and regulations affecting support of ELLs are listed below as rationale for the English Language Learner Plan contained in this document.

“No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance” (Title VI of Civil Rights Act, 1964).

“Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students” (Health, Education, and Welfare Memorandum, May 25, 1970).

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful" (Lau v. Nichols, 1974).

“No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by . . . (f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs” (Equal Educational Opportunities Act, 1974).

“. . . while the district’s goal of teaching Hispanic children the English language is certainly proper, it cannot be allowed to compromise a student’s right to meaningful education before proficiency in English is obtained” (Rios v. Reed, 1978).

“Nothing in our earlier cases involving ability grouping circumscribes the discretion of a school district, even one having a prior history of segregation, in choosing to group children on the basis of language for purposes of a language remediation or bilingual education program. . . Language grouping is, therefore, an unobjectionable practice, even in a district with a past history of discrimination” (Castaneda v. Pickard, 1981).
Castaneda Standard: In addition to the statement that language grouping is an option for ELL support, the case above led to the widely accepted Castaneda Standard for determining appropriate programs for language minority students. It mandates that English Language programs must be: (1) based on a sound educational theory, (2) implemented effectively with sufficient resources and personnel, and (3) evaluated to determine whether they are effective in helping students overcome language barriers (Del Valle, 2003).

“A [state] statute which withholds from local school districts any state funds for the education of children who were not "legally admitted" into the United States, and which authorizes local school districts to deny enrollment to such children, violates the Equal Protection Clause of the Fourteenth Amendment” (Plyler v. Doe, 1982).

The Civil Rights Restoration Act of 1988 defined the term “program or activity” from the original Title VI of the Civil Rights Act of 1964.

“For the purpose of this subchapter, the term ‘program or activity’ and the term ‘program’ mean all of the operations of –
(A) a college, university, or other postsecondary institution, or a public system of higher education; or
(B) a local educational agency . . . system of vocational education, or other school system;” (Civil Rights Restoration Act, 1988).

“This policy update is primarily designed for use in conducting Lau compliance reviews -- that is, compliance reviews designed to determine whether schools are complying with their obligation under the regulation implementing Title VI of the Civil Rights Act of 1964 to provide any alternative language programs necessary to ensure that national origin minority students with limited-English proficiency (LEP students) have meaningful access to the schools' programs. The policy update adheres to OCR's past determination that Title VI does not mandate any particular program of instruction for LEP students. In determining whether the recipient is operating a program for LEP students that meets Title VI requirements, OCR will consider whether: (1) the program the recipient chooses is recognized as sound by some experts in the field or is considered a legitimate experimental strategy; (2) the programs and practices used by the school system are reasonably calculated to implement effectively the educational theory adopted by the school; and (3) the program succeeds, after a legitimate trial, in producing results indicating that students' language barriers are actually being overcome. The policy update also discusses some difficult issues that frequently arise in Lau investigations. An appendix to the policy discusses the continuing validity of OCR's use of the Castaneda standard to determine compliance with the Title VI regulation” (Office for Civil Rights’ Policy Update on Schools’ Obligations Toward National Origin Minority Students with Limited-English Proficiency, 1991).

“Limited English proficient children are eligible for services on the same basis as other children selected to receive services . . . Limited English proficient students shall be assessed to the extent practicable, in the language and form most likely to yield accurate and reliable
information on whatever students know and can do to determine such students’ mastery of skills in subjects other than English” (Improving America’s School Act, 1994).

The US Department of Education website (2016) states the following summary of accountability for ELD programs under Title III of the No Child Left Behind Act (2001):

- “States must establish annual achievement objectives for limited English proficient students that are related to gains in English proficiency and meeting challenging State academic standards and that are aligned with Title I achievement standards.”
- “States must assure that subgrantees will comply with the Title I requirement to annually assess in English children who have been in the United States for 3 or more consecutive years. States must hold subgrantees accountable for making adequate yearly progress as described in Title I and meeting all annual achievement objectives.”
Theory

There is a rich body of research in the field of Second Language Acquisition (SLA) and a growing body of research on program models for English Language Learners (ELLs). While most experts in the field agree that there is no definitive theory of SLA nor a perfect program model that will ensure the academic success of all ELLs, there is a general body of research that, if known and understood, is significantly helpful in teaching and supporting the language acquisition and academic development of the ELLs in our schools.

SLA Basics

Stages of English language proficiency: Despite the relative newness of the research in the field of language acquisition, and even though there is not yet a tried and true theory of second language acquisition that is accepted throughout the field, there are some basic, fundamental concepts that are widely understood and can therefore be applied to the classroom setting. The first point of agreement is that ELLs appear to move through identifiable stages as they acquire a new language. Though the order of acquisition is not concrete and may vary depending on the student’s primary language, level of first language literacy, the language distance between the primary language and English, and more, the field widely agrees that students do, in fact, progress through observable stages. While there are a number of stages identified by different researchers, this document will note the stages as introduced in 1983 by Krashen and Terrell.

Krashen and Terrell (1983) have defined five stages of language acquisition as follows:

Preproduction: Also known as the silent stage, this beginning stage of language acquisition generally lasts from zero to six months. Of course, there are exceptions in which the silent stage has lasted over a year, but these cases are rare. Students in the preproduction stage of language acquisition have minimal comprehension in the target language and are not yet ready to produce spoken words in the new language. They can, however, respond to new words and pronunciation by nodding “yes” or “no”, drawing, or even pointing to people, objects or illustrations to demonstrate understanding of content and reception of language. Instruction at this stage should focus primarily on vocabulary development through the acquisition of words, their meanings and pronunciations (Krashen and Terrell, 1983).

Early production: According to Krashen and Terrell (1983), early production typically lasts from about six months to a year. Students have an increased comprehension of the target language as compared to the preproduction stage, but this comprehension is still limited. They can produce one or two word responses or even simple phrases as answers to yes/no or either/or questions and are often able to identify information from lists, labels and simple diagrams. Students at this stage have approximately 1000 active
vocabulary words in the new language and will often speak using present-tense verbs with numerous mispronunciations. Vocabulary development is still crucial at this stage, as well as ample opportunities to use their developing vocabulary and language forms, and classroom instruction should include comprehension supports and context building through realia (real-world objects), visual aids, and physical movement.

*Speech emergence*: As the students’ vocabulary and syntax continue to develop, so does their overall comprehension of the target language. Krashen and Terrell (1983) defined the third stage as speech emergent. At the speech emergent stage, students are not only able to comprehend significantly more in the new language than in previous stages, but they are also able to produce simple and even compound sentences, though grammar and pronunciation errors are still prominent at this time. At this stage, which typically lasts one to two years, they are able to answer questions about why or how something happens using a phrase or even a short sentence answer and even offer explanations using simple phrasing or simple sentence structures. Students at this stage often receive, or understand, more than they are able to produce and benefit significantly from sentence, question, and transitional language frames that allow them to develop new language to produce what they know. They continue to benefit from visual and kinesthetic support as well as real-world contexts and realia that promote deeper comprehension. The students also benefit from instruction in figurative language, as they tend to have a very literal understanding of the language at this point. It is important to remember that, while the production of language is important in this stage, students should be given generous opportunities to demonstrate their knowledge through non-linguistic representations as well.

*Intermediate fluency*: According to Krashen and Terrell (1983), the intermediate stage also lasts one to two years, although there is significant data from K-12 education that students may stay at this stage for several years if they are not able to access quality, intentional language instruction across all subject areas. Students in this stage understand the target language significantly well but need continued support in advancing the sophistication of their target language production. They tend to make very few grammatical errors and are forming an understanding of the more complex structures of the language such as conditionals. They benefit from language frames for questioning and answering questions to elicit conditionals such as “What would happen if” or “If ____ were to happen, then I would ____” as well as significant support in content-specific academic language development.

*Advanced fluency*: According to Krashen and Terrell (1983), the final stage typically lasts about 3 years. Students in this final stage of language acquisition have near-native
fluency in the target language. Students at this stage have typically transitioned out of English Language Development (ELD) classes but continue to need academic language support in the mainstream classroom.

Rate of acquisition; BICS and CALP (Cummins): A second concept widely embraced in the field of language acquisition is that there is a discreet difference between social language and academic language and that, though both may be acquired at the same time, different amounts of time are needed to become proficient in one or the other. One of the leading researchers in this particular area is Jim Cummins.

Basic Interpersonal Communication Skills (BICS): BICS is the term used by Cummins (2000) to refer to an ELL’s social or conversational language. It includes the basic vocabulary of everyday speech and involves the ability to carry on a conversation with friends on the playground, with family on everyday topics, or even with teachers and other students in the classroom regarding non-academic topics. According to Cummins, it takes approximately two years to develop BICS after arrival in a country that teaches the target language. Students who have developed BICS may appear “fluent” to native speakers, which is often a source of frustration and conflict at school, as the student is expected to also have the CALP necessary for academic success. As the next section explains, however, they will continue to need significant support, even with strong BICS, in order to produce age-appropriate academic language in the target language.

Cognitive Academic Language Proficiency (CALP): CALP, a term also coined by Cummins (2000), refers to the deeper language of academia that is not used in everyday speech but is necessary for success in schools. This academic language includes subject-specific vocabulary, language frames and transitions necessary for academic writing and problem solving and for discourse patterns in academic conversations. This language promotes the use of critical thinking and problem solving and is therefore a necessary part of every classroom. According to Cummins, CALP takes an average of five to seven years to develop – longer if the student has had limited or interrupted formal schooling and is not yet literate in any language before entering schools in the new target language. In these settings, academic vocabulary and language structures should be scaffolded in ALL content areas for maximum ELL student success.

Factors affecting language acquisition: While the two previous sections paint a picture of steady, stage-oriented language development with approximate, if not specific, time lines along which a student can progress through those stages, the reality is that there are a significant number of outlying factors that can affect a student’s target language acquisition and may therefore alter the expected time it will take for a student to progress to the advanced fluency stage of language acquisition with both BICS and CALP comparative to their native-speaking
peers. While not an exhaustive list, the following section attempts to lay out some of these key factors and indicate the way in which they affect acquisition of the target language.

**Access to prior formal education**: ELLs come with a wide variety of educational backgrounds. Some come with significant former formal education, some come with limited formal education, many come with interrupted formal education, and still others have never before been in a formal educational setting. Some ELLs have been in literacy rich environments in which they were able to acquire strong reading and writing skills in their primary language as well as a breadth of knowledge in various content areas such as mathematics, sciences and social sciences. Others have received bits and pieces of educational exposure interrupted by conflict, violence, or hazardous situations that made consistent schooling impossible. Still others have never had access to an educational setting. Some ELLs have lived in the United States since birth; others have come to the United States as immigrants, refugees, or are only here temporarily. The educational backgrounds of ELLs are as varied as the ELLs themselves, and these backgrounds can have a significant influence on the way in which each student acquires a new language. Freeman and Freeman (Freeman, Freeman, Soto & Ebe, 2016) define the following four categories of ELLs: newly arrived with adequate schooling, newly arrived with limited formal schooling, long-term English learners, and potential long-term English learners. Within each of these categories, the students’ educational backgrounds and experience are often transferred into the new academic setting and can have a significant impact on the student’s linguistic and educational experience in US classrooms.

**L1 literacy**: L1 literacy refers to how well a student can read or write in their primary language. As with prior educational experience, primary language literacy can have a significant impact on the way in which a student learns to read and write in another language. Jim Cummins, a leading researcher in bilingual education, claims, “Experience with either language can promote development of the proficiency underlying both languages” (1981, p. 25). His CUP theory (Common Underlying Proficiency) is widely referred to in bilingual education and outlines the type of influence that literacy in one language can have on another. Tarone (1990) confirmed this concept and summarized the concept inversely: “Learners who are not already literate in the native language may take much longer to become literate in a second language” (p. 13). More recently, Goodrich, Lonigan, and Farver (2013) investigated the correlation between first and second language literacy by “…examining whether the level of proficiency of emergent literacy skills in children’s L1 predicts their competency in L2” (p. 415). According to the results of their research, children with strong literacy skills in their first language tend to have strong literacy skills in their second language.
**Language transfer:** Another factor affecting language acquisition is the language transfer skills that an ELL possesses. *Language transfer* is understood as “. . . use of the first language during the second language acquisition” (Madrinan, 2014, p. 53). In other words, ELLs enter a new situation with a certain set of skills and knowledge about their primary language that they can apply from their first language to their second language. Negative transfer can also occur, during which a student inaccurately transfers knowledge of the primary language into the acquisition of the second language. How these skills are transferred depends largely on the student’s familiarity with the primary language, literacy in the primary language, and language distance.

**Linguistic distance:** Referred to more generally as *language distance*, *linguistic distance* can play a role both in positive and negative language transfer. Lars Borin (2013) defines *linguistic difference* as the “. . . differences between language systems . . .” (p. 4). There are a variety of ways in which to measure the distance between one language and another, each of which may be helpful in predicting language error and language transfer. In an attempt to define the linguistic distance features contributing to linguistic transfer between English and a number of other widely spoken language groups, Michael Swan and Bernard Smith (2001) wrote the following four correspondences:

1. Where the mother tongue has no close equivalent for a feature, learners are likely to have particular problems in the relevant area.
2. Where the mother tongue does have an equivalent feature, learning is in general facilitated.
3. Equivalencies are rarely exact, and so-called ‘interference’ or ‘transfer’ mistakes are common where students assume a more complete correspondence than exists, so that they carry over mother-tongue patterns in cases where English forms or uses are not in fact parallel.
4. Since transfer mistakes arise where the systems of two languages are similar but not identical, they are most common . . . in the interlanguage of students who speak languages closely related to English. (p. xi)

For teachers, it is important to note that the distance between a student’s primary language and English may affect both how and when a student acquires particular linguistic features in the new language.

**Affective filter:** According to Lightbown and Spada (2013), an affective filter is a “metaphorical barrier that prevents learners from acquiring language even when appropriate input is available” (p. 37). More elaborately, affective factors in general refer to learning barriers created by the presence of high anxiety, strong emotions, turbulent feelings, or the stress of trauma or even a new and unfamiliar environment.
The presence of one or more of these factors can significantly inhibit or even prevent learning. If an ELL has a high affective filter, learning is inhibited. If a student has a low affective filter, he or she is more likely to absorb informational input, thus increasing the likelihood of developing the target language. Whether a student has a high or low affective filter can affect how quickly a student moves through the stages of language acquisition. In order to lower an ELL’s affective filter, it is important for teachers and administrators to consider how to create welcoming environments that reduce stress and anxiety (Brown, 2007; Krashen, 1985).

While students do progress through observable stages of language acquisition, it is important to note that a number of factors including those listed above can affect the way in which an ELL acquires language. As Lightbown and Spada (2013) explain, “. . . it is important to emphasize that developmental stages are not like closed rooms. Learners do not leave one behind when they enter another . . . at a given point in time, learners may use sentences typical of several different stages” (p. 56). Lightbown and Spada go on to emphasize that, “. . . progress to a higher stage does not always mean fewer errors,” (p. 56), a concept that is often misunderstood by educators. It is therefore crucial that anyone working with ELL students be cognizant of the fact that the student is in a process of acquiring a new language, and this process may look different for each learner. Variety should be expected in both the rate and order in which linguistic features are acquired from student to student, even within the same “stage” of language acquisition.

Program models: OSPI has defined the following program models as approved models for ELD.

**Dual Language:** Dual language classrooms consist of mixed groups of ELLs and native English speakers in which content instruction is given in both languages. Language instruction is balanced with the goal of equal 50% instruction in each language. Academic content is made accessible through sheltered instruction or ESL strategies, and transitioned students continue through the duration of the program.

**Developmental Bilingual Education (Late Exit):** Developmental bilingual education classrooms consist of ELLs in grades K-6. 90% of the instruction is given in the student’s primary language in the early grades, progressing to 50% balanced instruction in both languages by grades 5 or 6.

**Transitional Bilingual Education (Early Exit):** Transitional bilingual education classrooms consist of ELLs only. Instruction is given in the student’s primary language in the first stage and progresses quickly toward using only English in the span of three years.

**Content-Based Instruction (CBI):** In a content-based instruction model, the classroom may consist of all ELLs, or any combination of both ELLs and native English speakers. The
focus of this model is teaching language through the course content using the target language as the language of instruction.

**Sheltered Instruction (SI):** In the sheltered instruction classroom, instruction is also given in English. While a content-based classroom may be mixed ELLs and English only speakers, true sheltered instruction classes are all or majority ELL students. A classroom can be both a content-based classroom and a sheltered instruction classroom.

**Pull-out:** In the absence of the numbers needed to create a sheltered instruction classroom, a pull-out model of sheltered instruction may be used. In this particular model, groups of ELLs are removed from the mainstream classroom to receive English language support for a given period of time from an ELD teacher. After the instruction, they return to the mainstream classroom.

**Push-in:** Push-in models of instruction usually coincide with sheltered instruction classrooms with clusters of ELLs in the same mainstream classroom. Rather than students being pulled out of the classroom for language support, the ELD teacher comes into the mainstream, sheltered or clustered classroom to provide English language development during the literacy period of the regular classroom.

**English Immersion** is not recognized by the state of Washington as a viable model. English Immersion is the placement of an ELL in an English only classroom with native English speakers in which support for English language development is not required.

**What the research says about program models:**

*Thomas and Collier (2002):* Beginning in 1985, Wayne P. Thomas and Virginia P. Collier began long-term studies of K-12 program models for ELLs. In 2001 they reported on a five-year study conducted between 1996 and 2001 in which they compared programs in five school districts representing over 80 primary languages and 220,054 students. The conclusions of their report were as follows:

- ELLs immersed in English mainstream contributed to the largest number of school dropouts among the compared programs. Of those that continued, the average performance on the standardized reading test in 11th grade was in the 12th percentile.
- ELLs enrolled in ESL content classes (referred to in this document as sheltered instruction) of 2-3 years followed by English mainstream scored an average of the 23rd percentile on the standardized reading test in 11th grade.
• ELLs enrolled in a bilingual education program averaged scores between the 34th and 72nd percentile on the standardized reading test in 11th grade, depending on the type of bilingual education program model used.

While the results of this study clearly indicated that the model of instruction most effective on student’s long-term achievement remains bilingual education, the results also indicated that students enrolled in a sheltered instruction or content-based instruction model scored nearly twice as high on reading achievement tests in English than their peers in English mainstream classes.

Valentino and Reardon (2014): More recently, Valentino and Reardon of Stanford University confirmed the findings of Thomas and Collier in that they found that three different program models that support primary language instruction: Transitional Bilingual, Developmental Bilingual, and Dual Immersion each demonstrated significant long-term gains when compared to English Immersion. In this study, however, sheltered instruction courses were not examined.

Due to the unique nature of Spokane schools, in which there are no language groups large enough to warrant a program of instruction that includes the primary language of ELLs as a language of instruction, it is important that we examine research that reflects demographics of a population closer to that of Spokane’s ELLs.

Joan Johnston (2013): In a recent doctoral dissertation study done in Spokane Public Schools by Dr. Joan Johnston, ELL interactions were compared between sheltered instruction classes and English mainstream classes. The results of the study demonstrated that ELLs in a sheltered instruction environment interact in English 3 times more often than ELLs in an English mainstream environment. Combined with Vygotsky’s social development theory (1997) that highlights the need for social interaction in learning, Swain’s research (2005) on the need for linguistic output as well as comprehensible input (Krashen, 1985), and Long’s (1981) emphasis on meaningful linguistic interactions, Joan’s research strongly supports the concept of sheltered instruction as a preferred alternative to English mainstream in English language development.

Spokane Public Schools: Based on the unique demographics of Spokane’s ELLs combined with the research on program models in the last 20 years, the ELD department in SPS supports the implementation of a sheltered instruction model district wide. While this model is not mandated, in the absence of resources for a bilingual program model, sheltered instruction is strongly encouraged as the preferred model of instruction for supporting the language acquisition and future academic success of Spokane Public School’s ELL student population.
MISSION AND VISION

Mission
The mission of the Spokane Public Schools’ English Language Development department is to transition ELL students to fluent English proficient both effectively and efficiently through improved services in order to increase ELL students’ access to educational opportunities and to increase their overall academic achievement.

Vision
The SPS ELD department’s vision is to move toward a comprehensive program in which ELLs are provided the best possible access to core academic content and future social, academic and community success through research-based instructional strategies and support.

With this vision in mind, the SPS ELD committee has developed the following three, five, and ten-year plans.

Three-Year Plan
In three years from the date of board approval, the SPS ELD department endeavors to:

2. Implement a middle school newcomer center for 6-8 grades (implemented 2017-2018).
3. Provide ELL clusters in grades K-1 throughout the district elementary schools. ELL clusters are considered a sheltered classroom if ELLs comprise over 50% of the class. (As of fall 2017, 11 school sites have implemented clustered or sheltered K-1 classes).

Five-Year Plan
In five years from the date of board approval, the SPS ELD department endeavors to:

1. Make significant progress toward hiring/certifying secondary content area teachers who are dual endorsed in both ESL and a content area to build capacity for content-based sheltered instruction in grades 7-12. (Sheltered content training for Science implemented 2017).
2. Provide ELL clusters in grades 2-3 throughout the district. ELL clusters are considered a sheltered classroom if ELLs comprise over 50% of the class.

Ten-Year Plan
In ten years from the date of board approval, the SPS ELD department endeavors to:

1. Ensure that all high school and middle school content teachers are ESL certified to build capacity for content-based sheltered instruction in all content areas grades 7-12.
2. Provide ELL clusters by school site for grades K-6 in classrooms with ESL certified teachers. ELL clusters become sheltered classes if ELLs comprise over 50% of the class.
Program Goals

Goals

The goals of the ELD department, as aligned to federal and state requirements, are as follows:

1. Provide an Alternative Instructional Program to each eligible student to achieve competency in English;
2. Communications to parents will be appropriately bilingual when feasible;
3. Determine eligibility in program by using the ELPA21 screener;
4. Measure improvement in learning English by using the ELPA21 annual assessment;
5. Provide professional development for teachers, counselors and other staff;
6. Provide instructional support for exited student who need assistance for up to two years.

Implementation

To actualize the program goals, the district and staff will:

1. Provide services to all eligible ELL students through either Content- Based Instruction (CBI), Sheltered Instruction (SI), Pull Out, Push In or in the Newcomer Programs;
2. Provide interpreters services through Language Specialists, Bilingual Specialists, LDE’s or phone interpreters services for any family that indicates they need an interpreter;
3. Test all incoming potential ELL students within ten days of enrollment at the FROC;
4. Administer the ELPA21 annual assessment or WIDA Alternate assessment to all served and waived ELL students on an annual basis;
5. Continue to provide professional development through annual program training and optional professional development;
6. Monitor students’ progress for up to two years and provide instructional supports through Homework club, interventions, summer language program, etc.
Chapter 2: Staffing and Professional Development

Student to Staff Ratios

Certificated Student-to-Teacher Ratios

In the 2016-2017 school year, the following district-specified student-to-teacher ratios were implemented:

- Elementary: 47-to-1
- Secondary: 17-to-1

Instructional Staff

ELD Teachers

Qualifications: ELD teachers hired by the SPS ELD department must meet all certification requirements expected of all district teachers, including a content-area endorsement (ESL at the elementary level and ESL/English or ESL/Social Studies at the secondary level). Preference is given to candidates who:

1. Have an ESL/ESOL or bilingual endorsement or course work in ESL/ESOL or bilingual education including effective instructional strategies and assessment for second language learners.
2. Have experience in working with culturally, socially, and economically diverse student and parent populations.
3. Demonstrate leadership abilities in organizing, implementing, and maintaining an effective, collaborative instructional program with the school staff that includes the ability to clearly articulate the elements and implementation of active learning, inclusivity, and other effective practices for ELL students.

Interpreters

Language Specialists

Qualifications: Language specialists hired by the SPS ELD department must meet the following requirements:

1. Demonstrated ability and aptitude to perform the responsibilities listed.
2. Proof of advanced academic literacy in the target language for interpretation and translation including but not limited to: interpretation and translation license or certification OR BA, MA, or PhD in primary language.
3. Proof of advanced academic literacy in English including but not limited to: interpretation and translation license or certification, BA, MA, or PhD in English, OR proof of passing an academically rigorous assessment in English (Praxis).
4. Demonstrated ability to communicate clearly and effectively in both written and oral form.
5. Experience with computers and software such as Window, Groupwise, Excel or spreadsheets, Publisher, PowerPoint, etc.
6. In addition to the academic qualifications above, language specialists are expected to possess the following professional qualifications or soft skills: professionalism, confidentiality, flexibility and adaptability, empathy, tact and diplomacy, cultural competence in both US culture and cultures in which the target language is spoken, general knowledge of current world affairs – particularly those affecting US immigrant and refugee populations, ability to remain calm and composed under pressure, initiative, and collaboration.

**Bilingual Specialists**

Qualifications: Bilingual specialists hired by the SPS ELD department must meet the following requirements:

1. Demonstrated ability and aptitude to perform the responsibilities listed.
2. Possess an A.A. Degree, B.A. Degree, or B.S. Degree; or 72 quarter credits or 48 semester credits from an accredited college; or pass an academically rigorous assessment.
3. Demonstrated ability and proficiency to speak, write, and comprehend English and the target language clearly.
4. Experience in a broad and varied academic setting, ability to prepare work for and instruct students in a variety of subjects.
5. Cultural awareness, sensitivity and knowledge of the culture(s) involved.
6. Prior recent experience working with school-age children in the classroom.
7. Demonstrated flexibility in dealing with challenging situations.
8. Demonstrated ability to work positively and effectively with others in a confidential manner.

**Limited Defined Employees**

Limited defined employees (LDEs) are hired for on-call interpretation and conferences only. They must have a thorough knowledge of the primary language and customs, a command of social English, and a minimal understanding of academic English.
REQUESTING INTERPRETATION

Requesting Interpretation for Families and Students

The protocol for requesting interpretation is as follows:

Life-Threatening Emergency/Emergency (Same Day)
1. Use a phone interpretation service: Language Line or Linguistica.
2. Email heatherri@spokaneschools.org the amount of time spent on the phone.

Non-Emergency
1. Contact a Language Specialist via voicemail or email to request interpretation services.
2. The Language Specialists will refer you to a Bilingual Specialist if they are unavailable.
3. Contact the ELD, Title III, K-12 TOSA Naomi Hagen to request an LDE for all other languages. DO NOT CONTACT LDEs DIRECTLY. To request and LDE, email the following information to naomih@spokaneschools.org:
   - Student name:
   - Language:
   - Parent name:
   - Parent phone:
   - Message to be interpreted:
4. Contact Heather Richardson at heatherri@spokaneschools.org to request Language Line or Linguistica when a Language Specialist, Bilingual Specialist or LDE is unavailable.

Requesting Interpretation when Bright Arrow Calls

If the district or school site needs to make a Bright Arrow call, the calls should be interpreted into all major languages as well. The protocol for requesting an interpreted Bright Arrow Call is as follows:

1. Contact the ELD Family Advocacy Specialist at least 72 hours in advance of the Bright Arrow Call in English. (A full week’s notice is preferred).
2. The ELD Family Advocacy Specialist will contact a language specialist for each of the district’s major languages to record the Bright Arrow call in each language.
3. The Bright Arrow calls will go out to families that have requested interpretation on the registration paperwork in both the primary language of the home and in English.

Providing Interpretation Information for Families

If families want to request interpretation, they may do so by accessing the ELD voicemail. It is important that schools be aware of this information and be able to disperse the information to parents and families when the need arises. Schools can give out the ELD voicemail handout (Appendix 1) whenever a family indicates a need for services.
Professional Development and Training

The ELD department recognizes the importance of offering ELL-specific professional development and training for administration, certificated staff, and classified staff who work with ELLs in any capacity. While administrators are welcome to attend any of the following professional development opportunities, most were designed with classroom teachers, counselors or paraprofessionals in mind. For this reason, the trainings are divided into the following categories: all district employees, mainstream teachers, counselors and mental health therapists, ELD teachers, bilingual specialists, and limited defined employees.

All District Employees

The ELD department currently offers the following professional development training for all district employees:

*World Relief Simulation* – Spokane Public Schools ELD department partners with World Relief to offer this training opportunity for teachers and administrators in Spokane Public Schools. World Relief’s Refugee Simulation is a 3-hour experience that allows participants to step into the role of a refugee, fleeing for his or her life.

The simulation begins with a presentation on the current world refugee situation as well as information on the refugee groups specific to families relocated to Spokane. Then, separated into “families” from various countries and transformed by ethnic clothing, groups must memorize their biographies before visiting immigration officials, a refugee feeding station, a medical screening clinic, and a refugee language acquisition class. Families must pass interviews at each of these stations on their “journey to freedom.”

The objective of this interactive training is to provide an emic perspective of refugee student and family experiences and to build educator capacity for supporting students from refugee backgrounds in an effort to provide on-going training for all staff and students that promotes a safe and productive learning and work environment.

*Understanding Your Immigrant and Refugee Students: Building Cultural Competence for Working with Immigrant and Refugee Students in the Classroom* (Parts 1 and 2) – This course offers a brief synopsis of the immigrant and refugee cultures local to Spokane as well as an introduction to various models for understanding cross-cultural interactions and the implications of these interactions in the classroom. This training consists of two three-hour courses offered during the Teaching and Learning Summer Institute for Spokane Public Schools. It is also offered on district professional development days throughout the school year, and a version of this course tailored to local needs can be made available at individual school sites.
Mainstream Teachers

The ELD department currently offers the following professional development training for mainstream classroom teachers:

**Second Language Acquisition for the Classroom Teacher: Working with English Language Learners in the General Education Classroom** – This course is designed to help educators who are not specialists in the field of English Language Development (ELD) understand the academic language needs of English Language Learners (ELLs). It provides a teacher-friendly introduction to how individuals learn language and what this means for the general education classroom. This training is a three-hour course offered during the Teaching and Learning Summer Institute for Spokane Public Schools. It is also offered on district professional development days throughout the school year, and a version of this course tailored to local needs can be made available at individual school sites.

**GLAD training** – Guided Language Acquisition Design (GLAD) training is offered for elementary, middle and high school teachers and administrators. It is one of several instructional models for English language teaching that combines a series of best practice strategies for ELLs into a single approach. It was designed to be used by mainstream teachers with significant numbers of ELLs in their classes. GLAD training is offered annually through the school district (Project GLAD, 2012).

Counselors and Mental Health Therapists

The ELD department currently offers the following professional development training for counselors and mental health therapists:

**Cultural and Contextual Considerations in Working with Refugees** – Spokane Public Schools ELD department partners with Lutheran Community Services Northwest to provide this training for those who work directly with refugee students. The training covers trauma specific to refugees, cultural misperceptions, cultural competence, and common issues that arise between Western mental health practices and refugee children and their families. The session is offered as available or as requested. This training is not offered annually.

ELD Teachers

The ELD department currently offers the following professional development training for ELD teachers:

In addition to the trainings offered to all district employees, to mainstream teachers, and to counselors (see descriptions above), ELD teachers in SPS are provided opportunities for English
Language Proficiency (ELP) standards training, curriculum training, Washington Bilingual Education (WABE) sponsored trainings, and a number of ELD conferences.

**ELP standards training (mandatory)** – This training provides for the understanding and practical application of the new ELP standards developed by ELPA21 and endorsed by OSPI. It trains ELD teachers with the knowledge necessary to apply the standards to instruction and assessment as well as to inform mainstream teachers of how they coincide with CCSS content area standards as well as Next Generation science standards.

**9-hour Professional Development Trainings** – In addition to the annual ELP standards training, ELD teachers are offered a wide range of discipline-specific courses designed with SPS ELL students and teachers in mind. For a full list of course offerings for this year, please see Appendix 8.

**19-hour PERT Options** – The ELD department also offers discipline-specific book study options for ELD teachers to count toward their PERT hours. For a list of books studies for this year, please see Appendix 8.

**Other training** – ELD teachers are also encouraged to attend trainings provided outside the school district including the annual WABE Conference, the Spokane Regional ESL Conference, WAESOL/ TESOL conferences, and other ESL-related trainings.

**Language Specialists and Bilingual Specialists**

**District training** – Language and Bilingual Specialists are required to attend a specific number of meetings each year at the FROC as determined in the collective bargaining agreement, each of which is conducted by the ELD director and/or the ELD TOSA. These meetings provide information and training with regard to district policies and protocols for working with teachers, students and families.

**Other Training** – Language and Bilingual Specialists are also encouraged to attend trainings and conferences provided for ELD teachers if applicable to their respective job descriptions.

**Limited Defined Employees**

**District Training** – Limited Defined Employees meet with the ELD director and ELD TOSA in the beginning of the school year to discuss protocol for on-call interpretation and parent-teacher conferences. No other training is offered for Limited Defined Employees at this time.
Chapter 3: Identification, Assessment, Parent Notification and Program Placement

**Identification, Assessment and Placement Flow Chart**

1. **Home Language Survey Given to All Students**
   - **English as Primary Language** (Not Eligible for Services)
   - **Primary Language Other Than English**
     - *Administer ELPA21 Screener Test (as of Fall, 2017)*

2. **Identification**
   - **Fluent English Proficient**
     - (Minimum of level 4 in all four language domains on ELPA21)
   - **Limited English Proficient**
     - (A score below 4 in any one of the four language domains on ELPA21)

3. **Annual Test**
   - Administer ELPA21
   - Continue/Exit ELD Program
   - **Receive ELD Instruction**
     - Push-in/Pull-out/sheltered content at Elementary
     - ELD classes and Sheltered content at Middle/High

Note: Student placement is with parental consent. If parents do not agree to ELD program placement after viewing scores, talking with the ELD director/ELD teacher, and being informed about the breadth and depth of the program, a Waiver of Program Services form must be signed and filed in the red ELD file in the CUM folder. The student will continue to be required to take the ELPA21 each spring to document growth.
IDENTIFICATION

Identification Process

Spokane Public Schools screens all students enrolling in the district through the use of a Home Language Survey (HLS) (Appendix 2) in order to identify those students who could potentially qualify as English Language Learners (ELLs). The HLS is provided by the Office of Superintendent of Public Instruction (OSPI) for the state of Washington and is available in both English and the primary language of the family.

All SPS schools are expected to give out the HLS when a new student arrives for registration. The HLS contains two questions used to identify potential ELLs. Question 2 of the HLS asks, “What language did your child first learn to speak?” Question 3 asks, “What language does your child use the most at home?” If the answer to either of these questions is a language other than English, the office staff at each school site knows to alert the Family Orientation and Registration Center (FROC). All potential ELL students in middle and high school will be registered and tested at the FROC. If the parent does not need an interpreter for ELL students registering in grades K-5, then the family can proceed with registration at the school site. If the parent does need an interpreter, then the school site will send the family to the FROC, where they will be registered by a district Language Specialist. The Language Specialist will contact a Bilingual Specialist or Limited Defined Employee (LDE) to interpret if necessary and continue the registration process with the parent or guardian. The Language Specialist will then complete a Student Entry Form (SEF) (Appendix 3) and will refer the potential ELL student for an initial ELPA21 screening assessment to determine eligibility for ELD services.

All ELL students in elementary through high school who register at the FROC will be given an orientation of the new school site before beginning classes.

Use of Interpreters

Interpretation services will be made available to all families during the registration process. When the registration process is complete, and if an interpreter was used during the registration process, the interpreter will accompany the Language Specialist and the family through an orientation of the school site. Families may choose to refuse the services of an interpreter, but an interpreter will be offered.

Documentation of Identification

A completed HLS is kept for every child, regardless of qualification for ELD services, in a red ELD file in the secured and confidential Cumulative File (CUM) at each school site. If the student is referred for English Language Proficiency testing, a copy of the SEF is also filed in the CUM. If the student qualifies for ELD services, additional documentation is kept in the CUM. (Please see
the Assessment Documentation section below for a complete list of assessment documents). All ELD documents are kept in the red ELD folder in the CUM.

**ASSESSMENT**

**Assessment Procedures**

All potential ELL students who register at the FROC will be assessed using the ELPA21 screener for grades K-12 to determine if ELD services are appropriate for the student. If potential ELLs in grades K-5 are registered at the school site, the testing will be completed at the school site.

Initial placement testing to determine qualification for ELD services is done using the ELPA21 screener test within three days of enrollment in school. This is a secure test administered by ELD staff trained to administer the assessment.

If a student scores at the Proficient level of language acquisition on the ELPA21 screener, the student does not qualify for ELD services. A student scoring at the Emerging or Progressing level on the ELPA21 screener is identified as an English Language Learner and therefore eligible for ELD services.

**Assessment Documentation**

The initial ELPA21/WELPA placement score sheet is kept in the red ELD folder in the student’s CUM File, regardless of the student’s level, for future reference. The FROC will enter the results of the ELPA21 screener on the SEF to be filed in the red ELD folder in the CUM. The HLS, SEF, and student’s registration paperwork must be kept at both the FROC and the school site (as well as the I-94 if, after registration is complete, the parent indicates they would like services through the Refugee Schools Impact Grant or RSIG). If the student is registered at the FROC, FROC staff will send copies of the necessary information to the schools site. If the student is registered at the school site, the school’s office must send the necessary documents to the FROC. When this information reaches the FROC, the ELD Data Processor enters the student’s information into CEDARS.

**Parent Notification**

Parents are notified within 30 days of a student’s placement in the ELD program. The parent notification letters are generated and printed (in both English and the primary language of the family) by the ELD Data Processor at the FROC and mailed home to parents.

From the FROC, a cover letter and copies of the notification letters are sent by the ELD Data Processor to the office staff at each school site to be filed in the red ELD folder in the CUM.
PRE-KINDERGARTEN REGISTRATIONS FOR ENGLISH LANGUAGE LEARNERS

When a parent or guardian indicates a desire to register their child for Kindergarten for the following school year, the office staff at the school site will give out the HLS prior to providing a registration packet. The HLS will be filed in the red ELD folder in the student’s CUM file regardless of whether the form says “English/English” or if it indicates another language for questions 2 or 3. If the parent or guardian answers question 2 or 3 of the HLS with a language other than English, the student is considered a potential ELL.

The office staff at each school site will direct the family to register at the FROC and assist the family with setting up an appointment for all potential ELL students entering Kindergarten. The office staff will inform the family that the purpose of registering at the FROC is both to register the student in school as well as to administer the ELPA21 screener assessment to determine if the student qualifies for ELD services.

During the Kindergarten registration at the FROC, the FROC staff will provide:

- Interpretation services as needed for the family.
- Assistance in completing the registration packet.
- On-line bus registration.
- ELPA21 screener testing (or an appointment) to determine qualification for services.
- A completed Student Entry Form for all students who qualify for services.
- Dates that the FROC will be available to assist families in filling out the lunch application.
- A scheduled WAKIDS conference date and time, followed by a reminder phone call.
- A Kindergarten tote and information on how to prepare the child for Kindergarten.

Prior to the start of school, the FROC will email a list of scheduled WAKIDS conferences to the school sites. Once the site assigns teachers to the conferences, the FROC will assign interpreters to the conferences. Language specialists will then conduct conference reminder calls to families.
Registrations for English Language Learners Age 18 and Older

Students may legally enroll in a public high school until they turn 21; however, after the age of 18, not all students wish to enroll in a traditional high school setting with younger students, and additional educational options are available. For this reason, when students age 18 or older make an appointment with a Language Specialist to register at the FROC, the Language Specialist makes an appointment with the ELD TOSA to discuss these educational options.

The ELD TOSA discusses the following topics with the student and family using a certified interpreter:

- Foreign transcripts
- Spokane Public Schools High School vs. Intensive English Language and High School Completion through Spokane Community College’s Adult Basic Education (requirements and eligibility)
- Possibility of Age-out and Age-out Options

Once the meeting is finished, the family decides whether to pursue the high school option or the adult education option.

- If the family chooses the high school option, the ELD TOSA takes a copy of the student’s transcripts for analysis, and the Language Specialist begins the registration process for Spokane Public Schools.
- If the family chooses the adults education option, the ELD TOSA give the family the contact for the Intensive English Language program at Spokane Community College.
Program Placement

Students who score at the Emerging or Progressing levels on the ELPA21 screener qualify for ELD services and are placed in the ELD program as follows:

**Elementary Schools**

Elementary ELL students are placed at their local school sites in grade level classrooms by age. ELD teachers at the elementary level meet with the students in grade level groups. A grade-level ELD pre-test is given upon entry into the ELD program and is used to determine need and as a benchmark from which to measure growth. The district adopted curriculum, Reach, is designed by grade level with differentiation support for varying levels of language acquisition in grades K through 5.

Elementary age students in grade 6 are placed in groups based on the middle school curriculum assessment, Inside. Inside offers a placement test rather than a pre-test. It is used for all ELD students in grades 6-8. It is used to determine the appropriate student placement within the Inside curriculum: Newcomer, Fundamentals 1, Fundamentals 2, Level A, or Level B. Elementary ELD teachers administer this placement test upon the students initial arrival to the school site.

If a sixth grade student scores at the Newcomer level on the Inside placement test, the student will be referred to the Middle School Newcomer Program for placement.

**Middle Schools**

Middle school ELL students are placed in a grade level by age. The Inside curriculum placement test is then used to determine ELD course assignments. In addition to the state adopted assessment for English language proficiency, the SPS ELD program uses the Inside curriculum placement test to place middle school ELD students within the curriculum. This assessment provides teachers with a Lexile reading level and shows where to place the student in one of the following classes: Newcomer (for students in the pre-emergent stage of language acquisition), Fundamentals 1 and 2 (for students in the emergent stage of language acquisition), Level A (for students in the intermediate stage of language acquisition), Level B (for students in the early fluency stage of language acquisition who have not yet exited the ELD program), and Level C for students at the advanced fluency stage who have not yet transitioned out of ELD services). If a middle school student scores at the Newcomer level on the Inside placement test, the student will be referred to the Middle School Newcomer Program for placement.

The Inside placement test is given at the same time as the ELPA21 screener during the registration process at the FROC. FROC staff then provides the Inside placement test information to the school, counselors, and the ELD teacher. The school site counselor uses the placement test information to create an appropriate class schedule for the student. The Inside placement test is given again each spring to assist in determining program placement for the following school year.
**High Schools**

High school students are initially placed in a grade level based on the total number of US secondary credits completed. (Please see below for foreign transcript information). High school students who qualify for ELD services are placed in ELD language arts classes based on the *Edge* curriculum placement test. The *Edge* assessment is a placement test, not a pre-test. It determines which students are placed in *Edge* Fundamentals, which are placed in *Edge* Level A, which are placed in *Edge* Level B, and which are placed in *Edge* Level C. If a high school student scores at the Newcomer level on the *Edge* placement test, the student will be referred to the High School Newcomer Center for placement.

The *Edge* placement test is given at the same time as the ELPA21 screener during the registration process at the FROC. FROC staff then provides the *Edge* placement test information to the school, counselors, and the ELD teacher. The school site counselor uses the placement test information to create an appropriate class schedule for the student. The *Edge* placement test is given again each spring to assist in determining program placement for the following school year.

**TRANSCRIPTS**

ELL students of high school age who enter SPS from another country without transcripts are automatically enrolled in grade 9.

**US Transcripts**

ELLs who transfer to SPS from another US school follow the district policy for all US transcripts.

**Foreign Transcripts**

Spokane Public Schools does not request international transcripts for immigrant and refugee students. It is the responsibility of the family to obtain foreign transcripts themselves. There are many reasons for this: language, different school systems, cost, and most importantly - possible endangerment to refugee families.

Once a family does obtain a secondary school transcript, the ELD office at the FROC translates the document and awards US credit for classes taken. The ELD/Title III TOSA at the FROC researches and completes an educational system profile and then provides the transcript summary and the educational system profile to the student’s school site counselor to award the appropriate credits.

Depending on the complexity of the foreign transcript and the availability of the individuals involved in its translation, the transcripts may take from two to six months to complete. If the FROC does not have an interpreter or translator for the language needed, the family will be responsible to have the transcript translated through a certified translation service.
Chapter 4: Services

Program Description

The ELD program in SPS is designed to support the language acquisition of its ELL students while offering access to content by supporting teachers in making content comprehensible for ELLs.

Instructional Settings

Elementary

Pull-out

All elementary schools have a pull-out program in which the ELD teacher meets with students for 20-30 minute blocks within the regular school day. Depending on the FTE assigned to the school, the ELD teacher meets with each student 3-5 days a week. Wherever daily pull-out is not feasible for all students, ELD teachers prioritize by language acquisition level, meeting most often with pre-emergent and early emergent language learners and least often with students of intermediate or advanced fluency.

Push-in

At some elementary sites, a push-in model is also used. In this case, mainstream classroom teachers who agree to this model have the ELD teacher in the mainstream classroom for 30 to 40 minutes to work with ELLs in either small groups (in heterogeneous classrooms with a mixture of first language English speakers and ELLs) or whole class (in homogeneous, sheltered instruction classrooms where all students are ELLs).

Sheltered Instruction

A growing number of elementary school sites are offering sheltered instruction in classrooms where ELLs are purposefully clustered in select grade levels with a teacher who is dual endorsed in both elementary education and ESL. Students in these classrooms receive support from both the classroom teacher and the ELD teacher.

Accessing Curriculum in Content Areas

The SPS ELD department provides professional development for classroom teachers to gain an understanding of the unique needs of their ELLs and practical strategies for language acquisition support in the classroom. Please see the Professional Development and Training section in chapter 2 for a complete list of trainings offered through the ELD department.
Middle School

Sheltered Instruction

The middle schools use a sheltered instruction approach in which students who score at levels Emerging or Proficient on the language proficiency assessment are placed in sheltered grade level courses for English language arts and social studies.

The ELD department has adopted a middle school ELD curriculum, *Inside*, as of 2015 that adheres to both CCSS standards in English language arts and ELPA standards for English language acquisition. As discussed in chapter 3 of this document, once a student has been identified through the ELPA21 screener as needing ELD services, the student is placed in an ELA/ELD class based on the curriculum placement assessment.

Accessing Curriculum in Content Areas

For language arts and social studies, access to the content area curriculum is provided through the dual endorsed ESL/content area teacher providing scaffolding and support through the use of ELD strategies to teach content area standards. These teachers are attentive to both the ELPA standards for language acquisition and the CCSS standards in the content area.

For mathematics and science courses, students are placed in classes with highly qualified math and science teachers and receive support from Bilingual Specialists. In all elective courses for which language is not deemed to be a particular barrier to content instruction (P. E., fine arts, etc.), all ELLs are enrolled in the mainstream classroom.

The SPS ELD department provides professional development for classroom teachers to gain an understanding of the unique needs of their ELLs and practical strategies for language acquisition support in the classroom. Please see the *Professional Development and Training* section in chapter 2 for a complete list of trainings offered through the ELD department.

**ELD Courses Offered in Spokane Public Middle Schools include:**

**ELD English Newcomer (9175)** is an intensive beginning class offered at each middle school for 7th and 8th grade students who are non-English speakers and are just starting their education in the United States. This class utilizes the *Inside the USA* Newcomer curriculum and is meant for students at the pre-production level of English language proficiency. (Pre-Requisites: Newly arrived students who score at the Newcomer Level on the *Inside* placement test)

**ELD Newcomer Reading Foundations (1304MS)** is an entry level reading course offered to beginning English Language Learners at the middle school Newcomer center. It focuses on the development of concepts of print, decoding skills, and comprehension strategies necessary to read successfully in English and is designed to accompany the Newcomer English Language
Development curriculum. This class utilizes the *Inside Phonics* curriculum. (Pre-Requisites: Newly arrived students who score at the Newcomer Level on the *Inside* placement test)

**ELD English 1 (9180)** aligns with ELA and ELP standards and is designed for students in the early production stage of second language acquisition. This class utilizes the *Fundamentals 1* curriculum provided by National Geographic/CENGAGE Learning. Students in ELD English 1 will take ELD 1/2 concurrently. (Pre-Requisites: Below 80% on *Inside* Phonics and Decoding Assessment Subtest 1 OR Lexile level BR on *Inside* Reading Placement Test)

**ELD English 2 (9181)** aligns with ELA and ELP standards and is designed for students in the beginning speech emergent stage of second language acquisition. This class utilizes the *Fundamentals 2* curriculum provided by National Geographic/CENGAGE Learning. Students in ELD English 2 will take ELD 1/2 concurrently. (Pre-Requisites: Above 80% on *Inside* Phonics and Decoding Assessment Subtest 1 and below 80% on *Inside* Phonics and Decoding Assessment Subtest 2 OR Lexile levels 10-325 on *Inside* Reading Placement Test)

**ELD English 3 (9182)** aligns with ELA and ELP standards and is designed for students in the speech emergent stage of second language acquisition. This class utilizes the *Level A* curriculum provided by National Geographic/CENGAGE Learning. Students in ELD English 3 will take ELD 3 concurrently. (Pre-Requisites: Lexile levels 360 – 580 on *Inside* Reading Placement Test)

**ELD English 4 (9183)** aligns with ELA and ELP standards and is designed for students in the intermediate fluency stage of second language acquisition. This class utilizes the *Level B* curriculum provided by National Geographic/CENGAGE Learning. (Pre-Requisites: Lexile levels 610 – 735 on *Inside* Reading Placement Test)

**ELD English 5 (9184)** aligns with ELA and ELP standards and is designed for students at the beginning of the advanced fluency stage of second language acquisition. This class utilizes the *Level C* curriculum provided by National Geographic/CENGAGE Learning. (Pre-Requisites: Lexile levels 770 and above on *Inside* Reading Placement Test)

**ELD 1/2 (9172)** is a second language development course that accompanies ELD English 1 and ELD English 2. The course uses *Inside Fundamentals 1 and 2*. (Pre-Requisites: Meets pre-requisites for ELD English 1 or ELD English 2; Enrolled concurrently in ELD English 1 or ELD English 2)

**ELD 3 (9174)** is a second language development course that accompanies ELD English 3. The course uses *Inside Level A* curriculum. (Pre-Requisites: Meets pre-requisites for ELD English 3; Enrolled concurrently in ELD English 3)

**ELD Washington State History (9185)** explores the major themes and movements in Washington state history from its earliest inhabitants to the present. This course utilizes scaffolding and differentiation strategies appropriate for beginning to intermediate English Language Learners and meets the high school graduation requirements for Washington State
History. (Pre-Requisites: All 7th and 8th grade ELD students who meet pre-requisites for ELD English 1 or 2 and have not yet met the Washington state history requirement; Enrolled concurrently in ELD English 1 or 2)

**ELD Social Studies (9188)** explores the major themes and movements present in 7th and 8th grade Social Studies. This course utilizes scaffolding and differentiation strategies appropriate for beginning to intermediate English Language Learners.

**High School**

**Sheltered Instruction**

The high schools also use a sheltered instruction approach in which all students who score at levels Emerging or Progressing on the language proficiency assessment are placed in at least one sheltered grade level course for English language arts and usually a second sheltered class in social studies, depending on the language proficiency level of the student as well as the number of social studies credits received through foreign transcript evaluation upon enrollment in school. At the high school level, however, scores on the ELPA21 screener and the *Edge* placement assessment determine how many ELD courses the student takes.

The ELD department has adopted a high school ELD curriculum, *Edge*, as of 2015 that adheres to both CCSS standards in English language arts and ELPA standards for English language acquisition. As discussed in chapter 2 of this document, once a student has been identified through the ELPA21 screener as needing ELD services, the student is placed in an ELA/ELD class based on the curriculum placement assessment. All ELD English and ELD Social Studies classes receive graduation credit for English and Social Studies.

ELD courses are designed to align to the National Geographic CENGAGE Learning curriculum and should develop students’ level of English skills from their current language proficiency level (determined by the ELPA21) to higher levels of language proficiency. These courses foster students’ acquisition of the four language skills of reading, writing, listening, and speaking in English. ELD only classes are taken in conjunction with ELD English classes and receive elective graduation credit.

**Accessing Curriculum in Content Areas**

For language arts and social studies, access to the content area curriculum is provided through the dual endorsed ESL/content area teacher, who scaffolds content and supports ELLs through the use of ELD strategies. These teachers are attentive to both the ELPA standards for language acquisition and the CCSS standards in the content area.

For mathematics and science courses, students are placed in classes with highly qualified math and science teachers and receive support from Bilingual Specialists. In all elective courses for
which language is not deemed to be a particular barrier to content instruction (P.E., Fine Arts, etc.), ELLs are enrolled in the mainstream classroom.

The SPS ELD department provides professional development for classroom teachers to gain an understanding of the unique needs of their ELLs and practical strategies for language acquisition support in the classroom. Please see the Professional Development and Training section in chapter 2 for a complete list of trainings offered through the ELD department.

**ELD Courses Offered in Spokane Public High Schools:**

**ELD English Newcomer (Semester A – 1260, Semester B – 1270)** is an intensive beginning class offered at the ELD Newcomer Center for high school aged students who are non-English speakers and are just starting their education in the United States. This class utilizes the *Inside the USA* Newcomer curriculum and is meant for students at the earliest levels of English language proficiency: preproduction and early production. (Pre-Requisites: Newly arrived students who score at the Newcomer Level on the *Edge* placement test)

**ELD Newcomer Reading Foundations (Semester A – 1304, Semester B – 1305)** is an entry level reading course offered to beginning English Language Learners at the high school Newcomer center. It focuses on the development of concepts of print, decoding skills, and comprehension strategies necessary to read successfully in English and is designed to accompany the Newcomer English Language Development curriculum. This class utilizes the *Inside Phonics* curriculum. (Pre-Requisites: Newly arrived students who score at the Newcomer Level on the *Edge* placement test)

**ELD English 1 (Semester A – 1261, Semester B – 1271)** aligns with ELA and ELP standards and is designed for students in the early production/beginning speech emergent stages of second language acquisition. This class utilizes the *Fundamentals* curriculum provided by National Geographic/CENGAGE Learning. Students in ELD English 1 will take ELD 1 concurrently. (Pre-Requisites: Below 80% on *Edge* Phonics/Decoding Assessment OR Lexile levels 10-485 on *Edge* Placement Test)

**ELD English 2 (Semester A – 1262, Semester B – 1267)** aligns with ELA and ELP standards and is designed for students in the speech emergent stage of second language acquisition. This class utilizes the *Level A* curriculum provided by National Geographic/CENGAGE Learning. Students in ELD English 2 will take ELD 2 concurrently. (Pre-Requisites: Lexile levels 520 – 735 on *Edge* Placement Test)

**ELD English 3 (Semester A – 1263, Semester B 1268)** aligns with ELA and ELP standards and is designed for students in the advanced speech emergent/beginning intermediate fluency stage of second language acquisition. This class utilizes the *Level B, Volume 1* curriculum provided by National Geographic/CENGAGE Learning. (Pre-Requisites: Lexile levels 770 – 875 on *Edge* Placement Test)
ELD English 4 (Semester A – 1264, Semester B – 1269) aligns with ELA and ELP standards and is designed for students in the intermediate fluency stage of second language acquisition. This class utilizes the Level B, Volume 2 curriculum provided by National Geographic/CENGAGE Learning. (Pre-Requisites: Lexile levels 915 - 1065 on Edge Placement Test)

ELD English 5 (Semester A – 1289, Semester B – 1290) aligns with ELA and ELP standards and is designed for students at the beginning of the advanced fluency stage of second language acquisition. This class utilizes the Level C curriculum provided by National Geographic/CENGAGE Learning. (Pre-Requisites: Lexile levels 1130 - 1220 on Edge Placement Test)

ELD 1 (Semester A – 1265, Semester B – 1266) is a second language development course that accompanies ELD English 1. The course uses Edge Fundamentals. (Pre-Requisites: Meets pre-requisites for ELD English 1; Enrolled concurrently in ELD English 1)

ELD 2 (Semester A – 1291, Semester B – 1292) is a second language development course that accompanies ELD English 2. The course uses Edge Level A curriculum. (Pre-Requisites: Meets pre-requisites for ELD English 2; Enrolled concurrently in ELD English 2)

ELD World History (Semester A – 2266, Semester B – 2267) explores world history, human migration and globalization. This course utilizes scaffolding and differentiation strategies appropriate for beginning English Language Learners and meets the high school graduation requirement for World History. (Pre-Requisites: Meets the pre-requisites for ELD English 1; Enrolled concurrently in ELD English 1 and ELD 1)

ELD US History (Semester A – 2264, Semester B 2265) explores the major themes and movements in US history from exploration to the present. This course utilizes scaffolding and differentiation strategies appropriate for beginning to intermediate English Language Learners and meets the high school graduation requirements for US History. (Pre-Requisites: Meets the pre-requisites for ELD English 2; Enrolled concurrently in ELD English 2 and ELD 2)
OTHER PROGRAMS

This section of the plan addresses equal access for ELLs to the range of district programs as required by law.

ELLS and Special Education

The process of qualifying an ELL for Special Education requires significant documentation, and the completion of such documentation does not, in itself, qualify the student for services. The following protocol outlines the process for referring an ELL student for special education:

Elementary

Step 1: Consult with the ELD teacher.

If the general education teacher has an academic concern regarding an ELL’s progress in the mainstream or sheltered classroom, that teacher must first collaborate with the school site’s assigned ELD teacher to find out the students ELPA level (1, 2, 3, 4 or 5) as well as any important background information on the student that may affect the student’s acquisition of the English language: years in a US school, years in a non-US school, primary language literacy, interrupted formal schooling, transfer skills, language distance, sociocultural factors, medical history, trauma, etc. The ELD teacher will recommend ELD strategies to use from page 2 of the ELD CST Referral for Elementary as well as share with the classroom teacher the ELP standards to which the student is accountable that align to the CCSS at each ELL level. The following two websites contain information that should be shared with teachers regarding expectations for ELLs based on their level of language acquisition:

http://www.k12.wa.us/MigrantBilingual/ELD.aspx


Step 2: Complete the ELD CST Referral for Elementary.

If, after a consultation with the ELD teacher, both the ELD teacher and the general education teacher make a joint decision to proceed with a CST referral, they must complete an ELD CST Referral for Elementary (Appendix 4). As indicated on the form, the first page should be completed by the classroom teacher, the second page should be completed by the classroom teacher and the ELD teacher during consultation, the third page should be completed by the ELD teacher, and the fourth page should be completed by a parent or by an interpreter (bilingual specialist or LDE) working with the parent if the parent is not yet proficient in English. The ELD teacher may work together with the bilingual specialist to contact the parents. The parents may either go to the school to fill out the third page with an interpreter and an ELD teacher, or the interpreter and the ELD teacher (or other school personnel) may conduct a home visit to complete the fourth page with the parents.
Step 3: **Present all paperwork to the school site counselor for a CST.**

Once the *ELD CST Referral for Elementary* is completed and all required paperwork is gathered (see the ELD CST Referral for a complete list of necessary paperwork), the general education teacher and the ELD teacher will present the CST paperwork to the school counselor. The counselor will then coordinate a CST meeting, which must include each of the following: the referring teacher, the ELD teacher, the counselor, and an administrator. Other team members may be present but are not required to attend. Before the team can make a decision to refer the student for an MDT meeting where testing will be considered, they must be able to rule out language as the reason the student is not making academic progress. The law clearly states that an ELL cannot be referred for special education testing if learning a second language is the reason for the student’s academic delays. If the CST team is unable to reach a decision and further input is required, the team will call on the ELD director for additional assistance.

Step 4: **The CST team refers the child for an MDT.**

If the CST team determines that language is not the reason for the student’s academic delays, the student will be referred for an MDT. The MDT for ELLs is conducted in the same way as all district MDT meetings, with the exception that the ELD teacher and an interpreter must be present in addition to the school psychologist, counselor, general education teacher, administrator, and the child’s parents. The MDT will determine if the student will be referred for testing.

**Secondary**

Step 1: **Consult with the ELD teacher.**

If a secondary teacher has an academic concern regarding an ELL’s progress in the mainstream or sheltered classroom, and if the teacher is not ESL certified, that teacher must first collaborate with the school site’s assigned ELD teacher to find out the students ELPA level (1, 2, 3, 4 or 5) as well as any important background information on the student that may affect the student’s acquisition of the English language: years in a US school, years in a non-US school, primary language literacy, interrupted formal schooling, transfer skills, language distance, sociocultural factors, medical history, trauma, etc. The ELD teacher will recommend ELD strategies to use from page 2 of the *ELD CST Referral for Secondary* (Appendix 5) as well as share with the classroom teacher the ELP standards to which the student is accountable that align to the CCSS at each ELL level. The following two websites contain information that should be shared with teachers regarding expectations for ELLs based on their level of language acquisition:

http://www.k12.wa.us/MigrantBilingual/ELD.aspx
Step 2: **Complete the ELD CST Referral for Secondary with all content area teachers.**

If, after a consultation with the ELD teacher, both the ELD teacher and the general education teacher make a joint decision to proceed with a CST referral, they must gather all of the student’s content area teachers to complete the **ELD CST Referral for Secondary** (Appendix 5). As indicated on the form, the first page should be completed by all core content area teachers, the second page should be completed by any classroom teachers who do not have an ESL endorsement and the ELD teacher during consultation, the third page should be completed by the ELD teacher only, and the fourth page should be completed by a parent or by an interpreter (bilingual specialist or LDE) working with the parent if the parent is not yet proficient in English. The ELD teacher may work together with the bilingual specialist to contact the parents. The parents may either go to the school to fill out the third page with an interpreter and an ELD teacher, or the interpreter and the ELD teacher (or other school personnel) may conduct a home visit to complete the fourth page with the parents.

Step 3: **Present all paperwork to the school site counselor for a CST.**

Once the **ELD CST Referral for Secondary** is completed and all required paperwork is gathered (see the **ELD CST Referral for Secondary** for a complete list of necessary paperwork), the ELD teacher will present the CST paperwork to the school counselor. The counselor will then coordinate a CST meeting, which must include each of the following: all of the student’s teachers including the ELD teacher, the counselor, and an administrator. Other team members may be present but are not required to attend. Before the team can make a decision to refer the student for an MDT meeting where testing will be considered, they must be able to rule out language as the reason the student is not making academic progress. The law clearly states that an ELL cannot be referred for special education testing if learning a second language is the reason for the student’s academic delays. If the CST team is unable to reach a decision and further input is required, the team will call on the ELD director for additional assistance.

Step 4: **The CST team refers the child for an MDT.**

If the CST team determines that language is not the reason for the student’s academic delays, the student will be referred for an MDT. The MDT for ELLs is conducted in the same way as all district MDT meetings, with the exception that the ELD teacher and an interpreter must be present in addition to the school psychologist, counselor, general education teachers, administrator, and the child’s parents. The MDT will determine if the student will be referred for testing.
ELL students who qualify for special education services will be dual served by both special education and the ELD program. As of the spring of 2016, the “G Code” determination for students who are dual served by both special education and ELD no longer exists.

**ELLs and Highly Capable**

Spokane Public Schools currently offers a highly capable program for students who identify as gifted on any subsection of the COGAT. All students, district-wide, are given the COGAT in grade 2. ELLs are included in this assessment.

In addition to the COGAT assessment, the ELD department is working to compile a sociocultural checklist for 2017 to identify newcomer/beginning level students who have shown highly capable cultural adaptability through unique or accelerated responses to cultural adaptation.

After grade 2, ELLs may be referred for Highly Capable testing and program placement by ELD teachers, mainstream teachers, the student, or the parent/guardian. In such cases, a referral will need to be completed, and the ELD teacher will complete the ELD box on the referral form to ensure that the appropriate steps are taken and assessment provided to ensure appropriate highly capable designation.

**ELLs and Special Programs**

There are a variety of special programs offered through SPS or in conjunction with local colleges. All of these programs must be made available to ELLs through the appropriate approval processes outlined below.

**Open Doors/ Gateway to College**: Spokane County Open Doors Reengagement Program (referred to as Open Doors) is a county program designed to offer young adults 16-21 who do not yet have a diploma or high school equivalency (GED) an educational option for high school completion. It is designed for students who are significantly behind in high school credits, at risk of dropping out, or have already dropped out of school and do not possess a high school diploma or GED.

Open Doors is a program where students can work toward their high school diploma or study for the GED while learning college and work readiness skills as well as taking part in vocational training. This program has two pathways:

1) The high school diploma pathway is through the **Gateway to College** program at Spokane Falls Community College where students work on their diploma and take college classes, earning college level credit at no cost to the student. Students must be able to read and write independently to access this program.

2) The GED pathway is located at the **Next Generation Zone**, where programs center on building college and work readiness skills as well as vocational exploration.
If a student receiving ELD services wants to be referred to Open Doors, the following must happen:

1. **The counselor receives a request from the student or parent/guardian and sets an appointment at the FROC for the student and/or parent/guardian to determine if the student possesses the prerequisite success criteria:**
   a. The student must be able to read and write at a seventh grade level.
   b. The student has ELPA21 level 4 access to academic core language and can write out his/her thinking processes.
   c. The student is credit deficient or may have age limitations hindering chances of credit completion in the traditional high school setting.

2. The FROC will provide an interpreter for the student and parent/guardian if desired and will ensure that the student and parent/guardian understand the prerequisite criteria. The FROC will also evaluate whether or not the student meets the necessary criteria.

3. Once the FROC has determined eligibility for Open Doors, a FROC representative will refer the student to Open Doors through a Graduation Success Interventionist, Gary Allen or Lori Mitchell.

4. The Graduation Success Interventionist will notify the school site’s administration, counselors, and secretarial staff of the change in enrollment.

**On Track Academy/Summit Learning:** On Track Academy offers a personalized approach with a tailored plan for students to complete a high school diploma. Dedicated advisers support students in setting goals, working at their own pace, and preparing for future success through T-2-4 plans, college entrance testing, FAFSA, college application support, job shadows and internships.

If a student receiving ELD services wants to be referred to On Track, the following must happen:

1. The student or parent notifies the school site counselor of his or her desire to apply to On Track Academy.

2. The counselor notifies the FROC to arrange for an interpreter to meet with the student, parent/guardian and counselor.

3. The interpreter and counselor help the family complete the application form.

4. The application is forwarded to the appropriate OTA counselor or the principal, Lisa Mattson. (Application does not guarantee enrollment). All students are screened based on three criteria:
   a. The student must meet the prerequisite credit level.
   b. The student must meet the prerequisite high school state test scores.
   c. The student must meet the prerequisite student conduct history.

5. The student will continue with his or her current academic plan until notified.

**NEWTech Skills Center:** Skill centers are regional secondary schools that serve high school students from multiple school districts to provide students with hands on learning opportunities.
environments similar to current industries and provide instruction in career preparatory programs. The NEWTech Skills Center in Spokane offers a wide range of training programs for a variety of careers.

If a student receiving ELD services wants to be referred to the NEWTech Skills Center, the following must happen:

1. Students must meet the general NEWTech Skills Center requirements:
   a. The student must be a junior or senior from an area public, private or home school.
   b. The student must have at least six high school credits completed.
   c. The student must have a good attendance record.
   d. The student must meet applicable program prerequisites in the course catalogue.

2. Students must complete the application form.

3. Students take the form to their school counselors.

4. Counselors contact the FROC for interpretation regarding parent contact.

**The Community School:** The Community School is a project-based 9-12 learning program that is also a part of the New Tech Network. It is an award-winning program that offers an alternative to traditional high schools and is built on the following four pillars: Culture that Empowers, Teaching that Engages, Technology that Enables, Outcomes that Matter. Students who wish to enter this program can apply coming out of 8th grade for 9th grade level entry.

If a student receiving ELD services wants to enroll in The Community School, the following must happen:

Any incoming 9th grade students can apply to attend The Community School. Enrollment numbers are limited, and seats are selected through lottery. Like all other district Option Schools, students will learn whether they have been offered a seat as early as February of the winter preceding the fall they desire to enroll.

**Private Schools**

As required by law, Spokane Public Schools offers ELD services through Title III to private schools as requested. Each fall and spring, a representative from the ELD department attends a private school meeting hosted by the district to explain the offer of services and to determine which, if any, private schools wish to enter into an agreement of services with SPS.

If a private school wants to enter into an agreement with SPS ELD, the following must occur:

1. The private school will alert the ELD department that they wish to enter an agreement.

2. The ELD director will then meet with the private school administrator for a consultation during which they will complete the Title III Private School Consultation form (Appendix 5). During this meeting, they will address the following:
   a. How will potential ELLs be identified for services?
b. What services will be offered after consultation with the private school?

c. How, where and by whom will the services be provided?

d. How will the services be assessed and how will the results of the assessment be used to improve those services?

e. What amount of funds are available for those services?

f. How and when will the district make decisions about the delivery of services?

3. The private school will later alert the ELD department when they receive a student for whom they would like to request services.

4. The ELD department will provide the services discussed and recorded on the Title III Private School Consultation form.

As noted on the Title III Private School Consultation form (2011),

Participation is considered to be equitable if the [school district] (1) assesses, addresses and evaluates the needs and progress of public and private school students and educational personnel on a comparable basis; (2) provides, in the aggregate, approximately the same amount of services to students and educational personnel with similar needs; (3) spends an equal amount of funds to serve similar public and private school students and educational personnel; and (4) provides both groups of students and educational personnel equal opportunities to participate in program activities (p. 1).

Each agreement must be reestablished on an annual basis.
Chapter 5: Transition and Monitoring

Transition

Procedure

Spokane Public Schools currently uses a single, objective assessment instrument to determine an ELL student’s transition from ELD services. Upon transition, a letter stating the student’s assessment score and discontinuation of ELD services is given to the parents in both English and the parent’s primary language. A copy of both the test scores and the letter are kept in the red ELD folder in the student’s cumulative file.

Assessment

The annual English Language Proficiency Assessment for the 21st Century (ELPA21) is used to determine a student’s transition from the ELD program. The ELPA21 assesses ELLs in each of the following categories: reading, writing, listening and speaking. A student who receives a score of Proficient on the ELPA21 is transitioned out of the ELD program and considered no longer in need of ELD services. A letter to this effect is then sent to the parents of the student in both English and the primary language of the family, and a copy is filed in the student’s CUM.

Responsible Parties

Individuals responsible for transition include the following:

ELD Data Processor – The ELD data processor at the Family Registration and Orientation Center (FROC) keeps all records of students receiving services, student test scores, waived services, and transition. The Data Processor generates a letter for parents/guardians in both their primary language and in English when a student scores at the Proficient level on the ELPA21 and therefore transitions out of the program. She sends this information to ELD teachers to deliver to families and to the school site office managers to file in the red ELD file in the student’s CUM.

ELD Teachers – The ELD teacher at each school site is responsible for delivering the annual ELPA21 assessment. When letters are generated at the FROC, the teacher is responsible for delivering these letters to the families.

Office Managers – The office manager at each school site is responsible for filing a copy of the parent notification of transition letter in the red ELD file in the CUM of the transitioning ELL student.
**Monitoring**

*Elementary Procedure*

The following outlines the procedure for monitoring students who have transitioned out of ELD services while in elementary school:

1. In September, ELD teachers will review the list of monitored students at their respective buildings based on the monthly counts sent from the FROC.
2. After reviewing the counts, ELD teachers will send the *Monitored English Language Learners* letter to each student’s classroom teacher to inform them of the student’s transitional status and to make instructional recommendations to support continued academic language development. (See Appendix 9).
3. At the 1st and 2nd reporting periods, ELD teachers will email general education classroom teachers the following message:

   ______________ is a monitored ELL student. At each reporting period we are required to monitor student progress to ensure they are meeting standards. If your student is not meeting standards, please email me and I will begin the process of setting up an ELL review team meeting to create a plan for improvement.

4. If a student is not meeting standards, the ELD teacher will set up an ELL review team meeting and develop a plan of improvement. (See Appendix 10). Ideas for possible interventions could include but are not limited to the following: ELD services in small groups, Reading Intervention, Math Intervention, Homework Club, or GU/SPS Summer Language Program.
5. After the ELL review team meeting, ELD teachers will email Heather Richardson with the date of the meeting and the intervention plan.
6. ELD and classroom teachers will continue to monitor the student’s progress.

*Responsible Parties*

The individuals responsible for monitoring at the elementary level include:

**ELD Data Processor** – Each month, the ELD data processor provides the ELD teachers with a list of served, monitored, and tracked students (also referred to as *ELD Student Counts*).

**ELD Teachers** – The ELD teachers at each school site will need to filter out the list of monitored students and provide each classroom teacher with the information outlined above.

**Classroom Teachers** – The classroom teacher is responsible for monitoring growth of first and second-year monitored students and communicating inadequate progress to the ELD teacher.

**ELL Review Team** – The ELL review team, consisting of the classroom teacher, a counselor if available, the school site ELD teacher and a school site administrator reviews the student data and determines a plan of improvement. The same team is responsible for determining the effectiveness of the plan of improvement.
Secondary Procedure (Middle and High School)

The following outlines the procedure for monitoring students who have transitioned out of ELD services while in middle or high school:

1) In September, ELD teachers will review the list of monitored students at their respective buildings based on the monthly counts sent from the FROC.

2) After reviewing the counts, ELD teachers will send the Monitored English Language Learners letter to each student’s classroom teacher to inform them of the student’s transitional status and to make instructional recommendations to support continued academic language development. (See Appendix 9).

3) At 1st Quarter, 1st Semester, and 3rd Quarter reporting periods, ELD teachers will email student’s content teachers the following message:

__________________ is a monitored ELL student. At each reporting period we are required to monitor student progress to ensure they are meeting standards and not failing classes. If your student is not meeting standards and failing a class, please email me and I will begin the process of setting up an ELL review team meeting to create a plan for improvement.

4) If a student is not meeting standards and failing a class, the ELD teacher will set up an ELL review team meeting and develop a plan of improvement. (See Appendix 11 for Middle School and Appendix 12 for High School). Ideas for possible interventions could include but are not limited to the following: Reading Intervention (Read 180), Math Intervention, Homework Club, GU/SPS Summer Language Program, I-Can/ English class (COE for credit), or Summer School.

5) After the ELL review team meeting, ELD teachers will email Heather Richardson with the date of the meeting and the intervention plan.

6) ELD and classroom teachers will continue to monitor the student’s progress.

Responsible Parties

The individuals responsible for monitoring at the elementary level include:

ELD Data Processor – Each month, the ELD data processor provides the ELD teachers with a list of served, monitored, and tracked students (also referred to as ELD Student Counts).

ELD Teachers – The ELD teachers at each school site will need to filter out the list of monitored students and provide each classroom teacher with the information outlined above.

Classroom Teachers – The classroom teacher is responsible for monitoring growth of first and second-year monitored students and communicating inadequate progress to the ELD teacher.

ELL Review Team – The ELL review team, consisting of the English teacher, one other content teacher, the student’s counselor, the ELD teacher and a school site administrator reviews the student data and determines a plan of improvement. The same team is responsible for determining the effectiveness of the plan of improvement.
Chapter 6: Program Evaluation and Review

PROGRAM EVALUATION

Spokane Public Schools set up a plan for program evaluation that rolled out in the following three phases:

Phase 1: Implement a District-wide ELD Curriculum

The process began in the summer of 2015 with the adoption and purchase of a district-wide English language development curriculum. This purchase was followed by district-wide training for ELD teachers in the curriculum. Initial implementation of the curriculum began in the 2015-2016 school year. Additional curriculum and assessment training was implemented in 2016-2017, and benchmark assessments around the curriculum have been assigned and implemented in order to monitor individual growth and program effectiveness.

Phase 2: Implement District-wide ELD Assessments

The next phase of the process includes the implementation of curriculum-based benchmark assessments that can be used to measure student growth.

K-5 Reach

This phase began in the fall of 2015 in K-5 with the implementation of the Reach curriculum pre-test. In the spring of 2016, K-5 gave the curriculum post-test and recorded their first set of district ELD growth data that was then turned in to the ELD department.

The K-5 Reach assessment data was recorded in the curriculum's Student Profile for Pre and Post Tests in the spring of 2016 by teachers. The positive or negative growth patterns of ELL students K-5 were recorded for each of the following subtest analyses: vocabulary, grammar and comprehension. The assessment also includes growth scores for language proficiency analysis and writing analysis.

Starting in the fall semester of 2016, Reach unit benchmark assessments were given to all K-5 grade ELLs. In the spring semester of 2017, the assessment system was moved to EDMS for more efficient data collection and program monitoring.

6-8 Inside

In the spring of 2016, grades 6-8 gave the Inside curriculum placement assessment, a reading assessment that measures phonemic awareness and established Lexile reading levels for curriculum placement. This test is composed of two distinct sections: Part 1 Phonics and
Decoding and Part 2 Reading. The spring 2016 data served as the baseline data against which to measure the same Lexile level placement assessment in the spring of 2017 as well as subsequent years. These scores and Lexile levels were recorded in an excel file created by the ELD department and then sent to ELD department for review.

Starting fall semester of 2016, *Inside* unit benchmark assessments were given to all 6-8 grade ELLs. In the spring semester of 2017, the assessment system was moved to EDMS for more efficient data collection and program monitoring.

**6-8 Newcomer**

At the Newcomer Center for beginning ELLs in grades 6-8, students are given the *Inside* placement test upon enrollment as a baseline from which to measure growth. The students also take a unit benchmark assessment later in the fall and then retake the *Inside* placement test at the end of the school year and before exiting the Newcomer Center to measure growth.

**9-12 Edge**

In the spring of 2016, grades 9-12 gave the *Edge* curriculum placement assessment, a reading assessment that measures the Lexile reading levels. Unlike the *Inside* assessment, the Part 2 Phonics and Decoding for *Edge* is only given to students who cannot take *Edge* Part 1 Reading. The spring 2016 data served as the baseline data against which to measure the same Lexile level placement assessment in the spring of 2017 as well as in subsequent years. These scores and Lexile levels were recorded in an excel file created by the ELD department to use for classroom placement for the following school year.

Starting fall semester of 2016, *Edge* unit benchmark assessments were given to all 9-12 grade ELLs. In the spring semester of 2017, the placement test for *Edge* was added to EDMS, and the unit benchmark test was moved to EDMS in the fall of 2017.

**9-12 Newcomer**

At the Newcomer Center for beginning ELLs in grades 9-12, starting in the fall of 2016, the *Edge* Part 2 Phonics and Decoding assessment is given to all new ELLs shortly after entering the Newcomer Center. This assessment offers guidelines on where to place the Newcomer ELLs in the Newcomer curriculum and serves as the baseline score for ELLs in the School Data Tools. The students are given Part 1 Reading upon completion of the Newcomer curriculum at semester both to measure growth and to determine readiness for the high school ELD English classes. The Part 1 Reading assessment was first given in spring of 2016 to Newcomer ELLs leaving the Newcomer center to determine placement in the ELD English classes at their respective high schools.
The Edge placement test is given again every spring to measure overall student and program growth. Beginning in the 2016-2017 school year, the ELD department added the curriculum unit assessments as a mid-year assessment tool to complete the assessment cycle for use in program review. The EDMS system allows for more efficient data collection and program monitoring.

**Phase 3: Set up a VIS in School Data Tools to Record Data and Measure Growth**

The third phase in setting up the components necessary for program review was to establish a data tool that would provide information to display growth scores for students in program. During the 2017-2018 school year, a VIS was set up in School Data Tools to allow for the input and analysis of the following data around ELLs:

- Pre, mid, and post year curriculum assessment scores (for students in program)
- Annual ELPA21 scores (for students in program)
- Students meeting or exceeding grade level standard (for K-6 transitioned students)
- Semester academic GPA (for 7-12 transitioned students)
- Graduation rate (for all in-program and transitioned ELLs)
- Students who have been 2 or more years at the same ELP level
- Students who have been in program for 3, 5, and 7 or more years

**Program Review**

Now that the data tool is in place, the ELD department has begun training staff to navigate the new data tool and to use it to review student growth and overall program success. The ELD department and staff study the following elements to determine positive and negative growth trends within the program:

- Pre, mid, and post year curriculum assessment scores (for students in program)
- Annual ELPA21 scores, both composite and by language domain (for students in program)
- Students meeting or exceeding grade level standard (for K-6 transitioned students)
- Semester academic GPA (for 7-12 transitioned students)
- Graduation rate (for all in-program and transitioned ELLs)
- Students who have been 2 or more years at the same ELP level
- Students who have been in program for 3, 5, and 7 or more years

Once the data has been reviewed and specific trends established, the ELD department will examine the trends to determine particular areas of strength and areas of need. Once an area of need has been determined, a team will be formed to develop a plan of action to address the need. Of particular focus for the data analysis will be two subgroups of students:
1) Students who have been at the same ELP level for two or more years
2) Students who have been in program for five or more years

For each plan of action, data will continue to be reviewed annually to determine if the plan is effective or whether or not additional program changes need to be made.

**Program Goals**

The program goals, as outlined in Chapter 1 of this document, are as follows:

1. Provide an Alternative Instructional Program to each eligible student to achieve competency in English;
2. Communications to parents will be appropriately bilingual when feasible;
3. Determine eligibility in program by using the ELPA21 screener;
4. Measure improvement in learning English by using the ELPA21 annual assessment;
5. Provide professional development for teachers, counselors and other staff;
6. Provide instructional support for exited student who need assistance for up to two years.

The implementation of these goals, also outlined in Chapter 1, is as follows:

1. Provide services to all eligible ELL students through either Content- Based Instruction (CBI), Sheltered Instruction (SI), Pull Out, Push In or in the Newcomer Programs;
2. Provide interpreters services through Language Specialists, Bilingual Specialists, LDE’s or phone interpreters services for any family that indicates they need an interpreter;
3. Test all incoming potential ELL students within ten days of enrollment at the FROC;
4. Administer the ELPA21 annual assessment or WIDA Alternate assessment to all served and waived ELL students on an annual basis;
5. Continue to provide professional development through annual program training and optional professional development;
6. Monitor students’ progress for up to two years and provide instructional supports through Homework club, interventions, summer language program, etc.

**Success Indicators**

The following success indicators outline the ELD department’s current progress toward the program goals above.

1. **Enroll students in an Alternative Instructional Program to achieve competency in English.**

   *100% of eligible ELL students are enrolled in either Content- Based Instruction (CBI), Sheltered Instruction (SI), Pull Out, Push In or in the Newcomer Programs receiving Language Development Services.*
2. Offer interpreter services to families through district Language Specialists, Bilingual Specialists, LDE’s or phone interpreter services.

All families register at the Family Registration and Orientation Center (F.R.O.C.) if they need an interpreter to ensure bilingual communications. For the 2018-2019 school year, 539 students have been registered through the FROC with the assistance of an interpreter. Interpreters are also offered for parent/teacher conferences, IEP/504 meetings, discipline meetings, parent meetings, medical or emergencies where a parent would need an interpreter. For the 2018-2019 school year 1393 parent/teacher conferences were conducted with interpreters.

3. Test all incoming potential ELL students using the ELPA21 screener.

100% of potential ELL students are given the ELPA21 screener to determine eligibility. Staff tested 492 students using the ELPA21 screener to determine eligibility.

4. Measure improvement in learning English using the ELPA21 annual assessment (Figure 6.1).

![Figure 6.1 (SPS ELPA21 Progress, 2015-2017)*](image-url)
5. **Provide professional development for teachers, counselors and other staff.**

   *The ELD department provided 15 hours of professional development during Summer Institute 2018. 40 hours of professional development is being offered during the 2018-2019 school year.*

6. **Provide instructional support for exited student who need assistance for up to two years.**

   *373 exited ELL students were monitored during the 2018-2019 school year. 64 students were provided instructional supports to assist students in making grade level standards.*
### Appendix 1: ELD Voicemail Message to Parents

<table>
<thead>
<tr>
<th>Language</th>
<th>Language</th>
<th>Message</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>Dear Parents/Guardians: If you have any questions concerning your child’s education, then please call the telephone number below and someone who speaks your language will return your call as soon as he/she can. Thank you.</td>
<td>(509) 354-8261</td>
</tr>
<tr>
<td>Arabic</td>
<td>العربية</td>
<td>إذا كان لديكم أي أسئلة فيما يتعلق بالتعليم، فارجوا الرد على الرقم الذي ذُكر أدناه وسوف يعود لكم من الشخص الذي يتحدث لغتكم في أقرب وقت ممكن. شكري.</td>
<td>509-354-5661</td>
</tr>
<tr>
<td>Burmese</td>
<td>မြန်မာ</td>
<td>အခြက်အရာအဆင့်အတွက် လိုအပ်သော မှုများအပေါ် စိတ်ချနာနိုင်သည့် သူကို ဆောင်ရွက်ပါ။ အံ့မြင့်လေ့လာစေနိုင်သည်။ မိတ်ဆွေများ.</td>
<td>(509) 354-5663</td>
</tr>
<tr>
<td>French</td>
<td>Français</td>
<td>Chers parents/tuteurs, Si vous avez des questions concernant l’éducation de votre enfant, prière de téléphoner au numéro suivant et l’on vous répondra dans votre langue le plus rapidement possible. Merci.</td>
<td>(509) 358-9546</td>
</tr>
<tr>
<td>Karen</td>
<td>ကြီးမား သို့မဟုတ်</td>
<td>ချင်းများ/သuteur ကြီးမားသော ပြဿနာများအပေါ် ကျော်ကြားနိုင်ပါ။ ကျွန်းစွာဖြင့် ပြန်လာနိုင်ပါ။ မိတ်ဆွေများ.</td>
<td>(509) 354-5647</td>
</tr>
<tr>
<td>Kinyarwanda/Kirundi</td>
<td>Kinyarwanda/Kirundi</td>
<td>Bahundma Bavye ya Barezi: Ni wabo ufwe Rikazo kubijanye n’iyinwa umwana wawe afata kw’iashulee, mohamagare izo namba zanditse h乎o y’ili vyandiko, uremura urugwe rwahere kavukire nawe mwa agusubito mukusshamagara kuri phone vyihutwira, Murakoze!</td>
<td>(509) 354-5643</td>
</tr>
<tr>
<td>Marshallése</td>
<td>Marshallése</td>
<td>Dear Parents/Guardians: Ne evor am kjakot ilijen jikul eo an ajni eo nejim, jour im call e tok nomba In ilal im eor juon eo ebojak In uaa ka kjakot ko am ilo kjalin eo am, kajin Majol.</td>
<td>(509) 354-5647</td>
</tr>
<tr>
<td>Nepali</td>
<td>नेपाली</td>
<td>आमर्दी हामामव्या / संबंध: चिन्ता तांगाइको आफ्नो बाटोपछि बहिष्कार गरिएको निर्देशित नुसार चिन्ता तांगाहरू बन्द र प्रयोग गरी तांगाहरू भएको गर्न सक्नुहोस्। महलाको उन्मुक्ति प्राप्त गर्न सक्नुहोस्। काई त्यस अनुसार निर्देशित गर्नुहोस्। ।</td>
<td>(009) 354- 5643</td>
</tr>
<tr>
<td>Spanish</td>
<td>Español</td>
<td>Estimados padres de familia o guardián. Si usted tiene preguntas o dudas acerca de la educación de su hijo, por favor de contactar al interprete al teléfono y dejar un mensaje en su propio idioma y nosotros le regresaremos la llamada lo antes posible. Gracias.</td>
<td>(509) 354-5663</td>
</tr>
<tr>
<td>Swahili</td>
<td>Kiswahili</td>
<td>Dungu mazi/Stidi: Kamis uma mwawili kulwana eimu ya mwanaume! Wako, karibu pigwa simu kwa number inene anikwa Chini ya kartasi upata mtu au anayezunguza Lugha yoko atakulisha haraka kwa lugha Ameonegya. Aksani sana.</td>
<td>Number ya simu ni: (509) 354-5663</td>
</tr>
</tbody>
</table>

**Please note:** Documents contained in the Appendix are screen shots of the original documents. For copies of the originals, please visit the ELD page of the Spokane Public Schools website or contact the Family Registration and Orientation center for a full-size copy of this document.
# Appendix 2: Home Language Survey

Office of Superintendent of Public Instruction (OSPI)

**Home Language Survey**

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

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Grade:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian Name</td>
<td>Parent/Guardian Signature</td>
<td></td>
</tr>
</tbody>
</table>

### Right to Translation and Interpretation Services

Indicate your language preference so we can provide an interpreter or translated documents, free of charge, when you need them.

- All parents have the right to information about their child’s education in a language they understand.
  1. In what language(s) would your family prefer to communicate with the school?

### Eligibility for Language Development Support

Information about the student’s language helps us identify students who qualify for support to develop the language skills necessary for success in school. Testing may be necessary to determine if language supports are needed.

- 2. What language did your child learn first?
- 3. What language does your child use the most at home?
- 4. What is the primary language used in the home, regardless of the language spoken by your child?
- 5. Has your child received English language development support in a previous school? Yes __ No __ Don’t Know __

### Prior Education

Your responses about your child’s birth country and previous education:

- Give us information about the knowledge and skills your child is bringing to school.
- May enable the school district to receive additional federal funding to provide support to your child.

This form is not used to identify students’ immigration status.

- 6. In what country was your child born?
- 7. Has your child ever received formal education outside of the United States? (Kindergarten – 12th grade) Yes __ No __
  - If yes: Number of months: __________
  - Language of instruction: __________
- 8. When did your child first attend a school in the United States? (Kindergarten – 12th grade)
  - Month __ Day __ Year __

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

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

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Appendix 3: Student Entry Form

Spokane Public Schools
English Language Development Program

STUDENT ENTRY FORM

NEIGHBORHOOD SCHOOL □ OVERLOAD SCHOOL □ NEW REGISTRATION □ TRANSFER □ SCHOOL CHOICE

Students First Name ___________________________ Last Name ___________________________ Grade ______

Student ID Number ___________________________ Date of Birth ___________________________ Gender Male □ Female □

School Entry Date ___________________________ US Entry Date ___________________________

Has your child ever received formal education outside of the U.S.? (Kindergarten – 12th grade) Yes ______ No ______

*Formal Education* does not include refugee camps or other unaccredited educational programs for children.

If yes: Number of months: __________ Language of Instruction ___________________________

When did your child first attend a school in the U.S.? (Kindergarten – 12th grade) ___________________________

In what country was your child born? ___________________________ Month Day Year

□ 1 What language did your child first learn? ___________________________

□ 2 What language does your child use the most at home? ___________________________

In what language(s) would your family prefer to communicate with the school? ___________________________

Parents need interpreter? Yes ______ No ______ Completed Lunch Application □ Completed Bus Registration □

Registered by ___________________________ Person’s Name ___________________________

Previous support programs:
(Please Check): □ N/A □ Title 1 □ LAP □ Special Education □ 504 □ ELD □ Other

Category:
(Please Check): □ US Born □ Immigrant □ Refugee* □ Other

*RSIS requires proof of refugee status to receive additional services (Voluntary – Not required to register for school)

(THIS BOX IS FOR ELD PROGRAM ONLY)

Testing Procedure
□ From CNP-VA Schools Scheduled to Test (date) ___________________________
□ From Private School Scheduled to Test (date) ___________________________
□ From WA Public Schools – NO ELPA 21 SCREENER PLACEMENT NEEDED IF TESTED WITHIN THE LAST YEAR (Check most recent information in CEDARS)

Date of ELPA21 Screener Placement test: ___________________________

Initial ELPA 21 Screener Proficiency Status: ___________________________

Initial ELPA 21 Screener Performance Levels (Listening, Reading, Speaking, Writing):

L: _____ R: _____ S: _____ W: _____

INITIAL ELPA 21 SCREENER TESTING MUST BE COMPLETED BY A CERTIFIED ELD TEACHER WITHIN 3 SCHOOL DAYS TO DETERMINE ELIGIBILITY WITHIN 10 DAYS.

ELD Teacher: ___________________________

Revised 1/10/2019
Appendix 4: ELD CST Referral for Elementary

ELD CST Referral for Elementary
(to accompany CST on-line form)
Note: p. 1 to be completed by the classroom teacher

Classroom teacher: ________________________________

Student name: ________________________________

Student Background Information

Review and attach copies of the following documents:

☑ Most recent hearing and vision results Reviewed on (date): __________
☑ Student entry form Reviewed on (date): __________
☑ ELP Standards at a Glance for grade level Reviewed on (date): __________


English Language Development Strategies

Date of consultation with ELD teacher: __________

*See page 2 of this document for ELD teacher’s recommended strategies for classroom implementation.

List the specific ELD strategies used in each subject area below:

☑ Reading:

☑ Writing:

☑ Speaking:

☑ Listening/Understanding:

☑ Mathematics:

Parent Contact

Date parent/guardian was contacted about concerns: __________

Was an Interpreter present? ☐ Yes ☐ No Interpreter name: ____________________________

1 (Revised June, 2016)
ELD CST Referral for Elementary
(to accompany CST on-line form)

Note: p. 2 to be completed by the classroom teacher during consultation with the ELD teacher

Classroom teacher: __________________________ Date: __________

ELD teacher: __________________________ Date: __________

English Language Development Strategies

1. The classroom teacher discusses concerns with the ELD teacher.
2. The classroom teacher and ELD teacher review the SEF together along with any other pertinent individual and cultural considerations for the student.
3. The ELD teacher checks specific strategies from the following list that will support the student and teacher regarding the area of concern.
4. The classroom teacher implements strategies for 6-8 weeks before referring to CST.

Check all recommended strategies:

○ Language objective alongside content objectives for each lesson
○ Multisensory approach (visual, auditory, kinesthetic)
○ Realia (real world objects)
○ TPR (total physical response)
○ Choral reading (group reading) through poems, chants, songs
○ Visual support (photographs, pictures, drawings, symbols, video)

*Note: Picture literacy is culturally bound; symbols, drawings, cartoons are not universal. The strongest visual support for English Language Learners is through real-world objects, color photographs, and video.

○ Targeted vocabulary development (TPR, word of the day, Cognitive Content Dictionary, Frayer Model, word walls)
○ Academic and social language frames/sentence patterns (for language forms such as Subject-Verb-Object, questions, transitional phrases; for functions such as supporting an argument, agreeing or disagreeing, other: ________________)

○ Cooperative Groups: Flexible grouping based on language, acquisition, learning style:
  ○ Homogeneous/heterogeneous primary language groups,
  ○ Homogeneous/heterogeneous groups by language acquisition level,
  ○ Homogeneous/heterogeneous groups by learning styles (sensory modalities, multiple intelligences, field dependent/field independent, etc.)

○ Communicative language teaching (think-pair-share, turn-and-talk, conversation circles)
○ Access/build prior knowledge (KWL, inquiry charts, pictorial input, other: ___________)

Additional strategies as determined by ELD teacher (please note below):

(Revised June, 2018)
ELD CST Referral for Elementary
(to accompany CST on-line form)

Note: p. 3 to be completed by the ELD teacher

ELD teacher: ________________________________

Student name: ________________________________

Student Background Information

Attach copies of the following documents from the cumulative file:

☐ Initial program placement score

☐ All ELPA21, WELPA, WLPT English language proficiency assessment scores

☐ Peer comparison chart

Program Service Model

Check all that apply:

☐ ELD clustered/sheltered classroom

☐ Push-In services weekly for ________ days and ________ minutes per day

☐ Pull out services weekly for ________ days and ________ minutes per day

Progress within ELD Program

Curriculum pre-/post test scores:

Year: ________ ________ ________ ________

Vocabulary: Pre ___ Post ___ Pre ___ Post ___ Pre ___ Post ___

Grammar: Pre ___ Post ___ Pre ___ Post ___ Pre ___ Post ___

Comprehension: Pre ___ Post ___ Pre ___ Post ___ Pre ___ Post ___

Language proficiency Pre ___ Post ___ Pre ___ Post ___ Pre ___ Post ___

Writing Pre ___ Post ___ Pre ___ Post ___ Pre ___ Post ___

(Revised June, 2016)
ELD CST Referral for Elementary
(to accompany CST on-line form)

Note: p. 4 to be completed by the parent/guardian (may have the support of an interpreter)

Parent/guardian names: ________________________________________________

Student name: _______________________________________________________

Interpreter name: ___________________________________________________

1. What language does your child use at home with family?

2. Are/were there any medical concerns such as premature birth, accidents, hospitalizations, allergies, life-threatening illnesses, etc. of which we should be aware?

3. Please answer yes or no for each question. Please explain any “no” answers.
   Was your child able to:
   - Sit and crawl by 7-9 months?
   - Stand by 10-12 months?
   - Speak words, imitate sounds, or respond to commands by 10-12 months?
   - Walk by 1-1.5 years?
   - Run by 1-1.5 years?
   - Sleep through night by 1.5-2 years?
   - Speak in complete thoughts/sentences by 2-3 years?
   - Skip, jump, dress self by 4-5 years?
   - Speak using adult-like speech/grammar by 4-5 years?
   - Tell a story by 4-5 years?

4. How does your child’s development compare to his/her siblings?

5. Are there any behavior concerns currently, or were there any in the past?

6. What is your child’s school history?

   (Revised June, 2018)
Appendix 5: ELD CST Referral for Secondary

ELD CST Referral for Secondary

Note: p. 1 to be completed by all content area teachers

Student name: ___________________________ Date: ________________

English Language Development Strategies

All content area teachers must indicate the specific ELD strategies used in the subjects below:

*If the content area teacher does not have an ESL/ESOL endorsement, they must complete a consultation with the ELD teacher. (See page 2 of this document for ELD teacher consultation form and recommended ELD strategies)

ELD strategies used in English:

Teacher name: ______________ ESL certified? □ Yes □ No – ELD Consultation date: ______

ELD strategies used in Social Studies:

Teacher name: ______________ ESL certified? □ Yes □ No – ELD Consultation date: ______

ELD strategies used in Science:

Teacher name: ______________ ESL certified? □ Yes □ No – ELD Consultation date: ______

ELD strategies used in Mathematics:

Teacher name: ______________ ESL certified? □ Yes □ No – ELD Consultation date: ______

Parent Contact

Date parent/guardian was contacted about concerns: _________________
Was an interpreter present? □ No □ Yes - Interpreter name: ____________________________

(Revised June, 2016)
ELD CST Referral for Secondary

Note: p. 2 to be completed by the classroom teacher during consultation with the ELD teacher

Classroom teacher: __________________________ Subject: _______________

ELD teacher: _______________________________ Date: _______________

English Language Development Strategies

1. The classroom teacher discusses concerns with the ELD teacher.
2. The classroom teacher and ELD teacher review the SEF together along with any other pertinent individual and cultural considerations for the student.
3. The ELD teacher checks specific strategies from the following list that will support the student and teacher regarding the area of concern.
4. The classroom teacher implements strategies for 6-8 weeks before referring to CST.

Check all recommended strategies:

◊ Language objective alongside content objectives for each lesson
◊ Multisensory approach (visual, auditory, kinesthetic)
◊ Realia (real world objects)
◊ TPR (total physical response)
◊ Choral reading (group reading) through poems, chants, songs
◊ Visual support (photographs, pictures, drawings, symbols, video)
  *Note: Picture literacy is culturally bound; symbols, drawings, cartoons are not universal. The strongest visual support for English Language Learners is through real-world objects, color photographs, and video.
◊ Targeted vocabulary development (TPR, word of the day, Cognitive Content Dictionary, Frayer Model, word walls)
◊ Academic and social language frames/sentence patterns (for language forms such as Subject-Verb-Object, questions, transitional phrases; for functions such as supporting an argument, agreeing or disagreeing, other: ____________)
◊ Cooperative Groups: Flexible grouping based on language, acquisition, learning style:
  ◦ Homogeneous/heterogeneous primary language groups,
  ◦ Homogeneous/heterogeneous groups by language acquisition level,
  ◦ Homogeneous/heterogeneous groups by learning styles (sensory modalities, multiple intelligences, field dependent/field independent, etc.)
◊ Communicative language teaching (think-pair-share, turn-and-talk, conversation circles)
◊ Access/build prior knowledge (KWL, inquiry charts, pictorial input, other: ____________)

Additional strategies as determined by ELD teacher (please note below):

(Revised June, 2016)
ELD CST Referral for Secondary

Note: p. 3 to be completed by the ELD teacher

ELD teacher: _____________________________

Student name: ___________________________

Student Background Information

Attach copies of the following documents from the cumulative file:

✓ Initial program placement score
✓ All ELPA21, WELPA, WLPT English language proficiency assessment scores
✓ Peer comparison chart
✓ Student entry form

Program Service Model

Check all that apply:

☐ ELD clustered/sheltered classroom

☐ Push-in services weekly for ________ days and ________ minutes per day

☐ Pull out services weekly for ________ days and ________ minutes per day

Progress within ELD Program

Curriculum placement test Lexile scores:

Year: _______ Lexile: _______
Year: _______ Lexile: _______
Year: _______ Lexile: _______
Year: _______ Lexile: _______
Year: _______ Lexile: _______
Year: _______ Lexile: _______
Year: _______ Lexile: _______

(Revised June, 2018)
ELD CST Referral for Secondary

Note: p. 4 to be completed by the parent/guardian (may have the support of an interpreter)

Parent/guardian names: _____________________________________________

Student name: ______________________________________________________

Interpreter name: __________________________________________________

1. What language does your child use at home with family?

2. Are/were there any medical concerns such as premature birth, accidents, hospitalizations, allergies, life-threatening illnesses, etc. of which we should be aware?

3. Please answer yes or no for each question. Please explain any “no” answers. Was your child able to:
   - Sit and crawl by 7-9 months?
   - Stand by 10-12 months?
   - Speak words, imitate sounds, or respond to commands by 10-12 months?
   - Walk by 1-1.5 years?
   - Run by 1-1.5 years?
   - Sleep through night by 1.5-2 years?
   - Speak in complete thoughts/sentences by 2-3 years?
   - Skip, jump, dress self by 4-5 years?
   - Speak using adult-like speech/grammar by 4-5 years?
   - Tell a story by 4-5 years?

4. How does your child’s development compare to his/her siblings?

5. Are there any behavior concerns currently, or were there any in the past?

6. What is your child’s school history?
Appendix 6: Title III Private School Consultation

Title III
PRIVATE SCHOOL CONSULTATION

Date of Consultation: ____________ School Year: ____________

District: ____________________________

District Contact: ____________________ Phone number: ____________ Email: ____________

Private School Name: ____________________

Private School Contact: ____________ Phone number: ____________ Email: ____________

<table>
<thead>
<tr>
<th>CONSULTATION with PRIVATE SCHOOLS MUST INCLUDE THE FOLLOWING:</th>
<th>AGREEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will potential ELLs be identified for services?</td>
<td></td>
</tr>
<tr>
<td>• Who will test the student?</td>
<td></td>
</tr>
<tr>
<td>• What language proficiency test will be used?</td>
<td></td>
</tr>
<tr>
<td>What services will be offered after consultation with the private school? include the size and scope of the services to be provided to the private school children and the educational personnel.</td>
<td></td>
</tr>
<tr>
<td>• How will the needs of ELLs be identified?</td>
<td></td>
</tr>
<tr>
<td>• Timeline for services.</td>
<td></td>
</tr>
<tr>
<td>How, where and by whom will the services be provided?</td>
<td></td>
</tr>
<tr>
<td>How will the services be assessed and how will the results of the assessment be used to improve those services?</td>
<td></td>
</tr>
<tr>
<td>• Identify the data, assessments to be used</td>
<td></td>
</tr>
<tr>
<td>The amount of funds available for those services?</td>
<td></td>
</tr>
<tr>
<td>How and when the district will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.</td>
<td></td>
</tr>
</tbody>
</table>

Participation is considered to be equitable if the LEA (1) assesses, addresses and evaluates the needs and progress of public and private school students and educational personnel on a comparable basis; (2) provides, in the aggregate, approximately the same amount of services to students and educational personnel.
Appendix 7: Cover Page for Red ELD File

ELD Student File

DO NOT REMOVE FROM CUMULATIVE FILE

Home Language Survey (HLS) – Required form for all students

If a parent/guardian answers question #2 or #3 with a language other than English (Ex. Marshallese or Spanish/English) they could be a potential ELL student.

English Language Development (ELD) Records

- Original Home Language Survey (HLS)
- Original initial test/score sheet (LASO, LPTS, PLAS, WLPT, WELPA, ELPA)
- Student Entry Form (SEF)
- Original initial Parent Notification Letter (English and Primary Language)
- Original annual student test score reports for each year in program (LASO, LPTS, PLAS, WLPT, WELPA, ELPA …)
- Original Annual Parent Notification Letter (English and Primary Language)
- Original Exit Letter out of ELD Program
- Original Signed Refusal/Waiver of Services letter
- Yearly AMAO Letter (English and Primary Language)
- Original Code G letter for Dual Served Special Education Students exiting from services 1-94 (For Refugee Students Only to Qualify for Additional Support Services)

High School Only

- Student International Transcript Informational Packet
  - Primary Language Transcripts
  - Educational Profile
  - Foreign Transcript Summary
Appendix 8: ELD Program PD and PERT Options for 2019-2020

Mandatory 9 hour program Training- Returning ELD Teachers
7 hours (Mandatory ELD Program PD) + 2 hours (Option for Building PD or ELD PD)

Mandatory 9 hour program Training- New to ELD Program
9 hours (Mandatory for all new K-12 ELD teachers)

Mandatory New Teacher Inter-rater Reliability Make-Up training (Including new to program)
Title: Inter-rater Reliability – Reach
Instructor: Heather Richardson and Naomi Hagen
Audience: New Elementary ELD Teachers
Date/Time: September 4, 2019 @ 4:00 - 6:00 PM (2 hours)
Location: FROC

Title: Inter-rater Reliability – Inside
Instructor: Heather Richardson and Naomi Hagen
Audience: New Elementary and Middle School ELD Teachers
Date/Time: September 10, 2019 @ 4:00 - 6:00 PM (2 hours)
Location: FROC

Title: Inter-rater Reliability – Edge
Instructor: Heather Richardson and Naomi Hagen
Audience: New High School ELD Teachers
Date/Time: September 12, 2019 @ 4:00 - 6:00 PM (2 hours)
Location: FROC

Title: ELP Standards Training for New Teachers: Module 1
Instructor: Heather Richardson and Naomi Hagen
Audience: All New ELD Teachers
Date/Time: Must be completed by Friday, October 11, 2019 (1 hour)
Location: Self-directed on Line Learning

Mandatory Training for all ELD teachers
Title: ELP Standards Training
Instructor: Joan Johnston
This training will review the most important features of navigating the ELPA standards for veteran teachers and offer suggestions for how teachers can apply these standards to instruction and assessment. It will also offer information as to how the ELPA standards correlate to CCSS standards for content-area classrooms.
Audience: Elementary, Middle and High School ELD teachers
Date/Time: Tuesday, October 22 4:30 – 5:30 PM (1 hour)
Title: Working with General Education Teachers (Train the Trainer Model - Elementary) – new
Instructor: Heather Richardson, Naomi Hagen, Kimberly Potter, Mitra ___________
This training will prepare elementary teachers to work with general education teachers to apply the ELP standards to assessment and instruction. ELD teachers will walk away from this training with the materials needed to train their school-site staff to do the following:
- navigate the ELP standards,
- use ELP standards to measure ELL student growth toward both ELP and CCSS standards,
- use ELP standards and student assessment to provide an appropriate instructional plan designed to move students toward language acquisition and content area understanding.
Audience: Elementary ELD Teachers
Date/Time: September 24, 2019 @ 4:00 – 6:00 PM (2 hours)

Title: Strategies for Supporting Primary ELLs in Writing (K-2) – new
Instructor: Raeanne Maier
In this professional development opportunity, staff will learn how to help students develop early writing skills in small group settings. Staff will see a strategy in action, talk as a group about how to differentiate for different levels and skills, and then create the materials to apply the new strategy.
Audience: Elementary ELD Teachers
Date/Time: Thursday, October 3, 2019 @ 4:00 – 6:00 PM (2 hours)

Title: Working with Dual Identified ELD & Special Education Students (Part1) - offered last year
Instructor: Kelly Marsh
Dual Identified students are students who qualify for services under both English Language Development and Special Education and provide a unique teaching scenario for support specialist in both departments. In this three-part series, teachers will learn how to identify and serve these students. Teachers will also learn strategies for instructional support and practical suggestions for collaboration between case managers, ELD instructors, and classroom teachers.
Audience: Elementary, Middle and High School ELD Teachers
Date/Time: Tuesday, October 29, 2019 @ 4:00 – 6:00 PM (2 hours)

Title: Introduction to Literature Studies for ELLs (Secondary) – new
Instructor: Naomi Hagen
This course discusses the typical components of a secondary literature study (or novel study) and expands on the essential components necessary to support language acquisition. A distinction is made between a literature study approach for English Only speakers and an enhanced literature study approach for English Language Learners with developing skills in English literacy and oracy.
Audience: Middle and High School ELD Teachers
Date/Time: Tuesday, November 5, 2019 @ 4:40 – 6:30 PM (2 hours)

Title: Strategies for Supporting Primary ELLs in Reading (K-2) – new
Instructor: Raeanne Maier
In this professional development opportunity, staff will learn how to help students practice phonics and develop early reading skills in small group settings. Staff will see a strategy in action, talk as a group about how to differentiate for different levels and skills, and then create the materials to apply the new strategy.
Audience: Elementary ELD Teachers
Date/Time: Thursday, November 7, 2019 @ 4:00 – 6:00 PM (2 hours)

Title: Differentiation in the Secondary Classroom (Part 1) – offered two years ago
Instructor: Naomi Hagen
This 2-part course is a basic introduction to differentiation. It introduces and models the concept of differentiation using ‘differentiation’ as the content and method.
Audience: Middle and High School ELD Teachers
Date/Time: Tuesday, November 12, 2019 @ 4:30 – 6:00 PM (1.5 hours)
Title: **AVID Strategies for ELLs** – new  
Instructor: Paul Gammon  
*Paul Gammon, AVID trainer for Spokane Public Schools, will discuss and model AVID strategies that have been shown to be of particular benefit to English Language Learners.*  
Audience: Elementary, Middle and High School Teachers  
Date/Time: Wednesday, November 13, 2019 @ 4:00 – 6:00 PM (2 hours)

Title: **Differentiation in the Secondary Classroom (Part 2)** – offered two years ago  
Instructor: Naomi Hagen  
*This 2-part course is a basic introduction to differentiation. It introduces and models the concept of differentiation using ‘differentiation’ as the content and method.*  
Audience: Middle and High School ELD Teachers  
Date/Time: Tuesday, November 26, 2019 @ 4:30 – 6:00 PM (1.5 hours)

Title: **Supporting Developing Writers (3-8)** – new  
Instructor: Laurie Manikowski and Naomi Hagen  
*This course will offer content and theory around developing intermediate and middle school ELD students into strong, effective writers. It will focus on strategies for moving ELs from beginning writing to grade-appropriate ELA and content writing.*  
Audience: Elementary and Middle School ELD Teachers  
Date/Time: Tuesday, December 3, 2019 @ 4:30 – 6:00 PM (1.5 hours)

Title: **Working with Dual Identified ELD & Special Education Students (Part2)** - offered last year  
Instructor: Kelly Marsh and Priscilla Rabinovitch  
*Dual Identified students are students who qualify for services under both English Language Development and Special Education and provide a unique teaching scenario for support specialist in both departments. In this three-part series, teachers will learn how to identify and serve these students. Teachers will also learn strategies for instructional support and practical suggestions for collaboration between case managers, ELD instructors, and classroom teachers.*  
Audience: Elementary, Middle and High School ELD Teachers  
Date/Time: Tuesday, December 10, 2019 @ 4:00 – 6:00 PM (2 hours)

Title: **A Differentiated Approach to Literature Studies (Secondary)** – new  
Instructor: Naomi Hagen  
*A follow-up to the Introduction to Literature Studies for ELLs, this course focuses on a variation to the literature or novel study in which teachers differentiate for language proficiency, literacy and oracy by teaching through a combination of both whole class and small group instruction. The course also presents Secondary Literacy Centers as a strategy for differentiation, with a workshop offered later in the year to assist teachers in creating Secondary Literacy Centers for specific novel studies.*  
Audience: Middle and High School ELD Teachers  
Date/Time: Tuesday, December 17, 2019 @ 4:30 – 6:30 PM (2 hours)

Title: **Creating Differentiated Centers for the Secondary Classroom (Workshop)** – offered last year  
Instructor: Naomi Hagen  
*Like last year, this workshop will provide teachers with both models and materials to create their own literacy centers. They will have the option to create a center for one of their novel studies or a differentiated Language Arts centers to support language acquisition in the INSIDE or EDGE curriculum. Each teacher will walk away with a portable literacy center to use in the classroom.*  
Audience: Middle and High School ELD Teachers  
Date/Time: Tuesday, January 14, 2020 @ 4:30 – 6:00 PM (1.5 hours)
Title: **Alternative Pathways to Graduation (Includes Job-Career Placement Programs)** – new this year
Instructor: Naomi Hagen
This training, designed specifically for high school ELD leads and teachers, will give an overview of alternative pathways as well as other options available to support ELD students reach graduation. Specific topics covered will include an overview of special programs offered in the school district, ELPA level requirements for special programs, alternative pathways for adult students (18-20), age-out options, international transcripts, and CBC WL testing.
Audience: High School ELD Teachers
Date/Time: Wednesday, January 29, 2020 @ 3:30 – 5:00 PM (1.5 hours)

Title: **Working with Dual Identified ELD & Special Education Students (Part 3)** - new
Instructor: Kelly Marsh
Dual identified students are students who qualify for services under both English Language Development and Special Education and provide a unique teaching scenario for support specialist in both departments. In this three-part series, teachers will learn how to identify and serve these students. Teachers will also learn strategies for instructional support and suggestions for collaboration between Special Education, ELD, and classroom teachers.
Audience: Elementary, Middle and High School ELD Teachers
Date/Time: Tuesday, Feb 4, 2020 @ 5:00 – 7:00 PM (2 hours)

Title: **Parent Involvement and Advocacy (Part 1)** – offered last year
Instructor: Naomi Hagen and Erin Meuer
In this two-part course, Naomi and Erin offer practical suggestions for supporting and advocating for immigrant and refugee parents in schools. They share and elaborate on excerpts from their chapter, “Working with Parents of ESOL Students” (*Not for ESOL Teachers*, 2017).
Audience: Elementary, Middle and High School ELD Teachers
Date/Time: Wednesday, February 19, 2020 @ 4:30-6:00 PM (1.5 hours)

Title: **Phonology, Pronunciation and Speech in English Language Development Part 1** – offered last year
Instructor: Dr. Martha Savage
This two-part workshop will examine how to support English learners in general education classrooms with the development of intelligibility. Content will identify key concepts that teachers should be aware of as they address issues of an English learner’s speech. Content will describe speech production and how grammar differences between languages can impact the way a learner is understood. Secondly, content of this workshop will provide practical strategies to support the development of a learner’s speech and language while teaching content that students can learn and apply independently.
Audience: Elementary, Middle and High School ELD Teachers
Date/Time: Wednesday, March 4, 2020 @ 4:00 – 6:00 PM (2 hours)

Title: **Phonology, Pronunciation and Speech in English Language Development Part 2** – new
Instructor: Dr. Martha Savage
This two-part workshop will examine how to support English learners in general education classrooms with the development of intelligibility. Content will identify key concepts that teachers should be aware of as they address issues of an English learner’s speech. Content will describe speech production and how grammar differences between languages can impact the way a learner is understood. Secondly, content of this workshop will provide practical strategies to support the development of a learner’s speech and language while teaching content that students can learn and apply independently.
Audience: Elementary, Middle and High School ELD Teachers
Date/Time: Wednesday, March 11, 2020 @ 4:00 – 6:00 PM (2 hours)

Title: **Grammar Activities for Small Groups** – new
Instructor: Frances Peterson, Naomi Hagen, Heather Richardson
This training will look at multiple practical small group grammar activities for elementary ELD students.
Audience: Elementary ELD Teachers
Date/Time: Thursday, April 16, 2020 @ 4:30 – 6:00 PM (1.5 hours)
Title: **Working with Refugee Victims of Trauma** – new  
Instructor: Beth Farmer, LICSW, Director of Refugees Northwest – A Program of LCS Northwest  
*In this presentation, Beth Farmer, LICSW and director of Refugees Northwest will share her expertise in supporting refugee and asylee victims of trauma and inform teachers of trauma considerations unique to the refugee/asylee circumstance.*  
Audience: Elementary, Middle and High School ELD Teachers  
Date/Time: Tuesday, April 21, 2020 @ 4:00-7:00 PM (3 hours)

Title: **Parent Involvement and Advocacy (Part 2)** – new  
Instructor: Naomi Hagen and Erin Meuer  
In this two-part course, Naomi and Erin offer practical suggestions for supporting and advocating for immigrant and refugee parents in schools. They share and elaborate on excerpts from their chapter, “Working with Parents of ESOL Students” (*Not for ESOL Teachers*, 2017).  
Audience: Elementary, Middle and High School ELD Teachers who completed Part 1  
Date/Time: Wednesday, April 29, 2020 @ 4:30-6:00 PM (1.5 hours)

Title: **Language and Culture Overview and Panel Discussion: Karen/Burmese** – new this year  
Instructor: ELD Staff and Community Members  
*This course is divided into two parts, both of which will be offered during the 2-hour session. The first half of the course will provide an overview of the cultural norms and customs of one of the top ten immigrant or refugee groups in Spokane. The second half of the course will include a panel discussion with several prominent members of the Spokane Karen/Burmese community.*  
Audience: Elementary, Middle and High School ELD Teachers  
Date/Time: Tuesday, May 5, 2020 @ 5:00 – 7:00 PM (2 hours)

Title: **Working with General Education Teachers (Train the Trainer Model – Secondary)** – new  
Instructor: Amanda Mills (and Naomi Hagen)  
This training will prepare secondary teachers to work with general education teachers to apply the ELP standards to assessment and instruction. ELD teachers will walk away from this training with the materials needed to train their school-site staff.  
Audience: Middle and High School ELD Teachers  
Date/Time: Wednesday, May 13, 2020 @ 4:30 – 6:30 PM (2 hours)

Title: **Language and Culture Overview and Panel Discussion: Congolese/Rwandan/Burundian** – new this year  
Instructor: ELD Staff and Community Members  
*This course is divided into two parts, both of which will be offered during the 2-hour session. The first half of the course will provide an overview of the cultural norms and customs of one of the top ten immigrant or refugee groups in Spokane. The second half of the course will include a panel discussion with several prominent members of the Congolese, Rwandan and Burundian community in Spokane.*  
Audience: Elementary, Middle and High School ELD Teachers  
Date/Time: May 19, 2020 @ 5:00 – 7:00 PM (2 hours)

**Additional 19 Hour PERT Options** (Book Studies - offered within program)  
Title: Academic Language Mastery: **Vocabulary in Context** (Calderon/Soto Book Study) with Sarah Shaw  
Date/Time: (4 x 2 hours = 8 hours total) Wednesdays: September 18, October 9, November 20, December 18

Title: Academic Language Mastery: **Culture in Context** (LeMoine/Soto Book Study) with Naomi Hagen  
Date/Time: (4 x 2 hours = 8 hours total) Tuesdays: March 3, March 10, March 17, March 24

Title: Academic Language Mastery: **Conversational Discourse in Context** (Zwiers/Soto Book Study) with N Hagen  
Date/Time: (4 x 2 hours = 8 hours total) Thursdays: May 7, May 14, May 21, May 28.
Appendix 9: Monitored English Language Learners

Monitored English Language Learners*

______________________________ passed the annual ELPA21 assessment and has exited from English Language Development services.

If a student is not meeting standard or is failing a class please consider using the following recommended strategies:

  o **Multisensory approach** (visual, auditory, kinesthetic)
  o **Realia** (real world objects)
  o **Visual support** (photographs, pictures, drawings, symbols, video)
    ▪ *Note: Picture literacy is culturally bound; symbols, drawings, cartoons are not universal. The strongest visual support for English Language Learners is through real-world objects, color photographs, and video.
  o **Targeted vocabulary development** (Word of the day, Cognitive Content Dictionary, Frayer Model, word walls)
  o **Academic and social language frames/sentence patterns** (for language *forms* such as Subject-Verb-Object, questions, transitional phrases; for *functions* such as supporting an argument, agreeing or disagreeing, other: ______________________)
  o **Cooperative Groups**: **Flexible** grouping based on language, acquisition, learning style:
    o Homogeneous/heterogeneous primary language groups,
    o Homogeneous/heterogeneous groups by language acquisition level,
    o Homogeneous/heterogeneous groups by learning styles (sensory modalities, multiple intelligences, field dependent/field independent, etc.)
  o **Communicative language teaching** (think-pair-share, turn-and-talk, conversation circles)
  o **Access/build prior knowledge** (KWL, inquiry charts, pictorial input, other: ___________

If the student is still not making adequate progress please contact me so we can initiate a team meeting to discuss interventions for the academic success of the student.

Thanks,

________________________________________
ELD Teacher

*ELL students exit from services once they show proficiency on the ELPA21 annual assessment. Students are monitored for 2 years to ensure they are meeting standards and not failing classes. If a student is not meeting standard or is failing classes they can be provided support services.
Appendix 10: Elementary School – ELL Review
Team Meeting: Monitored Student

Elementary School – ELL Review Team Meeting

Monitored Students

Student Name: ____________________________  ID #: __________  Grade: ______

ELA SBAC Scores: ____________
Mathematics SBAC Scores: ____________

☐ Not Meeting Standards in ELA
☐ Not Meeting Standards in Math

Plan of Improvement

☐ ELD services in small group
☐ Reading Intervention
☐ Math Intervention
☐ Homework Club
☐ GU/SPS Summer Language Program
☐ Other

Classroom Teacher: ____________________________  Date: __________
Counselor: ____________________________  Date: __________
ELD Teacher: ____________________________  Date: __________
School Administrator: ____________________________  Date: __________
Appendix 11: Middle School – ELL Review Team
Meeting: Monitored Student

Middle School – ELL Review Team Meeting
Monitored Students

Student Name ___________________________ ID # ___________ Grade ______
ELA SBAC Scores ___________ Mathematics SBAC Scores ___________

List of failing classes
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

Plan of Improvement
☐ Reading Intervention (Read 180 Next Generation Stage B, Read 180 Universal, I-Can ELA)
☐ Math Intervention (I-Can math course, Math Extended Learning)
☐ Homework Club
☐ GU Summer Language Experience
☐ Other ____________________________

English Teacher ___________________________ Date __________________
Content Teacher ___________________________ Date __________________
Counselor ________________________________ Date __________________
ELD Teacher ______________________________ Date __________________
School Administrator ______________________ Date __________________
Appendix 12: High School – ELL Review Team
Meeting: Monitored Student

High School – ELL Review Team Meeting

Monitored Students

Student Name ___________ ID # ___________ Grade _____
ELA SBAC Scores ___________ Mathematics SBAC Scores ___________

List of failing classes
1. ______________________
2. ______________________
3. ______________________
4. ______________________

Plan of Improvement
☐ Reading Intervention (I-CAN Credit Retrieval, Read 180 Next Generation Stage C, BTC Course, ELA Extended Learning)
☐ Math Intervention (I-CAN Credit Retrieval, Math Extended Learning, CHS 107, BTC Course)
☐ Homework Club
☐ GU Summer Language Experience
☐ Other ______________________

English Teacher ___________________________ Date ___________
Content Teacher ___________________________ Date ___________
Counselor _________________________________ Date ___________
ELD Teacher ______________________________ Date ___________
School Administrator ________________________ Date ___________


References


Valentino, R. & Reardon, S. F. (2014). *Effectiveness of four instructional programs designed to serve English learners: Variation by ethnicity and initial English proficiency.* Stanford, CA: Stanford University Graduate School of Education.
