

2021

Spokane Public Schools Multilingual English Learner Plan



SPS ELD Committee

Revised 12/15/2021

Board Approved 6/15/2016

"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."

[Lau v. Nichols](#) (1974)

Spokane Public Schools Multilingual English Learner Plan

ELD Committee Members

2015-2016

Heather Richardson – ELD Director

Naomi Hagen – ELD/Title III K-12 TOSA

Angela Castillo – ELD Family Advocacy Specialist

Kristina Smith – ELD Teacher @ Franklin, Jefferson, Mullan Road, Wilson Elementary Schools

Inna Hansen - ELD Teacher @ Arlington Elementary School

Tamara Mosar – ELD Teacher @ Shaw Middle School

Tyree Iversen – ELD Teacher @ Glover Middle School

Kelsey Christensen – ELD Teacher @ Rogers High School

Cory Johnson – ELD Teacher @ North Central High School

Liuba Luton – Russian/Ukrainian Bilingual Specialist @ Lewis and Clark High School

Magali Hantson-Parker – French/Swahili/Kinyarwanda/Kirundi Bilingual Specialist (Elementary)

Kristin Kuster – Principal Assistant @ Sheridan Elementary School and Grant Elementary School

Mariano DeOre – Assistant Principal @ Gary Middle School

Advisory Team Members

Highly Capable:

Debra De Witt

Kim Fox

Kelsie Herda

Special Education:

Lisa Pacheco

Franklin Day

Angela Johnstone

Michelle Gwin

Emma Noble

Special Programs:

Gary Allen

Joan Portier

Research and Writing Team 2016

Heather Richardson

Naomi Hagen

Rosa Cordova

Revision and Writing Team 2017-2021

Heather Richardson

Naomi Hagen

Table of Contents

Chapter 1: Introduction and Educational Approach	6
INTRODUCTION	6
<i>Purpose of the Document.....</i>	<i>6</i>
EDUCATIONAL APPROACH	7
<i>Description</i>	<i>7</i>
<i>Multilingual English Learners in Spokane Public Schools.....</i>	<i>7</i>
<i>Laws, Policies, and Regulations Governing Services for MLs</i>	<i>9</i>
<i>Theory</i>	<i>12</i>
MISSION AND VISION.....	21
<i>Mission</i>	<i>21</i>
<i>Vision.....</i>	<i>21</i>
PROGRAM GOALS	23
<i>Goals</i>	<i>23</i>
<i>Implementation.....</i>	<i>23</i>
Chapter 2: Staffing and Professional Development.....	24
STUDENT TO STAFF RATIOS	24
<i>Certificated Student-to-Teacher Ratios.....</i>	<i>24</i>
INSTRUCTIONAL STAFF	24
<i>ELD Teachers</i>	<i>24</i>
INTERPRETERS	24
<i>Language Specialists</i>	<i>24</i>
<i>Bilingual Specialists</i>	<i>25</i>
<i>Limited Defined Employees</i>	<i>25</i>
REQUESTING INTERPRETATION.....	26
<i>Requesting Interpretation for Families and Students</i>	<i>26</i>
<i>Requesting Interpretation for Blackboard Messenger Calls</i>	<i>26</i>
<i>Providing Interpretation Information for Families</i>	<i>26</i>
PROFESSIONAL DEVELOPMENT AND TRAINING	27
<i>All District Employees.....</i>	<i>27</i>
<i>Mainstream Teachers</i>	<i>28</i>
<i>Counselors and Mental Health Therapists</i>	<i>28</i>
<i>ELD Teachers</i>	<i>29</i>

<i>Language Specialists and Bilingual Specialists</i>	29
<i>Limited Defined Employees</i>	29
Chapter 3: Identification, Assessment, Parent Notification and Program Placement	30
IDENTIFICATION, ASSESSMENT AND PLACEMENT FLOW CHART	30
IDENTIFICATION	31
<i>Identification Process</i>	31
<i>Use of Interpreters</i>	31
<i>Documentation of Identification</i>	31
ASSESSMENT	32
<i>Assessment Procedures</i>	32
<i>Assessment Documentation</i>	32
PRE-KINDERGARTEN REGISTRATIONS FOR MULTILINGUAL ENGLISH LEARNERS	33
REGISTRATIONS FOR MULTILINGUAL ENGLISH LEARNERS AGES 18 AND OLDER	33
PROGRAM PLACEMENT	34
<i>Elementary Schools</i>	34
<i>Middle Schools</i>	34
<i>High Schools</i>	35
<i>US Transcripts</i>	36
<i>Foreign Transcripts</i>	36
Chapter 4: Services	37
PROGRAM DESCRIPTION	37
INSTRUCTIONAL SETTINGS	37
<i>Elementary</i>	37
<i>Middle School</i>	38
<i>High School</i>	40
OTHER PROGRAMS	43
<i>MLs and Special Education</i>	43
<i>MLs and Highly Capable</i>	46
<i>MLs and Special Programs</i>	47
PRIVATE SCHOOLS	50
Chapter 5: Transition and Monitoring	51
TRANSITION	51
<i>Procedure</i>	51

<i>Assessment</i>	51
<i>Responsible Parties</i>	51
MONITORING	52
<i>Elementary Procedure</i>	52
<i>Responsible Parties</i>	52
<i>Secondary Procedure (Middle and High School)</i>	53
<i>Responsible Parties</i>	53
Chapter 6: Program Evaluation and Review	55
PROGRAM EVALUATION	55
<i>Phase 1: Implement a District-wide ELD Curriculum</i>	55
<i>Phase 2: Implement District-wide ELD Assessments</i>	55
<i>Phase 3: Set up a VIS in School Data Tools to Record Data and Measure Growth</i>	57
PROGRAM REVIEW	57
PROGRAM GOALS	58
SUCCESS INDICATORS	59
Appendix 1: ELD Voicemail Message to Parents	61
Appendix 2: Home Language Survey	62
Appendix 3: Student Entry Form	63
Appendix 4: ELD MTSS Referral for Elementary	64
Appendix 5: ELD MTSS Referral for Secondary	68
Appendix 6: Title III Private School Consultation	72
Appendix 7: Cover Page for Red ELD File	73
Appendix 8: ELD Program PD and PERT Options for 2021-2022	74
Appendix 9: Monitored Multilingual Learners	79
Appendix 10: Elementary School – ML Review Team Meeting: Monitored Student	80
Appendix 11: Middle School – ML Review Team Meeting: Monitored Student	81
Appendix 12: High School – ML Review Team Meeting: Monitored Student	82
References	83

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 multilingual English learners (MLs) with a rich diversity of cultures, backgrounds, perspectives and knowledge who are still acquiring English, currently the primary language of instruction in 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 MLs 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 37 percent of the entire ML population (see Figure 1.1). Conversely, the total ML population in SPS comprises less than six percent of its total student population (compiled by SPS 81, October 2021). While many other districts contain the ML numbers necessary to implement such research-based programs as dual immersion or bilingual education, Spokane possesses neither the total number of MLs 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 ML 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 *Multilingual English Learner Plan* contained in this document as well as the plan itself, which addresses the identification process for MLs, 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 MLs in Spokane, the state and federal guidelines regarding academic support for MLs, and current research in second language acquisition, all of which are outlined in this chapter.

Multilingual English Learners in Spokane Public Schools

Spokane Public Schools has a unique ML demographic in that no single language group comprises more than 37 percent of the total ML population (See Figure 1.1). While the total ML population of approximately 1700 students is less than 6 percent of the total student population in SPS, it is comprised of 67 different languages and even more national origins (Compiled by SPS 81, October 2021).

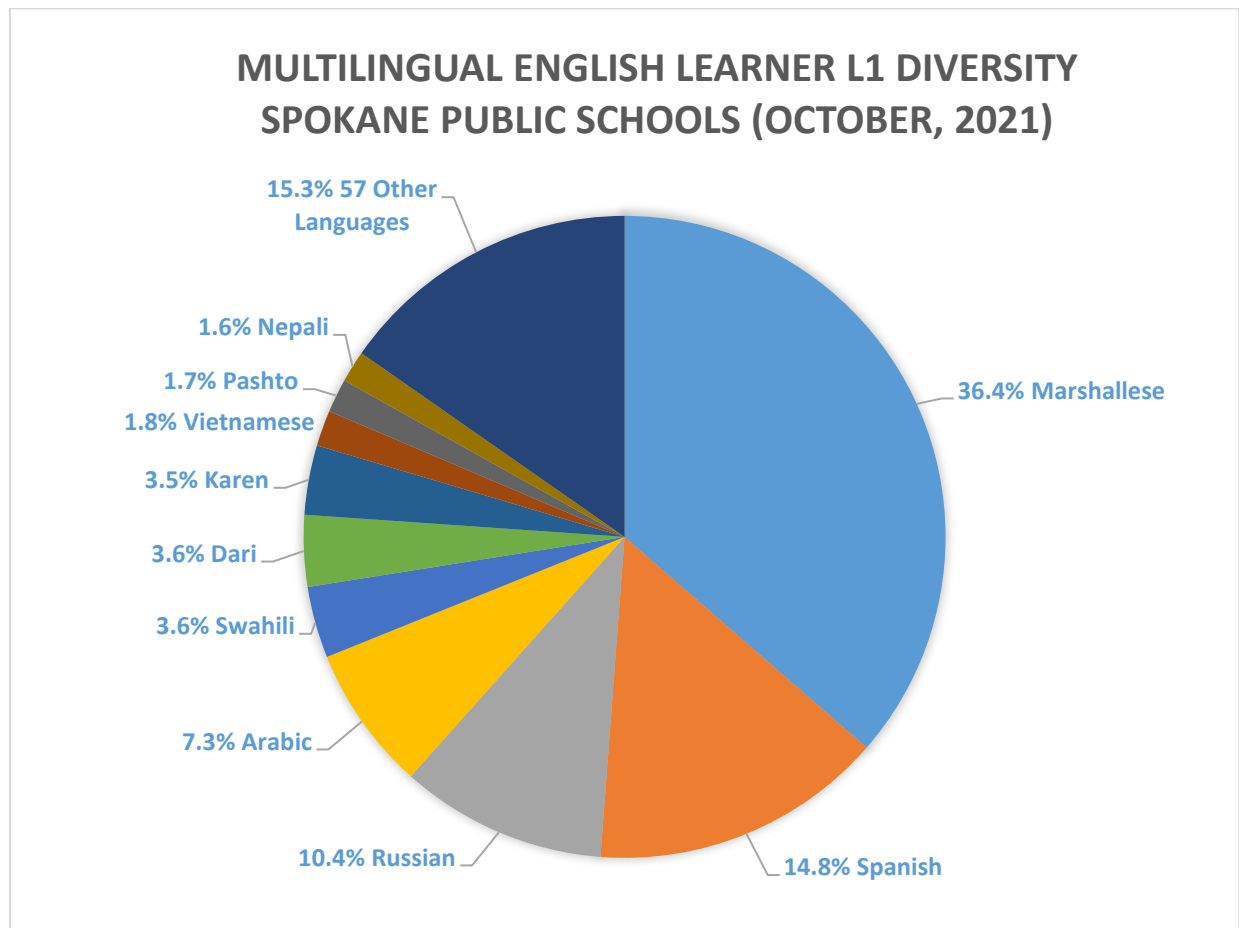


Figure 1.1 (SPS ELD Counts, October 2021) *

In addition to the linguistic diversity represented in Figure 1, the total number of MLs in Spokane Public Schools continues to grow. After a slight dip during the COVID-19 pandemic, numbers are on the rise once again. 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 MLs 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, 2021), and as a significant number of the SPS ML students are refugees, this population is anticipated to renew its pre-pandemic trajectory of continuous growth (See Figure 1.2).

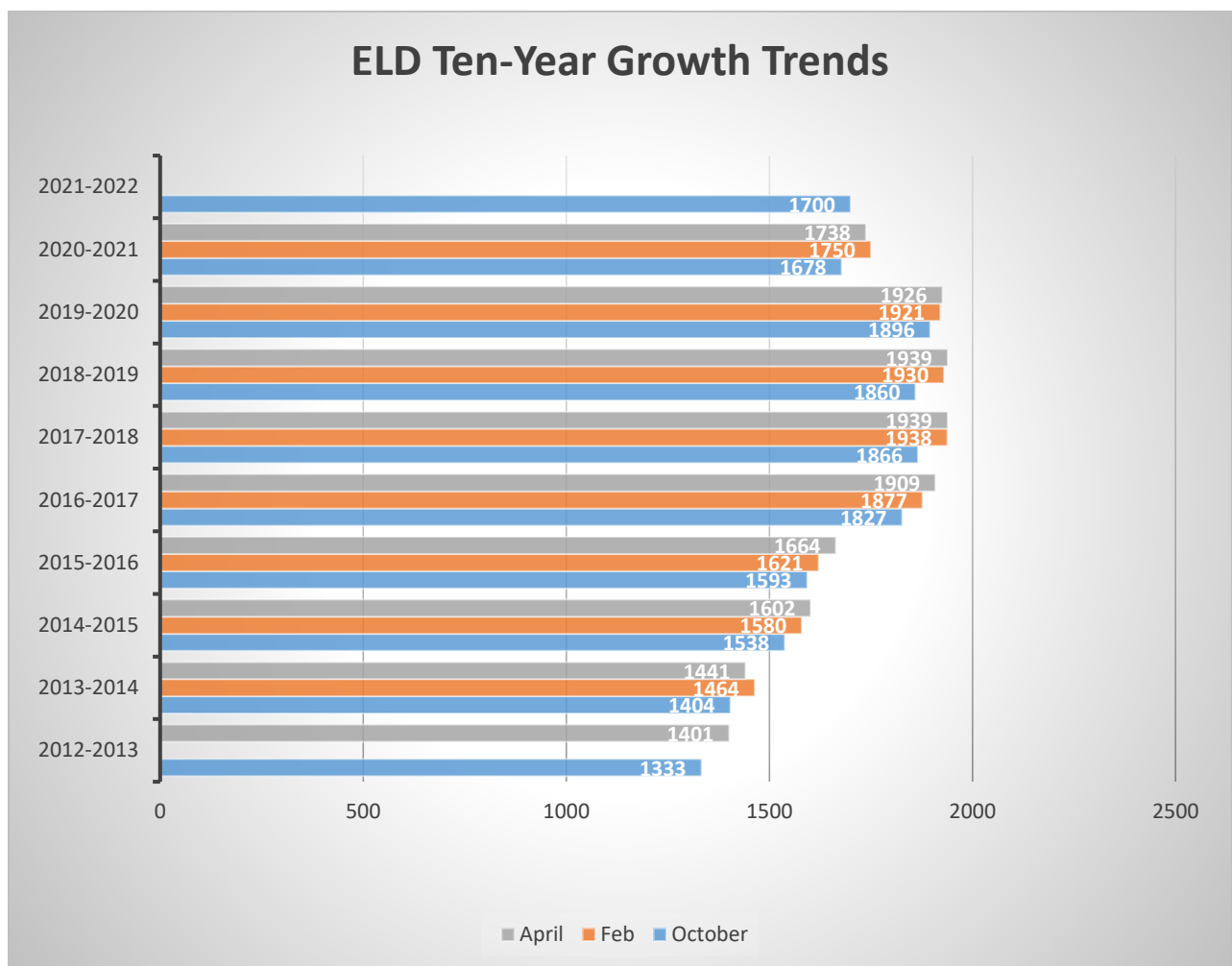


Figure 1.2 (SPS Ten-Year Counts, 2012-2022) *

*Figures 1.1 and 1.2 contain information specific to the demographics of multilingual English learners in Spokane Public Schools. This information was last updated in October of 2021.

Laws, Policies, and Regulations Governing Services for MLs

Beginning with Title VI of the Civil Rights Act of 1964, there has been significant legislation regarding the support of multilingual English learners in federally funded educational institutions. Together, these laws and regulations ensure that public schools provide MLs an equal access to, and meaningful participation in, all educational programs offered in US public schools. The laws and regulations affecting support of MLs are listed below as rationale for the *Multilingual English 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.**"

The US Department of Education website (2021) presents the following [Title III: Text of the Elementary and Secondary Education Act of 1965, as amended by ESSA -- August 18, 2016 \(PDF\)](#), which outlines the most recent federal guidance regulating the K-12, Title III, English Language Acquisition programs.

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 multilingual English learners (MLs). 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 MLs, 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 MLs 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 MLs appear to move through predictable stages as they acquire a new language. Though the order of acquisition is not concrete and may vary depending on a variety of factors including the student's primary language, level of first language literacy, the language distance between the primary language and the target language, 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) 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 continues to be crucial at this stage, as well as ample opportunities to use developing vocabulary and language forms in context, 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 during Speech Emergence. At this stage, which typically lasts one to two years, students 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 suggest 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 as compared to the other. One of the leading researchers of the last several decades in this area has been Jim Cummins.

Basic Interpersonal Communication Skills (BICS): BICS is the term used by Cummins (2000) to refer to an ML'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 ML 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 what Krashen and Terrell (1983) referred to as 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 ways in which they affect acquisition of the target language.

Access to prior formal education: MLs come with a wide variety of educational backgrounds. Some come with significant former formal education, some come with limited former education, many come with interrupted formal education, and still others have never before been in a formal educational setting. Some MLs 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 MLs 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 MLs are as varied as the learners 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 MLs: 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 a multilingual learner possesses. *Language transfer* is understood as "... use of the first language during the second language acquisition" (Madrinan, 2014, p. 53). In other words, MLs 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 ML 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 ML’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 several factors including those listed above can affect the way in which an ML 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 ML 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.

Bilingual Instructional Programs (OSPI Approved Programs)

Dual Language: Dual language classrooms consist of mixed groups of MLs and native English speakers in which content instruction is given in both languages. As stated by OSPI (2021), “The goals of the program are to: 1) become bilingual and biliterate, 2) attain high academic achievement in all content areas, and 3) develop sociocultural competence.”

Two-Way Dual Language: “Two-way dual language programs begin with a balanced number of multilingual/ English learners and English speakers. As multilingual/ English learners become proficient English speakers (ever-English learners), the student balance

is maintained by including the ever-English learners in the multilingual/ English learners portion of the balance,” (OSPI TBIP, 2021).

One-Way Dual Language: “One-way dual language programs serve only multilingual/ English learners and/or Native American students. One-Way dual language is implemented when the district’s demographic composition cannot support a two-way language model” (OSPI TBIP, 2021).

Developmental Bilingual Education (Late Exit): Developmental bilingual education classrooms consist of MLs 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. After completion of the program in grades 5 or 6, students transition into English only classrooms.

Transitional Bilingual Education (Early Exit): Transitional bilingual education classrooms consist of MLs 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 3 to 4 years, after which the student transitions to English only instruction.

Alternative Instructional Programs (OSPI Approved Programs where barriers prevent implementation of one of the above Bilingual Instructional Programs)

Content-Based/Sheltered Instruction (CBI): The Content-Based Sheltered Instruction model, as defined by OSPI’s TBIP department (2021), “pairs English language development with academic grade-level content using English as the language of instruction. Explicit English language development instruction and rigorous, grade-level academic content is delivered by teachers specifically trained in the field of second language acquisition and instructional strategies for language learners. CBI classes can be designed to meet core content credit requirements and/or to serve as language development support classes.”

Supportive Mainstream: In Supportive Mainstream, students are provided “meaningful access to rigorous, grade-level content” in their mainstream classrooms with teachers who are trained to provide this support as well as “designated English language development . . . delivered either individually or in small groups by teachers who have been specifically trained in the field of second language acquisition and instructional strategies for language learners,” (OSPI TBIP, 2021)

Newcomer Programs (OSPI Approved Programs)

Newcomer Program: Newcomer programs are specially designed programs for students who are new to country and new to English, after which students transfer to other program models.

For additional information regarding approved program models in the state of Washington and their implementation guidelines, visit the OSPI TBIP webpage [Program Guidelines | OSPI \(www.k12.wa.us\)](http://www.k12.wa.us).

Unapproved Instructional Programs (Not approved by OSPI)

English Immersion is not recognized by the state of Washington as a viable model. English Immersion is the placement of an ML in an English only classroom with native English speakers in which support for English language development is neither provided nor 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 MLs. 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:

- MLs 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.
- MLs enrolled in ESL content classes (referred to in this document as content-based 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.
- MLs 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 as compared to 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, content-based 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 MLs as a language of instruction, it is important that we examine research that reflects demographics of a population closer to that of Spokane's MLs.

Joan Johnston (2013): In a doctoral dissertation study done in Spokane Public Schools by Dr. Joan Johnston, ML interactions were compared between sheltered instruction classes and English mainstream classes. The results of the study demonstrated that MLs in a sheltered instruction environment interact in English 3 times more often than MLs 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 multilingual learners combined with the research on program models over the last four decades, the ELD department in SPS supports the implementation of a content-based sheltered instruction model district wide. While this model is not mandated, in the absence of resources for a bilingual program model, content-based 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 multilingual English learner population.

MISSION AND VISION

Mission

The mission of the Spokane Public Schools' English Language Development department is to transition ML students to fluent English proficient both effectively and efficiently through improved services in order to increase ML 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 MLs 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:

1. Create an interpretation and translation center (implemented 2016-2017).
2. Implement a middle school newcomer center for 6-8 grades (implemented 2017-2018).
3. Provide ML clusters in grades K-1 throughout the district elementary schools. ML clusters are considered a sheltered classroom if MLs 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 secondary content area teachers who are dual endorsed in both ESL and a content area and elementary general education teachers who are endorsed in both ESL and elementary education. (As of the fall of 2021, SPS employs 43 teachers at the secondary level who are certified for both content area and ESL instruction and 63 teachers at the elementary level who are certified for both elementary education and ESL instruction).
2. Provide comprehensive training for content area teachers to build capacity for content-based sheltered instruction in grades 7-12. (Cultural Competency training implemented starting in 2016, Second Language Acquisition training was implemented starting in 2017; Sheltered Science training for secondary science teachers was implemented in 2017; GLAD training for secondary teachers was implemented 2018-2019; WIDA online training for Sheltered Social Studies was implemented 2021).

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 ML clusters by school site for grades K-6 in classrooms with ESL certified teachers. ML clusters become sheltered classes if MLs 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 WIDA screener,
4. Measure improvement in learning English by using the WIDA 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 ML students through either content-based sheltered instruction, supportive mainstream, or the Newcomer Programs,
2. Provide interpreter services through Language Specialists, Bilingual Specialists, or phone interpreter services for any family that indicates they need an interpreter,
3. Test all incoming potential ML students within ten days of enrollment at the FROC,
4. Administer the WIDA annual assessment or WIDA Alternate assessment to all served and waived ML 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 ML 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 Language Line or Linguistica, district approved phone interpretation services.
2. Email heatherri@spokaneschools.org the amount of time spent on Language Line or Linguistica.

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. Use Language Line or Linguistica to contact a family for all other languages not represented by our Language Specialists.
4. Email Heather Richardson at heatherri@spokaneschools.org with the amount of time you spent on Language Line or Linguistica.

Requesting Interpretation for Blackboard Messenger Calls

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

1. Contact the Family Advocate ELD Specialist at least 72 hours in advance of the Blackboard Messenger call in English. (A full week's notice is preferred).
2. The Family Advocate ELD Specialist will contact a language specialist for each of the district's major languages to record the Blackboard Messenger call in each language.
3. The Blackboard Messenger 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 ML-specific professional development and training for administration, certificated staff, and classified staff who work with MLs 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 to individual school sites or departments.

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 multilingual learners (MLs). 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:

Fostering Well-Being among Students Affected by Forced Migration: Strategies for Healing Schools and Classrooms – Spokane Public Schools ELD department partners with the International Refugee Commission to provide this training for those who work directly with refugee students. The training is designed to enhance the individual and collective capacity of educators, counselors, and mental health therapists to support refugee, asylum-seeking, and other immigrant youth affected by forced migration to learn and thrive. The workshop involves both asynchronous and synchronous activities. Participants complete an e-learning module on their own, then come together live to discuss and deepen their learning from the e-module, and finally determine how to apply this learning in their schools and classrooms.

This training is new as of 2021, however, the ELD department partners with local refugee resettlement agencies each year, such as Lutheran Community Services, World Relief, and International Refugee Commission to offer training in trauma-informed practices specific to refugee youth and families.

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 WIDA standards training, curriculum training, Washington Bilingual Education (WABE) sponsored trainings, and several ELD conferences.

WIDA standards training (mandatory) – This training provides for the understanding and practical application of the new WIDA standards developed by WIDA and endorsed by OSPI. It trains ELD teachers with the knowledge necessary to apply the standards to instruction and assessment.

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 ML 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 and 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 regarding district policies and protocols for working with teachers, students and families.

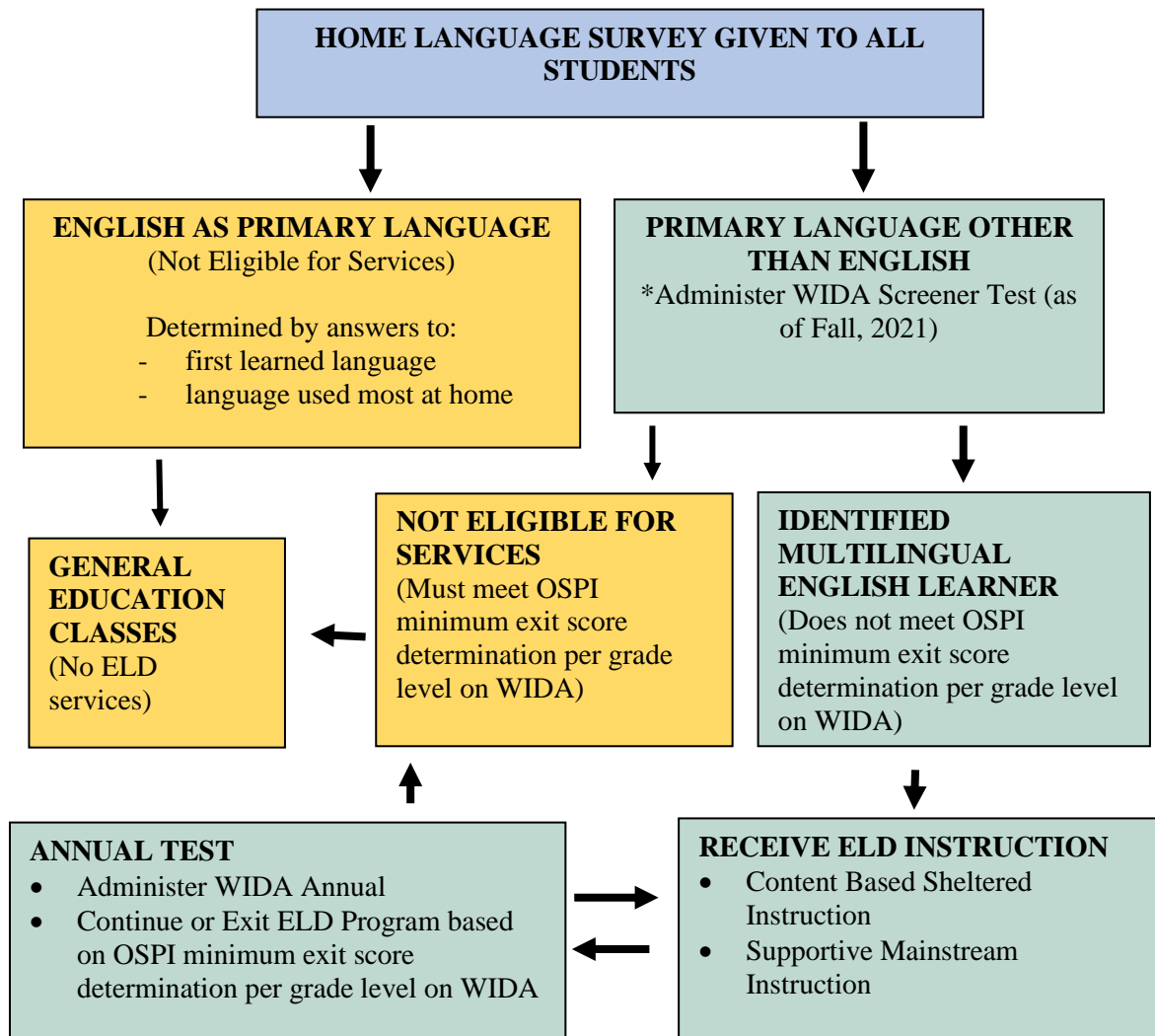
Other Training – Language and Bilingual Specialists are also encouraged to attend trainings and conferences provided for ELD teachers if applicable to their respective job descriptions.

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 protocols for on-call interpretation as needed.

Chapter 3: Identification, Assessment, Parent Notification and Program Placement

IDENTIFICATION, ASSESSMENT AND PLACEMENT FLOW CHART



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 WIDA annual assessment 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) to identify those students who could potentially qualify as multilingual English learners (MLs). 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 or fills out the district's online registration. The HLS contains two questions used to identify potential MLs. 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 ML students in middle and high school will be registered and tested at the FROC. If the parent does not need an interpreter for ML 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 refer the family to the FROC. The parent or guardian will then be contacted to complete registration by a district Language Specialist who will provide interpretation services as needed. The Language Specialist will then complete a Student Entry Form (SEF) (Appendix 3) and will refer the potential ML student for an initial WIDA screening assessment to determine eligibility for ELD services.

All ML 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 ML students who register at the FROC will be assessed using the WIDA screener for grades K-12 to determine if ELD services are appropriate for the student. If potential MLs 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 WIDA screener test within 10 days of enrollment in school. This is a secure test administered by ELD staff trained to administer the assessment.

Students in grades K-1 with an overall score below 4.5 or any single domain score below 4 are identified multilingual English learners and qualify for services.

Students in grades 2-12 with an overall score below 5 or any single domain score below 4 are identified multilingual English learners and qualify for services.

Assessment Documentation

The initial WIDA 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 WIDA 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 school 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, ELD staff will enter 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 as available through OSPI) by ELD staff 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 staff to the office staff at each school site to be filed in the red ELD folder in the CUM.

PRE-KINDERGARTEN REGISTRATIONS FOR MULTILINGUAL ENGLISH 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 ML.

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 ML 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 WIDA 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 and on-line bus registration.
- WIDA 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.

REGISTRATIONS FOR MULTILINGUAL ENGLISH LEARNERS AGES 18 AND OLDER

Students may legally enroll in a public high school until they turn 21; however, after the age of 18, age-out may be a possibility, and additional educational options are available. For this reason, when students ages 18 or older make an appointment with a Language Specialist to register at the FROC, the Language Specialist will refer the student to 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. Adult Basic Education ESL 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 adult education option, the ELD TOSA gives the family the contact for the adult education ESL program at Spokane Community College.

PROGRAM PLACEMENT

Students who qualify for ELD services based on the OSPI score criteria for the WIDA screener are placed in the ELD program as follows:

Elementary Schools

Elementary ML 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 student's 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 ML 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 WIDA 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 WIDA 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

Multilingual English learner (ML) students of high school age who enter SPS from another country without transcripts are automatically enrolled in grade 9.

US Transcripts

MLs 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 families of former refugees.

Transcripts are analyzed based on credits. Grade number or level is not considered, as this concept varies widely across international educational systems. SPS considers only upper secondary (senior high school) transcripts for transfer credit. It does not transfer credits from lower secondary (also referred to as middle school or junior high school) into US high school credits.

A single exception to this is allowed for modern language credit. Students may receive up to 4 total high school credits for a language other than English from either a lower secondary or upper secondary transcript. Students/counselors may opt out of this option if the student decides to take the Competency-based Credits Exam for World Language.

Once a family does obtain an upper secondary school transcript, the ELD office at the FROC translates the document provided in one of the top 10 languages, 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 and grade adjust if appropriate.

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.

Translated, upper secondary transcripts will be analyzed during the same school year in which they are received. If a transcript is received after the enrollment year, it will still be analyzed and credits applied, but the student will not be grade-adjusted. State guidelines require that grade adjustments occur within the initial year of enrollment.

Transcript analysts and translators are not available during the summer, so for students who enroll during the summer, transcripts will be analyzed during the fall semester following the summer in which they enroll, and the transcript analysis may not be completed until the end of the fall semester, depending on need and availability of translators.

Chapter 4: Services

PROGRAM DESCRIPTION

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

INSTRUCTIONAL SETTINGS

Elementary

Supportive Mainstream: Pull-out

All elementary schools have a supportive mainstream 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 1-5 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.

Supportive Mainstream: 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 MLs in either small groups (in heterogeneous classrooms with a mixture of first language English speakers and MLs) or whole class (in homogeneous, sheltered instruction classrooms where all students are MLs).

Content-Based Sheltered Instruction

A growing number of elementary school sites are offering sheltered instruction in classrooms where MLs 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 MLs and practical strategies for language acquisition support in the classroom. Please see the *Professional Development and Training* section in chapter 2 or Appendix 8 for a complete list of trainings offered through the ELD department.

Middle School

Content-Based Sheltered Instruction

The middle schools use a content-based sheltered instruction approach in which students who qualify for ELD services on the language proficiency assessment are placed in content-based sheltered grade level courses for English language arts and social studies.

The ELD department has adopted a middle school ELD curriculum as of 2015, *Inside*, that adheres to both CCSS standards in English language arts and WIDA standards for English language acquisition. As discussed in chapter 3 of this document, once a student has been identified through the WIDA 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 WIDA 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 may receive support from Bilingual Specialists.

The SPS ELD department provides professional development for classroom teachers to gain an understanding of the unique needs of their MLs and practical strategies for language acquisition support in the classroom. Please see the *Professional Development and Training* section in chapter 2 or Appendix 8 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 new 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 multilingual English 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 WIDA 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 WIDA 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 WIDA 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 WIDA 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 WIDA 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 an English 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 an English 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 multilingual English learners and meets the high school graduation requirements for Washington State History. (Pre-Requisites: All 7th grade ELD students who meet pre-requisites for ELD English 1 or 2; 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 multilingual English learners.

High School

Content-Based Sheltered Instruction

The high schools also use a content-based sheltered instruction approach in which all students who qualify for ELD services on the language proficiency assessment are placed in at least one content-based sheltered grade level course for English language arts and usually a second content-based 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 WIDA 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 WIDA standards for English language acquisition. As discussed in chapter 2 of this document, once a student has been identified through the WIDA 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 WIDA) 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 MLs through the use of ELD strategies. These teachers are attentive to both the WIDA 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 may receive support from Bilingual Specialists.

The SPS ELD department provides professional development for classroom teachers to gain an understanding of the unique needs of MLs and practical strategies for language acquisition

support in the classroom. Please see the *Professional Development and Training* section in chapter 2 or Appendix 8 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 new 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 multilingual English 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)

EDGE 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 EDGE 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)

EDGE English 2 (Semester A – 1262, Semester B – 1267) aligns with ELA and WIDA 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 EDGE English 2 will take ELD 2 concurrently. (Pre-Requisites: Lexile levels 520 – 735 on *Edge* Placement Test)

EDGE English 3 (Semester A – 1263, Semester B 1268) aligns with ELA and WIDA 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)

EDGE English 4 (Semester A – 1264, Semester B – 1269) aligns with ELA and WIDA 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)

EDGE English 5 (Semester A – 1289, Semester B – 1290) aligns with ELA and WIDA 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 an English language development course that accompanies EDGE English 1. The course uses *Edge Fundamentals*. (Pre-Requisites: Meets pre-requisites for EDGE English 1; Enrolled concurrently in EDGE English 1)

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

Gateway to 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 multilingual English learners and meets the high school graduation requirement for World History. (Pre-Requisites: Meets the pre-requisites for EDGE English 1 or EDGE English 2; Enrolled concurrently in EDGE English 1 and ELD 1 or EDGE English 2 and ELD 2)

Gateway to 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 multilingual English learners and meets the high school graduation requirements for US History. (Pre-Requisites: Meets the pre-requisites for EDGE English 1 or EDGE English 2; Enrolled concurrently in EDGE English 1 and ELD 1 or EDGE English 2 and ELD 2)

OTHER PROGRAMS

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

MLs and Special Education

The process of qualifying an ML 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 ML student for special education:

Elementary

Step 1: Consult with the ELD teacher.

If the general education teacher has an academic concern regarding an ML's progress in the mainstream or content-based sheltered classroom, that teacher must first collaborate with the school site's assigned ELD teacher to find out the student's WIDA level 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 MTSS Referral for Elementary* as well as share with the classroom teacher the WIDA standards to which the student is accountable that align to the CCSS at each WIDA level. The following website contains information that should be shared with teachers regarding expectations for MLs based on their grade and level of language acquisition:

[WIDA English Language Development Standards Framework, 2020 Edition | WIDA \(wisc.edu\)](https://www.wisc.edu/wida/)

Step 2: Complete the ELD MTSS 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 MTSS referral, they must complete an *ELD MTSS 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 a district-approved interpreter working with the parent if the parent is not yet proficient in English. The ELD teacher may work together with the district-approved interpreter to contact the parents. The parents may either go to the school to fill out the fourth 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 MTSS team.

Once the *ELD MTSS Referral for Elementary* is completed and all required paperwork is gathered (see the ELD MTSS Referral for a complete list of necessary paperwork), the general education teacher and the ELD teacher will present the MTSS paperwork to the school's MTSS team. The school will then coordinate an MTSS meeting, which must include each of the following: the referring teacher, the ELD teacher, the counselor or MTSS specialist, and an administrator. Other team members may be present but are not required to attend.

The MTSS team must be able to rule out language as the reason the student is not making academic progress. The law clearly states that an ML cannot be referred for special education testing if learning a new language is the reason for the student's academic delays. If the MTSS team is unable to reach a decision and further input is required, the team will call on the ELD director for additional assistance.

If the MTSS team determines that language is not the reason for the student's academic delays, the student may be referred for an additional team meeting, which would include the ELD teacher, school psychologist, counselor, general education teacher, administrator, the child's parents, and an interpreter if needed by the family. This meeting 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 ML's progress in the mainstream or content-based 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 student's WIDA level 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 MTSS Referral for Secondary* (Appendix 5) as well as share with the classroom teacher the WIDA standards to which the student is accountable that align to the CCSS at each ML level. The following websites contain information that must be reviewed with teachers regarding expectations for MLs based on their level of language acquisition:

[WIDA English Language Development Standards Framework, 2020 Edition | WIDA \(wisc.edu\)](https://www.wisc.edu/wida/)

Step 2: Complete the ELD MTSS 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 an MTSS referral, they must gather

all of the student's content area teachers to complete the *ELD MTSS 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 a district-approved interpreter working with the parent if the parent is not yet proficient in English. The ELD teacher may work together with the interpreter to contact the parents. The parents may either go to the school to fill out the fourth 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 MTSS team.

Once the *ELD MTSS Referral for Secondary* is completed and all required paperwork is gathered (see the *ELD MTSS Referral* for a complete list of necessary paperwork), the referring content teacher or ELD teacher will present the MTSS paperwork to the school's MTSS team. The school will then coordinate an MTSS meeting, which must include each of the following: all of the student's teachers including the ELD teacher, the counselor or MTSS specialist, and an administrator. Other team members may be present but are not required to attend.

The MTSS team must be able to rule out language as the reason the student is not making academic progress. The law clearly states that an ML cannot be referred for special education testing if learning a new language is the reason for the student's academic delays. If the MTSS team is unable to reach a decision and further input is required, the team will call on the ELD director for additional assistance.

If the MTSS team determines that language is not the reason for the student's academic delays, the student may be referred for an additional team meeting, which would include all of the student's teachers including the ELD teacher, school psychologist, counselor, administrator, the child's parents, and an interpreter if needed by the family. This meeting will determine if the student will be referred for testing.

ML 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.

MLs 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. MLs are included in this assessment.

In addition to the COGAT assessment, the ELD department compiled a sociocultural checklist in 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, MLs 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.

MLs and Special Programs

There are a variety of special programs offered through SPS or in conjunction with local colleges. These programs must also be made available to MLs 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 is currently enrolled in EDGE 4 or 5, can access core academic language, and can write out his/her thinking processes.
 - b. 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 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 the Graduation Success Interventionist, Jeremy Day.
4. The Graduation Success Interventionist will notify the school site's administration, counselors, and secretarial staff of the change in enrollment.

Open Doors at On Track: Open Doors at On Track offers additional support for MLs. If a student receiving ELD services wants to be referred to Open Doors at On Track, 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 is currently enrolled in EDGE 3, 4, or 5, can access core academic language, and can write out his/her thinking processes.
 - b. 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 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 the Graduation Success Interventionist, Jeremy Day.
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 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 supports 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 6). During this meeting, they will address the following:
 - a. How will potential MLs 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 ML 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, if available through OSPI. 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 WIDA assessment is used to determine a student's transition from the ELD program. The WIDA assesses MLs in multiple language domains. A student who receives a qualifying score on the annual WIDA assessment 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, if available through OSPI, and a copy is filed in the student's CUM.

Responsible Parties

Individuals responsible for transition include the following:

ELD Office Manager and Office Staff – The ELD office manager at the Family Registration and Orientation Center (FROC) keeps all records of students receiving services, student test scores, waived services, and transition. The ELD staff at the FROC generate a letter for parents/guardians in both their primary language, if available through OSPI, and in English when a student receives a qualifying score on the WIDA exam and therefore transitions out of the program. The ELD office staff then mails this information to families and sends it 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 WIDA assessment.

School Site Clerical Staff – The clerical staff 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 ML 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 ML 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 ML review team meeting to create a plan for improvement.
- 4) If a student is not meeting standards, the ELD teacher will set up an ML 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 ML 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 Office Manager – Each month, the ELD office manager 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.

ML Review Team – The ML 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 ML 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 ML 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 ML 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 ML 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 Office Manager – Each month, the ELD office manager 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.

ML Review Team – The ML 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 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 to monitor individual growth and program effectiveness. As new teachers are hired into the program, they receive curriculum training through the curriculum publisher.

Phase 2: Implement District-wide ELD Assessments

The next phase of the process included 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 ML 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 MLs. In the spring semester of 2017, the assessment system was moved to EDMS for more efficient data collection and program monitoring. In the fall of 2021, the system was moved to Illuminate.

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. In the fall of 2021, the system was moved to Illuminate.

6-8 Newcomer

At the Newcomer Center for beginning MLs 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 MLs. 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. In the fall of 2021, the system was moved to Illuminate.

9-12 Newcomer

At the Newcomer Center for beginning MLs in grades 9-12, starting in the fall of 2016, the *Edge* Part 2 Phonics and Decoding assessment is given to all new MLs shortly after entering the Newcomer Center. This assessment offers guidelines on where to place the Newcomer MLs in the Newcomer curriculum and serves as the baseline score for MLLs 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 MLs 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 over-all 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 allowed for more efficient data collection and program monitoring. In the fall of 2021, the system was moved to Illuminate.

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 MLs:

- 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 MLs)
- 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

In 2017, the ELD department began training staff to navigate the new tool and use it to review student growth and overall program success. The ELD department and staff currently 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 MLs)
- 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 is reviewed and specific trends established, the ELD department examines the trends to determine areas of strength and areas of need. Once an area of need has been

determined, a team is formed to develop a plan of action to address the need. Of particular focus for the data analysis are 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 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 WIDA screener.
4. Measure improvement in learning English by using the WIDA 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 ML students through either Content- Based Sheltered Instruction, Supportive Mainstream, or the Newcomer Programs.
2. Provide interpreter services for any family that indicates they need an interpreter.
3. Test all incoming potential ML students within ten days of enrollment at the FROC.
4. Administer the WIDA annual assessment or WIDA Alternate assessment to all served and waived ML 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 ML students are enrolled in either Content- Based Sheltered Instruction, Supportive Mainstream, or Newcomer Programs and are 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 (FROC) if they need an interpreter to ensure bilingual communications. For the 2020-2021 school year, 420 students were registered through the FROC with the assistance of an interpreter. Interpreters were 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 2020-2021 school year 2181 parent/teacher conferences were conducted with interpreters.

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

In the 2020-2021, 100% of potential ELL students were given the ELPA21 screener to determine eligibility for program services. Staff tested 324 students using the ELPA21 screener to determine eligibility for the 2020-2021 school year. (The ELPA21 screener assessment has been replaced with the WIDA screener for the 2021-2022 school year).

4. Measure improvement in learning English using the ELPA21 annual assessment.

See Figure 6.1 on the next page for the ELD progress for MLs in Spokane Schools from 2017-2020. Beginning in the spring of 2021, the ELPA21 assessment was replaced by the WIDA assessment. This data will serve as a new baseline moving forward, after which a new set of growth data will be recorded and measured using the newly state adopted assessment.

5. Provide professional development for teachers, counselors and other staff.

The ELD department provided 15 hours of professional development during Summer Institute 2020. 55 hours of professional development was offered during the 2020-2021 school year.

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

360 exited ML students were monitored during the 2020-2021 school year. 83 students were provided instructional supports to assist students in meeting grade level standards.

SPS ELPA21 Progress for 2017-2020

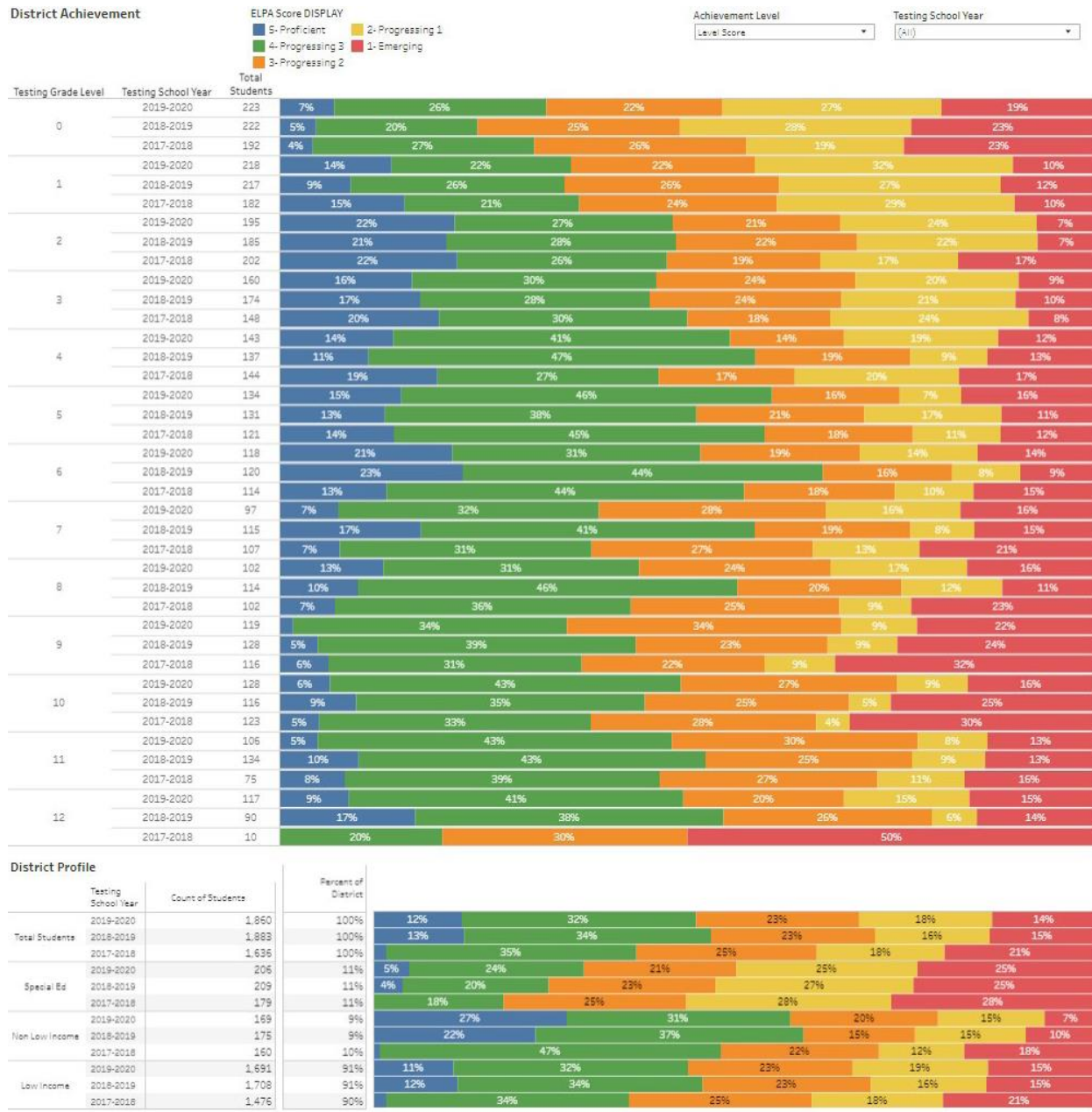


Figure 6.1

Appendix 1: ELD Voicemail Message to Parents

Language	Language	Message	Phone Number
English	English	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.	(509) 354-6261
Arabic	العربية	أعزائنا أولياء الأمر / الأوصياء، إذا كان لديكم أية أسئلة فيما يخص تعليم طفلكم، يرجى الإتصال على الرقم أدناه وشخص ما يتحدث لغتكم سيعاود الإتصال بكم بأسرع وقت ممكن. شكراً.	509-354-5661
Burmese	မြန်မာ	ခင်ဗျားအရပ်ရပ်အသံကတစ်ဆင့်နှိုးဆော်ပျက် အကယ်၍သင့်အလေးစားခံကုသပညာရေးနှင့်ပတ်သက်၍မေးရန်မူတည်ပါကအသံကတစ်ဆင့်လူမျိုးနွယ်စုအလိုက်ပြောဆိုနိုင်သူတို့အား အမြန်ဆုံးသင့်၏မေးရန်မူတည်ခြင်းအကြောင်းမည်ဖြစ်ပါသည်။ ခင်ဗျားအသံကတစ်ဆင့်	(၅၀၉)၃၅၄-၅၆၆၆
French	Français	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.	(509)598-9546
Karen	ကရင်	အိုမိတ်ကရင်တို့တို့ သမ္မတနိုင်ငံတော်လူထုသမ္မတနိုင်ငံအတွက်အသံကတစ်ဆင့်လူမျိုးနွယ်စုအလိုက်ပြောဆိုနိုင်သူတို့အား တက်ဆူအသံကတစ်ဆင့်လူမျိုးနွယ်စုအလိုက်ပြောဆိုနိုင်သူတို့အား	(၅၀၉)၃၅၄-၅၆၆၆
Kinyarwanda/ Kirundi	Kinyarwanda/ Kirundi	Bakundwa Bavyeyi na Barezi: Ni waba ufise ikibazo kubijanywe n'ivyirwa umwana wawe afata kw'ishulee, nuhamagare izo namba zanditse hepfo y'ibi vyandiko. Umuntu avuga ururimi rwawe kavukire nawe aca agusubiza mukuguhamagara kuri phone vyihutirwa. Murakoze!	(509)354-5663
Marshallese	Marshallese	Dear Parents/Guardians: Ne ewor am kajitok ikijen jikuul eo an ajiri eo nejim, jouj im call e tok nomba in ilal im eor juon eo ebojak in uaak kajitok ko am ilo kajin eo am, kajin Majol. Kommol	(509) 354-5647
Spanish	Español	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.	509)354-5653
Swahili	Kiswahili	Dungu mzazi/Mlezi: Kama una maswali kuhusu elimu ya mwanafunzi Wako, karibu piga simu kwa number ime andikwa Chini ya kartasi uta pata mtu anayezunguza Lugha yako atakuhita haraka kwa lugha Ameongeya. Aksanti sana.	Number ya simu ni: (509) 354-5663

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

English/November 2016



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

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

Student Name: _____		Grade: _____	Date: _____
Parent/Guardian Name _____		Parent/Guardian Signature _____	
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.		
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.	1. In what language(s) would your family prefer to communicate with the school? _____		
	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: <ul style="list-style-type: none"> • 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. <p><i>This form is not used to identify students' immigration status.</i></p>	6. In what country was your child born? _____ 7. Has your child ever received formal education outside of the United States? (Kindergarten – 12 th grade) ___ Yes ___ No If yes: Number of months: _____ Language of instruction: _____ 8. When did your child first attend a school in the United States? (Kindergarten – 12 th 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/MigrantBilingual/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.



Forms and Translated Material from the Bilingual Education Office of the Office of Superintendent of Public Instruction are licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Appendix 3: Student Entry Form

Spokane Public Schools English Language Development Program STUDENT ENTRY FORM	
NEIGHBORHOOD SCHOOL _____ <input type="checkbox"/> NEW REGISTRATION <input type="checkbox"/> TRANSFER	<input type="checkbox"/> OVERLOAD SCHOOL _____ <input type="checkbox"/> SCHOOL CHOICE _____
Students First Name _____ Last Name _____ Grade _____	
Student ID Number _____ Date of Birth _____ Gender: Male <input type="checkbox"/> Female <input type="checkbox"/>	
School Entry Date _____ US Entry Date _____	
Has your child ever received formal education outside of the US? (Kindergarten – 12 th 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 US? (Kindergarten – 12 th grade) _____ <div style="text-align: right; margin-right: 100px;">Month Day Year</div>	
Has your child ever attended school in WA <u>State-Yes</u> _____ No _____	
In what country was your child born? _____	
#2 What language did your child first learn? _____	
#3 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 <input type="checkbox"/> Completed Bus Registration <input type="checkbox"/>	
Registered by _____ Completed Hearing & Vision Screening <input type="checkbox"/> <div style="text-align: center; font-size: small;">Person's Name</div>	
Previous support programs: (Please Check): <input type="checkbox"/> N/A <input type="checkbox"/> Title 1 <input type="checkbox"/> LAP <input type="checkbox"/> Special Education <input type="checkbox"/> 504 <input type="checkbox"/> ELD <input type="checkbox"/> Other	
Category: (Please Check): <input type="checkbox"/> US Born <input type="checkbox"/> Immigrant <input type="checkbox"/> Refugee* <input type="checkbox"/> Other	
<small>*RSIG requires proof of refugee status to receive additional services (Voluntary – Not required to register for school)</small>	
(THIS BOX IS FOR ELD PROGRAM ONLY)	
Testing Procedure: <input type="checkbox"/> Screener Needed Scheduled to Test (date) _____	
Date of Screener Placement test: _____ Initial Screener Proficiency Status: _____ Initial Screener Performance Levels (Listening, Reading, Speaking, Writing): _____	<div style="border: 1px solid black; padding: 2px;"> L: _____ R: _____ S: _____ W: _____ </div>
CEDARS Information: Date of Annual test/Screener Placement test within last year: _____ Annual Screener Proficiency Status: _____ Annual Screener Performance Levels (Listening, Reading, Speaking, Writing): _____	
<div style="border: 1px solid black; padding: 2px; float: right;"> L: _____ R: _____ S: _____ W: _____ </div>	
ELD Teacher : _____	

Appendix 4: ELD MTSS Referral for Elementary

ELD MTSS Referral for Elementary (to accompany MTSS 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): _____ |
| ✓ WIDA ELD Standards, 2020 Ed. For grade level | Reviewed on (date): _____ |

ELPA Standards website: <http://www.elpa21.org/sites/default/files/12.22.14%20Standards%20at%20a%20glance.pdf>

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: _____

ELD MTSS Referral for Elementary (to accompany MTSS 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):

ELD MTSS Referral for Elementary (to accompany MTSS 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 WIDA, ELPA21, WELPA, and WLPT English language proficiency assessment scores
- ✓ Peer comparison chart (if available through OSPI)

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 ____	Pre ____ Post ____
Grammar:	Pre ____ Post ____	Pre ____ Post ____	Pre ____ Post ____	Pre ____ Post ____
Comprehension:	Pre ____ Post ____	Pre ____ Post ____	Pre ____ Post ____	Pre ____ Post ____
Language proficiency	Pre ____ Post ____	Pre ____ Post ____	Pre ____ Post ____	Pre ____ Post ____
Writing	Pre ____ Post ____	Pre ____ Post ____	Pre ____ Post ____	Pre ____ Post ____

ELD MTSS Referral for Elementary (to accompany MTSS 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?

Appendix 5: ELD MTSS Referral for Secondary

ELD MTSS 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: _____ ESL certified? ☐ Yes ☐ No - If NO, ELD Consultation (date): _____
[WIDA English Language Development Standards Framework, 2020 Edition](#) | [WIDA \(wisc.edu\)](#) WIDA ELA Standards reviewed (date): _____

ELD strategies used in **Social Studies**:

Teacher: _____ ESL certified? ☐ Yes ☐ No - If NO, ELD Consultation (date): _____
[WIDA English Language Development Standards Framework, 2020 Edition](#) | [WIDA \(wisc.edu\)](#) WIDA ELA Standards reviewed (date): _____

ELD strategies used in **Science**:

Teacher: _____ ESL certified? ☐ Yes ☐ No - If NO, ELD Consultation (date): _____
[WIDA English Language Development Standards Framework, 2020 Edition](#) | [WIDA \(wisc.edu\)](#) WIDA ELA Standards reviewed (date): _____

ELD strategies used in **Mathematics**:

Teacher: _____ ESL certified? ☐ Yes ☐ No - If NO, ELD Consultation (date): _____
[WIDA English Language Development Standards Framework, 2020 Edition](#) | [WIDA \(wisc.edu\)](#) WIDA ELA Standards reviewed (date): _____

Parent Contact

Date parent/guardian was contacted about concerns: _____

Was an interpreter present? ☐ No ☐ Yes - Interpreter name: _____

ELD MTSS 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):

ELD MTSS 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 WIDA, ELPA21, WELPA, WLPT English language proficiency assessment scores
- ✓ Peer comparison chart (if available through OSPI)
- ✓ 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: _____

ELD MTSS 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: _____

CONSULTATION with PRIVATE SCHOOLS MUST INCLUDE THE FOLLOWING:	AGREEMENT
How will potential ELLs be identified for services? <ul style="list-style-type: none"> Who will test the student? What language proficiency test will be used? 	
What services will be offered after consultation with the private school? <i>Include the size and scope of the services to be provided to the private school children and the educational personnel.</i> <ul style="list-style-type: none"> How will the needs of ELLs be identified? Timeline for services. 	
How, where and by whom will the services be provided?	
How will the services be assessed and how will the results of the assessment be used to improve those services? <ul style="list-style-type: none"> Identify the data, assessments to be used 	
The amount of funds available for those services?	
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.	

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

Element 2.4 - Private School Participation: May 2011

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 2021-2022

Mandatory 9-hour program Training for Returning ELD Teachers includes:

7 hours (Mandatory ELD Program PD) + 2 hours (Option for Building PD or ELD PD)

Mandatory 9-hour program Training for Teachers New to ELD Program includes:

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/Inside***

Instructor: Heather Richardson

Audience: New Elementary ELD Teachers

Date/Time: Tuesday, September 14, 2021 @ 4:00 - 6:00 PM (2 hours)

Location: FROC

Title: ***Inter-rater Reliability – Inside***

Instructor: Heather Richardson

Audience: New Middle School ELD Teachers

Date/Time: Tuesday, September 21, 2021 @ 4:00 - 6:00 PM (2 hours)

Location: FROC

Title: ***Inter-rater Reliability – Edge***

Instructor: Heather Richardson

Audience: New High School ELD Teachers

Date/Time: Tuesday, September 28, 2021 @ 4:00 - 6:00 PM (2 hours)

Location: FROC

Mandatory State Required Training for all ELD Teachers

Title: ***The WIDA ELD Standards Framework: A Collaborative Approach***

Instructor: Online Learning

This training will introduce and expand on elements of the WIDA standards and assessment framework.

Audience: Elementary, Middle and High School ELD teachers

Date/Time: Must be completed by Friday, October 1, 2021 (4 hours)

Location: Self-directed Online Learning

WIDA Online Professional Development – Self Paced Courses

(All self-paced courses must be completed no later than Friday, April 15th).

Title: ***Classroom Teachers: Engaging Multilingual Newcomers eWorkshop***

Instructor: Online Learning

This training is designed to support K-12 classroom educators working with multilingual learners who have recently arrived in the United States and are new to U.S. schools.

Audience: Newcomer ELD Teachers and Elementary ELD Teachers only

Date/Time: Must be completed by Friday, April 15th (2 hours)

Location: Self-directed Online Learning

Title: ***Social Studies: Engaging Multilingual Learners through Inquiry eWorkshop***

Instructor: Online Learning

This training is designed for educators who teach multilingual learners in social studies.

Audience: Middle and High School ELD Teachers only

Date/Time: Must be completed by Friday, April 15th (4 hours)

Location: Self-directed Online Learning

Title: ***Home Languages in the Classroom eWorkshop***

Instructor: Online Learning

This training is made up of six modules and is self-paced over 20 hours. Educators will focus on answering the Essential Question, "How can I set up routines and learning activities that promote the use of home languages in my classroom?"

Audience: Elementary, Middle and High School ELD Teachers

Date/Time: Must be completed by Friday, April 15th (20 hours)

Location: Self-directed Online Learning

****The 20 hours for this training may be used for mandatory program time, PERT hours, or a combination of the two. Teachers must complete the ENTIRE 20 hours to receive credit for either the mandatory program hours or for PERT.**

Title: **Reading Coaching Cycle: From Diagnostics and Analysis to Measurable Growth**

Instructor: Naomi Hagen

This coaching cycle includes 9 hours of intensive training. Members of this training will commit to attending all 9 hours in the cycle as well as choosing 1-2 students to follow in a reading case study. Teachers who sign up for this training are expected to attend all coaching sessions, as each session builds on the previous session. Additionally, each teacher is expected to complete assignments in the classroom with a case study student.

The coaching cycle includes the following:

- **September: Diagnostic Assessment** – Teachers will receive an overview of reading theory, including the reading processors, NRP components of a comprehensive reading program, Scarborough’s Reading Rope, and the simple view of reading. They will learn and practice how to give diagnostic assessments in phonemic awareness, concepts of print, and phonics, as well as basic practice administering running records. Teachers will choose a diagnostic assessment plan to implement in September/October. (2 hours)
- **October: Words Their Way Training** – Teachers will attend a Words Their Way training, examining the program materials, diagnostic assessments specific to decoding and encoding, and lesson samples. (2 hours)
- **November: Diagnostic Analysis** – Teachers will examine the diagnostics they have given to their case study student, analyze errors to determine area(s) of focus, design an instructional approach, and prepare a series of mini lessons to give during the following months. (2 hours)
- **January: Growth Analysis 1** – Teachers will meet to discuss what is working in their instructional approach. Teachers will design a second set of mini lessons to implement during the final month, followed by a final set of diagnostics. (1.5 hours)
- **February: Growth Analysis 2** – Teachers will meet to examine their final diagnostics, discuss student growth, and determine next steps. (1.5 hours)

Audience: Secondary (Middle and High School) ELD Teachers*

Dates/Times: Wednesday, September 15 @ 4:00 – 6:00 PM (2 hours)

Dates/Times: Wednesday, October 13 @ 4:00 – 6:00 PM (2 hours)

Dates/Times: Wednesday, November 10 @ 4:00 – 6:00 PM (2 hours)

Dates/Times: Wednesday, January 12 @ @ 4:00 – 5:30 PM (1.5 hour)

Dates/Times: Wednesday, February 9 @ @ 4:00 – 5:30 PM (1.5 hour)

Location: TBA, (in-person), maximum of 15 people

*Elementary ELD teachers are welcome to attend this training if there are spots available, but please note that this training is designed for secondary reading intervention to be implemented by secondary ELD and ELD English teachers. It is not designed for ELD pull-out or push-in models at the elementary level.

**These 9 hours may be used for mandatory program time, PERT hours, or a combination of the two; however, teachers must complete the ENTIRE 9 hours to receive credit for either.

Title: Fostering Well-Being among Students Affected by Forced Migration: Strategies for Healing Schools & Classrooms

Instructors: Sara Rowbottom, Technical Advisor, Education & Youth, IRC
Rachel Kurz, Youth and Education Program Manager, IRC Seattle

In this remote workshop, Spokane Public Schools (SPS) educators will enhance their individual and collective capacity to support refugee, asylum-seeking, and other immigrant youth affected by forced migration to learn and thrive. The workshop will involve both asynchronous and synchronous activities. First, participants will complete an e-learning module on their own. Next participants will come together to discuss and deepen their learning from the e-module and finally determine how to apply this learning in their schools and classrooms.

Part 1: Toxic Stress & Well-Being among Students Affected by Forced Migration

Audience: Elementary, Middle and High School ELD Teachers

Date/Time: Must be completed between December 1, 2021 and January 10, 2022 (1.5 hours)

Location: Self-directed Online Learning

Objectives: *Participants will be able to:*

- *Identify common experiences associated with forced migration*
- *Describe how toxic stress affects the brain and body of children & youth*
- *Identify ways that the effects of toxic stress can be mitigated within Healing Learning Spaces*

Part 2: Leveraging Strategies to Create Healing Schools & Classrooms in SPS

Audience: Elementary, Middle and High School ELD Teachers

Date/Time: Tuesday, January 18, 2022 @ 4:00 – 5:30 PM (1.5 hours)

Location: Online Zoom Meeting

Objectives: *Participants will be able to:*

- *Identify existing practices in use within SPS that foster well-being for students affected by forced migration*
- *Identify practices that can be revised or added to create Healing Learning Spaces within SPS*
- *Present plans to implement at least 2 new Healing Learning Space strategies within their own work in order to support students affected by forced migration*

****These 3 hours may be used for mandatory program time OR may be submitted for extra hours at the \$27.00/hour rate. It will not be eligible for PERT. Teachers must complete Part 1 to be eligible to attend Part 2.**

Title: ***Language and Culture Overview and Panel Discussions***

Instructor: ELD Staff, Community Members, Cultural Professionals

Moderator: Naomi Hagen

These courses are divided into two parts, both of which will be offered during each 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 community members and professionals in the focus culture.

Audience: All Elementary, Middle and High School Faculty and Staff

Location: Online

Afghanistan Panel

Monday, January 24, 2022 @ 5-7 PM (2 hours)

Congo/Rwanda/Burundi Panel

Tuesday, February 15, 2022 @ 5-7 PM (2 hours)

Marshall Islands Panel

Thursday, April 21, 2022 @ 5-7 PM (2 hours)

**These 2-hour panel sessions may be used for mandatory program time, PERT, or may be submitted for extra hours at the \$27.00/hour rate if you have completed your mandatory and PERT hours.

Book Studies (for PERT hours only)

Title: *Academic Language Mastery: **Culture in Context*** (LeMoine and Soto, 2017)

Facilitator: Naomi Hagen

Audience: Elementary, Middle and High School Teachers

Date/Time: (3 x 2 hours = 6 hours total)

Wednesdays in December: 1, 8, 15 from 4:00-6:00 PM

Location: Online

Title: *Shifting the Balance: **6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom*** (Burkins and Yates, 2021)

Instructor: Naomi Hagen

Audience: Elementary, Middle and High School Teachers

Date/Time: (4 x 2 hours = 8 hours total)

Thursdays in March: 3, 10, 17, 24 from 4:00-6:00 PM

Location: Online

Title: *Talking Like Children: **Language and the Production of Age in the Marshall Islands*** (Berman, 2019)

Facilitator: Naomi Hagen

Audience: Elementary, Middle and High School Teachers

Date/Time: (5 x 2 hours = 10 hours total)

Tuesdays in May: 3, 10, 17, 24, 31 from 4:00-6:00 PM

Location: Online

Appendix 9: Monitored Multilingual 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:

- Multisensory approach (visual, auditory, kinesthetic)
- Realia (real world objects)
- 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 (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: _____)

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 – ML 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 – ML 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 – ML 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

- Borin, L. & Saxena, A. (2013). *Approaches to measuring linguistic differences*. Berlin/Boston: De Gruyter Mouton.
- Brown, H. D. (2007). *Principles of language learning and teaching*. White Plains, NY: Pearson Education Inc.
- Cummins, J. (1981). *The role of primary language development in promoting educational success for language minority students*. Sacramento: California State Department of Education, Office of Bilingual Bicultural Education.
- Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Clevedon, UK: Multilingual Matters.
- Del Valle, S. (2003). *Language rights and the law in the United States: Finding our voices*. Clevedon, UK: Multilingual Matters.
- Freeman, Y., Freeman, D., Soto, M., & Ebe, A. (2016). *ESL teaching: Principles for success*. Portsmouth, NH: Heinemann.
- Goodrich, J. M., Lonigan, C. J., & Farver, J. M. (2013). Do early literacy skills in children's first language promote development of skills in their second language? An experimental evaluation of transfer. *Journal of Educational Psychology*, 105(2), 414-426.
- Guided Language Acquisition Design. (2012). *Project GLAD*. Orange County, CA: Orange County Department of Education.
- Johnston, J. A. (2013). *Elementary ELL interaction: Mainstream v. sheltered instructional settings*. Spokane, WA: WSU PhD Dissertation.
- Krashen, S. (1985). *The input hypothesis*. London: Longman.
- Krashen, S. & Terrell, T. (1983). *The natural approach: Language acquisition in the classroom*. Oxford: Pergamon Press.
- Lightbown, P. M. & Spada, N. (2013). *How languages are learned*. Oxford: Oxford University Press.

- Long, M. (1981). Input, interaction, and second-language acquisition. In H. Winitz, *Native language and foreign language acquisition: Annals of the New York Academy of Sciences*. (Vol. 379, pp. 259-278). New York.
- Madriñan, M. (2014). The use of first language in the second-language classroom: A support for second language acquisition. *Gist education and learning research journal*. 9, 50-66.
- SPS 81 ELD. (2021). *Spokane Public Schools ELD student counts for October 2021*.
- Swain, M. (2005). The output hypothesis: Theory and research. In E. Hinkel, *Handbook of research in second language teaching and learning*. (pp. 485-502). Mahwah, NJ: Lawrence Erlbaum Associates.
- Swan, M. & Smith, B. (2001). *Learner English: A teacher's guide to interference and other problems*. Cambridge: Cambridge University Press.
- Tarone, E. (1990). Back to basics: Literacy for second language learners in the public schools. *Minnic TESOL Journal*, 8, 7-16.
- Thomas, W. & Collier, V. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Berkeley, CA: UC Berkeley CREDE.
- Transitional Bilingual Instructional Program Website. (2021). Olympia: Office of the Superintendent of Public Instruction.
- United States Census Bureau. (2010). *2010 US Census*.
- 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.
- Vygotsky, L. (1997). Interaction between learning and development. In M. Gauvain & M. Cole, *Readings on the development of children* (pp. 29-35). New York: W. H. Freeman and Company.
- World Relief. (2015). *Interview*. Spokane, WA.