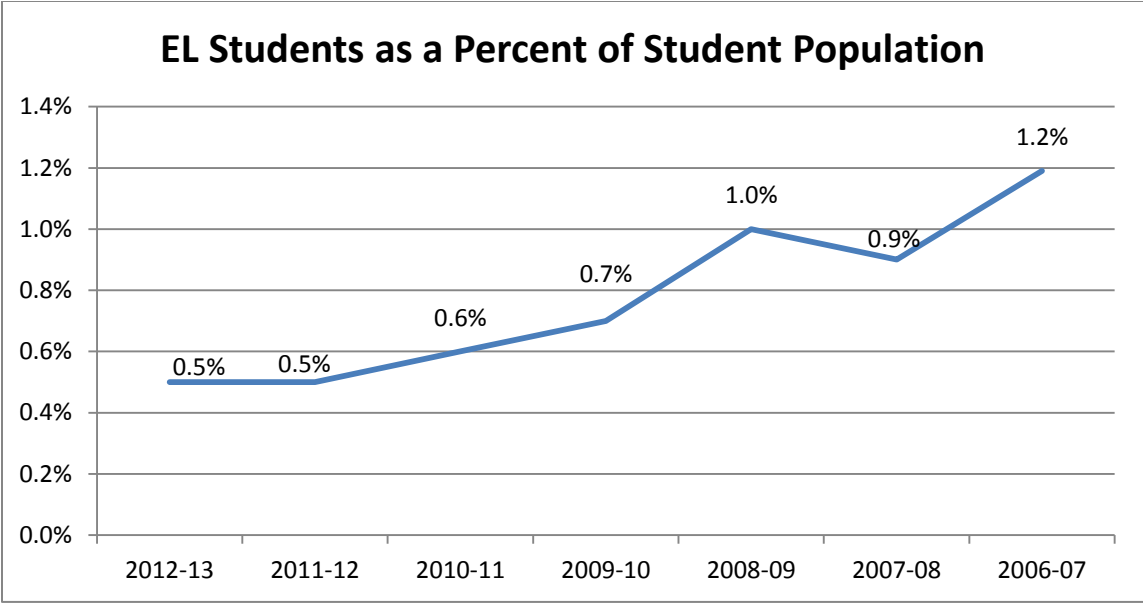
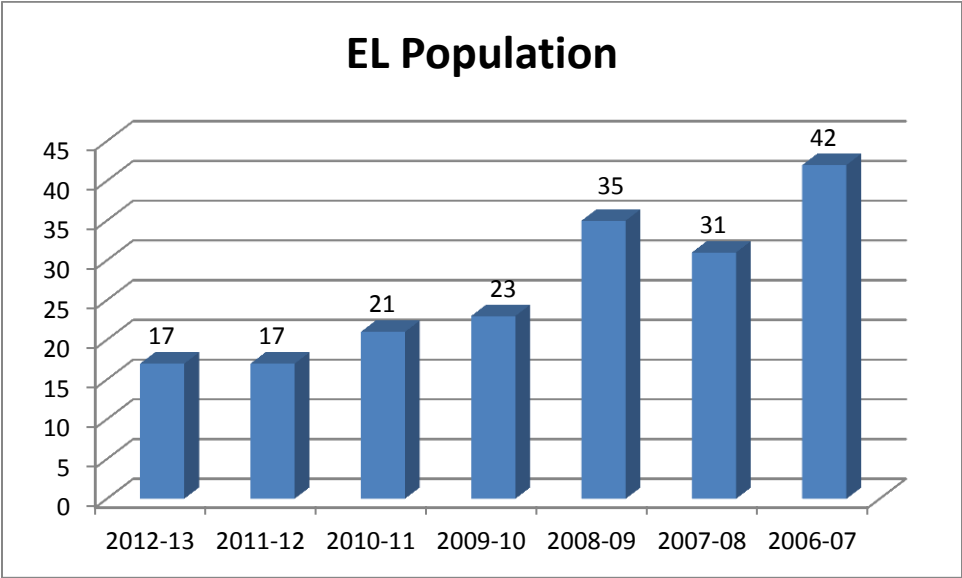


CHISAGO LAKES AREA SCHOOLS ENGLISH LEARNER PLAN OF SERVICE

The purpose of this document is to share the context and components of our English Learner (EL) program. This document follows the Critical Elements for EL Programs as noted by the Minnesota Department of Education.

Summary

The enrollment of our EL students has been declining. In 2012-2013 the district had 17 students which was 0.5% of our total student population.



Classroom teachers have primary responsibility for all students, including those with English language learning needs. In addition:

- EL licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading, and Writing;
- EL licensed teachers provide consultation support to classroom teachers and student support staff, based on each student's English language learning needs;
- Support staff (social workers, guidance counselors, nurses) provide resource services to EL students and their families;
- Teacher assistants are used in limited ways to support the direct instruction provided by the licensed teachers.

EL teachers align their curriculum and program with the district's curricula in English literacy, WIDA national standards, and Minnesota state content standards. Chisago Lakes School District offers the following EL program models:

- Pullout English instruction;
- Collaborative Teaching Model;
- Sheltered Content Classes (Secondary)

Funding

A critical element of any instructional program is the revenues and expenditures to support systematic planning and instruction. Minnesota is one of the few states to dedicate some state funding for the sole purpose of educating students who speak a language other than English. Currently, the state of Minnesota pays districts an additional \$700 per year for every LEP=Y student. This funding does have a cap of five years, even if the student remains in the EL program. An outcome of a funding structure like this is that many of the secondary EL students generate no state EL funding, yet they continue to need the educational service.

Additional revenue for EL instruction comes from the basic educational formula generated by every child in the district. This is the same fund that pays for general education costs, administration, and program coordination.

Part I: English Learner Identification Criteria and Procedures

Initial Identification Procedures

Minnesota law and the Federal Elementary and secondary Education Act (ESEA) require that we identify whether the students in our school district are English Learners (ELs). Both these laws require a language instruction program for ELs with limited English proficiency. The identification process and placement of children in a language instruction educational program is based on combination of:

Step 1:

- Home language questionnaire completed by parents when registering students
- Teacher or guidance counselor referral

Step 2: Developmentally Appropriate Measures

The EL teacher administers English language proficiency test (W-APT, Pre-LAS, or LAS). The decision to identify a student as EL should be based on developmentally appropriate multiple measures, including an appropriate combination of teacher judgment, parental input, assessment of academic achievement, and assessment of English proficiency skills in speaking, listening, reading, and writing for students in grades K-12.

Procedures for Ongoing Identification and ELP Measures

Ongoing assessment will determine continued LEP identification and movement from level to level within the EL program. ELs participate in statewide English language proficiency assessments: ACCESS (WIDA), MCA, GRAD, as well as other district and classroom assessments. These measure English language development (listening, speaking, reading, and writing) in the areas of language arts, math, science, social studies, and social language.

Notification Accessible to Parents and Stakeholders

EL teachers will notify parents within 10 days of initial enrollment or within 30 days for returning students. Title III of NCLB requires informing parents about the reasons for identification, the level of English proficiency, how the program will help their child learn English, exit requirements, and graduation rate of ELs in the district.

Part II: English Learner Program(s), Amount and Scope of Service

Description of EL Program

The goal of the program for English Learners is to provide instruction so that students can become fully proficient in English and meet the same challenging state academic content and student achievement standards as all other children are expected to meet.

Students participate in pull-out, push-in, inclusion, and Sheltered Instruction settings based on student need. Academic language is the focus and is supported in the four domains: reading, writing, speaking, and listening. Collaboration with general education teachers occurs weekly, if not daily. The goal is grade-level proficiency in all content areas. Differentiated content-based instruction focuses on district curriculum in the academic language of mathematics, science, social studies, and language arts.

Students meet consistently in small groups with the EL teacher, receive support and accommodations on various tests (as needed), and receive a language development progress report at elementary conferences or report card grades each quarter for students in grades 6-12.

Duration of Service

Students remain in the EL education program until they reach proficiency in academic English. On average, it takes between 5-6 years for most English Learners (ELs) in the district to be exited from the program. On rare occasions, it may take a few more years. Parents may remove their child from the program at any time by sending a written request to the school.

Special Education

For students with disabilities requiring a language instruction educational program, EL education must be included in the student's Individualized Education Program (IEP).

Monitor

Students who are placed on monitor status receive indirect services. EL teachers conduct data review and evaluation of academic performance. When needs are discovered, students may receive direct services or continued indirect services. Students who are monitored for one year and show overall proficiency at the end of the year, will be exited.

Amount and Scope of Service

	Level 1	Level 2	Level 3	Level 4	Level 5
K	150-175 min/wk	125-150 min/wk	100-125 min/wk	75-100 min/wk	50-75 min/wk
1-5	225-275 min/wk	175-225 min/wk	125-175 min/wk	75-125 min/wk	50-75 min/wk
6-8	10+ periods/wk	5-10 periods/wk	5-10 periods/wk	3-5 periods/wk	As needed

Part III: Exit Criteria and Reclassification

Exit and Reclassification Procedures

ELs who reach a level of English proficiency that no longer prevents them from fully accessing the curriculum of the school will be exited from the EL program. The decision to exit a student from the EL program is based on multiple measures and determined by the EL teacher, general education teacher or guidance counselor, and school administrator. The EL teacher notifies the parents/guardians and an exit is form is placed in the student's cumulative file.

Exit Criteria

Mainstream teachers, parents, and principals or school counselors should be included in the decision to exit an EL. Students should have a successful period of at least 1 year on monitor status prior to exiting. Other things to be considered include the following developmentally appropriate measures:

- WIDA ACCESS (Level 5 or 6 in all areas)
- A score of 3 (proficient) or 4 (excellent) on Elementary report card in math and reading
- A, B, or C grade in core subject areas (English, math, science, social studies) on Secondary report grades
- MCA or GRAD proficiency score

Students exited from the direct service language instruction program should be able to perform in the general education program without significant barriers primarily caused by limited English proficiency.