English Learners
Lewiston-Altura Public Schools

English Learner Program Description

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Definitions:

EL: **English Learner (EL)** This term is the most frequently used in reference to the learner, instructional program, and instructional expertise. Minnesota and District 834 are moving to use this term in place of other acronyms used in the past (ELL, LEP, ESL).

LEP: Limited English Proficient (LEP) is a term usually used in conjunction with funding. This is a federal classification recognized by the state of Minnesota in meeting the requirements for No Child Left Behind.

ELL: English Language Learner (ELL) was a term used by district 834 and the state of Minnesota to refer to LEP students.

ESL: English as a Second Language (ESL) is currently the recognized license that a teacher must hold to offer highly qualified instruction in the four domains of Speaking, Listening, Reading and Writing.

Title III: This is the federal program that provides parameters and supports for educating EL students.

L1/L2: This refers to a student's 1st language and 2nd language of acquisition. Often teachers refer to a student's L1 in relationship to their acquisition of their L2. The relationship between the two languages is fluid and constantly informs instruction.

WIDA: stands for "World Class Instructional Design and Assessment." It refers to the consortium of states that had adopted a new set of standards and instructional "can do statements" as of 2011-2012.
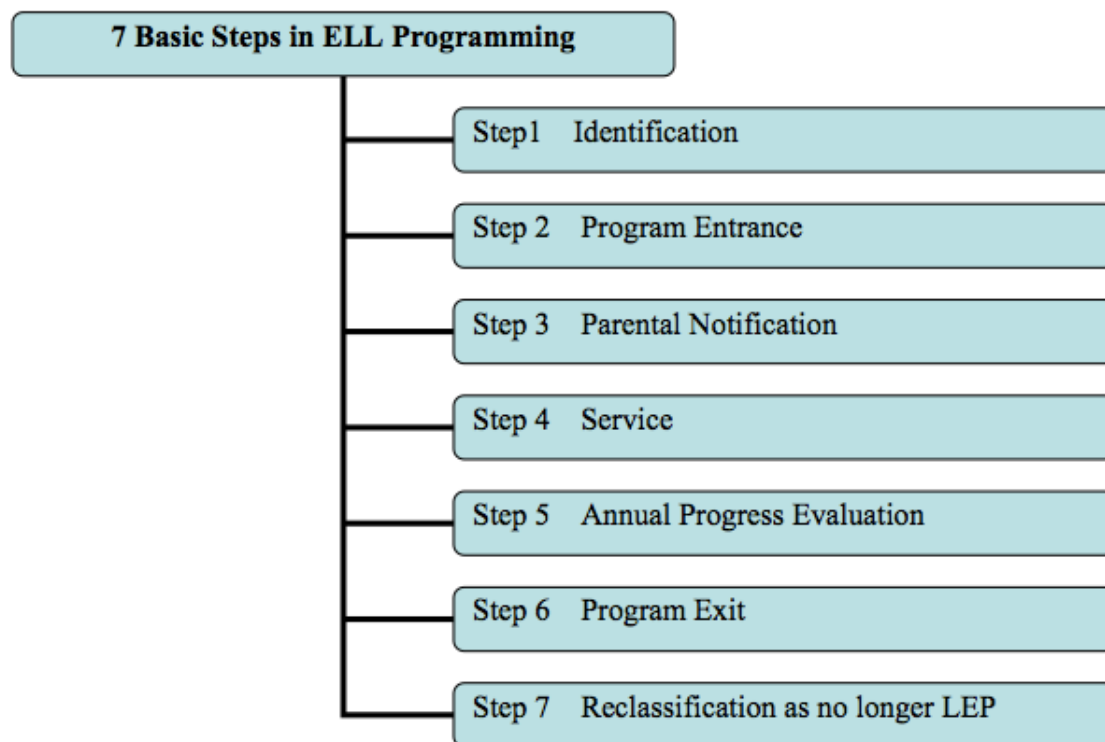
W-APT: refers to the "WIDA Access Placement Test." This assessment is used to place and identify an EL student within the EL program.

ACCESS: This test is a progress monitoring tool adopted in 2011 by WIDA. It will be used to make decisions on whether students will remain in the program or have reached proficiency level close to that of a native speaker and thus will be exited from the program.

LEA: Local education agencies

Vision: The EL program at Lewiston-Altura Public Schools takes great care in making sure that their programming meets the needs of their culturally and linguistically diverse students. As suggested by MDE, there are 7 basic steps in effective EL Programming. This document will make clear how Lewiston-Altura Public Schools is moving towards having systems and procedures in place that are in line with MDE's recommendation for effective ELL Programming.

Minnesota Department of
Education

Seven Basic Steps

7 Basic Steps in ELL Programming
Step 1   Identification
Step 2   Program Entrance
Step 3   Parental Notification
Step 4   Service
Step 5   Annual Progress Evaluation
Step 6   Program Exit
Step 7   Reclassification as no longer LEP

<u>**Critical Element 1: Identification, Placement and Program Exit**</u> *Districts must establish identification criteria and procedures as the first step in serving ELL. Identification consists of two parts. The first part is determining the home language of the student. The second part is determining students' proficiency in English based on developmentally appropriate measures.*

1.1 *The LEA administers a home language questionnaire to all students when they register.*

a. A Home Language Questionnaire is given to all families upon registering their children. The district uses an enrollment process to consistently apply all of the requirements related to the Home Language Questionnaire. This document must be sent home in English and the particular family's home language. Lewiston-Altura Public Schools takes great care and vigilance in the identification process. Part of the document is shown below.

STUDENT LANGUAGE INFORMATION

Dear Parents and Guardians:

In order to help your child learn, your child's teachers need to determine which language your child uses most.

Please respond to the questions below by checking the appropriate box.

1. Which language did your child learn first? ☐ English ☐ Other (specify): _____

2. Which language is most often spoken in your home? ☐ English ☐ Other (specify): _____

3. Which language does your child usually speak? ☐ English ☐ Other (specify): _____

1.2 *The LEA uses developmentally appropriate measures to identify and place English learners in a program.*

a. Lewiston-Altura Public Schools has in place systems and procedures to identify not only new linguistically and culturally diverse students, but also to monitor the progress of students who maintain a status within the program.

b. Annual Proficiency Screening: Starting in 2011 - 2012 Lewiston-Altura Public Schools are using the WIDA W-APT as a screener to identify students who need specific language support. The W-APT tests social language as well as academic content language. This screener allows EL instructors to identify where in the language acquisition process the student is in relation to WIDA's 6 stages of language acquisition. See figure below.

Recommended Minutes of Direct EL Instruction	WIDA Level 1 Entering	WIDA Level 2 Beginning	WIDA Level 3 Developing	WIDA Level 4 Expanding	WIDA Level 5 Bridging	WIDA Level 6 Reaching
Descriptions of WIDA levels come form: The Performance Definitions for the WIDA K-12 ELP Standards	• pictorial or graphic representation of the language of the content areas. • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support. • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements.	• general language related to the content areas. • phrases or short sentences. • oral or written language with phonological, syntactical, or semantic errors that often impede the meaning of the communication when presented with one-to multiple-step commands, directions, questions, or a series or statements with sensory, graphic or interactive support.	• general and some specific language of the content areas. • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs. • oral or written with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended or oral or written discourse, including approaching comparability to that of English-proficient peers when presented with grade level material.	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level. • oral or written communication in English comparable to English-proficient peers.

1.3 *The LEA uses developmentally appropriate measures to exit and reclassify English learners.*

a. The decision to exit a student is based on input from a variety of perspectives, lenses, data, and dialogue. Great care is taken in making sure EL students are in the least restrictive environment and always able to access the curriculum.

b. In addition to the aforementioned information, each Spring EL students take the ACCESS test. This will provide information regarding the progress of our EL students in the following domains: Reading, Writing, Speaking, and Listening. For students who have reached a composite score on the ACCESS test of 5.0 with no score less than a 4.0 in the speaking, listening, reading, and writing domains will students be eligible for exiting the program.

c. If a student "Meets" or "Exceeds the Standard" in state MCA tests, the student will be considered for exiting the EL program.

d. Other measures include but are not limited to, CBM fluency testing, as well as anecdotal observations from the classroom teachers, specialists, and parents.

1.4 *The LEA communicates with parents regarding their children's participation in the language instruction education program in an understandable and uniform format and in the primary language of the pupils.*

a. Lewiston-Altura Public Schools sends notification, Parent Notification in English and in home language.

1.5 *The LEA parent notice includes all required elements.*

a. Program description and rationale for EL student's participation in the program is sent home at the beginning of the academic year. Documentation of these records are kept with the English Language teacher.

Critical Element 2: Appropriate Programs *the LEA has in place a written plan of services that describes the amount, scope and sequence and specific to each level of English language proficiency.*

2.1 *The LEA has in place a written plan of services that describes the amount, scope and sequence and specific to each level of English language proficiency.*

a. Teaching and instruction models come in different models to effectively address the needs of the unique needs of the EL students in district 857. The EL teacher, along with classroom teachers, teacher assistance, media specialists, music, physical education, special education staff, and home/school liaisons all provide instruction or instructional support to EL students. All EL students receive the greatest part of their instruction in the general education classroom. Classroom teacher accommodations, collaboration with EL teacher, pullout by EL teachers and

EAs, and sheltered content classes are some of the instructional approaches that support the learning of EL students.

b. A written plan of service in relation to the EL WIDA proficiency level is below. This figure articulates the minimum minutes of direct instruction from both licensed EL instructors as well as classroom support from EA each week in District 857. This document is specific for students at the primary level.

Plan of Service for English Learners
Lewiston-Altura Public Schools

Recommended Minutes of Direct EL Instruction	WIDA Level 1 Entering	WIDA Level 2 Beginning	WIDA Level 3 Developing	WIDA Level 4 Expanding	WIDA Level 5 Bridging	WIDA Level 6 Reaching
Descriptions of WIDA levels come form: The Performance Definitions for the WIDA K-12 ELP Standards	• pictorial or graphic representation of the language of the content areas. • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support. • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements.	• general language related to the content areas. • phrases or short sentences. • oral or written language with phonological, syntactical, or semantic errors that often impede the meaning of the communication when presented with one-to multiple-step commands, directions, questions, or a series or statements with sensory, graphic or interactive support.	• general and some specific language of the content areas. • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs. • oral or written with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended or oral or written discourse, including approaching comparability to that of English-proficient peers when presented with grade level material.	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level. • oral or written communication in English comparable to English-proficient peers.
Recommended Minutes of Direct EL Instruction (K-6)	Level 1: Entering *Teacher: 60 min per day. *EA: 1-2 hours of classroom support per week.	Level 2: Beginning *Teacher: 30 minutes at least 3x per week. *EA: 1 hour of classroom support per week.	Level 3: Developing *Teacher: 30 minutes at least 2x per week. *EA: 1 hour of classroom support per week.	Level 4: Expanding *Teacher: 30 minutes at least 1x per week. *EA: 30 minutes of classroom support per week.	Level 5: Bridging *Teacher: Indirect services – monitor quarterly for one year. *EA: n/a.	Level 6: Reaching *Teacher: Exit student from EL Program. *EA: N/A
Recommended Minutes of Direct EL Instruction (7-12)	Level 1: Entering *Teacher: 60 min per day. *EA: 1-2 hours of classroom support per week.	Level 2: Beginning *Teacher: 30 minutes at least 3x per week. *EA: 1 hour of classroom support per week.	Level 3: Developing *Teacher: 30 minutes at least 2x per week. *EA: 1 hour of classroom support per week.	Level 4: Expanding *Teacher: 30 minutes at least 1x per week. *EA: 30 minutes of classroom support per week.	Level 5: Bridging *Teacher: Indirect services – monitor quarterly for one year. *EA: n/a.	Level 6: Reaching *Teacher: Exit student from EL Program. *EA: N/A

2.2 *The programs and activities are evaluated to determine effectiveness.*

a. District 857's EL population has continued to grow over the past few years. Each year we are making changes to our program to more effectively address the needs of the growing linguistically and culturally diverse population.

b. Additionally, at all levels given the growth of the program over the last few years, we are continuously looking at implementing more systems and procedures that will allow us to meet the linguistic and cultural needs of our students. Some of these systems and procedures are made explicit in this document: Plan of Service, Specific/Multiple Measures Entrance and Exit Criteria, and Progress Monitoring tools etc.

c. District 857's EL program is working on aligning the new English & Language Arts Standards and integrating these standards within the "I Can" WIDA statements. The contextualization of these two complex documents is a large but important task that we plan on implementing in the following year when District 857 is mandated to implement fully the two sets of standards. The following is an example of an "I Can" document that we will be working with in congruence with the state standards. Attention to these highlights how District 857's language program is in line with state and national standards.

CAN DO Descriptors: Grade Level Cluster 1-2

WIDA CONSORTIUM

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	• Follow modeled, one-step oral directions (e.g., "Find a pencil.") • Identify pictures of everyday objects as stated orally (e.g., in books) • Point to real-life objects reflective of content-related vocabulary or oral statements • Mimic gestures or movement associated with statements (e.g., "This is my left hand.")	• Match oral reading of stories to illustrations • Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") • Sequence a series of oral statements using real objects or pictures • Locate objects described orally	• Follow modeled multi-step oral directions • Sequence pictures of stories read aloud (e.g., beginning, middle, and end) • Match people with jobs or objects with functions based on oral descriptions • Classify objects according to descriptive oral statements	• Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information • Find details in illustrated, narrative, or expository text read aloud • Identify illustrated activities from oral descriptions • Locate objects, figures, places based on visuals and detailed oral descriptions	• Use context clues to gain meaning from grade-level text read orally • Apply ideas from oral discussions to new situations • Interpret information from oral reading of narrative or expository text • Identify ideas/concepts expressed with grade-level content-specific language
SPEAKING	• Repeat simple words, phrases, and memorized chunks of language • Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase • Identify and name everyday objects • Participate in whole group chants and songs	• Use first language to fill in gaps in oral English (code switch) • Repeat facts or statements • Describe what people do from action pictures (e.g., jobs of community workers) • Compare real-life objects (e.g., "smaller," "biggest")	• Ask questions of a social nature • Express feelings (e.g., "I'm happy because…") • Retell simple stories from picture cues • Sort and explain grouping of objects (e.g., sink v. float) • Make predictions or hypotheses • Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	• Ask questions for social and academic purposes • Participate in class discussions on familiar social and academic topics • Retell stories with details • Sequence stories with transitions	• Use academic vocabulary in class discussions • Express and support ideas with examples • Give oral presentations on content-based topics approaching grade level • Initiate conversation with peers and teachers

Level 6 - Reaching

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Reading Benchmarks: Literature K-5 (**Common Core** Reading Standards for Literature K–5) [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. To enhance motivation and engagement, students should have daily opportunities to choose topics and text types that interest them, often determine how to undertake and complete literacy tasks, and regularly respond to texts in a variety of ways.
Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Progress in each area is highly dependent upon and influenced by growth across the language domains. For example, growth in vocabulary will have a recursive influence on reading, writing, speaking and listening. Therefore, explicit vocabulary instruction should occur within each grade level. (Standards related to Vocabulary Acquisition are detailed in the Language Strand starting on p. 37.)

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
0.1.1.1 With prompting and support, ask and answer questions about key details in a text.	1.1.1.1 Ask and answer questions about key details in a text.	2.1.1.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
0.1.2.2 With prompting and support, retell familiar stories, including key details.	1.1.2.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.	1.1.3.3 Describe characters, settings, and major events in a story, using key details.	2.1.3.3 Describe how characters in a story respond to major events and challenges.
Craft and Structure		
0.1.4.4. Ask and answer questions about unknown words in a text.	1.1.4.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	2.1.4.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
0.1.5.5 Recognize common types of texts (e.g., storybooks, poems).	1.1.5.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	2.1.5.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
0.1.6.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	1.1.6.6 Identify who is telling the story at various points in a text.	2.1.6.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	1.1.7.7 Use illustrations and details in a story to describe its characters, setting, or events.	2.1.7.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
0.1.8.8 (Not applicable to literature)	1.1.8.8 (Not applicable to literature)	2.1.8.8 (Not applicable to literature)
0.1.9.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	1.1.9.9 Compare and contrast the adventures and experiences of characters in stories.	2.1.9.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, **including those by or about Minnesota**

c. (continued) The effective integration of these two sets of standards will take time and much collaboration on behalf of teachers, administrators, and support staff. This is a critical step in moving district 857's EL program forward.

2.2 *The LEA ensures that English language instructional services and related materials of instruction to English learners are comparable to those instructional services and materials provided for non-English learners.*

a. The plan of instruction as articulated above suggests that regardless of language or background each student will have the time and access to staff that will allow them to fully access their curriculum. Supplemental materials can be purchased through 857's EL department.

2.3 *The programs and activities are evaluated to determine effectiveness. The evaluation must be: Based on an educational theory, based on reasonable calculations of the programs and practices, including resources and personnel to implement this theory effectively, and adjusted where needed to ensure language barriers are being overcome.*

a. The English Language program continues to focus on a program that adapts and grows to more effectively meet the needs of our students here in District 857.

2.4 *Elementary and/or secondary school language instruction educational programs for English learners are coordinated with other relevant programs and services for maximal use of resources.*
District 857 coordinates the elementary and secondary school language instruction program with the Teacher Assistant Team, Student Assistant Team, Title 1, ADSIS, and grade level teachers.

Critical Element 3 – **Appropriate Staff and Professional Development:** The English Language program must utilize appropriate staff to serve ELs.

3.1 *The assures that teachers are licensed and highly qualified in their teaching assignment.*

a. Each EL instructor has an EL license and is deemed "highly qualified" by the state of Minnesota under No Child Left Behind.

3.2 *The LEA assures that all teachers in any language instruction education program for English learners are fluent in English and in any other language used for instruction, including having written and oral communication skills.*

a. Under state mandate and teacher qualification programs, all of District 857's teachers are deemed highly qualified to offer effective instruction in English as a second language. This would include but is not limited to the assumption that our teachers have demonstrated written, and oral fluency in English, the language of instruction in District 857.

3.3 *The LEA assures that instructional paraprofessionals work under the supervision of a certified or licensed teacher including individuals employed in the language instruction education program.*

a. District 857 employs 23 full-time Educational Assistants, 17 at the primary level as well as 6 at the secondary. These EAs work under the direction and guidance of Title I instructor but have had many years and different training opportunities in working with students. EAs focus and support District 857's students in classroom curriculum as well as provide additional support. Their support is guided by an extensive understanding of students and their needs. Although not licensed teachers, District 857's EAs offer a critical and invaluable lens that allows District 857 to more thoroughly support its EL student population.

3.4 Professional Development

a. District 857's EL coordinator/teacher bi-annually participating in the State's Bilingual and Immigrant Education Conference in St. Paul. Additionally, district 857 is beginning to explore and build capacity to understand and implement Sheltered Instruction Operation Protocol, also known as SIOP. This model suggests several best practices and researched based instruction techniques proven to be effective not just with EL students, but with all learners. This

professional development approach includes all teachers and builds the capacity in 857's buildings to truly embrace a comprehensive and meaningful shift in how District 857 addresses the needs of our English Learners.

The SIOP® Institute

About SIOP

Improving the Quality of Instruction for English Learners

The Sheltered Instruction Observation Protocol (SIOP) Model (Echevarria, Vogt & Short, 2000) was developed to provide teachers with a well articulated, practical model of sheltered instruction. The intent of the model is to facilitate high quality instruction for English Learners in content area teaching.

The SIOP Model is based on current knowledge and research-based practices for promoting learning with all students, especially English Learners (ELs). Critical features of high quality instruction for ELs are embedded within the SIOP Model.

The SIOP Model can be viewed as an umbrella under which other programs developed for improving instruction can reside. Administrators and teachers alike are bombarded with new approaches to instruction, reform efforts, and practices that sometimes seem to be in competition with one another. Often what is lacking in schools is coherence, or a plan for pulling together sound practices (Goldenberg, 2004). The SIOP Model is not another "add on" program but rather it is a framework that can bring together a school's instructional program by organizing methods and techniques, and ensuring that effective practices are implemented - and can be quantified. The SIOP Model is currently used in most of the 50 states and in hundreds of schools across the U.S. as well as in several other countries. more

Critical Element 4 – Parent Involvement: LEAs must involve parents and community in the planning, development and implementation of the language instruction education program.

4.1 *The LEA has implemented an effective means of outreach to parents of limited English proficient children to inform such parents how they can:*

a. Be involved in the education of their children.

I. At the primary level, Lewiston-Altura administrators and the EL teacher have designed a very specific and intentional outreach campaign in attempts to build a bridge between school and the Hispanic community; a voice that is often not heard. The Hispanic student population is Lewiston-Altura's largest critical mass. Connecting with parents will be invaluable in the work

District 857 does as it moves forward.

b. Be active participants in assisting their children to learn English and achieve high levels in core academic subjects; meet the same state academic standards as all children are expected to achieve.

I. District 857 hopes to explore different avenues in which it can better serve the EL population.

c. Access school and district EL program information.

I. District 857 continuously explores ways to better accommodate the needs of our EL families in regard to program information. This includes but is not limited to offering material and information in multiple languages as well as enlisting community members, parents, and cultural liaisons to assist in this process.

4.2 *The LEA holds regular meetings and sends parents of English learners, notices of such meetings for the purpose of formulating and responding to recommendations from parents.*

4.3 *The LEA promotes parental and community participation in the planning, development and implementation of the parent involvement program and programs for English learners.*

a. During the academic year of 2012-2013 Lewiston-Altura school has employed Spanish-speaking interpreters (Project Fine). These individuals serve as a connection between school and the Hispanic community, Lewiston-Altura's largest mass of EL students. Interpreters are available at Open House, Parent Teacher Conferences, IEP meetings, and any other requested times.

Critical Element 5 – Accountability Requirements: LEAs must adhere to state and federal accountability requirements

5.1 *The LEA ensures that all English learners are annually assessed, and assessment is in accordance with state and federal requirements.*

In District 857 all EL students are screened at the beginning of the year with the W-APT as a screener that places the EL student in the EL program and entitles them to some amount of additional/supplemental language support either in the form of a teacher, EA, and/or assistive

technologies. The score on this screener in addition to placing them into the EL program also correlates with a Tier on the ACCESS test that EL students will take in the Spring. The figure below shows how tiers alien with proficiency levels. In addition, in accordance with state and federal law, EL student must take the MCAs and all other exams that English-only speaking students are mandated to take as well.

(**5.1 continued)** The ACCESS test for ELs tests social and academic English in four domains: Listening, Speaking, Reading, and Writing. This test was administered in the 2011 - 2012 school year for the first time. District 857 looks forward to becoming more familiar with the administration of these assessments and how it documents students' achievement and growth.

Critical Element 6 – Nonpublic School Participation in Language Instruction Education Program: The LEA must include nonpublic school participation in language instruction education program.

6.1 *The LEA has consulted with nonpublic schools to determine services for English learners that are located in the geographic area served by the LEA.*

6.2 *The LEA has consulted with appropriate nonpublic school officials during the design and development of the Title III program on issues such as: a. How the English learners' needs will be identified.*

In district 857 EL services are offered to students that attend a private school within our attendance area. Learners are identified by maintaining a working relationship with our private school colleagues to make sure that each student has the services they need to reach their full potential.

b. What services will be offered.
Services will be offered depending on needs, language, transportation challenges, proficiency level, and the primary context of instruction. Communication between the EL instructor and mainstream teacher will be often and continually inform the specialized instruction that the EL teacher offers. It is a supplemental piece of instruction that compliments what the EL student in doing in their primary context of instruction.

c. How, where, and by whom the services will be provided.
Services will be provided as dictated by the specific needs of the students and the context in which they are going to be entering. Services will be provided by direct instruction by an EL instructor or by a trained EA.

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

e. How and when the district will make decisions about the delivery of services, including a thorough consideration of the views of the nonpublic school officials on the provision of contract services through potential third-party providers.

f. The size and scope of the services to be provided to the nonpublic school children and educational personnel.

g. The amount of funds available for those services.