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The Office of English Learners Vision and Mission

Vision

The MNPS EL Team will support English learners with the social, emotional, cultural, linguistic, and academic skills necessary to excel in higher education, work, and life.

Mission

The mission of the EL Team is to engage, empower and value Non-English Language Background families, students, schools and community through the following:

- Build collective district leadership capacity to ensure ELs have access to evidence-based, rigorous instruction on English Language Development and grade level content standards.
- Engage all teachers in professional learning to ensure ELs have access to grade level content and language development with a strong literacy foundation.
- Support families and teachers in bridging home literacy practices and school instruction.
WIDA Guiding Principles of Language Development

These updated Guiding Principles of Language Development and Learning exemplify WIDA’s overarching and ever-present Can Do Philosophy.

1. Multilingual learners’ languages and cultures are valuable resources to be leveraged for schooling and classroom life. Leveraging these assets and challenging biases help develop multilingual learners’ independence and encourage their agency in learning (Little, Dam, & Legenhausen, 2017; Moll, Amanti, Neff, & González, 1992; Nieto & Bode, 2016; Perley, 2011).


3. Multilingual learners’ language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools and communities (Engeström, 2009; Larsen-Freeman, 2016; van Lier, 2008; Wen, 2006).

4. Multilingual learners’ language, social-emotional, and cognitive development are interrelated processes that contribute to their success in school and beyond (Aldana & Mayer, 2014; Barac & Blalystok, 2012; Gándara, 2015; Sanchez-Lopez & Young, 2018).

5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency (Gibbons, 2002; Swain, Kimmel, & Steinman, 2015; TESOL International Association, 2018; Vygotsky, 1978).

6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication (Choi & Yi, 2015; Jewitt, 2008; van Lier, 2006; Zwiers & Crawford, 2011).

7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts (Ajayi, 2009; Cope & Kalantzis, 2009; Jewitt, 2009; Kervin & Derewianka, 2011).


9. Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning (Garcia, Johnson, & Seltzer, 2017; Hornberger & Link, 2012; Wei, 2018).

10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities (Cummins, 2003; Esteban-Gutierrez & Moll, 2014; May, 2013, Nieto, 2010).
Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents

Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

The U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ) have issued joint guidance to remind state education agencies (SEAs), public school districts, and public schools of their legal obligation to ensure that EL students can participate meaningfully and equally in educational programs.

- Dear Colleague Letter, English Learner Students and Limited English Proficient Parents (01/7/2015) [https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf](https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf)
- Fact Sheet, Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs (Jan. 2015) [https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf](https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf)
- English Learner Tool Kit Updated with ESSA references. OELA’s EL Tool Kit was published in 2015 as a companion to support the 2015 Dear Colleague Letter (DCL) produced by the Department of Education, Office for Civil Rights, and the Department of Justice, outlining legal obligations for ELs. [https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf](https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf)

Tennessee Board of Education English as a Second Language (ESL) Program Policy 3.207

States, local education agencies (LEAs), and schools are required to provide specialized programs for limited English proficient (LEP) students to comply with Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act (EEOA), and the guidelines published by the Tennessee Department of Education.

For the most current ESL Program Policy 3.207, access:
June 22, 2020 Updated ESL Policy

Anti-Discrimination Policies and Practices

MNPS must have anti-discriminatory policies that preclude denial of equal education opportunities to individuals based on race, color, or national origin.

In addition, MNPS must ensure that LEP students can meaningfully participate in their educational programs and services. MNPS practices must not result in the inappropriate placement of ELs in or the exclusion from special opportunity programs (for example, related arts) or activities based on English language proficiency or national origin. MNPS shall not deny enrollment to a student on the basis of the students’ or their parents’ or guardians’ actual or perceived citizenship or immigration status.
Identification and Entrance Criteria for English Learners

In accordance with TN ESL Policy 3.207 Each LEA must use the following two (2)-step process for the identification of non-English language background (NELB) students and qualification for ESL services.

Step 1: Home Language Survey Procedure

**Purpose:** Ensure all MNPS schools are in compliance with state policy 3.207, which requires that all MNPS students must have a completed Home Language Survey (HLS) in their cumulative file.

Once a HLS is returned, please follow one of the procedures below.

**Scenario 1:**
If the HLS indicates English on the first three questions and the student was born in the United States, place the HLS in the cumulative folder.

**Scenario 2:**
If the HLS indicates English for all answers, but the child was born in another country, please fax a copy of the HLS to Supervisor of Registration at the EL Office at 615-214-8655. Place the HLS in the cumulative folder. (We will document the child as an immigrant. The student will not be registered/enrolled through the EL Office and will not have a blue folder.)

**Scenario 3:**
1. If the HLS indicates any language other than English in the first three questions, the student must be assessed in one of the EL enrollment sites. The district is required by federal law to identify and assess the English proficiency of all students who speak a language other than English at home. Parents will have the option of accepting or refusing EL services if the student is not proficient in English.
2. Schools should contact the parent and assist the parent in calling (615-259-8608) to make an appointment for assessment. Schools may call the EL Office, 615.259.8608 for interpretation assistance. If assistance is not available through Translation Services, schools may use the phone interpretation services of Stratus/OPI by calling 1.877.746.4674. The code for MNPS is #7491.
3. The enrollment sites will complete all documentation regarding the HLS and all other registration requirements. These documents will be housed in the blue EL folder which will be sent to your school. Once you receive the blue EL folder, it will go in the child’s cumulative folder.

*Please note that a student can have only one Home Language Survey in his/her cumulative file.*
Home Language Survey K-12

Student’s Name: ___________________________ Date: ________________

School: ______________________________________________________________________________________________________

1. What is the first language this child learned to speak? ______________________________________________

2. What language does this child speak most often outside of school? ______________________________

3. What language(s) do people usually speak in this child’s home? __________________________________

4. What language(s) does your child speak with you as a parent/guardian? __________________________

5. What language(s) does your child speak with his/her sibling(s)? _________________________________

6. In what city and country was your child born? _________________________________________________

7. If your child attended another school outside of the U.S.,
   a- Where did he/she attend? ______________________________________________
   b- What year did he/she start? _____________________________________________
   c- How many days per week? _____________________________________________
   d- How many hours per day? _____________________________________________
   e- Were there any interruptions in the child’s education? □ Yes □ No

If YES, please describe:
   ______________________________________________________________________________
   ______________________________________________________________________________

8. What date did your child enter the U.S., if not born in the U.S.? _____________________________

9. If your child attended another U.S. school, what date did he/she start? ______________________

10. As a parent/guardian how often do you read and write in English? Please check one:
    100%:_____  75%:_____  50%:_____  25%:_____  0%:_____

11. As a parent/guardian how often do you speak in English? Please check one:
    100%:_____  75%:_____  50%:_____  25%:_____  0%:_____

Parent Signature: _________________________________________________________________

Office Use Only
### Home Language Survey FAQ

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Which students need a home language survey (HLS)?</strong></td>
<td>Every student must have a completed and signed HLS in their cumulative file.</td>
</tr>
<tr>
<td><strong>Who completes the HLS?</strong></td>
<td>The parent/guardian of the child should complete the HLS.</td>
</tr>
<tr>
<td><strong>When should a parent/guardian complete a HLS?</strong></td>
<td>A parent/guardian should complete a HLS when the child first enters MNPS. This should be the first form that a parent/guardian is asked to complete upon entering an MNPS school or enrollment center.</td>
</tr>
<tr>
<td><strong>Does one HLS have to be completed for each student or can one suffice for a family if there are siblings?</strong></td>
<td>Each student must have his/her own HLS in his/her cumulative file. Parents must complete a form for each child.</td>
</tr>
<tr>
<td><strong>Should the HLS be sent home in the beginning of the year packet to all students?</strong></td>
<td><strong>No.</strong> We must have only one copy of the original HLS for each student. A parent/guardian should complete one HLS during the entire time a student is in the district.</td>
</tr>
<tr>
<td><strong>How often do families have to complete the HLS?</strong></td>
<td>One time — the HLS should be administered upon entrance into the district and recorded on the federal page on SMS.</td>
</tr>
<tr>
<td><strong>I have seen forms that do not have a date, are not signed, or have a question or two that are not answered. Does the form have to be complete in its entirety?</strong></td>
<td>Yes, the form must be completed in its entirety, signed and dated. All questions should be answered.</td>
</tr>
<tr>
<td><strong>Does the date of survey in IC have to match the date on the HLS form in the record?</strong></td>
<td><strong>No.</strong></td>
</tr>
<tr>
<td><strong>Do the older versions of the Permanent Registration Form that ask about home language suffice?</strong></td>
<td>The older version Permanent Registration Form that asked about home language does suffice if the section is fully completed.</td>
</tr>
<tr>
<td><strong>If more than one HLS is found in the student file, which one is valid?</strong></td>
<td>The original HLS will serve as the official version. Any subsequent versions are not valid.</td>
</tr>
<tr>
<td><strong>What steps do we need to take for cumulative files that do not have the HLS?</strong></td>
<td>If you come across a cumulative file without a HLS, you should have one completed by the parent/guardian immediately.</td>
</tr>
<tr>
<td><strong>Where can I obtain a copy of the MNPS HLS?</strong></td>
<td>It will be placed in the Intranet website, meanwhile contact: the EL Registrar Office at 615-259-3282, extension 858242.</td>
</tr>
<tr>
<td><strong>What should I do if the HLS indicates that a student speaks only English, but was born outside of the United States?</strong></td>
<td>The EL Office needs this information so MNPS can include this student in its immigrant count. Please fax a copy of this HLS to the EL Office at 615-214-8655. The student should not be sent to the EL Office —just the form.</td>
</tr>
</tbody>
</table>
| **How do I know when to send a student to the EL Office for an assessment appointment?** | If responses to the **first three questions of the HLS** indicate any other language besides English, please assist the family in making an appointment with the International Student Registration Center at the EL Office. Appointments can be made by calling 615-259-8608.

If transportation or other hardships prevent the parent from making the appointment, please notify the EL Office and arrangements may be made for an assessment at school. |
|---|---|
| **Why must students who speak another language go to the EL Office?** | Since MNPS receives federal funds, federal law requires us to assess every child when language proficiency might be an issue. MNPS is required to offer EL services to all students not proficient in English so that they may have equal access to academic content in school.

Having the International Student Registration Center sites is the most effective and efficient way to assess and place students. The International Student Registration Centers’ personnel assists parents in their native language as much as possible, and acts as a resource and support for families, schools, and enrollment centers. |
| **What if the family does not understand or is refusing to take the student to the EL office for testing?** | It should be explained to parents that this assessment has no bearing on school or grade placement. It simply gives teachers a better understanding of the support the child will need in the classroom as an English Learner.

If transportation or other hardships prevent the parent from making the appointment, please notify the EL Office and arrangements may be made for an assessment at school.

The student should be enrolled in school and the assessment can be arranged to be done at the school site. |
| **What if a family completes the HLS survey with English only, but you know they speak another language at home OR you hear them speaking another language with their child?** | At this point, the parents may need more information about EL Services, and the support that students need when learning a second language and academic content in our schools.

Parents need to be made aware of the language-supported instruction that an ESL Endorsed teacher provides, and that for the district to ensure the child is getting the best support, we must assess English proficiency. |
Remember that families may have heard rumors or have misunderstandings about EL Services or this process, and they may need someone to sit with them and explain what we are asking them to do and why it is important to the success of their child.

| Can the HLS be revised? | Yes. If parents need to revise a HLS, they may make changes on the original form, and sign and date next to their changes. An explanation for the change can be noted and dated at the bottom of the form. |
Step 2: Administration of the State Approved English Language Proficiency Screener

A student is classified as an English Learner (EL) if:

1. The parent fills out the “Home Language Survey” on the MNPS Enrollment Application and answers at least one of the following questions with a language other than English:

   - What language did your child first learn when s/he began to talk?
   - What language do you use most frequently to speak with your child?
   - What language does your child use most frequently at home?

   AND

2. A student receives a score of Limited English Proficiency on the WIDA ACCESS Placement Test (W-APT) or WIDA Screener. The composite scores correspond with proficiency levels as outlined below.

**WIDA W-APT Levels**

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>Oral Proficiency Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–10</td>
<td>Low</td>
</tr>
<tr>
<td>11–18</td>
<td>Mid</td>
</tr>
<tr>
<td>19–28</td>
<td>High</td>
</tr>
<tr>
<td>29–30</td>
<td>Exceptional</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>Skills Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–2</td>
<td>No demonstrable ability</td>
</tr>
<tr>
<td>3–5</td>
<td>Can match simple pictures to each other</td>
</tr>
<tr>
<td>6–10</td>
<td>Can recognize letters</td>
</tr>
<tr>
<td>11–12</td>
<td>Can recognize words</td>
</tr>
<tr>
<td>13</td>
<td>Can read simple phrases</td>
</tr>
<tr>
<td>14–15</td>
<td>Can read simple sentences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>Skills Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–3</td>
<td>No ability</td>
</tr>
<tr>
<td>4–7</td>
<td>Can copy letters</td>
</tr>
<tr>
<td>8–11</td>
<td>Can complete simple words with initial letter</td>
</tr>
<tr>
<td>12–14</td>
<td>Can write simple words</td>
</tr>
<tr>
<td>15–16</td>
<td>Can write simple phrases</td>
</tr>
<tr>
<td>17–18</td>
<td>Can write simple sentences</td>
</tr>
</tbody>
</table>

It is important to note that a student performing at a specific raw score (for example, a 10) can perform the corresponding skills (Can recognize letters) as well as all skills associated with lower raw scores (Can match simple pictures to each other).

It is important to note that a student receiving a raw score can perform the corresponding skills at that level, as well as all skills associated with lower raw scores. For example, a student receiving a raw score of 11 can perform the skill indicator appropriate for that score (e.g., “Can complete simple words with initial letter”) and the skills associated with lower scores (e.g., “Can copy letters”).

<table>
<thead>
<tr>
<th>Level</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Grade / 2nd Semester – 12th Grade WIDA Screener</td>
<td></td>
</tr>
<tr>
<td>Level 1: Entering</td>
<td>1.0–1.9</td>
</tr>
<tr>
<td>Level 2: Emerging</td>
<td>2.0–2.9</td>
</tr>
<tr>
<td>Level 3: Developing</td>
<td>3.0–3.9</td>
</tr>
<tr>
<td>Level 4: Expanding</td>
<td>4.0–4.9</td>
</tr>
<tr>
<td>Level 5: Bridging</td>
<td>5.0</td>
</tr>
</tbody>
</table>
A student is NOT classified as an English Learner (EL) if:

1. A student receives a score of English Proficient on the WIDA ACCESS Placement Test (W-APT) or WIDA Screener. The scores correspond with proficiency levels as outlined below.

<table>
<thead>
<tr>
<th>Kindergarten 1st Semester W-APT</th>
<th>Kindergarten 2nd Semester &amp; 1st Grade 1st Semester W-APT</th>
<th>Grades 1st 2nd Semester-12 WIDA Screener</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score of 28 or higher</td>
<td>Listening/Speaking 28 or higher and</td>
<td>Score 4.5 or higher in composite</td>
</tr>
<tr>
<td></td>
<td>Reading 15 and</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Writing 18</td>
<td>Score 4.1 or higher on any domain</td>
</tr>
</tbody>
</table>

As English Learners, students are eligible for EL services until they exit the program and are reclassified as Fully English Proficient students.

How long is the assessment?

- The length of the test is dependent on the student’s language proficiency.
  - Kindergarten assessment will take approximately 20 minutes.
  - Grades 1-12 will take approximately 70 minutes.

Parental Notification and Rights

In Accordance with TN State Policy 3.207

MNPS shall communicate information related to testing, placement, and ESL services to all LEP parents in the language and method that the parent can understand, to the extent practicable. Parents shall be informed of the ESL program type to be used, length of time expected for completion of ESL services, how the child was assessed for entrance to services, and options related to program types if available. Parents of ELs shall be informed of the right to refuse placement of their children in ESL programs.

If the parent refuses direct ESL services for the student, the general education classroom teacher shall be responsible for providing appropriate accommodations, if required by the student’s Individual Learning Plan (ILP). Appropriate accommodations shall additionally be provided on assessments, if required by the ILP.
SIFE Definition and Criteria
For those students that qualify, the Office of English Learners provides the SIFE (Students with Interrupted Formal Education) Program at six schools. Those schools are John Overton H.S., Glencliff H.S., Hunters Lane H.S., John Early Middle, M.S. Margaret Allen M.S., Shwab E.S., and Tusculum E.S. For any questions regarding the SIFE Program, please contact the EL Office at 615-269-3282.

SIFE Criteria-Students who are classified as SIFE will meet four key criteria:

- New to the United States
- Possesses limited to no literacy in native language
- Scores “Entering” on the English proficiency screening assessment (WIDA Screener)
- Has limited or interrupted schooling:
  - Has had no formal schooling (or large gaps in years), or
  - Has attended school regularly but may have attended for a limited number of hours per day or week, or
  - Has had 2 or more years of interrupted formal schooling immediately prior to enrolling in MNPS.
- Often come refugee or asylee situation, with possible trauma and/or social emotional needs

SIFE Intake Process

The students are identified by an assessment and intake process that begins with the initial WIDA Screener. Once students are identified as having little or no formal schooling, and they fall below a certain WIDA Screener score, they will be evaluated in the EL Office with a Native Language Literacy assessment. The results of this assessment and the results from a family SIFE intake interview will assist in determining whether the students qualify for SIFE placement. Students who are not zoned for the aforementioned schools will have the opportunity to attend the program at those schools for up to one year. Any student who is placed in the SIFE Program must be placed by EL Office personnel.

SIFE Instructional Model

SIFE teachers provide Tier 1 instruction daily to Recently Arrived English Learners in a highly specialized sheltered instructional model. The following three pillars outline the SIFE Instructional Model:

- English Language Development
- Access to academic TN Grade Level Standards and MNPS Core Curriculum
- Social Emotional Learning through trauma informed practices
- Bidirectional family engagement and community partnership
Recently Arrived English Learners (RAELs)
Tennessee is utilizing the flexibility option in ESSA that allows states up to three years before fully including RAELs’ achievement results on state assessments into the accountability framework. In year one, RAELs would participate in state assessments, and those results would be excluded from accountability. In year two, RAELs will participate in state assessments, and those results will be included only in the TVAAS growth metric for accountability. Results for all ELs in year three and beyond would be included in both achievement and growth metrics for accountability.

- Year 1 data are excluded from accountability
- Year 2 data are only included for growth
- Year 3 data are included in both achievement and growth

The department will continue to work with researchers and stakeholders to determine potential hybrid options for assessing RAELs.

Long-term English Learners (LTEls)
TDOE defines long-term ELs (LTEls) as those students having finished their sixth year of ESL instruction without qualifying for exit. All students beginning a seventh year of ESL instruction will be identified as LTEls, and a new metric will be included in the state report card.

Transitional Years
ESSA requires districts to monitor the progress of ELs for four calendar years after meeting exit criteria. All transition students (T1-T4) are included as ELs in district and school accountability. As with any student, all ELs and former ELs should receive services to be successful in academic classes. Federally, these students are considered to be Monitored Former Limited English Proficiency (MFLEP). In Tennessee, the EL is classified in EIS as:

- **Transitional 1** during their first monitoring year,
- **Transitional 2** during their second monitoring year,
- **Transitional 3** during their third monitoring year, and
- **Transitional 4** during their fourth monitoring year.
Language Assessments

WIDA Screener

Upon entry into the Metro Nashville Public School System, students whose parents have indicated that they speak a language other than English at home on the Home Language Survey are screened using the WIDA Screener.

The WIDA Screener is an English language proficiency assessment given to incoming Grades 1 through 12 students to assist educators with the identification of students as English language learners (ELLs). If students have been out of the country for more than a year, they will need to take the WIDA Screener again.

W-APT

The W-APT is an English language proficiency assessment given to incoming Kindergarten students to assist educators with the identification of students as English language learners (ELLs). If students have been out of the country for more than a year, they will need to take the W-APT again.

ACCESS

WIDA ACCESS for ELs 2.0 is an annual State mandated English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELs). The assessment informs and monitors students' progress in acquiring academic English for state accountability and instructional purposes. ACCESS for ELs 2.0 Grades 1-12 is an online assessment. The Kindergarten and Alternate ACCESS for ELs assessment is a paper-based assessment. Each assessment tests student’s language in four domains: listening, reading, speaking, and writing. The WIDA ACCESS for ELs 2.0 assessment exceeds the requirements of the ESSA and is used to measure and report an EL’s growth. It is a standards-based, curriculum-referenced English language proficiency assessment designed to measure an EL’s social and academic English proficiency and progress. It assesses the social and academic language across the four language domains of speaking, listening, reading, and writing. More information on WIDA ACCESS for ELs 2.0 can be found here.

The results of WIDA ACCESS for ELs 2.0 assessment:
- serve as one criterion to aid in determining when ELs have attained the language proficiency needed to meaningfully participate in content area classrooms without ESL program support and state assessments without accommodations;
- provide districts with information that will aid in evaluating the effectiveness of ESL programs; and
- identify English language proficiency.

All students identified as ELs—including those whose parents have waived ESL services—must be administered the WIDA ACCESS for ELs 2.0 during the annual English language proficiency testing window.
Exit Criteria for WIDA ACCESS Assessment

In accordance with TN State Policy 3.207

Beginning with WIDA ACCESS results for the 2019-20 school year, English learners who score 4.4 composite or higher and 4.2 or higher for literacy on the WIDA ACCESS shall be exited from ESL direct services. Students who exit ESL direct services shall be considered transitional ELs for four (4) school years.

Students in the first (1st) and second (2nd) years of transition are referred to as T1 and T2 respectively. Students in the third (3rd) and fourth (4th) years of transition are referred to as T3 and T4 respectively. During this transition period, ESL direct service is not required for T3 and T4 students. However, T3 and T4 students will be included in the LEA’s EL subgroup with T1 and T2 students for accountability purposes.

Transitional ELs shall be served in the general education classroom. T1 and T2 ELs shall be monitored for two (2) years. If a transitional student demonstrates difficulty in the general education classroom, academic interventions should be provided as it would be for students in general education. Accommodations shall be utilized to support the student. The LEA shall apply its written procedure for reclassification if academic or non-academic interventions are unsuccessful. All LEAs seeking to reclassify students must have a written procedure in place prior to reclassification. The same procedure must be followed in a consistent and equal manner for all students.

If a student was exited from ESL services by another state, the exit shall stand as valid.

Exit Criteria for WIDA ALT ACCESS Assessment

Only ELs who are taking alternate exams for TNReady, as determined by his or her IEP team, may be considered for exit from ESL services through the WIDA ALT assessment.

English learners who score a P1 composite or higher and P1 literacy or higher on the WIDA ALT shall be exited from ESL direct services. All students who exit ESL direct services shall be considered transitional ELs for four (4) school years and shall be monitored in the first and second years of transition (T1 and T2).
Individualized Learning Plan (ILP)

According to TN Department of Education Supporting All English Learners across Tennessee: A Framework for English Learners (2018):

*Beginning with the 2018-19 school year, all ELs are required to have Individual Learning Plans and growth trajectories for English proficiency. An Individual Learning Plan (ILP) is a document that describes the academic and language needs of, and goals for, an EL. It is created by ESL teachers in collaboration with other teachers, leaders, counselors, parents, and/or the student. The purpose of developing ILPs for ELs is to ensure all students are being served and on track to meet the linguistic and academic expectations each year (p. 24).*

The MNPS Office of English Learners uses ELLevitation for Individualized Learning Plans (ILPs). These MNPS EL Individual Learning Plan includes:

- General information about the student (e.g., name, age, grade, school year, etc.)
- English language proficiency placement test level
- Language profile for skills
- State and local assessment information
- Score report
- ESL services provided to support the student’s English language proficiency attainment
- Strategies, accommodations, and modifications to be implemented in all the student’s classes
- Strategies and accommodations for state assessments
- Goals for the student (i.e., quarterly, semester, annual)

Additionally, the Tennessee State Board of Education, English as a Second Language (ESL) Program Policy 3.207 5(g) (2020) states:

*All ELs shall have an ILP with growth trajectories. Teachers shall monitor growth through benchmarking, formative assessments, and/or summative assessments at least every four and a half (4.5) weeks. If an EL is not experiencing the growth expectations identified in his or her ILP, the student shall receive differentiated support so that she or he may move more rapidly toward English language proficiency. Supports shall be implemented immediately after the educational team has determined the student is not on the expected growth trajectory (p. 5).*
How to Access ELLevation
ELLevation is the software used for Individual Learning Plans (ILPs) for all EL students.

Teachers: Access ELLevation through Clever
All teachers, EL, content, general education, have access to ELLevation if they have students rostered to them in Infinite Campus.

Instructions for Staff without Clever Access

Go to https://login.ellevationeducation.com/

Email us ELOffice@mnps.org
Twitter @MNPS_EL
Schoology Group 4FBP-D4G6-PPDRG
Retention of English Learners


Retention of English Learners will not facilitate English language acquisition. The process of language acquisition should occur at all grade levels.

Prior to considering retention of an EL, the following should be addressed in consultation with the student’s ESL teacher:

1. Has the student been enrolled in the district for more than one full academic year?
   a. If not, the child may have spent more than one-half of the year in a “silent period.”
   Two to nine months may be inadequate for meeting educational goals.
2. Are classroom accommodations being made in the following areas?
   a. Classroom, Assignments, Homework, and Assessments
3. Are all accommodations documented? Has there been a discussion with the ESL coordinator?
4. Has the student been considered as an individual and received differentiated instruction?
   Have accommodations and differentiation been documented?
5. Is a beginning to intermediate student receiving an hour of ESL daily? Is a more advanced student receiving enough ESL for instruction to be meaningful?
6. Do all teachers modify grading through a rubric or contract?

If the above points have not occurred in a sufficient manner, retention is not appropriate.

[NOTE: Retention policies, especially for ELs, should not be based on one specific piece of data, or any sole criterion. In most cases, retention does not help the child with academic achievement. Every effort should be made to move the child to the next level of academic work and allow the child to continue in the grade that is age appropriate.]

Research on the Impact of Grade Retention

Grade retention does not help students to “catch up.” Retained students may appear to do better in the short term, but they are at a much greater risk for future failure than their equally achieving, non-retained peers.

Some groups of students are more likely to be retained than others. Those at highest risk for retention are minority children, low-income children, highly mobile children, children with attention problems, children with behavior problems, and/or children with reading problems—including EL students.

Grade retention is associated with negative outcomes in all areas of student achievement (e.g., reading, math, and oral and written language) and social and emotional adjustment (e.g., peer relationships, self-esteem, problem behaviors, and attendance). Students who are retained are more likely to drop out of high school and less likely to graduate by age 20.

Legal Considerations

ELs must not be retained in grade level because of their language skills. These students should be even more carefully evaluated than their non-EL peers before retention is recommended to ensure that low English proficiency skills are not being mistaken for poor achievement or behavior.

Transitional and Waived (Refused/Opt-Out) Monitoring

Per Every Student Succeeds Act (ESSA) and the TN State Policy 3.207, the district is required to monitor the academic progress of transitional students for four years after they exit the EL program and active EL students that waive EL services.

Monitoring of Transitional Students

- This process must be completed by the student’s English Language Arts teacher when the student has received a letter grade **below** a “C”.
- The monitoring is to be completed using the Ellevation platform.
  - For assistance with account access, contact Juan Seda.
  - For instructions on completing the Transitional Monitoring in Ellevation, go to ______________.

---

**Elementary & Secondary T1/T2/T3/T4 Low Performance Monitoring Form**

Per Every Student Succeeds Act (ESSA) and the TN State Policy 3.207, the district is required to monitor the academic progress of transitional students for four years after they exit the EL program and active EL students that waive EL services.

Monitoring of Transitional Students

- This process must be completed by the student’s English Language Arts teacher when the student has received a letter grade **below** a “C”.
- The monitoring is to be completed using the Ellevation platform.
  - For assistance with account access, contact Juan Seda.
  - For instructions on completing the Transitional Monitoring in Ellevation, go to ______________.

---

**Elementary & Secondary T1/T2/T3/T4 Low Performance Monitoring Form**

Teacher Name: 

Date: 

Teacher Subject: 

Date Submitted: 

This form is to be completed by the student’s English Language Arts teacher when the student has received a letter grade below a “C.” Please document reasons for the student’s academic performance, especially if the performance is determined to be a language-based academic issue. This form must be completed at the start of each school year. An EL Office staff member should be present at the meeting. The EL Office staff must observe the student and complete the form. The observations must be documented and the student will continue to T1, T2, T3 or T4 status and be monitored at the end of each grading period. This form must be completed each time the student is not making adequate progress. This form must be maintained in the student’s cumulative file and a copy must be sent to the EL Office.

**Student Information**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>First Name</th>
<th>Last Name</th>
<th>Local ID</th>
</tr>
</thead>
</table>

**Monitoring Questions**

1. **Grade Level**
   - 1st
   - 2nd
   - 3rd

2. English Language Arts Grade 4-8: 
   - N
   - U

3. English Language Arts Grade 9-12: 
   - D
   - F

4. Please select one (1) to indicate the cause of the student’s low performance:
   - Non-Language Related Issues (Complete only Option I)
   - Language-Related Issues (Complete only Option II)

5. Option I: Non-Language Related Issues
   - Complete this section if the performance is NOT due to language.

6. Option II: Language Related Issues
   - Complete this section if the performance is DUE to language.

---

**Affirmation**

**Subject**

Date

---

**Signatures**

Affirm: I certify that the information provided is true and correct.
Monitoring of Waived Students

- This form is to be completed by the school counselor when a student who has waived services receives a letter grade below a “C” in core subjects.
- The monitoring is to be completed using the Ellevation platform.
  - For assistance with account access, contact Juan Seda.
  - For instructions on completing the Waived Monitoring in Ellevation, go to ________________.

![Monitoring of Waived Students form](image)

- **Waived (Refused/Opted Out) Low Performance Monitoring Form**

  - **Teacher Name**
  - **Due Date**
  - **Teacher Subject**
  - **Submitted Date**

  This form is to be completed by the school counselor when a student who has waived services receives a letter grade below a “C” in core subjects. Please document possible reasons for the student’s low performance. If the low performance is believed to be in English language arts, math, science, or social studies, complete the section for that course only. If the low performance is believed to be in a core subject other than English language arts, math, science, or social studies, complete the section for that subject only. After the student receives a letter grade below a “C,” this form must be maintained in the student’s cumulative folder and a copy must be sent to the EL Office.

  **Student Information**

  - **First Name**
  - **Last Name**
  - **School**
  - **Grade Level**
  - **Elitation Monitoring Status**

  **Monitoring Questions**

  **1. Grade Period**
  - First
  - Second
  - Third

  **2. Subject(s) for K-12**

<table>
<thead>
<tr>
<th>Subject</th>
<th>D</th>
<th>P</th>
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</thead>
<tbody>
<tr>
<td>ELA</td>
<td></td>
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<tr>
<td>Math</td>
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<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
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<tr>
<td>Social Studies</td>
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<td></td>
</tr>
<tr>
<td>Other Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

  **3. Subject monitoring being used:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>D</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
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<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

  **4. Grade Period 3-12**

  **5. Please select one (1) to indicate the cause of the student’s low performance:**

  - Non-Language Related Issues (Complete only option 1.)
  - Language-Related Issues (Complete only Option 1. 3)

  **6. If you choose option in the previous question, please explain:**


  Complete this section if performance is not due to language

  - Attendance
  - Interim/Incomplete Assignments
  - Motivation
  - Other (please explain below)

  **8. If you choose option in the previous question, please explain:**


  Complete this section if performance is due to language

  - Vocabulary Development
  - Content Language Acquisition
  - Difficulty following directions in English
  - Other (please explain below)

  **10. If you choose option in the previous question, please explain:**

  **11. Option 5. Language Related Issues**

  Please contact parent/guardian to discuss possible EL program re-entry based on language related issues.


  EL Office representative you have requested (or was present) for the 5-Team Meeting:

  **13. Parent Contact Results**

  - Student to continue with Waived status (Note: Teachers must continue providing EL recommendations.)
  - Student to re-enter EL program (Note: Please have the parent sign the Re-Entry form. Return the form to the EL Office.)

  **Affirmation**

  **Select one**

  - Affirm – I certify that the information provided is true and correct.

  [image of form]
Re-entering the EL Program after Exiting with ACCESS

After exiting the EL program with a proficient score on ACCESS, student may re-enter the EL Program if sufficient documentation is provided to ensure that the re-classification is appropriate and in the child’s best interest.

**Step #1**
An S-Team is held consisting of the parent(s) or guardian, school administrator, EL teacher, regular education teacher, translator if needed, and other appropriate school staff.

**Step #2**
If the team recommends that the student re-enter the EL program, specific documentation justifying the re-classification is recorded and all members of the S-Team sign off in agreement.

**Step #3**
A “Re-Entering the EL Program” form must be completed and signed by the parent(s)/guardian at this time.

**Step #4**
A copy of the re-entering form and documentation from the S-Team is sent to the EL office. The originals are filed in the student’s EL folder as a part of the student’s cum records.

**Step #5**
The student is scheduled for EL services as determined by the Alternative Language Program Plan.
Re-entering the EL Program from Waived/Refused Status

Families can re-enter the EL program from waived or refused status at their school. Families do not have to come to the EL Office for this progress.

RE-ENTERING THE EL PROGRAM

Student Name: ___________________________  ID# ____________ Date: _______
EL School: _______________ Zoned School: _______________

I am requesting that my child, ____________________, be re-entered in the EL program.
I had previously waived or opted my child out of the program but, I feel that he/she now needs the support of the program.

____________________________________
Signature of the Parent or Guardian

Please place this form in the student’s cumulative record and send a copy to the EL office

Spanish

REGRESO AL PROGRAMA DE EL

Nombre del estudiante: __________________________ ID# ____________ Fecha: _______
Escuela de EL: _______________ Escuela de Zona: _______________
Estoy pidiendo que mi hijo, ____________________, ingrese o entre nuevamente al programa de EL. Anteriormente yo saqué o no acepté el servicio para mi hijo, pero pienso que en este momento necesita del programa.

____________________________________
Firma de padre, madre o tutor

Favor de guardar esta forma en la carpeta oficial del estudiante y envíe una copia a la oficina de EL
English Learners

Guidance, Roles and Responsibilities
District and School Non-negotiables and Responsibilities

In order to ensure a quality and effective English Learner Program in MNPS, non-negotiables, responsibilities, and commitments are shared by both the district and the school. See below for a chart outlining the areas of non-negotiables, responsibilities, and commitments.

<table>
<thead>
<tr>
<th></th>
<th>District</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staffing</strong></td>
<td>The MNPS Budget and Finance Department and the Office of English Learners collaborate annually to ensure schools have the funds to support their school based EL program meeting the 1:35 FTE count for the district.</td>
<td>Schools must use their EL weight in their school budget for staffing of their EL program. The school is responsible for ensuring that they have enough EL teachers providing EL services to meet the 1:35 FTE count and compliance requirements.</td>
</tr>
<tr>
<td></td>
<td>Each school is provided an EL weight based on the number of English Learners in their building. This weight must be used for staffing of EL teachers. EL students generate both student-based funding and an EL weight. Both funds should be used to staff the school’s EL program.</td>
<td>During the annual budget meeting, the school must allocate enough funding to cover the needs of all English Learners. Schools follow the plan for the following school year; any deviations in the plan should be discussed with the EL Office to ensure compliance.</td>
</tr>
<tr>
<td></td>
<td><strong>Itinerant Teachers</strong>: The district provides an EL itinerant that reports to multiple schools if a school has less than 20 English Learners. The EL Office posts, interviews, and assigns EL Itinerant teachers to schools.</td>
<td><strong>Itinerant Teachers</strong>: Schools must ensure that students are scheduled in an ELD Course with the itinerant teacher, teacher has a space to work with students, and content teachers plan with the itinerant teacher to meet the needs of ELs in their classes. The TEAM observation for the itinerant teacher is the responsibility of the home school.</td>
</tr>
<tr>
<td></td>
<td><strong>SIFE Program</strong>: The SIFE program is for students with limited education and a score of 1 on the WIDA Screener. The SIFE program is at Tusculum ES, Margaret Allen Middle, John Early Middle, Glencliff HS, John Overton HS, and Hunters Lane HS. The EL Office posts, interviews, and assigns SIFE teachers to schools. Recommended</td>
<td><strong>SIFE Program</strong>: Schools must ensure students are scheduled with the SIFE teacher, the SIFE teacher has a space to work with students, and SIFE teachers plan with the grade level teams to ensure grade level standards are being taught. The TEAM observation for the SIFE teacher is the joint responsibility of the EL Office and home school.</td>
</tr>
<tr>
<td><strong>Staff Selection</strong></td>
<td>As requested, EL Office staff works collaboratively with schools on English Learner teacher selection. The MNPS Human Resources Department ensures that candidates meet state requirements regarding certification and language proficiency before starting an EL position.</td>
<td>Schools are responsible for posting vacancies, interviewing applicants, and selecting their EL teachers. Schools are responsible for ensuring only EL-certified teachers are teaching English Language Development courses and providing required EL services. EL waivers are for teachers that have completed 6 hours of study to earn an EL endorsement OR passed the EL Praxis. If a teacher is applying for a waiver for the EL endorsement, please contact Human Resources.</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>The MNPS Curriculum &amp; Instruction Department provides a scope &amp; sequence, as well as sample curricular units for the core content areas. Teachers of English Learners should follow the grade-level standards and district scope and sequence.</td>
<td>The EL teacher should follow the district curriculum scope &amp; sequence. EL teachers are expected to teach grade level standards and provide students with grade level tasks with appropriate language scaffolding. EL curricular units and lessons should align with district units and lessons. EL teachers should collaborate with grade level colleagues to ensure that the same standards are covered and that all students are held accountable for the identical grade-level expectations for each content area. School leaders are responsible for ensuring that EL students are taught using grade-level standards and have equal access to the curriculum.</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>The MNPS Curriculum and Instruction Department provides guidance on instructional practices for all classrooms. The EL Office provides the components of 3Ls: Learning, Language, &amp; Literacy for English Learners to be implemented in classrooms with English Learners.</td>
<td>Schools will ensure the integrity of language instruction and will hold teachers accountable for the implementation of the district’s instructional practices and the WIDA Guiding Principles of language development. Schools are responsible for building collective capacity of all teachers to meet EL students’ academic, linguistic, and cultural needs.</td>
</tr>
</tbody>
</table>
### Individual Learning Plans (ILPs)

All ELs will be required to have Individualized Learning Plans and growth trajectories for English proficiency. Individual Learning Plans are in ELLevation.

### Assessment

The district provides state and district assessments for all students; this includes all English Learners.

The MNPS Research and Assessment, Instructional Technology, and EL Departments collaborate to ensure that schools have the materials needed to administer ACCESS to all active English Learners.

If the Home Language Survey indicates a language other than English spoken at home, the EL Office assesses NELB students using the W-APT and WIDA Screener.

### Professional Learning

The EL Office provides professional learning in a logical and connected sequence. In order to achieve at the highest levels, all sessions will be connected, job-embedded, outcomes oriented, and reflective. The culmination of this professional learning sequence will be the development of a masterful unit plan that connects grade-level content and standards, SEL values, and accelerated language development, aligning with and supporting the MNPS curriculum and instruction framework.

The district ELD Coaches will provide school level PLCs and professional learning as requested by teachers and school principals.

### Schools

Schools are required to developed and updated, every 4.5 weeks, an Individualized Learning Plan (ILP) for every active English Learner to describes the academic and language needs of, and goals for, an EL. ILPs are created by EL teachers in collaboration with other teachers, leaders, counselors, parents, and/or the student.

Schools must administer all district and state assessments to English Learners.

Accommodations provided based on test administration manuals.

Schools must administer the ACCESS test annually to all active English Learners.

Schools should provide time for ELD Coaches to coach/work with EL and grade-level teachers. School leaders should encourage EL teachers to take on leadership roles to build capacity among the staff.

Schools will support building-level EL PLCs and professional learning opportunities through attendance and active participation.

Schools should build collective capacity of all teachers to ensure the implementation of new practices for language instruction and will hold teachers accountable for the implementation of the district’s instructional practices.
The EL Office provides EL Coaches to support schools. EL Coaches are assigned multiple schools based on each school’s EL population and needs.

The role of an EL Coach is to build collective capacity among leaders, building coaches, and teachers to execute high quality instruction for all English Learners, meeting their academic, linguistic, and cultural needs.

EL Coaches attend district Curriculum & Instruction meetings and monthly EL Coaching PLCs. The coach will develop a schedule that provides time to meet the needs of all their teachers and schools.

Schools leaders should meet with their EL Coach at the beginning of the year to:
- Identify goals for their school-level EL program and the indicators that will be used to monitor progress toward goals.
- Ensure the school is in compliance with their selected ELD service model.
- Identify and secure needed EL professional learning opportunities based on School Improvement Plan.
- Create a line of communication for EL newsletters and emails to ensure that EL information is disseminated clearly and consistently to all stakeholders.
- Create a school based EL team or task force at each school to build collective capacity at the school.
- Set up monthly PLCs with EL teacher leaders to analyze standards implementation, EL strategies, and student mastery of standards.

On an ongoing basis, EL Coaches will support the school by:
- Collaborating with school leaders and building coaches to plan, implement, and assess school EL initiatives.
- Expanding EL and content teachers’ use of all components of district core actions and 3Ls through professional learning and coaching cycles.
| **Scheduling** | The Office of English Learners provides a variety of educational approaches (service models) to meet the needs the district’s diverse EL student populations. The service model options are research-based and address elementary, middle, and high school tiers and EL proficiency levels.

Annually, the Office of English Learners evaluates the effectiveness of the program based on whether EL students are gaining the proficiency in English that will enable them to participate meaningfully in the district’s education program. | Schools select the service model that meets the needs of their school population as part of the annual budget process. Schools are expected to follow the plan developed during the budget meetings.

Any deviations in the plan should be discussed with the EL Office to ensure compliance.

Schools must schedule every active English learner with an EL teacher for a minimum of 1 hour per day (TN State Policy 3.207). EL students should be scheduled in an ELD Course with the EL teacher as the teacher of record. |
| **Compliance and Monitoring** | The district must monitor and ensure that every active English learner receives EL services from an EL teacher for a minimum of 1 hour per day (TN State Policy 3.207).

The district must monitor and regularly assess the academic progress of all ELs, including those who have opted out of EL programs and transitional students. | Schools must schedule every active English learner with an EL teacher for a minimum of 1 hour per day (TN State Policy 3.207).

Schools must monitor transitional and waived students’ progress in content classes and submit monitoring documentation if a student is low performing; the paperwork documents the additional supports in place for the students. If a transitional student is low performing, the school team could recommend re-entry in EL services.

EL teacher monitors the academic progress of active English learners in content classes. |
| **Translation and Interpretation** | The Communications Department provides interpretation and translation services and support for families with a home language other than English. This information is indicated on the student’s Home Language Survey and in Infinite Campus. | Schools must request translation and interpretation for families with a home language other than English. |
2020-2021 ELD Service Models: In-Person and Virtual Programming

The MNPS ELD (English Language Development) service models are based on the Tennessee State Board of Education, English as a Second Language Program Policy, 3.207. ESL Program Policy 3.207 establishes the minimum required compliance components for ESL programs in Tennessee and provides a framework for implementing effective educational programs for ELs (English Learners).

MNPS provides **a minimum of 1 hour of EL services to every active EL** through one of the service models.

Schools must ensure ELs across all levels of language proficiency can access, fully engage with, and achieve rigorous grade-level academic content standards while developing advanced levels of English.

<table>
<thead>
<tr>
<th>ELD Service Model</th>
<th>In-Person Program Description</th>
<th>Virtual Program Description</th>
<th>Determining Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SIFE Program</strong>&lt;br&gt;(Students with Interrupted Formal Education)</td>
<td>The SIFE program is for students that often come from refugee situations and are now asylees of the United States. Often, they are illiterate in their native language. The EL Office determines the placement of students in this program. The program is for one year. (Under extenuating circumstances, it may be extended to a second year.)&lt;br&gt;&lt;br&gt;Schools: Shwab ES, Tusculum ES, John Early MS, Margaret Allen MS, Glencliff HS, Hunters Lane HS, and Overton HS</td>
<td>The SIFE program moves to virtual setting. Priority will be placed on this vulnerable population to ensure needs are met.&lt;br&gt;Synchronous instruction is recommended for English language instruction so students can receive live feedback. Record sessions for any students that need asynchronous sessions.</td>
<td>These students are new to the US and have more than 2 years of interrupted education. They also score <strong>Entering</strong> on the WIDA Screener. An exception to this would be students who have recently come from severe traumatic experiences and need time in a sheltered environment to adjust culturally.</td>
</tr>
<tr>
<td><strong>ELD/ELA Sheltered Classroom</strong>&lt;br&gt;(Elementary School)</td>
<td>These students will go to an ESL certified teacher for their ELA/Reading block.&lt;br&gt;The goal of this model is English and academic content acquisition. This classroom provides a sheltered English language development (ELD) approach by using the content standards of ELA in conjunction with ELD standards.</td>
<td>ELD/ELA sheltered classroom moves to the virtual setting. Teachers must provide virtual EL services through ELD/ELA sheltered class daily.&lt;br&gt;Synchronous instruction is recommended for English language instruction so students can receive live feedback. Record sessions for any students that need asynchronous sessions.</td>
<td>These students have an ELP of <strong>Entering, Emerging, and Developing</strong> on the WIDA Screener or ACCESS.&lt;br&gt;If ACCESS composite or domain scores are unavailable due to COVID-19, teachers may use the WIDA Speaking and Writing rubrics to identify which students may use this service model.</td>
</tr>
<tr>
<td><strong>ELD/ELA Sheltered Classroom (Middle School)</strong></td>
<td>Students will receive ELD services from an ESL certified teacher for their ELA/Reading block. The goal of this model is English and academic content acquisition. This program provides a sheltered English language development (ELD) approach by using ELD standards in conjunction with the content standards of ELA and reading.</td>
<td>ELD/ELA sheltered classroom moves to the virtual setting. Teachers must provide virtual EL services through ELD/ELA sheltered class daily. Synchronous instruction is recommended for English language instruction so students can receive live feedback. Record sessions for any students that need asynchronous sessions.</td>
<td>These students have an ELP of <strong>Entering, Emerging, and Developing</strong> on the WIDA Screener or ACCESS. If ACCESS composite or domain scores are unavailable due to COVID-19, teachers may use the WIDA Speaking and Writing rubrics to identify which students may use this service model.</td>
</tr>
<tr>
<td><strong>ELD/ELA Sheltered Classroom (High Schools)</strong></td>
<td>The students will receive ELD services from an ESL certified teacher for ELD and/or ELD Link. The goal of this model is English and academic content acquisition. This program provides a sheltered English language development (ELD) approach by using ELD standards in conjunction with the content standards of ELA.</td>
<td>ELD/ELA sheltered classroom moves to the virtual setting. Teachers must provide virtual EL services through ELD/ELA sheltered class daily. Synchronous instruction is recommended for English language instruction so students can receive live feedback. Record sessions for any students that need asynchronous sessions.</td>
<td>These students have an English language proficiency level of <strong>Entering, Emerging, and Developing</strong> on the WIDA Screener or ACCESS. If ACCESS composite or domain scores are unavailable due to COVID-19, teachers may use the WIDA Speaking and Writing rubrics to identify which students may use this service model.</td>
</tr>
<tr>
<td><strong>Co-teaching</strong></td>
<td>Schools may decide to use co-teaching for English learners at all proficiency levels to provide daily ELD services or additional language support during content classes. The EL certified teacher collaborates with the content or EL teacher in planning, instruction, and assessment to provide English language development instruction. Co-teaching can occur in various settings-content classes or sheltered ELD classes (Honigsfeld &amp; Dove, 2010). Students must be scheduled in ELD class and the content class.</td>
<td>Co-teaching continues in the virtual setting. Co-teacher must plan and instruct with the classroom teacher. Appropriate scheduling in Infinite Campus is critical so the co-teacher can access virtual classrooms. Synchronous instruction is recommended for English language instruction so students can receive live feedback. Record sessions for any students that need asynchronous sessions.</td>
<td>These students have an English language proficiency level of <strong>Entering, Emerging, Developing, or Expanding</strong> on the WIDA Screener or ACCESS. If ACCESS composite or domain scores are unavailable due to COVID-19, teachers may use the WIDA Speaking and Writing rubrics to identify which students may use this service model.</td>
</tr>
</tbody>
</table>
| PLT (ELD Focus) | Schools may decide to provide ELD services to students at higher proficiency levels only during the **60 minutes of personalized learning time (PLT)**. If schools choose this service model, Developing, Expanding, and Bridging ELs would be in a regular ELA class with native speakers. This model is recommended for students with a WIDA ACCESS score above 3.5.

Schools **may not use** this service model if a student needs tier 2 or 3 intervention. | ELD Focus and Language Support move to the virtual setting. Teachers must provide virtual EL services through ELD Focus.

Synchronous instruction is recommended for English language instruction so students can receive live feedback. Record sessions for any students that need asynchronous sessions. |

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**Email us** ELOffice@mnps.org
**Twitter** @MNPS_EL
**Schoology Group** 4FBP-D4G6-PPDRG
### MNPS English Learner 4x4 Course Placement Recommendations

**Incoming freshman:**
(Proficiency 1.0-3.4)

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Spring (Enrolling 1st time Jan 2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 ELD Link</td>
<td>9 ELD</td>
<td>9 ELD</td>
</tr>
<tr>
<td>Integrated Math IA</td>
<td>Integrated Math IB (Co-taught)</td>
<td>Integrated Math IB (Co-taught)</td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>Fine Art</td>
<td>W. Hist/ Geo</td>
</tr>
<tr>
<td>W. Hist/Geo</td>
<td>Physical Science</td>
<td>Physical Science</td>
</tr>
</tbody>
</table>

(Proficiency 3.5 and above)

*Students may be enrolled in a co-taught English I course in the Fall or Spring and a co-taught content course (ie, Integrated Math I, Physical Science or W. Hist/Geo) in the Fall or Spring to provide a year of EL support based on student’s need.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Spring (Enrolling 1st time Jan 2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I (co-taught)</td>
<td>TBD @school level</td>
<td>English I (Co-taught)</td>
</tr>
<tr>
<td>Integrated Math IA</td>
<td>Integrated Math IB (co-taught)</td>
<td>Integrated Math IB (Co-taught)</td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>Fine Art</td>
<td>W. Hist/ Geo</td>
</tr>
<tr>
<td>W. Hist/Geo</td>
<td>Physical Science</td>
<td>Physical Science</td>
</tr>
</tbody>
</table>

**Returning 10th graders**
(Proficiency 1.0-3.4)

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Spring (Enrolling 1st time Jan 2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 ELD Link</td>
<td>10 ELD</td>
<td>10 ELD</td>
</tr>
<tr>
<td>Biology</td>
<td>Integrated Math II (co-taught)</td>
<td>Integrated Math II (Co-taught)</td>
</tr>
<tr>
<td>Focus Elective</td>
<td>Foreign Lang I</td>
<td>Foreign Lang I</td>
</tr>
<tr>
<td>PE/ Personal Finance</td>
<td>Lifetime Wellness</td>
<td>Biology</td>
</tr>
</tbody>
</table>

Proficiency (3.5 and above)

*Students may be enrolled in a co-taught English II course in the Fall or Spring and a co-taught content course (ie, Integrated Math II or Biology) in the Fall or Spring to provide a year of EL support based on student’s need.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Spring (Enrolling 1st time Jan 2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English II (Co-taught)</td>
<td>TBD@ school level</td>
<td>English II (Co-taught)</td>
</tr>
<tr>
<td>Biology</td>
<td>Integrated Math II (co-taught)</td>
<td>Integrated Math II (Co-taught)</td>
</tr>
<tr>
<td>Focus Elective</td>
<td>Foreign Lang I</td>
<td>Foreign Lang I</td>
</tr>
<tr>
<td>PE/ Personal Finance</td>
<td>Lifetime Wellness</td>
<td>Biology</td>
</tr>
</tbody>
</table>

*Please consult with Immigrant Transition Specialist ([Courtney.Ivy@mnps.org](mailto:Courtney.Ivy@mnps.org)) for collaborative support to ensure all enrolling 11th and 12th grade EL students are placed in appropriate courses to aid in meeting MNPS graduation requirements.

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**Twitter** [@MNPS_EL](https://twitter.com/MNPS_EL)  
Schoology Group 4FBP-D4G6-PPDRG
## Returning 11th graders

**Proficiency 1.0-3.4**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Spring (Enrolling 1st time Jan 2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 ELD Link</td>
<td>English II (co-taught)</td>
<td>English II (Co-taught)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Integrated Math III (co-taught)</td>
<td>Integrated Math III (Co-taught)</td>
</tr>
<tr>
<td>Focus Elective</td>
<td>US History</td>
<td>US History</td>
</tr>
<tr>
<td>Foreign Lang II</td>
<td>Focus Elective</td>
<td>Chemistry</td>
</tr>
</tbody>
</table>

**Proficiency (3.5 and above)**

*Students may be enrolled in a co-taught English II course in the Fall or Spring and a co-taught content course (ie, Integrated Math III, Chemistry or US History) in the Fall or Spring to provide a year of EL support based on student’s need.*

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Spring (Enrolling 1st time Jan 2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English III (co-taught)</td>
<td>TBD @ school level</td>
<td>English III (Co-taught)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Integrated Math III (co-taught)</td>
<td>Integrated Math III (Co-taught)</td>
</tr>
<tr>
<td>Focus Elective</td>
<td>US History</td>
<td>US History</td>
</tr>
<tr>
<td>Foreign Lang II</td>
<td>Focus Elective</td>
<td>Chemistry</td>
</tr>
</tbody>
</table>

## Returning 12th graders

**Proficiency (1.0-3.4)**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Spring (Enrolling 1st time Jan 2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 ELD Link</td>
<td>English III (co-taught)</td>
<td>English III (Co-taught)</td>
</tr>
<tr>
<td>Focus Elective</td>
<td>4th Math Course</td>
<td>4th Math Course</td>
</tr>
<tr>
<td>Gov/Econ</td>
<td>Focus Elective</td>
<td>Gov/Econ</td>
</tr>
<tr>
<td>TBD @ school level</td>
<td>TBD @ school level</td>
<td>TBD @ school level</td>
</tr>
</tbody>
</table>

**Proficiency 3.5 and above**

*Students may be enrolled in a co-taught English IV course in the Fall or Spring and a co-taught content course (ie, 4th Math course) in the Fall or Spring to provide a year of EL support based on student needs.*

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Spring (Enrolling 1st time Jan 2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English IV (co-taught)</td>
<td>TBD @ school level</td>
<td>English IV (Co-taught)</td>
</tr>
<tr>
<td>Focus Elective</td>
<td>4th Math Course (co-taught)</td>
<td>4th Math Course</td>
</tr>
<tr>
<td>Gov/Econ</td>
<td>Focus Elective</td>
<td>Gov/Econ</td>
</tr>
<tr>
<td>TBD @ school level</td>
<td>TBD @ school level</td>
<td>TBD @ school level</td>
</tr>
</tbody>
</table>

*EL instruction can be both synchronous and asynchronous depending on what works best for the school and students.*

*EOC’s may be offered at the end of each semester for content EOC tested courses.*
<table>
<thead>
<tr>
<th>In-Person</th>
<th>Virtual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily EL Services in accordance with ESL State Policy 3.207</td>
<td>EL services occur daily or 5 hours per week from certified EL teachers in the virtual setting. Virtual EL services align with grade level standards and curriculum.</td>
</tr>
<tr>
<td></td>
<td>EL teachers must use the grade-level curriculum provided by the district.</td>
</tr>
<tr>
<td></td>
<td>EL teachers must use the grade-level curriculum provided by the district in the virtual setting.</td>
</tr>
<tr>
<td></td>
<td>Schools select service models from district service model options based on each student’s English proficiency level and ILP.</td>
</tr>
<tr>
<td></td>
<td>• ELs with more than one WIDA ACCESS domain score below 3.5 shall receive one hour per day of direct ESL service from an ESL teacher (sheltered ELD/ELA class, co-teaching, or services during PLT)</td>
</tr>
<tr>
<td></td>
<td>• Students scoring 3.5 or above on WIDA ACCESS composite, reading, writing, and one (1) other domain on the WIDA ACCESS and ELs in kindergarten scoring between 20 and 27 on all domains of the W-APT may have services tailored to their needs including fewer hours of ESL direct instruction based on their ILP, skills-based interventions, and other services that are differentiated for each EL.</td>
</tr>
<tr>
<td></td>
<td>• If ACCESS composite or domain scores are unavailable due to COVID-19, teachers may use the WIDA Speaking and Writing rubrics to identify which students require a minimum of 1 hour of daily services and which students may have services tailored to their needs.</td>
</tr>
<tr>
<td></td>
<td>Ensure EL students are scheduled in Infinite Campus so that classes will be available for virtual learning if needed. Co-teachers must be scheduled in Infinite Campus.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|                                                                         |                                                                                          | EL teachers will host ELD/ELA sheltered classes, ELD Focus/language support, and co-teaching in virtual setting.
| Individual Learning Plans | Each active English Learner, including students that waived EL services, have an Individual Learning Plan in ELLevation. The ILP includes each student’s EL demographics, Can Do Descriptors, classroom accommodations, and language progress goals. All teachers must implement the classroom accommodations and update Individual Learning Plans (ILP) in ELLevation as progress is made on language development goals. Individual Learning Plans (ILP), formative language assessments, and ACCESS data in the reading, writing, listening and speaking domains inform EL services. | The process for updating and utilizing Individual Learning Plans is the same for in-person and virtual. ELLevation can be accessed virtually. Teachers should document virtual services in the ILP. |
| Classroom, content, related arts, and other teachers | Classroom teachers and EL teachers must collaborate and co-plan with content and other teachers in supporting all learners and to provide accommodations, modification, accessibility and equity for all students. Teachers must implement language accommodations and scaffolds found in the ILP. For English Learners, teachers should include, but are not limited to: language objectives, academic language practice (word, sentence, and discourse level), strategies that support language development, meaningful access and connection to grade-level content and standards, connection to WIDA ELD standards, and all four domains (reading, writing, speaking, listening). | Classroom teachers and EL teachers must virtually collaborate and co-plan with content and other teachers in supporting all learners and to provide accommodations, modification, accessibility and equity for all students. Teachers must implement language accommodations and scaffolds found in the ILP in virtual classrooms. For English Learners teachers should include, but are not limited to: language objectives, academic language practice (word, sentence, and discourse level), strategies that support language development, meaningful access and connection to grade-level content and standards, connection to WIDA ELD standards, and all four domains (reading, writing, speaking, listening). |
| Identification and Screening of New English Learners | The required Home Language Survey (HLS) is embedded in the Online Registration (OLR) form. In all settings, families are filling out the HLS upon initial enrollment. The Office of English Learners is continuing registration and assessment of newly enrolling NELB students at 10 remote registration and assessment centers across the district to allow for social distancing. Students are screened using the WAPT/WIDA Screener for EL eligibility. | During intermittent closures, we will continue to complete as much of the process as possible and assess upon return to physical buildings. Students will be screened through a phone interview and the formal testing will take place when we return to in-person. |
| Communication with Students and Families | Interpretation and translation services must be utilized for all parent or guardian contacts. | Interpretation and translation services must be utilized for all parent or guardian contacts. Letter sent home in student’s home language and emailed to families about EL |
Letter sent home in student’s home language and emailed to families about EL services. Callouts in identified home language for general district updates as needed. Amplify messaging via website and social media tools. Leverage community partners working with English Learner families to amplify messages and guide them to appropriate points of contact at school level.
Role of Full-Time EL Teacher: Overview of Responsibilities and Guidance for Schools (In-Person)

In this position, the EL teacher must be providing language instruction to English Learners all day with one hour of planning. Scheduling is dependent upon the needs of EL students, proficiency levels and schools' chosen ELD service/support models. Full-time EL teachers must spend 100% of their day with EL students.

Since English Learners are required by law to receive services daily (Per TN ESL Policy 3.207), EL teachers should not be pulled for other building responsibilities such as instructional coaching, substituting, administration of school testing (FastBridge, MAP, etc.), or attending monthly Curriculum and Instruction Update Meetings (CIUM). EL teachers should be in the classroom with EL students all day, every day.

Roles and Responsibilities of the EL Teacher:

- **Instruction**: Planning and instruction must address grade-level standards and WIDA standards. EL teachers should follow the MNPS Scope and Sequence along with other teachers of the grade-level.
  - Execute all components of the district’s core actions and 3Ls: Learning, Language, & Literacy including but not limited to:
- **Instructional Model**: The specific school model is dependent upon the needs of the students, though it may include any of the following (See MNPS Service Models for full description):
  - Co-teacher or teacher of ELD/ELA Sheltered Class
  - ESL Support
  - ELD Language Support
- **Build Collective Capacity**: Teachers in this position should strive to build collective capacity of all teachers to meet the needs of ELs. They should meet with content/general education teachers every nine weeks to discuss and document each student’s language and content progress. The meeting should include:
  - Progress towards mastery of grade level standards and content
  - Each student’s EL proficiency level and appropriate language scaffolding
  - Accommodations in the content classes based on language needs
- **Professional Learning**: Teachers in these positions are encouraged to grow as an ELD teacher leader through:
  - Reflection and participation in ongoing learning through coaching cycles and professional learning with EL Coach
  - Attending all EL professional learning offerings and EL team meetings at the school
  - Leading PLCs for EL teachers at the school to build collective capacity
EL Teacher Responsibilities in the Virtual Classroom

- EL teachers follow the same responsibilities outlined for all teachers along with the items below.
- EL teachers provide EL services daily according to the EL service model developed by their Executive Principal and the Office of English Learners.
- In the virtual setting, EL services can be synchronous or asynchronous. Synchronous sessions will be most beneficial for immediate feedback on students’ language production.
- EL teachers utilize WIDA standards and the grade-level curriculum provided by the district for daily language and content instruction.
- EL teachers use students’ Individual Learning Plans (ILP), WIDA productive language rubrics, and ACCESS data in the reading, writing, listening and speaking domains to inform EL services.
- Individual Learning Plans (ILPs)- Each active English Learner, including students who waived EL services, have an Individual Learning Plan in ELLevation. EL teachers lead the development, in collaboration with classrooms teachers, of ILPs for new EL students and update ILPs for returning ELs.
- ILPs should be updated at the beginning of the school year and every 4.5 weeks. EL teachers should note EL service models provided in virtual and in-person settings.
- EL teachers attend collaborative planning with content/grade-level teams.
- EL families should be contacted, using an interpreter, frequently to inform them of their EL students’ progress on ILP and classes.
MNPS MTSS

MTSS (Multi-Tiered System of Support) is a coherent continuum of evidence based, system-wide practices to support a timely response to academic and behavioral needs, using data-based decision making to empower each MNPS student to exceed great expectations.
MTSS for English Learners

MTSS (Multi-Tiered System of Support) is a coherent continuum of evidence-based, system-wide practices to support a timely response to academic and behavioral needs, using data-based decision making to empower each MNPS student to exceed great expectations.

Multiple Tiers of Support
The tiers describe increasing levels of support for students with special education being the most intensive layer of support.

Tier 1: All students should receive high-quality, differentiated core instruction. For English learners, this includes linguistic scaffolds in all content areas, according to their English language proficiency levels.

Tier 2: Regardless of the strength of Tier I, SOME students will require additional support in a particular area. This is provided through interventions targeted to meet their specific needs.

Tier 3: A FEW students will require additional intensive support/interventions.

Data-Based Decision Making
Within MTSS, data is used to make decisions at both the systems and student levels.

· Systems-Level: District, quadrant, school, grade level, and classroom data may be analyzed to identify gaps in core instruction as we continue to work toward 80% of students successful with Tier I alone. Within buildings, School (MTSS) Leadership teams should monitor the percentages of students responding to core instruction, interventions, & enrichment and make programmatic decisions based on data analysis. An EL teacher should be a member of the School (MTSS) Leadership Team when an English learner is being discussed.

· Student-Level: MTSS Data Teams should conduct meetings every five weeks to identify students for interventions, monitor their progress, and adjust plans as needed. Multiple data sources should be considered when identifying students for intervention. At a minimum, students scoring below the 25th national percentile on universal screening assessments should be considered for academic interventions. An EL teacher should be a member of the MTSS Data Team when an English learner is being discussed.

Universal Screening Process
The Universal Screening Process provides a starting point for identification of students who may need additional support through the use of nationally-normed assessments. MNPS uses a “multiple-gating” approach to the screening process. NWEA-MAP assessments are used for standards-based screening, and FAST (Formative Assessment System for Teachers) curriculum-based measures are used for skills-based screening and progress monitoring. The screening process varies by grade band. An outline of the process is included with the district assessment calendar. “All students must participate in a universal screening process to identify those who may need additional support and/or other types of instruction.” (RTII Manual, Tennessee Department of Education)
**Personalized Learning Time (PLT)**

Personalized Learning Time (PLT) is a grade-wide or school-wide block of time during which students receive supplemental support based on need. During this time, students may participate in skills-based Tier II, III, or Special Education Interventions; standards-based reinforcement/remediation; English Language Support/Tier I; ELD Focus/Tier I/English Services; or enrichment. The PLT block helps to ensure that this supplemental support is in addition to Tier I and allows for strategic grouping across classrooms to target student needs. PLT is the term utilized for master scheduling; however, many schools choose to refer to PLT by a school-specific name (e.g., Tiger Time) within their buildings.

**PLT Placement Options for English Learners**

<table>
<thead>
<tr>
<th>Placement</th>
<th>Criteria for Placement</th>
<th>What should be taught in this placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I</td>
<td>• EL students who do not need a skills-based intervention and receive their EL services (required by TDOE) at another time during the day.</td>
<td>• Grade level content and standards&lt;br&gt;• Teachers must provide linguistic scaffolds appropriate for each students’ English language proficiency level (according to ILP goals).&lt;br&gt;• Students are not progress monitored.</td>
</tr>
<tr>
<td>ELD Focus (Tier I)</td>
<td>• EL students receiving EL services during PLT.&lt;br&gt;• These students spend the remainder of the day in regular core classes with native English-speaking peers.&lt;br&gt;• Students in this setting do not qualify for a Tier II or III intervention.</td>
<td>• Must be a minimum of 1 hour daily if any students under 3.5 receive services during this time.&lt;br&gt;• If ACCESS composite scores are unavailable due to COVID-19, teachers may use the WIDA Speaking and Writing rubrics to determine which students require a minimum of 1 hour of daily services.&lt;br&gt;• Use of grade level content and standards&lt;br&gt;• Students are not progress monitored.</td>
</tr>
<tr>
<td>Tier II</td>
<td>• Based on the universal screener and language proficiency, the MTSS Data Team may determine that some EL students will qualify for Tier II intervention&lt;br&gt;• EL students determined to need Tier II must receive</td>
<td>• Skills-based reading or math intervention, based on the academic needs of the student (from multiple sources of data) as determined by the MTSS Data Team&lt;br&gt;• Intervention must be appropriate for the student’s</td>
</tr>
<tr>
<td>Tier III</td>
<td></td>
<td>Language Support</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>• Based on the universal screener and language proficiency, the MTSS Data Team may determine that a few EL students will qualify for Tier III intervention</td>
<td>• Entering, emerging, and some developing (ACCESS levels 1-3.4) EL students who need additional direct language instruction</td>
<td></td>
</tr>
<tr>
<td>• MTSS leadership or data team has determined lack of English is not the reason for academic difficulties.</td>
<td>• This is in addition to the EL services they receive at another time during the day.</td>
<td></td>
</tr>
<tr>
<td>• Students are progress monitored.</td>
<td>• If ACCESS composite scores are unavailable due to COVID-19, teachers may use the WIDA Speaking and Writing rubrics to identify students in need of additional direct language instruction.</td>
<td></td>
</tr>
<tr>
<td>• MTSS leadership or data team has determined lack of English is not the reason for academic difficulties.</td>
<td>• Academic language of core subjects</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Foundational literacy skills (Core Action 1) may be taught during this time as long as they are delivered through contextualized lessons, rather than in isolation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student language growth is measured using the WIDA Rubrics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Appropriate linguistic supports should be provided according to students’ English language proficiency level (reference the students’ ILPs).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are not progress monitored.</td>
</tr>
</tbody>
</table>
Special Education
Civil rights laws prohibit students from being placed in special education if their difficulty in school is primarily the result of culturally linguistic differences. Therefore, when an EL is referred for special needs assessment, care must be taken to ensure that: the student’s difficulties are not caused by lack of English skills alone; and difficulties with English, including pronunciation, are not being mistaken for a speech or language disorder. (English As a Second Language Manual, TN Department of Education, p. 15)

Assessing ELs for Special Needs
This section is copied from the English As a Second Language Manual, TN Department of Education, p. 15)

ELs may have special needs in addition to their low English proficiency. The civil rights laws prohibit students from being placed in special education if their difficulty in school is primarily the result of culturally linguistic differences. Therefore, when an EL is referred for special needs assessment, care must be taken to ensure that:

- the student’s difficulties are not caused by lack of English skills alone; and
- difficulties with English, including pronunciation, are not being mistaken for a speech or language disorder.

Members of the Individualized Education Program (IEP) team must understand the process of second language acquisition. Only after documenting problematic behaviors and eliminating extrinsic variables as causes of these problems should the possibility of the presence of a disability be considered. For example, behavior is not necessarily an indication of a disability but could be frustration from lack of language ability. For more information, see the (TDOE) department’s Special Education Framework, Component 2.4: Important Cultural Considerations for English Learners here.

Serving English Learners with an IEP
English Learners with an IEP have the right to both EL services and the services outlined in their IEP. Schools must provide EL services as outlined in the student’s ILP and Special Education services in the IEP. If the schools needs assistance in scheduling the services, they should reach out to the Office of English Learners.

This section below is copied from the English As a Second Language Manual, TN Department of Education, p. 15)

Once an EL has been determined to qualify for special education, ELs are served through an IEP. An ESL professional who understands the process of second language learning will serve on the IEP team, and IEP team members must understand the process of second language learning and the characteristics exhibited by ELs at each stage of language development in order to distinguish between language acquisition processes, interference, and other impairments. Parents must be informed of how the ESL program will meet their EL child’s IEP.

Points to Remember:
• Interference from an EL’s home language may cause him/her to be unable to discriminate or clearly produce English sounds. This is not necessarily a learning, speech, or hearing disorder.
• It generally takes ELs eighteen months to two years to develop conversational speech and five to seven years to develop proficiency in the academic language used in school.
• Oral fluency in English may not be an indication that an EL has the overall English language skills necessary for academic success. (This is also known as the basic interpersonal communicative skills – cognitive academic language proficiency (BICS-CALP) gap; the incorrect assumption that a student who is conversationally fluent is also academically fluent can lead to misclassifications.)
• All local assessments administered to an EL in English can be viewed as tests of English language proficiency, regardless of the content of the test.
• The culturally-based behavior of ELs must be distinguished from behavior indicative of special education needs.
• Parents and family members of an EL who may be eligible for special education or disability services have valuable information that can help in developing an appropriate plan for that student.
• Processing or testing for special education services may not be delayed beyond the period of adjustment often referred to as the silent period.

Assessing ELs for Intellectual Giftedness

This section below is copied from the English As a Second Language Manual, TN Department of Education, p. 16-17)

It is a violation of federal law to exclude students from gifted programs based on their limited English proficiency. The department charges districts to ensure that the abilities of students from traditionally underrepresented groups—including ELs—are accurately assessed. More information can be found in the Tennessee State Plan for the Education of Intellectually Gifted Students here.

Evaluating ELs for Gifted Programs

ELs can often be overlooked in the search for intellectually gifted students. If a district uses academic assessments to screen all students for intellectual giftedness, the scores of EL students should be compared with similar language peers rather native English-speaking peers.

Evaluating students for gifted programs should include the following:

assessment through a multi-modal identification process, wherein no singular mechanism, criterion, or cut-off score is used for determination of eligibility and

individual evaluation procedures that include appropriate use of instruments sensitive to cultural, linguistic, and environmental factors or sensory impairments.

It is necessary for districts to keep data on the number and percentage of NELB and native English speakers in gifted programs. The percentage of ELs in a gifted programs should be comparable to that of their non-EL peers in a district. For example, if 10 percent of a district is
identified as gifted, then 10 16 -- percent of ELs should be identified as gifted. Wide discrepancies between the two groups would indicate that the district needs to review its identification procedures for ELs.
**Extended Learning**

The **Office of English learners** offers a variety of extended programming opportunities for EL students to have a second exposure to strong literacy and language instruction. During extended programming, English learners participate in other enrichment opportunities, such as blended learning, library services, and field trips.

**English Learner Summer School**

The five-week long summer program is designed for English learners at the Entering and Emerging proficiency levels, including students with interrupted formal education. Students attend school every day, and instruction includes literacy and math. Students are provided with breakfast, lunch, and transportation.

<table>
<thead>
<tr>
<th><strong>Summer School Overview</strong></th>
<th><strong>Summer School Schedule</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1,100 students</td>
<td>• 5 weeks, 25 Instructional Days</td>
</tr>
<tr>
<td>• Literacy</td>
<td>• Monday-Friday</td>
</tr>
<tr>
<td>• Math</td>
<td>• 8:30-1:00</td>
</tr>
<tr>
<td>• Wellness</td>
<td></td>
</tr>
<tr>
<td>• SEL</td>
<td></td>
</tr>
<tr>
<td>• Breakfast and lunch</td>
<td></td>
</tr>
<tr>
<td>• Transportation</td>
<td></td>
</tr>
<tr>
<td>• Field Trips</td>
<td></td>
</tr>
</tbody>
</table>

**Reading Club: Afterschool programs for ELs**

EL Reading Club in Metro Nashville Public Schools is an afterschool program which gives active English Learners an opportunity to receive additional language & literacy instruction and/or course credit(s).

<table>
<thead>
<tr>
<th><strong>Reading Club Overview</strong></th>
<th><strong>Components of Reading Club</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 20 weeks during the school year</td>
<td>• Culturally Responsive Instruction</td>
</tr>
<tr>
<td>• 2 or 3 days a week</td>
<td>• Social-Emotional Learning</td>
</tr>
<tr>
<td>• Bi-monthly school-based data driven Professional Learning Community</td>
<td>• Family &amp; Community Engagement</td>
</tr>
<tr>
<td>• Students receive supper and transportation</td>
<td>• Data-driven small groups</td>
</tr>
<tr>
<td>• 45 to 60 students per site</td>
<td>• High Quality Planning</td>
</tr>
</tbody>
</table>

For questions about extended learning programs offered by the Office of English Learners, email elooffice@mnps.org.
Language and Literacy Software for English Learners

Imagine Learning

*Imagine Learning* offers a strategic, research-based curriculum that meets students at their own level. With *Imagine Language & Literacy*, every child receives explicit, targeted instruction within an individualized learning path that continually adjusts to their needs. Over 4,100 learning activities teach critical language and literacy concepts such as basic vocabulary, academic language, grammar, listening comprehension, phonological awareness, phonics, and fluency. Instruction within *Imagine Learning* is differentiated, standards-aligned, rigorous, and effective.

Achieve3000

Based on scientific research, Achieve3000 patented online methodology for differentiated instruction provides engaging, nonfiction content that supports core curriculum, Response to Intervention, English language learning, special education, adult learning, workforce readiness, and other instructional models. Featuring comprehensive English and Spanish language support and extra scaffolding for struggling readers, these are aligned with the Common Core State Standards for English language arts as well as state standards for literacy and the content areas. As a supplement to core instruction, the program reaches students at their precise Lexile® reading levels to deliver significant reading gains. English learners in grades 5-12 participate in Achieve3000®’s Level Set to measure reading comprehension of nonfiction text in English. During personalized learning time, student Lexile® levels may be used to guide instruction that aligns with students’ needs.
### English Learner 2020-2021 Professional Development Pathways

*All sessions will occur virtually through Schoology.*

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Administrators/ Counselors</th>
<th>EL Teachers</th>
<th>Content Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choose 1:</strong></td>
<td>Administrators/Counselors will complete 4 out of the 5 offerings by the end of the year.</td>
<td>This pathway is designed for teachers providing EL services.</td>
<td>This pathway is designed for content/classroom teachers who work with English Learners.</td>
</tr>
<tr>
<td></td>
<td>- EL Policy 101</td>
<td>- Collaboration and Co-Teaching for Diverse Populations (if applicable)</td>
<td>- Collaboration and Co-Teaching for Diverse Populations (if applicable)</td>
</tr>
<tr>
<td></td>
<td>- MTSS for ELs</td>
<td>- Ellevation 101</td>
<td>- Ellevation 101</td>
</tr>
<tr>
<td><strong>Quarter 2</strong></td>
<td><strong>Choose 1:</strong></td>
<td><strong>Choose 1:</strong></td>
<td><strong>Choose 1:</strong></td>
</tr>
<tr>
<td>(Oct/Nov/Dec)</td>
<td>- Ellevation 101</td>
<td>- MTSS for ELs</td>
<td>- MTSS for ELs</td>
</tr>
<tr>
<td></td>
<td>- EL Policy 101</td>
<td>- Academic Conversations (Foundations)</td>
<td>- Trauma-Informed Practices for ELs</td>
</tr>
<tr>
<td></td>
<td>- MTSS for ELs</td>
<td>- Learning, Language, and Literacy: Practice and Application of the 3Ls Framework</td>
<td>- Engaging Families through Culturally Responsive Instruction</td>
</tr>
<tr>
<td></td>
<td>- Trauma-Informed Practices for ELs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Engaging Families through Culturally Responsive Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quarter 3</strong></td>
<td><strong>Choose 1:</strong></td>
<td><strong>Choose 1:</strong></td>
<td><strong>Choose 1:</strong></td>
</tr>
<tr>
<td>(Jan/Feb/Mar)</td>
<td>- Ellevation 101</td>
<td>- Academic Conversations (Practice &amp; Application)</td>
<td>- Academic Conversations (Foundations)</td>
</tr>
<tr>
<td></td>
<td>- MTSS for ELs</td>
<td>- Engaging Families through Culturally Responsive Instruction</td>
<td>- SIOP</td>
</tr>
<tr>
<td></td>
<td>- Trauma-Informed Practices for ELs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Engaging Families through Culturally Responsive Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quarter 4</strong></td>
<td><strong>Choose 1:</strong></td>
<td><strong>Choose 1:</strong></td>
<td><strong>Choose 1:</strong></td>
</tr>
<tr>
<td>(Mar/Apr/May)</td>
<td>- Ellevation 101</td>
<td>- Ellevation 201</td>
<td>- Academic Conversations (Practice &amp; Application)</td>
</tr>
<tr>
<td></td>
<td>- EL Policy 101</td>
<td></td>
<td>- EL Policy 101</td>
</tr>
<tr>
<td></td>
<td>- MTSS for ELs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Trauma-Informed Practices for ELs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EL Endorsement Opportunities and Higher Education Discounts

MNPS is proud to partner with a variety of higher education universities to provide all employees with educational opportunities for teachers interested in an EL endorsement.

Visit the MNPS Employee Sharepoint:

https://k12mnps.sharepoint.com/sites/knowledge/Pages/Opportunities-%26-Discounts.aspx?CT=1596826285912&OR=OWA-NT&CID=b4784c1a-8286-fcb3-7e9a-44bc4da2ba6f
English Learners

Data, Infinite Campus, & Reporting
EL Reports in Data Warehouse

1. Go to http://datawarehouse.mnps.org/Reports/Pages/Folder.aspx

2. Locate the LEP Folder and click on it.

3. Reports found in the LEP Folder:
   a. ACCESS Two Year Comparison
   b. ELL Proficiency by Primary Language
   c. ELL W-APT-ACCESS Proficiency Student List
   d. NELB Assessment Summary
   e. NELB Profile
   f. NELB Student List

4. Purpose of each report:
   a. **ACCESS Two Year Comparison**: compares growth data for ACCESS over a two year period for English learners
   b. **EL Individual Learning Plans** (ILPs): a document that describes the academic and language needs of, and goals for, an English learner (EL). An ILP details the strategies, accommodations, and goals to be implemented daily in the classroom in order to help ELs be successful.
   c. **ELL Proficiency by Primary Language**: shows the latest data on number of students in each proficiency level; gives a percentage of students in each proficiency level; provides a list of students in each proficiency level; provides a list of students by primary language; and provides a list of students who have been in EL a certain number of years
   d. **ELL W-APT-ACCESS Proficiency Student List**: overall list of students in each proficiency level based on W-APT or ACCESS scores for previous year (this report only gives the overall PL – be careful – we must use the literacy and overall score for Exiting criteria)
   e. **NELB Assessment Summary**: provides an overall summary of assessments given to students who are NELB
   f. **NELB Profile**: GO TO REPORT; provides and overall summary of school based on primary language, country of birth, refugee and immigrant status, and the number of ELL/LEP counts at the school
   g. **NELB Student List**: provides a list of all NELB students in your school and their status based on previous year’s English language assessment (W-APT/ACCESS)
How to Create a Grade Report from IC for Failing Elementary (K-4) EL Transitional and Waived Students

♦ Student grades can be accessed in Ellevation.
♦ If grades are not available in Ellevation, the directions below provide steps to generate grade reports.

1. Make sure you are on the INDEX tab in IC
2. Select AD HOC REPORTING
3. Select DATA VIEWER
4. Select NEW
5. Select Create New – Report; Report Focus - Student
6. Name the report – Elementary LEP Failures
7. District 190#, Student First and Last Name will already be visible.
8. In SEARCH box, type
   a. Program Status (click on + sign until you find the term and then double-click on term)
   b. Course Name (click on + sign until you find the term and then double-click on term)
   c. Progress Score (click on + sign until you find the term and then double-click on term)
   d. Term Name (click on + sign until you find the term and then double-click on term)
9. Select Add New FILTER at the top
   a. Program Status, Drop down box =, Type LEP
   b. Program Score, Drop down box IN, Type D,F,N,P,U
10. Click SAVE
11. Click BACK TO REPORTS
12. Select report name
13. Choose how to generate
14. Generate REPORT
15. Return to Data Viewer each quarter to pull the failure report
How to Create a Grade Report from IC for Failing Secondary (5-12)
EL Transitional and Waived Students

♦ Student grades can be accessed in Ellevation.
♦ If grades are not available in Ellevation, the directions below provide steps to generate grade reports.

1. Make sure you are on the INDEX tab in IC
2. Select AD HOC REPORTING
3. Select DATA VIEWER
4. Select NEW
5. Select Create New – Report; Report Focus - Student
6. Name the report – Secondary LEP Failures
7. District 190#, Student First and Last Name will already be visible.
8. In SEARCH box, type
   a. Program Status (click on + sign until you find the term and then double-click on term)
   b. Course Name (click on + sign until you find the term and then double-click on term)
   c. Progress Score (click on + sign until you find the term and then double-click on term)
   d. Term Name (click on + sign until you find the term and then double-click on term)
9. Select Add New FILTER at the top
   a. Program Status, Drop down box =, Type LEP
   b. Program Score, Drop down box BETWEEN, Type 74 and 5
10. Click SAVE
11. Click BACK TO REPORTS
12. Select report name
13. Choose how to generate
14. Generate REPORT
15. Return to Data Viewer each quarter to pull the failure report
How to Create an Eligible for ACCESS Report in Infinite Campus

Step 1: Log into Infinite Campus
https://campus.mnps.org/campus/nashville.jsp?status=logoff&lang=en

Step 2: Make sure you are in the Tools portion of Infinite Campus.

Step 3:
- Click on the Index tab
- Click on Ad Hoc Reporting
- Click on Data Viewer

Step 4: Click NEW

Step 5:
- Under Create Name choose REPORT
- Under Report Focus choose STUDENT
- Click OK

Step 6: Name the report - Eligible for ACCESS Report

Step 7:
- First, you only have space in the report for 10 column headers, so you will need to click the down arrow on the columns you will not use for this report and click Remove Column.

- In Search box – search these terms one by one (click on the + for the first category until you find the term); you will have to click Search
  Legal Last Name
  Legal First Name
  Legal Middle Name
  Grade
  Student Number
  State ID
  Birthdate
  Native Language
  Program Status
  Local EL Status

- Click on term and drag and drop to the right and drop into a column.

- Continue the process above for all terms. The order you drop them in the report will be how it populates. So, keep them in the above order.
Step 8:

- At the top in Filtering – click ADD New Filter
- In Drop Down box – click – Program Status
- In Operator drop down box - click =
- In Value drop down box – type in LEP

Step 9:

- Click SAVE
- Click Back to Reports

Step 10: The report will appear in My Reports section.

Step 11: Click on the report and determine how you will generate your report (PDF, CSV).

To print the updated report, you will return to Data Viewer in Ad Hoc Reporting. This report needs to be printed weekly during testing.
Translation Services Request Guide

Submit requests for interpreters and written translations when ...

- the school does not have an assigned translator for the language needed.
- the assigned interpreter is absent from work or not available.
- the requested time is outside of school hours. Submit your requests through the “Request an Interpreter” link (see below).
- the document to be translated is a legal document, Exceptional Education form or report, or a district-wide document.

Time Sensitive Calls to Parents: Please call our office at 615-259-3282 (Ext. 858091, 858303 or 858019). We will be glad to assist you with your emergency call to a parent, such as an illness, injury or serious behavior issue or incident, etc.

Non-Urgent Parent Phone Calls – Please email your request details, language needed and contact information (names & numbers) to translation@mnps.org.

Translation of Documents – Email your requests with advance notice of 5 business days to translation@mnps.org. Send original, modifiable documents in electronic format (no pdf) and please indicate the date by which your translation is needed. You may request multiple languages of a document in one request.

Requests for Interpreters for Meetings or Events – Submit requests through the “Request an Interpreter” link on our website 5 days in advance for events during school hours and with a 7 day advance notice for events outside of school hours. A separate request is needed for each language.

The following steps will take you to the "Request an Interpreter" link:
Go to the MNPS homepage. In the menu bar at the top, click on the “Academics” tab. Then click “Academic Programs” and then “English Learners”. You will find the “Request an Interpreter” link on the left side of the English Learner department’s homepage.

Interpretation Services by Phone
When you have an emergency or an urgent situation and there is no interpreter to assist you, please use our phone interpretation resource. The service we utilize is Stratus – Formerly OPI Services (Optimal Phone Interpretation). To reach this service call 1-877-746-4674 and use the code 7491.

Please work with the MNPS translation team as your first line of service before using the phone interpretation service.

Please email inquiries to...

- translation@mnps.org for written translations.
- interpreter@mnps.org for interpreter requests.

Contact Translation Services at 615-259-3282 Extensions 858091, 858303 or 858019
Best Practices with an Interpreter

Before the meeting:

- Request the interpreter in advance. See guidelines below.
- Confirm the language the family speaks.
- Confirm the parent’s attendance through the interpreter.
- Schedule extra time for the meeting to allow interpretation to occur.
- Brief the interpreter on the meeting and its details.

During the meeting:

- Introduce yourself and the interpreter in the native language, if possible.
- Describe your roles and clarify expectations.
- Address the parents directly, not the interpreter.
- Use short, concise sentences, pausing frequently to allow for interpretation.
- Only one person should speak at a time; avoid having side conversations.
- Be aware of your register, pace, and body language.
- Provide written materials in the family’s native language.

Translation (written)

translation@mnps.org

Request 5 business days in advance.

2+ pages request 7-10 business days in advance.

Interpretation (spoken)

http://www.mnps.org/request-an-interpreter

School hours: Request 5 days in advance
After school hours: Request 7-10 days in advance

In case of emergency, call (615) 259-3282 x 858019, x858091, or x858303 during office hours.

After hours, call STRATUS 1 (877) 746-4674 #7491 (see next page)
Using Stratus to Communicate with Limited English Speakers

*Use in urgent cases only. Please, always work with the MNPS translation team as your first line of service before using the phone interpretation service. If you have any questions, please contact Translation Services @ 615-259-3282 ext. 858091*

**BEFORE I CALL**
- Contact Translation Services at 615-259-3282 ext. 858091 to make sure MNPS cannot provide the service.
- Know the language that is needed.
- Be prepared to brief the interpreter about the nature of the call before he/she speaks to your Limited English Speaker.
- If you already have a Non-English Speaker on the phone, make a conference call to STRATUS.
- If you need assistance with contacting a non-English speaking parent, provide the operator with a dial out number and she will make a 3-way conference call.
- If there is no answer, be prepared to provide the operator with a message you wish to leave.

**HOW DO I MAKE A CALL TO STRATUS**
Dial **1-877-746-4674** and be prepared to provide the following:
- the language you need
- where you are calling from: Metro Nashville Public Schools (Account #7491)
- name of school
- your name
- student’s name

**DURING THE CALL**
- Speak in short phrases or sentences.
- Check for understanding from your Limited English Speaker throughout the call. If needed, rephrase the questions or statements until understood.
- When working with the interpreter, do not give and/or ask too much information at one time.
- Ask questions in the first person. Avoid asking questions to the interpreter such as, "Can you find out when he arrived?" Instead, ask the Limited English Speaker, "When did you arrive?"
- Make sure to pause to allow the interpreter time to translate and the Limited English Speaker time to respond.

**ENDING THE CALL**

Before ending the conversation, ensure that both your Limited English Speaker and the interpreter know that the session is about to end. You might ask the parent if he/she has any questions.
## Resources for Families

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult English Classes</td>
<td>This website lists all ESL classes in Davidson County. Filter search by level, cost, and location. Also, provides information about citizenship classes.</td>
<td><a href="http://www.pathwayfornewamericans.org">www.pathwayfornewamericans.org</a></td>
</tr>
</tbody>
</table>
| Catholic Charities of Tennessee               | Catholic Charities provides resettlement, school liaison services, coping skills programs & afterschool, summer and mentoring program for refugee youth. Staff is available to provide trainings related to the basics of refugee resettlement and trauma-informed care with refugee youth. | Jennifer Escue  
Refugee Youth & Elders Services  
615-760-2784  
jescue@cctenn.org |
| Family Resource Centers                       | Each FRC is a partnership of health and social service providers, residents, schools, businesses and faith-based organizations, to provide food, clothing and adult classes.                                      | FRCs are located at various schools. For locations, visit: [www.mnps.org/family-resource-centers/](http://www.mnps.org/family-resource-centers/) |
| H.E.R.O.                                      | Metro Schools offers several services to families in transitional housing, including transportation, medical services, and tutoring.                                                                 | Catherine Knowles  
615-259-8729  
[Catherine.knowles@mnps.org](mailto:Catherine.knowles@mnps.org)  
[www.mnps.org/homeless-family-resources/](http://www.mnps.org/homeless-family-resources/) |
| Hispanic Family Foundation (HFF)             | HFF is dedicated to improving the quality of life for Hispanic families in Middle Tennessee.                                                                                                                    | [https://hispanicfamilyfoundation.com/](https://hispanicfamilyfoundation.com/)  
615-562-2222 |
<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
<th>Contact Information</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Hotline</td>
<td>Homework Hotline offers FREE tutoring to all K-12 TN students in all core subjects including math, science, ELA, social studies, and more. Tutoring is offered in English, Spanish, Arabic, Hindi, Farsi, Swahili, and Mandarin. Students may text photos of assignments, join an online whiteboard, or email an essay to work with teachers digitally in real-time.</td>
<td>Mon-Thurs 4-8 pm*&lt;br&gt;615-298-6636&lt;br&gt;www.homeworkhotline.com&lt;br&gt;IG/FB: @homeworkhotlinetn&lt;br&gt;Twitter: @homeworkhelp4tn</td>
<td>*If schools change hours, Hotline may also adjust hours. Please follow us.</td>
</tr>
<tr>
<td>Legal Aid Clinics</td>
<td>Families may receive free legal, non-criminal advice from lawyers of the Legal Aid Society of Tennessee, every third Saturday of the month at the EL Office</td>
<td>Ruben de Pena&lt;br&gt;615-259-3282 x858256&lt;br&gt;<a href="mailto:ruben.depena@mnps.org">ruben.depena@mnps.org</a></td>
<td></td>
</tr>
<tr>
<td>Loving and Learning Family Literacy Workshops Nashville Public Library</td>
<td>Specifically designed to support parents, these workshops discuss how to develop early literacy skills in the home. Program currently not meeting in person due to Covid19.</td>
<td>Klem-Mari Cajigas&lt;br&gt;615-862-5804 x 73615&lt;br&gt;<a href="mailto:Klem-Mari.cajigas@nashville.gov">Klem-Mari.cajigas@nashville.gov</a></td>
<td></td>
</tr>
<tr>
<td>Nashville Helps</td>
<td>Nashville Helps is a team of nonprofit organizations, educators, and other social service providers in the Nashville area that can help connect adults to the resources they need</td>
<td><a href="http://www.nashvillehelps.com">www.nashvillehelps.com</a></td>
<td></td>
</tr>
<tr>
<td>Nashville International Center for Empowerment (NICE)</td>
<td>&quot;NICE provides in-class SIFE support, EL afterschool programming, Cultural Exchanges, Refugee 101 and Trauma 101 trainings for school staff. MNPS Liaisons</td>
<td>Brandon J. White&lt;br&gt;Education Program Manager&lt;br&gt;<a href="mailto:Brandon@empowernashville.org">Brandon@empowernashville.org</a></td>
<td></td>
</tr>
</tbody>
</table>
| Parents as Partners  
*Conexión Américas* | act as a bridge between refugee families and schools. |
|---|---|
| During this 6 to 9 week series, *Conexión Américas* and a team of Latino parent volunteers deliver workshops that aim to forge a working relationship between Latino parents and schools, to ultimately improve children’s academic achievement. | Maria Zapata  
615-835-2518  
[maria@conexionamericas.org](mailto:maria@conexionamericas.org)  
[https://www.conexionamericas.org](https://www.conexionamericas.org) |
| **MNPS Shows in Spanish**  
Traditional Radio Stations and Online Stations | **MNPS Shows in Spanish**  
Traditional Radio Stations and Online Stations |
| Families can tune in or live stream to hear district updates in Spanish. Contact Rubén de Peña to have school updates broadcast. | ACTIVA 1240/105.1: 1st & 3rd Wednesday 11-11:30am  
[https://www.facebook.com/lanuevaactivanashville](https://www.facebook.com/lanuevaactivanashville)  
EL JEFE 96.7/105.3/810: 1st & 3rd Monday 1-1:30pm  
[https://www.facebook.com/ELJEFEFM](https://www.facebook.com/ELJEFEFM)  
LA RANCHERA 880: Every 2nd and 4th Tuesday 11-11:30 am  
[https://www.facebook.com/LaRanchera880](https://www.facebook.com/LaRanchera880)  
NASHVILLE NOTICIAS: Mondays, 4:30-5:00 pm  
[https://www.facebook.com/nashvillenoticias](https://www.facebook.com/nashvillenoticias)  
RADIO LUZ Nashville: Fridays 12-1 pm  
[https://www.facebook.com/radioluznashville](https://www.facebook.com/radioluznashville) |
| **Siloam Health Center** | Siloam serves Nashville’s uninsured, underserved, and culturally marginalized. Their patients and clients come from over 80 homelands and speak more than 70 languages. |
| | [https://siloamhealth.org/](https://siloamhealth.org/) |
| Where to Turn in Nashville | This website has a database of nonprofits that provide resources to those in need. It is organized by categories, including food, shelter and medical services. | www.wttin.org |
### EL Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Academic English</td>
<td>The English language ability required for academic achievement in context-reduced situations, such as classroom lectures and textbook reading assignments. This is sometimes referred to as Cognitive/Academic Language Proficiency (CALP).</td>
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<tr>
<td>ACCESS</td>
<td>As a member of the WIDA Consortium we will be using the ACCESS (Assessing Comprehension and Communication in English State-to-State) for ELLs as the English language proficiency assessment given annually to students in kindergarten through grade twelve who have been identified as English language learners (ELLs).</td>
</tr>
<tr>
<td>Accommodation (for English Language Learners)</td>
<td>Adapting language (spoken or written) to make it more understandable to second language learners. In assessment, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment (Baker, 2000; Rivera &amp; Stansfield, 2000).</td>
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<tr>
<td>Affective filter</td>
<td>The affective filter is a metaphor that describes a learner's attitudes that affect the relative success of second language acquisition. Negative feelings such as lack of motivation, lack of self-confidence and learning anxiety act as filters that hinder and obstruct language learning. This term is associated with linguist Stephen Krashen's Monitor Model of second language learning.</td>
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<tr>
<td>Basic Interpersonal Communication Skills (BICS)</td>
<td>It is often referred to as &quot;playground English&quot; or &quot;survival English.&quot; It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context called context-embedded language. BICS is part of a theory of language proficiency developed by Jim Cummins, which distinguishes this conversational form of language from CALP (Cognitive Academic Language Proficiency). BICS, which is highly contextualized and often accompanied by gestures, is cognitively undemanding and relies on context to aid understanding. BICS is much more easily and quickly acquired than CALP, but is not sufficient to meet the cognitive and linguistic demands of an academic classroom.</td>
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<tr>
<td>Cognates</td>
<td>Words in different languages related to the same root, e.g. education (English) and educación (Spanish).</td>
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<tr>
<td>Cognitive/Academic Language Proficiency (CALP)</td>
<td>The language ability required for academic achievement in a context-reduced environment. Examples of context-reduced environments include classroom lectures and textbook reading assignments, where there are few environmental cues (facial expressions, gestures) that help students understand the content. CALP is part of a theory of language developed by Jim Cummins, and is distinguished from Basic Interpersonal Communication Skills (BICS).</td>
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<tr>
<td>Content area</td>
<td>Academic subjects like math, science, English/language arts, reading, and social sciences. Language proficiency may affect these areas, but is not included as a content area.</td>
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<tr>
<td>&quot;Dear Colleague” Letter</td>
<td>Guidance released by the US Department of Justice Office of Civil Rights (OCR) on January 7, 2015 regarding legal obligations under Title VI of the Civil Rights Act of 1964. See:</td>
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<tr>
<td><strong>English language development (ELD)</strong></td>
<td>The language acquisition process as fluid, flexible, and ongoing.</td>
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<td><strong>English Language Learner (EL)</strong></td>
<td>Students whose first language is not English and who are in the process of learning English.</td>
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<tr>
<td><strong>English Language proficiency levels</strong></td>
<td>There are 6 ELP levels (entering, emerging, developing, expanding, bridging, and reaching). Levels are more specific (degree of the level based on the decimal point) – makes instructional connections with the Can Do Descriptors. WIDA considers students PROFICIENT at Reaching. Tennessee has set PROFICIENT at Expanding – Overall 4.4 and Literacy 4.2. Use the ELP levels to help make EL service model decisions.</td>
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<tr>
<td><strong>Exit criteria</strong></td>
<td>A set of guidelines for ending special services for English language learners and placing them in mainstream, English-only classes as fluent English speakers. This is usually based on a combination of performance on an English language proficiency test, grades, standardized test scores, and teacher recommendations. In some cases, this reclassification of students may be based on the amount of time they have been in special programs. Students who have met the State’s criteria for English proficiency and moved to transitional monitoring.</td>
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<tr>
<td><strong>ILP (Individualized Learning Plan)</strong></td>
<td>All ELs will be required to have Individualized Learning Plans and growth trajectories for English proficiency. An Individualized Learning Plan (ILP) is a document that describes the academic and language needs of, and goals for, an EL. It is created by EL teachers in collaboration with other teachers, leaders, counselors, parents, and/or the student. The purpose of developing ILPs for ELs is to ensure all students are being served and on track to meet the linguistic and academic expectations each year.</td>
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<tr>
<td><strong>L1/L2</strong></td>
<td>These are abbreviations for first language and second language often used by linguists and others who work with languages. They can easily be confused with language proficiency levels, but instead refer to which language a speaker acquired first, second, and so on.</td>
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<tr>
<td><strong>Language domains</strong></td>
<td>The areas of language proficiency—listening, speaking, reading and writing.</td>
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<tr>
<td><strong>Limited English Proficient (LEP)</strong></td>
<td>The term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. English learner (EL) is used in place of LEP.</td>
</tr>
<tr>
<td><strong>English Language Proficiency (ELP)</strong></td>
<td>A student’s current level in the language acquisition process at a particular point in time. Levels 1-6 are still referred to as “proficiency levels”.</td>
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<tr>
<td><strong>Long-term English language learner (LTEL)</strong></td>
<td>A student who has been enrolled in U.S. schools for more than six years but continues to struggle academically due to limited English proficiency.</td>
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<tr>
<td><strong>Model performance indicators (MPI)</strong></td>
<td>Sample kernel ideas or concepts composed of language functions, content, and supports that exemplify the language proficiency levels of the language proficiency standards.</td>
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<tr>
<td><strong>MPI Strand</strong></td>
<td>The series of model performance indicators from language proficiency level 1, <em>Entering</em>, through level 5, <em>Bridging</em>, within a grade level cluster and language domain.</td>
</tr>
<tr>
<td><strong>Native language</strong></td>
<td>The first language a person acquires in life, or identifies with as a member of an ethnic group. This term variably means (a) the language learned from</td>
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**Email us** [ELOffice@mnps.org](mailto:ELOffice@mnps.org)  
**Twitter** [@MNPS_EL](https://twitter.com/MNPS_EL)  
**Schoology Group** 4FBP-D4G6-PPDRG
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<td>the mother</td>
<td>(b) the first language learned, (c) the native language of an area or country, (d) the stronger (or dominant) language at any time of life, (e) the language used most by a person, (f) the language toward which the person has the more positive attitude and affection (Baker, 2000). Also referred to &quot;home language&quot;.</td>
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<tr>
<td>NELB</td>
<td>Students who speak a first language other than English and have tested proficient on the Tennessee English Language Placement Assessment (W-APT) or WIDA Screener.</td>
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<tr>
<td>Opt-Out</td>
<td>Parents who choose to no longer accept ELD service for students currently receiving ELD services.</td>
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<tr>
<td>Recently Arrived English Learners (RAELs)</td>
<td>Recently arrived ELs refer to English Learner students enrolled for less than 12 months in U.S. schools. In year one, RAELs would participate in state assessments, and those results would be excluded from accountability. In year two, RAELs will participate in state assessments, and those results will be included only in the TVAAS growth metric for accountability. Results for all ELs in year three and beyond would be included in both achievement and growth metrics for accountability. The department will continue to work with researchers and stakeholders to determine potential hybrid options for assessing RAELs.</td>
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<tr>
<td>Refused/Waived</td>
<td>Parents who refuse services for qualifying English learners at the time of registration.</td>
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<tr>
<td>T1/T2/T3/T4</td>
<td>First Year/Second Year/Third Year/Fourth Year of Transitional Monitoring. Students being monitored quarterly by the school counselor in their first/second/third/fourth year after exiting EL services.</td>
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<tr>
<td>W-APT</td>
<td>WIDA-Access Placement Test (W-APT) is the placement test given to Kindergarten students and used to identify and place students in program support.</td>
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<tr>
<td>WIDA</td>
<td>The WIDA Consortium is a non-profit cooperative group whose purpose is to develop standards and assessments that meet and exceed the goals of No Child Left Behind (NCLB) and promote educational equity for English language learners (ELLs). Through standards, assessments, research, and professional development, WIDA provides meaningful tools and information to educators working with ELLs that are anchored in research-based practices for serving these diverse learners.</td>
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<tr>
<td>WIDA Screener</td>
<td>The initial placement test given to students at Grades 1-12, and used to identify and place students in program support (beginning Fall, 2017).</td>
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