English Language Learners Program Handbook

It is the policy of the Wagner School District to not discriminate against English Language Learners (ELs). According to the Equal Educational Opportunities Act (1974), this district must make an effort to do whatever is educationally appropriate to address the English and educational needs of ELs so that they can compete with their same-age English background peers. Qualifying students will be identified and placed in programs and services in accordance with statutory guidelines. Wagner School District will strive to provide a linguistically, culturally, and academically rich learning environment. It is the practice of Wagner School District to comply with all federal and state laws prohibiting discrimination against students on the basis of all civil rights categories.

Following are the components of the equal access policy for the ELs in the Wagner School District.

**Identification**

A Home Language Survey (Appendix A) is included in all students’ (K-12) registration packets. The Home Language Survey alerts staff to students who may need EL services. Mainstream teachers or other staff may also alert the School Counselor/Fed Programs Coordinator and administration to a potential need.

Potential students are given the grade-appropriate WIDA Access Placement Test (WAPT) by a trained instructor. These assessments are administered within 30 days of the beginning of the school year or within two weeks for students admitted during the year.

Identified EL students are served or monitored according to Wagner School District guidelines.

Parent Notification Forms (Appendix B) are given to parents following identification. This form informs parents of their students’ English Language Proficiency (ELP) level and whether EL services will be provided.

Parents may refuse services by writing a letter to the school. The student will continue to be assessed for ELP yearly until he/she is exited from the program.

The Home Language Survey, WAPT results, Parent Notification and parent letters are placed in the student’s cumulative file.

**Placement**

ELs are placed in grades that are age appropriate. Elementary and middle school students are never placed in grade levels that are more than one year below their chronological ages. The following factors will be considered when making grade placements: the student’s

* chronological age
* educational background
* ELP level
* academic performance
* number of credits previously earned

**Assessment**

In addition to the one-time placement test, the Assessing Comprehension & Communication in English State to State (ACCESS) assessment is administered to each EL every year. Trained staff administer ACCESS during the state-approved window (an approximate five-week window in February and March).

ACCESS results are used to inform class placement, monitor individual progress, and evaluate effectiveness of service.

Federal and state regulations and guidelines regarding AYP (Adequate Yearly Progress) and AMAOs (Annual Measurable Achievement Objectives) are implemented.

**Exit**

Wagner School District recognizes research findings that the acquisition of a second language for academic proficiency can take from four to 10 years under optimal conditions.

Students are exited from the EL program when they have reached a composite score of 4.7 or higher on the ACCESS, with at least 4.5 in reading and 4.1 in writing. State test scores, grades, and team (mainstream teachers, principal, EL director, and other staff) decision are also considered in the decision-making process.

Exited students are monitored for academic success for two years. (Monitoring Form: Appendix C)

Exited students experiencing academic difficulty due to lack of language proficiency may reenter the EL program.

**Language Acquisition Plan (LAP)**

Plans for services, or Language Acquisition Plans (LAPs) (Appendix D) are written for each EL and updated annually.

Plans are distributed to parents and regular education teachers. They are also placed in the cumulative files. Goals and modifications are written by the EL case manager or classroom teacher and agreed upon by the team.

LAPs include programs and strategies for improving English language proficiency (speaking, reading, listening and writing) and academic achievement in core subjects. Goals are based on ELP and core subject standards.

The individual student’s time allotment for structured language support will be determined by the team.

In addition to the EL program services, ELs will receive accommodations in the mainstream classrooms according to their needs. These are addressed in the LAP.

Team members maintain a close collaborative relationship to work toward students’ academic and language success.

**Core Program**

* All instruction is in English.
* The EL component of the reading/language arts core program is used.
* District ELs may also be served by other programs and services such as Title I and Special Education.
* EL student involvement in other programs does not replace EL services.

EL instruction supplements, rather than supplants, classroom instruction.

**Staff**

Teachers and paraprofessionals are fluent in oral and written English.

**Professional Development**

District teachers of EL students are in frequent contact and discuss departmental concerns.

Professional development opportunities are offered by the state of South Dakota and are available to all teachers of EL students.

**Parent Involvement**

Wagner School District staff works together with parents at bi-annual parent-teacher conferences to discuss issues and concerns.

Teachers of EL students collaborate to encourage attendance at family events.

**Evaluation of Program**

The School Counselors, Fed Programs Coordinator, and the district superintendent meet annually to discuss students’ progress. AYP and AMAO goals are also monitored.

Teachers make and evaluate their individual SLOs. The department teachers and staff make ongoing suggestions for improvement to the program. These are evaluated and implemented as needed.

ACCESS results are monitored and compared from year to year.

**Appendix**

**Form A: Home Language Survey**

**HOME LANGUAGE SURVEY**

**ENGLISH VERSION**

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Last Name First Name

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_ Grade Level: \_\_\_\_\_\_\_

Directions to Parents and Guardians:  
  
The Federal Government has legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

1. Which language did your child learn when he/she first began to talk?

English\_\_\_\_\_\_ Other\_\_\_\_\_\_\_\_\_ (if other, please name\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

1. Which language does your child most frequently speak at home?

English\_\_\_\_\_\_ Other\_\_\_\_\_\_\_\_\_ (if other, please name\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

1. Which language do you (the parents or guardians) most frequently use when speaking to your child?

English\_\_\_\_\_\_ Other\_\_\_\_\_\_\_\_\_ (if other, please name\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

**If you have marked languages other than English, the school must contact you within 30 days to arrange for mandatory testing for your child.**

Please sign and date this form in the spaces provided below, then return this form to the office. Thank you for your cooperation.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of parent/ Printed name Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cell phone number

**Form B: Parent Notification Letter**

September 29, 2016

Dear Parent/Guardian of **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**:

Your child is a newly enrolled student in our English Language Acquisition Program. All students are screened to determine their English language proficiency level and English language needs. This letter is to notify you that your child is eligible for English language services. Your child’s English language proficiency was assessed with the WIDA-ACCESS Placement Test/K W-APT™, and his/her overall score on the placement assessment was **\_\_\_\_\_\_\_\_**   
  
The Title III program provides supplemental assistance to students whose primary language in the home is other than English and who need help in meeting South Dakota’s academic standards. The Title III Program supports the use of best practices for language acquisition and sound educational strategies for meeting the individual needs of students. The program of services for your child is based on his/her English language proficiency as well as current academic achievement. These services may include the use of personalized instructional materials, local and state testing administered with accommodations as needed, sheltered, mainstreamed, one to one, or small group instruction with a classroom teacher, support teacher or an educational technician; or a pullout program. These programs are designed to help students learn English and meet the academic requirements. We believe that this is the best option to meet your child’s instructional needs and promote academic success in school.  
  
Eligibility for English language acquisition services is based on your child’s English language assessment results. To meet the State’s definition of proficiency and exit from the program, a child must score 4.5 in reading, 4.1 in writing, and have a composite score of 4.7 on the ACCESS for ELs® assessment. The student will then be reclassified from limited English proficient to full English proficient.  
  
You may request changes to your child’s English language acquisition services by sending a letter indicating your desire to the school. If you refuse direct English acquisition services for your child, his/her English language acquisition will then be serviced through the general instructional program for students who are fluent in English. If you have any questions, please contact me.

Sincerely,

Lori Bouza

Federal Programs Coordinator at Wagner Community School

[Lori.Bouza@k12.sd.us](mailto:jessica.jans@k12.sd.us)

**Form C: Two-Year Monitoring Form**

**Monitoring Worksheet for Exited (Former) ELL Students**

**Student Name: ­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ELL Program ExitDate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Monitor Year 1: School year 20\_\_\_\_School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_**

**Complete the following for items in which the student participates:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AIMSWeb or DIBELS** | | **NWEA** | | **SBAC** | | **Grades** | | **Other** |
| Test of Early Literacy or Phoneme Segmentation and Nonsense Word Fluency | * Intensive or At Risk * Strategic or Some Risk * Benchmark or Low Risk | **Reading** | * Low * Average * High | **Reading** | * 1 * 2 * 3 * 4 | **Language Arts** |  |  |
| **Language Usage** | * Low * Average * High | **Math** | * 1 * 2 * 3 * 4 | **Math** |  |  |
| Oral Reading Fluency | * Intensive or At Risk * Strategic or Some Risk * Benchmark or Low Risk | **Math** | * Low * Average * High | **Science** | * 1 * 2 * 3 * 4 | **Science** |  |  |
| **Science** | * Low * Average * High | **Social Studies** |  |  |

**Concerns after 1st semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Concerns after 2nd semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* **After 1 year of monitoring, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is performing successfully in the mainstream classroom.**
* **After 1 year of monitoring, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is having difficulty in the following area(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**It is recommended that student:**

* Is reclassified back into the ELL program
* Continues to be monitored for the second year
* Other (specify):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name (printed) Signature**

|  |  |  |
| --- | --- | --- |
| **EL Coordinator** |  |  |
| **Classroom Teacher** |  |  |
| **Administrator** |  |  |
| **Parent** |  |  |
| **Student** |  |  |

**Form D: Language Acquisition Plan**

**WAGNER SCHOOL DISTRICT**

Language Acquisition Plan for students who are English Language Learners

Required under Federal Law (Title III, Sec 3302)

**General Data**

|  |  |  |  |
| --- | --- | --- | --- |
| **STUDENT NAME** | **GENDER** | **DATE OF BIRTH** | **CURRENT ADDRESS** |
|  |  |  |  |
| **PARENT/GUARDIAN NAME** | **PHONE** | **OTHER CONTACT PERSON & RELATIONSHIP** | **PHONE** |
|  |  |  |  |
| **COUNTRY OF BIRTH** | **DATE OF 1ST YEAR IN COUNTRY** | **DATE OF ENTRY TO AN ENGLISH-SPEAKING SCHOOL** | **LANGUAGE FIRST SPOKEN** |
|  |  |  |  |
| **LANGUAGE SPOKEN AT HOME** | **IMMIGRANT STATUS  (less than 3 years)** | **CURRENT SCHOOL** | **CURRENT GRADE** |
|  |  |  |  |

**Academic History Prior to Entering Current School District**

|  |  |  |  |
| --- | --- | --- | --- |
| **Age Started School** | **Years in Preschool/K** | **Years in 1-5** | **Retained in Grades** |
|  |  |  |  |
| **Last Grade Completed** | **Interrupted Education** | **Limited Schooling** | **No Formal Schooling** |
|  |  |  |  |
| **School Attended** | **City/State/County** | **School Year** | **Grade** |
|  |  |  |  |
| **Referred for Special Education** | **IEP** | **Language of Instruction** | **Age** |
|  |  |  |  |

**Academic Achievement Level History**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **Below level** | **On or above level** | **Method used to determine level** | **Information not available** |
| Math |  |  |  |  |
| **Reading** |  |  |  |  |
| **Writing** |  |  |  |  |

**Assessment Data: K-WAPT**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date** | **Score** | **Level** |
| **Listening** |  |  |  |
| **Speaking** |  |  |  |
| **Reading** |  |  |  |
| **Writing** |  |  |  |
| **Composite** |  |  |  |

**Assessment Data: ACCESS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Date** | **Score** | **Level** | **Date** | **Score** | **Level** | **Date** | **Score** | **Level** | **Date** | **Score** | **Level** |
| **Listening** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Speaking** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Reading** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Writing** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Composite** |  |  |  |  |  |  |  |  |  |  |  |  |

**ESL Services**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date Identified EL** |  | **Date Entered ESL Program** |  |  |
| **Student will receive direct ESL pull-out services for...** |  | **Minutes** |  | **Days per week** |
| **Student will be placed on monitoring status** |  | **Comments:** |  |  |
| **Parents declined services** |  | **Comments:** |  |  |

**Comments:**

**English Instructional Plan**

**Annual objectives**

|  |
| --- |
| **To communicate in social settings…** |
|  |
| **To achieve in content areas…** |
|  |
| **To act in socially and culturally appropriate ways…** |
|  |

**Modifications**

**To meet the needs of this child, the following are to be used in regular classroom instruction.**

**\* Asterisk indicates strategies that can be used on state assessments; appropriate if consistent with on-going normal delivery of classroom instruction. MUST be documented here. ☛**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Additional time to complete assignments and tests** |  | **Opportunities to read aloud successfully** |
|  | **Alternate assignments** |  | **Oral responses from student** |
|  | **Answer choices eliminated** |  | **Partnered with English speaking “Study Buddy”** |
|  | **Assignments excluded if inappropriate** |  | **Peer tutors assist student with work** |
|  | **Assignments reduced and/or modified** |  | **Personal cueing\*** |
|  | **Bilingual dictionary\*** |  | **Preferential seating** |
|  | **Books on tape/CD** |  | **Print instead of cursive** |
|  | **Comprehension checks** |  | **Questions that allow student to answer successfully** |
|  | **Concepts demonstrated** |  | **Reader (oral administration) (except on reading passages) \*** |
|  | **Consistent class routines** |  | **Recorded material for student listening** |
|  | **Critical information emphasized** |  | **Scribe (dictation)** |
|  | **Directions given orally and written** |  | **Seated in close proximity to teacher, alongside Study Buddy** |
|  | **Directions repeated \*** |  | **Slow speaking rate; face student** |
|  | **Environmental modifications \*** |  | **Student speaks into tape recorder** |
|  | **ESS (Extended School Services)** |  | **Study guides to organize materials** |
|  | **Examples of completed work** |  | **Study skills taught** |
|  | **Extended Time\*** |  | **Supplementary materials** |
|  | **Flexible schedule \*** |  | **Tasks/directions broken into subtasks** |
|  | **High interest/low vocabulary text materials** |  | **Teacher notes/lectures printed off** |
|  | **Highlighting / color coding** |  | **Technology (on-line testing)\*** |
|  | **Immediate feedback** |  | **Test in separate room** |
|  | **Individual or small group test administration \*** |  | **Textbooks adapted/modified textbooks** |
|  | **Key concepts repeated by student** |  | **Visual instruction: graphic organizers, pictures, maps, graphs, etc.** |
|  | **LabELed items in the room** |  | **Visual organizers \*** |
|  | **Language simplified** |  | **Vocabulary pre-taught** |
|  | **Manipulatives** |  | **Wait time increased** |
|  | **Modified assessments (i.e.oral)** |  | **Word bank** |
|  | **Multiple testing sessions** |  | **Word to Word Glossary \*** |
|  | **Note-taking assistance** |  | **Other (must be approved by DOE for DSTEP)** |

**People involved in the development of the Language Acquisition Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Principal** |  | **Parent** |  |
| **Fed Programs Coordinator** |  | **Parent** |  |
| **Teacher** |  | **Student** |  |

**With regular school attendance and parental support, it is anticipated that the student will exit from services for English Language Learners to monitoring status in \_\_\_\_\_\_\_\_\_\_ years. Expected date of graduation (grades 9-12 only): \_\_\_\_\_\_\_\_\_\_\_\_**

**Date exited from EL status: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Key Laws Governing English Learner Programs**

**EL Students’ Rights**

The following federal statutes represent key legislation requiring service to English Language Learners.

**Equal Protection Clause**: The 14th Amendment of 1868 states that “no state shall...deny any person within its jurisdiction the equal protection of the laws.” The “equal protection” in practice has included fair treatment, nondiscrimination and the allowing for provision of equal opportunities.

**Civil Rights Act of 1964, Title VI:** This law prohibits discrimination in any federally funded programs. All schools must comply with the law established in the Civil Rights Act of 1964:

No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program or activities receiving federal financial assistance. (Section 2000d)

Additionally, all schools that receive federal funds must comply with providing services to ELs that are comparable to the services that are provided to students who are native English speakers (Title VI of the Act).

**Bilingual Education Act (1968):** The first federal allocation for language minority students, this law was initially known as Title VII and later named Title III in No Child Left Behind (2002). It did not require language instruction to be bilingual in nature; rather, it encouraged programs to use bilingual education practices and methods with the goal of assisting students to learn English. This was also the first law that acknowledged that having limited English proficiency is a barrier to “equal access” to educational opportunity.

**May 25 Office of Civil Rights (OCR) Memorandum (1970):** This memo disallowed the practice of placing English Language Learner students in Special Education classes using criteria used to evaluate English language proficiency or deny ELs access to college preparatory courses based on the failure of the school system to effectively teach English to ELs. In addition to the rules in the Bilingual Education Act, school districts were found responsible to assist students in overcoming the language barriers that prevent the full benefits of educational instruction. The practice of tracking or dead-ending was disallowed and schools were required to provide programs that accelerate the learning of language skills needed to participate in mainstream courses. For activities in which native English speaking parents are notified, schools must provide notification to parents of ELs and the notification may need to be in a language other than English. Districts are responsible to identify all ELs and provide services to all identified ELs. Schools must evaluate programs to determine effectiveness and modify the program when programs no longer result in positive outcomes for ELs.

**Lau v. Nichols (1974):** The U.S. Supreme Court found that the school was using federal funds to provide a lesser-quality program for the ELs in the district by failing to assist Chinese-American students to learn English. The district’s requirement of passing an English exam prior to graduation was found to be an unfair practice, especially in the context of the district failing to provide English language support for the students. The court noted that Spanish-speaking students in the same district were receiving language services and ruled that schools cannot pick and choose which students to serve based on the ease of creating programs.

All students deserve a quality educational program, and it is also a civil right for students to receive language instruction. Schools must have a procedure in place to determine how they will serve the needs of ELs. If a school does not have a language program in place, it is effectively denying the student the ability to access education opportunities. The Lau case also provided that OCR may establish regulations that prohibit discrimination, even if there is no intent to discriminate. Finally, if a school enrolls a significant number of ELs at the same grade level, who speak the same language, the school may be required to provide instruction in that language.

**Castaneda v. Pickard (1981):** The school in question placed EL students in separate classes in order to provide a program for the students. The court noted that the practice of placing students according to intELigence rather than linguistic ability is “highly suspect” since English proficiency cannot be used as the sole indicator of a student’s ability. This case related specifically to the quality of an “appropriate program” (from the Equal Education Opportunities Act of 1974). The Court of Appeals defined appropriate programs as those that are based on sound educational theory, are implemented and practiced in full and are evaluated to ensure students are overcoming linguistic barriers. Appropriate programs may be reviewed to ensure the program is continuing to aid students in overcoming language barriers.

**Plyler v. Doe (1982):** The U.S. Supreme Court determined that states are required to provide full access to a free and appropriate education to all students in their jurisdiction, regardless of immigration status. The court found that children should not be penalized for the “crimes” of their parents and noted that schools may not act as agents of the immigration office. Therefore, schools cannot require identification tools that effectively ascertain immigration status such as proof of citizenship, Social Security Numbers, or other tools that would estimate immigration status as a condition of participation in the school program. The court also concluded that the cost of providing an education would be less than the cost associated with having uneducated, illiterate members of society. Finally, all people within a “U.S. jurisdiction” qualified for equal protection, not just US citizens.