

# English Language Learners Program Handbook

It is the policy of the Wolsey-Wessington School District to not discriminate against English Language Learners (ELLs). 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 ELLs 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. Wolsey-Wessington School District will strive to provide a linguistically, culturally, and academically rich learning environment. It is the policy of Wolsey-Wessington School District to comply with all federal and state laws prohibiting discrimination against students on the basis of all civil rights categories.

Wolsey-Wessington School District serves all students identified ELL by administrating the WAPT or entering the district with a LAP in place in its ELL program.

Following are the components of the equal access policy for the ELLs in the Wolsey-Wessington 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 ELL services. Mainstream teachers or other staff may also alert the Title III department 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 ELL students are served or monitored according to Wolsey-Wessington 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 ELL 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**

ELLs 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 ELL 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**

Wolsey-Wessington 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 ELL program when they have reached a overall score of 5 or higher on the ACCESS for ELLs 2.0. State test scores, grades, and team (mainstream and ELL teachers, principal, ELL 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 ELL program.

### **Language Acquisition Plan (LAP)**

Plans for services, or Language Acquisition Plans (LAPs) (Appendix D) are written for each ELL yearly.

Plans are distributed to parents and regular education teachers. They are also placed in the cumulative files. Goals and modifications are written by the ELL case manager 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.

Wolsey-Wessington School District's recommended guidelines for serving ELLs through the ELL program are

- 3-4 units per day for level one students
- 2-3 periods per day for level two students
- 1-2 periods per day for level three students
- 1 period per day for level four students
- (A period is approximately 15 minutes for grades K-4 and 30 minutes for grades 5-12.)

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

In addition to the ELL program services, ELLs will receive accommodations in the mainstream classrooms according to their needs. These are described in the LAP.

ELL teachers and other team members maintain a close collaborative relationship to work toward students' academic and language success.

### **Core Program**

- All instruction is in English.

- District ELLs may also be served by other programs and services such as Title I, Rtl, and Special Education.
- ELL student involvement in other programs does not replace ELL services.
- Some of the programs/curriculum that we use are Imagine Learning, Grammar Gallery, CommonLit, and Saddleback books.

Highly qualified ELL teachers and paraprofessionals primarily teach through one-on-one and small group instruction in different models including...

- Push In (ELL teacher enters classrooms to collaborate with mainstream teacher)
- Pull Out (ELL teacher works with small groups to differentiate instruction)
- Students are grouped according to the following content
  - reading
  - language and writing
  - speaking and listening
  - combinations of the above

ELL instruction supplements, rather than supplants, classroom instruction.

### **Staff**

ELL teachers, content teachers and paraprofessionals are well versed in oral and written English. As other staff needs to be aware of accommodations for language acquisitions.

### **Professional Development**

District ELL teachers meet monthly and discuss departmental concerns.

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

### **Parent Involvement**

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

ELL staff collaborates with Title I/Rtl staff to encourage attendance at family events.

### **Evaluation of Program**

The ELL director and the district superintendent establish yearly goals. These goals are monitored and evaluated.

AYP and AMAO goals are also monitored.

Teachers and professional learning committees make and evaluate their individual department-related Specific, Measurable, Achievable, Results-oriented, Timed (SMART) goals.

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

External educators have provided important feedback.

ACCESS results are monitored and compared from year to year.

## Appendix

### Form A: Home Language Survey

#### Language

Is there any language other than English spoken in your home? Y/N

If "yes", please answer the following questions:

1. What language is spoken in your home most of the time? \_\_\_\_\_
2. What language does our student(s) speak most of the time? \_\_\_\_\_
3. What language did your student learn when they first began to speak? \_\_\_\_\_
4. What language do you most frequently speak to your child? \_\_\_\_\_
5. If not from the United States, what year did you arrive? \_\_\_\_\_
6. Would you like documents sent home translated into your native language? Y/N  
If yes, which language? \_\_\_\_\_

# Form B: Parent Notification Letter

## English Learning Program (EL)

Wolsey-Wessington School District

2019-2020

### Notification of Program Eligibility: (Entrance / Continuation / Exit ) circle one

School: \_\_\_\_\_ Date Enrolled: \_\_\_\_\_ Date Identified: \_\_\_\_\_

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

ESEA Section 1112 (e)(3)(A)(i)

According to information you provided on the Home Language survey along with an English language proficiency assessment, your child:

- Is identified and eligible for EL services.
- Is qualified to continue EL services.
- Does not qualify for EL services because...
  - The student was formerly an English learner and is now English proficient. The student reads, speaks, and comprehends English in academic classroom settings. The student has exited from the EL program and will be monitored for continued academic success for 2 years.
  - The student was never classified as an English learner and does not fit the definition of an English learner outlined in state or federal law.

ESEA Section 1112 (e)(3)(A)(ii)

In W-W Schools, Title III/EL Program eligibility is determined by Language Proficiency, which is assessed on a **scale of 1-6**. On the English language proficiency test, **your child tested at a level \_\_\_\_\_** on the **ACCESS, Alternate ACCESS, MODEL or KG W-APT, WIDA Screener (circle the assessment type)**

Below is an explanation of the levels.

### **English Language Proficiency Levels (grades K-12)**

Level A1	Initiating	The student can imitate sounds and respond to familiar voices.
Level A2	Exploring	The student can approximate routinely practiced words and respond to routinely practiced oral cues.
Level A3	Engaging	The student can approximate words and phrases and can respond to an idea within familiar language.
Level 1	Entering	The student knows and uses minimal social language and minimal academic language with visual support.
Level 2	Emerging	The student knows and uses some social English and general academic language with visual support.
Level 3	Developing	The student knows and uses social English and some specific academic language with visual support.
Level 4	Expanding	The student knows and uses social English and some technical academic language.
Level 5	Bridging	The student knows and uses social and academic language working with grade level material.
Level 6	Reaching	The student knows and uses social and academic language at the highest level measured by this test.

ESEA Section 1112(e)(3)(A)(vi)

To exit from the EL program, ELs will have reached the minimum level of a **5.0** Overall Composite Proficiency Level on the ACCESS for ELLs 2.0 test, but it can take up to 5 or 6 years to exit the EL program. The high school completion rate and on time graduation rates for SD schools can be found at <https://sdschools.sd.gov/#/home>

ESEA Section 1112(e)(3)(A)(iii)

The school offers the following programs to help your child develop English language proficiency. A description of these program models can be found on the back side of this letter. Based on your child's language development needs, the recommended program model for your child is:

Pull-out language support   Push-in language support   Sheltered Instruction

Other(s) \_\_\_\_\_

ESEA Section 1112(e)(3)(A)(v)

This program will help meet your child's language development needs by assisting your child with English language development services in order for your child to meet the grade level content standards in the mainstream classroom and help your child complete high school.

ESEA Section 1112(e)(3)(A)(iv)

A Language Acquisition Plan (LAP) will be written to address your child's specific strengths and needs:

- |   |   |
|---|---|
| <input type="checkbox"/> LAP is Attached (entrance or continuation) | <input type="checkbox"/> LAP will be written (entrance or continuation) |
| <input type="checkbox"/> Not applicable – student does not qualify  | <input type="checkbox"/> Not applicable – student is exiting            |

ESEA Section 1112(e)(3)(A)(vii)

If your child also qualifies for Special Education services, the EL teacher will be part of the Individualized Education Program (IEP) team in order to ensure that the EL programming is working to help meet the objectives of the IEP.

ESEA Section 1112(e)(3)(A)(viii)

Parents/guardians have the right to decline **services** or choose a different program model offered by the district, but annual language proficiency **assessment** remains a district responsibility. If services are declined, a LAP is written to address the student's linguistic needs in the regular education setting. The EL decline of services form must be signed, dated, and returned to the school.

If you need more information regarding the EL program and services, contact: Becky Dragt, [becky.dragt@k12.sd.us](mailto:becky.dragt@k12.sd.us), or call 605-883-4221

<b>Program Model Type</b>	<b>Focus</b>	<b>Students</b>	<b>Delivery</b>	<b>Staff</b>
<b>Transitional Bilingual or Early-Exit Bilingual Education</b>	Develop literacy in English while developing some literacy skills in the native language	ELs with same native language	Instruction is delivered in both languages – instruction may be heavier in native language in early grades and transition to mostly English in later grade levels	Bilingual Teacher
<b>Dual Language or Two-way Immersion</b>	Develop literacy in the native language and in English	ELs with common native language and native English speakers who want to learn that language	Instruction is delivered in both languages	Bilingual Teacher
<b>ESL or ELD (English Language Development)</b>	Develop English language proficiency	EL students and possibly other native English-speaking students who need assistance with academic English	Instruction using ELD standards to teach English (students may use native language supports)	EL Teacher
<b>Content Classes with Integrated ESL Support</b>	Develop English language proficiency and content knowledge	ELs and can include native English speakers	Instruction uses rigorous content standards, English Language Development standards and specific strategies and techniques to teach English and content together	EL Teacher
<b>Newcomer Program</b>	Develop beginning English language skills, introduce core academic skills and provide support for acculturation to the US and school	New ELs to the US educational system with an entry level of English language proficiency or EL students with Severely Interrupted Formal Education	Instruction is delivered in English with native language support from Bilingual staff and peers when possible – units designed for students to succeed in US schools and transition students to regular classrooms within a year	EL Teacher
<b>Other – Push-in ELL</b>	Develop English language proficiency	EL students and possibly other native English speaking students who need assistance with academic English	Instruction in English using co-teaching and planning to make the lesson comprehensible, provide additional language support within the classroom related to the mainstream lesson or bilingual staff may provide native language support in the mainstream classroom	Bilingual or EL Teacher
<b>Other – Extended Instructional Day</b>	Focus varies, based on student needs	ELs	Instruction is delivered outside of the regular instructional school day	Bilingual or EL Teacher

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

**Title III & English Language Learner (ELL) Program**

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

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

ELL Program Exit

Date: \_\_\_\_\_

Monitor Year 1: School year \_\_\_\_\_

School Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Complete the following for items in which the student participates:

AIMSWeb or DIBELS		NWEA		NDSA		Grades		Other
Test of Early Literacy or Phoneme Segmentation and Nonsense Word Fluency	<input type="checkbox"/> Intensive or At Risk	<b>Reading</b>	<input type="checkbox"/> Low	<b>Reading</b>	<input type="checkbox"/> Novice	<b>Language Arts</b>		
	<input type="checkbox"/> Strategic or Some Risk		<input type="checkbox"/> Average		<input type="checkbox"/> Partially Proficient			
	<input type="checkbox"/> Benchmark or Low Risk	<b>Language Usage</b>	<input type="checkbox"/> High	<b>Math</b>	<input type="checkbox"/> Proficient	<b>Math</b>		
Oral Reading Fluency	<input type="checkbox"/> Intensive or At Risk	<b>Math</b>	<input type="checkbox"/> Low	<b>Science</b>	<input type="checkbox"/> Novice	<b>Science</b>		
	<input type="checkbox"/> Strategic or Some Risk		<input type="checkbox"/> Average		<input type="checkbox"/> Partially Proficient			
	<input type="checkbox"/> Benchmark or Low Risk	<b>Science</b>	<input type="checkbox"/> High		<input type="checkbox"/> Proficient	<b>Social Studies</b>		
			<input type="checkbox"/> Low		<input type="checkbox"/> Advanced			

Concerns after 1<sup>st</sup> semester:

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Concerns after 2nd semester:

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- 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):

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**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
<b>ELL Teacher</b>		
<b>Mainstream Teacher</b>		
<b>Administrator</b>		
<b>Parent</b>		
<b>Student</b>		

Monitor Year 2: School year \_\_\_\_\_

School Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Complete the following for items in which the student participates:

AIMSWeb or DIBELS		NWEA		NDSA		Grades		Other
Test of Early Literacy or Phoneme Segmentation and Nonsense Word Fluency	<input type="checkbox"/> Intensive or At Risk <input type="checkbox"/> Strategic or Some Risk <input type="checkbox"/> Benchmark or Low Risk	Reading	<input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High	Reading	<input type="checkbox"/> Novice <input type="checkbox"/> Partially Proficient <input type="checkbox"/> Proficient <input type="checkbox"/> Advanced	Language Arts		
		Language Usage	<input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High	Math	<input type="checkbox"/> Novice <input type="checkbox"/> Partially Proficient <input type="checkbox"/> Proficient <input type="checkbox"/> Advanced	Math		
Oral Reading Fluency	<input type="checkbox"/> Intensive or At Risk <input type="checkbox"/> Strategic or Some Risk <input type="checkbox"/> Benchmark or Low Risk	Math	<input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High	Science	<input type="checkbox"/> Novice <input type="checkbox"/> Partially Proficient <input type="checkbox"/> Proficient <input type="checkbox"/> Advanced	Science		
		Science	<input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High			Social Studies		

Concerns after 1<sup>st</sup> semester:

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Concerns after 2nd semester:

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After 2 years of monitoring, \_\_\_\_\_ is performing successfully in the mainstream classroom.

After 2 years of monitoring, \_\_\_\_\_ is having difficulty in the following area(s):

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**It is recommended that student:**

- Is reclassified back into the ELL program
- Continues to be monitored for an additional year
- Will no longer require monitoring from the ELL program
- Other

(specify): \_\_\_\_\_

	<b>Name (printed)</b>	<b>Signature</b>
<b>ELL Teacher</b>		
<b>Mainstream Teacher</b>		
<b>Administrator</b>		
<b>Parent</b>		
<b>Student</b>		



**ESL SERVICE**

Date Identified EL				Date Entered ESL Program						
Student will receive Direct ESL Pull-out Services for				Minutes			Days a week			
Student will be placed in an ESL English Class for on Credit (Grades 7-12 only)				Year			Semester			
Student will be placed on monitoring Status	Comments:									
Parents Declined Services	Comments:									
<p><b>With regular school attendance and parental support</b> it is anticipated that the student will exit from services for English learners to <b>monitoring status</b> in years.</p>										
Comments:										
Date exited from EL Status										
Expected date of Graduation (Grades 9-12 only)										
Student Name	Last				First			Middle		

**PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM**

**\*These Designated Supports are appropriate if consistent with the on-going normal delivery of classroom instruction and MUST be documented on the student's LAP.**

Designated Supports:	ACCESS 2.0	SBAC	Science
Repeat Directions	x	x	x
Simplified Directions	x	x	x
Translated Directions	x	x	x
Text to Speech		All Math & ELA items	
Read aloud		All Math & ELA items	
Flexible schedule	x	x	
Test environment	x	x	
Word-to-Word Glossary			x
Translated Glossary		Math items	
Translation Stacked		Math items	
Bilingual Dictionary		ELA Performance task full writes	
Masking		x	
Color Contrast	x	x	
Magnification	x	x	
Noise Buffer	x	x	
Scribe		Non-writing items for ELA & Math	
<b>Other: ( must be approved by DOE before being used on State Assessment)</b>			

[https://www.wida.us/assessment/WIDA\\_AccessAccDescriptions.pdf](https://www.wida.us/assessment/WIDA_AccessAccDescriptions.pdf)

\*Accommodation policies for ELP testing & content area testing are not identical and are not interchangeable.

\*\*Students needing accommodations refer to IEP or 504 plan

**INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM**

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

Paraphrasing or repeating directions in English*	Print instead of using cursive
Personal cueing	Use high interest/low vocabulary text material
Reader (oral administration)	Use overhead and provide students with copies of teacher transparencies/notes/lectures
Technology (on-line testing)	Make instruction visual – graphic organizers, pictures, maps, graphs... to aid understanding
Extended time	Highlight/color code tasks, directions, letters home
Bilingual dictionary	Pair ESL student with an English speaking "Study Buddy"
Individual test administration	Seat student in close proximity to teacher, alongside Study Buddy
OTHER*:	Allow peer tutors to assist student with work
Reduced and/or modified class and homework assignments	Ask questions that allow student to answer successfully
Modified assessments (i.e. oral)	Allow student opportunities to read aloud successfully
Break tasks/directions into subtasks	Use manipulatives
Increase wait time	Use books on tape
Additional time to complete assignments and tests	Record material for student listening
ESS (Extended School Services)	Record student speaking into a tape recorder
Face student when speaking – speak slowly	Label items in the room
Other programming accommodations to address individual strengths and needs:	

**ENGLISH INSTRUCTIONAL PLAN**

Annual objective(s)
<ul style="list-style-type: none"> <li>To communicate in social settings</li> </ul>
<ul style="list-style-type: none"> <li>To achieve in content areas</li> </ul>
<ul style="list-style-type: none"> <li>In socially and culturally appropriate ways</li> </ul>

**Persons involved in the development of the Language Service Plan:**

	Principal		Parent
	School /District EL Coordinator		Parent
	EL Teacher		Student
	Teacher		Interpreter
	Teacher		Date

## Key Laws Governing English Learner Programs

### ELL 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 ELLs 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 ELLs access to college preparatory courses based on the failure of the school system to effectively teach English to ELLs. 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 ELLs and the notification may need to be in a language other than English. Districts are responsible to identify all ELLs and provide services to all identified ELLs. Schools must evaluate programs to determine effectiveness and modify the program when programs no longer result in positive outcomes for ELLs.

**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 ELLs 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 ELLs. 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 ELLs 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 ELL students in separate classes in order to provide a program for the students. The court noted that the practice of placing students according to intelligence 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.