

English Language Learners Program Handbook



It is the policy of the Clark 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. Clark School District will strive to provide a linguistically, culturally, and academically rich learning environment. It is the policy of Clark School District to comply with all federal and state laws prohibiting discrimination against students on the basis of all civil rights categories.

Clark School District serves Hispanic and Hutterite colony students in its ELL program.

Following are the components of the equal access policy for the ELLs in the Clark 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 Clark 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

Clark 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 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 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.

Clark School District's recommended guidelines for serving ELLs through the ELL program are

- 3-4 periods 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 and Special Education.
- ELL student involvement in other programs does not replace ELL services.

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 and paraprofessionals are fluent in oral and written English.

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

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

ELL staff collaborates with Title I 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

CLARK PUBLIC SCHOOL – Personal Data Record – you must complete for each child

Student's name: _____ Grade: _____

Students address: _____ Date of birth: _____

Parent's name: _____

Parent's email: _____

Parent's home phone: _____ Cell phone #: _____

Occupations: _____ Work numbers: _____

Race: (circle) Caucasian, Hispanic, American Indian, African American, Asian, other _____

What is the language most frequently spoken at home? _____

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

What language does your child most frequently speak at home? _____

What language do you most frequently speak to your child? _____

Form B: Parent Notification Letter



September 29, 2014

Dear Parent/Guardian of **Benito Juarez**:

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 **13/30**.

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, ELL 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 ELLs® assessment and will 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,

Jessica Jans

Jessica Jans
Title I, III and X Coordinator at Clark Elementary School
jessica.jans@k12.sd.us

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 20____

School Name: _____ Grade: _____

Complete the following for items in which the student participates:

Fountas & Pinnell Reading		NWEA		NDSA		Grades		Other
Accuracy		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		
Self-correction		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		
Fluency		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		
Comprehension		Science	<input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> 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
ELL Coordinator		
Mainstream Teacher		
Administrator		
Parent		
Student		

Monitor Year 2: School year 20__

School Name: _____ Grade: _____

Complete the following for items in which the student participates:

Fountas & Pinnell Reading		NWEA		NDSA		Grades		Other
Accuracy		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		
Self-correction		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		
Fluency		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		
Comprehension		Science	<input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High			Social Studies		

Concerns after 1st semester: _____

Concerns after 2nd semester: _____

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): _____

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): _____

	Name (printed)	Signature
ELL Coordinator		
Mainstream Teacher		
Administrator		
Parent		
Student		

(Original to cumulative file, copy to parent, copy to ELL department)

Revised 01/15

Form D: Language Acquisition Plan

CLARK 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									
Listening												
Speaking												
Reading												
Writing												
Composite												

ESL Services

Date Identified ELL		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
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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.
Labelled 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	
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ELL Coordinator		Parent	
ELL Teacher		Student	
Teacher		Teacher	

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 ELL status: _____

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.