



English Language Learners Program Handbook / Lau Plan

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 Spanish-speaking students within the town schools and Hutterite students at three colonies within the district.

Following are the components of the equal access policy for the ELs 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 English language services. Mainstream teachers or other staff may also alert the Title III department to a potential need.

Potentially qualifying students are given the grade-appropriate WIDA Access Placement Test (WAPT) or Model assessment by a trained instructor. Kindergarten students are given the K-WAPT. 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 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 based on results from the ACCESS assessment.

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

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 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 Title III coordinator or classroom teacher and are 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, ELs will receive accommodations in the mainstream classrooms according to their needs. These are described 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.
- 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 ELL services.

Highly qualified teachers and paraprofessionals primarily teach through one-on-one and small group instruction in different models which may include...

- Push In (support staff enters classrooms to collaborate with mainstream teacher)
- Pull Out (support staff 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. Clark Elementary School utilizes Reading Street, which grants access to supplemental ELL materials. Imagine Learning is also used to increase students' academic vocabulary. Clark Elementary School has implemented Response to Intervention (RTI) in grades K-4, which enables staff to better identify student strengths and weaknesses and respond accordingly.

Staff

Teachers and paraprofessionals are fluent in oral and written English.

Professional Development

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

Professional development opportunities are offered by the state of South Dakota and the Title III Consortium and are available to all teachers of ELL students. Inservice times are designed to focus on the unique needs of both town and colony classrooms.

Parent Involvement

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

Teachers of ELL students collaborate with Title I staff to encourage attendance at family events.

Staff are available before and after school to address parent questions and concerns.

Evaluation of Program

The ELL coordinator 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



English Learning (EL) Program Notification of Eligibility:
Entrance / Continuation / Exit

September 20, 2017

Dear Parent/Guardian of: _____,

ESEA Section 1112(A)(i)

According to information you provided on the Home Language survey (included with school registration card), 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 two 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(A)(ii)

In the Clark School District, Title III/ELL Program eligibility is determined by Language Proficiency, which is assessed on a scale of 1-6 for students in grades 1-12. On the English language proficiency test (ACCESS, Alternate ACCESS, or MODEL), **your child tested at a level** _____. For **kindergarten** students, the kindergarten W-APT screener was used. **Your child tested at a level** ____ **out of 30.**

Explanation of English Language Proficiency Levels (grades 1-12)

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(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 seven years to exit the EL program. Your child's anticipated graduation year from the EL program is ___.

ESEA Section 1112(A)(iii)

The school offers the following programs to help your child develop English language proficiency:

Pull-out language support ___	Push-in language support ___	Sheltered Instruction ___	Other _____
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ESEA Section 1112(A)(v)

This program will help meet your child's language development needs by assisting your child with English language development in order for your child to meet the challenging academic standards in the mainstream classroom.

ESEA Section 3302(A)(iv)

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

___ LAP is attached (entrance or continuation)	___ LAP will be written (entrance or continuation)	___ Not applicable; student does not qualify	___ Not applicable; student is exiting
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ESEA Section 3302(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 3302(A)(viii)

Parents/guardians have the right to decline services, but annual language proficiency assessment remains a district responsibility. If services are declined, an 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, please contact me. Thank you for partnering with us in your student's education!

Sincerely,

Jessica Jans

Jessica Jans
Title III Coordinator, Clark School District
200 2nd Ave NW, Clark, SD 57225
605-532-3606

Form C: Two-Year Monitoring Form

Clark School District

Title III & English Learner (EL) Program Monitoring Worksheet for Exited ELL Students

Student Name: _____ / Grade: ____ / School Name: _____

ELL Program Exit Date: _____ / Monitor Year 1: School year 20____

Complete the following for items in which the student participates:

Fountas & Pinnell		DIBELS		Grades		Other
Accuracy		Composite	___ Intensive ___ Strategic ___ Benchmark	Language Arts		
Self correction		FSF	___ at/above bench ___ below bench ___ well below bench	Math		
Fluency		PSF	___ at/above bench ___ below bench ___ well below bench	Social Studies		
Comprehension		NWF-CLS	___ at/above bench ___ below bench ___ well below bench	Science		
		NWF-WWR	___ at/above bench ___ below bench ___ well below bench			
STAR Reading		DORF correct	___ at/above bench ___ below bench ___ well below bench	Smarter Balanced		
STAR Math		DORF accuracy	___ at/above bench ___ below bench ___ well below bench			
		DAZE	___ at/above bench ___ below bench ___ well below bench	ACCESS comprehensive score		

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		DIBELS		Grades		Other
Accuracy		Composite	___ Intensive ___ Strategic ___ Benchmark	Language Arts		
Self correction		FSF	___ at/above bench ___ below bench ___ well below bench	Math		
Fluency		PSF	___ at/above bench ___ below bench ___ well below bench	Social Studies		
Comprehension		NWF-CLS	___ at/above bench ___ below bench ___ well below bench	Science		
		NWF-WWR	___ at/above bench ___ below bench ___ well below bench			
STAR Reading		DORF correct	___ at/above bench ___ below bench ___ well below bench	Smarter Balanced		
STAR Math		DORF accuracy	___ at/above bench ___ below bench ___ well below bench			
		DAZE	___ at/above bench ___ below bench ___ well below bench	ACCESS comprehensive score		

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		

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)

STUDENT NAME	LAST, FIRST
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GENERAL DATA			
SCHOOL YEAR	GENDER	DATE OF BIRTH	CURRENT ADDRESS
2017-2018			
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
USA			
LANGUAGE SPOKEN AT HOME	IMMIGRANT STATUS (less than 3 years)	CURRENT SCHOOL	CURRENT GRADE

ACADEMIC HISTORY PRIOR TO ENTERING CLARK SCHOOL DISTRICT			
Age Started School	Years in Preschool/K	Years in 1-5	Retained in Grades
5			
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
Math			
Reading			

Writing			
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ASSESSMENT DATA: K W-APT
Date administered: _____

Listening		Speaking		Reading		Writing		Composite	___/30
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ASSESSMENT DATA: ACCESS
Goal: 4.5 reading, 4.1 writing and 4.7 composite

	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 in an ESL English class for on credit (grades 7-12 only) during _____ semester of the _____ school year.			
Student be placed on monitoring status. <u>Y / N</u>		Parents declined services. <u>Y / N</u> Date if no: _____	
With regular school attendance and parental support it is anticipated that the student will exit from services for English Learners to monitoring status in ___ years.		Date exited from EL status: _____	Expected date of Graduation (Grades 9-12 only): _____
Teacher comments:			

ENGLISH INSTRUCTIONAL PLAN: ANNUAL OBJECTIVES

To communicate in social settings...
<ul style="list-style-type: none"> continue initiating contact with and responding to teachers and peers; communicate in written and spoken language
To achieve in content areas...
<ul style="list-style-type: none"> focus on reading, writing, and math fluency
To act in socially and culturally appropriate ways...
<ul style="list-style-type: none"> continue observing and assimilating; interact appropriately in whole group and small group settings

MODIFICATIONS & ACCOMMODATIONS

The following accommodations are to be made for this student's SBAC English Language Arts (ELA) and Mathematics (appropriate if consistent with on-going normal delivery of classroom instruction. **MUST** be documented here):

Embedded Designated Supports and Accommodations

*ELA	ELA-PT	M	
			Color contrast
			Black on rose
			Yellow on blue
			Medium gray on light gray
			Reversal contrast
			Masking
			Available
			Permissive mode
			Enable
			Print size
			Level 1
			Level 2
			Level 3
			Level 4
			Translation (glossary)
			No glossary
			Arabic
			Cantonese
			Filipino
			Korean
			Mandarin
			Punjabi
			Russian
			Spanish
			Ukrainian
			Vietnamese

Non-Embedded Designated Supports

*ELA	ELA-PT	M	
			Bilingual dictionary
			Color contrast
			Color overlay
			Medium gray on light gray
			Glossary - Spanish
			Glossary - Arabic
			Glossary - Cantonese
			Glossary - Filipino
			Glossary - Korean
			Glossary - Mandarin
			Glossary - Punjabi
			Glossary - Russian
			Glossary - Ukrainian
			Glossary - Vietnamese
			Noise buffer
			Magnification
			Read-aloud items
			Read-aloud stimuli
			Scribe items (non-writing)
			Separate setting
			Translated test directions

Non-Embedded Accommodations

*ELA	ELA-PT	M	
			Abacus
			Alternate response options
			Calculator (talking or

	Arabic & English
	Cantonese & English
	Filipino & English
	Korean & English
	Mandarin & English
	Punjabi & English
	Russian & English
	Spanish & English
	Ukrainian & English
	Vietnamese & English

	Braille)
	Multiplication table
	Read-aloud passages (stimuli)
	Scribe items (writing)
	Speech-to-text

Embedded Designated Supports and Accommodations

Language (designated supports and accommodations)		
		Spanish (Level 2 - designated support)
		Braille (Level 3 - accommodation)
		Text-to-speech
		Items (Level 2 - designated support)
		Passages (Level 3 - accommodation ELA) or stimuli (Level 2 - math)
		Passages/Stimuli & Items (Level 2 - designated support for math; Level 3 - accommodation for ELA CAT)
		American Sign Language (ASL) (Level 3 - Accommodation)
		Show ASL videos
		Print on demand
		Stimuli & items
		Stimuli
		Items
		Closed Caption (Level 3 - Accommodation)
		Closed caption available
		Streamlined interface
		On

* ELA = English Language Arts;

ELA - PT = English Language Arts Performance Task;

M = Mathematics

~

FYI: Stimuli is the same as reading passage.

FYI: There are a couple of scroll bars in TIDE for the Non-Embedded Supports.

ADDITIONAL MODIFICATIONS

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

Additional time to complete assignments and tests	Note-taking assistance
Alternate assignments	Opportunities to read aloud successfully
Answer choices eliminated	Oral responses from student
Assignments excluded if inappropriate	Peer tutors assist student with work
Assignments reduced and/or modified	Personal cueing
Books on tape/CD	Preferential seating
Comprehension checks	Print instead of cursive
Concepts demonstrated	Questions that allow student to answer successfully
Consistent class routines	Recorded material for student listening
Critical information emphasized	Slow speaking rate; face student
Directions given orally and written	Student speaks into voice recorder
Directions repeated	Study guides to organize materials
ESS (Extended School Services)	Study skills taught
Examples of completed work	Supplementary materials
Flexible schedule	Tasks/directions broken into subtasks
High interest / low vocabulary text materials	Teacher notes/lectures printed off
Highlighting / color coding	Test in separate room
Immediate feedback	Textbooks adapted/modified textbooks
Individual or small group test administration	Visual instruction: graphic organizers, pictures, maps, graphs, etc.
Key concepts repeated by student	Vocabulary pre-taught
Labelled items in the room	Wait time increased
Language simplified	Word bank
Manipulatives	Other _____
Multiple testing sessions	

PEOPLE INVOLVED IN THE DEVELOPMENT OF THE LANGUAGE ACQUISITION PLAN

Date signed	Parent
Principal	Parent
ELL Coordinator	Student

Teacher		Teacher	
Teacher		Teacher	

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.