

Britton-Hecla School District

English Language Learners Program Handbook

It is the policy of the Britton-Hecla 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. Britton-Hecla School District will strive to provide a linguistically, culturally, and academically rich learning environment. It is the policy of Britton-Hecla 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 ELL students in the Britton-Hecla 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 Britton-Hecla 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

Britton-Hecla 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.

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.

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.

Parent Involvement

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

Professional Development

Currently we have a teacher being trained with an ENL Endorsement. This teacher has been and will be asked to provide researched-based method and best practice teaching methodology. With our very small population of ELL students, we will train teachers on an as-needed basis as well.

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

Student registration forms are provided in the main office upon registering in our school. These registration forms ask the following questions:

1. What is the language most frequently spoken at home?
2. What language does your child currently speak at home?
3. In what language do you speak to your child?
4. In what language did your child first speak?

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, 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,

Sheila

Anderson

Title I, III and X Coordinator at Britton-Hecla Schools
sheila.a.anderson@k12.sd.us

Form C: Two-Year Monitoring Form

This form is used for monitoring purposes. Students are monitored for two years after exiting the ESL state criteria. For the _____ school year, please complete the following form if the ESL student scored an ACCESS composite score of 4.7 and sub scores of 4.1 in writing and 4.5 reading.

Student's Name: _____ Date: _____

School: _____ Grade: _____

ESL Teacher: _____ Classroom Teacher: _____

Step 1: Review student performance. Documentation to be reviewed may include the following. Attach current assessment data to the final report.

- ACCESS or W-APT score* _____
- Dakota STEP / Smarter Balanced scores Reading _____ Math _____
- Language Acquisition Plan (LAP)
- Classroom teacher observations (narrative and/or interview)
- Quarterly grades (attach most recent report card)
- Attendance records
- Individual Education Plan (IEP)
- Professional Judgment
- AIMSWEB

Step 2: Discuss evidence.

Concerns after 1st semester:

Concerns after 2nd semester:

Step 3: After reviewing the evidence and concluding that the student no longer benefits from the new language acquisition support the review team should make recommendations for the student based on applicable data and evidence.

As recommended by the ESL exit team, _____

_____ will continue with ESL services as currently detailed in his/her LAP.

_____ will continue to receive modifications and accommodations only.

_____ will be monitored for two years.

Step 4: Provide copies of final form to parent. Place a copy of the form in the student's cumulative file.

Classroom/core teacher _____

Building principal/ testing coordinator _____

Form D: Language Acquisition Plan

BRITTON-HECLA SCHOOL DISTRICT
 Language Acquisition Plan for students who are English Language Learners
 Required under Federal Law (Title III, Sec 3302)

**South Dakota Department of Education
 Language Acquisition Plan
 For Limited English Proficient Students**

Required under Federal Law (Title III, Sec 3302 No Child Left Behind Act of 2001)

Student _____ School Year: _____
 School _____ Grade _____ DOB _____
 Parents _____
 Identified by Home Language Survey dated: _____
 Primary Language: _____

PART I

- Has the student been referred for special education services?
 No Yes
- Does the student have an IEP? No Yes* if yes, IEP date: _____

PART II

1. Identifier Assessment Data – WAPT

Individual Section Scores					
DATE	Listening & Speaking	Reading	Writing	Criteria Met	Administered by:
				<input type="checkbox"/> No <input type="checkbox"/> Yes	

Kindergarten W-APT Option #1

- ❖ For pre-K (no earlier than the May prior to entering Kindergarten) to first semester Kindergarten
- ❖ If combined listening and speaking raw score lower than a 29, the student is classified as ELL.

Kindergarten W-APT Option #2

- ❖ For second semester Kindergarten and first semester 1st grade
- ❖ If combined listening and speaking raw score is lower than a 19, the student is classified as ELL.
- ❖ If the student's listening and speaking combined raw score ranges from 19-28, the reading and writing portions need to be administered. If the reading score is lower than an 11 and the writing score is lower than a 12, the student is classified as ELL.

W-APT (grades 1-12)

- ❖ A student who scores at 5.0 or higher on the W-APT is deemed ineligible for language assistance services
- ❖ If the student scores less than 5.0 on the W-APT, the student is deemed eligible for language assistance services

2. Assessment Data – ACCESS

Individual Section Scores						Overall Weighted Score	Criteria Met
DATE	Level	Listening	Speaking	Reading	Writing	Composite Score	
							<input type="checkbox"/> No <input type="checkbox"/> Yes
							<input type="checkbox"/> No <input type="checkbox"/> Yes
							<input type="checkbox"/> No <input type="checkbox"/> Yes
							<input type="checkbox"/> No <input type="checkbox"/> Yes

							<input type="checkbox"/> No	<input type="checkbox"/> Yes
							<input type="checkbox"/> No	<input type="checkbox"/> Yes
							<input type="checkbox"/> No	<input type="checkbox"/> Yes
							<input type="checkbox"/> No	<input type="checkbox"/> Yes

SD Cut Scores – Composite 4.8 & Reading 4.0 & Writing 4.0 on Tier B or C

PART III

ELL Student Educational Accommodations:

Date Plan Developed: _____

Review Date: _____

1. Will the student take the Annual ACCESS test? No Yes
2. Will the student take the state required assessment? No Yes NA
3. Will accommodations be provided? No Yes

Accommodations for Instructional Methods

To meet the needs of this student, the following are to be used for accommodations:

*Strategies that can be utilized on state assessments

- Test items read aloud, including audiotape/cd and assistive technology (does NOT include Reading Comprehension passages)*
- Repeating and/or simplifying directions in English*
- Word to Word Glossary*
- Visual organizers (i.e. templates, masks, markers, graph paper, rulers)*
- Environmental modifications*
 - Special lighting
 - Adaptive or special furniture
 - Location with minimal distractions
 - Noise buffers
 - Carrels
 - Other (must be SDDOE approved): _____
- Small group administration*
- Individual administration*
- Flexible schedules (i.e. time of day, multiple breaks, etc.)*
- Reduced and/or modified class & homework assignments and/or assessments
- Break tasks/directions into subtasks
- Extended time for assignments and/or classroom assessments
- Print instead of cursive
- Provide student with copies of teacher transparencies/notes/lecture
- Make instruction visual – graphic organizers, pictures, maps, graphs...to aid understanding
- Highlight/color code tasks, directions, letters home
- Seat student in close proximity to teacher
- Other (list/explain) _____

Language Acquisition Plan Team Members

Signature

Title

Date

PART IV

Annual ELL Student Educational Accommodations:

Student Name: _____ School Year: _____

- 1. Will the student take the Annual ACCESS test? No Yes
- 2. Will the student take the state required assessment? No Yes NA
- 3. Will accommodations be provided? No Yes

Accommodations for Instructional Methods

To meet the needs of this student, the following are to be used for accommodations:
 *Strategies that can be utilized on state assessments

- Test items read aloud, including audiotape/cd and assistive technology (does NOT include Reading Comprehension passages)*
- Repeating and/or simplifying directions in English*
- Word to Word Glossary*
- Visual organizers (i.e. templates, masks, markers, graph paper, rulers)*
- Environmental modifications*
 - Special lighting
 - Adaptive or special furniture
 - Location with minimal distractions
 - Noise buffers
 - Carrels
 - Other (must be SDDOE approved): _____
- Small group administration*
- Individual administration*
- Flexible schedules (i.e. time of day, multiple breaks, etc.)*
- Reduced and/or modified class & homework assignments and/or assessments
- Break tasks/directions into subtasks
- Extended time for assignments and/or classroom assessments
- Print instead of cursive
- Provide student with copies of teacher transparencies/notes/lecture
- Make instruction visual – graphic organizers, pictures, maps, graphs...to aid understanding
- Highlight/color code tasks, directions, letters home
- Seat student in close proximity to teacher
- Other (list/explain) _____

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.