

# English Language Learner



## Parent Handbook

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## English Language Learner Program Overview

The English Language Learner (ELL) Program provides English language instruction curriculum materials and other related services to students whose home language is anything other than a Standard form of English.

Students are identified based on two or more of the following screening criteria:

- Home language surveys
- Teacher referrals - Teacher observations
- North Dakota State Assessment or MAP testing
- W-APT language proficiency screener
- Review of all educational documents and student records

The final step in the identification process of Limited English Proficient (LEP) students is English language proficiency testing. Based on their scores from this assessment, the ELL program provides English language instruction accordingly. Parents and students will be informed of their choices. If services are declined, parents will be required to sign a waiver.

Once students have reached English language proficiency they are exited from the ELL program. Students that have exited the program are monitored for two years.

### Services Provided by the ELL Program

The services provided are based on the student's proficiency score. Students are given a score from 1-5 with five being proficient. The following is a list of some possible services that students are able to receive:

- One-on-one ELL teaching at the magnet schools
- Testing accommodations based on proficiency level
- Curriculum support
- Supplemental Reading Interventions programs
- Middle and High School core ELL language classes
- Interpreters for parents

### Definition of Limited English Proficient (LEP)

The term "limited English proficient" is described in No Child Left Behind legislation (NCLB 2000) as an individual:

- who is age 3-21 and enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose language is a language other than English; or
- who is a Native American or Alaska Native, or a native resident of the outlying areas; and who comes from an environment where a language other than English has had significant impact on the individual's level of English language proficiency; or
- who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
- whose difficulties in speaking, reading writing, or understanding the English language may be sufficient to deny the individual:
  1. the ability to meet the state's proficient level of achievement on state assessment.
  2. the ability to successfully achieve in classrooms where the language of instruction is English;
  3. the opportunity to participate fully in society

## Legislation On Educating and Assessing English Language Learners

### *What does legislation say about educating and assessing ELLs?*

Title VI of the Civil Rights Act of 1964 was the first piece of legislation to address the needs and rights of speakers of other languages in public education, asserting that school districts are responsible for providing equal educational opportunities to national origin minority students with limited English proficiency (LEP). The No Child Left Behind Act of 2002 (NCLB) is additional legislation to further clarify the funding and the responsibilities of educators in addressing the education of LEP students.

#### **Title VI, Civil Rights Act of 1964**

"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

#### **Office of Civil Rights Memorandum, 1970**

This Memorandum interprets the Civil Rights Acts of 1964. It concerns the responsibility of school districts to provide educational opportunity to national origin minority group students whose English language proficiency is limited. The following excerpts address specific major areas of concern with respect to compliance with Title VI and have the force of Law:

- Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.
- School districts have the responsibility to adequately notify national origin minority group parents of school activities which are called to the attention of other parents. Such notice, in order to be adequate, may have to be provided in a language other than English.
- School districts must not assign national origin minority group students to special education on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin minority group children access to college preparation courses on a basis directly related to the failure of the school system to inculcate English language skills,
- Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational dead-end or permanent track.

#### **No Child Left Behind (January 12, 2002)**

##### **Challenging Standards for English and Content Area Instruction**

NCLB requires states to establish challenging academic content standards for all students, and Title III of this act indicates that ELLs are not exempt from meeting these high expectations. It asserts that English learners must develop English proficiency and skills for high academic achievement in English WHILE SIMULTANEOUSLY MEETING the same challenging State standards that all students are required to meet.

The term "limited English proficient" is described in No Child Left Behind legislation (NCLB 2000) as an individual:

- Who is age 3-21 and enrolled or preparing to enroll in an elementary school or secondary school;
- Who was not born in the United States or whose language is a language other than English; or who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; OR

- Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; AND
- "Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
  - The ability to meet the state's proficient level of achievement on state assessments;
  - The ability to successfully achieve in classrooms where the language of instruction is English;
  - The opportunity to participate fully in society. (Title IX, Section 9109, No Child Left Behind Act. 2001)

Title I and Title III - Accountability through Assessment

NCLB also calls for accountability in meeting State standards through high quality assessments. Schools must not only demonstrate improvements in students' English proficiency each school year, but also demonstrate that English learners are making the same "adequate yearly progress" as other students. As a result, ELLs must participate in annual State assessments.

- ELLs must take annual standardized tests assessing English language proficiency.
- ELLs are required to take the same State tests as all other students.

School districts must also assess annually the LEP students in speaking, reading, writing, and listening. The ACCESS assessment scores from the language proficiency test must be submitted to the Department of Public instruction by June of the current school year.

**Grand Forks Public Schools Policy #6110**

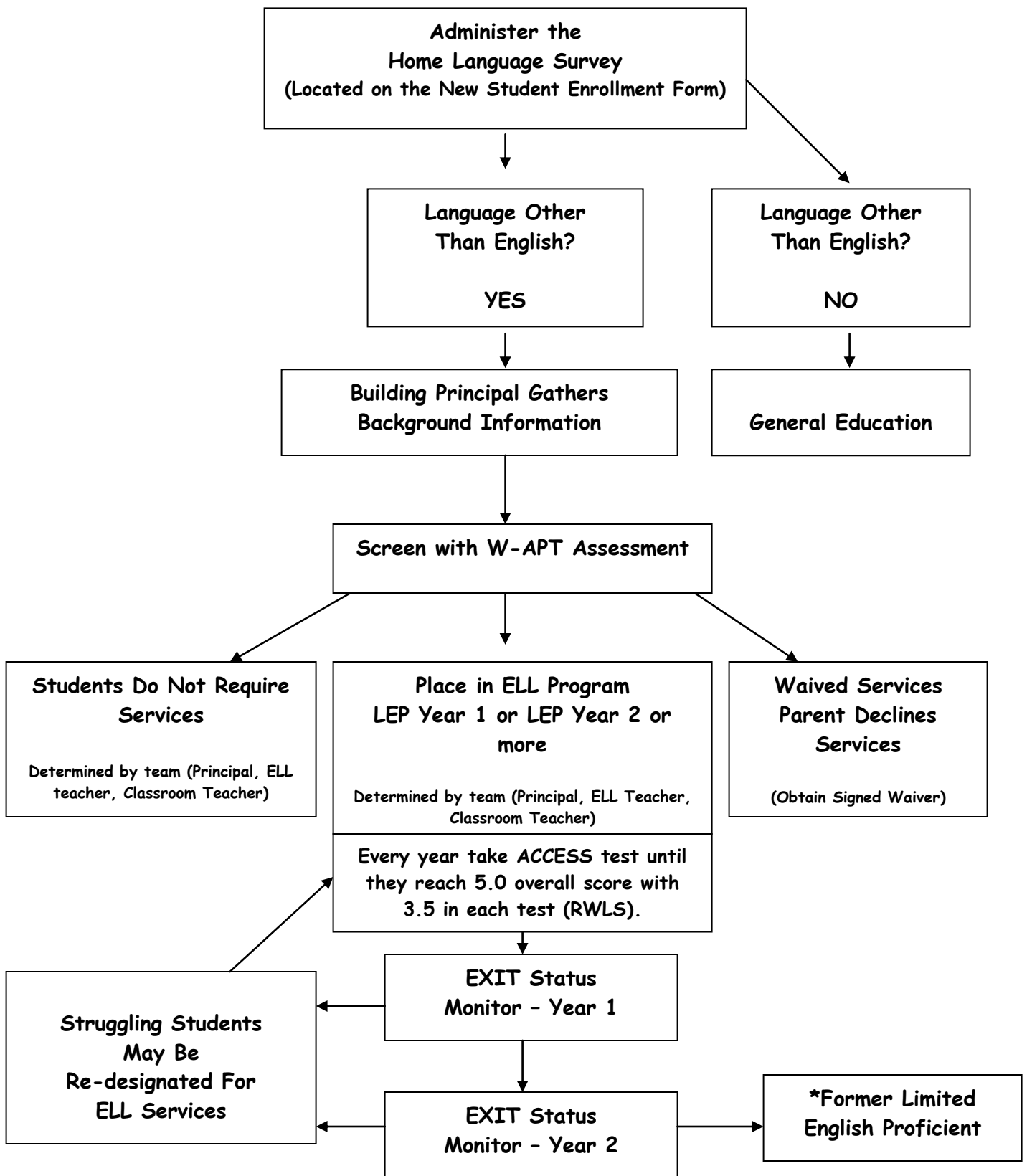
Education Services to Limited English Students

The Grand Forks School District is committed to providing appropriate education services to Limited English students. Students who have been identified as lacking the necessary language proficiency to achieve in the classroom because of a non-English language background are provided necessary services.

The district ensures that students are provided the appropriate educational services through a district plan that specifically outlines identification, assessment, services, personnel, and parent involvement. The plan shall describe the process of identification of students who are Limited English Language Proficient (LEP) or English Language Learners (ELL) that is consistent with state and federal requirements.

Parents or guardians of the student shall be notified upon identification and be informed of student's needs, services available, and annual progress of English and academic achievement.

# ENGLISH LANGUAGE LEARNER IDENTIFICATION, PLACEMENT AND ASSESSMENT FLOWCHART



*\* Students are identified Former English Limited English Proficient for two years after they are eligible to exit the program.*

## Program Models

### Mainstream Classroom

The Grand Forks Public Schools uses an integrated ELL program that provides language services in the mainstream classroom as much as possible. The ELL teachers collaborate with classroom teachers to develop instructional plans for students who are limited in their English Language Proficiency because they come from a different language and cultural background. Classroom teachers modify materials and use paraprofessionals to provide services. Additional instructional support is provided through tutoring, before/after school academic programs, and supplemental reading intervention programs.

### English Language Development or ELL Pull-out

The ELL students leave their mainstream classroom to spend part of the day with an ELL teacher, receiving ELL instruction focused on vocabulary, communication skills, and beginning academic skills.

The GF Public School District has established an ELL magnet school at each educational level--elementary, middle, and high school. ELL students at the entering level of proficiency through the developing level are placed at these schools in order to provide efficient ELL services and instruction.

### ELL Class Period - Middle & High School

Students receive ELL instruction during a regular class period. They are grouped for instruction according to their level of English proficiency.

Specific students are scheduled in a variety of sheltered content classes taught by highly qualified content-area teachers focusing on academic proficiency. Coursework is modified to students' proficiency level.

## Instructional Program

The Grand Forks Public Schools operates the ELL Program to serve the needs of LEP students. The philosophy of the ELL program is to promote the English language development focusing on vocabulary and grammar while supporting the classroom or content teachers in their goal to meet the needs of all diverse learners.

The District has established an ELL magnet school at each educational level--elementary, middle, and high school. ELL students at the entering level of proficiency through the developing level are placed at these schools in order to provide efficient ELL services and instruction.

**Elementary School Level:** The following research-based programs have been implemented focusing on developing literacy only in English include:

- Structured English Immersion (SEI) - The teacher and staff use a simplified form of the majority language L2, and basic contributions from children in their native language (Brisk, 1998; Hornberger, 1991) to teach the students at their proficiency level making curriculum comprehensible.
- English Language Development or ELL Pull-out (Baker, 2006) - The ELL students leave their mainstream classroom to spend part of the day with an ELL teacher, receiving ELL instruction focused on vocabulary, communication skills, and beginning academic skills.
- ELL Push-in (Baker, 2006) - Students are served in a mainstream classroom. Through this program students are exposed to language modeling, academic instruction in English with the support of the ELL teacher and para.
- Sheltered Instruction Observational Protocol (SIOP) (Echevarria & Graves, 2003; Vogt, Echevarria, 2008) - The goal is proficiency in English while learning content in an all-English setting. Instruction is adapted to students' proficiency level and supplemented by content and language objectives, comprehensible input, strategies, and interaction.
- After school reading program, homework clubs, ELL Push-in program, and supplemental reading interventions programs - additional academic support is provided through individual programming.

**Middle School Level:** The students are instructed in one or more of the following ELL programs. The main focus of all of these programs is English language development in all four areas of language domain-speaking, listening, reading, and writing. The staff uses an array of ELL strategies such as cooperative learning, hands-on, visuals, demonstrations, modeling, realia displays, and contributions of the native language L1 to implement the SIOP components CALLA (Cognitive Academic Language Learning Approach) strategies. Higher proficiency students are served through extended instructional support in the day to day programming and after school tutorial/homework clubs.

- Sheltered Instruction Observational Protocol (SIOP) (Echevarria & Graves, 2003; Vogt, Echevarria, 2008) - The goal is proficiency in English while learning content in an all-English setting. Instruction is adapted to students' proficiency level and supplemented by content and language objectives, comprehensible input, strategies, and interaction.
- ELL Push-in (Baker, 2006) - Students are served in a mainstream classroom. Through this program students are exposed to language modeling, academic instruction in English with the support of the ELL teacher and para.

- Structured English Immersion (SEI) - The teacher and staff use a simplified form of the majority language L2, and basic contributions from children in their native language (Brisk, 1998; Hornberger, 1991) to teach the students at their proficiency level making curriculum comprehensible.
- Tutorial, homework clubs, ELL Push-in program, and supplemental reading interventions programs - additional academic support is provided through individual programming.

**High School Level:** The students are instructed in the following:

- Sheltered Instruction - Five classes are scheduled focusing on academic proficiency in a variety of sheltered content courses. Highly qualified content-area teachers collaborate with the ELL teacher to design lesson plans and deliver tailored instruction. The ELL teacher and staff implement a model of sheltered instruction with SIOP (Echevarria *et al.*, 2000).
- Structured English Immersion (SEI) - The teacher and staff use a simplified form of the majority language L2, and basic contributions from children in their native language (Brisk, 1998; Hornberger, 1991) to teach the students at their proficiency level making curriculum comprehensible.
- Collaborative Teaching - Support is provided by block/modified classes, intervention, tutors, resource tutorial and supplemental reading interventions programs.

The major purpose of the ELL Program is to increase the English language proficiency of the identified LEP students as quickly as possible by implementing the design as described above. The Department of Public Instruction has adopted the WIDA's English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade 12. (<http://www.wida.us/standards/index.aspx>)

## Identification, Entry, and Initial Placement Limited English Proficient Students

### Student Identification

The following tools may be used to identify ELL students:

1. New Student Enrollment Form - Home Language Survey
2. Principal/Parent Meeting - Background Information Form
3. Review of all student and education records
4. W-APT Assessment
5. Referrals (Teacher or Principal)

Two types of different procedures are used to identify LEP students. They are identified at the initial time of registration to the Grand Forks Public Schools or throughout the school year by referrals.

### Criteria for Placement and Individual Language Plans (ILP)

Students that receive a 1, 2, or 3, on the W-APT or ACCESS are scheduled for direct services from the ELL teacher and the paraprofessional at the magnet schools. An ILP will be developed for all students that are identified as LEP. The plan is developed by the ELL teacher and building principal. Specific accommodations, modifications, and direct services will be decided on an individual basis.

#### Level I - Entering

The Level I individual demonstrates **negligible** cognitive-academic language proficiency. The student will find the language demands of the learning task **impossible to manage**. Students are placed at the magnet schools where they receive direct service from the ELL teacher, ELL paraprofessional, and the classroom teacher.

#### Level 2 - Beginning

The Level 2 individual demonstrates **very limited** cognitive-academic language proficiency. The student will find the language demands of the learning task **extremely difficult**. Students are placed at the magnet schools where they receive direct service from the ELL teacher, ELL paraprofessional, and the classroom teacher.

#### Level 3 - Developing

The Level 3 individual demonstrates **limited** cognitive-academic language proficiency. The student will find the language demands of the learning task **difficult**. Students are placed at the magnet school or neighborhood school depending on specific domain testing levels on the ELL assessment. If they are placed at the magnet school they receive direct service from the ELL teacher, ELL paraprofessional, and the classroom teacher. If they are placed at their neighborhood school they receive services through tutorial, before/after school academic programs and supplemental intervention programs.

#### Level 4 - Expanding

The Level 4 individual demonstrates fluent cognitive-academic language proficiency. The student will find the language demands of the learning task manageable. Students are placed at their neighborhood schools where they receive services through tutorial, before/after school academic programs and supplemental intervention programs.

### Level 5 - Bridging and Level 6, Reaching

The Level 5 individual demonstrates advanced-cognitive academic language proficiency. The student will find the language demand of the learning task very easy. When a student reaches this level, they are exited from the ELL program.

### **Assessment Procedures**

Students who are identified as LEP shall be administered the ACCESS for ELLs test, annually to reestablish eligibility or to determine readiness to exit, as well as measure progress. These scores are kept on file to document eligibility and are provided to the North Dakota Department of Public Instruction regarding program accountability.

The North Dakota Department of Public Instruction requires the school district to assure that all LEP students are:

- Included in the statewide achievement assessment system.
- Identified and assessed for English language proficiency.
- Provided appropriate instructional services are provided based on assessment.

### WIDA ACCESS Test (State Assessment)

LEP students must participate in the statewide achievement assessment program as other students.

- Students are identified as LEP on the test inside front cover sheets.
- Students have a right to accommodations according to the level of English language proficiency.

### **Individual Language Plans (ILP)**

The ILP is developed by the ELL teacher with input from the building principal. The plan is kept on file with the ELL teacher and a copy is placed in the student's cumulative file.

## Enrollment Procedures for New and Returning Students to the Grand Forks School District

1. Complete the Grand Forks Public Schools New Student Enrollment Form. The home language is indicated on the back page of the enrollment form in the Home Language Survey section.
2. If "No" is checked on Question #1, #2, or #3 of the Home Language Survey, the building principal should conduct an interview with the student and parent/guardian to complete the Background Information Form. *(See Page 8 - Flow Chart)* A facilitator or translator may be needed or requested to help interview the student and parents. The Background Information Form will request the following information:
  - Number of years in school.
  - Exposure to other languages.
  - Family movements.
  - Native language literacy.
3. **The building principal will contact the appropriate ELL teacher to arrange for testing. The W-APT (assessment) will be completed within 30 days of enrollment if the student enrolls at the beginning of the school year or within 14 days of enrollment if the student enrolls mid-year.**
4. The student is placed in a general education classroom at the neighborhood school until the testing is completed. The student must be placed appropriately according to AGE and GRADE.

Based on the testing results, a team consisting of the building principal, ELL teacher, and classroom teacher will make a recommendation for placement. The student and family are informed of recommended placement. If the parent declines services, a signed waiver form is required.
5. If the student is placed at one of the magnet schools, the ELL teacher will coordinate the placement with the principal at the magnet school. If the magnet school is outside of the student's attendance area, then transportation is provided. The ELL Teacher or Principal will inform the Special Education Department so transportation can be arranged. **If students live within the magnet school attendance area, transportation IS NOT provided.**
6. Student Individual Language Plans (ILP) will be written for all identified LEP students. The ELL teacher will be responsible for completing the ILP. The ELL teacher is required to update the ILP on a yearly basis.

## Exiting and Reclassification

When English Language Learners (ELLs) have the language skills necessary to compete with mainstream English speakers in age and grade appropriate settings in all areas of language development they will no longer be considered limited-English proficient.

Students who are considered limited-English proficient will:

1. Understand and speak English and have the academic language needed to be successful in the classroom.
2. Read and comprehend English as evidenced by classroom work and assessment data.
3. Write English as evidenced by classroom work and assessment data.
4. Meet district guidelines in their academic subjects.

When a student scores a Level 5.0 composite score with at least 3.5 in each subtest (RWLS) on the ACCESS assessment, the student is exited from the program. However, the district may also consider exiting an ELL student based on identified English language proficiency levels, North Dakota State Assessment, grades, class work, local assessments, or student is achieving academically at their age appropriate grade level.

**Students that have exited the program are monitored for two additional years. During these two years of monitoring, student scores count toward district LEP subgroup AYP.**

**The student's exit date is provided in POWERSCHOOL under "Custom Screens", "Special Student Information", "LEP Exit Date".**

After the two year monitoring period, students will be reclassified as fully English proficient.

## English Language Proficiency Standards

North Dakota has adopted as the WIDA's English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade 12. WIDA's vision of language proficiency encompasses both social and academic contexts tied to schooling, particularly to standards, curriculum, and instruction.

The WIDA English Language Proficiency Standards are:

- English Language Proficiency Standard 1: English language learners communicate for **Social** and **Instructional** purposes within the school setting.
- English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
- English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Additional information can be obtained at: <http://www.wida.us/standards/index.aspx>