

English Language Learner Program Description

English Language Learner Program

West Side Summit (WSS) is committed to meeting the educational needs of all students, and preparing them for the academic demands of post secondary education, in a predominately English speaking environment.

The mission of our *English Language Learner* (ELL) program is to ensure equity and access to high quality education for all English Language learners, per the guidelines of the Minnesota Department of Education, through Academic English proficiency. Such proficiency is necessary, in order for students to access the curriculum, and participate fully in the mainstream classroom.

Furthermore, *West Side Summit* (WSS) is committed to increasing students' Basic Interpersonal Communication (BICS). Strong BICS are a necessary means of communicating with the student's environment, both inside and outside of school; WSS is committed to preparing all students for full participation in American society. The following document outlines West Side Summit's protocols, processes and guidelines for identifying, serving and exiting students who require services from the ELL program.

I. Identification Process

A. In Minnesota, English Language Learners are K through 12 students who meets the following requirements: (2015 Minnesota Statutes 124D.59, Subdivision 2):

- The student, as declared by a parent or guardian (on the Home Language Questionnaire), has either first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and
- The student is determined by a valid assessment (WIDA) measuring the pupil's English language proficiency, and by developmentally appropriate measures, (which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments) to lack the necessary English skills to participate fully in academic classes taught in English.

A. Home Language Survey: West Side Summit has developed a home language survey to identify students who may not be proficient in English. The survey is available in multiple languages in order to meet the needs of WSS families. Data from the survey is used to determine: if a student speaks a language other than English at home, the primary language learned by each student, and the language that each student is most comfortable speaking. The Home Language Survey is administered for *every* student upon enrollment and is included in the school's enrollment package. The survey is used **solely** for determining students' language needs. WSS then establishes a record, to document the results of the survey as well as any language assessments that have been, or will be administered to the student.

- a. Assessment: students who are designated as speaking a primary language other than English are assessed using the WIDA MODEL (Kindergarten), WIDA APT (W-APT), or their WIDA ACCESS scores are obtained from their previous school. Both tests assess students' proficiency in reading, writing, listening, and speaking English.

III. Program Placement

- A. Rationale: Student placement is determined by the criteria set by WSS, with an attempt to meet the academic needs of all students and avoid unnecessary isolation from the mainstream classroom and curriculum.
- B. WSS will use the following criteria to determine the appropriate service placement for students: WIDA Composite, grade cluster, Wida modality scores, number of years in the country, whether or not English is spoken at home, other educational needs affecting language proficiency needs, student interview and parental input. Those who do not fit an exact criteria, in any given service level will be determined through collaboration between the ELL, and the classroom teacher, and input from any other specialist who provides academic services to the student.

IV. Parent/Custodial Notification

- A. Minnesota Statute Section 124D.60 Rights of Parents, outlines requirements for parent notification within ten days after the enrollment of any pupil in an instructional program for English learners, parental right to withdraw from the program, and parent involvement in the program. This notification must be written in the primary language of the students' parents. The notification will: inform the parents of their students enrollment in the program, offer a simple explanation of the program, inform parents that they can visit the school and observe the program, schedule a conference to discuss the program, and that they can remove their student from the program.
- B. WSS will send a letter home to parents of any students enrolled in the English Language Learner program. The letter must be sent within 10 days from when the student began receiving services.
 - 1. Letters will be available in English, Spanish and Somali as well as any other language (available on the Federal Department of Education website) necessary to accommodate the needs of West Side Summit families.
 - 2. Letters will be sent within ten days of enrolling a student in the program every school year per Title 3 laws.
 - 3. WSS will not request permission to provide services. WSS will notify families of their right to withdraw from the program or request a meeting regarding the program.

V. MARSS Classification

- A. Students must be classified in MARSS according to their limited English proficiency status, as determined using developmentally appropriate measures by the district.
- B. The home language for all students must be recorded in MARSS. No student listing English as their home language will be considered an ELLI.
- C. Until meeting the exit criteria described in Section VIII, Ells are considered to have limited English proficiency, regardless of whether or not they receive English language learner services.
- D. The start date recorded for ESL services should reflect the first day students actually received ELL services, not the first day of school.
- E. If students meet the exit criteria described in Section VII, students remain classified as LEP for the remaining school year in which they were enrolled.

- F. If a student meets the exit criteria described in Section VII, but the ELL teacher has identified ELD areas of concern, the ELL teacher will recommend a learning plan for the classroom teacher to implement (i.e spelling, punctuation).

VI. Services Provided

A. Guiding Principles of West Side Summit's ELL Program Model:

- All classroom instruction is primarily in English, unless otherwise noted.
- ELLs may be served by other programs such as Title 1 and/or Special Education.
- ELL student involvement in other programs does not replace ELL services.
- All WSS teachers are dedicated to servicing the needs of ELLS through scaffolding, co-teaching, visual support, manipulatives and Professional Development.
- All WSS staff value the linguistic diversity of our ELLs and all WSS students. We encourage our students to value their primary language(s), and English varieties, in addition to academic English.

B. ELL Student Service Models:

Sheltered Newcomer Services: Newcomer Services concentrate on the academic areas of reading and writing, vocabulary development, speaking and listening. Students will also learn social skills needed in the classroom setting. Instruction is in English. Units of instruction focus on specific concepts used in the mainstream classroom, and in BICS. Vocabulary from these units are introduced, practiced, and applied.

Sheltered Pull-Out Instruction: West Side Summit's ELL pull-out program groups students according to their language proficiency, and grade level cluster. Ideally, students are pulled out during a time when they will not miss core content instruction. ELL teachers use supplemental materials from the current curriculum in the mainstream classroom, and curriculum specifically designed for English language development. When using language development specific curriculum, the ELL teacher will use a unit that corresponds to the classroom's core curriculum content.

Push-In Instruction: Students are served in the mainstream classroom through co-teaching, language modeling, scaffolding and direct academic English language instruction. The students are instructed with the combined, or singular support of the ELL teacher, the classroom teacher and paraprofessionals.

Collaborative Teaching: The ELL teacher(s) strategize and modify curriculum taught throughout the day, to meet the ELL student in their zone of proximal language development. The modifications are designed to adapt to the students' language needs, not to simplify the rigor of academic instruction.

Monitor Status: Students attend mainstream classes throughout the school day. Students do not receive regularly scheduled pull-out or push-in instruction. The students' ELL teacher will monitor them by collaborating with the classroom teacher on the student's academic progress, observing the student, surveying their academic work, and conducting student interviews. Students must be on monitor status for one year prior to exiting the program, per best practices recommended by the Minnesota Department of Education.

VII. Annual Progress Evaluation

- A. All students who are identified as having Limited English proficiency (LEP) in kindergarten through grade 12, including students who are also identified as needing special education services, must take the WIDA-Access test for ELLs. The Access test for ELLs is an English language proficiency assessments designed to meet language learners' social and academic language proficiency in English.
- B. Access results are reported by six proficiency levels: Entering, Beginning, Developing, Expanding, Bridging, and Attained.
- C. Access proctors will complete the necessary training modules before test administration.
- D. Students will take the access test in the state mandated test window. For the 2016 - 2017 school year testing will fall into the following time frames: Monday, January 2017 - March 2017.
- E. WIDA scores are not released to the school until the following school year, and will be distributed to parents at that time.
- F. Students who have an overall score of proficient (Composite 5), and a Writing score no lower than a 4, will be put on monitor status for a year prior to exiting the program.

VIII. Exiting the Program:

- A. Students will be exited from the program when they meet or exceed the following criteria:
 1. Student scored a Composite score of 5, with a writing score no lower than 4.
 2. Student has been on Monitor status for one school year.
 3. Student is in fourth grade.

*These criteria mirror Minnesota Department of Education recommendations.

IX. Guiding Laws: The following were resourced from the MDE's 2015-2016 ELL Report (<file:///home/chronos/u-dc00562c51f2a0ddb3725f7ce6133053d6682c56/Downloads/ELs%20in%20Minnesota%202015%202016.pdf>)

State Laws

[Minnesota Statute Section 123B.30](#) Improper Classification of Pupils. No district shall classify its pupils with reference to race, color, social position, or nationality, nor separate its pupils into different schools or departments upon any of such grounds.

[Minnesota Statute Section 124D.59](#) Definitions. Defines a pupil of limited English proficiency, essential instructional personnel, English as a second language program, bilingual education program, primary language, parent, and educational program for English learners.

[Minnesota Statute Section 124D.60](#) Rights of Parents. Outlines requirements for parent notification within ten days after the enrollment of any pupil in an instructional program for English learners, parental right to withdraw from the program, and parent involvement in the Program.

[Minnesota Statute Section 124D.61](#) General Requirements for Programs outlines general

requirements for programs for English learners including identification and reclassification criteria, programs and services, and professional development for teachers working with ELs.

[Minnesota Statute Section 124D.65](#) English Learner Programs Aid outlines school district EL revenue, and participation of nonpublic school pupils.

[Minnesota Rule 3501.1200](#) Scope and Purpose of English Language Development Standards outlines the purpose of standards that govern the instruction of English learners. The state of Minnesota's standards for English language development are the current standards developed by the World-Class Instructional Design and Assessment (WIDA) consortium.

[Minnesota Rule 3501.1210](#) English Language Development Standards outlines the language development standards: social and instructional language, the language of language arts, the language of mathematics, the language of science, and the language of social studies.

[Minnesota Rule 8710.4150](#) Teachers of Bilingual/Bicultural Education defines scope of practice, demonstration of oral and written proficiency, subject matter standard as part of the licensure requirements for teachers providing bilingual/bicultural education.

[Minnesota Rule 8710.4400](#) Teachers of English as a Second Language defines scope of practice, licensure requirements, subject matter standard as part of the licensure requirements for a teacher of English as a second language.

[2014 Minnesota Session Law, Chapter 272—H.F. No. 2397, Article 1](#) The Learning English for Academic Proficiency and Success (LEAPS) Act was passed in Minnesota in 2014. The law revises many state statutes to add an increased emphasis to support English learners. The law is embedded into many existing statutes including areas such as early childhood, curriculum and instruction, adult education, and teacher licensing. The statute adds a definition and accountability reporting for Students with Limited or Interrupted Formal Education (SLIFE). The statute also adds a provision for districts to institute bilingual and multilingual seals to students who demonstrate certain levels of language proficiency on native and world languages.

Federal Laws

[Title III Part A](#) – English Language Acquisition, Language Enhancement, and Academic Achievement Act. Under the Elementary and Secondary Education Act, the purpose of the

Title III program is to ensure that ELs and immigrant children and youth attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet. To achieve this goal, districts receiving supplemental Title III funds are expected to provide high-quality language instruction educational programs (LIEPs) for ELs and immigrant students and high-quality professional development activities to ESL and Bilingual Education (BE) staff, as well as all staff who work with ELs. LIEPs should be based on scientific research shown to be the most effective for teaching English language. Title III under the No Child Left Behind Act consolidates the 13 bilingual and immigrant education programs formerly entitled by Title VII of the Improving America's Schools Act of 1994 into a State formula program and increases flexibility and accountability.

[Title VI of the Civil Rights Act of 1964](#)

As stated on the Office for Civil Rights' (OCR) website glossary page, "Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English".

[Equal Education Opportunities Act of 1974](#)

The OCR glossary webpage summary states, "This civil rights statute prohibits states which receive federal funding from denying equal educational opportunity to an individual on account of his or her race, color, sex, or national origin. The statute specifically prohibits states from denying equal educational opportunity to students learning English by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs". [20 U.S.C. Section 1203(f)]

Supreme Court Cases Related to English Learner Education

In addition to the Minnesota state law and Title III federal law, several other key Supreme Court cases listed below, enforce English learners' access to equitable educational opportunities.

[Castañeda versus Pickard](#) According to the OCR website glossary page, "On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-Lau decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for EL students: (1) is the program based on an educational theory recognized as

sound by some experts in the field or is considered by experts as a legitimate experimental strategy; (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?" [648 Federal Report, 2nd Series 989 (5th Circuit, 1981)]

[Lau versus Nichols](#) was a class action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district. [414 U.S. 563 (1974)]

[Plyler versus Doe](#)

This 1982 U.S. Supreme Court case overturned an attempt by a Texas school district to exact tuition money from students whose U.S. citizenship could not be confirmed. The district had alleged it was unfair to children who were citizens and legal residents to share resources – and, presumably, receive fewer of the resources – with children who were illegal residents, and was requiring all students to either prove their legal status in the United States or, if they could not, pay tuition. The High Court ruled that a state does not have the right to deny a free public education to undocumented immigrant children on the basis that it was not the state education agency's business to essentially create immigration policy, nor could it be proven that "legal" children suffered a poorer education as a result of including "illegal" peers. [457 U.S. 202 (1982)]

[The May 25 Memorandum](#)

To clarify a school district's responsibilities with respect to national-origin-minority children, the U.S. Department of Health, Education and Welfare, on May 25, 1970, issued a policy statement stating, in part, that "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 the instructional program to the students." In addition, "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." Pottinger, J.S. (1970, May 9). Developing Programs for English Language Learners: HEW Memorandum)

Flow Chart of progression through the EII program

Student enrolls in the school and the school receives the Home Language Survey. Any indication student is a non-native English speaker?

Yes

No

Administer WIDA ATP or MODEL.

- ELL teacher collects information through: observation, informal student interview, parent interview and classroom teacher collaboration.
- ELL teacher recommends services

Student is not an ELL.

- Student receives services
- LEP status updated in MARRS
- Parental notification sent

Student is tested yearly as they progress in their English language Proficiency.

- Student scores proficient on WIDA.
- Student goes on monitor status for one academic year.
- Student meets criteria for exiting program.

Student exits ELL program.

MARRS is updated to reflect the student is no longer limited in their English proficiency

