



Mission: "To Build Knowledge and Skills for Success Today and Tomorrow"

Meade 46-1 English Learner Program Guide

Vision: "Meade School District will work in conjunction with its community to provide excellent academics and co-curricular activities that develop life-long learners and productive citizens."

Structured English Immersion

- Specialized instruction/curriculum in English with an EL teacher
- May include some native language support
- Classes include students from any language background
- Focus is on learning academic content while developing English-language skills
- Use of comprehensible language, physical movement, and visuals
- Instructional approach makes academic instruction in English understandable to EL students
- Teachers are ENL endorsed or trained and typically are also endorsed in the content area
- Typically all ELs

Goals:

- English language learners shall be educated in the Structured English Immersion until student reaches the progressive level according the SD DOE Language assessment – ACCESS 2.0
- With support from classroom teacher and other certified staff, the student will be successful in both oral and written language acquisition
- Ensure that students achieve at grade level expectations (non IEP students)

Procedure

1. Upon enrollment, parents/guardians are asked to indicate home language. If English is not the home language, school personnel contact the District Assessment Coordinator. The student is assessed within two weeks of the date of enrollment using the WIDA screener W-APT.
2. Student is assessed by the District Assessment Coordinator to determine if student is considered ELL.
3. The Assessment Coordinator works with the building administrator to determine classroom placement.
4. The parents/guardians of identified student(s) will meet with administrator, assessor, and classroom teacher to go over the Language Acquisition Plan (LAP)
5. The classroom teacher and support staff will work together to meet the needs of the student(s).
6. Periodic progress reports will be sent home to help parents/guardians to monitor the progress of the student.
7. Students will be assessed periodically with benchmark, district, and state assessments. Accommodations will be provided if the LAP team determines that it is needed.

South Dakota criteria for classifying a student as EL are as follows:

- Grades 1-12: Students with a composite score lower than 5.0 qualify for EL services.
- Kindergarten- Preschool through 1st semester of grade 1: The Kindergarten Listening and Speaking Test is an oral proficiency test intended for students in this age range. (It cannot be given earlier than May prior to entering kindergarten.)

- Identification Criteria: If combined Listening and Speaking raw score is less than 29, the student will be deemed eligible for language assistance services and must be administered the annual ACCESS for ELLs 2.0 assessment. OR
 - A score less than 5.0 on WIDA Measure of Developing English Language (MODEL) is also considered a placement score for ELs.
- Kindergarten-2nd semester kindergarten through 1st semester of grade 1. The Kindergarten Reading and Writing Tests are diagnostic tests intended for students in this range.
 - Identification Criteria: If combined Listening and Speaking raw score is less than 19, the student will be deemed eligible for language assistance services and must be administered the annual ACCESS for ELLs 2.0 assessment. If combined Listening and Speaking raw score ranges from 19 to 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 EL and must be administered the annual ACCESS for ELLs® assessment. OR
 - A score less than 5.0 on WIDA Measure of Developing English Language (MODEL) is also considered a placement score for ELs. The Kindergarten W-APT and WIDA Screener test results need to be placed in the student’s cumulative file. Parents can refuse EL services if a student is identified as EL. However, they cannot refuse the administration of the English language proficiency annual summative assessment.

Notification of Program Eligibility: (Entrance / Continuation / Exit) circle one

School: _____ Date Enrolled: _____ Date Identified: _____

Dear Parent/Guardian of: _____

ESEA Section 1112 (e)(3)(A)(i)

According to information you provided on the Home Language survey 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 2 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 (e)(3)(A)(ii)

In XX Schools, Title III/EL Program eligibility is determined by Language Proficiency, which is assessed on a **scale of 1-6**. On the English language proficiency test, **your child tested at a level** _____ on the **ACCESS, Alternate ACCESS, WIDA Screener (circle the assessment type)**

Below is an explanation of the levels.

English Language Proficiency Levels (grades K-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(e)(3)(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 5 or 6 years to exit the EL program. The high school completion rate and on time graduation rates for SD schools can be found at <https://sdschools.sd.gov/#/home>

ESEA Section 1112(e)(3)(A)(iii)

The school offers the following programs to help your child develop English language proficiency. A description of these program models can be found on the back side of this letter. Based on your child's language development needs, the recommended program model for your child is:

Pull-out language support Push-in language support Sheltered Instruction Other(s) _____

ESEA Section 1112(e)(3)(A)(v)

This program will help meet your child's language development needs by assisting your child with English language development services in order for your child to meet the grade level content standards in the mainstream classroom and help your child complete high school.

ESEA Section 1112(e)(3)(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

ESEA Section 1112(e)(3)(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 1112(e)(3)(A)(viii)

Parents/guardians have the right to decline **services** or choose a different program model offered by the district, but annual language proficiency **assessment** remains a district responsibility. If services are declined, a 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, contact:

EL Teacher Name

EL Teacher Phone Number

Date

| Program Model Type | Focus | Students | Delivery | Staff |
|---|--|--|---|-------------------------|
| Transitional Bilingual or Early-Exit Bilingual Education | Develop literacy in English while developing some literacy skills in the native language | ELs with same native language | Instruction is delivered in both languages – instruction may be heavier in native language in early grades and transition to mostly English in later grade levels | Bilingual Teacher |
| Dual Language or Two-way Immersion | Develop literacy in the native language and in English | ELs with common native language and native English speakers who want to learn that language | Instruction is delivered in both languages | Bilingual Teacher |
| ELD (English Language Development) | Develop English language proficiency | EL students and possibly other native English-speaking students who need assistance with academic English | Instruction using ELD standards to teach English (students may use native language supports) | EL Teacher |
| Content Classes with Integrated ELD Support | Develop English language proficiency and content knowledge | ELs and can include native English speakers | Instruction uses rigorous content standards, English Language Development standards and specific strategies and techniques to teach English and content together | EL Teacher |
| Newcomer Program | Develop beginning English language skills, introduce core academic skills and provide support for acculturation to the US and school | New ELs to the US educational system with an entry level of English language proficiency or EL students with Severely Interrupted Formal Education | Instruction is delivered in English with native language support from Bilingual staff and peers when possible – units designed for students to succeed in US schools and transition students to regular classrooms within a year | EL Teacher |
| Other – Push-in EL | Develop English language proficiency | EL students and possibly other native English-speaking students who need assistance with academic English | Instruction in English using co-teaching and planning to make the lesson comprehensible, provide additional language support within the classroom related to the mainstream lesson or bilingual staff may provide native language support in the mainstream classroom | Bilingual or EL Teacher |
| Other – Extended Instructional Day | Focus varies, based on student needs | ELs | Instruction is delivered outside of the regular instructional school day | Bilingual or EL Teacher |

EL Teacher Name

EL Teacher Phone Number

Date