

English Learner Program Description

Browerville Public Schools

The purpose of this document is to share the context and components of our English Learner (EL) program and recommendations for future planning with staff and administration. This document design follows the Critical Elements for EL Programs as noted by the Minnesota Department of Education.

CIVIL RIGHTS ACT of 1964 – TITLE IV

“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.”

EQUAL EDUCATIONAL OPPORTUNITIES ACT, 1974

“No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, 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.”

Browerville EL program was created with the purpose to not only satisfy the requirements of the Minnesota Department of Education and federal, but to provide opportunities to students whose primary language is not English to grow and learn to the best of their abilities in our schools.

The purpose of the English Language (EL) program in Browerville Public Schools is to provide experiences that promote individual and social wellbeing, and to provide equal educational access for students whose primary language is not English. It is an interdisciplinary program that helps students acquire essential skills for learning a new language and adjusting to a new culture. The aim of the program is to be responsive to the initial and changing needs of the student and to maintain flexibility within the program.

The EL program emphasizes instructional assistance in academic and social setting. The EL program assists non-English or limited English speaking students in developing English language skills at a level which will enable them to perform successfully in mainstream classes, graduate from high school, and pursue further education.

English Learner Programs

Students who are identified as English Learners (ELs) should be served in an instructional program designed for ELs, defined as either an English as a Second Language (ESL) or Bilingual Education (BE) program by Minnesota statute. Districts and charter schools have discretion in selecting appropriate language programs but the program chosen should be considered sound by experts in the field.

The program should be designed to meet varying needs across proficiency levels. For example, students at the beginning levels of English proficiency need more intensive services than students at transitional levels of English proficiency. Whichever model is implemented by the district or charter school should be clearly articulated and available to parents, staff, and students.

Minnesota Language Survey (MNLS)

The Minnesota Language Survey (MNLS) is used by all districts and charter schools in Minnesota to determine and document a home language for each student. Information requested on this form is important to us to be able to serve our students.

Parent Notification of English Learner Services

When a student is first identified as an English Learner, the state requires that parents are notified of English Learner services available to the student. Districts and charter schools that receive Title III funding from the federal government are required to notify parents every year that their child receives English Learner services.

All parents have the option of declining English Learner services.

Critical Element 1: The district must develop, identify and place English Learners in appropriate programs.

1.1 Evidence that the district equitably applies the use of a home language questionnaire and developmentally appropriate measures with all student to identify English Language Learners (ELLs). Evidence of the district procedure to appropriately identify immigrant and refugee students.

A Home Language Questionnaire is given to all families upon registering their children at the District Center. The District uses a centralized enrollment process to consistently apply all of the requirements related to the Home Language Questionnaire.

Current State and Browerville Public Schools, District 787 Criteria: ‘ A pupil of limited English proficiency’ means a pupil in any of the grades of Kindergarten through Grade12 who meet the following requirements:

A student is identified as an EL if:

- the pupil first learned a language other than American English, or
- comes from a home where a language other than American English is spoken, or both first language and English are spoken, or
- does not use American English as a primary language, or
- lived in or immersed in a culture and or country outside of America

Initial qualification for EL service is based on the Home Language Questionnaire and English proficiency measure.

- The administrative assistant must ensure that all questions on the Home Language Questionnaire are completed. If there is any indications that the student is an EL submit this form to the appropriate grade level ESL teacher to review the responses. If the parent lists more than one language, other than English, the ESL teacher must determine which one is the child’s predominant home language for data collection purposes and document it on this form.
- Standardized proficiency and achievement scores from the W-APT or WIDA Screener for any students new to a Minnesota school, ACCESS test scores or an alternative English Proficiency test (mandated by the State of Minnesota and WIDA consortium) from their previous school. At any time other developmentally appropriate measures may complement the formal measures including, (but not limited to):
 - Observations
 - ESL teacher judgment
 - Parent recommendations or refusal

Students who are not proficient will be placed in ESL.

The district continues to service students who do not meet the exit criteria according to the ACCESS test. To ensure progress in English language acquisition, the ESL teachers do the following for students receiving services.

- Check ACCESS test scores to evaluate progress and determine service needed
- Observations of students
- In development are plans to monitor student's English proficiency three times throughout the year by the ESL teachers (beyond ACCESS test).

LEP Exit Criteria

As determined by the Minnesota Department of Education, students are considered proficient in English by reaching an overall composite score 4.5 on ACCESS 2.0, with at least a 3.5 on the reading, writing, listening, and speaking from the most recent WAPT for ELs. The student must be demonstrating adequate progress toward graduation.

When a LEP student meets the state determined criteria for exiting LEP status, the student is no longer eligible to receive services. The students will receive instruction through core content instructors.

LEP students on an IEP

Students who are on an IEP and no longer benefit from ESL services may be put in a more restrictive learning environment in the Special Education Program. The Special Education staff, ESL teacher, and parents will determine the best placement for the child in regard to his or her education.

Critical Element 2: The district must implement programs that address the needs of all levels of English proficiency.

2.1 Evidence that the district has in place a written plan of services based on scientific research and proven effective.

The ELs are leveled based on our tools for annual proficiency screening and divided into groups. Length of service is typically 50 minutes per day.

Length and frequency of service may vary depending on scheduling and student proficiency needs.

Instruction

Instruction for ELs in Browerville Public Schools take many forms.

ESL teachers, along with classroom teachers, music, physical education, and art teachers, special education staff, paraprofessionals, and volunteers all provide instruction to English Language students. ELs receive the greater part of their instruction in the general education classroom.

However, accommodations are made by teachers and paraprofessionals to assist students in becoming proficient.

ESL teachers focus instruction on language acquisition in the four domains (reading, writing, listening, and speaking), on Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALPS). The pullout model (from the general education classroom) enables ELs to learn academic English to be successful and maintain adequate yearly progress.

2.2 Evidence of appropriate and effective EL curriculum and curriculum implementation.

Browerville Public Schools use the WIDA National Standards, and Minnesota state content standards in our instructional design for English Learners. When a content area of instruction is reviewed with the district curriculum review process the ESL curriculum will be aligned and included in this process and outcome.

Critical Element 3: The district must have appropriate staff to serve ELs.

3.1 Evidence teachers are licensed and highly qualified in their teaching assignments.

All ESL staff are licensed and highly qualified in their teaching assignments. Documentation and licensure is available through the Department of Human Resources.

3.2 Evidence that the District's program teachers and paraprofessionals assisting in instruction are proficient in the language of instruction, if applicable.

Teachers are responsible for designing and delivering instruction to ELs. They are accountable for designing instruction to be delivered by paraprofessionals to supplement classroom curriculum, but not replace it.

3.3 Evidence that long-term and scientifically based professional development is designed to improve the instruction and assessment of ELs.

Critical Element 4: The district must collaborate and coordinate its ESL program with other programs to maximize impact of resources.

4.1 Evidence that the ESL program is coordinated with other programs in the district for maximal use of resources.

ELs are also eligible for Title 1, Special Education, Targeted Services/Credit Recovery, and other programs initiated by Community Ed.

4.2 Evidence that the district has policies and/or procedures in place to allow ESL/bilingual staff to communicate, meet, visit other classes and plan among themselves with mainstream staff for maximal effectiveness.

ESL and classroom teachers have been given release time for collaboration training, common planning times, and mentoring opportunities.

Critical Element 5: The district must involve parent and community in the planning, development and implementation of the language instructional program.

5.1 Evidence that the district has an environment and policy that is inviting and welcoming to parents and families.

The school has welcome signs in 2 languages (English and Spanish). When it is determined a family needs interpretation services, a bilingual liaison (school counselor, ESL teacher, or ESL paraprofessional) is called in to assist with the registration process. The liaison also goes with the families around the school to give a brief tour and tell families about the school procedures. The liaison and bilingual paraprofessionals are also made available for conferences and school events.

5.2 Evidence that parents and community members are involved in the planning, development and implementation of the ESL program.

A Parent Advisory Committee meets quarterly throughout the school year.

5.3 Evidence that effective means of outreach to parents of ELs are implemented.

The school's liaison and bilingual paraprofessionals aid in the outreach to parents of ELs.

Trust and respect are the cornerstones of any good relationship between parents and the school professionals. Becoming familiar with traditions from other cultures helps to establish a sense of trust and cooperation between the school and home.

5.4 Evidence that the district communicates with parents regarding their children's participation in the language instruction education program in an understandable and uniform format and to the extent practicable in a language that the parents can understand.

ESL teachers report to the parents of students when their child will receive ESL services. This is done by mail and explains how the child qualifies for ESL services. It is done within the first 30 days of school for returning students, the first ten days of school for new to district students.

This includes a description of the district's communication process with appropriate timeline as it relates to LEP notification.

State:

- Within ten days upon entering the program, and
- Parent option to decline services.
- Federal (Title III)
- Within 30 days upon entering the program;
- Annual notification;
- Results of most recent language proficiency assessments;
- Program description;
- Average number of years that ELs are in the district's program;
- Parent option to decline services; and
- District graduation rate of ELs.

When students are exited from the ESL program, it is noted in their cumulative file.

Bilingual liaisons are used continually by families and staff to facilitate ongoing communication.

Critical Element 6: The district must adhere to state and federal fiduciary requirements and student achievement accountability measures.

Browerville Public School District, 787 follows all the guidelines at the state and federal level related to fiduciary planning for the ESL program.

Primarily, the funding source for the ESL program is the general education revenue generated through the Average Daily Membership function with the Minnesota Department of Education. The school utilizes federal funds to supplement the core instruction in alignment with the supplement, not supplant approach to federal education funds.

6.1 Evidence of ESL assessment, policy and procedures.

When a new family registers at the office, a Home Language Questionnaire is given to the parents/guardians to fill out. If a language other than English is marked and it is determined that English is not the child's primary language the child is given the W-APT test to determine if ESL services are required.

If a student's cum folder contains current ESL test scores from the district that the student was previously in, AND the student was previously identified as an EL, our district can forego the administration of the W-APT test.

6.2 Evidence of required Annual Measurable Achievement Objectives (AMAO) improvement planning activities.

Each year, the Annual Measureable Achievement Outcomes are reviewed in the context of all academic progress data for our students. In the past years, the AMAO Improvement Plan and the Adequate Yearly Progress

Improvement Plan has been one in the same. Given the district-wide focus and value in a collaborative and comprehensive instructional design for students learning English, it is likely that this combination plan will continue, as long as the focus on language instruction is held in balance with content proficiency.

6.3 Evidence of policies and procedures related to individual student data collection, which adhere to state and federal requirements including Plyer v Doe.

Title III required activities include:

- Parent involvement AND
- Professional development

6.4 Evidence that the district's data management procedure ensure state and federal fiduciary requirements.

This includes:

- Any staff paid out of federal funds must document appropriate time distribution or time and effort record-keeping.
- Personal Activity Reports (PAR) must be completed for any staff paid in part or whole using Federal dollars.

Definitions

EL English Learner

This is the term most frequently used in reference to the learner, instructional program, and instructional expertise. Minnesota and the White Bear Lake Area Schools are moving to use this term in place of other terminology used in the past (LEP, ELL, ESL).

LEP Limited English Proficient

LEP is a term usually used in conjunction with funding. This is the federal classification recognized by the state of Minnesota in meeting the requirements for No Child Left Behind.

ELL English Language Learners

ELL was a term used in the past by the White Bear Lake Area Schools and the state of Minnesota to refer to LEP students.

ESL English as a Second Language

ESL is currently the recognized license that a teacher must hold to offer highly qualified instruction in the four domains of Speaking, Listening, Reading and Writing.

Title III This is the federal program that provides parameters and supports for educating EL students.

WIDA World Class Instructional Design and Assessment

WIDA supports academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

ACCESS for ELLs Assessing Comprehension and Communication in English State-to-State for English Language Learners

ACCESS for ELLs is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English learners (ELs).

W-APT WIDA-ACCESS Placement Test

The W_APT is an English language proficiency "screener" test given to incoming students who may be designated as English learners. It assists educators with programmatic placement decisions such as identification and placement of ELs.

MODEL Measure of Developing English Language

The MODEL is a WIDA English language proficiency assessment for Kindergarten through Grade 12. MODEL can be used by educators as an identification/placement assessment for newly enrolled ELs or as an interim progress monitoring assessment.

MAP Measures of Academic Progress

A collection of computerized adaptive tests administered at the request of the White Bear Lake Area Schools.

MCA Minnesota Comprehensive Assessment

These are tests Minnesota schools give every year to measure student performance on our state standards.