

What It Means to be in Compliance: Elementary Setting

An overview of the agreement between the Office for Civil Rights and the Washington County School District regarding services for English learners (ELs)

Identification

The Home Language Survey (HLS) is included on the school registration form and is completed by the parent/guardian when a student is registered. When a parent or guardian responds to any of the following HLS questions with language other than English, the student is assessed using the WAPT to determine if s/he qualifies for alternative language services (ALS).

1. What language do you prefer for school-to-home information?
2. Which language does your child most frequently speak at home?
3. Which language do adults in your home most frequently use when speaking with your child?
4. Which language(s) does your child currently understand or speak? *Do not include language(s) learned in a foreign language program.*

If the student qualifies for ALS, the parent is notified of the WIDA Screener results and the placement of the student in the ALS program. Parents have the right to refuse ALS, however, if they do, this decision must be documented in writing annually. Although ALS are refused, the school is still responsible to ensure that the student is progressing in their academic English language acquisition.

Prior to placing a student into a class, a student's English language proficiency must be assessed. To accomplish this, it may be necessary to have the student return at a later time after registration to be tested. Once the ALS testing is completed, the class assignment will be finalized and the student may begin attending.

Student Placement

Students who qualify for ALS are assigned to a teacher who has the Utah English as a Second Language endorsement. This will help to ensure that ELs receive instruction that is above and beyond that which is provided for native English-speaking students. These services must include the following activities as organized by proficiency level.

Levels 1-4

- 30 minutes per day of English language development
 - 20 minutes of Imagine Learning English
 - 10 minutes of teacher-lead English language development focusing on the components of literacy:
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary Development
 - Comprehension
- Teachers will also continually review their ELs' English language proficiency in relation to grade-level requirements and adjust the strategies implemented during instruction to reflect the students' increasing English proficiency skills.
- Students are assessed annually using the WiDA ACCESS. These results are used to determine the ALS placement for the coming school year.

Exiting

In Utah the reclassification or exit criteria is based on the following two elements: 1) English Learners receive a composite score of 5 on the annual WIDA assessment based on the increased rigor of the revised WIDA ACCESS for ELs 2.0; and, 2) a teacher-student-parent conference is initiated to discuss the necessary support for the student's ability to make continuous progress within 30 days of receiving the WIDA scores. An Exit Rubric will be used by the team to develop written recommendations for continued support on the following four indicators:

The student:

1. Maintains progress as related to the increasing challenges of academic language in the content;
2. Accomplish learning tasks appropriate to grade level content standards, through both productive and receptive language functions that is speaking, writing and listening, reading);
3. Develops persistence as well as intra and interpersonal skills to support self-regulation and prosocial behaviors; and
4. Perform well in a range of educational opportunities, and courses such as Advanced Placement (AP), International Baccalaureate (IB), designated honor courses, and/or programs designated as Gifted and Talented.

How to Accomplish English Language Development Requirements (These recommendations are based on 20 minutes of student participation with the Imagine Learning software.)

1. ESL endorsed teacher provides a daily 10 minute lesson based on the ELL's linguistic needs.
 - ★ Teacher provides the ELD lesson without the assistance of the ESL paraprofessional. This gives the school site more flexibility with the ESL paraprofessional time.
 - ★ ESL paraprofessional will manage teacher planned instructional activities in the classroom to allow the teacher time to provide the ELD lesson. The paraprofessional will then move to the next classroom to repeat this delivery pattern.
 - ★ Students may be pulled from a non-ESL endorsed teacher's classes into an ESL-endorsed teacher's class to receive the ELD lesson.
2. An ESL paraprofessional who is a certified teacher with an ESL endorsement can provide 10 minute ELD lesson based on the EL students linguistic needs. Students can be pulled from various classes to receive services in this manner.