



# Park Rapids AREA School District #309

## English Learner Plan

The Park Rapids School District English Language (EL) program supports students K-12 with experiences that will promote individual and social well-being and to provide equal educational access for students whose primary language is not English. This program will help students to acquire essential skills for learning a new language and adjusting to a new culture.

The EL program focuses on developing the student's competency in the four skill areas of language development: listening, speaking, reading and writing for academic achievement until the student can fully benefit from regular classroom instruction. It will also emphasize the English Proficiency Standards (from WIDA's ELD Standards).

### English Proficiency Standards

Standard		Abbreviation
English Language Development Standard 1	English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the <b>Language Arts</b>	The language of Language Arts
English Language Development Standard 3	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in <b>Mathematics</b>	The language of Mathematics
English Language Development Standard 4	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in <b>Science</b>	The language of Science
English Language Development Standard 5	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in <b>Social Studies</b>	The language of Social Studies

### Identification and Eligibility for EL Services

Consideration for EL services is an ongoing process that starts with the initial registration of a student. Students will be considered for English Language services based on the following:

1. Parents/guardians of all new students (including Preschool and Kindergarten) complete the **Home Language Questionnaire (HLQ)** at the time of enrollment and record all information requested.

To make sure that students are correctly identified, the district uses the questionnaire to determine if the student's primary language is other than English by looking at the following;

1. First learned a language other than English
  2. Comes from a family where the language usually spoken is other than English.
  3. Usually speaks a language other than English.
2. The secretary, counselor or district office personnel who complete the enrollment ensure that all questions on the HQL are complete. If there is any indication that the student is EL, then the HQL will be submitted to the EL teacher. If the parent lists more than one language, other than English, the EL teacher must determine which one is the child's predominant home language for data collection purposes and document on the form.
  3. If it is determined that a student's home language is not English, the W-APT Placement Test will be administered.
  4. For Kindergarten students, if the listening and speaking score is less than 29 (first half of the year), or listening and speaking is less than 29, reading is less than 11 and writing is less than 12 (second half of the year) then they will be identified for EL services. For grades 1-12 students, if the score of the W-APT is less than 5.0 on the grade adjusted composite score, then they will be identified for EL services.
  5. According to State Law, once an EL student is identified and placed in the EL program, parents must be notified within ten school days of placement. Parents have the choice to refuse EL services for their child. A parent's decision to refuse EL service does not change the status of the student.

### **Program and Services**

Less proficient English Language Learners will receive more hours of EL instruction than those who are more proficient in English. The EL instruction for students in levels 3-5 will be provided by an individual or small group pull out setting, depending upon each individual student's needs.

## Recommended Minutes and Service Delivery Type

### Kindergarten

Level	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging
Service Minutes	30-90 minutes per day, depending upon individual student need	30-90 minutes per day, depending upon individual student need	30-60 minutes for 3-5 times per week	30-60 minutes for 3-5 times per week	30-60 minutes for 3-5 times per week
Delivery Model	-Small group instruction -foundations of reading -writing -pull-out	-Small group instruction -newcomer checklist -foundations of reading -writing -pull-out	-Push in -Content specific support in class -Pull-out group -Pre-teaching content prior to whole class instruction	-Push-in small group or pull-out group -Specific language skill development through content	-pull-out group -Specific language skill development through content -EL teacher will consult with classroom teacher to meet the ELD needs of ELs

### Grades 1- 4

Level	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging
Service Minutes	30-60 minutes per day, depending upon individual student need	30-60 minutes per day	30-60 minutes per day	30-60 minutes for 2 times per week	30-60 minutes for 1 time per week
Delivery Model	-Small group instruction -foundations of reading -writing	-Small group instruction -Content specific support in class -pull-out	-Small group instruction -Content specific support in class -pull-out	-Pull-out group -Content specific support in class	-Pull-out group -Content specific support in class

## Grades 5-8

Level	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging
Service Minutes	30-60 minutes per day, depending upon individual student need	30-60 minutes per day	30-60 minutes per day	30-60 minutes for 2 times per week	30-60 minutes for 1 time per week
Delivery Model	-Small group instruction -foundations of reading -writing	-Small group instruction -Content specific support in class -pull-out	-Small group instruction -Content specific support in class -pull-out	-Pull-out group -Content specific support in class	-Pull-out group -Content specific support in class

## Grades 9-12

Level	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging
Service Minutes	30-60 minutes per day, depending upon individual student need	30-60 minutes per day	30-60 minutes per day	30-60 minutes for 2 times per week	30-60 minutes for 1 time per week
Delivery Model	-Small group instruction -foundations of reading -writing	-Small group instruction -Content specific support in class -pull-out	-Small group instruction -Content specific support in class -pull-out	-Pull-out group -Content specific support in class	-Pull-out group -Content specific support in class

**Level 6 (Reaching)** Student has English proficiency of a native English speaker.

## Reclassification and Exiting EL

Reclassifying an EL student to a new English Development Level will be determined by multiple developmentally appropriate measures including sources from ACCESS (a MDE test given every Spring) for EL's, standardized achievement tests such as MCA as well as input from EL staff, parents and classroom teachers. An EL student who moves to a new ELD level may have a change to the type and amount of EL services, depending on individual needs. Parents will be notified within 30 days of the beginning of the school year if their student continues to qualify for EL services.

The decision to exit a student from EL services is also based on multiple measures, including teacher recommendation, academic achievement data, parental input, and assessments of speaking, listening, reading and writing. The district will include assessments such as the ACCESS and MCA among its multiple measures.

While all students who reach a level of English proficiency that no longer prevents them from fully accepting the school curriculum may be exited from the EL program, the Park Rapids Area School District recommends that the change of a student classification from EL to non-EL may be made only after the student has scored in the proficient range on the ACCESS. A composite score of 5.0 on the ACCESS test is considered proficient. Below are the scores for consideration of exiting the EL program.

<b>Grade Level</b>	<b>ACCESS</b>	<b>MCA or GRAD</b>	<b>Other measures</b>
Kindergarten	Composite score of 5.0 -no individual domain score lower than 4.3	N/A	Teacher judgement, parent input, work samples
Grades 1-4	Composite score of 5.0 -no individual domain score lower than 4.3	"Partially Meets" standard on MCA reading	Teacher judgement, parent input, work samples, academic record
Grades 5-8	Composite score of 5.0 -no individual domain score lower than 4.3	"Partially Meets" standard on MCA reading	Teacher judgement, parent input, work samples, academic record
Grades 9-12	Composite score of 5.0 -no individual domain score lower than 4.3	"Partially Meets" or higher on the MCA/GRAD reading and writing	Teacher judgement, parent input, work samples, academic record

Information regarding the monitoring and exiting procedures will be available to parents through the district website, at conferences, and in written form.

## **Additional Considerations for Exiting**

There are EL students, both with and without disabilities, whose W-APT scores in listening and speaking are at a 5.0 or higher, but whose W-APT reading and writing scores do not meet criteria for exiting. These students take special consideration. Stakeholders (teachers, parents, the EL coordinator, SPED case manager, and, if appropriate, the student) should consider if it is the student's English language proficiency which is causing the student to score low on the reading and writing portion of W-APT, as well as any academic achievement testing, or if other factors are the cause. If it is determined that the cause is not the English language proficiency, the possibility for exiting EL may be considered, though other action may also be necessary to support the student's academic achievement (such as a referral for special education testing if the student is not currently on an IEP).