**PROCEDURE: English Learners Program**

**CODE: C04P**

**INTRODUCTION**

Maple Run Unified Mission Statement

The Maple Run Unified School District is where inquiring minds, compassionate hearts, creative expression, healthy lives, and service to the community develop so all can learn, achieve and succeed.

The Maple Run Unified School District seeks to provide every child, regardless of national origin or native language, quality, and meaningful educational instruction. Therefore, students who are English Learners (EL’s) are supported through the English Learners Program which is designed to meet their unique needs.

The Maple Run Unified School District has prepared these procedures to ensure that all Title III programs or the EL program is consistent throughout the district.

**DEFINITION OF ENGLISH LEARNERS (ELs)**

Every Student Succeeds Act (ESSA) Definition of an "English Learner" Student - The term “English learner,” when used with respect to an individual, means an individual:

A. who is aged 3 through 21;
B. who is enrolled or preparing to enroll in an elementary school or secondary school;
C. 

i. who was not born in the United States or whose native language is a language other than English;

ii. 
1. who is a Native American or Alaska Native, or a native resident of the outlying areas; and
2. who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

iii. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual

i. the ability to meet the challenging State academic standards;

ii. the ability to successfully achieve in classrooms where the language of instruction is English; or

iii. the opportunity to participate fully in society. (ESEA Section 8101(20))

To be classified as EL, an individual must meet the criteria of A, B, C and D in the definition above. To meet the criteria for C, an individual can meet the criteria of any of i, ii or iii. If the criterion to meet C is ii, then the individual must meet the criteria of both I and II. To meet the criteria for D, an individual must be denied one of the three listed (i or ii or iii)
IMPLEMENTATION

In order to meet the requirement of Title I and Title III the Maple Run Unified School District has established the following procedures:

Registration/Identification Using Home Language Survey

A. The Home Language Survey is included in the Maple Run Unified School District registration form. It is to be completed at the time of registration. The office professional (OP) is responsible for ensuring that a home language survey is completed for all students at the time of enrollment. The completed registration forms shall be placed in student's permanent files. If a student is identified as speaking a primary language other than English or as having a language other than English spoken in the home, as reported on the Home Language Survey, the student may be eligible for EL services. If so, the EL teacher in the building of attendance will be notified. The EL staff will arrange for a prompt assessment of the student to determine eligibility for EL services.

B. Initial Assessment for Program Eligibility

Within ten (10) school days of enrollment in our district, a student who is identified as potentially eligible on the Home Language Survey must be assessed to determine if they are eligible for Title III/EL program services. Assessments assess a student’s language skills in listening, speaking, reading, writing, and comprehending in English using the WIDA ACCESS for ELs or the WIDA Screener. Staff is also encouraged to assess the reading and math abilities of the student using other standardized instruments to address learning needs across the content areas.

WIDA ACCESS for ELLs/WIDA Screener & Levels of Proficiency

The following chart shows level of proficiency correlated to the WIDA Standards. It may assist in determining the level of the student’s proficiency and the student’s placement into grade level or courses with appropriate EL language and academic support.

<table>
<thead>
<tr>
<th>WIDA ACCESS for ELLs/WIDA Screener Score</th>
<th>Proficiency Levels WIDA Standards</th>
<th>Optional Multiple Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Reaching</td>
<td>Fountas &amp; Pinnell BAS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iReady Diagnostic</td>
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<tr>
<td></td>
<td></td>
<td>Lexia Diagnostic</td>
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<tr>
<td></td>
<td></td>
<td>PSAT or SAT</td>
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<tr>
<td></td>
<td></td>
<td>SBAC</td>
</tr>
<tr>
<td>5 – 5.9</td>
<td>Bridging</td>
<td></td>
</tr>
<tr>
<td>4 – 4.9</td>
<td>Expanding</td>
<td></td>
</tr>
<tr>
<td>3 – 3.9</td>
<td>Developing</td>
<td></td>
</tr>
<tr>
<td>2 – 2.9</td>
<td>Emerging</td>
<td></td>
</tr>
<tr>
<td>0 – 1.9</td>
<td>Entering</td>
<td></td>
</tr>
</tbody>
</table>

C. Eligibility for Title III/EL Program Services

A student who scores Entering through Bridging on the WIDA ACCESS ELs or WIDA Screener is eligible for Title III/EL Program Support. For a student scoring Reaching to continue receiving Title III/EL support services, the district takes into account additional multiple academic criteria as noted in the chart.
D. Exiting from Title III/EL Program Services

Scores from the WIDA ACCESS for ELs are necessary, but not sufficient, for exiting students from the Title III/EL program. A student who meets the minimum criteria established to the AOE English Learner Program Entrance and Exit Protocol may be exited from the Title III/EL Program through a placement team review process. Students exited from the Title III/ELD Program must also be exited from the program in Powerschool and state data reports and are then considered FEL (Former English Learner) for four years. FEL academic performance must be monitored for four (4) years. Criteria used to exit a student will be placed in the student’s school records.

Timeframes for Student Attainment of Proficiency

Students who have been identified as ELs will take the ACCESS 2.0 assessment to determine their level of ELP. Starting in the 2017-18 school year, based on assessment results available in June, 2018, students will be expected to attain ELP as follows:

1. Students identified as Level 1 would have 5-years to attain proficiency;
2. Students identified as Level 2 would have 4-years to attain proficiency;
3. Students identified as Level 3 would have 3-years to attain proficiency;
4. Students identified as Level 4 would have 2-years to attain proficiency;
5. Students identified as Level 5 and 6 have already demonstrated proficiency in their use of the English language and are considered English Proficient

E. Monitoring Former English Learners (FELs)

The placement team who reviews the criteria for a student to exit from the program also determines if the student needs support services during the transition to the regular education program. Additionally, an EL teacher is designated to monitor the student’s progress (such as grades, attendance, and standardized test scores). The EL teacher assesses the student’s progress every marking period using the “FELs Monitoring” form. If, during the four year monitoring period, it appears that the student is not succeeding in the regular education program, the staffing team will meet to determine if further assessment of the student is warranted, if the student will be re-entered into the Title III/EL program, or if other services are appropriate. A record of monitoring, (FELs’ Monitoring Form) as well as any placement changes resulting from the monitoring will be placed in the student’s school records.

F. Timeline for SBAC ELA and Math assessments for ELs

Under Title I, Part A, ELs are also required to take statewide academic assessments. Recently arrived ELs are exempted from Smarter Balanced ELA assessments in their first year of enrollment but must be included in Math and Science assessments.

Summary of the Accountability for performance on the ELP assessment moved from Title III, Part A of the ESEA (Elementary and Secondary Education Act) to Title I, Part A of the ESEA.

The major points of Vermont’s assessing and identifying of ELs process are: 1. The state’s standardized Home Language Survey will be administered to all students upon enrollment in a school in order to identify potential ELs; 2. New under ESSA: After reviewing records and communicating with parents, EL staff will assess potential students with WIDA screening tools to determine their EL status. ELs must be identified, and their parents notified of support services, within 30 days from the beginning of the school year or 2 weeks from the time assessed for ELP, if the student enrolls during the school year; 3. New under ESSA: Long-term goals and annual proficiency benchmarks will be established based on student ELP performance levels on their initial ACCESS 2.0 assessment; 4. EL students will take the ACCESS 2.0 assessment annually to assess their progress towards proficiency goals and/or attainment of proficiency, until they have exited EL status.
MRUSD Approaches to Teaching English Learners

*English-Only Instruction*

The MRUSD program focuses solely in English language development (ELD). English only instruction is the default approach to EL instruction at the MRUSD. The English—only EL program is open to any grade level who score below proficient on English Language Proficiency assessments.

*The English—Only Program Model Features*

For both social and pedagogical reasons, the EL educational program at Maple Run Unified School District integrates ELs with non-EL peers for instruction. This improves access to mainstream academic content course providing equitable access to gain the knowledge and skills to success in life after high school.

Some students might receive support in one or more of the following:

- **Content-Based ELs**—Instruction is focused on developing English skills but draws in themes and standards from academic content areas (ELA, Math, science, social studies, and the arts).

- **Sheltered English Instruction**—These content classes are designed to make grade-level academic content comprehensible to ELs. These classes integrate language and content instruction.

- **Newcomer Instruction**—Certain individual classes or full programs of study are designed specifically for newly arrived EL (typically in secondary schools). These often focus on basic English language and math skills and they may include remedial or grade level academic content.