

ENGLISH LEARNER DISTRICT PLAN

Home Language Survey (HLS)

The Home Language Survey contains four questions contained within the Sheridan County School District #1 (SCSD1) online student registration form and is filled out by the parent or guardian when a student is registered.

The survey questions include:

- What language is used in your home?
- Which language did your child learn first?
- Which language does your child use most frequently at home?
- In what language would you prefer to get information from the school?

A Spanish version of the student registration form is available at all schools. When necessary, a child study and cumulative file review to determine other prior documentation of English proficiency may occur. District personnel review the Home Language surveys on a weekly basis and notify the EL Director if a parent/guardian indicates English is not the first language spoken in the home. A copy of the student registration form, with the HLS highlighted, will be given to the EL Director. A hard copy is kept by the EL Director and placed in the student's cumulative file.

EL Proficiency Screener

SCSD1 uses the WIDA MODEL for new Kindergarteners and first semester first grader students. The proficiency score for the WIDA MODEL is 5.0. We use the online WIDA screener for second semester 1st graders – 12th grade students. The proficiency score for the WIDA is at or above 4.5. SCSD1 staff will administer the WIDA screener within the first 30 days of the start of the school year and within 14 days if the student enrolls during the school year. The District EL Director has been trained and certified to administer the screener. Certification is completed annually. Parents of ELs who qualify for EL services may refuse by “declining” services on the Notification of EL Services letter. Refusal of services must be entered in PowerSchool with the refusal date. A hard copy of the screener and notification letter must be placed in the ESL folder in the student's cumulative file. Parents will be notified that even though they have declined services for their child, he or she will be considered an Active EL and is required to take the ACCESS 2.0 in the spring of each year until a proficient score is obtained.

Parent Notification

Parent notification is completed through the Identification and Annual Notification Letter, which is sent out by the EL Director. This occurs within 30 days of the start of the school year or 14 days during the school year after identification of an EL student. The notification letter will include the reasons the child was identified, the child's level of English proficiency, how such level was assessed and the status of the child's academic achievement. It will also include the methods of instruction used in the EL program and other available programs, how the program will help their child learn English and meet age appropriate standards, specific exit requirements of the program, how the program meets the objectives of the child's IELP (if applicable), and the right of parents to immediately remove their child from the program and other options parents have to opt-out of the program or choose another program or method of instruction if available.

Translation/Interpretation Services

SCSD1 provides translation/interpretation services for families. The District has several resources to furnish information to parents in the language/method they understand.

1. The District will contract with Transact to fulfill these obligations. Requests filter through the front office to the district EL Director, who accesses the proper documents through Transact. The documents are either sent by mail or provided in person.

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- Each September, the plan is reviewed by the district EL Director and front office personnel. Additionally, the front office understands that if a parent or guardian is identified as needing communication in a language other than English, the district EL Director is to be notified so all school correspondence can be in the appropriate language.

Communication is also made with all qualifying ELs, this is completed through the Identification and Annual Notification Letter, which is sent out from the EL Director. If requested, communication throughout the year is provided by translators at Parent Teacher Conferences and in the spring regarding assessment data when it is available. The EL Director oversees staff and supports in the communicating with ELs and their families.

English Language Instruction Educational Programs (LIEPS)

Due to the very small EL numbers in SCSD1, students are placed in the general education classroom and provided support based on their Individual English Learner Plan. Teachers in general education classrooms across the district are provided professional development in the implementation of instructional strategies that meet the needs of students.

- Sheltered instruction** facilitates student access to content concepts and promotes the development of academic English. Minimal amounts of native languages are utilized to support the English-only curriculum. Teachers modify their use of English by adjusting the language demands of instruction.

For example:

Teachers modify their speech rate and tone; simplify vocabulary and grammar; repeat key words, phrases, or concepts; use context clues and models extensively; relate instruction to students' background knowledge and experience; and use methods of language instruction such as demonstrations, visuals, graphic organizers, or cooperative work.

Accommodations and Designated Supports

Accommodations for ELs are provided in collaboration with classroom teachers. Building level PLCs (Professional Learning Communities) communicate regarding the needs for ELs as outlined in the student's IELP, to help these students better access the academic content. In addition, the District EL Director continues to participate in WIDA standards, instruction, and collaboration trainings.

Accommodations are implemented to make essential learning accessible to ELs. All accommodations for ELs must be identified on the students' Individual English Learner Plan (IELP) and entered into TIDE for the WY-TOPP Assessment.

Schools may not exempt EL students from the WY-TOPP content assessments with an exception of waiving students from the reading and writing WY-TOPP content assessments for students who have been enrolled in US schools for less than one year. Additionally, schools would need an exemption approved by the Wyoming Department of Education. Students who are in their first year will take ACCESS for ELs.

Students may be provided with accommodations for ELs during WY-TOPP as long as they meet eligibility criteria. In addition, students who no longer meet the eligibility criteria as an EL, and are identified as proficient or transitional, may be administered their standard accommodations for a period of up to two subsequent academic years when appropriate. These accommodations must effectively facilitate access to the test and be used regularly by the student during instruction and assessment.

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Measuring Progress and Achieving English Proficiency Criteria

In addition to ACCESS for ELLs ® and the EL Monitoring Form, SCSD1 tracks academic progress with the following measures at various grade levels:

- WY-TOPP
- Report cards
- District Outcome Assessments
- Teacher Generated Formative Assessments
- AIMSweb (progress with reading skills & fluency)
- WIDA CanDO Descriptors
- SIT (Student Intervention Team)

SCSD1 uses an IELP to document data, attendance, accommodations, instructional strategies used, and types of services provided, strengths and weaknesses of the student.

Exit Criteria

ACCESS is administered each spring to all Active ELs (this includes ELs whose parents refused services). A composite score of 4.6 or higher on the ACCESS 2.0 is considered to be proficient and the student will no longer be an active EL.

Monitoring

SCSD1 has a monitoring form for Year 1 and Year 2. The EL Monitoring Form is filled out quarterly at each building where ELs are enrolled. It includes current grades, attendance, WY-TOPP results for Math and Reading, and any action taken at the building for performance below grade level. The original and copies must be filed at the end of each school year and/or when an EL transfers schools. Monitoring for Year 3 and Year 4 are for accountability and reporting purposes, but require a degree of oversight to ensure the student is meeting challenging academic standards. This is documented utilizing report cards, state assessments, and teacher observations.

The EL Director is responsible for notifying all parents that their student has exited Active EL status and will now be monitored for four years.

Monitoring Forms:

Original: SCSD1 EL Director
Copy: Student Cumulative File

Evaluation

SCSD1 evaluates the overall EL program by the progress of students with academic content (WY-TOPP and ACT) and their progress with English proficiency (ACCESS). In addition to WY-TOPP, SCSD1 academic content is evaluated through mastery of outcome assessments, progress on report cards, attendance, and graduation. SCSD1 utilizes data to determine the percentage of students attaining English proficiency to make adjustments to its LIEPS, instructional methods, etc. if it is determined that the program as implemented is not successful. If it is determined that the EL program is unsuccessful, the district will provide additional instructional training and resources to build teacher capacity to meet the needs of students.

Parent, Family, and Community Engagement

SCSD1 promotes stakeholder engagement to include parents, family, and other community partners. Parents are encouraged to participate in several school events that take place throughout the school year. SCSD1 Board of Trustees endorses the concept of parent participation and engagement in the affairs of the school as essential if the

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district and parent are to maintain mutual confidence and work together to improve the quality of education for students. Some strategies that SCSD1 utilizes to promote parent, family, community engagement include:

- Parent advisory councils
- Family literacy nights
- Parent-Teacher Conferences
- Encouraging parents to volunteer in their child's classroom
- Finding out what the EL parents' skills and hobbies are, and looking for ways to draw on their talents
- Finding ways to bring EL and non-EL families together through:
 - Student performances
 - Student cultural events
- Conducting individual or small focus group meetings with EL parents to find out:
 - How they define their role in their child's education
 - What their concerns, priorities, and hopes are for their child
 - What kind of school events they would be interested in attending
 - The obstacles that discourage them from participating
 - Events where being a part of a larger group might make them feel more comfortable

Parent, family, and community engagement event notification will be sent out by the individual schools.

Records Transfer Process

When a student transfers out of the district, SCSD1 ensures that all EL student information is included in the student's records to ensure that the receiving school is able to immediately begin providing EL services or monitoring support. When a student transfers into the district, if SCSD1 does not receive records regarding the student's EL status, the district will immediately begin contacting the previous school to request any EL student records that may prevent unnecessary screening if the student is an active EL or in monitoring status.

Consultation

SCSD1 provides two different opportunities for stakeholders to provide input and feedback for the District EL Plan. The first of these meetings is for all federal grant programs, and the second is for homeschool families, parents and community members. Additional staff attend these meetings depending on the agenda and content to be covered. This District EL plan is provided to each administrator at all schools in the district.

Teacher English Fluency Certification

Teachers working with ELL students need to be English fluency certified. Teacher English fluency certification will be checked during the hiring process and all necessary forms and documents will be housed at the central administration offices in personnel files.

- A. For those born in the US or other English speaking country, who report that their first language is English, the following documentation is required:
 - Birth Certificate, AND one of the following documents:
 - High School diploma from a school where the language of instruction is English; or
 - College degree from a college or university where the language of instruction is English, AND
 - Teacher certification from the state of Wyoming
- B. For those whose first language is not English, the following documentation is required:
One of the following:

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- A proficient level score on the TOEFL (Test of English as a Foreign Language) exam or similar English Language Fluency exam, OR
- College degree from an English speaking university, or some similar documentation showing successful education in an English speaking college or university, And
- Teacher certification from the state of Wyoming

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