

# Unity School District - Board of Education

## Board Policy 342.7

### English Language Learners, Title III **Services for English Learners**

Last Revised 10/11/2022

#### **EDUCATIONAL SUPPORT**

~~Unity School District will provide an instructional program for each English Language Learner student that will further develop individual language skills and academic learning.~~

#### **IDENTIFICATION**

~~Unity School District is responsible for identifying all students potentially needing English Language Learner services using the Home Language Survey signed by parents or guardians. This survey will be placed in each student's cumulative file. Parents or guardians of new students coming into the district will complete a Home Language Survey as part of the enrollment process. Any individual survey that indicates a second language to any of the listed questions must be further investigated by the Title III ELL Coordinator as a potential English Language Learner student.~~

#### **ASSESSMENT**

~~Unity School District is responsible for assessing potential English Language Learner students from the Home Language Survey for English language proficiency. The Title III ELL Coordinator will evaluate all potential English Language Learner students using the ACCESS (Assessing Comprehension and Communication in English State to State for English Language Learners) assessment tool. Native American students will also be considered for language proficiency considering their overall academic progress. Results from the ACCESS will place the student into a level of English language proficiency, levels 1 (lowest) – 6 (highest). The ACCESS will be given annually with English Language Learner students in the fall so that results may be used for state testing and potential Individualized Student Plans. Potential English Language Learner students entering the district during the school year will be evaluated with the ACCESS at the time of enrollment by the recommendation of the Title III Coordinator.~~

~~Status of English Language Learner students will need to be identified on all required state assessment exams indicating their level of English language proficiency from the results of the ACCESS. Accommodations may be included depending on the level of language proficiency of the English Language Learner student. Students functioning at a level 1 or 2 may be exempt from taking state standardized tests providing that an alternate assessment tool used in its place as allowable by DPI regulations. English Language Learner students at levels 3 and 4 may include some accommodations, and any English Language Learner student at a level 5 or 6 will have no accommodations.~~

#### **PLACEMENT INTO ENGLISH LANGUAGE LEARNER PROGRAM SERVICES**

~~Unity School District will develop an instructional program focused on the language and academic needs of each English Language Learner student following the language proficiency level from the ACCESS assessment. An Individualized Student Plan will be written by the Title III Coordinator with recommendations for the teacher(s) and student. This information will be shared with all staff involved with the English Language Learner student, the parents of the English Language Learner student, and the English Language Learner student. The Individual Student Plan will be placed in the student's cumulative file.~~

~~Following each quarter or trimester, the Title III Coordinator will document progress in each of the core areas (reading, writing, mathematics, science, social studies). Individual or team meetings with staff directly involved with the English Language Learner student and the Title III coordinator will help to design a program that consistently provides the most appropriate resources for language and academic success. This information will be added in the student's cumulative file.~~

—— It is recommended that English Language Learner students be evaluated for grade level report cards by considering their English language proficiency level as well as academic knowledge. Students at language proficiency levels 1-3 may need more time to develop conversational skills before instruction can focus on academics skills. Teachers are encouraged to use gestures, slow down speech, and provide a nurturing language environment.

### **STAFFING AND RESOURCES**

—— Instructional services will include language development and academic skills for the English Language Learner students using recommendations and modifications from the Individualized Student Plan. Resources identified in the Individualized Student Plan must strive to remove as many barriers as possible for the English Language Learner student.

—— Staffing will reflect the needs of every English Language Learner student.

### **TRANSITION FROM ELL SERVICES**

—— Unity School District is responsible for establishing criteria that determine when a student has sufficient English language proficiency to meaningfully participate in the regular educational program. Determined by the fall language assessment, students reaching a language level of 5 or 6 will receive limited services from the English Language Learner program. However, their progress will continually be reviewed at quarters/trimesters depending on building levels.

### **MONITORING**

—— Unity School District will ensure that students transitioned from the English Language Learner program have an opportunity to meaningfully participate in the regular education program. Information from staff involved with the English Language Learner student will provide feedback as to the classroom progress:

### **PROGRAM EVALUATION**

—— Unity School district will evaluate its English Language Learner program annually in the spring to determine strengths and weaknesses. This assessment shall include information from staff, parents, and students involved in the English Language Learner program:

The School Board shall provide appropriate educational and support services for students whose primary language is not English to help them acquire English language skills that will enable them to function successfully in an all-English classroom and help them meet established academic standards.

The District shall assess the English proficiency and academic progress of English Learners (EL) in accordance with legal requirements and established District procedures.

Decisions regarding the administration of state-wide academic tests to EL students shall be made on an individualized, case-by-case basis. The District may not exempt EL students from taking state-wide academic tests based solely on their EL status. However, testing accommodations shall be provided if the student needs such accommodations. Any accommodations made shall maintain the validity of the test, as determined by the Department of Public Instruction (DPI). The degree of testing accommodations, curricular and instructional modification, type of support services and their duration shall be determined individually based on student need.

The results of state-wide academic tests shall be used in a manner that is consistent with District policies in making instructional, promotion and graduation decisions. Neither the results on such tests nor the exemption of a student from taking any such test(s) may be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in postsecondary education opportunities.

Parents and guardians of EL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. These notifications shall be made consistent with legal requirements and in such manner as to ensure that the student's parent or guardian understands them.

Students shall be exited from EL programs or services when they have met the District guidelines and state criteria for English proficiency. Once students have been exited, they shall no longer be tested on their English proficiency or receive state testing accommodations for EL students. State reporting of the academic progress of former EL students shall be done in accordance with legal requirements and as required by the DPI.