

HSD English as a Second Language Program Handbook
Proposed changes for 2020-2021

- Page 15 – Name changes to reflect current ESL Department staff.
- Pages 60-64 – Sample parent letters and notifications updated with contact information for Jolene Konechne as new ESL Director.

Thank you.

Rodney Mittelstedt
Director of ESL, Federal Programs, & Accreditation



HURON SCHOOL DISTRICT
ENGLISH AS A SECOND LANGUAGE PROGRAM

“Educational excellence for every child”

2020-2021

ESL WELCOME CENTER

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"Lifelong learners will be inspired and developed through effective teaching in a safe and caring environment."

ENGLISH AS A SECOND LANGUAGE PROGRAM

Mission Statement

The purpose of the English as a Second Language (ESL) program is to provide experiences that promote individual and social well-being and to provide equal educational access for students whose primary language is not English. It is an interdisciplinary program that helps students acquire essential skills for learning a new language and adjusting to a new culture. Recognizing that each student is unique, the aim of the program is to be responsive to the initial and changing needs of the student and to maintain flexibility within the program.

The ESL program emphasizes instructional assistance in the four skill areas of language development: listening, speaking, reading, and writing. The program assists non or limited English-speaking students to develop English language skills at a level which will enable them to perform successfully in mainstream classes, graduate, and function successfully in our culture.

The ESL program is committed to encouraging a positive self-concept, maintaining a healthy attitude toward individual differences, and creating a school wide climate of understanding, empathy and interaction between students and staff.

Vision Statement

The primary goal of the Huron School District is to support the intellectual development of students. Enabling students to achieve the goals of human and social development and career development is a responsibility shared by schools, families and the community. These goals apply equally to all students, including English Language Learners (ELL).

ESL services allow students whose primary language or languages of the home are other than English to develop their individual potential within the Huron School District school system.

ESL Acronyms and Program Labels

Acronyms and labels can be confusing to those not familiar with or who are just learning about the educational options for learning and teaching English. The above definitions are those most commonly used in educational circles to describe programming options for English language learners in the U.S.

English language learning programs are often referred by their acronyms. Some acronyms refer to programming options, others to the students enrolled in such classes. Here are the most commonly used acronyms.

EL - English Learner

ESL - English as a Second Language; generally, refers to programs that teach English to students who speak another language in the home.

ELL - English Language Learner; refers to the student. ELLs are enrolled in ESL programs.

LEP - Limited English Proficient; a descriptive term, as in an LEP student.

FEP - Fluent or Fully English Proficient; describes an ELL who has achieved fluency in the English language

NEP/NES – Non-English Proficient; students who are proficient in their native language, but have not yet acquired any English proficiency.

ESOL – English Speakers of other Languages; refers to students whose first language is something other than English.

TESOL – Teaching English to Speakers of other Languages; also, Teachers of English to Speakers of other Languages.

Newcomer Programs-programs designed for students who are new arrivals to the United States, specifically with limited formal schooling experiences or interrupted schooling experiences.

Bilingual Instruction/Bilingual Education – programs that provide instruction in two languages, generally the students' native language and English.

Dual Language/Dual Immersion Program – instructional programming in which students are taught literacy and content area subjects in two languages. A portion of the students generally enter speaking one language, and a portion enter speaking the other language. Both groups learn in both languages together.

Language Immersion Program – an instructional program in which students are taught only in the new or second language. In the U.S. most language immersion programs are for the purpose of teaching English, but some schools have been developed to teach other languages such as Native American Indian languages.

Cluster classroom – a regular education classroom in which a number of ELLs are clustered, along with native-English speakers, so that the services of an ESL teacher can be utilized more efficiently. Sometimes a school will have several ESL cluster classrooms.

Self-contained ESL class – a class consisting exclusively of English language learners.

Sheltered Instruction – an instructional approach in which students learn English through content area subject matter with teacher scaffolding in order to make that content comprehensible.

Transitional Bilingual Education – an instructional theory or model in which children are helped to achieve literacy proficiency in their first language before being taught to read in a second language (English in the U.S.). The belief is that skills mastered in the first language can more easily be transferred to the second language later.

Maintenance Bilingual Education (MBE) – A program that uses two languages – both the student’s primary/native language and English – as a means of instruction. In this setting the program typically builds on the students’ primary language skills while developing and expanding their English language skills. The goal is to achieve proficiency in both languages, while continuing the education in the content areas (math, science, social studies, literature, etc.); also referred to as late-exit bilingual education.

WIDA Consortium – World-Class Instructional Design and Assessment Consortium; a group of over twenty states that collaborate to design and implement common standards for English language learning programs.

TITLE VI ESL COMPLIANCE REQUIREMENTS

OFFICE OF CIVIL RIGHTS

School districts having LEP students enrolled shall:

1. Identify national origin minority students using a home language survey of all students.
2. Assess language proficiency of National origin minority students.
3. Diagnose student instructional needs.
4. Establish an alternate language program which meets the needs of LEP students for English language instruction.
5. Establish criteria for entry/exit into the language instructional program.
6. Provide understandable instruction in content areas using ESL methodology or primary language instruction.
7. Provide LEP students the opportunity to develop a positive self-concept and identification with their cultural heritages.
8. Provide qualified teachers (or formal training to qualify teachers).
9. Provide equal access to all other district programs and services.
10. Provide opportunities for parental involvement. Provide ways to communicate with parents of LEP students in their language(s).
11. Monitor student progress at regular intervals. After exiting students, provide them support services as needed.

ESL FEDERAL REQUIREMENTS

A number of specific federal laws provide equal opportunities to all citizens and forbid discrimination against citizens on account of race, color, sex, national origin or handicapping conditions in any federally-funded activity:

LAU vs NICHOLS

By law, ESL students are entitled to equal access to our educational system. The United States Congress has addressed the legal obligations of school districts to this special population in the Equal Education Opportunity Act of 1974, 20 U.S.C. 1703.

"No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by...(f) the failure by an educational agency to overcome language barriers that impede equal participation by its students in its instructional programs."

This statute recognizes the state's role in assuring equal educational opportunity for national Students. The Supreme Court decision, Lau v. Nichols, (as well as the Lau Remedies and Guidelines implemented by the Office of Civil Rights following the Lau decision), specify that school districts must provide limited English students the instructional practices and materials by trained and experienced professionals. The district must make a documented effort to do whatever is educationally appropriate to develop the English and the educational needs of limited English students so that they can compete with their English-speaking peers.

EQUAL EDUCATION OPPORTUNITY ACT (EEOA), 20 U.S.C. 1703 (1988)

This act states in relevant part that:

No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin by- the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

TITLE VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d

This act provides that:

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

The U.S. Department of Education, Office of Civil Rights (OCR), is responsible for enforcing Title VI and its implementing regulations, Title 34, code of Federal Regulations (C.F.R.), Part 100. OCR has issued three policy memoranda in which OCR advises school districts of their responsibility under Title VI to provide equal

educational opportunity to national-origin minority students who are deficient in English language skills. It is OCR's position that where inability to speak and understand the English language excludes such students from effective participation in a district's education program, a district must take affirmative steps to rectify the language deficiency to open its instructional programs to these students.

NO CHILD LEFT BEHIND ACT 2001/TITLE III ENGLISH LANGUAGE ACQUISITION

The purpose of this act is:

1. To help ensure that children who are limited English proficient, including immigrant children and youth attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;
2. To assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet, consistent with section 1111(b) (1);
3. To develop high-quality language instruction educational programs designed to assist State educational agencies, local educational agencies, and schools in teaching limited English proficient children and serving immigrant children and youth;
4. To assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all English instruction settings;
5. To assist State educational agencies, local educational agencies, and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for limited English proficient children;
6. To promote parental and community participation in language instruction educational programs for the parents and communities of limited English proficient children;
7. To streamline language instruction educational programs into a program carried out through formula grants to State educational agencies and local educational agencies to help limited English proficient children, including immigrant children and youth, develop proficiency in English, while meeting challenging State academic content and student academic achievement standards;
8. To hold State educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by requiring—
 - a. Demonstrated improvements in the English proficiency of limited English proficient children each fiscal year; and
 - b. Adequate yearly progress for limited English proficient children, including immigrant children and youth, as described in section 1111 (b) (2) (B); and
9. To provide State educational agencies and local educational agencies with the flexibility to implement language instruction educational programs, based on scientifically based research on teaching limited English proficient children, that the agencies believe to be the most effective for teaching English.

PUPIL NONDISCRIMINATION

Under this law, no student may be denied admission to any public school, be denied participation in, be denied the benefits of, or be discriminated against in any school-related activity, or program based on the student's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. This law, like its federal counterparts, requires that every student receive an equitable educational opportunity. To meet this requirement, language barriers must be overcome or removed.

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Huron School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that the Huron School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Huron School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Huron School District to include this type of information from your child's education records in certain school publications. Examples include:

- < A playbill, showing your student's role in a drama production;
- < The annual yearbook;
- < Honor roll or other recognition lists;
- < Graduation programs; and
- < Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.¹

If you do not want the Huron School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing. The Huron School District has designated the following information as directory information: [Note: an LEA may, but does not have to, include all the information listed below.]

-Student's name	-Participation in officially recognized activities and sports
-Address	-Weight and height of members of athletic teams
-Telephone listing	-Degrees, honors, and awards received
-Electronic mail address	-The most recent educational agency or institution attended
-Photograph	
-Date and place of birth	
-Major field of study	
-Dates of attendance	
-Grade level	
-Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)	

¹ These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(e).

I

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- ⟨ To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- ⟨ To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- ⟨ To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- ⟨ In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- ⟨ To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- ⟨ To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

- < To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- < To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- < To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- < To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- < Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

Section 504 of The Rehabilitation Act and Americans with Disabilities Act

NOTICE OF NONDISCRIMINATION

It is the policy of Huron School District that no student shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any district educational program or activity receiving assistance.

Equal opportunity is a priority of the
Huron School District

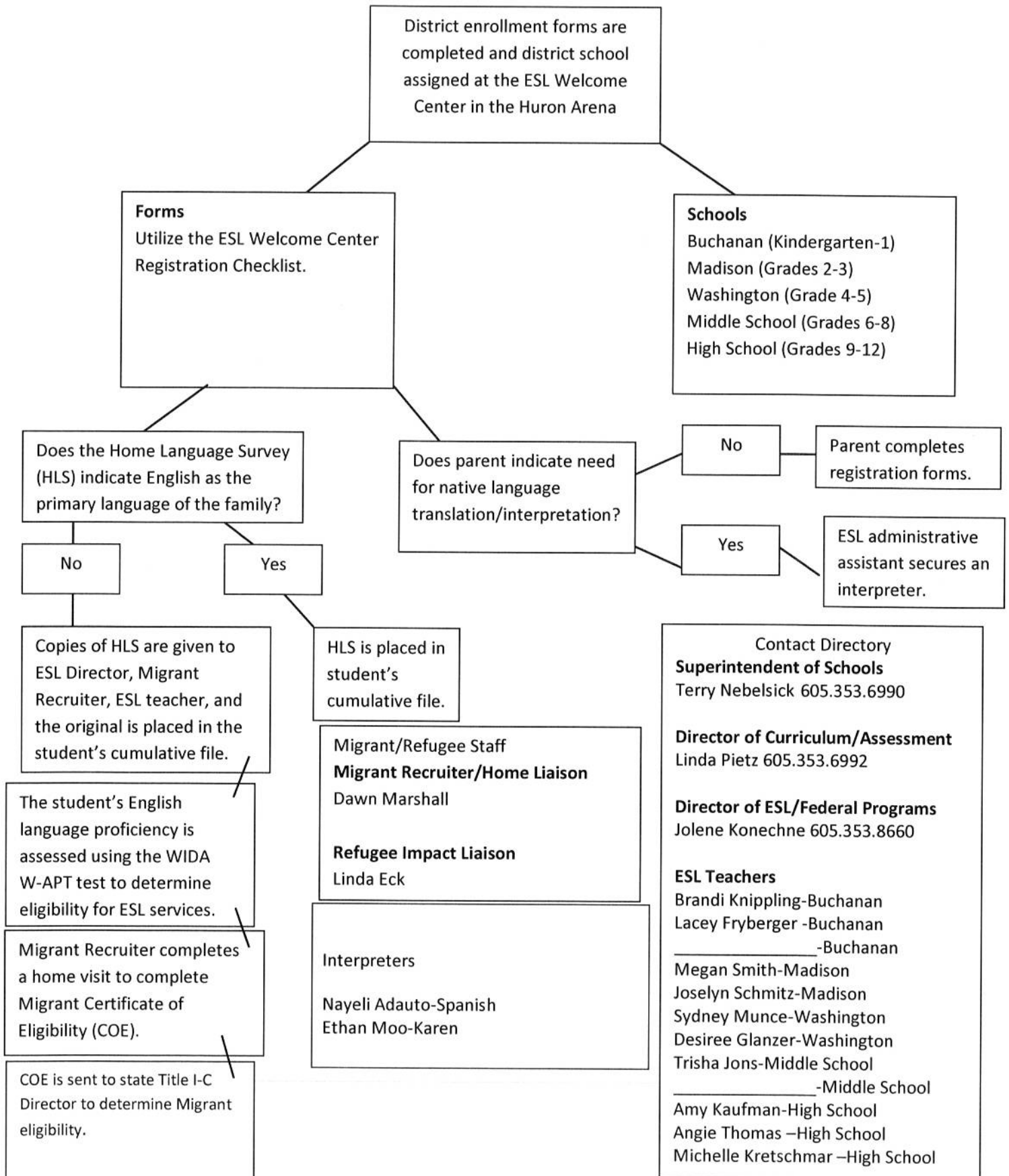
Any person having inquiries concerning the school's compliance with the regulations implementing Section 504 is directed to contact:

Site 504 Coordinator: _____Lori Wehlander_____

School: _____Huron School District_____

Phone/Fax: _____605-353-6997_____

Intake Process for Limited English Proficient Students



Huron School District--ESL Welcome Center
Registration Checklist

Student Name: _____

Date: _____

- _____ District blue registration form
- _____ Home Language Survey
- _____ Birth certificate/I-94/Social Security Card
- _____ Immunization records
- _____ Previous school records
- _____ Bussing information
- _____ Request for interpreter/translation
- _____ Free and Reduced-Price Meals Application
- _____ Disclosure Consent for Sharing Information with other Programs
- _____ Computer/Internet Usage Agreement
- _____ Photo Release Permission
- _____ Backpack Program
- _____ ESL Program information
 - Pamphlet
 - Entrance/Exit Criteria
 - Programming
 - Parental Rights
- _____ School visit

I have received information about the Huron School District ESL Program. I understand that my student will be screened to determine if he/she qualifies for ESL services. The program exit criteria have been explained to me. I understand that I have the right to deny ESL services for my child after the initial screening test is scored.

(Parent signature)

(Date)

REGISTRATION OF NEW ESL STUDENTS

1. **ENROLLMENT:** Enrollment in the Huron School District requires that immunization and health assessment records be provided within 30 days. Students should be admitted without birth certificates; however, birth dates may have to be determined by looking at passports or other sources that are presented voluntarily during registration. Schools may also ask for proof of residency in school district and proof of guardianship. Parents need to be interviewed about student's instructional background and academic records.
2. **LEGAL RESPONSIBILITIES:** As a result of the Plyer v. Doe [457 U.S. 202 (1982)] ruling, schools may not:
 - Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status
 - Treat students differently to verify residency
 - Engage in any practices that hinder the right of access to school
 - Make inquiries of students or parents that may expose their undocumented status
 - Require social security numbers. Parents without social security numbers who are applying for a free lunch and/or breakfast program need only to state on the application that they do not have a social security number.
3. **IDENTIFICATION OF STUDENT'S PRIMARY OR HOME LANGUAGE:** Please use the HOME LANGUAGE SURVEY for each new student to determine the primary or home language and keep it on file in the child's cumulative folder.
4. **PROVISION OF MATERIALS AND SERVICES FROM THE CENTRAL OFFICE:** Please contact your school's ESL teacher, who will initiate the following assistance:
 - A. **STUDENT'S ENGLISH LANGUAGE PROFICIENCY CLASSIFICATION:** The ESL Teacher will assess the student's English language proficiency using the W-APT or ACCESS English Language Proficiency Test. Students' scores on this test will range from Level 1 (Entering) to Level 6 (Reaching) and will be used to determine the child's state testing status and qualifications for special ESL services. Parents will be notified if students are eligible for services.
 - B. **ESL SERVICES:** The ESL Teacher will evaluate the student's English Language proficiency scores and place them in the appropriate level of English Language services.
 - C. **CLASSROOM TEACHER TRAINING AND SUPPORT:** Training on cultural awareness, instructional strategies, and translation assistance will be given by the ESL Teacher at the initial meeting with the classroom teacher. At this time, the classroom teacher will receive information about the student's English Proficiency levels and appropriate classroom and testing accommodations. ESL Teachers will coordinate with classroom teachers about monitoring student progress on an ongoing basis.
 - D. **TRANSLATION SERVICES FOR PARENT CONTACT:** In the event that an enrolling student needs interpreting assistance, contact the ESL Welcome Center.

HOME LANGUAGE ASSESSMENT PROCEDURES

The Home Language Survey (HLS) is designed to determine the students in the school system who come from environments where the primary language is not English. The form is to be completed for every new student entering the school system and is to be stored in the student's cumulative record. Most students speak English as their home language; however, the questionnaire needs to be completed for all students.

Please follow these steps:

1. Parents/guardians of all new students complete this form at the time of enrollment and record all information requested. The Home Language Survey is translated in Karen and Spanish.
2. ESL Director needs to ensure that all questions on the form are completed. Copies of the Home Language Survey are given to the ESL Director, ESL teacher, and the Migrant Recruiter. A Copy is also placed in the student's cumulative file.
3. If it is determined that a student's home language is other than English, the ESL teacher will administer the W-APT screening assessment. Follow protocol to collect and document the student's scores.

See Appendix

Transfer Students

Students enrolling with current information indicating participation in an ESL program are eligible for placement in an ESL program in the Huron School District. It is not necessary to re-determine eligibility. Upon receipt of the records, the student's ESL teacher will review the information and determine the degree or level of ESL services.

If there is not sufficient assessment information to determine eligibility for ESL services, the ESL teacher will assure that the W-APT screening assessment is administered within the first two weeks of the student's enrollment. The ESL teacher will also be responsible for finalizing the student's Language Acquisition Plan. The student may receive ESL services until eligibility by ESL Department criteria is determined.

General High School Credit Acceptance for Immigrant Students

All students under the age of 21 who are domiciled in a school administrative unit who have not been removed from school for cause or who have not obtained a high school diploma, are entitled to all the privileges and advantages of the public schools to which they are assigned by the local boards of education.

If a student arrives as a transfer student from another high school or another country, he/she shall be enrolled at that time. The student must document enrollment in a previous school by providing an official transcript that has been translated to English. A language barrier, however, is not just cause to deny a student appropriate transfer of credits. If the student enrolls with transcripts, the counselor will evaluate the transcript for transfer credit and the student will be placed in a grade level based on the number of credits transferred. Course credit will be awarded based on a passing grade in the subject, the former school's course alignment with the South Dakota Standard Course of Study for the same or similar course offering and comparable time in class. Elective courses may transfer as noted on the transcript.

If the student arrives without a transcript, the student will be placed in the 9th grade upon enrollment. If the student presents an official transcript at a later date, grade placement will be reconsidered and credits will be transferred at the end of the semester. Final decisions regarding all placements rest exclusively with the school principal.

All requirements for graduation will be met according to State accountability standards. Parents and students will be informed of all requirements in a language they can understand.

ESL TEACHER RESPONSIBILITIES

ESL Teachers should carry out their responsibilities according to the program procedures included in this guide.

Program Responsibilities:

- Maintain student cumulative (LAPs, Home Language Surveys, monitoring forms, AQS, ACCESS/W-APT data)
- Review Home Language Surveys to indicate ESL screening assessment.
- Administer W-APT and ACCESS assessments.
- Complete an Acculturation Quick Screen (AQS) on every new ELL enrolled in the district.
- Ensure that all ELLs participate in the alternate or system-wide assessment with or without accommodations (DSTEP or DSTEP-Alt).
- Meet with team (ESL teacher, core teacher(s), administration) to determine ESL services and Language Acquisition Plans.
- Provide input for grade promotion or retention of ELLs.
- Provide ESL program information to school personnel, parents, and community members.
- Provide and explain to core/content teachers the annual ACCESS data.
- Act as an advocate to further the education of the ELLs and program.
- Encourage and facilitate parental involvement meetings/activities.
- Compile ESL records for a student's withdrawal packet.
- Supervise assigned para-educator(s).
- Schedule transition meetings during the fourth quarter of the school year.
- Attend all ESL staff meetings and district Diversity Committee meetings.

Instructional Responsibilities:

- Plan and deliver instruction on language proficiency and content standards developed from researched-based best practices.
- Utilize district core curriculum maps to supplement instruction.
- Collaborate with and support general education teachers to ensure that the ELL is acquiring the necessary academic language to meet grade level content standards.
- Incorporate technology into instructional planning and delivery.
- Assess student progress regularly and adjust instruction.
- Inform student, teachers, and parents about student progress.
- Formally report student progress quarterly.

STAFFING RATIOS

Appropriate staffing of ESL programs is based on two criteria. First, the Huron School District will provide adequate ESL staff to implement the chosen service delivery model effectively, as documented by the progress in English language proficiency and academic content of the ELLs. Second, the district will adequately staff their ESL program to meet federal compliance requirements, including but not limited to, communication to parents, identification of English language learners, and monitoring of transitional ELLs.

Administrators seeking approval for additional staffing should communicate with the ESL Director. The office of the ESL Director will provide

- the number of ELLs
- the proficiency levels of ELLs
- the most recent adequate yearly progress determinations for the ELL subgroup in reading/language arts and mathematics

ESL Program Services

The Board of Education will provide an ESL program and English language services for ELLs as required by law and rules of the State Board of Education. Pupils of limited English proficiency (LEP) are those pupils whose native language is other than English and who have sufficient (such) difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in classrooms where the language of instruction is English.

- **Co-Teaching/Push-in**
 - The ESL teacher and content/core teacher work as a team to plan and deliver content using strategies that are proven effective with English Language Learners and other diverse student populations.
 - Teachers are encouraged to use a variety of co-teaching models.
- **Pull-out**
 - Students needing specific needs either 1:1 or in small groups may be pulled out for targeted language acquisition skills and instruction.
- **Newcomer Programs**
 - Newcomer programs are available for first year in the country students. There are two newcomer programs in the District: Middle Level Newcomer Program, and the Highly Intensive Language Learning (HILL) program at Huron High School.
- **Sheltered Instruction Observation Protocol (SIOP)**
 - ELLs remain in core content classrooms and highly-qualified content teachers provide instruction using the eight components of SIOP.
- **Tutorial**
 - Para-educators or volunteers may tutor ELLs as needed under the guidance of the ESL teacher.

Language Acquisition Plans (LAP)

All students in the ESL Program are required to have an annual Language Acquisition Plan.

- Language Acquisition Plan
 - Annual document
 - Legal document
 - Outlines the accommodations, modifications, and services for each ELL in the district.
- The ELL Committee
 - ESL teacher(s)
 - General Ed/Core teachers of the ELL
 - Administrator
 - Parent (not required)
- Purpose
 - As a group, determines the appropriate accommodations for each individual ELL.
 - Documents the accommodations on the LAP.
- ESL Teacher Responsibilities
 - Identify all ELLs on case load throughout the year.
 - Coordinate meeting times for the ELL committee to decide on appropriate accommodations.
 - Complete the LAP documentation and obtain signatures during first parent-teacher conferences.
 - Throughout the year, effort to obtain parent signatures can be done at other conferences, parent nights, or scheduled home visits.
 - It is important that the LAP be communicated to the parents of each ELL.
 - Communicate final LAP to classroom teacher(s).
 - File LAPs in student cumulative files and send one copy to the ESL Welcome Center.
 - Update LAPs two months prior to DSTEP testing window.
 - Obtain input from the general education/core teachers.
 - Communicate any updates with all teachers.

SHELTERED INSTRUCTION OBSERVATION PROTOCOL (SIOP)

The Huron School District is committed to training staff and implementing the SIOP model in all schools. The SIOP model is an approach to teaching content to ELLs in strategic ways that make the subject matter comprehensible, while promoting the students' English language development. SIOP strategies can be used both in the ESL and content area classrooms.

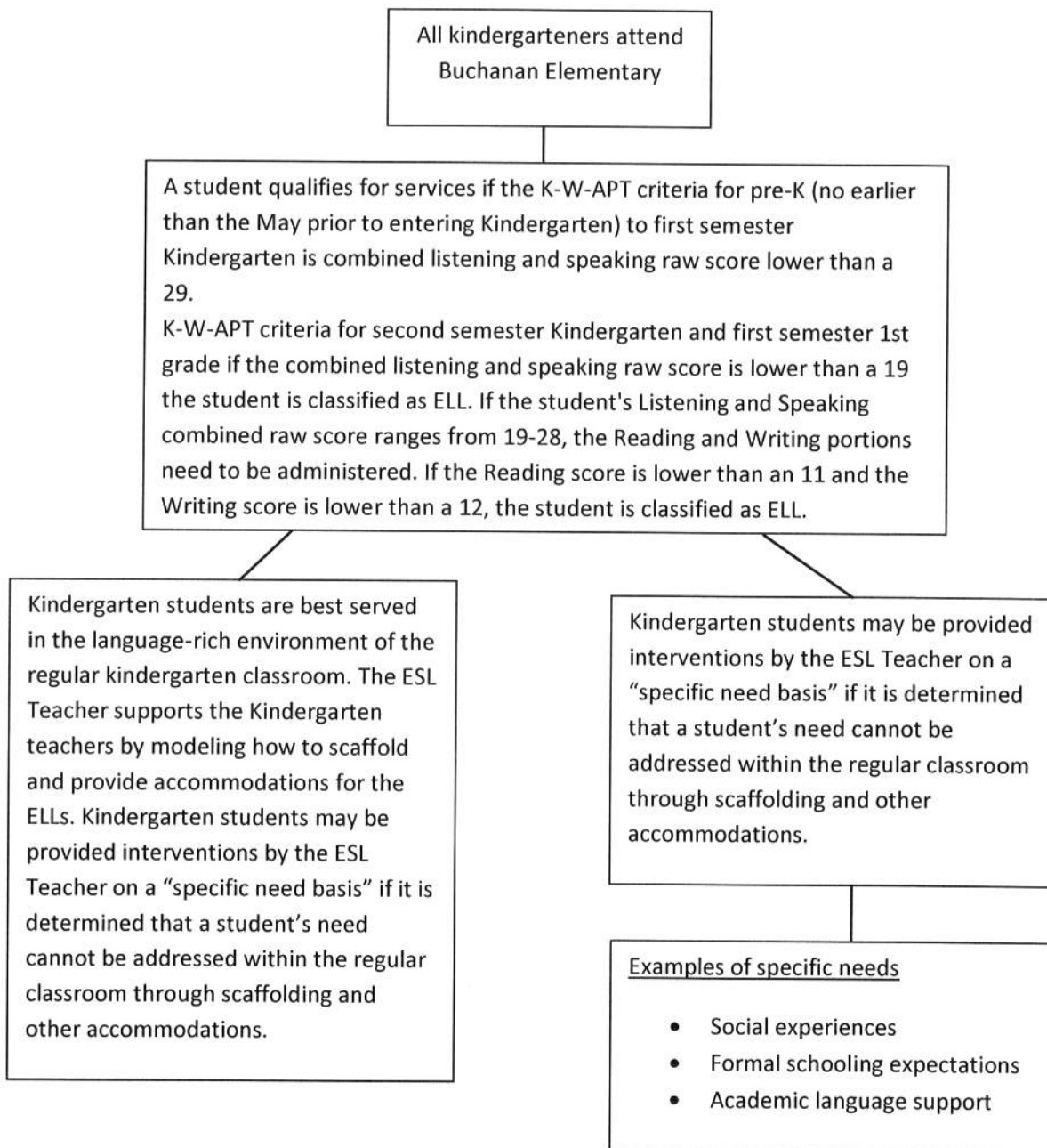
Effective SIOP teachers should be able to:

- Integrate language and content objectives into the curriculum of their subject area.
- Make content comprehensible for students with varying levels of English proficiency through the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, adapted texts, cooperative learning, peer tutoring, and native language support.
- Make connections between the content being taught and the students' experiences and prior knowledge.
- In addition to improving declarative knowledge (factual information), highlight procedural knowledge (how to accomplish an academic task), and teach study skills and learning strategies.
- Elicit a high level of student interaction and engagement.
- Foster language learning (academic and social) through interaction.
- Encourage higher order thinking skills (at all language levels).
- Consider the students' affective needs, cultural backgrounds, and learning styles.
- Offer multiple pathways for students to demonstrate their understanding of content (based on students' proficiency levels).

This model is based on research on second language acquisition that asserts that:

- A second language is acquired by using it in meaningful contexts and interaction, as opposed to simply memorizing a series of language rules (Krashen 1982).
- Comprehensible input is vital to the acquisition of a second language. Students can better understand cognitively-demanding input if it is context-embedded (Cummins 1981, 1984).
- To succeed in school, LEP students need more than conversational fluency; they must acquire the academic language and cognitive skills for learning academic subject matter (Cummins 1984).

Kindergarten Service Model



*ESL Program Service Model
Grades 1-5
Buchanan, Madison and Washington Elementary*

English Language Learners spend the majority of their day in classrooms with English-speaking peers. Their Interaction with peers provides models for language and social development. Often, an ELL teacher or para-professional will provide push-in or co-teaching strategies to support, modify, or provide services for the students. The ELL teacher utilizes the district core curriculum maps to supplement core instruction with language acquisition skills.

They may also receive assistance for a portion of the day through pull-out services in the ESL program. In such cases, the English learner goes to the ELL classroom for intensive instruction in English and also receives language support with content area subjects. Grade- level teachers accommodate and modify work for ELL students.

The following are recommended service times for pull-out services if it is needed for an English Language Learner:

- Entering/Beginning: 90 minutes/week
- Developing: 60 minutes/week
- Expanding/Bridging: No pull-out services recommended.

Entering/Beginning English Language Learners

WIDA ACCESS score ranges of 1.0-2.0

The ELL teacher works with the classroom teachers to provide meaningful literacy instruction in the mainstream classroom as needed.

- The ELL instructor is also responsible for reading, writing, and language acquisition instruction in the ELL classroom.
- The ELL instructor completes an assessment of student progress in conjunction with the classroom teacher.
 - Letter, blend, and digraph sounds -- sequence with regular classroom teacher if possible; master 44 basic sounds.
 - High-frequency words recognition – Dolch word lists.
 - Fluency- and vocabulary-building: Leveled guided readers and/or picture books; illustrated word family activities; poems; chants; readers’ theatre; drama; picture/word Bingo; SRA Reading Mastery (direct instruction including: reading, word work, following directions, transferring answers to answer sheet); teacher read-aloud with student participation and teacher reinforcement; on-line and recorded programs; directed reading activities; Language for Thinking (direct instruction); Total Participation Techniques; Language for Learning (direct instruction); games to explain and reinforce identified essential vocabulary in content areas on district curriculum maps; reading/writing/following directions and/or content-based centers.
 - Phonemic awareness -- word/letter association activities: letter/sound correspondence, initial sound, consonant-vowel-consonant, matching and dictation

activities to solidify short vowel recognition and automaticity in reading and writing; D.O.L. aligned with grade-level curriculum map to teach/reinforce grade-appropriate language mechanics/conventions.

- Written expression -- writing activities aligned with district curriculum maps; journals that incorporate quick draws, cut outs, or Google Image searches and labeling to build vocabulary that is essential to describe/explain student experience and thinking; picture dictionaries and/or lists (both draw from and construct meaning according to the subject)

Most English Language Learners (ELLs) receive specific services depending on their level of English language proficiency. The decision to transition students at the beginning level to additional regular classroom instruction is made through a collaborative process between the ELL instructor and the classroom teacher.

Developing/Expanding English Language Learners

WIDA ACCESS score ranges of 3.0-4.0

The ELL Instructor works together with the classroom teacher to serve students at the Intermediate level of English proficiency in the mainstream classroom. Supporting Intermediate level English Language Learners is a collaborative process in order to meet the academic needs of each student. The ELL Instructor models how to scaffold and provide accommodations for the ELLs working within the context of the district core curriculum.

The following are areas to expand on:

- General and specific language of the content areas
- Expanded sentences in oral interactions and/or written paragraphs
- Retain meaning of oral and/or written expression
 - The aforementioned bullet points listed under the beginning level are referenced as needed at the intermediate level as well.

Advancing/Bridging English Language Learners

WIDA ACCESS score ranges of 5.0-6.0

The ELL Instructor and the classroom teacher closely observe the advanced level English language learners, but may not work directly with the student. Ongoing conversations and observations allow both teachers to support the students when needed.

Huron Middle School

Grades 6-8

Students are tested for ESL services, if their Home Language Survey indicates that a language other than English is spoken in the home. The WIDA W-APT screening test is used to assess speaking, listening, reading, and writing in English. A student qualifies for services if the W-APT score is lower than a 5.0. W-APT scores range from 1.0-6.0. Depending on the level of proficiency, a student is placed into appropriate classes.

The English as a Second Language Program is guided by the WIDA English Language Proficiency Standards.

Newcomer Program

- First year in the country students
- Entrance criteria of a W-APT score of 1.0-1.9
- Exit criteria is determined using the formative WIDA MODEL assessment. Students should have a MODEL score of a 2.0 before exiting the newcomer program. A student can only be in the program for up to one year.
- Newcomer Curriculum
 - Reading, writing, listening, speaking skills through the *Building Bridges* curriculum by Longman
 - Language of social/instructional purposes, language arts, mathematics, science, and social studies
 - Instruction to include acculturation to new country and school
 - Supplemental curriculum includes *Imagine Learning English* computer literacy program
 - About 90 minutes of instruction every day

ESL Basic

- Designed for students who have been in the country more than one year
- The EL knows and uses minimal social English and minimal academic language with visual and graphic support.
- W-APT/ACCESS score of 1.0-2.0
- Language of social/instructional purposes, language arts, mathematics, science, and social studies
- The ESL teacher utilizes the district core curriculum maps to supplement core instruction based on language needs.

ESL Intermediate

- The EL demonstrates some social English and general academic language with visual and graphic support.
- W-APT score of 2.1-3.0
- Language of social/instructional purposes, language arts, mathematics, science, and social studies
- The ESL teacher utilizes the district core curriculum maps to supplement core instruction based on language needs

ESL Advanced

- The EL knows and uses social English, some specific academic language with visual and graphic support, and some technical language.
- W-APT/ACCESS score of 3.1-4.0
- Language of social/instructional purposes, language arts, mathematics, science, and social studies
- The ESL teacher utilizes the district core curriculum maps to supplement core instruction based on language needs

Sheltered Classroom Instruction

- Sheltered courses make grade-level content comprehensible for the English learner.
- Designed to scaffold English learners while learning academic content standards
- Students qualify to register for a sheltered course if the W-APT or ACCESS score is a 3.8 or lower. Not every EL with an ACCESS score of 3.8 or lower needs sheltered instruction. Determination should be made on an individual student basis.
- Students' performance by WIDA English Language Proficiency Standards should also be considered.
 - Raw scores are indicated on the EL's ACCESS report for comprehension, speaking, and writing tasks in the languages of social and instructional, language arts, mathematics, science, and social studies.

Huron High School

Grades 9-12

Students are screened for ESL services, if their Home Language Survey indicates that a language other than English is spoken in the home. The WIDA W-APT screening test is used to assess speaking, listening, reading, and writing in English. A student qualifies for services if the W-APT score is lower than a 5.0. W-APT scores range from 1.0-6.0. Depending on the level of proficiency, a student is placed into appropriate classes.

The English as a Second Language Program is guided by the WIDA English Language Proficiency Standards.

Highly Intensive Language Learning Newcomer Program (HILL)

- Keys to Learning: Skills and Strategies for Newcomers curriculum
 - Reading, writing, listening, speaking skills
 - Language of social/instructional purposes, language arts, mathematics, science, and social studies
 - Instruction to include adaptation to new country and school
 - Supplemental curriculum to include: Oxford Picture Dictionary for the Content Areas, Imagine Learning
 - 3 hours of intensive English instruction
- First year in the country students
- Entrance criteria of a W-APT score of 1.0-1.9
- Exit criteria is determined used the WIDA MODEL assessment. Students should have a MODEL score of a 2.0 before exiting the newcomer program. A student can only be in the program for up to one year

ESL Emergent

- Designed for students who have been in the country more than one year
- The EL knows and uses minimal social English and minimal academic language with visual and graphic support.
- W-APT score of 1.0-2.0
- Access Newcomers curriculum
 - Reading, writing, listening, speaking skills
 - Social language and instructional vocabulary at beginning level
 - Supplemental curriculum to include: Oxford Picture Dictionary for the Content Areas, Write to Learn, and IXL Math
 - 90 minutes of English instruction every other day

ESL Basic

- The EL demonstrates some social English and general academic language with visual and graphic support.
- W-APT score of 2.0-2.5
- Keystone Level A curriculum
 - Reading, writing, listening, speaking skills
 - Social and instructional vocabulary at an early beginning level
 - 90 minutes of English instruction every other day

ESL Intermediate

- The EL knows and uses social English and some specific academic language with visual and graphic support.
- W-APT score of 2.5-3.0
- Keystone Level B curriculum
 - Reading, writing, listening, speaking skills
 - Social and instructional vocabulary at an upper beginning level
 - 90 minutes of English instruction every other day

ESL Advanced

- The EL knows and uses social English and some technical academic language.
- W-APT score of 3.0-4.0
- Keystone Level C curriculum
 - Reading, writing, listening, speaking skills
 - Social and instructional vocabulary at a developing/expanding level
 - 90 minutes of English instruction every other day

Applied Language Development

- An elective course for EL students who have completed all of the ESL leveled courses, but have not tested out of the ESL program
- Designed to assist students in mastering language acquisition skills necessary to pass language proficiency exams
- Q: Skills for Success series from Oxford Press (level 2) Curriculum
 - Reading, writing, listening, speaking skill
 - Social and instructional vocabulary at abridging level
 - 90 minutes of English Instruction every other day

Sheltered Classroom Instruction

- Designed to scaffold English learners while learning academic content standards
- Students qualify to register for a sheltered course if the W-APT or ACCESS score is a 3.8 or lower.
- Students' performance by WIDA English Language Proficiency Standards should also be considered.
 - Raw scores are indicated on the EL's ACCESS report for comprehension, speaking, and writing tasks in the languages of social and instructional, language arts, mathematics, science, and social studies.
- Sheltered course offerings include algebra, geometry, language arts, biology, physical science, government, and personal finance

DESCRIPTION OF THE NEWCOMER PROGRAMS

HURON MIDDLE SCHOOL GRADES 6-8

HURON HIGH SCHOOL GRADE 9

What is the Newcomer Program?

The Newcomer Program will serve as a transitional program for the district's English Language Learners with limited English proficiency and little or no formal educational background. The program will focus on developing English vocabulary, building academic background, and basic academic concepts and skills for ELLs to be successful in the mainstream classrooms. The Newcomer Program will help students in the acculturation process of social and school life. Typical topics of the Newcomer Program curriculum include Friends, School Life, Home Adjustments, Around Town, Family, Feelings, and Hobbies. High School students will earn (1.5) credit of English elective, (1/2 credit) world studies in the HILL Course, Highly Intensive Language Learning.

Who teaches the Newcomer Program?

The instructor of the Newcomer Program will serve as first resource to the new ELLs. He/she will orientate new students to the school. He/she will assess the ELLs language proficiency and academic knowledge and help in the transition process to the mainstream classes. The instructor will have input on the design and implementation of the Newcomer Program to fit the needs of the ELLs. The program will be for three hours each day, and then the students will take other required mainstream courses like art, physical education, health, and CTE courses in the High School. The Middle School program will be for ninety minutes each day.

Which students will be enrolled in the program?

The program is designed for first-year in the country students. Other factors to consider are a W-APT/ACCESS score of less than 2.0 and limited formal schooling experiences.

How will students be monitored?

WAPT/ACCESS Scores

WIDA MODEL formative assessment

NWEA scores in math and reading

Quarter grades

Parent observations/interviews
First language literacy
Attendance
Imagine Learning English data

When will a student exit the Newcomer Program?

Students will not be enrolled in the Newcomer Program longer than one year. Students will be monitored to determine the appropriate time to exit the program. Students may only exit at semester time or the end of the year. Exit criteria will include progress on the WIDA Model formative assessment or an ACCESS score of 2.0 or higher. Upon exit of the program, students will transition to the next ESL leveled class, according to ACCESS data.

What curriculum will be used in the program?

The students enrolled HILL will use the *Keys to Learning* by Longman and students enrolled in the middle school program will use the *Building Bridges* by Longman. The teacher will supplement with other materials to enrich reading, writing, speaking, and listening skills.

LEP EXIT STATUS

Beginning the 2017-2018 school year, LEP students may exit the ESL Program with an overall ACCESS composite score of 5.0.

Testing accommodations are provided to eligible students to ensure that individual student needs are met and, at the same time, maintain sufficient uniformity of the test administration. Accommodations allow these eligible students to demonstrate their true abilities on state mandated tests; however, students must not receive unnecessary or inappropriate accommodations. Each student's individual needs must be considered when making the accommodation(s) decisions. Testing accommodations must never be used for score enhancement.

When a LEP student meets the state-determined criteria for exiting LEP status, the student is no longer eligible to receive testing accommodations on state-mandated tests. The student is placed on monitoring status for a period of two years after meeting the exiting criteria.

MONITORED FORMER LEP STUDENTS (MFLEP)

Students who have exited LEP identification during the last two years are referred to as Monitored Former LEP students (MFLEP). MFLEP student performance on state content assessments is reported annually to the federal government. If a school/district has an LEP subgroup (minimum number of twenty-five students) and the subgroup failed to meet the AYP target, MFLEP students may be included in the calculations for determining the status of the LEP subgroup for AYP for one year following achieving proficiency.

ESL PROGRAM MONITORING FORM

This form is used for monitoring purposes. Students are monitored for two years after exiting the ESL state criteria. For the _____ school year, please complete the following form if the ESL student scored an ACCESS composite score of 5.0.

Student's Name: _____ Date: _____

School: _____ Grade: _____

ESL Teacher: _____ Classroom Teacher: _____

Step 1: Schedule a meeting to review student performance. Review team should include the ESL teacher, classroom teacher, parent or guardian, building principal, ESL Director and one additional staff member (i.e. building administrator, counselor, case manager). Documentation to be reviewed may include the following. A minimum of four pieces of documentation must be reviewed in order for the exit to be considered. Attach current assessment data to the final report.

- ACCESS or W-APT score* _____
- SBAC scores Reading _____ Math _____
- Language Acquisition Plan (LAP)
- Classroom teacher observations (narrative and/or interview)
- Quarterly grades (attach most recent report card)
- Write to Learn* results
- NWEA math and reading scores Reading _____ Math _____
- Lexile Score _____
- Attendance records

- Individual Education Plan (IEP)
- Acculturation Screening Tool
- Professional Judgment

Step 2: Discuss evidence. Consider or add comments in the space provided as needed.

- What is the amount of modifications currently in place?
- What is the ability of the student based on individual and group work?
- What is the student’s success with independent work on homework?
- What are the details of the student’s IEP?
- Does the student’s disability impact the success in any of the domains as assessed through ACCESS/W-APT?

Step 3: After reviewing the evidence and concluding that the student no longer benefits from the new language acquisition support the review team should make recommendations for the student based on applicable data and evidence.

As recommended by the ESL exit team, _____

_____ will continue with ESL services as currently detailed in his/her LAP.

_____ will continue with in-class ESL para-educator support and recommended modifications and accommodations but will no longer receive pull-out ESL services.

_____ will continue to receive modifications and accommodations only.

_____ will be monitored for two years.

Step 4: Schedule a parent meeting to obtain parent signatures. If an interpreter is needed, contact the ESL Welcome Center. This meeting can take place at parent-teacher conferences.

Step 5: Mail copies of final form to parent with letter detailing change in programming. Send a translated copy as needed. Place a copy of the letter and form in the student’s cumulative file and send a copy to the ESL Welcome Center.

Signatures

Student _____

Parent _____

ESL Teacher _____

Classroom/core teacher _____

Building principal _____

ESL Director _____

Other _____

ELL Transition Plans

Transitioning students to the next grade level is an important process to assure that English learners' language and academic needs are communicated with the ESL teachers and core classroom teachers. In the spring of each school year, ESL teachers schedule times to meet with the next grade level ESL teacher to discuss the English Learner case assignments and students' strengths and weaknesses. ESL teachers are encouraged to provide narratives on specific students with high needs. WIDA ACCESS data is in each English learner's district cumulative file. Building tours are also coordinated in order for the English learners to visit their building for the upcoming school year.

In order to make sure that current 8th graders get registered and placed in appropriate high school courses, meetings are held in the spring with the building administration, counselors, and ESL case workers to discuss each incoming 9th grader's specific needs. WIDA ACCESS scores are used to place students in ESL services and sheltered courses.

SPECIAL PROGRAMS FOR ESL STUDENTS

In an effort to ensure success for all, the Huron School District provides a number of special instructional programs to meet the individual needs of ELL students.

If an English Language Learner (ELL) student is believed to have special education needs, the classroom teacher must follow the Teacher Assistance Team Pre-Referral Intervention District Process. The first step in the screening process will be to contact the ESL teacher to determine, if possible, whether or not the problems are related to the language barrier, lack of prior educational background or cultural differences. An assessment of the student's language proficiency level will be provided to indicate the student's level of cognitive academic language. The ESL Coordinator will also review documentation of implementation of the LAP recommended for each particular student and will consult prior school records if available.

Dr. Katherine Collier's *Cross-Cultural Education* processes should be used to determine language barrier versus learning disability (See Appendix).

If the ESL Coordinator and Teacher Assistance Team members find that the student's problems are not attributable to difficulties with the language and are not resolvable using appropriate services or aids in the classroom, a referral will be made to the school's Teacher Assistance Team. At this point, the screening process will proceed as with any other child believed to have special needs.

Please note that it usually takes about two years in English-speaking schools for a student to gain social language proficiency and 5-7 years before mastering academic English needed to meet cognitive academic language demands.

If the child is suspected to be speech or language impaired, the ESL Director will attempt to determine if the impairment is related to language difference, or to impairment atypical of others who share the same regional background. An appropriate referral will then be made for further testing if necessary.

If after a psychological evaluation, the decision is made that the child has a disability and needs SPED, an Individualized Education Plan (IEP) must be developed in addition to the ESL Language Acquisition Plan. The education agency is required to hold meetings at least once a year to review each child's IEP and to revise the IEP as needed. In addition, the education agency must ensure that parents are encouraged to attend the IEP meeting.

If the parents do not speak English and request an interpreter, one will be provided by the school district.

PARENT PARTICIPATION

Parent Involvement Meetings are scheduled for parents of migrant and English learners. These meetings focus on the needs of second-language families.

Parents of second-language students are also welcome to join the district Diversity Committee.

The school district provides to parent hotlines as a point of contact for parents who do not speak English as their first language. The Spanish hotline number is 353-8565 and the Karen hotline number is 353-8576.

NOTIFICATION AND CONSENT

After families have been given information about ESL programming, they have the right to either accept or decline these services. Families also have the right to change their decision at any time during the student's career in the Huron School District.

The school district receives annual ACCESS scores in late May or early June. The ESL Welcome Center staff mails a parent notification letter and a student report to each student's parents or guardians. These results are also discussed with parents at the fall parent-teacher conferences.

See Appendix

Relationships with Parents

The parents of English language learners play an important role in their child's program and should be involved in all phases of the ESL program. Parents have the right to information about their roles, responsibilities, and rights. Their participation in interviews, reporting on developmental and educational histories, and the process of language acquisition is invaluable. Parents provide information that can form a framework for understanding the student and interpreting the data. A combined parent-professional approach can increase the validity of the referral to English as a Second Language services and the assessment data.

Trust and respect are the cornerstones of any good relationship between parents and school professionals. Becoming familiar with traditions from other cultures helps to establish a sense of trust and cooperation between the school and home.

Practices that can build a partnership between professionals and parents:

- Pronounce parents' names correctly.
- Ask parents about the family, how decisions are made, and how rules are established.
- Give parents an opportunity to talk about goals for their child.
- Understand that in some cultures the avoidance of eye contact is a sign of respect and does not indicate disinterest.
- Understand that the parents' level of proficiency and confidence in English may affect the degree to which they participate, even with an interpreter present. Some parents may not ask questions, but may wait to be told what is important. Do not assume this lack of assertiveness implies agreement with school observations or recommendations. In fact, it may signal disagreement or confusion and frustration with the recommendations and outcomes.
- Ensure that the interpreter translates conversations held among professionals so that the parent feels involved at all times.
- Acknowledge all concerns as legitimate ones. It may be very difficult for parents to voice their concern.
- Talk about the student's academic, behavioral, and social strengths and positive traits as well as areas of need.
- Listen attentively to the parents, be willing to learn from them, and practice active listening skills to clarify what has been communicated.
- Respect the parent's right to disagree.
- Use language without jargon and acronyms as much as possible.
- Ask parents specific questions to check for understanding.
- Obtain parental buy-in by requesting parental permission for assessment and for ESL service delivery. Follow-up after the meeting and do what was agreed upon.

ASSESSMENT OVERVIEW

Entry Level Assessment

ESL Student Identification

ELLs are identified based on data from the following assessments:

1. Home Language Survey combined with interview with parents or students
2. Current W-APT or ACCESS scores from previous school OR teacher-administered W-APT scores

ESL Instructional Placement

ELLs are placed for instruction based on data from the following assessments:

1. Language proficiency scores (W-APT/ACCESS)
2. Review of previous schooling records (grades, state test scores, ESL placement)

Ongoing Level Assessment

English Language Development Monitoring

Based on data collected on ESL students through:

- Annual English proficiency assessment (ACCESS)
- Continuous classroom progress and success
- Local and State test scores (MAP, DSTEP, writing assessment)
- Growth of self-confidence, interaction with peers, and classroom participation
- Grade promotion
- Involvement in extracurricular activities
- Classroom teacher observations
- Conferences
- ESL Teacher observation and assessment

Exit Criteria and Post-Service Monitoring

All ELLs take the annual ACCESS language proficiency assessment as required by the South Dakota Department of Education. A student exits LEP status by scoring an overall composite score of 5.0.

A student is considered to be Monitored Former LEP for two year after exiting LEP status.

The ESL teacher will continue to monitor grades and test scores and serve a consultative role with former LEP students.

STATE TESTING GUIDELINES FOR LEP STUDENTS

To be identified as limited English proficient, students must be assessed using the state English language proficiency identification test at initial enrollment. Thereafter, all students identified as limited English proficient must be annually assessed using the state English language proficiency test administered to satisfy NCLB Title III requirements during the state-designated testing window. Effective with the 2008-09 school year, the WIDA ACCESS Placement Test, is the state-designated English language proficiency identification test. The ACCESS for ELLs is the state-designated English language proficiency test annually administered. If a student scores below Level 5.0 Bridging on the reading subtests of the W-APT/ACCESS for ELLs, the student is eligible to receive state-approved LEP testing accommodations on all state tests. If the student scores Level 5.0 Bridging or above on the reading subtest of the W-APT/ACCESS for ELLs, or exits LEP identification, the student must participate in all state tests without accommodations.

Subtest	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging	6 Reaching
Reading	Eligible to receive state-approved LEP testing accommodations for all state tests.					Must participate in the general state test administration without LEP testing accommodations

The South Dakota Department of Education has allowable ELL accommodations for high-stakes assessments. Please see the South Dakota Department of Education website for guidance. www.doe.sd.us

Sample Questions for Determining Accommodations

General Considerations

- What are the requirements of the test?
- What are the student's oral, reading, listening, and writing language proficiency levels?
- How long has the student attended English-speaking schools?
- How long has the student been receiving ESL services?
- How is the student's English language limitation likely to interfere with performance of the task?
- What accommodations would assist this student to best demonstrate his/her skills and knowledge in the area covered by the test(s)?
- What type of accommodation does the student routinely use for classroom instruction and testing situations?
- How independent is the student in the use of a particular accommodation now?
- What form of support places the LEAST demands on the student, allowing the student to focus on the material itself rather than the processing or response demands?
- Will accommodation(s) affect the integrity of the test?

Linguistic Support: Setting

- Can the student work independently?
- Can the student complete the task with assistance or with one or more of the allowed accommodations?
- Can the student complete the task if provided a separate location with minimal distractions?

Linguistic Support: Timing/Schedule

- Can the student work continuously for 20 to 30-minute periods? If not, how long can the student work continuously?
- Can the student complete the task if provided periodic breaks or other timing considerations?

Linguistic Accommodations: Presentation

- Can the student listen to and follow oral directions given by an adult?
- Can the student read and comprehend written material?
- Can the student comprehend written directions if the directions are repeated, paraphrased, or simplified?

Linguistic Accommodations: Response

- Can the student use a pencil to fill in the bubbles for the answers in the test book?
- Can the student use paper and pencil to write short-answer or paragraph-length responses to open-ended questions?
- Can the student respond to open-ended questions by dictating answers to a scribe who records verbatim the oral response?

Linguistic Accommodations: Socio-cultural

- Can the student complete the task if provided a familiar location?
- Can the student complete the task if a familiar person administers the test?
- Can the student complete the task if provided special test preparation?

Selection of individual accommodations should be based on the student's ability to demonstrate what she or he knows and is able to do in the assessment formats available to all students and on the student's need(s) in instruction and assessment(s).

The accommodations listed at the end of this chapter are approved for DoDEA system-wide assessments. The list of accommodations most frequently offered by NAEP is also included at the end of the chapter. Questions regarding accommodations should be directed to the district or area ESL point of contact or assessment coordinator.

No Accommodations

Students nearing full proficiency have sufficient English competency to demonstrate their knowledge and will participate in the system-wide assessment without accommodations.

FIRST YEAR EXEMPTION FOR LEP STUDENTS

According to the South Dakota Department of Education guidelines, all students identified as Limited English Proficient must be included in the statewide testing program as follows: standard test administration or standard test administration with accommodations.

Exemption: LEP students in their first year in the country (USA), do not take the Smarter Balanced reading test. Students from Puerto Rico do not qualify for this exemption.

ESL Practices

GRADE PLACEMENT OF CHILD

Placing ELLs at a lower grade because they do not speak English may be considered against their civil rights. Students should be placed in a grade level appropriate to their age within one year. Any variation must be determined by looking at a variety of materials and conferencing with parents and teachers. This process must be documented and maintained in ESL records. Ultimately, however, grade placement is the principal's responsibility.

GRADING STUDENTS

ESL students should be evaluated in academic subjects primarily on progress as they relate to potential achievement. These students should accomplish the same objectives as their peers, using modified language functions and instructional supports. Teachers are encouraged to implement modifications listed on each ELL's Language Acquisition Plan, differentiate instruction, and use portfolios to demonstrate growth.

ELLs cannot fail a class due to a language barrier.

PROMOTION/RETENTION OF STUDENTS

Promotion of ELLs should be based on recommendations by the classroom teacher, the principal, and the counselor in consultation with the ESL Director. Federal regulations prohibit the retention of an ESL student simply because of English language deficiency in listening, speaking, reading, or writing. The final decision to promote or retain ESL students shall be made by the principal.

SPECIAL SERVICES FOR ESL STUDENTS-SPEECH, EXCEPTIONAL CHILDREN, TITLE I

ELLs are eligible for all services offered by the school system. Records should be reviewed to determine if the ESL student needs special services. Appropriate referrals should be made through the Teacher Assistance Team. Students who are new to the country may not have previous school records; thus, the referral intervention process will be followed to determine the child's needs. Qualification for services will be based on each special program's guidelines. Dr. Collier's Cross-Cultural Education process should be utilized when an ELL is going through the SAFE/TAT process.

GRADING GUIDELINES for ELLs

Because of limited language proficiency, ELLs may be unable to demonstrate the level of language understanding that is typical of a particular grade level. There is concern that students be graded in a flexible manner that takes into consideration students' language limitations. The following grading guidelines for ELLs should be given full consideration:

- Progress is an important part of the student's evaluations.
- Students need more time to accomplish objectives.
- Non-English-speaking students will progress through social language before moving into literacy and academic language.
- Social English is usually learned in one to three years.
- Academic English may take five to seven years.
- LEP students are learning social and academic language simultaneously.
- Methods and intensity of instruction should be different for LEP students.
- Classroom instruction should be modified according to the student's language acquisition plan.
- A student's grade should reflect effort to complete the modified assignment.
- Grades should be based on a realistic assessment of student language ability and growth.
- Legally, a student may not fail due to the language barrier.
- A failing grade should be assigned when students refuse to attempt assignments where modification has been attempted by the classroom teacher.
- If a LEP student is failing, documentation needs to be on record as to exactly what factors other than limited English proficiency contributed to the failing grade and what modifications were made.
- Notation may be placed on the LEP plan indicating that grades are based on ESL modifications.

LIMITED ENGLISH PROFICIENT (LEP) STUDENT RETENTION/PROMOTION

Students should not be retained, even though they might not be on grade level, because of the language barrier. Academic language acquisition may take 5-7 years and it is not feasible to retain an LEP student until he/she is on grade level.

Modifications to instruction for LEP students must be made to ensure non-discriminatory evaluations. LEP students should not be penalized because they cannot express themselves in English. Teachers need to document way that instruction has been differentiated based on the student's proficiency level. The Office for Civil Rights takes the position that this is the classroom teacher's responsibility.

If an LEP student has received appropriate accommodations and modifications in the classroom, but has not made adequate progress, demonstrates a lack of effort, poor attendance, or other related factors, then retention is appropriate. The final decision to promote or retain LEP students shall be made by the school principal.

*Reference: Title VI of the Civil Rights Act of 1964

Huron School District Home Visit Protocol

Why home visits?

1. Pro-active approach to parent involvement
2. Convenient for families
3. Serving the whole family promotes mental, emotional, and physical health of students
4. Provide less anxiety for some families as they are in a familiar setting
5. Promote respect for others and clearer picture of family/ home values
6. Provide opportunities for teachers and others to draw knowledge from and use in educational settings
7. Provide teachers with background knowledge to refer to in instructional settings and bridge curriculum with other cultures

Who can do a home visit?

1. Administrators
2. School to home liaisons
3. Teachers
4. Counselors
5. School nurses
6. School resource officer
7. Any additional, approved staff member who has rapport with the student/family and has received administrative approval

What preparation and/or planning may be necessary for a successful home visit? (Use interpreter/translations as needed)

1. Identify staff member(s) who has a relationship with family/student: visiting homes in pairs is recommended
2. Notify caregiver/parent/guardian, schedule visit in advance whenever possible
3. Review records, family history, cultural background
4. Make copies of pertinent records
5. Prepare informational materials: resources, brochures, business cards, etc.
6. Secure interpreter if needed
7. Notify secretary/school personnel of location and time of home visit
8. Bring copies of Consent form and Release of Information forms
9. Review safety tips

The visit protocol and timeline

Arrival

- Set the tone (warm introduction, thank family for time and participation, etc.)
- Establish rapport/develop relationship
- Include all family members in the home who would like to participate
- Suggest an environment conducive to meeting (visit can occur somewhere in the community if family would feel more comfortable)

During the visit

- Review the purpose of the visit; allow family input
- Record pertinent information
- Establish goals
- Give information
- Elicit feedback from the family
- Share resources
- Answer questions

Concluding the visit

- Summarize the visit
- Discuss next steps
- Provide contact information
- Closure with a thank you and good bye

After the visit

- Document visit
- Evaluate visit by reviewing and rereading notes
 - Look for common themes
 - Key words/vocabulary
 - Find strengths of family unit
 - Evaluate concerns and how district/community addresses them
 - Write questions for follow-up visit
 - Discuss findings with a team member
- Follow-through on referrals, action items, etc.
- Complete additional documentation
- Send family a copy of document

Suggestions

Remember to:

1. Be a good listener
2. Have specific goals or objectives for each visit
3. Be flexible
4. Be prompt to your home visits
5. Realize the limitations of your role
6. Help parents become more independent
7. Keep language appropriate
8. Dress appropriately
9. Be confident
10. Remember that small improvements lead to big ones
11. Be yourself
12. Respect cultural and ethnic values
13. Monitor your own behavior- the family and parents are observing you

Avoid:

1. Imposing values
2. Bringing visitors without the parent's permission
3. Socializing excessively at the beginning of the visit
4. Excluding other members of the family from the visit
5. Talking about families in public
6. Being the center of attention
7. Expecting perfection from the parent
8. Asking the parent to do something that you wouldn't or contradicts with their cultural beliefs

Safety Tips:

1. Try to complete home visits early in the day
2. Carry only necessary items with you
3. Remove yourself from dangerous situations
4. Trust your instincts
5. Survey the neighborhood
6. Travel in pairs when possible
7. Take universal precautions by washing hands, etc. before and after visit
8. Use reliable transportation
9. If necessary, ask family to secure pets
10. Consider the use of cellular phone or pager

Some questions to consider for visit: (These questions are recommended not required.)

1. What does your child talk about when he/she mentions school?
2. What things about school are different from other schools that your son/daughter has attended?
3. What things at school make your child happy? What makes them frustrated?
4. What are you most proud of about your son or daughter?
5. What are you most concerned about with your son or daughter?
6. How important is education in your family?
7. How is living in Huron different than living in other places that you have lived?
8. What do you like about living in Huron/ in the USA? What do you find difficult about living in Huron/USA?
9. What things have you experienced in Huron that you still don't understand?
10. How can we help your family be more comfortable in Huron and in school? Are there any ways you would like to participate at school or with your child's education that you may not have had the opportunity to try?
11. How do you define "family?"
12. What gives your family strength?
13. What chores or household obligations does your child have?
14. Did you ever live with grandparents or extended family?
15. How do you define success?
16. Is punctuality important to you? Why or why not?
17. What is the most important meal of the day?
18. Do you eat foods that are indigenous to your culture? Why or why not? If you answered yes, name some of the foods that you eat. If you answered no, what types of foods do you eat?
19. Do you actively participate in an organized religion?
20. How important is religion in your family? Why?
21. If religion is important in your family, do you plan to pass this on to your children? Why or why not?
22. Are the roles of men and women specifically defined in your family? If so, what are they?
23. Do you have any eating habits/rituals that are specific to your culture?
24. Define and describe the most important (or most celebrated) holiday of your culture.
25. If you are from a culture that speaks English as a second language, do you speak your native language? If not, why? If so, will you teach your native language to any children you have?
26. How is physical contact viewed in your culture?
27. What is considered most disrespectful in your culture?
28. What is considered most respectful in your culture?
29. What would you say is, from your perspective, the most commonly held misconception about people of your culture?
30. Have you ever experienced racism? In what form?
31. What can be done about racism and prejudice, in your opinion?
32. Have you ever felt excluded based on your gender or culture?
33. Do you remember excluding others based on Culture or Gender?

Is there anything you would like others to know that we have not included here about you or your culture?

Thank you- is there anything else you would like to share?

The goal of the Huron School District's interpreting services is to facilitate communication access to non-English speaking students and their families. The school district's Migrant Recruiter and ESL Director will serve in a mediator capacity to ensure reasonable accommodations are provided to non-English speaking students and their parents/guardians.

During the student's registration with the Huron School District, the need for interpreting services will be addressed. On the occasion the school district is not able to schedule a qualified interpreter for a specific meeting, conference or event, the student and/or his/her family and others concerned will be notified immediately.

Huron School District 2-2 RESPONSIBILITIES

- Assist students/ families in obtaining reasonable interpreter accommodations.
- Provide qualified interpreters for students/families who need interpreter services.
- Assist faculty and staff with educational endeavors related to the provision of interpretation services.
- Respond professionally to concerns and issues raised by the student, interpreter, staff, or faculty member.

Interpreter RESPONSIBILITIES

- Follow the code of ethics for interpreters as recognized the Huron School District.
- Provide qualified interpreter services appropriate with knowledge and skills base.
- Keep all information regarding interpreting assignments and interactions confidential.
- Facilitate communication between persons who are English and non- English speaking.
- Report concerns to either the Migrant Recruiter or the ESL Coordinator.

Code of Ethics for Huron School District 2-2 Interpreters

You represent not only yourself, but the Huron School District, as well. It is imperative for all Huron School District interpreters to present themselves in a pleasant and professional manner.

- All requests for service must come through the ESL Welcome Center office.
- Keep all information regarding interpreting assignments and interactions confidential.
- Do not interpret for close friends or family members if at all possible.
- Dress appropriately for interpreter assignments.
- Arrive ten minutes prior to scheduled assignments.
- Introduce yourself to the English speaker holding the meeting/conference.
- Ascertain communication style and preferences of consumers.
- Obtain copies of any materials, texts, etc., from meeting director. Ask questions as necessary to clarify information.
- Evaluate the environment for meeting. Work with consumers, both English and non-English speaking, to ensure appropriate visual accommodations and seating arrangement.
- For sessions less than one hour, please wait at least 15 minutes, 20 minutes for assignments up to two hours, and 30 minutes for longer assignments before leaving the site of interpreting session.
- If you arrive at a session that has been cancelled, the student/family does not show, etc., please contact the coordinator/ supervisor.
- If your assignment is cancelled with less than a 12-hour notice and the coordinator has no alternate placement for you, bill for that time as you normally would. For example: if you were scheduled for a session lasting for 30 minutes, record on your timesheet accordingly.
- Cancellations due to inclement weather are not subject to a 12-hour notice.
- If you cannot make an appointment, please contact either the ESL Director or Migrant Social Worker, giving 24-hour notice.
- Requesting a substitution in order to accept another assignment is not considered appropriate or professional, and may be considered as an ethical violation.

TIME SHEETS

Time sheets can be obtained from the ESL Director at the ESL Welcome Center. Time sheets must be filled out properly to ensure appropriate and timely delivery of pay. Interpreters should complete time sheets by 5:00 pm on the last day of each month and deliver to the ESL Welcome Center.

It is the interpreter's responsibility to complete time sheets correctly. If an interpreter has a question or concern please contact the ESL Welcome Center.

Misrepresenting time worked is a violation of district policy and may result in termination of services.

HURON SCHOOL DISTRICT 2-2

School Year _____

English as a Second Language Program Self-Study Guide

This guide is constructed to provide the school with a comprehensive overview of its practices and procedures for English language learners.

Identification		
1. Procedures are in place to identify all students who have a primary or home language other than English. NOTES:	YES	NO
2. Parents and/or students participate in the identification process, as appropriate. NOTES:	YES	NO
Assessment and Evaluation		
1. English language proficiency of all students identified as limited English language proficient (level 1-6) is annually assessed in the four domains of reading, writing, speaking, and listening with the WIDA Access. NOTES:	YES	NO
2. A variety of information is used to determine language proficiency and eligibility for ESL services. Types of information used: NOTES:	YES	NO
3. The ELL's academic skills are assessed in relation to grade level. NOTES:	YES	NO

Instructional Program

<p>1. There are no substantial delays in placing ELLs into an appropriate program. NOTES:</p>	YES	NO	
<p>2. All English language learners participate in the system-wide assessment program. NOTES:</p>	YES	NO	
<p>3. Procedures exist to determine how an ELL participates in the system wide assessments. (With or without accommodations or an alternate assessment) NOTES:</p>	YES	NO	
<p>4. ELLs are acquiring English language skills at a pace that is consistent with ELL program goals or expectations. NOTES:</p>	YES	NO	
<p>5. ELLs have access to the full school curriculum and all school programs, including honors, awards, and other special recognitions, and are available to them while they are participating in the ESL program. NOTES:</p>	YES	NO	
<p>6. ELLs are learning course content in addition to English language development. NOTES:</p>	YES	NO	
<p>7. Parents are encouraged to be active participants in decisions regarding the ESL services for their children. NOTES:</p>	YES	NO	
<p>8. There is coordination of curriculum between teachers for ELLs and teachers in the general education program. NOTES:</p>	YES	NO	
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Notice to Parents		
1. Communication with parents/guardians with a primary home language Other than English is conducted in a manner that they will understand. NOTES:	YES	NO
2. Parents are notified no later than 30 days after the beginning of the school year of their children's eligibility for ESL services. NOTES:	YES	NO
Exit Criteria		
1. The established exit criteria are used. NOTES:	YES	NO
2. Number of ELLs who exited the program in the past school year. NOTES:	Number	
Program Review		
1. Review of the program is conducted to determine effectiveness and covers all elements of an ESL program including implementation practices and student performance. NOTES:	YES	NO
2. Needed improvements are identified and a timeline for completion is set. NOTES:	YES	NO

Request for interpretation

Huron Public Schools

Check which option you would prefer:

1. I would like an interpreter present for all meetings and phone conversations.
 I do not want an interpreter present for all meetings and phone conversations.
2. I would like important written materials translated into my native language.
 I would like important notices and other written materials sent home in English.

Escuelas Publicas de Huron

Solicitud para obtener un interprete y traducciones

Marque la opcion que usted prefiere:

1. Yo quisiera tener un interprete presente en todas las reuniones y conversaciones telefonicas.
2. Yo no quiero tener un interprete presente en todas las reuniones y conversaciones telefonicas.

Signature of parent or guardian
Firma de padre

Date
Fecha





Jolene Konechne

Director of ESL, CTE, Federal Programs, & Accreditation

150 5th St. SW Huron, SD 57350

P: (605) 353-8660 F: (605) 353-6993

Jolene.konechne@k12.sd.us

ESL

Dear Parents:

Under the No Child Left Behind Act, your child took the WIDA Screener English Language Proficiency Test at school. The purpose of the testing is to identify your child's English language skills. All children who need extra help with the English language for academic purposes have the opportunity to participate in the English as a Second Language (ESL) program in the Huron School District. The WIDA screener test evaluates listening skills, reading comprehension, speaking ability, and writing skills of the English language learners.

Students qualifying for ESL services will be eligible for additional support in their core classes and may receive targeted pull-out instruction in English language development. Additional services will be based on your child's language proficiency level, previous education, and ability as determined by additional assessments and teacher recommendation. A copy of your student's Language Acquisition Plan will be discussed with you at your convenience. The Language Acquisition plan will help your student learn English, meet the common core standards, as well as identify needs of your child to help them accelerate in the classroom.

If your child has a disability, the ESL program will also adhere to the objectives and goals of the individualized education program.

Due to your child's need to improve language proficiency to meet state requirements for high school graduation, it may be reasonable to assume that your son/daughter will need extended school day and year programs to achieve the requirements needed to graduate from Huron High School.

Students who score proficient based on state recommendations do not qualify for the ESL Program services.

Your child, _____, is eligible/is not eligible to participate in the ESL Program which provides specialized ESL instruction and various activities in English to help students improve their English skills. Your child earned a score level of _____ on the WIDA screener test. Your child will continue to receive services until they obtain an Overall Proficiency Level of 5.0 or higher on the ACCESS Assessment.

If you do not agree with your child receiving ESL services and wish to decline enrollment, please call your child's school or the ESL director at 353-8660 as soon as possible.

Sincerely,

Jolene Konechne
Director of ESL
Huron School District



ESL

Jolene Konechne

Director of ESL, CTE, Federal Programs, & Accreditation

150 5th St. SW Huron, SD 57350

P: (605) 353-8660 F: (605) 353-6993

Jolene.konechne@k12.sd.us

Dear Parents:

Under the Every Student Succeeds Act (2015), your child took the WIDA Screener English Language Proficiency Test at school. The purpose of the testing is to identify your child's English language skills. All children who need extra help with the English language for academic purposes have the opportunity to participate in the English as a Second Language (ESL) program in the Huron School District. The WIDA screener test evaluates listening skills, reading comprehension, speaking ability, and writing skills of the English language learners.

Students qualifying for ESL services will be eligible for additional support in their core classes and may receive targeted pull-out instruction in English language development. Additional services will be based on your child's language proficiency level, previous education, and ability as determined by additional assessments and teacher recommendation. A copy of your student's Language Acquisition Plan will be discussed with you at your convenience. The Language Acquisition plan will help your student learn English, meet the common core standards, as well as identify needs of your child to help them accelerate in the classroom.

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Sincerely,

Jolene Konechne
Director of ESL
Huron School District



ESL

Jolene Konechne

Director of ESL, CTE, Federal Programs, & Accreditation

150 5th St. SW Huron, SD 57350

P: (605) 353-8660 F: (605) 353-6993

Jolene.konechne@k12.sd.us

Date

Dear Parent(s) or Guardian(s):

_____ is enrolled at Huron High School. He/She qualifies for the Highly Intensive Language Learning (HILL) Program. The program is designed for newcomer students to accelerate English language development and help students adjust to education in United States schools. The HILL Program is for students who are recent immigrants to the United States with limited English proficiency and limited education in their native countries. Students attend the program for three hours every school day with a highly qualified English language learning teacher.

Your student can exit the program at semester time with a language score of 2.0 or higher, or at the end of the school year.

If you do not want your student to participate in this program, or if you have questions, please contact the ESL Director at 353-8660.

Sincerely,

Jolene Konechne
ESL Director
Huron School District



ESL

Jolene Konechne

Director of ESL, CTE, Federal Programs, & Accreditation

150 5th St. SW Huron, SD 57350

P: (605) 353-8660 F: (605) 353-6993

Jolene.konechne@k12.sd.us

Date

Dear Parent(s) or Guardian(s):

_____ is enrolled at Huron Middle School. He/She qualifies for the Newcomer Program. The program is designed for newcomer students to accelerate English language development and help students adjust to education in United States schools. The newcomer program is for students who are recent immigrants to the United States with limited English proficiency and limited education in their native countries. Students attend the program for about ninety minutes every school day with an English language learning teacher.

Your student can exit the program at semester time with a language score of 2.0 or higher, or at the end of the school year.

If you do not want your student to participate in this program, or if you have questions, please contact the ESL Director at 353-8660.

Sincerely,

Jolene Konechne
ESL Director
Huron School District



ESL

Jolene Konechne

Director of ESL, CTE, Federal Programs, & Accreditation

150 5th St. SW Huron, SD 57350

P: (605) 353-8660 F: (605) 353-6993

Jolene.konechne@k12.sd.us

June 2020

Dear Parent/Guardian:

Your child was assessed for his/her English Language Development using the South Dakota state mandated WIDA ACCESS test. The test was given in order to ensure your son/daughter is continuing to show progress in their use and mastery of the English language.

Enclosed you will find your child's test scores. Students were tested for proficiency in the areas of speaking, listening, reading, writing, and comprehension. Your son/daughter has tested proficient in these areas and therefore no longer eligible for ESL services and support. The qualifying proficient scores are a composite score of 5.0.

Your child will be monitored for a period of two years in order to ensure that he/she continues to progress with their English language.

If you have any questions regarding the interpretation of your child's test score, please feel free to contact your child's ESL or classroom teacher or contact the ESL Welcome Center at #353-8660.

We are very proud of your child's progress and look forward to answering any questions that you may have.

Sincerely,

Jolene Konechne
Director of ESL
Huron School District

Huron School District Migrant & Home Language Survey

List all children in your family-including preschoolers and infants

Child's Name	GRADE	Date of Birth	Place of Birth	# of years of formal education outside US	# of years in US Schools	Is English the 1 st Language ?		Gender	
						Yes	No	M	F

The children are: (Please check any that apply)

US Citizens	US Residents	Immigrants	Refugees	Date entered the United States:
-------------	--------------	------------	----------	---------------------------------

Family Information Section:

Father/Guardian: _____ Employer: _____

Mother/Guardian: _____ Employer: _____

Address: _____

Home Phone: _____ Work: _____ Cell: _____

Language Section: (ESL Determination)

What is the language spoken in the home? _____

What language do the children speak most often? _____

Have the children been in an English as a Second Language Program at their previous school? _____

Work History Section: (Migrant Education Determination)

When did you move to Huron (date)? _____

Where did you move from? _____

What is your reason for moving to Huron? _____

Encuesta del Lenguaje Que Se Habla En Casa y Estado de Migrante

Apunte todos los niños de su familia- inclusive los de edad preescolar y bebés

Nombre del Niño	Fecha de nacimiento	Lugar de nacimiento	# de años de estudios formales fuera de los EE.UU.	# de años en una escuela de los EE.UU.	¿Es inglés su primer lenguaje?
					Sí o No
					Sí o No
					Sí o No
					Sí o No
					Sí o No
					Sí o No

Favor de marcar uno: Los niños son

____ Residentes de los EE.UU. ____ Inmigrantes ____ Refugiados

Fecha en que entraron en los Estados Unidos: _____

Sección de Información Familiar:

Padre/Guardián: _____ Empleado: _____

Madre/Guardián: _____ Empleado: _____

Dirección:

Teléfono: de casa: _____ de trabajo: _____ celular: _____

Sección de lenguaje: (Para determinar ESL)

¿Qué lenguaje se habla en casa? _____

¿Qué lenguaje hablan los niños con más frecuencia? _____

¿Habían estado inscritos los niños en un programa de English as a Second Language Program (Inglés Como Lenguaje Segundo) en su escuela anterior?

_____ Si es que sí, ¿Puede usted compartir algunos detalles de aquel programa? _____

Sección de Historia de Trabajo: (Para determinar Educación para Migrantes)

¿Cuándo se mudaron a Huron? _____

¿Cuál fue su motivo de mudarse a Huron? _____

¿De dónde se mudaron? Y ¿Cuánto tiempo tenían viviendo allí?

-

¿Estaban ustedes empleados antes de mudarse a Huron? (La madre y el padre) _____ Si es que sí, ¿Qué clase de trabajo realizaban?

-

ဟူရိုက်ကီရိုလီကတီကတီပုသူးလီသူးကျဲဒီးဟံင်ယီတံကတီကျိုက်တံယုသုညါတံဂံတံကျို

ကွဲးရဲင်လီပုသုသုလံနဟံင်ဖိလီဖိအပူခဲလက်အမံဟံယုဒီးတီဘျိုကီဖိတဖုဒီးဖိသုအိနုတဖုအမံတက့၊

ဖိသုအမံ	မလီတီ	အိင်ဖျိုင်မုနံမုသီ	အိင်ဖျိုင်တံလီတံကျဲ	မလီတံလါအခဲရကါအဗျာပုနံ	မလီတံလါအခဲရကါအပူပုနံ	ကီလါကျိုင်မုနုကျိုင်တံတကျိုင်လါအကီစုဂံဒီးခါ		မုဒ်ခါ	
						မု	တမုဘု	ခါ	မု
						မု	တမုဘု	ခါ	မု
						မု	တမုဘု	ခါ	မု
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						မု	တမုဘု	ခါ	မု
						မု	တမုဘု	ခါ	မု
						မု	တမုဘု	ခါ	မု

ဖိသုတဖုမုဒ်(ဝံသးစုမပနီင်တခါဂုတခါဂုလါအဘုယုဒီးနဖိတက့)

အခဲရကါထံဖိကီဖိ	ပုအိင်ဆီးလါအခဲရကါအပူ	ပုသူးလီသူးကျဲ	ပုဘုကီဘုခဲဖိ	မုနံလါဟံနုလီအုအခဲရကါအပူ
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ဟံင်ဖိလီဖိအကီအကျိုင်အကုင်

ဟံ/ပုကျဲထွဲတံ _____ တံမလီအမံ _____
 မိ/ပုကျဲထွဲတံ _____ တံမလီအမံ _____
 အိင်ဆီးလီကျဲ _____
 ဟံင်လီတံစိ _____ တံမလီလီတံစိ _____ လီတံစိစိစိစု _____

တံကတီကျိုင်အကုင်(အဆဲးခဲလဲအတံဆဲးတံ)

ကတီကျိုင်မနုလါဟံင်လဲင် _____
 ကျိုင်မနုလါဖိသုကတီခဲလါဟံင်အါတက့လဲင် _____
 ဖိသုတဖုမလီဘုတံလါအဆဲးခဲလဲအတံရဲင်တံကျဲအပူခဲအထိုင်ကျိလါတံလီအဂါတဖုစုဂံဒီးခါ _____

တံမံတံမလီတံစိတံစိအကုင် (ပုသူးလီသူးကျဲတံကျိုင်ဘုကျိုင်သုတံဆဲးတံ)

နဟဲသူးနလီနကျဲထွဲတံဟူရိုက်အခါလဲင်(မုနံမုသီ) _____
 နအိင်ဟဲလါတံလီခဲလဲင် _____
 နဟဲသူးနလီထွဲတံဟူရိုက်လါတံဂုမနုအထီလဲင် _____

Language Acquisition Plan (LAP) Grades K-2

English as Second Language Program

Huron School District

School Year: _____

Name: _____ SIMS# _____ M F
 First Language _____ Birth Country _____ DOB: _____
 Grade _____ Yrs LEP _____ Yrs in US schools _____
 Enrollment Date in Huron School District: _____

Kindergarten	1	2	3	4	5	6
W-APT/MODEL	Entering	Beginning	Developing	Expanding	Bridging	Reaching
Listening						
Speaking						
Reading						
Writing						

	1	2	3	4	5	6
ACCESS	Entering	Beginning	Developing	Expanding	Bridging	Reaching
DATE	SCHOOL YEAR					
Listening						
Speaking						
Reading						
Writing						
Composite						
DATE	SCHOOL YEAR					
Listening						
Speaking						
Reading						
Writing						
Composite						
DATE	SCHOOL YEAR					
Listening						
Speaking						
Reading						
Writing						
Composite						

Service Delivery Level Guidelines

(Based on W-APT scores, classroom performance, teacher consultation, other testing data)

_____ Entering and Beginning (Students will receive direct ESL instruction 2-3 times per week.)

_____ Developing (Students may receive direct instruction 2-3 times per week depending on student need.)

_____ Expanding and Bridging (Students may receive ESL instruction as needed. ESL teacher will monitor grades and assist the content teacher.)

Classroom Modifications:

_____ peer helper

_____ begin with non-verbal assessment

_____ extra one-on-one with volunteer

_____ use realia and pictures

_____ Letterland remediation

_____ help student choose bilingual or recorded

books

Date: _____ School Year: _____

_____ *ESL Teacher*
_____ *Classroom Teacher*
_____ *Administrator*

Date: _____ School Year: _____

_____ *ESL Teacher*
_____ *Classroom Teacher*
_____ *Administrator*

Date: _____ School Year: _____

_____ *ESL Teacher*
_____ *Classroom Teacher*
_____ *Administrator*

_____ Parent/Guardian		
Indicate if you agree or disagree with the plan:	AGREE _____	DISAGREE _____

Language Acquisition Plan Grades 3-5
 English as Second Language Program
 Huron School District

School Year: _____

Name: _____ SIMS# _____ M F

First Language _____ Birth Country _____ DOB: _____

Grade _____ Yrs LEP _____ Yrs in US Schools _____ ESL Service Level: _____

Enrollment Date in Huron School District: _____

	1	2	3	4	5	6	
W-Apt Score	Entering	Beginning	Developing	Expanding	Bridging	Reaching	
Listening							
Speaking							
Reading							
Writing							
Composite							
ACCESS	Entering	Beginning	Developing	Expanding	Bridging	Reaching	
DATE				SCHOOL YEAR			
Listening							
Speaking							
Reading							
Writing							
Composite							
DATE				SCHOOL YEAR			
Listening							
Speaking							
Reading							
Writing							
Composite							
DATE				SCHOOL YEAR			
Listening							
Speaking							
Reading							
Writing							
Composite							

Service Delivery Level Guidelines

(Based on W-Apt scores, classroom performance, teacher consultation, other testing data)

_____ Entering and Beginning (Students will receive direct ESL instruction 2-3 times per week.)

_____ Developing (Students may receive direct instruction 2-3 times per week depending on student need.)

_____ Expanding and Bridging (Students may receive ESL instruction as needed. ESL teacher will monitor grades and assist the content teacher.)

TESTING ACCOMODATIONS:

	No Accommodations	Test Items Read Aloud DSTEP	Repeat or simplify directions DSTEP	Word to Word Glossary	Multiplication Table	TEXT TO SPEECH	Environmental Modifications-COLOR Contrast	Small group administration DSTEP	Individual Administration DSTEP	Flexible Schedules DSTEP	Exempt (first year)	See IEP/504
ELA												
Math												
Science												

CLASSROOM MODIFICATIONS:

Pacing:

- _____ Extend time requirements
- _____ Exclude inappropriate assignments

Environment:

- _____ Assign preferential seating
- _____ Assign peer mentor
- _____ Develop consistent class routines

Presentation of Subject Material:

- _____ Use individual/small group instruction
- _____ Simplify language
- _____ Pre-teach vocabulary
- _____ Emphasize critical information
- _____ Demonstrate concepts
- _____ Use manipulatives
- _____ Use graphic organizers
- _____ Use visual aids
- _____ Tape lectures for playback

Reinforcement and Follow Through:

- _____ Check often for understanding
- _____ Have student repeat key concepts
- _____ Plan cooperative learning experiences
- _____ Provide language experiences
- _____ Use concrete reinforcement
- _____ Give immediate feedback
- _____ Teach study skills
- _____ Use study guides to organize materials

Materials:

- _____ Highlight textbooks/study guides
- _____ Bilingual dictionary/electronic translator
- _____ Use adapted/modified textbooks
- _____ Provide supplementary materials
- _____ Allow use of calculators/computers
- _____ Avoid use of cursive writing

Assignments:

- _____ Assign homework clearly
- _____ Provide example of completed work
- _____ Shorten assignments
- _____ Adapt worksheets, packets
- _____ Use alternate assignments
- _____ Give assistance in note taking
- _____ Lower reading level
- _____ Read directions to student
- _____ Give directions in small, distinct steps
- _____ Provide written and oral directions
- _____ Allow copying from paper/book

Adaptations to Classroom tests: (non EOG)

- _____ Read test to student
- _____ Testing in separate room
- _____ Schedule Extended Time
- _____ Multiple testing sessions
- _____ Student reads test aloud to self
- _____ English/Native language dictionary
- _____ Modify format
- _____ Provide word bank
- _____ Use different test items
- _____ Shorten test length
- _____ Use only appropriate test items
- _____ Eliminate some answer choices
- _____ Simplify the language input/output
- _____ Allow students to answer orally

Date: _____ School Year: _____

_____ *ESL Teacher*
 _____ *Classroom Teacher*
 _____ *Classroom Teacher*
 _____ *Administrator*

Date: _____ School Year: _____

_____ *ESL Teacher*
 _____ *Classroom Teacher*
 _____ *Classroom Teacher*
 _____ *Administrator*

Date: _____ School Year: _____

_____ *ESL Teacher*
 _____ *Classroom Teacher*
 _____ *Classroom Teacher*
 _____ *Administrator*

_____ Parent/guardian	Indicate if you agree or disagree with the plan:	AGREE _____	DISAGREE _____
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Language Acquisition Plan Grades 6-8
English as Second Language Program
Huron School District

School Year _____

Name: _____ SIMS# _____ M F

First Language _____ Birth Country _____ DOB _____

Grade _____ Yrs LEP _____ Yrs in US School _____ ESL Service Level _____

Enrollment Date in Huron School District: _____

	1	2	3	4	5	6
W-Apt Score	Entering	Beginning	Developing	Expanding	Bridging	Reaching
Listening						
Speaking						
Reading						
Writing						
Composite						
ACCESS	Entering	Beginning	Developing	Expanding	Bridging	Reaching
DATE	SCHOOL YEAR					
Listening						
Speaking						
Reading						
Writing						
Composite						
DATE	SCHOOL YEAR					
Listening						
Speaking						
Reading						
Writing						
Composite						
DATE	SCHOOL YEAR					
Listening						
Speaking						
Reading						
Writing						
Composite						

Standardized Assessment Accommodations

	No Accommodations	Test Items Read Aloud DSTEP	Repeat or simplify directions DSTEP	Word to Word Glossary	Multiplication Table	TEXT TO SPEECH	Environmental Modifications- COLAP Contract	Small group administration DSTEP	Individual Administration DSTEP	Flexible Schedules DSTEP	Exempt (first year)	See IEP/504
ELA												
Math												
Science												

Classroom Modifications

Pacing:

- Extend time requirements
- Exclude assignments as needed

Presentation of Subject Material:

- Use individual/small group instruction
- Simplify language
- Pre-teach vocabulary
- Emphasize critical information
- Demonstrate concepts
- Use manipulatives
- Use graphic organizers
- Use visual aids

Environment:

- Assign preferential seating
- Assign peer mentor
- Develop consistent class routines

Reinforcement and Follow Through:

- Check often for understanding
- Have student repeat key concepts
- Plan cooperative learning experiences
- Provide language experiences
- Use concrete reinforcement
- Give immediate feedback
- Teach study skills
- Use study guides to organize materials

Materials:

- Highlight textbooks/study guides
- Bilingual dictionary/electronic translator
- Use adapted/modified textbooks
- Provide supplementary materials
- Allow use of calculators/computers

Assignments:

- Assign homework clearly
- Provide example of completed work
- Shorten assignments
- Adapt worksheets, packets
- Use alternate assignments
- Give assistance in note taking
- Lower reading level
- Read directions to student
- Give directions in small, distinct steps
- Provide written and oral directions
- Allow copying from paper/book

Adaptations to Classroom tests: (non EOC)

- Read test to student
- Testing in separate room
- Schedule Extended Time
- Multiple testing sessions
- Student reads test aloud to self
- English/Native language dictionary
- Modify format
- Provide word bank
- Use different test items
- Shorten test length
- Use only appropriate test items
- Eliminate some answer choices
- Simplify the language input/output
- Allow students to answer orally

Date: _____ School Year: _____

_____ *ESL Teacher*
 _____ *Classroom Teacher*
 _____ *Classroom Teacher*
 _____ *Classroom Teacher*
 _____ *Administrator*

Date: _____ School Year: _____

_____ *ESL Teacher*
 _____ *Classroom Teacher*
 _____ *Classroom Teacher*
 _____ *Classroom Teacher*
 _____ *Administrator*

Date: _____ School Year: _____

_____ *ESL Teacher*
 _____ *Classroom Teacher*
 _____ *Classroom Teacher*
 _____ *Classroom Teacher*
 _____ *Administrator*

_____ Parent/guardian Indicate if you agree or disagree with the plan:	AGREE _____	DISAGREE _____
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Language Acquisition Plan Grades 9-12
English as Second Language Program
Huron School District

School Year _____

Name: _____ SIMS# _____ M F

First Language _____ Birth Country _____ DOB _____

Grade _____ Yrs LEP _____ Yrs in US School _____ ESL Service Level _____

Enrollment Date in Huron School District: _____

	1	2	3	4	5	6
W-Apt Score	Entering	Beginning	Developing	Expanding	Bridging	Reaching
Listening						
Speaking						
Reading						
Writing						
Composite						
ACCESS	Entering	Beginning	Developing	Expanding	Bridging	Reaching
DATE			SCHOOL YEAR			
Listening						
Speaking						
Reading						
Writing						
Composite						
DATE			SCHOOL YEAR			
Listening						
Speaking						
Reading						
Writing						
Composite						
DATE			SCHOOL YEAR			
Listening						
Speaking						
Reading						
Writing						
Composite						
DATE			SCHOOL YEAR			
Listening						
Speaking						
Reading						
Writing						
Composite						

Standardized Assessment Accommodations

	No Accommodation	Test items read aloud DSTEP	Repeat or simplify directions	Word to Word Glossary	Multiplication Table	TEXT TO SPEECH	Environmental Modifications-COLOR Contrast	Small group administration DSTEP	Individual administration DSTEP	Flexible schedule DSTEP	Exempt (first year in country)	See IEP
C												
O												
U												
R												
S												
E												
S												

Classroom Modifications

Pacing:

- Extend time requirements
- Exclude assignments as needed

Presentation of Subject Material:

- Use individual/small group instruction
- Simplify language
- Pre-teach vocabulary
- Emphasize critical information
- Demonstrate concepts
- Use manipulatives
- Use graphic organizers
- Use visual aids

Materials:

- Highlight textbooks/study guides
- Bilingual dictionary/electronic translator
- Use adapted/modified textbooks
- Provide supplementary materials
- Allow use of calculators/computers

Assignments:

- Assign homework clearly
- Provide example of completed work
- Shorten assignments
- Adapt worksheets, packets
- Use alternate assignments

Environment:

- Assign preferential seating
- Assign peer mentor
- Develop consistent class routines

Reinforcement and Follow Through:

- Check often for understanding
- Have student repeat key concepts
- Plan cooperative learning experiences
- Provide language experiences
- Use concrete reinforcement
- Give immediate feedback
- Teach study skills
- Use study guides to organize materials

Adaptations to Classroom tests: (non EOC)

- Read test to student
- Testing in separate room
- Schedule Extended Time
- Multiple testing sessions
- Student reads test aloud to self
- English/Native language dictionary
- Modify format
- Provide word bank
- Use different test items
- Shorten test length
- Use only appropriate test items
- Eliminate some answer choices

- Give assistance in note taking
- Lower reading level
- Read directions to student
- Give directions in small, distinct steps
- Provide written and oral directions
- Allow copying from paper/book

- Simplify the language input/output
- Allow students to answer orally

Date: _____ School Year: _____

- _____ *ESL Teacher*
- _____ *Classroom Teacher*
- _____ *Classroom Teacher*
- _____ *Classroom Teacher*
- _____ *Classroom Teacher*
- _____ *Classroom Teacher*
- _____ *Student*
- _____ *Administrator*

Date: _____ School Year: _____

- _____ *ESL Teacher*
- _____ *Classroom Teacher*
- _____ *Classroom Teacher*
- _____ *Classroom Teacher*
- _____ *Classroom Teacher*
- _____ *Classroom Teacher*
- _____ *Student*
- _____ *Administrator*

Date: _____ School Year: _____

- _____ *ESL Teacher*
- _____ *Classroom Teacher*
- _____ *Classroom Teacher*
- _____ *Classroom Teacher*
- _____ *Classroom Teacher*
- _____ *Classroom Teacher*
- _____ *Student*
- _____ *Administrator*

<p style="text-align: center;">_____ Parent/guardian</p> <p>Indicate if you agree or disagree with the plan:</p>	<p style="text-align: center;">AGREE _____ DISAGREE _____</p>
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HURON SCHOOL DISTRICT 2-2

English as a Second Language

Waiver of ESL Services

Parent/Sponsor of: _____
Student Name

I understand that my child is eligible to receive English as a Second Language services. I wish to decline those services at this time. I have discussed this decision with school personnel.

I understand that my child will remain in the general education program without ESL support, the regular grading procedures will be used, and that my child will participate in all system-wide assessments without accommodations.

I understand that ESL services remain available to my child as long as he/she meets the eligibility criteria and that I can rescind this waiver at any time.

Signature of Parent/Sponsor

Date

Signature of interpreter if used

REFERENCE

1. South Dakota Department of Education-Title III
<http://doe.sd.gov/oess/title/IIIe/la/docs/SD%20Department%20of%20Education%208.2.06.pdf>
2. United States Department of Education, Office of Civil Rights, Programs for English Language Learners
<http://www.ed.gov/offices/OCR/ELL/toc.html>
3. Content Standards – South Dakota Department of Education
<http://doe.sd.gov/contentstandards/>
4. Title III- English Language Acquisition
<http://doe.sd.gov/oess/title/IIIe/la/index.asp>
5. National Center for Educational Statistics
http://nces.ed.gov/programs/quarterly/vol_6/6_3/3_4.asp
6. SD Department of Education, Office of Educational Services and Support, SD Migrant Education Program, 700 Governor’s Drive, Pierre, SD 57501-2291
7. MMERC- Midwest Migrant Education Resource Center, Hamline University, Englewood Building, MS – 1924, 1536 Hewitt Avenue, St. Paul, MN 55104
8. Center for the Study of Language and Education, Institute for Education Policy Studies, The George Washington University, 2121 K Street, NW, Suite 260, Washington, DC 20037
9. Bilingual Education Act, passed (1968) as Title VII
10. Title VI of the civil Rights Act (1964)
11. Equal Education Opportunity Act (1974)
12. Pylar vs. Doe (1982)
13. Lau vs. Nochols (1974)
14. Public Law 107-110, 107th Congress, 1st Session
15. English Language Learners and NCLB Testing Requirements, *AFT Teachers*
16. National Association for Bilingual Education
17. *Classroom Instruction That Works with English Language Learners*, Hill, Jane D. and Flynn, Kathleen M.
18. *The More than Just Surviving Handbook: ESL for Every Classroom*
19. *How to Teach Students Who don’t Look Like You: Culturally Relevant Teaching Strategies* Davis, Bonnie M.
20. South Dakota English Language Proficiency Standards For ELL k-12
21. *We Can’t Teach What We Don’t Know: White Teachers, Multiracial Classrooms*- Syllabus is available upon request.
22. Mid-continent Research for Education and Learning (McREL)
23. *It Even Happens in Good Schools* by Festus Obiakor
24. *SIOP: Sheltered Instruction Observation Protocol* by Jana Echavarria
25. <http://doe.sd.gov/octa/assessment/index.asp>
26. <http://www.wida.us/standards/elp.aspx> - WIDA, World Class Instructional Design and Assessment

27. South Dakota Department of Education-Title III
<http://doe.sd.gov/oess/title/IIIe/la/docs/SD%20Department%20of%20Education%208.2.06.pdf>
28. United States Department of Education, Office of Civil Rights, Programs for English Language Learners
<http://www.ed.gov/offices/OCR/ELL/toc.html>
29. Content Standards – South Dakota Department of Education
<http://doe.sd.gov/contentstandards/>
30. Title III- English Language Acquisition
<http://doe.sd.gov/oess/title/IIIe/la/index.asp>
31. National Center for Educational Statistics
http://nces.ed.gov/programs/quarterly/vol_6/6_3/3_4.asp
32. SD Department of Education, Office of Educational Services and Support, SD Migrant Education Program, 700 Governor’s Drive, Pierre, SD 57501-2291
33. MMERC- Midwest Migrant Education Resource Center, Hamline University, Englewood Building, MS – 1924, 1536 Hewitt Avenue, St. Paul, MN 55104
34. Center for the Study of Language and Education, Institute for Education Policy Studies, The George Washington University, 2121 K Street, NW, Suite 260, Washington, DC 20037
35. Bilingual Education Act, passed (1968) as Title VII
36. Title VI of the civil Rights Act (1964)
37. Equal Education Opportunity Act (1974)
38. Pylar vs. Doe (1982)
39. Lau vs. Nochols (1974)
40. Public Law 107-110, 107th Congress, 1st Session
41. English Language Learners and NCLB Testing Requirements, *AFT Teachers*
42. National Association for Bilingual Education
43. *Classroom Instruction That Works with English Language Learners*, Hill, Jane D. and Flynn, Kathleen M.
44. *The More than Just Surviving Handbook: ESL for Every Classroom*
45. *How to Teach Students Who don’t Look Like You: Culturally Relevant Teaching Strategies* Davis, Bonnie M.
46. South Dakota English Language Proficiency Standards For ELL k-12
47. *We Can’t Teach What We Don’t Know: White Teachers, Multiracial Classrooms*- Syllabus is available upon request.
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50. *SIOP: Sheltered Instruction Observation Protocol* by Jana Echavarría
51. <http://doe.sd.gov/octa/assessment/index.asp>
52. <http://www.wida.us/standards/elp.aspx> - WIDA, World Class Instructional Design and Assessment