

English Language Learners Handbook



Sioux Falls School District

District Mission Statement
To educate and prepare each student to succeed in a changing world.



Dr. Brian Maher, Superintendent

Developed by the ELL Program Review Committee

**Sioux Falls School District
Sioux Falls, SD**

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The Sioux Falls School District’s English Language Learner (ELL) Handbook provides District staff with information about programs, staff, procedures, guidelines and resources we have to support our ELL students. This resource has been written to be used by all staff members. Who are the ELL Students in the Sioux

Falls School District?

As a community, Sioux Falls has developed a growing awareness of global issues and the needs of people throughout the world. In this humanitarian effort, various community, business, and religious organizations have sought to welcome people from around the world driven from their homes by violence, poverty, and disease. Those efforts have created a widely diverse ELL population with over 70 language groups in the Sioux Falls School District. ELL students make up about 10 % of the district student population. The English Language Learners in the Sioux Falls School District come from five basic groups of people:

- Refugees, people who have been forced from their country and cannot return;
- Immigrants, people who are coming to the U.S. for better opportunities;
- Children who are born in the U.S. to parents whose first language is not English;
- Children who are adopted from other countries by Americans;
- Students whose parents are visiting the United States for educational or business purposes.

Refugees

Refugees are people outside the United States who seek protection on the grounds that they fear persecution in their homeland. To obtain refugee status, people must prove that they have a “well-founded fear of persecution” because of race, religion, membership in a social group, political opinion and national origin. South Dakota has welcomed refugees from countries around the world.

Prompted by humanitarian crisis around the world, the United States passed The Refugee Act in 1980 that reformed United States immigration law. Each year the Federal Government decides the number of refugees allowed to enter the United States. Of the millions of refugees in the world today, only a small fraction will ever be resettled in the United States. The process of obtaining refugee status to come to the United States is difficult and can take months and in some cases many years to gain permission to enter the United States as a refugee. Refugees are expected to repay their airfare and become self-sufficient. In Sioux Falls, Lutheran Social Services provides case workers for refugee families and aids them for a limited time in the adjustment to a new life in Sioux Falls.

The refugee students coming into the Sioux Falls School District come from a variety of cultural and academic experiences. Some children have been able to attend school but many have had their education interrupted due to violent and unstable conditions. Many fled for weeks and months to refugee camps where they lived in dangerous conditions. Some have been in refugee camps for years, where the skills needed to survive are radically different than the skills needed to succeed in an American classroom.

Immigrants

Immigrants are different from refugees in several ways. Immigrants are people who choose to come to the United States, but who may return to their home country. Immigrants to the Sioux Falls area have come from countries in Africa, from Central and South America, and various other countries around the world. Immigrants choose to come for a variety of reasons; most for the opportunity to experience safety and the prosperity of the United States. These individuals come at their own expense and do not have the connection offered by the caseworkers in the refugee settlement program. Students from these families need both language and cultural acculturation

U.S. Born English Language Learners

There are a growing number of students who were born in the United States, but whose home language is not English. Before entering school, many of these children have limited experiences with the English language. These students may speak English, and even sound as if they are fluent in English, but they may not have the academic English or background knowledge needed to succeed in content area classrooms without ELL instruction.

Children who are adopted from other countries by Americans

A number of children around the world have lost both parents, other family members who could care for them or have been placed in an orphanage. These students, adopted into English speaking American families, bring unique acculturation and learning needs to Sioux Falls’ classrooms.

Students whose parents are visiting the United States for educational or business purposes

Students who come for a year or two while their parents are working or studying in the Sioux Falls area bring another unique set of needs to the classroom.

**Enrollment Process for English Language Learners
Sioux Falls School District Intake Center**

The Sioux Falls School District (SFSFD) English Language Learner (ELL) Intake Center is located at: 2511 West Brookings Street, Sioux Falls, South Dakota. This is also the location of the K-5 Elementary Immersion Center.

All students enrolling in the Sioux Falls School District complete registration paperwork where the following questions are asked:

- What is the language most frequently spoken in your home?
- Which language did your child learn when he/she first began to talk?
- What language does your child most frequently speak at home?
- What language do you most frequently speak to your child?

Students or families who indicate a language other than English for any of the above questions should be referred to the ELL Intake Center. No further registration information should be collected at that time.

Parents/Guardians and students meet at the Intake Center to determine ELL eligibility. Criteria used include home primary language identification questions, previous schooling and the W-APT (WIDA-ACCESS Placement Test). The following ELL Placement Score Guidelines are used to assist, but are not limited to, in placement recommendations:

ELL PLACEMENT SCORE GUIDELINES

W-APT Composite Proficiency Level

1.0-2.0	Immersion (Elementary)
1.0-2.25	Immersion (Secondary)

2.0-4.9	ELL Center (Elementary)
2.25-4.9	ELL Center (Secondary)
5.0-6.0	No ELL Services Needed

Intake forms collected and reviewed

Forms that may be collected, completed and explained at Intake appointment:

- SFSD Registration Form
- ELL Registration Form
- Collect I-94, Passport/Visa and/or Birth Certificate
- Students Immunization Records
- ELL Student Service Card - Personal Education Plan
- Family Educational Rights and Privacy Act (FERPA) Notice
- School and Liaison contact info

The following is reviewed at Intake, as required by Title III guidelines:

- Reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program for English Language Learner (ELL) students;
- The child's level of English proficiency, including how the level was assessed and the status of the child's academic achievement;
- The method of instruction that will be used in the program, including a description of other alternative programs;
- How the program will meet the educational strengths and needs of the child;
- How the program will help the child learn English and meet academic achievement standards;
- The program exit requirements, including the expected rate of transition, and the expected rate of graduation from secondary school;
- How the program will meet the objectives of an individualized education program for a child with a disability; and
- Their rights, including written guidance that (A) specifies the right that parents have to have their child immediately removed from a language instruction educational program upon their request; (B) describes the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, and (C) assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered. (see Parent Choice guidelines and form below)

Parent Choice for Placement Guidelines

1. Consult with the School-Home Liaison and gather the necessary information as to why the parents would like to be placed at a non-ELL site. Set up a meeting.
2. Ensure at least one or more of the following district personnel are present for the meeting:
3. (ELL Coordinator/ ELL Intake Specialist/ ELL Building Principal)
4. Provide an interpreter for the meeting if needed.
5. Thoroughly explain the results of the W-APT/WIDA scores and/or academic progress notes that warrant placement in the recommended ELL program/school.
6. Explain the district's ELL program and how it is beneficial for the student's success.
7. Should the parent disapprove of the type of program being offered, such as the Pull-Out Model, discuss other options available that allow for the student to continue in the recommended placement.
8. Clarify that if the parent chooses a different placement than what is recommended, the student is still considered an ELL student and will take the yearly WIDA assessment. (federal guidelines)

If after the meeting the parent still wishes to be placed at a non-ELL site:

- Parents and SFSD representative at the meeting sign the Parent Choice form.
- Place the form in the student's Orange ELL folder.
- Email Kristen Smith, ELL Intake Specialist, with the student name and ID number. Kristen will notate in Infinite Campus under the LEP tab/parent decline.
- Building principal and/or teachers at the enrolled school must be notified of the student's ELL status.
- It is the responsibility of the enrolled school to ensure the student's language needs are met.

Additional Information:

What is the federal authority requiring district to address the needs of English language learners?

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin. In *Lau v. Nichols*, the U.S. Supreme Court affirmed the Department of Education memorandum of May 25, 1970, which directed school districts to take steps to help limited-English proficient (LEP) students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs.

What happens to limited-English proficient (LEP) students who are not offered services to help than overcome language barriers?

Limited-English proficient students (also sometimes referred to as English-language learners) may suffer repeated failure in the classroom, falling behind in grade, and dropping out of school if they are not provided services to overcome language barriers. Students who are not proficient in English are sometimes inappropriately placed in special education classes. Also, because of their lack of English proficiency, qualified students often do not have access to high track courses or Gifted and Talented programs.

What if parents do not want their child to have services to address their English needs?

Parents can opt not to have their children enrolled in an ELL program.

When a parent declines participation, the district retains a responsibility to ensure that the student has an equal opportunity to have his or her English language and academic needs met. Districts can meet this obligation in a variety of ways (e.g. adequate training to classroom teachers on second language acquisition; monitoring the educational progress of the student).

Resource: U.S. Department of Education/ Office for Civil Rights:
<http://www2.ed.gov/about/offices/list/ocr/qa-ell.html>

**PARENTS' CHOICE FOR PLACEMENT
ENGLISH LANGUAGE LEARNER PROGRAM**

Federal and State law requires school districts to take steps to help limited-English proficient (LEP) students overcome language barriers, and to ensure students meaningful access to the district's educational programs. When parents opt out of services, the district retains the responsibility of ensuring students have an equal opportunity to have his or her English language and academic needs met. The student remains classified as an English Language Learner and will be monitored yearly through state assessments.

Name of Student ("child"): _____ **Grade**

Level: _____

Recommended Program/School: _____

I, the parent/guardian of the above student, have met with a Sioux Falls School District staff member(s) and discussed the recommended placement of my child in the ELL program/school. It has been explained to me the value of my child attending the ELL program/school. By signing this form, I understand that I have chosen a placement other than the one recommended.

Parent/Guardian Name (Print):

Program/School Choice:

Parent/Guardian Signature: _____

Date: _____

SFSD Representative Name (Print): _____

Title: _____

SFSD Representative Signature: _____ **Date:** _____

Once the student qualifies for ELL and the above has been explained to the parent/guardian, the Intake Office will complete the appropriate documents:

Immersion Centers: The Intake Office completes the student's cum, ELL working folder, and input into Infinite Campus. The student's record is sent to the appropriate school.

ELL Center School: The Intake Office completes the ELL working folder (orange folder) and sends it to the appropriate school. The Center Base school will complete the registration paperwork and input student data into Infinite Campus.

Infinite Campus (Flags/LEP tab): The Intake Office is the only office that will add/delete ELL, Refugee, Immigrant, and Migrant flags. The Intake Office is also the only office to have access to the state LEP tab in which the ELL status is noted.

Orange Folder

An ELL orange folder is created for every student that is referred to the ELL Intake Office. The orange folder contains a completed ELL Registration Form regardless of a student's ELL identification. If a student is identified as an English Language Learner, the orange folder must include an ELL Student Service Card and an AQS Form. The orange folder may also include the following: Parent Choice Form, Collier Process packet if a student was referred to SAT, and previous year's WIDA Score Report. The orange folder is to be kept in the student's cumulative folder at all times.

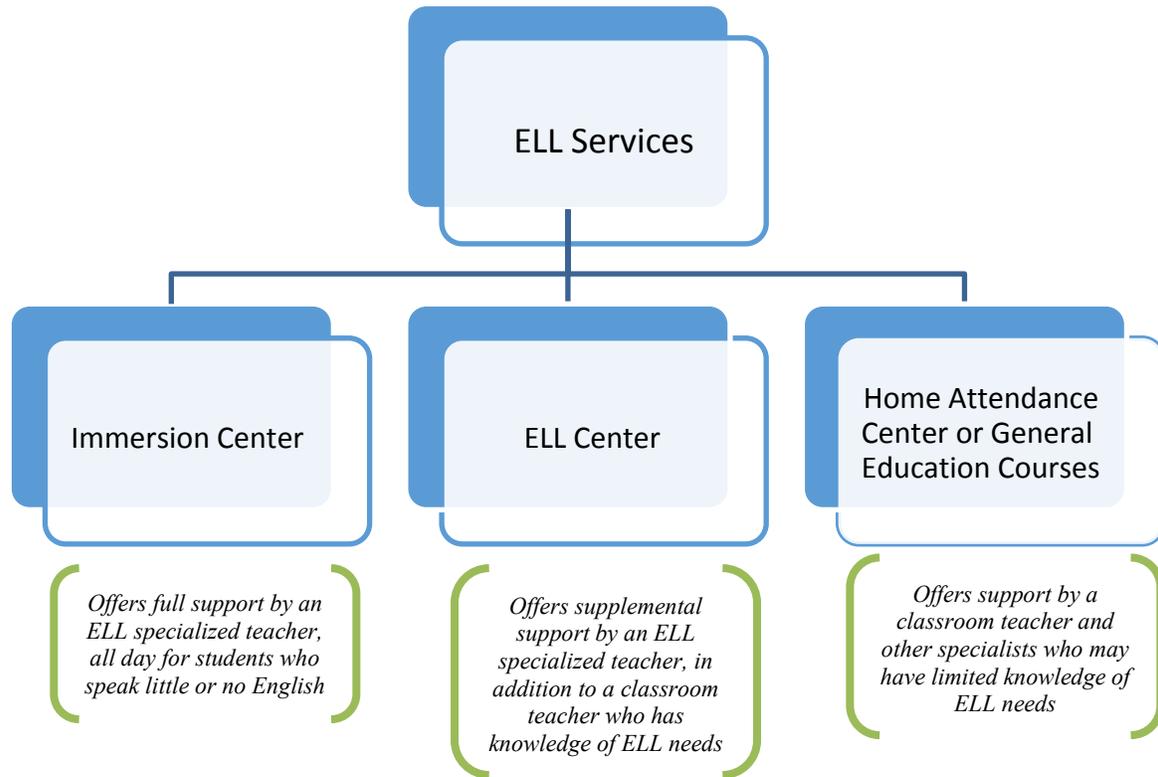
Students Requiring Special Services

The ELL Intake Office will attempt to test every student who speaks another language. However, the current screener does not allow for any accommodations for students with disabilities. If a student is not identified as an English Language Learner by the screener, they will not have the ELL Flag in Infinite Campus and will not take the WIDA ACCESS test. However, ELL programming can still be utilized if deemed appropriate by the instructional staff. ELL teachers may be asked to attend meetings to consult on language needs and Liaisons may be asked to assist with communication with families.

Transportation

Transportation is provided to ELL Center or Immersion Center programs ONLY if the student lives outside the walk area to the program site. School bus transportation lists are submitted to School Bus Inc. each Wednesday and are effective the following Monday. Students may start prior to Monday if the family is able to provide transportation.

District Programs and Services English Language Learner Program Sioux Falls School District



District Programs Educational Approach

The Sioux Falls School District utilizes program options to support English language development. Immersion Centers provide students with basic English skills to aid in navigating their educational experience and our community. The ELL Centers at the elementary level provide additional English language development. The sheltered classes at the middle and high school levels allow students to continue to learn English while learning other subject area concepts.

Understanding that proficiency in a second language takes from five to ten years, the Sioux Falls School District requires that ELL curriculum essentials be written in conjunction with each subject area study. In order to work effectively with ELL students, it is critical to know the meaning of BICS and CALP.

BICS describes Basic Interpersonal Communication Skills or (playground English) which is usually attained in about two years. It is the English required for verbal communication in social settings.

Alternatively, CALP describes Cognitive Academic Language Proficiency in English, which takes much longer to acquire. This type of language proficiency is necessary in order to perform successfully in mainstream academic classes. It is related to the student's age of arrival in an English-speaking environment and previous educational background (literacy in first language, math skills, etc.)

CALP is associated with literacy in the native language and cognitive development. Students who are literate in their first language will acquire CALP in English at a quicker rate than those students who are not literate in their first language.

Students enter the district at different levels of English language proficiency. An ELL student in the beginning stage learns to speak, read, listen and write English using an integrated approach. The Sioux Falls School District utilizes a differentiated instruction language arts curriculum that addresses all levels of language acquisition. Lessons are carefully scaffolded using the SIOP model to provide instruction and application for specific language acquisition strategies and reading skills.

ELL teachers may experience working with students who may not speak for one day or for one year. It is typical for most English language learners to have a short "silent period". Research shows that this is normal and that students eventually catch up with those who immediately speak at the same point on the language development continuum. It is important for all teachers to "get-to-know" their ELL students. Collaboration to set realistic expectations and to find ways to engage the student in classroom instruction is also critical. It is often necessary for teachers to make modifications for ELL students to help them build confidence and achieve success.

The Sioux Falls School District has language acquisition programming at two different levels: Immersion and ELL Center. Each level accommodates instruction for students according to their current level of language acquisition. Students are placed into one of the programs based on the W-APT (English proficiency assessment) given at the ELL Intake Center. The following is a description of each level of services.

Immersion Center Services

The Immersion Center is a program for students who score 1.0-2.25 on the W-APT. Newcomers are immersed in daily English instruction in all content areas. Instruction focuses on speaking, vocabulary development, reading, listening and writing. Program instruction also focuses on building basic interpersonal communication skills (BICS) as well as building and reinforcing cognitive academic language skills (CALP). Students typically will stay in the immersion program for one year but no longer than two years. At the elementary level, students are dismissed at quarter intervals. At middle and high schools, students are dismissed at semester time. The Elementary Immersion Center is located at Jane Addams Elementary. The Middle School Immersion Center is at George McGovern Middle School and Lincoln, Roosevelt and Washington High School all offer immersion services.

Exit Guidelines for Elementary Immersion Center

For a student to transition to their ELL Center school, they need to show a certain level of academic independence. If a student has academic independence, they are able to listen to a teacher's lesson with proper support and attempt independent practice. Students must also show age appropriate responsibility. After two years at an Immersion Center, a student must transition. To transition prior to that date, a student must meet the following guidelines:

Kindergarten

1st & 2nd Quarter

- Write their name
- Count to 20
- Identifies around 10 letters

3rd 4th Quarter

- DRA 2
- Write simple sentences using inventive spelling.
- Count to 100

1st Grade

1st & 2nd Quarter

- DRA 4
- List 1 sight words
- Writes simple sentences about many topics.

3rd 4th Quarter

- DRA 10(end)
- Writes simple sentences about many topics.

2nd Grade

1st & 2nd Quarter

- DRA 10
- Writes simple sentences(paragraph) about a topic.

3rd 4th Quarter

- DRA 12
- Writes simple sentences(paragraph) about a topic.

3rd Grade

1st & 2nd Quarter

- DRA 12
- Writes simple sentences(paragraph) about a topic.

3rd 4th Quarter

- DRA 18
- Writes simple sentences(paragraph) about a topic.

4th and 5th Grade all Year

- DRA 18 +

- Able to write a variety of sentences(paragraph) on a topic.

Exit criteria for Middle School Immersion

- DRA 18 +
- Able to write a variety of sentences(paragraph) on a topic.

Exit criteria for High School Immersion

- Reading level of 2nd grade or higher (250 lexile)
- Can communicate with phrases or short sentences, using general language related to various content areas, with frequent errors present
- Can construct a five-sentence paragraph, with topic and concluding sentence, with a clear and supported main idea; grammatical errors may be present
- Can express common personal and academic needs, and can comprehend common classroom instructions
- Teacher approval in regards to general language and various content achievement

ELL Center Services

Students who attend an ELL Center school site typically have had some exposure to learning the English language and can usually speak and read English to varying degrees. ELL Center students have stronger social language (BICS), but are typically challenged with their academic language (CALP). To transition from an ELL Center site to a Home Attendance enter, a student must meet the South Dakota criteria for exiting the ELL program.

Elementary School Level

ELL Center services at the elementary level are provided by an ELL endorsed teacher who uses the push-in or pull-out model or a combination of the two. ELL Instruction at the Center site focuses on vocabulary development, speaking, reading, listening and writing. The curriculum provides differentiated instruction for students at various levels of English language acquisition using the SIOP model. It is aligned with the Common Core Standards used by the mainstream classroom teachers. ELL teachers help students build background knowledge and make connections with skills and concepts that are being taught in their classrooms. ELL teachers collaborate with the regular classroom teachers to identify instructional strategies and accommodations to meet the needs of ELL students to help them achieve success in the classroom. The ELL Companion Guide (see link below) was developed to help guide instruction for students based on WIDA scores and Can Do Descriptors.

<http://ell.sfinstructionalresources.wikispaces.net/home>

Elementary ELL Center sites include: Cleveland, Lowell, Terry Redlin, Hawthorne, Anne Sullivan, Susan B. Anthony, Discovery, Laura B. Anderson, Hayward, Rosa Parks and Garfield.

Middle School Level

Middle School ELL Center sites are George McGovern and Whittier Middle Schools. Middle school Center Base students receive instruction in English, math, and science classes taught by ELL endorsed teachers in sheltered classrooms. Instruction focuses on speaking, vocabulary development, reading, listening and writing. The curriculum provides differentiated instruction for students at various levels of English language acquisition using the SIOP model and content is aligned with the Common Core Standards. The number of sheltered courses a student is enrolled in is based on but not limited to the results of the annual WIDA ACCESS or the W-APT test.

High School Level

High School ELL Center students receive instruction in English, math, science, and social studies classes taught by ELL endorsed teachers in sheltered classrooms. Other subjects may be provided in sheltered classrooms depending upon student needs and availability of instructors. Instruction focuses on speaking, vocabulary development, reading, listening and writing. The curriculum provides differentiated instruction for students at various levels of English language acquisition using the SIOP model and content is aligned with the Common Core Standards. The number of sheltered course selections is based on but not limited to the results of the annual WIDA ACCESS or the W-APT test.

President's Academy

The Presidents' Academy is designed to meet the learning needs of older students who have little or no formal education or who have had several extended interruptions in formal education. Students attend four hours of instruction Monday through Friday for 215 days each school year. Instruction is delivered through a computer-based platform enhanced by personalized instruction from a certified teacher. Class sizes are maintained at a 15:1 student to teacher ratio. Upon program completion, students receive a Sioux Falls School District high school diploma.

Criteria/Options for Enrollment of New Students Ages 17 and Older in the Sioux Falls School District

The following are guidelines to be used in determining enrollment options for students seeking to enroll in the District at the age of 17 or older:

New Students Age 17

Students who are 17, or turning 17 within a semester, with less than 6 high school credits, will be enrolled at the President's Academy (the PA) or Joe Foss (JF) on a space available basis.

New Students Age 18 or Older

Students who are 18 or older and have **less than 11 high school credits** will be referred to the adult GED program at STI or, based on credits, enrolled at the PA or JF on a space available basis.

Criteria/Options for Students Requesting to Return to Home Attendance Center (HAC) from the PA or JF:

The following are guidelines to be used in determining enrollment for students requesting a return to their HAC currently who are enrolled at the PA or JF:

Students Ages 17 or 18:

Students ages 17 or 18 who are attending the PA or JF may enroll at their HAC at the beginning of a semester if they have earned at least 1 credit at the PA or JF **and** have earned a total of at least 16 high school credits and will be able to graduate from the HAC by taking a normal class load so as to earn the 22 required credits prior to aging out.

Procedure for placing students in PA after they have already started in a Sioux Falls, High School setting:

1. High School Administrator, counselor and other staff involved with the student meet to discuss options for a change in placement.
2. High School Administrator contacts ELL Program Coordinator, High School Curriculum Director, and Federal Programs Director with information about the student, describing why the PA is the best educational setting for the student.
3. ELL Program Coordinator emails High School Administrator, Registrar and Intake Specialist with the decision about enrollment.
4. Registrar changes the enrollment.

ELL Assessment

Each year, students who have been identified as ELL take the World Class Instructional Design and Assessment (WIDA) ACCESS Test, a yearly language proficiency assessment. Test results determine students' programming for the following year or exit from the program. The results are shared with parents/guardians with a description of the program model.

- WIDA ACCESS is divided into 6 age clusters: K, 1, 2-3, 4-5, 6-8 & 9-12
- Students are assessed in four language domains: Listening, Speaking, Reading and Writing.
- Student are measured in three areas: Linguistic Complexity, Vocabulary and Language Control
- Scores range from 1.0-6.0 (The chart below gives an overview of how those scores relate to language acquisition.)
- Students are exited from the ELL program when they meet all of the following criteria:
4.1 writing, 4.5 in reading and 4.7 composite
- Students who exit the program are monitored for two years

WIDA Can Do Descriptors

The CAN DO Descriptors provide a starting point for working with ELLs and a collaborative tool for planning, giving suggested indicators (not a definitive set) in each language domain: listening, speaking, reading and writing. The Descriptors have instructional implications; that is, the information may be used to plan differentiated lessons or unit plans. They can be found at https://www.wida.us/standards/CAN_DOs/

Monitoring Process

Every student who meets the criteria to exit the ELL program is monitored for two years. “Ellevation”, an online data management system that tracks a student’s proficiency level and accommodations, is being piloted among a small group of ELLteachers in 2015-16. This pilot will be expanded in 2016-17 for potential full implementation in 2017-18. Teachers will use Ellevation to monitor current, reclassified, and exited students. Students whose teachers are not involved in theEllevation pilot will be monitored through the use of a spreadsheet maintained by ELLteachers. Elementary teachers check with classroom teachers every quarter and middle and high school ELL teachers check grade reports at midterm and the end of every quarter to ensure students are successful in the classroom. This communication is documented in a spreadsheet. If students are struggling, ELL teachers offer suggestions for instruction and accommodations.

Accommodations and Strategies for ELL Students

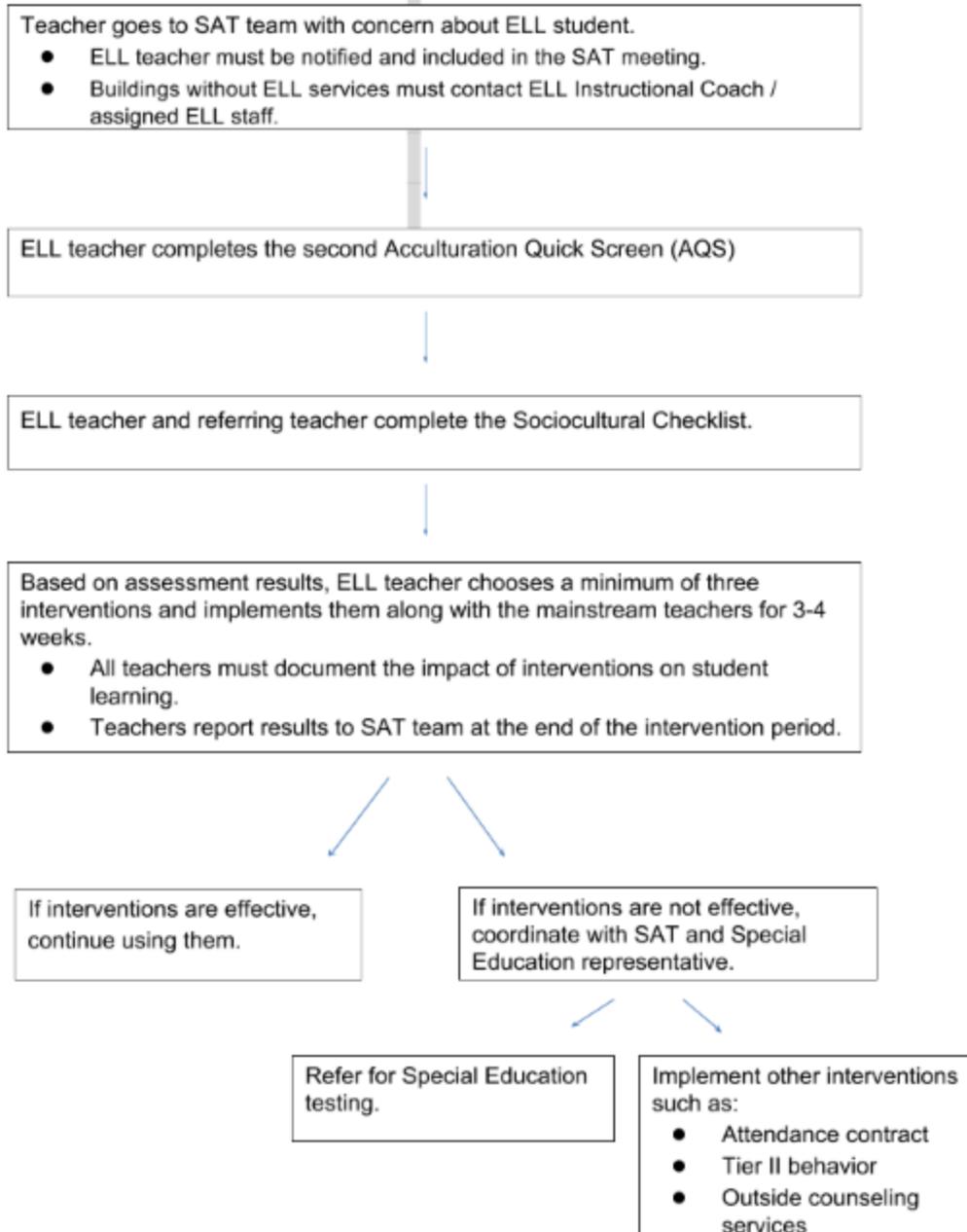
Federal law requires that teachers of second language students provide accommodations to enable students to succeed in the classroom.

You may use this as a checklist to document your modifications.

- Give tests orally (except reading comprehension passages on district/state assessment). This needs to be done at least 6 weeks prior to testing window.
- Small group instruction and administration of tests
- Give instructions/directions in writing and orally
- Rephrase questions, directions, and explanations
- Provide words banks, sentence starters, outlines study guides
- Use visuals/pictures throughout lesson/unit/assignment (**Recommended for all assignments**)
- Assign a peer tutor, (same language or English speaking)
- Provide summaries of text or study guides of particular chapters
- Shorten reading assignments
- Reduced and/or modified class and homework assignments
- Highlight and pre-teach key vocabulary (**Recommended for all assignments**)
- Assess comprehension through demonstration (gestures, drawings, retellings)

- ___ Use manipulatives and label items in room
- ___ Allow open book tests (indicate page number in textbook where answer is found)
- ___ Use group projects rather than individual work
- ___ Reduce multiple choices to two
- ___ Allow extended time for test/work completion
- ___ Use books on tape/CD
- ___ Use reduced text, so that print is not dense
- ___ Adapt homework to reflect language proficiency/home support
- ___ Provide hands-on activities and explanations (**Recommended for all assignments**)
- ___ Allow extended time to answer questions
- ___ Accept participation at any level, even one word
- ___ Use of translation dictionaries to locate words in the native language
- ___ Use Graphic organizers (**Recommended for all assignments**)
- ___ Use story retelling to assess comprehension
- ___ Use anecdotal records as a form of assessment
- ___ Keep portfolio of work as a form of assessment
- ___ Other accommodations

SFSD ELL Flow Chart for Collier Process



AQS

NAME: _____ **ID#** _____ **SCHOOL:** _____
DATE OF BIRTH: _____ **SEX:** __ **GRADE:** __ **Date of US Arrival:** _____ **Age at Arrival:** _____
LANGUAGE(S) SPOKEN AT HOME: _____ **Home Country:** _____
Date of First AQS _____ **Date of Current AQS** _____ **Person Completing** _____

CULTURAL/ENVIRONMENTAL FACTORS	Information – Where to locate in SF	Scores
1. Number of years in United States/Canada	ELL Registration form	
2. Number of years in School/District	ELL Blue Card	
3. Time in ESL/Bilingual Education	ELL Blue Card plus current time	
4. Home Language Proficiency	Teacher – Ask student	
5. English Language Proficiency	WIDA W-APT or ACCESS Score	
6. Bilingual Proficiency	Teacher – Ask student	
7. Ethnicity/Nation of Origin	ELL Registration sheet	
8. % in School Speaking Student’s Language/dialect	SFSD less than 16% ELL – so use ‘6’	
AQS Score Total:		
1. NUMBER of YEARS IN US/Canada:		
Under one year = 1	Between four to five years = 4	
Between one to two years = 2	Between five to six years = 5	
Between two to four years = 3	Over six years = 6	
2. NUMBER of YEARS IN School/District:		
Under 1 year = 1	Between four to five years = 4	
Between one to two years = 2	Between five to six years = 5	
Between two to four years = 3	Over six years = 6	
3. TIME IN ESL/BILINGUAL PROGRAM		
Less than 360 hours of direct instruction = 1	Between 800 and 1080 hours of direct instruction = 4	
Between 360 and 500 hours of direct inst. = 2	Between 1090 and 1440 hours of direct instruction = 5	
Between 500 and 800 hours of direct inst. = 3	More than 1450 hours of direct instruction = 6	
4. HOME LANGUAGE PROFICIENCY		
Does not speak language, pre-production = 1	Intermediate fluency with some academic fluency = 4	
Early production to low speech emergence = 2	Advanced intermediate social & academic fluency = 5	
Speech emergence to intermediate fluency = 3	Advanced social & academic fluency = 6	
5. ENGLISH LANGUAGE PROFICIENCY		
Does not speak language, pre-production = 1	Intermediate fluency with some academic fluency = 4	
Early production to low speech emergence = 2	Advanced intermediate social & academic fluency = 5	
Speech emergence to intermediate fluency = 3	Advanced social & academic fluency = 6	
6. BILINGUAL PROFICIENCY		
Essentially monolingual = 1	Basic academic one, intermediate academic other = 4	
Primarily one, some social in other = 2	Most academic in one, intermediate academic in other = 5	
Limited academic either language, social both = 3	Bilingual in social and academic language = 6	
7. ETHNICITY/NATIONAL ORIGIN		

American Indian, Native American, AK. Native, Indigenous Populations or First People = 1 Hispanic/Latino/Chicano or Caribbean = 2 AfroAmer., African, East Asian, Pacific Islander = 3	West Asian or Middle Eastern = 4 Eastern European = 5 Western European = 6
8. PERCENT IN SCHOOL SPEAKING STUDENT'S LANGUAGE or DIALECT	
81% - 100% of enrollment = 1	30% -49% of enrollment = 4
66% - 80% of enrollment = 2	15% - 29% of enrollment = 5
50% - 65% of enrollment = 3	0% - 16% of enrollment = 6

**The ELL teacher is responsible to fill out an AQS for each new student as they arrive in their school. The place to find the information needed is listed at the top under, "Information."
Time in ESL program under #3 does not have to be precise; it is an estimate – formula on back.

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ELL Endorsement

South Dakota K-12 English Language Learner(ELL) Endorsement Program

As Offered in Red Apple Classes by the Sioux Falls School District in cooperation with Augustana University

ARSD 24:15:06:25. K-12 English as a new language education endorsement program. A K-12 English as a new language education endorsement program requires 18 semester hours of coursework to include: linguistics, development of curriculum and instruction for new language acquisition, language and culture, program assessment, reading for students with limited English proficiency, and an English as a new language methodology course. Study in the developmental characteristics of K-12 learners and a practicum, internship, or student teaching inclusive of K-12 learners is required in addition to the 18 hours, if not previously completed. Verified teaching experience in K-12 English as a new language within the five year period immediately preceding application may be accepted in lieu of the above field experiences at the equivalency of one year's teaching experience for one semester hour credit for a maximum of three semester hours of the total credit hours required. No state test is required or available to validate this endorsement.

Required Courses (18 credit hours):

- _____ Foundations of ELL This is a pre-requisite must be taken before Methods, Literacy & Linguistics Offered through Red Apple
- _____ Linguistics – ELL Linguistics Offered through Red Apple
- _____ ELL Literacy for ELL Offered through Red Apple
- _____ ELL Methods Offered through Red Apple
- _____ EDUC 355/555 Human Relations in Education

_____ at least one semester of a modern foreign language OR a Native American Studies class
Requirements IN ADDITION to the above 18 credit hour requirements IF NOT previously completed:

_____ Educational Psychology - study in the developmental characteristics of K-12 Learners

_____ Practicum, internship, or student teaching inclusive of K-12 learners

Interpreters

Contact your School Home Liaison to arrange for an interpreter for face-to-face scheduled meetings. If an interpreter is not available, or for brief contacts or emergency situations, use Language Line.

How do I use the language line?

WHEN RECEIVING A CALL:

1. Use Conference Hold to place the limited English speaker on hold.
2. Dial: **1-866-874-3972**
3. Enter on your telephone keypad or provide the representative:
 - 6-digit Client ID: **5 3 8 0 3 3**
 - Press 1 for Spanish
 - Press 2 for all other languages and speak the name of the language you need at the prompt
 - **SIoux FALLS SCHOOL DEPARTMENT NUMBER:** (see building clerical)
 - **BUILDING NUMBER:** (see building clerical)An Interpreter will be connected to the call.
4. Brief the Interpreter. Summarize what you wish to accomplish and give any special instructions.
5. ADD THE limited-ENGLISH SPEAKER to the line.
6. Say “End of Call” to the Interpreter when the call is completed.

NOTE: When placing a call to a limited-English speaker, begin at Step 2. If you need assistance placing a call to a limited-English speaker, please inform the interpreter at the beginning of the call.

ELL Staff

ELL Program Coordinator: Oversees the placement and programming of all ELL students.

ELL Intake Specialist: Administers the language assessment and decides appropriate placement for ELL students according to their language needs.

ELL Instructional Coach: Coaches teachers on best practices in the classroom through collaboration, modeling, finding resources, planning, and one-on-one discussions.

ELL Immersion Teacher: Instructs students who are new to our country and speak little or no English.

ELL Center-Based: Provides language support for students who have been identified as Entering through Developing English Language Learners.

ELL Sheltered Teacher: Provides grade level content instruction accessible to Entering through Expanding English Language Learners.

Federal Programs Director: Oversees funding and policy necessary to provide appropriate instruction to all ELL students.

School Home Liaison: Serves as a bridge between the school and ELL families facilitating communication and cultural understanding.

Program Evaluation

The ELL Program is evaluated annually by analyzing WIDA scores to see progress toward proficiency and student growth in language development. The data is disaggregated by school and results are shared with building leadership teams at the fall data retreat.

2015 WIDA results suggest the average amount of time for a student to achieve proficiency in the Sioux Falls School District is 4 years.

In 2015, 18.6% (404) of the District's ELL students had been in the ELL program for more than 5 years. Of those 404, 115 (28.4%) scored proficient and exited ELL status in 2015.

Of the 451 students who scored proficient and exited ELL status in 2015, 74.5% had been in the ELL program for 5 years or less.

Students who have been in the ELL program for more than 7 years are considered "long-term ELLs". In 2015, 193 of the District's students were long-term ELLs. While 32.4% of the

District's ELL students are Spanish speaking, 56.4% of the long-term ELLs are Spanish speakers. 60% of the long-term ELLs have been identified for Special Education. Looking at student growth, 22.3% of students who attended an ELL site and scored below 4.0 on the WIDA showed literacy gains in the 60th percentile or above while 14.5% of students attending a non-ELL site showed gains in the 60th percentile or above.

Frequently Asked Questions

How can I create a welcoming environment for our students?

- Learn correct pronunciation of student's name
- Greet them in their native language if you know an appropriate greeting
- Have classroom supplies and materials to give to the student such as pencil, notebook, folder, etc.
- Make sure students have a planner, know the schedule and basic school rules
- Have culturally diverse pictures and posters displayed in the room
- Assign a student (if possible a student who speaks the same language) to give the student a tour, take him/her to classes, lunch, show where restrooms are located, how to open a locker, etc.
- Make sure student has someone to eat lunch with
- Make sure student knows where to meet their ride or the bus after school

What are some tips for speaking with ELL students?

- Say only 1 idea per sentence
- Wait 5 to 7 seconds after asking a question – give time to process
- Have the listener repeat what you've said
- Avoid reductions in English – “gonna, wanna, didja, cuz”
- Avoid Sarcasm
- If idioms are used, they should be explained
- Don't speak louder if students don't understand
- Try rephrasing/use visual cues
- Frequently check for understanding
- Be aware that “Yes” means “Yes, I hear your question.” Not, “Yes, I understand.”

What are some other guidelines when working with ELL students?

- Become familiar with student's cultural background
- Make expectations clear both verbally and in writing (may need to adjust vocabulary)
- Verbal and written directions for all assignments with one instruction per line
- Be aware that many new students go through a “silent period,” during this time it is important to allow students to absorb language and not put them on the spot
- Label unfamiliar objects in the classroom or hang posters that depict unfamiliar objects and terms
- Teach students to ask questions
- Students may need to speak in their native language to process information and make connections to learning in English. Allow students to speak in their native languages at appropriate times.
- Teach about school drills (students from war-torn countries may relate them to bomb raids, etc.)

- Routine is important for students to feel comfortable and ready to learn
- American classroom norms (i.e., emphasis on participation, asking questions, definition of cheating) are different than in other countries and need to be taught explicitly
- Be aware that some male students may not have the expected amount of respect for female students and teachers.

How do I assess an ELL student?

- Use alternative assessments that aren't highly dependent on academic language ability so students can demonstrate real learning (refer to following list).
 - Portfolios are excellent ways to show student growth
 - Oral presentations
 - Allow students to do projects instead of paper tests
 - If applicable, allow students to use illustrations to demonstrate knowledge and learning
- Modify assignments and assessments so that the student is able to have success
 - Read tests orally to students
 - If using multiple choice, limit the choices
 - Avoid using T/F questions
 - Use open ended questions so students can explain what they have learned

How can I best work with an ELL student's family?

- Provide interpreters
- Provide tours of the school
- Encourage native language at home. Cognitive growth in their native language helps children develop academic language in English
- Learn about student's culture
- Prepare a welcoming environment (Imagine walking into a school into another country and not knowing the language)

What should I do if I am concerned that a student, who speaks another language, was not referred to the Intake Center?

Students should always be referred for ELL testing, based on their Home Language Survey, at registration time. However, students may be missed. There are times when a classroom teacher may have some concerns regarding a student's ELL status and whether or not they should have been referred at enrollment. Here are some basic guidelines to follow should this occur:

- 1) Classroom teacher discusses possible ELL concern with an ELL teacher and/or principal.
- 2) Check the following:
 - a. Student cumulative for ELL information and/or Orange File
 - b. Most recent registration with Home Language Survey
- 3) Contact the ELL Intake Specialist if no ELL information found and another language is listed.
- 4) ELL Intake Specialist will follow up with the family and determine need for testing and/or initiate testing.

Where can I go for further information?

For further information, contact one of the following:

- Instructional Coaches:
 - Sara Klaahsen (Sara.Klaahsen@k12.sd.us)
 - Jill Vettrus (Jill.Vettrus@k12.sd.us)
 - Shari Kvistro (Shari.Kvistro@k12.sd.us)
- ELL Program Coordinator: Jane Hannemann (Jane.Hannemann@k12.sd.us)
- Federal Program Director: Demi Moon (Demitrea.Moon@k12.sd.us)