

WINOOSKI SCHOOL DISTRICT

POLICY ON LIMITED ENGLISH PROFICIENCY STUDENTS

In 1974, the United States Supreme Court in the case of Lau v. Nichols, held that the failure of a school district to provide services designed to improve English language skills for children whose primary language was not English, effectively denied them equal participation in the education program offered by the school in violation of Title VI of the Civil Rights Act of 1964. The court stated:

“Under these . . . standards, there is no equality of treatment by merely providing students with the same facilities, textbooks, teachers and curriculum for students who do not understand English are effectively foreclosed from any meaningful education.”

The Board of Trustees believes that all students have a right to equal access and opportunity in all educational programs offered in the Winooski School District. The Board recognizes that students with non-English language backgrounds bring to our schools diverse cultural, educational, and linguistic background experiences. The District has an obligation to identify the Limited English Proficiency learners in our system and provide them with equal educational opportunities.

PROCEDURES: (also referred to as rules or regulations) are the specific directions that indicate exactly how school personnel and others will carry out the policies adopted by the School Board. Procedures will be developed by the Superintendent in consultation with staff and are attached. Procedures may change more frequently than the underlying policy and do not require adoption by the Board.

Reviewed and Updated:

1st Reading: February 13, 2019

2nd Reading: March 13, 2019

Approved by Board of School Trustees: March 13, 2019

Legal Reference(s):

- 42 U.S.C. §§2000 d et seq. (title VI of the Civil rights Act of 1964); 20 U.S.C. 6801 et seq. (English Language Acquisition, Enhancement, and Academic Achievement Act
- 20 U.S.C. § 7801(25) (Definition of Limited English Proficiency)
- 34 C.F.R. Part 100
- 9 V.S.A. §4502 (discrimination public accommodations)
- Vermont State Board of Education Manual of Rules and Procedures §1250

Cross Reference(s):

- Policy #5125: Student Education Records (FERPA)
- Policy #5124: Graduation Requirements
- Policy 6151: Course Offerings and Class Size
- Policy #6171: Parental Involvement
- Administrative Procedure WSD508: Grading

PROCEDURES:

1. Refer to the attached chart outlining policy steps including:
 - a) identification
 - b) screening
 - c) assessment
 - d) placement and provision of services
 - e) monitoring and guiding progress

2. The Winooski School District will follow guidelines adopted by the State Department of Education in the manual titled *Servicing Students with English as a Second Language: A guide for Vermont Educators*. In addition, the following document will be used as a guide. *English Language Learners in Vermont: Distinguishing Language Difference from Disability* (May 2010).

3. The procedures to be used will be administered and supervised by the Director of ELL and Curriculum and the Principals.

Winooski School District

**STEPS FOR SERVING NON-ENGLISH LANGUAGE BACKGROUND (NELB)
STUDENTS**

(Programs to be coordinated jointly by the Director of ELL and Curriculum and the Principals)

Step 1 IDENTIFICATION OF NON-ENGLISH LANGUAGE BACKGROUND (NELB) STUDENTS USING VT AOE PRIMARY/HOME LANGUAGE SURVEY	
ALL NEW ENROLLING STUDENTS Identify student’s primary/home language with VT AOE Primary/Home Language Survey for at time of enrollment (ALL information on form must be completed)	
<u>NON-ENGLISH LANGUAGE</u> Students indicating a language other than English in their background. <i>Registrar provides the Director of ELL and Curriculum, and the ELL teacher a copy of survey (Proceed to Step 2)</i>	<u>ENGLISH ONLY</u> Student has indicated English only on survey. <i>Regular Instructional Program (Stop here, <u>do</u> <u>not</u> proceed to Step 2.)</i>
Step 2 SCREENING STUDENTS Screening will be performed by ELL personnel (liaisons and/or ELL teachers) as needed. Parent and/or student may be interviewed regarding: *Educational history (Review student’s previous academics, school records, etc. *Language & Literacy skills *Health needs and/or special needs *Cultural background	

Step 3

**INITIAL ASSESSMENT OF LANGUAGE & ACADEMIC SKILLS
FOR CLASSIFICATION & INSTRUCTIONAL PLACEMENT**

Kindergarten: WIDA MODEL

Grades 1-5: WAPT and/or WIDA MODEL

Grades 6-8: WAPT and/or WIDA MODEL

Grades 9-12: WAPT and/or WIDA MODEL

*If no prior education, use teacher made basic skills checklist.

Assess student's skill in the content areas, in both English and the native language whenever possible, with appropriate informal/formal methods.

Step 4

PLACEMENT AND PROVISION OF APPROPRIATE SERVICES

Review student's language and academic needs and begin process of planning appropriate instructional program.

Options include:

*Placement in mainstreamed classes with/without support.

*English Language Learning (ELL) class(es).

*Support in Native Language (with liaison)

*Educational Support Team (EST)

*School-wide supports

*Dual enrollment/high school completion plan

Step 5

MONITORING AND GUIDING STUDENT PROGRESS

*Monitor, guide and document progress of student's developing language, content, skills and knowledge through informal and formal assessments.

*Determine when student is ready to exit ELL Program (dictated by Vermont regulations)

*Monitor students 2-3 years following exit from ELL and academic support services.

The World Class Instructional Design and Assessment (WIDA) Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) language proficiency levels delineate expected performance and describe what ELLs can do as they move along the continuum from Level 1, *Entering*, through Level 6, *Reaching*, within each language domain of the standards for designated grade level clusters. This visual provides a brief, general description of the English Language Proficiency Levels (ELP) levels.

WIDA ACCESS English Language Proficiency Levels

PROFICIENCY LEVEL	DESCRIPTION OF ENGLISH LANGUAGE PROFICEINCY LEVEL
1- ENTERING	Knows and uses minimal social language and minimal academic language with visual support.
2- BEGINNING	Knows and uses some English and general academic language with visual support.
3- DEVELOPING	Knows and uses social English and some specific academic language with visual support.
4-EXPANDING	Knows and uses social English and some technical academic language.
5- BRIDGING	Knows and uses social and academic language working with grade level material.
6- REACHING	Knows and uses social and academic language at the highest level measured by this test.