

Urban Academy

Policy and Procedure:

Limited English Proficient (LEP) Students

Policy No.: 01.36

Originate: August 2013

Revised:

Adopted:

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I. PURPOSE

This policy is to provide students identified as English Learners (EL) support so they can meaningfully participate in general education classes and meet the graduation requirements of basic skills testing in accordance to standards adopted by the Minnesota Department of Education.

II. GENERAL STATEMENT

ELs must be identified, provided additional services appropriate to their developmental level, and assessed on an on-going basis.

III. DEFINITIONS

Limited English Proficient (LEP) students will be referred to as English Learners (EL) for the purpose of the Urban Academy English Learner program. English as a Second Language (ESL) refers to the title of the licensure given to teachers who are qualified to serve as specialists in teaching English Learners. World-Class Design Assessment (WIDA) refers to the comprehensive assessment and instructional program adopted by the state of Minnesota and many other states for the purpose of serving ELs. Assessing Comprehension and Communication in English State to State (ACCESS) refers to the annual assessment required for all students enrolled in the EL program. WIDA ACCESS Placement Test (WAPT) refers to the test given to student new to the EL program when an ACCESS score is not available. Measure of Academic Progress (MAP) refers to progress testing that can be used to determine a student's proficiency relative to all peers. Minnesota Comprehensive Assessment (MCA) refers to state required basic skills testing given statewide.

IV. Entrance Criteria:

A Home Language Questionnaire is given to all families upon registering their children. If the questionnaire results indicate a language other than English is spoken at home, a placement test will be given to the student. Urban Academy uses the WIDA materials. The placement test is called the WIDA ACCESS Placement Test (WAPT). If the WAPT results indicate the student places in the limited English proficiency range, then the student will receive EL services. Parents have the choice to opt out of EL services. If they

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choose to opt out, they will need to sign the form stating they wish to opt out their child from EL services.

V. Annual Proficiency Assessment:

The following assessments can indicate a student qualifies for EL services. A combination of assessments is used including but not limited to:

- A. Assessing Comprehension and Communication in English State to State (ACCESS) Levels 1-5.
- B. Minnesota Comprehensive Assessment (MCA) scores less than "Meets".
- C. Measure of Academic Progress scores below 50th %ile.

VI. Exiting EL and Reclassification:

A decision to exit a student from EL service is based on multiple measures including teacher recommendation, parent input, and assessments of speaking, listening, reading, and writing, including ACCESS, MAP, and MCA.

Exiting will be considered when a student achieves ACCESS composite scores of 6.0 or MCA scores of "Meets" or "Exceeds the Standard"

VII. Instructional service provided to ELs:

Less proficient ELs will receive more hours of EL instruction than those who are more proficient in English. The following table describes a framework of services provided to each EL by licensed ESL teachers:

	WIDA Level 1	WIDA Level 2	WIDA Level 3	WIDA Level 4	WIDA Level 5
Recommended Minutes of direct instructional service	45 minutes per day	30 minutes at least 3 times per week	30 minutes at least 2 times per week	Indirect service: consultation with teachers	Monitored only

Instruction:

Instruction takes on many forms including direct instruction from ESL teachers or paraprofessionals; Co-teaching in general education classrooms; classroom support; and consultation with general education teachers on planning language objectives and differentiated instruction. EL teachers focus on language acquisition, including Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency.

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Responsibilities of EL teachers beyond instruction, consulting, and scheduling:

- Testing including administration of and evaluation of ACCESS, WAPT, and other assessments
- Participation when an EL is referred to child study process.
- Progress Reports / Parent Conferences
- Communication with parents and staff on a regular basis
- Supervision of paraprofessionals

EL Curriculum used but not limited to:

- The EL program supports the Daily 5 used school-wide in literacy and math.
- WIDA materials are used including WIDA Can-Do descriptors in lesson planning.
- Fountas & Pinnell Leveled literacy Intervention
- Words Their Way

Professional development:

Urban Academy ESL Teachers, school principal and ESL Paraprofessionals who are working with ELL are provided with job embedded professional development with topics such as research-based methods, language acquisition, and culturally responsive practice that are appropriate to effectively support the learning of the ELLs.

Student Progress Reporting:

ELL progress reports will be in English and the home language of the student/parent(s).

VIII. Specific Programs for immigrant and refugee children:

Urban Academy (UA) employs many bilingual staff members who can speak multiple languages and also has a school social worker. The EL program includes cultural liaisons and bilingual paraprofessionals that can communicate with the home as well as do home visits as needed.

VIV. Appropriate Staff to serve ELs:

UA will employ licensed ESL teachers and ESL paraprofessionals, as needed.

X. EL program collaboration:

The EL teachers collaborate with special education teachers on teaching materials and direct instruction to dual-service students. They collaborate with the Title 1 teacher on literacy instruction. They collaborate with classroom teachers on classroom instruction.

Research has also shown that students perform best when parent(s) are engaged and involved in their child's learning so at Urban Academy, we have a responsibility to collaborate, educate and empower all our EL's families with the skills to become

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knowledgeable advocates and partners with us so that the learning of their child is purposeful and successful.

Parents and community involvement in planning, development, and implementation of the language instructional program and inviting parents to participate in parent/teacher conferences two times per year, parent volunteer, school open house, reading and math nights, MCA kickoff night, and EL open house events are how we collaborate with our EL's parents.