



English as a New Language English Language Learners Program Handbook

Belle Fourche School District 9-1

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ENL program Vision Statement:

It is our vision here at Belle Fourche School District 9-1 that all English Language Learners speak, listen, read, write and understand English effortlessly and proficiently in order to thrive academically and socially in any type of community where learning takes place .

ELL Program Mission Statement:

The Mission of the Belle Fourche School District English as a New Language program is to provide non- English speaking students with the English language competence needed to thrive, move forward and accomplish high levels of accomplishment while meeting all local and state standards given appropriate education. Continuity and cooperation with the staff as a whole will lead to their full involvement in an ever changing multicultural global society.

The competencies needed are Listening, Reading, Writing and Speaking.

- ELLs will acquire these skills by using positive supports and resources.
- ELLs will acquire these skills by having a comprehensive program.
- ELLs will acquire these skills by provided equal education opportunities.
- ELLs will acquire these skills by being in a supportive and high quality learning environment.



Program Description

The Belle Fourche School District shall offer a suitable planned educational curriculum for identified student learners whose main language is not English. The purpose of our ENL program is to expand both basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), to increase aptitude in the language domains of listening, speaking, reading and writing, to develop ability in intercultural connections and to promote participation in the full array of teaching activities in the customary education program of study and in supplementary activities in our schools. The following key points are included in our ENL program:

- The ENL program provided to ELL's will include pull out instruction as well as reinforcement to instruction and assessment in all content areas, both of which must be proportionate with the ELLs rank of English competence.
- Students in the ENL program must have available meaningful, logical access to education in all content classes required by the South Dakota state standards and the WIDA instructional standards.
- Accommodations and adaptations afforded to the student will be provided by the ENL instructor which will be shared and made by the ENL teacher and all core/encore instructors who have ELLs in their classroom.
- ELLs must be evaluated using the equivalent grading system as all general students. Scores of ELLs must replicate what the ELLs understand and are able to do at their level of English language know-how.
- The core/encore content teacher(s), ESL teacher, school counselor and principal will examine all ELL's advancement during the school year to agree on programming changes if required.
- All ELLs are served by the ENL instructor 2 times a week for 30 minutes each day.
- Levels 1-6 will receive 30 minutes of Language Instruction 2 times a week

Federal Statues

14th Amendment: Equal Protection Clause

Civil Rights Act of 1964

Bilingual Education Act (1968)

May 25 OCR Memorandum (1970)

Equal Opportunities Act

Federal Case Law

Lau v. Nichols (1974)

Castaneda v. Pickard (1981)

Plyer v. Doe (1982)

State ENL / ELL Policies

We follow the South Dakota ENL /ELL Department of Education Title III ELL guide.

Website: http://doe.sd.gov/oess/documents/ELL_guide.pdf

Local District Policies

We follow Belle Fourche School District 9-1 local policies.

Website: <http://www.bellefourche.k12.sd.us/BFSD%20Policies.htm>

Belle Fourche School District policy's regarding program design, implementation and evaluation are as follows:

- Within the first 60 days a parent meeting will be held to inform parents about the ENL program and their child's participation.
- Within the current year school year an ENL program presentation will be given to the school board members, community partners and staff.



Identification and Program Enrollment

A Home Language Survey is given to any student K-12 enrolling in the Belle Fourche School District upon registration.

<p>Belle Fourche School District Required Information Sheet <u>To be completed by parent or guardian</u></p>	
Student's Name: _____	Date: _____
Is your home address your permanent address? <input type="checkbox"/> Yes <input type="checkbox"/> NO	
<u>Students Ethnicity:</u>	
(Choose one)	No, not Hispanic/Latino Yes, Hispanic/Latino
<u>Student's Race:</u>	
(Choose one or more)	American Indian or Alaskan Native Asian Black or African American Native Hawaiian or Other Pacific Islander White
What is the language most frequently spoken at home? _____	
Which language did your student learn when he/she first began to talk? _____	
What language does your student most frequently speak at home? _____	
What language do you most frequently speak to your student? _____	
Parent/Guardian Signature: _____	Date _____



The Five WIDA English Language Development (ELD) Standards	
ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
ELD Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
ELD Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
ELD Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
ELD Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

ENL Domains



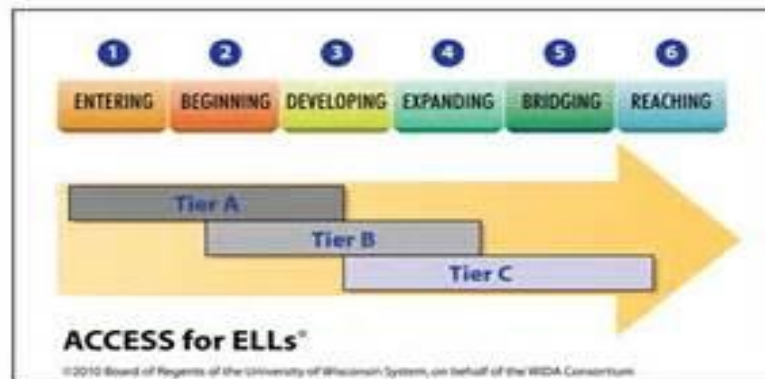
Listening

Speaking

Reading

Writing

WIDA Proficiency Levels





Educational Program Model

The following guidelines have been put into place of instructional methods used in our ENL program.

- **Background Knowledge** is beneficial for ELLs, is to provide them with relevant background knowledge about a topic to be discussed in class, or activate their existing knowledge of a topic. Besides increasing student interest, this allows students to focus more fully on the instructional goals, rather than being overwhelmed with too much new information at once. It also allows ELLs to bridge new knowledge to old knowledge, increasing understanding, and it helps some ELLs fill in contextual information (such as American political history or cultural details) that they may not have due to
 - coming from different cultural backgrounds
- **Scaffolding Understanding** means providing ELLs with strategic types of *scaffolding*, such as graphic organizers, visual aids, peer help, or home language help, and removing these supports as students' skills develop.
- **The Sheltered Instruction Observation Protocol (SIOP) Model** consists of eight interrelated components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment.
- **Differentiated Instruction** is designed to support individual students' learning in a classroom of students with varied backgrounds and needs. Every student is not learning something different; they are all learning the same thing, but in different ways.
- **Direct instruction** is an approach to teaching. It is skills-oriented, and the teaching practices it implies are teacher-directed. It emphasizes the use of small-group, face-to-face instruction by teachers and aides using carefully articulated lessons in which cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly.



SIOP Model

Lesson Preparation

Warm up

Share

Building back ground

To students life

Past learning

Key vocabulary

Comprehensible Input

Explain lesson

Make models hands on

Step by step

Strategies

Higher order thinking skills

Critical thinking

Summarize

Scaffold

Modeling

Interaction

Opportunity for interactions

Group

Wait time

Clarify in native language

Practice / Application

Hands on

Manipulative

Apply

Lesson Delivery

Objectives clear

Student engaged

Appropriate pacing

Language objective

Final wrap up:

I wonder....

I learned....

I think....

I feel....

Review /Assessment

Review vocabulary

Feedback

Mix match

Group response:

thumbs up / down

The English Development Curriculum for Belle Fourche School District is called Access for New Comers from Great Source.

Language Objectives will be clearly posted in the teacher's lesson plan book.



Your children will learn English much more effectively if they continue to develop their first language at the same time



Author: Propel Steps

REFERENCES

Worldclass Instructional Design and Assessment

WIDA.com

South Dakota Department of Education

Kerrie Wipple North Dakota ENL

Colorin Colorado

Office of Language Acquisition

Center for Applied Linguistics

Office of Civil Rights

Dr. Joan Wink

TESOL

Sheltered Instruction Observation Protocol (SIOP)

Philadelphia School District