SAGE Academy

**Policy # 601 - English Language Learner Identification and Service (E.L.L.) –
Mandatory**

PURPOSE

SAGE Academy Charter School Provides Services for many students who speak a primary
language other than English in their home. Authorizers require that SAGE Academy develop a
policy outlining the identification of student need, instructional components, and exit criteria for
English Language (E.L.) Services. The geography of SAGE Academy's service area includes the
largest core of Liberian families in Minnesota contributing to an average annual rate of 14% of
the student body with the need to be considered for E.L. services.

GENERAL STATEMENT OF POLICY:

A. The school district will appropriately identify students for consideration of E.L. services

through multiple channels. Standardized program entrance criteria for the E.L. program will be
applied upon identification of a possible candidate.

B. All E.L. students will have an individualized educational plan outlining services appropriate

for the student's specific needs. These plans will be based on methods proven through scientific
research.

C. The school district will implement standardized E.L. program exit and reclassification

procedures as appropriate student goals are met.

D. The school district will provide appropriate staff to serve the needs of the E.L. program. This

will include a licensed E.L. teacher and development opportunities for all staff members.

IDENTIFICATION OF STUDENT NEED FOR EL SERVICES:

A Home Language Questionnaire is given to all families upon registering their children at SAGE Academy. This information is given to the EL teacher in conjunction with the Administrative Director for planning purposes for the SAGE EL program.

Current Criteria for a student to be accepted in the SAGE EL Program: "A 'pupil of limited English proficiency' means a pupil in any of the grades of Grade 9 through Grade 12 who meet the following requirements:

Defined as EL by the Home Language Questionnaire – According to Minnesota Statute 124D: A student is identified as an EL if they meet any of the following criteria: a) the pupil first spoke a language other than English, b) the primary language spoken in the home of the pupil is not English; or c) the language most often spoken by the pupil is not English.

Program Entrance Screening Methods—SAGE qualification for EL service is based on but not limited to:

a) Home Language Questionnaire and English proficiency measures including (but not limited to):

b) Combination of MAP, ACCESS, Woodcock Munioz and local assessments

c) W-APT for any new students who designated on the Home Language another language besides

the English Language

d) At any time other developmentally appropriate measures may complement the formal measures including, but not limited to:

state assessments such as the ACCESS, MCA, MAP and GRAD among its multiple measures. Goal measures for individual students will be included in

District EL students who reach a level of English proficiency may be exited from the EL program. MARSS status will be changed from EL to non-EL only after the student has scored in the proficient range on the World-Class Instructional Design and Assessment (ACCESS).

All district EL students who have earned an ACCESS composite score of 5.0 with all four domains having achievement level greater than or equal to 4.0 will cause consideration of the student exiting from the EL Program. Also, if a student "Meets" or "Exceeds the Standard" on the MCA test and has passed all SAGE Academy classes with full credit, that EL student will be considered for exiting from the EL program.

VI. PROGRAM STAFFING AND STAFF DEVELOPMENT:

The District currently maintains a licensed EL instructor, an EL teaching assistant and multiple additional bilingual staff. The district will actively seek to maintain or increase these capabilities as staffing changes are made. The following guidelines will be followed by district administration when developing and planning program staffing:

• Funding for EL teachers and teaching assistants will be allocated appropriately.

• Using the end-of-year number of EL students reported in MARSS, SAGE administration in conjunction with the EL instructor annually projects the number of EL students who will need EL services the following year.

• Staffing assignments are made in the spring and modified as needed throughout the following school year.

The EL teacher is responsible for designing program curriculum and delivering instruction. The teacher is also accountable for designing instruction to be delivered by teaching assistants within the EL program. The teaching assistant will be used as a supplement to classroom or EL teacher instruction but not replace it.

Responsibilities of the EL teacher extend beyond direct instruction, consultation and scheduling. Those responsibilities include:

• TESTING: Administration, evaluation of the entrance and exit criteria testing, and for the administration of the state's English Language Proficiency Test.

• REFERRAL TO SAGE's Student Assistance Team (SAT); participation as a SAT team member.

• PROGRESS REPORTS/CONFERENCES: Attendance at parent conferences. Narrative reports for each student are entered into the student's cumulative file at the end of the year.

• COMMUNICATION: Communication with staff and families on a regular basis. Often act as liaison between family and school. Consultation with teaching staff to schedule, in-service on need for accommodations, monitor progress, share materials, etc.

• INSTRUCTIONAL MANAGEMENT: Send communications to families, order instructional supplies, etc.

.VII. DISSEMINATION OF POLICY

• This policy will be included in each student's handbook and in district building and staff handbooks.

• The school district will review this policy annually with students and employees.