

Lennox School District 41-4

Serving the communities of Chancellor, Lennox and Worthing, South Dakota



LAU PLAN EL Procedure Manual

Every School. Every Student. Every Day

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Introduction:

This EL Procedure Manual was developed to assist the Lennox School District to meet the needs of the English Learner. It is considered a working document and not a board approved or official policy. The manual serves as an informational resource that includes the procedures to be followed in the carrying out of the service provided to EL students.

Lennox School District Mission Statement:

To work together to inspire lifelong learners who innovate, persevere, and collaborate to solve the challenges of tomorrow.

District ESL Program Description:

Our mission is to serve all students in meeting their needs. Our EL program is designed to promote experiences that allow student growth; individually, socially, and academically in school and in the community. Common Core Standards and WIDA English Language Development Standards serve as a guide to ensure that EL students are receiving an education that meets their grade level and Language Acquisition Plan (LAP) needs. Our EL program focuses on instruction in all four literacy components: listening, speaking, reading and writing. The overall goal is to keep students mainstreamed in the general classroom to focus on content learning with support while providing language development through various service models to build upon student's strengths and needs.

GLOSSARY

ACCESS for ELLs 2.0: This is the annual assessment used in South Dakota schools to measure progress of English skills.

English Learner-EL (refers to the student): English Learner

ENL: English as a New Language; refers to the program

English as a Second Language –ESL (refers to the program): A program of techniques, methodology and special curriculum designed to support EL students academically while they are becoming proficient in English.

HLS: Home Language Survey, a language questionnaire on the registration form used to identify potential EL students.

Language Proficiency: Refers to the degree to which the student exhibits control over the use of language, including measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary and semantics and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not imply lack of proficiency in another language.

LAP: Language Acquisition Plan; a document reviewed and written annually to determine English Learner's language supports

MODEL: Assessment given to Kindergartners to determine language proficiency upon screening

NES: Non-English Speaker

Office for Civil Rights (OCR): A branch of the U.S. Department of Education that investigates allegations of civil rights violations in schools. It also initiates investigations of compliance with federal civil rights laws in schools that serve special student populations, including language-minority students. The office has developed several policies with regard to measuring compliance with the Lau v. Nichols decision. OCR is also responsible for enforcing Title VI of the Civil Rights Act of 1964.

Pull-Out EL: A program in which EL students are "pulled out" of regular, mainstream classrooms for special instruction in English as a second language.

Push In: This term refers to when the student is involved in the general education setting for their core subjects. On occasion, the EL student may receive additional support from a staff member in the general classroom.

Co-teaching: This term refers to when the EL and general education teacher work together to develop and deliver instruction to all students within the same setting.

Sheltered Instruction: A term that describes an approach to teaching mainstream content to second language learners who are at Stage III or IV of language acquisition or have intermediate levels of proficiency in English, and have some literacy skills in either English or their primary language. Sheltered instruction focuses on grade-level curricula, uses English as the medium of instruction, and employs many techniques (e.g., contextual clues, scaffolding, cooperative learning, advance organizers) to help second language students access the core curriculum.

W-APT: Assessment given to learners in grades 1-12 to determine language proficiency upon screening

WIDA: Consortium for providing instruction and assessment to English Learners

WIDA Screener and MODEL: Are the names of the test used in South Dakota Schools to identify EL students.

ESL TITLE VI COMPLIANCE REQUIREMENTS:

1. Identify the influence of additional languages using a home language survey of all students.
2. Assess language proficiency of students from homes where English is not the primary language.
3. Diagnose student instructional needs.
4. Establish an English language program that meets the needs of each EL.
5. Establish language instruction program entry and exit criteria.
6. Provide comprehensible instruction in content areas using scaffolding and language acquisition strategies.
7. Provide EL's the opportunity to develop a positive self-concept and identification with their culture.
8. Provide qualified teachers.
9. Provide equal access to all district programs and services.
10. Provide opportunities for parental involvement including ways to communicate with parents in their language.
11. Regularly monitor student progress and provide support even after the exit process.

1. Identification of EL Students:

- A. All students entering the Lennox School District will fill out a Home Language Survey as part of the enrollment application.

The home language survey consists of the following four questions:

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

The completed Home Language Survey will be placed in the student's cumulative file

- B. Based on the Home Language Survey, applicable students will be screened to determine EL Program eligibility.
- a. At the *beginning of the school year* identification, screening, and parental notification of *eligible students must be given within 30 days of enrollment.*
 - b. *Once the school year is underway*, the window for identification, screening and parental notification of *eligibility is within 2 weeks of enrollment.*

B. Initial Assessment:

WIDA's Kindergarten WIDA-ACCESS Placement test (W-APT) and WIDA Screener (1-12) will be used to assess the student's English Language Proficiency. The scores will determine students who qualify to receive EL services in our district.

- The WIDA Screener can be accessed through the WIDA Assessment Management System (WIDA AMS).

Reviewed 6/2023

- The KG W-APT can be downloaded from <https://wida.wisc.edu/>

The screener will be given by a certified staff that has been trained to give the screener

EL Screener: Program Entrance Criteria

The following explains EL Program entrance criteria for both the KG W-APT and WIDA Screener assessments:

- **Grades 1-12:** Students with a composite score lower than 5.0 qualify for ELL services.
- **Kindergarten- Preschool through 1st semester of grade 1:**
 - If combined Listening and Speaking raw score is less than 29, the student will be deemed eligible for language assistance services and must be administered the annual ACCESS for ELLs 2.0® assessment.
 - OR an Oral Language Composite (Listening and Speaking) score less than 5.0 on WIDA Measure of Developing English Language (MODEL) is also considered a placement score for ELLs.
- **Kindergarten-2nd semester kindergarten through 1st semester of grade 1:**
 - If combined Listening and Speaking raw score is less than 19, the student will be deemed eligible for language assistance services and must be administered the annual ACCESS for ELLs 2.0® assessment.
 - If combined Listening and Speaking raw score ranges from 19-28, the Reading and Writing portions need to be administered. **OR**
 - If Reading score is lower than an 11 and the Writing score is lower than a 12, the student is classified as ELL and must be administered the annual ACCESS for ELLs 2.0 assessment. **OR**
 - A score less than 5.0 on WIDA Measure of Developing English Language (MODEL) is also considered a placement score for ELL's.

Parental Notification (ESEA Section 1112(e)(3)):

It is the school's responsibility to annually notify parents/guardians of eligibility and placement; this notification will be done in the language most easily understood.

- At the beginning of the school year identification, screening, and parental notification of eligible students must be given within 30 days of enrollment.*
- Once the school year is underway, the window for identification, screening and parental notification of eligibility is within 2 weeks of enrollment.*

**Parents will receive a notification letter, annually, until the learner achieves the language proficiency set by the state (Composite Score of 5.0 or higher) **

The parent notification letter must include the following 8 components:

1. Reason for EL identification
2. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement
3. Type of EL program the child is being placed into and other EL program options
4. How the program will meet the educational needs of the child

5. Exit requirements, expected graduation rate, and expected rate of transition to a classroom not tailored for EL students
6. If the student is a student with a disability, how the EL program meets the goals of the child's IEP
7. Information for parents on how to withdraw their child from the district EL program or to choose another program or method of instruction
8. Parents right to deny services

Transfer Students:

A student coming from a WIDA state (consult www.wida.us for a complete list of states):

1. The district the student is transferring from should be contacted.
 - a. Requesting a copy of the KG W-APT/WIDA Screener scoring sheet and any ACCESS for ELLs 2.0 assessment information that may be appropriate.
 - b. If current WIDA scores for the KG W-APT/WIDA Screener cannot be obtained, the KG W-APT or WIDA Screener must be administered as outlined in the Identification Process, above.

Identified EL's Reporting Status on Infinite Camus:

For all identified EL students, a record must be kept within Infinite Campus.

Where in Infinite Campus do I identify my student as EL?

1. Click on Census-People-Home Primary Language
*note: The Home Primary Language must be recorded before creating EL tab
2. Click on Student Information-Program Participation- EL
3. Indicate the date the student was identified and Under EL services indicate the type of program model

Parent Refusal of Services

Parents have the right to refuse EL service. However, all students identified as EL must participate in the spring ACCESS assessment and a yearly LAP must be completed to outline language accommodations in the general education classroom. Teachers should also continue to provide modifications and accommodations to best serve the student in the general education setting.

Develop Language Acquisition Plan:

Once a student has been identified as EL, the Lennox School District will create a Language Acquisition Plan (LAP) for the student that involves the following people:

- Course content teacher
- English as a Second Language (ESL) teacher and/or Title III coordinator
- Parent or guardian
- Building Principal or designee
- Student (if appropriate)

Language Acquisition Plan sections include:

1. Student and parent information
2. Academic History Prior to Entering Your School District if applicable
3. Document KG W-APT/WIDA Screener scores .
4. ACCESS for ELLs 2.0 Test Information Document all ACCESS for ELLs 2.0 scores.

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5. ESL Service:

- o Note the type and time/amount of services that will be provided.
- o This is where it may be marked if parents decline services.

****(Student must still be given the ACCESS for ELLs 2.0 if parents decline services.)****

6. Accommodations: Participation in the State-Required Assessment and Accountability System

7. Accommodations/Modifications: Instructional Methods in the Mainstream Classroom: Describe the modifications to be used in the regular classroom instruction.

8. English Instructional Plan: Include objectives/goals that are set for the student. Examples of objective/goal areas: reading, writing, listening, speaking, math, social, cultural, etc.

9. Persons Involved in the Development of the Language Service Plan:

10. All those who participated in creating the LAP sign it.

• Other Notes Regarding LAPS:

- o If a student receives Special Education services, the accommodations marked on the LAP must also be listed on their Individualized Education Plan (IEP) or the accommodations cannot be used on state-required assessments.
- o LAP's are to be updated ANNUALLY or as needed; see attached form.

Provide copy of LAP to staff that work with the student, the parent, EL Teacher, and place a copy in the student's cumulative file

Assessment of EL's:

- Grading
- WIDA-Screener; used for Identification
- ACCESS for ELs; used to progress monitor student's language (listening, speaking, reading, writing)
- State Assessment; used to monitor academic progress in the areas of Math, ELA
- Parent Refusal

Grading:

Federal law clearly states that All English Language Learners are entitled to equal access to core curriculum and the curriculum must be made comprehensive to ELs, thus indicating that ELs cannot fail when language is the reason for their instructional differences. Teachers of English Learners should be mindful that social English is usually developed in one to three years while academic English may take five to seven years or longer to use proficiently. ELs should not receive a failing grade unless their lack of performance on modified instruction warrants such grades, for example, not completing modified assignments/homework, not turning in modified assignments/homework, not making satisfactory progress on modified work. If a failing grade is issued, the classroom teacher must provide documentation of modifications that were made and the outcome of those interventions.

Classroom teachers are required to modify instruction, assignments, and tests based on students' English language proficiencies. The use of instructional accommodations and modifications does not indicate that a student cannot receive the highest grade in the content area; refer to LAP to follow modifications and accommodations set by the team.

Assessment and Administration

EL students will participate in the W-APT, WIDA Screener, and ACCESS for ELLs 2.0 annual assessments. There is also an alternate assessment for students who meet the requirements for this assessment based on a cognitive disability. These assessments evaluate English language development and provide the district with annual score reports for each EL student. Training for staff administering these assessments will be provided. Once testing is completed and score reports are obtained, the district is responsible for dissemination of scores to stakeholders, and appropriate training will be provided to staff to interpret assessment results. Annual assessment results will be used to guide the EL program and instruction to individual students. Individual student scores will determine placement within the EL program and will be compiled to evaluate student advancement.

• **WIDA-Screener or KG MODEL: Identification**

Students who live in a home where a language other than English is spoken, must be assessed within 30 days of the beginning of school or within two weeks of a midterm enrollment utilizing the WIDA-Screener or KG MODEL Assessment.

Must be Certified Teacher that has completed training to administer the Screener

- **ACCESS for ELLs 2.0: Monitors Language Progress**

The ACCESS assessment must be administered in January/February to all students in grades K–12 identified as limited English proficient (LEP). Students will continue taking the ACCESS, annually, until they score proficient on this exam.

Must be Certified Teacher that has completed training to administer the ACCESS

- **State Assessment: Monitors Academic Progress**

All identified limited English proficiency students in grades 3 through 8 and 11 must participate in the State Assessment (Under Every Student Succeeds Act, ESSA). In South Dakota, students are provided accommodations per the LAP. Students will take the assessment in English.

- *EL students in their first year of enrollment in school in the United States are not required to take the Smarter Balanced reading subtests if these students have participated in the annual ACCESS assessment. Participation in the ACCESS assessment will constitute participation in state reading assessment for purposes of determining annual yearly progress (AYP).*
- *EL students in their first year of enrollment in a school in the United States are required to take the state math assessment, indicating participation for AYP determination. The results of the mathematics assessment for EL students in their first year of enrollment in a United States school will not be included in the determination of AYP for the school, district, or state, even if the student meets the requirements of attendance for a full academic year.*

**Must be a Certified Teacher/Staff that has completed training to administer the Smarter Balance and SD Science Assessment (5, 8, and 11) **

State and District Assessments: Academic Content/Monitoring

There are also state and district assessments that focus on content in the areas of math, English Language Arts, and science. District assessments are called NWEA-MAPS (Map of Academic Progress) and parents receive results three times throughout the school year. This assessment provides results in math and ELA for grades K-10th grade and helps parents and teachers identify strengths and needs per each student. The state assessment is called Smarter Balance is a standardized test aligned with our state Common Core Standards. This assessment evaluates in the areas of math, and English Language Arts/Literacy. Students are assessed in grades 3-8th, and 11th grade. The South Dakota Science Assessment is a state assessment given to 5th, 8th and 11th graders to measure science standards. There is also an alternate assessment for state assessments called the MSAA and Alternate Science and students are allowed to take these assessments based on meeting the qualifications and having a cognitive disability. The results of all the assessments are used to monitor student achievement of standards.

Instructional Plans:

EL Program Placement and Models

Placement of EL students within the EL Program will be intentional and determined by developmental linguistic needs. A student's WIDA screener and/or ACCESS score combined with their grade-level will determine the amount and type of services needed to best meet the needs of each individual EL student.

Placement within the EL Program will be based on the Language Acquisition Plan (LAP). Persons involved in the LAP will include the student, parent/guardian, EL Coordinator, EL teacher, principal, classroom teacher, and interpreter (if needed). The LAP team will meet annually to notify parents/guardians of continued placement and program options.

Program Models

Co-Teaching/Push-in

- Instruction in English using co-teaching and planning to make the lesson comprehensible, provide additional language support within the classroom related to the mainstream lesson or bilingual staff may provide native language support in the mainstream classroom

Pull-out

- 1 on 1 or in small groups
- Instruction using English to learn about English

Recommended Guidelines for English Language Development Instruction

South Dakota Title III Consortium provides recommended guidelines and are only intended to be a resource as to what a student may need for EL services. Other factors may be considered for each individual student such as teacher and parent input, class observation, and other assessments. Guidelines below are designed per the current needs in the Lennox School District at this time, but all services will be determined case-by-case.

	WIDA Access Levels 1-2 Beginner	WIDA Access Level 3 Intermediate	WIDA Access Level 4-5 Advanced
Kindergarten	Daily pull-out EL services up to 60 minutes each day, pull-out, push-in services or co-taught class. Services will be determined case-by-case.	Up to 30-60 minutes push-in/pull-out EL services 3-4 times a week; and/or co-taught class as needed. Services will be determined case-by-case.	Up to 30-45 minutes pull-out/pull-out EL services two-three times per week and/or co-taught classes. Services will be determined case-by-case.
Grades 1-2	Daily push-in/pull-out EL services up to 60 minutes each day, and/or co-taught class. Services will be determined case-by-case.	Up to 30-60 minutes push-in/pull-out EL services 3-4 times a week, and/or co-taught class. Services will be determined case-by-case.	Up to 30-45 minutes push-in/pull-out EL services two-three times per week, and/or co-taught classes. Services will be determined case-by-case.
Grades 3-5	Daily push-in/pull-out EL services up to 120 minutes each day, and/or co-taught class, Services will be determined case-by-case.	Up to 30-60 minutes push-in/pull-out EL services 3-4 times a week, and/or co-taught class as needed. Services will be determined case-by-case.	Up to 30-45 minutes push-in/pull-out EL services two-three times per week and/or co-taught classes. Services will be determined case-by-case.
Grades 6-12	*Intensive language instruction up to 180 minutes EL services per day; push-in/pull-out, sheltered or co-taught classes. Services will be determined case-by-case.	Up to 30-60 minutes of EL each day; push-in/pull-out, sheltered or co-taught classes. Services will be determined case-by-case.	Up to 30-45 minutes push-in/pull-out EL services two-three times per week, and/or co-taught classes. Services will be determined case-by-case.

Additional Services

An English Learner are eligible and may receive all services as needs and qualifications indicate including but not limited to accelerated and remedial programs. The English Learner requires the same process as any other student identified with a qualification for these services. A classroom teacher should notify the ENL program coordinator if recommending additional services.

- The following steps are required before an English Learner can be referred for special education services. The EL staff can assist the classroom teacher in determining whether language and/or cultural factors can be eliminated before continued referral for special education.
 1. Curriculum - continuity of exposure; scope and sequence; the learner's entry level skills; cognitive demands; mastery criteria; amount of proficiency in native language
 2. Instruction - sequencing of content; language use; effective instructional supports and modifications; coordination with other teachers
 3. Teacher - qualifications; experience with English Learners; instructional style; expectations; lesson development; behavior management
 4. Student - experiential background; native language proficiency; cultural characteristics; cognitive learning style; motivation
 5. Assessment - learning standards; data collection; modifications and reliability of results
 6. Cultural differences - country of origin; length of residency in U.S; age at arrival
 7. Language differences - first language characteristics; rate of progress in English; opportunities to use English outside of school
 8. Environmental factors - attitudes about school; family support for education; frequency of school moves; family separation
 9. Medical / Physical factors - history or present conditions
 10. Achievement / Performance factors - listening comprehension; oral expression; reading skills; reading comprehension; written expression
 11. Learning / Behavior factors - Visual or auditory discrimination or memory; fine and gross motor skills; attention; coordination; social perception; problem solving; activity level; speech

Transition and Program Exit

Each EL student's LAP will be updated annually (or as needed). As an EL student advances towards proficiency, the Lennox School District will continually evaluate support, performance in classroom, and academic achievement. In order for a student to exit EL status, an Overall Proficiency Level of 5.0 or higher on SD-ELP Assessment or Overall 4.0 on SD-ELP Assessment AND 3 or 4 on SD-ELA Assessment.

Even after a student has exited EL status, the school will monitor that student for the next two consecutive years. The district will look at progress of academic achievement, achievement on district or state testing, and parental/teacher referrals as a means to determine if a student needs to re-enter the EL program. Exited students must be monitored to ensure meaningful participation in the general education curriculum.

Parent Involvement:

Parent Involvement is vital for the success of any program. The Lennox School District staff encourage parent involvement in developing LAPs, participation in school activities, and sharing of all school information.

Staffing and Professional Development

The Lennox School District is responsible for having highly qualified staff provide services to any EL students within the district. These services will be overseen by a certified EL instructor working with the district's EL Coordinator to ensure that appropriate services are being provided to all EL students. Access to Common Core and English Language Development (ELD) Standards will be provided to all staff working with an EL student.

Professional development that targets the needs of EL students will be provided to staff within the district. This ongoing professional development may include but is not limited to in-services, workshops/trainings, and annual conferences focused around EL topics.

Program Evaluation

The Lennox School District will evaluate its EL program annually, using the 5 Components of an Evaluation provided by the SD DOE to ensure that the program is effective and meeting the needs of its students. Program evaluation will be done through the monitoring of student progress as well as through the following questions:

1. Is the program informed by evidence-based research? and
2. Are the practices, resources and personnel reasonably calculated to implement the program effectively? and

3. Do program results show that language barriers are actually being overcome?

Legal Evidence:

- **Civil Rights Act of 1964**

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in programs receiving federal financial assistance. This law has been interpreted in the public school context as requiring appropriate steps to ensure that equal educational opportunities are afforded to students who are limited in their English language proficiency.

Over the years, federal court decisions have recognized that school districts have a responsibility to take the steps necessary to provide equal educational opportunities to EL students.

- **Lau v. Nichols. Lau v. Nichols**, 414 U.S. 563 (1974),

A United States Supreme Court case in which the Court unanimously decided that the lack of supplemental language instruction in public school for students with limited English proficiency violated the Civil Rights Act of 1964.

In 1975 the U.S. Supreme Court ruled “There is no equity of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.” Lau v. Nichols, 414 U.S. 563, 94 S.Ct. 786 (1974).

- **Equal Educational Opportunities Act**

Congress passed the Equal Educational Opportunities Act. This recognizes the rights of EL students and requires educational service providers to take appropriate action to help these students overcome language barriers.

English Learning Program (EL)

Lennox School District

Notification of Program Eligibility: (Entrance / Continuation / Exit) circle one

School: _____ Date: _____ Grade: _____ School Year: _____

Dear Parent/Guardian of: _____,

ESEA Section 1112(A)(i)

According to information you provided on the Home Language survey along with an English language proficiency assessment, your child:

- Is identified and eligible for EL services.
- Is qualified to continue EL services.
- Does not qualify for EL services because...
 - The student was formerly an English learner and is now English proficient. The student reads, speaks, and comprehends English in academic classroom settings. The student has exited from the EL program and will be monitored for continued academic success for 2 years.
 - The student was never classified as an English learner and does not fit the definition of an English learner outlined in state or federal law.

ESEA Section 1112(A)(ii)

In Lennox Schools, Title III/EL Program eligibility is determined by Language Proficiency, which is assessed on a **scale of 1-6**. On the English language proficiency test, **your child tested at a level** _____ on the **ACCESS, Alternate ACCESS, MODEL or KG W-APT**.

Below is an explanation of the levels.

English Language Proficiency Levels (grades K-12)

Level A1	Initiating	The student can imitate sounds and respond to familiar voices.
Level A2	Exploring	The student can approximate routinely practiced words and respond to routinely practiced oral cues.
Level A3	Engaging	The student can approximate words and phrases and can respond to an idea within familiar language.
Level 1	Entering	The student knows and uses minimal social language and minimal academic language with visual support.
Level 2	Emerging	The student knows and uses some social English and general academic language with visual support.
Level 3	Developing	The student knows and uses social English and some specific academic language with visual support.
Level 4	Expanding	The student knows and uses social English and some technical academic language.
Level 5	Bridging	The student knows and uses social and academic language working with grade level material.
Level 6	Reaching	The student knows and uses social and academic language at the highest level measured by this test.

ESEA Section 1112(A)(vi)

To exit from the EL program, ELs will have reached the minimum level of a **5.0** Overall Composite Proficiency Level on the ACCESS for ELLs 2.0 test, but it can take up to 7 years to exit the EL program. Your child's anticipated graduation year from the EL program is

_____.

ESEA Section 1112(A)(iii)

The school offers the following programs to help your child develop English language proficiency:

Pull-out language support Push-in language support Sheltered Instruction

Other(s) _____

ESEA Section 1112(A)(v)

This program will help meet your child's language development needs by assisting your child with English language development in order for your child to meet the challenging academic standards in the mainstream classroom.

ESEA Section 3302(A)(iv)

A Language Acquisition Plan (LAP) will be written to address your child's specific strengths and needs:

- | | |
|---|---|
| <input type="checkbox"/> LAP is Attached (entrance or continuation) | <input type="checkbox"/> LAP will be written (entrance or continuation) |
| <input type="checkbox"/> Not applicable – student does not qualify | <input type="checkbox"/> Not applicable – student is exiting |

ESEA Section 3302(A)(vii)

If your child also qualifies for Special Education services, the EL teacher will be part of the Individualized Education Program (IEP) team in order to ensure that the EL programming is working to help meet the objectives of the IEP.

ESEA Section 3302(A)(viii)

Parents/guardians have the right to decline **services**, but annual language proficiency **assessment** remains a district responsibility. If services are declined, an LAP is written to address the student's linguistic needs in the regular education setting. The EL decline of services form must be signed, dated, and returned to the school.

If you need more information regarding the EL program and services, contact: Joyce Simon or Laura Welch; 647-2203

EL Teacher Name

EL Teacher Phone Number

Date

LENNOX SCHOOL DISTRICT

_____ *School Year* _____ *Grade*

Language Acquisition Plan for Student that are English Language Learners

Required under Federal Law (Title III, Sec 3302,)

GENERAL DATA

Student Name		Last				First				Middle			
Current Address													
Gender		Male			Date of Birth				Country of Birth				
Language first spoken					Language spoken in home				Additional Languages spoken				
Date of 1 st year in country					Immigrant Status (less than three years)								
Parent/Guardian name													
Phone	Home				Work				CEL				
Other Contact Person		Relationship						Phone					
Home/School communication to parent/guardian requested in:				English		Native Language		When possible	Oral		Written		

ACADEMIC HISTORY PRIOR TO ENTERING LENNOX SCHOOL DISTRICT

Age Started School		Years in Preschool/K		Years in 1-5		Retained in grades	
Last Grade Completed		Interrupted Education		Limited Schooling		No formal Schooling	
Has the student been referred for Special Education?				Does the child have an IEP?			
School Attended	City/State/Country	School Year		Grade	Age	Language of Instruction	

ACADEMIC ACHIEVEMENT LEVEL HISTORY

Subject	Below level	On or Above level	Method used to determine Level	Information not available
Math				
Reading				
Writing				

Alt. ACCESS criteria <https://wida.wisc.edu/#participation-criteria>

W-APT INFORMATION

Test	Date	Score	Level
Speaking			
Listening			
Reading			
Writing			
Composite SCORE			

ACCESS 2.0 INFORMATION

Test	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	
Speaking																			
Listening																			
Reading																			
Writing																			
Composite SCORE																			

ESL SERVICE

Date Identified EL		Date Entered ESL Program	
Student will receive Direct ESL Pull-out Services for		Minutes	Days a week
Student will be placed in an ESL English Class for on Credit (Grades 7-12 only)		Year	Semester
Student will be placed on monitoring Status	Comments:		
Parents Declined Services	Comments:		
<p>With regular school attendance and parental support, it is anticipated that the student will exit from services for English Language Learners to monitoring status in <u> 5-7 </u> years.</p>			
Comments:			
Date exited from EL Status			
Expected date of Graduation (Grades 9-12 only)			
Student Name	Last	First	Middle

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

*These Designated Supports are appropriate if consistent with the on-going normal delivery of classroom instruction and **MUST** be documented on the student's LAP.

Designated Supports:	ACCESS 2.0	SBAC	Science
Repeat Directions	x	x	x
Simplified Directions	x	x	x
Translated Directions	x	x	x
Text to Speech		All Math & ELA items	
Read aloud		All Math & ELA items	

Flexible schedule	x	x	
Test environment	x	x	
Word-to-Word Glossary			x
Translated Glossary		Math items	
Translation Stacked		Math items	
Bilingual Dictionary		ELA Performance task full writes	
Masking		x	
Color Contrast	x	x	
Magnification	x	x	
Noise Buffer	x	x	
Scribe		Non-writing items for ELA & Math	
Other: (must be approved by DOE before being used on State Assessment)			

https://www.wida.us/assessment/WIDA_AccessAccDescriptions.pdf

*Accommodation policies for ELP testing & content area testing are not identical and are not interchangeable.

**Students needing accommodations refer to IEP or 504 plan

INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM

To meet the needs of this child the following are to be used in regular classroom instruction:

Paraphrasing or repeating directions in English*	Print instead of using cursive
Personal cueing	Use high interest/low vocabulary text material
Reader (oral administration) – Provide oral answers	Use overhead and provide students with copies of teacher transparencies/notes/lectures – copies of notes
Technology (on-line testing)	Make instruction visual – graphic organizers, pictures, maps, graphs... to aid understanding
Extended time	Highlight/color code tasks, directions, letters home
Bilingual dictionary	Pair ESL student with an English speaking “Study Buddy”
Individual test administration: alternate setting to be read aloud/text to speech	Seat student in close proximity to teacher, alongside Study Buddy
OTHER*:	Allow peer tutors to assist student with work
Reduced and/or modified class and homework assignments	Ask questions that allow student to answer successfully

Reviewed 6/2023

Modified assessments (i.e. oral) spelling tests	Allow student opportunities to read aloud successfully
Break tasks/directions into subtasks	Use manipulatives
Increase wait time	Use books on tape
Additional time to complete assignments and tests	Record material for student listening
ESS (Extended School Services)	Record student speaking into a tape recorder
Face student when speaking – speak slowly	Label items in the room
Other programming accommodations to address individual strengths and needs: visual class schedule and visual timer	

ENGLISH INSTRUCTIONAL PLAN

Annual objective(s)
<input type="checkbox"/> To communicate in social settings
<input type="checkbox"/> To achieve in content areas
<input type="checkbox"/> In socially and culturally appropriate ways

Persons involved in the development of the Language Service Plan:

	Principal		Parent
	School /District EL Coordinator		Parent
	EL Teacher		Student
	Teacher		Interpreter
	Teacher		Date



Lennox School District

41-4

305 West 5th Ave

P.O. Box 38

Lennox, South Dakota 57039-0038

Phone (605) 647-2203 Option 8 Fax (605)647-2201

Web address lennox.k12.sd.us

Serving the communities of Chancellor, Lennox and Worthing, South Dakota

Dear Parents:

Your child took the Wida Screener Proficiency Test at school. The purpose of the testing is to identify your child's English language skills. The Screener evaluates listening skills, reading comprehension, speaking ability, and writing skills of English Learners. All children who need extra help with the English language for academic purposes have the opportunity to participate in the English as a Second Language (ESL) program in the Lennox School District.

Students qualifying for ESL services will be eligible for services based on the child's language proficiency level, previous education, and ability as determined by additional assessments and teacher recommendation. A copy of your student's Language Acquisition Plan will be discussed with you at your convenience.

If your child has a disability, the ESL program will also adhere to the objectives and goals of the Individualized Education Plan (IEP).

Students who score proficient based on state recommendations do not qualify for the ESL Program services.

Your child _____ is eligible to participate in the ESL Program which provided specialized ESL instruction and various activities in English to help students improve their English skills. Your child earned a score level of _____ on the Wida Screener test. Your child will continue to receive services until they obtain an Overall Proficiency Level of 5 or higher and/or scores of 4.5 or higher in the domain of Reading and 4.1 or higher in the domain of Writing on the ACCESS assessment.

Parents or guardians have the right to decline an ESL program for their children. It must be understood that your child's academic and social progress will be enhanced with participation in the ESL program. If you have any questions, please contact Joyce Simon and/or Laura Welch.

Sincerely,

Darin Eich
Lennox Intermediate Principal
EL Coordinator
647-2203 EXT 4002

Reviewed 6/2023



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Chad Conaway
 Superintendent
 Chad Allison
 Jr. High & High School Principal
 Becky Kuyper
 Asst. Lennox High School Principal
 Darin Eich
 Intermediate Principal/Assessment/ EL
 Coordinator
 Cody Lutes
 Lennox Elementary Principal
 Amanda Kruse
 Worthing Elementary Principal/Curriculum
 Director/Homeless Liaison
 Laura Welch
 Special Education Director

Parent Refusal of ESL Program

Student Name: _____ School: _____

Address: _____ Home Phone: _____

_____ (school district employee), visited with the
 parents of _____ (student name) on _____
 (date). During the visit it was explained to the family why this is the optimal program and the value in having
 the student attending the ESL program. The parents of this student have chosen to refuse ESL services, but
 are aware that the student will continue to take the ACCESS 2.0 test until an overall score of 5.0 has been
 attained.

 Parent Signature

 Date

 Principal Signature or EL Coordinator

 Date



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EL Monitoring for Fluency
 English as Second Language Program

School Year: _____ School Attendance Center: _____

Name _____ Grade _____

ESL Teacher _____ Classroom Teacher _____

Date			School Year:			
ACCESS:	Entering (1)	Beginning (2)	Developing (3)	Expanding (4)	Bridging (5)	Reaching (6)
Listening						
Speaking						
Reading						
Writing						
Composite						

As recommended by the ESL exit team, student will:

	be monitored for two years
	continue to receive modifications and accommodations only
	continue with in-class ESL para-educator support and recommended modifications and accommodations but no longer receive pull-out ESL services
	continue with ESL services as currently detailed in his/her LAP

Parent Signature	
District Representative	



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 Laura Welch
 Special Education Director

Dear Parents/Guardians:

Under the Federal Law (Title III, Sec. 3302 No Child Left Behind Act of 2001) school districts are required to identify students for Limited English Proficiency Services. The following Home Language Survey is used as the first screening tool to identify students that may qualify for Limited English Proficiency Instruction.

Please complete the survey below and return to your child’s teacher.

HOME LANGUAGE SURVEY:

1. What is the language most frequently spoken at home? _____
2. Which language did your child learn when he/she first began to talk? _____
3. What language does your child most frequently speak at home? _____
4. What language do you most frequently speak to your child? _____
5. In what language would you prefer to get information from the school? _____

Student Name _____ Grade _____

Parent/Guardian Signature _____ Date _____

Thank you for completing this survey. If your child qualifies for Limited English Proficiency services, you will be contacted.

Thank you for completing this survey. If your child qualifies for Limited English Proficiency services, you will be contacted by the school district.

