

Sioux Valley School District

Lau Plan

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM

Revised – November 2020

Approved by School Board on December 14, 2020

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Sioux Valley School District 5-5

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM

Mission Statement

The purpose of the Sioux Valley School District's English as a Second Language (ESL) Program is to provide experiences that encourage individual and social well-being and to provide equal educational opportunity for students whose primary language is not English. A program to assist students to acquire essential skills for learning a new language and adjusting to a new culture. Sioux Valley School District recognizes that each student is unique, and aims to be responsive to the initial and changing needs of the students and to maintain flexibility within the ESL program.

The ESL program encourages instructional assistance in the four skill areas of language development: listening, speaking, reading, and writing. The program assists non or limited English speaking students to acquire English language skills at a level, which will enable them to perform successfully in mainstream classes, graduate, and function successfully in our culture.

ESL Team Members

Laura Schuster (Superintendent/Director), Heather Hiltunen (Elementary Principal), Belinda Miller (MS/HS Principal), Olivia Burns (EL Test Coordinator, JK-5 School Counselor), Monica Jorgenson (District Test Coordinator/MS-HS School Counselor), Samantha Tschetter (EL Coordinator/Teacher), and Sheri Kelm (ENL certified para, certified teacher). Any core classroom teachers working with EL students.

ESL ABBREVIATIONS AND PROGRAM LABELS

Acronyms and labels can be confusing to those not familiar with or who are just learning about the educational options for learning and teaching English. The above definitions are those most commonly used in educational settings to describe options for English Language Learners in the U.S.

ACCESS- Assessing Comprehension and Communication in English State-to-State. A summative English language proficiency assessment taken annually by identified English learners in Kindergarten-12th grade.

Basic Interpersonal Communication Skills (BICS)- A component of second language proficiency that usually occurs on an informal level that precedes the more complex skills of cognitive academic language proficiency. If only an oral assessment of a student's skills is taken, the student may appear proficient according to BICS. BICS are less abstract and more concrete than the more demanding cognitive academic language proficiency skills (CALPS). BICS can be acquired in less than 2 years; CALPS require 4-10 years.

Cognitive academic language proficiency (CALP)- A component of second language proficiency that occurs at the complex higher language acquisition level after the simpler, basic interpersonal communication skills (BICS). It may take at least 4 and as many as 10 years for an EL student to reach national grade-level norms of native English speakers in all subject areas of language and academic achievement as measured on standardized tests. The span of time for acquiring CALP is directly influenced by factors such as (a) age at arrival in a second language culture, (b) amount of uninterrupted schooling in the heritage language, and (c) length of residence.

EL-English Learner

ESL- English as a Second Language; generally refers to programs that teach English to students who speak another language in the home.

ESOL- English Speakers of other Languages; refers to students whose first language is something other than English.

Home Language Survey- A simple form, administered by school systems, to determine the language spoken at home by a student. Such surveys are often in English and another language. The survey, by itself, does not determine English proficiency.

Language proficiency- Language fluency skills acquired in one or more languages.

LEP- Limited English Proficient; a descriptive term, as in an LEP student.

Lau Plan- An equal access plan and policy targeted for language minority youth of a given school district. The plan includes the procedure for identification of EL students, an academic program plan for them, and criteria for their ultimate exit from a language support program.

Native language- The language normally used by an individual, the family, or both at home. Also referred to as the heritage or first language.

Office of Civil Rights (OCR)- The civil rights enforcement arm of the U.S. Department of Education, which is charged with enforcing federal civil rights laws prohibiting discrimination on the basis of race, color, national origin, sex, handicap, and age in services, programs, or activities receiving federal assistance. Through complaint investigations, compliance reviews, and technical assistance, the OCR oversees the education of EL students in public schools across the United States.

WIDA Consortium- World-Class Instructional Design and Assessment Consortium; a group of over twenty states that collaborate to design and implement common standards for English language learning programs.

Immigrant – Definition of Immigrant Children and Youth The term ‘Immigrant children and youth’ means individuals who- “(A) are aged 3 through 21; “(B) were not born in any State; and “(C) have not been attending one or more schools any one of more States for more than 3 full academic years. “Three full academic years” = cumulative

Migrant - According to sections 1115(b)(1)(A) and 1309(2) of the statute and section 200.81(d) of the regulations, a child is eligible for the MEP if:

1. The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to a free public education or is of an age below compulsory school attendance); and
2. The child is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and
3. The child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; and
4. Such employment is a principal means of livelihood; and
5. The child:
 1. Has moved from one school district to another; or
 2. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
 3. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (This provision currently applies only to Alaska).

TITLE VI ESL COMPLIANCE REQUIREMENTS OFFICE OF CIVIL RIGHTS

School districts having EL students enrolled shall:

1. Identify English language learner students using a home language survey of all students.
2. Assess language proficiency of English language learner students.
3. Diagnose student instructional needs.
4. Establish an alternate language program that meets the needs of EL students for English language instruction.
5. Establish criteria for entry/exit into the language instructional program.
6. Provide understandable instruction in content areas using ESL methodology.
7. Provide EL students the opportunity to develop a positive self-concept and identification with their cultural heritages.
8. Provide qualified teachers (or formal training to qualify teachers).
9. Provide equal access to all other district programs and services.
10. Provide opportunities for parental involvement. Provide ways to communicate with parents of EL students in their language(s).
11. Monitor student progress at regular intervals. After exiting students, provide them support services as needed.

ESL FEDERAL REQUIREMENTS

A number of specific federal laws provide equal opportunities to all citizens and forbid discrimination against citizens on account of race, color, sex, national origin, or handicapping conditions in any federally-funded activity:

LAU vs NICHOLS

By law, ESL students are entitled to equal access to our educational system. The United States Congress has addressed the legal obligations of school districts to this special population in the Equal Education Opportunity Act of 1974, 20 U.S.C.1703.

“No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by...(f) the failure by an educational agency to overcome language barriers that impede equal participation by its students in its instructional programs.”

This statute recognizes the state’s role in assuring equal educational opportunity for national students. The Supreme Court decision, *Lau v. Nichols*, (as well as the Lau Remedies and Guidelines implemented by the Office of Civil Rights following the Lau decision), specify that school districts must provide limited English students the instructional practices and materials by trained and experienced professionals. The district must make a documented effort to do whatever is educationally appropriate to develop the English and the educational needs of limited English students so that they can compete with their English-speaking peers.

EQUAL EDUCATION OPPORTUNITY ACT (EEOA), 20 U.S.C. 1703 (1988)

This act states in relevant part that:

No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin by-

the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

TITLE VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d

This act provides that:

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

The U.S. Department of Education, Office of Civil Rights (OCR), is responsible for enforcing Title VI and its implementing regulations, Title 34, code of Federal Regulations (C.F.R.), Part 100. OCR has issued three policy memoranda in which OCR advises school districts of their responsibility under Title VI to provide equal educational opportunity to national-origin minority students who are deficient in English language skills. It is OCR's position that where inability to speak and understand the English language excludes such students from effective participation in a district's education program, a district must take affirmative steps to rectify the language deficiency in order to open its instructional programs to these students.

PUPIL NONDISCRIMINATION

Under this law, no student may be denied admission to any public school, be denied participation in, be denied the benefits of, or be discriminated against in any school-related activity, or program on the basis of the student's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. This law, like its federal counterparts, requires that every student receive an equitable educational opportunity.

In order to meet this requirement, language barriers must be overcome or removed.

PURPOSE of the ESL PROGRAM

1. To help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards, as all children are expected to meet;
2. To assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet, consistent with section 1111(b)(1);
3. To develop high-quality language instruction educational programs designed to assist state educational agencies, local educational agencies, and schools in teaching limited English proficient children and serving immigrant children and youth;

ESL PRACTICES

Grade Placement of Students

Placing ELs at a lower grade because they do not speak English may be considered against their civil rights. Students should be placed in a grade level appropriate to their age within one year. Any variation must be determined by looking at a variety of materials and conferencing with parents and teachers. This process must be documented and maintained in ESL records. Ultimately, however, grade placement is the principal's responsibility.

Transfer Students

Students enrolling with current information indicating participation in an ESL program are eligible for placement in an ESL program in the Sioux Valley School District. It is not necessary to re-determine eligibility. Upon receipt of the records, the student's ESL teacher will review the information and determine the degree or level of ESL services. If there is not sufficient assessment information to determine eligibility for ESL services, the ESL teacher will assure that the WIDA ONLINE SCREENER is administered within 30 days of beginning of year or the first two weeks of the student's enrollment after the first day of academic year. The ESL teacher will also be responsible for finalizing the student's Language Acquisition Plan. In the absence of student records, the student may receive ESL services until eligibility has been determined by school records or screener.

General High School Credit Acceptance for Immigrant Students

All students under the age of 21 who are living in the Sioux Valley School District, who have not been removed from school for cause or who have not obtained a high school diploma, are entitled to all the privileges and advantages of the public schools. If a student arrives as a transfer student from another high school or another country, he/she shall be enrolled at that

time. The student must document enrollment in a previous school by providing an official transcript that has been translated to English. A language barrier, however, is not just cause to deny a student appropriate transfer of credits. If the student enrolls with transcripts, the counselor will evaluate the transcript for transfer credit and the student will be placed in a grade level based on the number of credits transferred. Course credit will be awarded based on a passing grade in the subject, the former school's course alignment with the South Dakota Standard Course of Study for the same or similar course offering and comparable time in class. Elective courses may transfer as noted on the transcript. If the student arrives without a transcript, the student will be placed in the 9th grade upon enrollment. If the student presents an official transcript at a later date, grade placement will be reconsidered and credits will be transferred at the end of the semester. Final decisions regarding all placements rest exclusively with the school principal. All requirements for graduation will be met according to state accountability standards. Parents and students will be informed of all requirements in a language they can understand.

Grading Students

ESL students should be evaluated in academic subjects primarily on progress as they relate to potential achievement. These students should accomplish the same objectives as their peers, using modified language functions and instructional supports. Teachers are encouraged to implement modifications listed on each ELL's Language Acquisition Plan, differentiate instruction, and use portfolios to demonstrate growth. ELLs cannot fail a class due to a language barrier.

Grading Guidelines for ELs

Because of limited language proficiency, ELs may be unable to demonstrate the level of language understanding that is typical of a particular grade level. There is concern that students be graded in a flexible manner that takes into consideration students' language levels. The following grading guidelines for ELs should be given full consideration:

- Progress is an important part of the student's evaluations.
- Students need more time to accomplish objectives.
- Non-English speaking students will progress through social language before moving into literacy and academic language.
- Social English is usually learned in one to three years.
- Academic English may take five to seven years.
- EL students are learning social and academic language simultaneously.
- Methods and intensity of instruction should be different for EL students.
- Classroom instruction should be modified according to the student's language acquisition plan.
- A student's grade should reflect effort to complete the modified assignment.
- Grades should be based on a realistic assessment of student language ability and growth.
- Legally, a student may not fail due to the language barrier.
- If any EL student is failing, documentation needs to be on record as to exactly what factors other than limited English proficiency contributed to the failing grade and what modifications were made.

- Keep in mind any assessment or assignment given in a student's second language is typically a reflection of their language acquisition and not their content mastery.
 - Taking into consideration that use of first language in homework and assignments is a decision made collaboratively with the content teacher and the ESL teacher.
- Notation may be placed on the LAP plan indicating that grades are based on ESL modifications and language acquisition level.

English Learner (EL) Student Retention/Promotion

Students cannot be retained, even though they might not be on grade level, because of the language barrier. Academic language acquisition may take 5-7 years and it is not feasible to retain an EL student until he/she is on grade level.

Modifications to instruction for EL students must be made to ensure non-discriminatory evaluations. EL students should not be penalized because they cannot express themselves in English. Teachers need to document way that instruction has been differentiated based on the student's language proficiency level and LAP. If an EL student has been recommended for retention, the district TAT process should have been completed. The final decision to promote or retain EL students shall be made by the ESL team and content teacher. Any retention decision should be thorough and involve all stakeholders.

IDENTIFICATION AND PLACEMENT OF ELS IN A LANGUAGE INSTRUCTION EDUCATION PROGRAM (LIEP)

Sioux Valley's process for identifying and placing ELs:

Initial screener: (see appendix)

- Home Language Survey (HLS)

Purpose:

- To identify potential EL students. The questionnaire needs to be completed for ALL students and will be stored in the student's cumulative record.

Process for initial identification:

- Parents/guardians of all new students complete the HLS on their school registration form. The HLS is also available in native language.
- EL Coordinator/Designee needs to ensure that all questions on the form are completed. The administrative assistants notify the EL staff of any identified students.
- An interpreter will be present during registration.

Referral:

- If one or more of the HLS questions is answered with a language other than English.

Screening:

- The ESL teacher will administer and document the MODAL/WIDA screener. The screener must be completed within 30 days of enrollment at the beginning of the year or 14 days from enrollment during the school year.

Services:

- If a student's score determines eligibility for ESL services, parents will be notified and a Language Acquisition Plan (LAP) will be written. The LAP will state the student's English proficiency level, services times, and accommodations needed in the classroom. The LAP will be updated annually.
- Qualifying students have the right to accommodations, modified curriculum, modified grades, and support services based on need and level of English language proficiency.
- EL Team (ESL teachers and admin) makes the classroom placement and ESL programming decisions (consult class schedules, counselors, class size, and other factors noted in Lau Plan).

Process for waiving services: (see appendix)

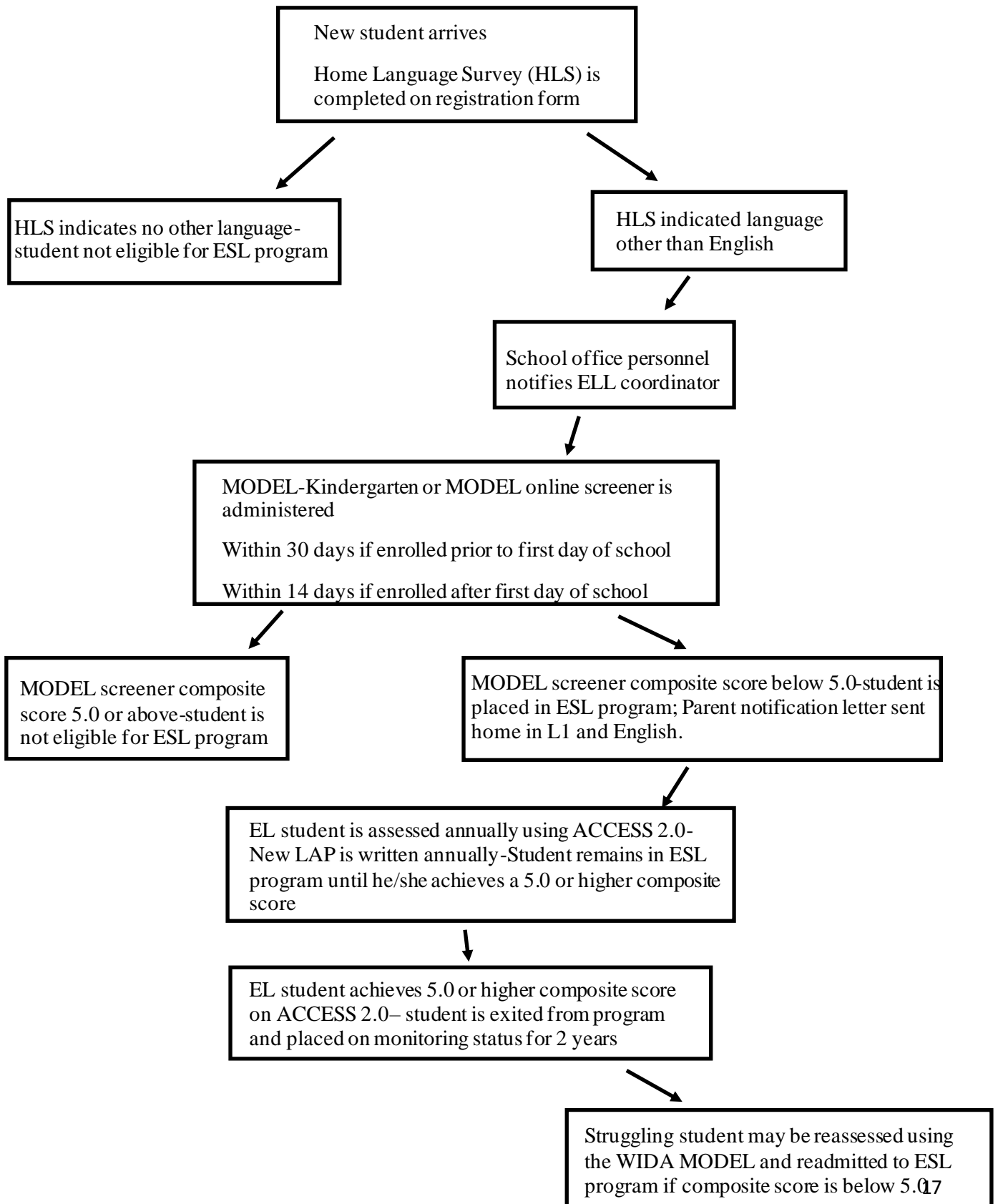
- Parents have the right to decline services for their student. During the review of the LAP, if a parent feels their child will not benefit from services, they may waive ESL services after a meeting has taken place. Parents must be made aware of their rights and what they are opting out of. Students would be placed in the general classroom without ESL pull-out support, the regular grading procedures

would be used, and the student would participate in all system-wide assessments without accommodations. Parents will be made aware that their student has the right to rejoin the ESL program at any time.

Translation/interpreter services:

- Qualified translators/interpreters will sign a confidentiality waiver to work for the school.
- Family friends, siblings, students, and children are not considered qualified translators.
- Translator/interpreter will be made available in a language the parents understand (L1 on one side and English on the other).

Sioux Valley ESL Program Eligibility Determination



NOTIFICATION AND CONSENT

Parent notification letters are mailed in the fall. After families have been given information about ESL programming, they have the right to either accept or decline these services. Families also have the right to change their decision at any time during the student's career in the Sioux Valley School District.

The school district receives annual ACCESS scores in late May. ACCESS scores will be sent home with final report cards. EL teacher will provide those results to the building secretary. The building secretary mails a parent notification letter and a student report to each student's parents or guardian. These results are also discussed with parents at the fall parent-teacher conferences.

See Appendix

LANGUAGE ACQUISITION PLANS (LAPs)

All students in the ESL Programs are required to have an annual Language Acquisition Plan. Each plan will address the accommodations for each domain: reading, writing, speaking, and listening. A copy of the LAP will be provided to the parents and the educational team annually.

Language Acquisition Plan

- Annual document
- Legal document
- Outlines the accommodations, modifications, and services for each EL in the district.

The LAP Members

- EL Coordinator
- EL Teacher
- ENL certified para
- Parent(s) or Guardian(s)

Purpose

- Determine the appropriate accommodations, modifications, and services for each individual EL.
- Document the accommodations, modifications, and services on the LAP.
-

EL Coordinator Responsibilities

- Identify all ELs on caseload throughout the year.
- Obtain input from general education/core teachers.
- Obtain parent signatures prior to fall parent-teacher conferences, suggestion is beginning of the school year. It is important that the LAP be communicated to the parents of each EL.
- Throughout the year, effort to obtain parent signatures can be done at other conferences.
- Communicate final LAP to classroom teacher(s).
- Communicate any updates with all teachers.
- File LAPs in student cumulative files.

- Update LAPs every school year.

See Appendix

RECOMMENDATIONS FOR ESL SERVICES

	WIDA Access Levels 1-2 Beginner	WIDA Access Level 3 Intermediate	WIDA Access Level 4-5 Advanced
Kindergarten	Daily pull-out ESL services 60 minutes each day, plus push-in services or co-taught class	60 minutes pull-out ESL Services 3-4 times a week; plus push-in services or cotaught class as needed	30-60 minutes pull-out ESL Services two times per week; push-in services or co-taught classes
Grades 1-2	Daily pull-out ESL services 60 minutes each day, plus push-in services or co-taught class	30-60 minutes pull-out ESL Services 3-4 times a week; push-in services or cotaught class	30-60 minutes pull-out ESL Services two times per week; push-in services or co-taught classes
Grades 3-5	Daily pull-out ESL services 120 minutes each day, plus push-in services or co-taught class	30-60 minutes pull-out ESL Services 3-4 times a week; push-in services or cotaught classes	30-60 minutes pull-out ESL Services two times per week; push-in services or co-taught classes
Grades 6-12	Intensive language instruction (ESL Direct instruction 180 total minutes; *90-180 minutes direct ESL Class *remaining time ESL Resource Study Hall, co-taught content classes and/or sheltered classes	90 minutes of ESL each day; sheltered or co-taught classes; ESL resource periods	45 minutes of ESL each day; sheltered or cotaught classes; ESL resource periods
ESL	English as a Second Language, taught by an endorsed English as a New Language teacher, objective is language development, class or pull-out structure		
Co-teaching	ESL and Content teacher plan and/or teach together to highlight language development within the context of content classroom learning		
Sheltered	Classroom/Content teacher uses strategies to modify grade-level content for students in response to language proficiency level		

Collaboration	The collaboration on a consistent between classroom teachers and ESL teachers is of upmost benefit to ESL and all students – as teachers work together to build academic language.
ESL Resource Period Study Hall	This period can be used to help students with their modified content work, fill content and information gaps as needed, and/or provide time for utilizing online literacy programs to support language development.

Student Characteristics by English Language Proficiency Level

Level 1, Entering o When compared with others of the same age or grade, a Level 1 student demonstrates negligible cognitive-academic language proficiency (CALP) in English. If provided with unsupported English-only instruction at the subject’s chronological age or corresponding grade level, it is expected that a Level 1 student will find the language demands of the learning task impossible to manage.

Level 2, Beginning o When compared with others of the same age or grade, a Level 2 student demonstrates very limited cognitive-academic language proficiency (CALP) in English. If provided with unsupported English-only instruction at the subject’s chronological age or corresponding grade level, it is expected that a Level 2 student will find the language demands of the learning task extremely difficult to manage.

Level 3, Developing o When compared with others of the same age or grade, a Level 3 student demonstrates limited cognitive-academic language proficiency (CALP) in English. If provided with unsupported English-only instruction at the subject’s chronological age or corresponding grade level, it is expected that a Level 3 student will find the language demands of the learning task difficult to manage.

Level 4, Expanding o When compared with others the same age or grade, a Level 4 student demonstrates fluent cognitive-academic language proficiency (CALP) in English. If provided with unsupported English-only instruction at the subject’s chronological age or corresponding grade level, it is expected that a Level 4 student will find the language demands of the learning task manageable.

Level 5, Bridging and Level 6, Reaching o When compared with others of the same age or grade, a Level 5 student demonstrates advanced cognitive-academic language proficiency (CALP) in English. If provided with unsupported English-only instruction at the subject’s chronological age or corresponding grade level, it is expected that a Level 5 student will find the language demands of the learning task very manageable. Most students at Level 5 and 6 are exited from EL program and are monitored for two (2) years to ensure continued academic success.

SPECIAL PROGRAMS FOR ESL STUDENTS

In an effort to ensure success for all, the Sioux Valley School District provides a number of special instructional programs to meet the individual needs of ELL students.

If an English Learner (EL) student is believed to have special education needs, the classroom teacher must follow the Teacher Assistance Team Pre-Referral Intervention District Process. The first step in the screening process will be to contact the ESL teacher to determine, if possible, whether or not the problems are related to the language barrier, lack of prior educational background or cultural differences. An assessment of the student's language proficiency level will be provided to indicate the student's level of cognitive academic language. The ESL Coordinator will also review documentation of implementation of the LAP recommended for each particular student and will consult prior school records, if available.

If the ESL Coordinator and Teacher Assistance Team members find that the student's problems are not attributable to difficulties with the language and are not resolvable using appropriate services or aids in the classroom, a referral will be made to the school's Teacher Assistance Team. At this point, the screening process will proceed as with any other child believed to have special needs. Please note that it usually takes about two years in English-speaking schools for a student to gain social language proficiency and 5-7 years before mastering academic English needed to meet cognitive academic language demands.

If the child is suspected to be speech or language impaired, the ESL staff will attempt to determine if the impairment is related to language difference, or to impairment atypical of others who share the same regional background. An appropriate referral will then be made for further testing if necessary.

If after a psychological evaluation, the decision is made that the child has a disability and needs SPED, an Individualized Education Plan (IEP) must be developed in addition to the ESL Language Acquisition Plan. Service time in the ELL Program **cannot** be counted towards Special Education minutes, but can be indicated in the "related services" section of the Individualized Education Plan (IEP). The education agency is required to hold meetings at least once a year to review each child's IEP and to revise the IEP as needed. In addition, the education agency must ensure that parents are encouraged to attend the IEP meeting.

If the parents do not speak English as L1 an interpreter must be present, one will be provided by the school district.

*If a student is believed to have a learning disability, the team will need to complete the process of separating learning disability from language difference. Below are the links to the planning form and the handbook.

<file:///C:/Users/tschettters/Documents/ELLs/RtI2-Planning-Form-for-ELLs-WIDA-1y4ki5q.pdf>
https://www.uab.edu/education/esl/images/WIDA_RtI2_forELLs.pdf

EL EXIT STATUS/ MONITORING PROCEDURES

Beginning the 2018-2019 school year, EL students may exit the ESL program with an overall ACCESS composite score of 5.0 or above. The state is looking at legislation to possibly let students exit with an overall ACCESS score of 4.0 with a 3.0/4.0 in English and math on the South Dakota State Assessment, the future.

When the student exits EL status, the student is no longer eligible to receive test accommodations on state-mandated tests. The student is placed on monitoring status for a period of two years after meeting the exiting criteria. If students are not making sufficient academic progress during the monitoring status, a screener can be re-administered to see if the student requalifies for ESL services.

Procedure (ESL Coordinator)

1. Notify Parents with state-approved parent notification form showing exit status in language most understandable to parents/families.
2. Change student coding to “exited” so the student does not continue to generate unwarranted funding.
3. Begin required two-year monitoring process.

See Appendix

STATE TESTING GUIDELINES FOR EL STUDENTS

All EL students are required to take the South Dakota Assessments in grades 3-8, and 11 for language arts and mathematics, and grades 5, 8, and 11 for science. If a student scores below Level 5.0 Bridging ACCESS for ELLs, the student is eligible to receive state-approved LEP testing accommodations on all state tests. Testing accommodations are provided to eligible students to ensure that individual student needs are met and, at the same time, maintain sufficient uniformity of the test administration. Accommodations allow these eligible students to demonstrate his/her abilities on state mandated tests; however, students must not receive unnecessary or inappropriate accommodations. Each student’s individual needs must be considered when making the accommodation(s) decisions. Testing accommodations must never be used for score enhancement. If the student scores Level 5.0 Bridging or above on the ACCESS for ELLs, exits the ESL program, or declines ESL services, the student must participate in all state tests without accommodations.

	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging	6 Reaching
	Eligible to receive state-approved EL testing accommodations for all state tests.				Must participate in the general state test administration without EL testing accommodations.	

The South Dakota Department of Education has allowable EL accommodations for high-stakes assessments. Please see the South Dakota Department of Education website for guidance. www.doe.sd.us

First Year Exemption for EL Students

According to the South Dakota Department of Education guidelines, all students identified as EL must be included in the statewide testing program as follows: standard test administration or standard test administration with accommodations.

Exemption: EL students in their first year in the country (USA) do not take the South Dakota ELA Assessment. Students from Puerto Rico do not qualify for this exemption.

Monitored Former EL Students

Students who have exited EL identification during the last two years are referred to as Monitored Former EL students. Monitored Former EL student performance on state content assessments is reported annually to the federal government.

DESCRIPTION OF THE LANGUAGE INSTRUCTION EDUCATION PROGRAM (LIEP)

Goal: ESL students will exit from the program in 5 years.

Description of specific state-approved LIEP model(s) used in district:

- Transitional Bilingual (Ms. Tschetter)
- Structured English Immersion (Ms. Tschetter)
- Pull-out ELL (Mrs. Kelm)

Highly qualified staff

- A highly qualified staff member (with an ENL endorsement) will deliver all direct instruction of English-language classes.

Curriculum:

- Kindergarten: Pearson's Pockets, 2nd Edition curriculum, Imagine Learning
- 1-5: Pearson's Cornerstone curriculum, Imagine Learning, Reading A-Z
- 6-12: Pearson's Keys to Learning curriculum, Pearson's Keystone curriculum

MEANINGFUL ACCESS TO ALL CO-CURRICULAR AND EXTRACURRICULAR PROGRAMS

According to federal law, all students have equal access to co-curricular and extra-curricular programs regardless of EL status.

ESL PROFESSIONAL STAFF DEVELOPMENT

The Sioux Valley School District belongs to the South Dakota Statewide Title III consortium. Through this membership, ESL teachers and administration consult routinely with the Title III Consortium staff on practices related to effective instruction and proper implementation of procedures related to English learners. In addition, staff at the Sioux Valley School District are encouraged to participate in any relevant professional development opportunities available to them through the SD Title III Consortium.

PROGRAM EVALUATION

Annually, the EL team will review and evaluate the progress of EL students by collecting and analyzing data from ACCESS, South Dakota ELA, Math, and Science Assessments, and input from teachers and administrators. In addition to this information, the team will also evaluate instruction, curriculum, staff development, and family and community involvement. This information will be used to make decisions regarding program instruction, staffing, parent involvement, and profession development. The team may use the SDDOE ESL program appraisal tool as a guide.

APPENDICES

Sioux Valley School District Home Language Survey

Questions provided below are included on new student registration form.

Home Language Survey Section: (ESL Determination)

1. What is the language most frequently spoken at home?
2. What 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?

English Learning Program (EL)

Sioux Valley School District

2019-2020

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

School: _____ Date Enrolled: _____ Date Identified: _____

Dear Parent/Guardian of: _____

ESEA Section 1112 (e)(3)(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 (e)(3)(A)(ii)

In SD 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, WIDA Screener (circle the assessment type)**

Below is an explanation of the levels.

English Language Proficiency Levels (grades K - 12)

Level A 1	Initiating	The student can imitate sounds and respond to familiar voices.
Level A 2	Exploring	The student can approximate routinely practiced words and respond to routinely practiced oral cues.
Level A 3	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(e)(3)(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 5 or 6 years to exit the EL program. The high school completion rate and on time graduation rates for SD schools can be found at <https://sdschools.sd.gov/#/home>

ESEA Section 1112(e)(3)(A)(iii)

The school offers the following programs to help your child develop English language proficiency. A description of these program models can be found on the back side of this letter. Based on your child's language development needs, the recommended program model for your child is:

Pull-out language support

Other(s) _____

ESEA Section 1112(e)(3)(A)(v)

This program will help meet your child's language development needs by assisting your child with English language development services in order for your child to meet the grade level content standards in the mainstream classroom and help your child complete high school.

ESEA Section 1112(e)(3)(A)(iv)

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

- LAP is Attached (entrance or continuation)
- LAP will be written (entrance or continuation)
- Not applicable – student does not qualify
- Not applicable – student is exiting

ESEA Section 1112(e)(3)(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 1112(e)(3)(A)(viii)

Parents/guardians have the right to decline **services** or choose a different program model offered by the district, but annual language proficiency **assessment** remains a district responsibility. If services are declined, a 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: _____

EL Coordinator/Teacher

Phone number

Program Model Type	Focus	Students	Delivery	Staff
Transitional Bilingual or Early-Exit Bilingual Education	Develop literacy in English while developing some literacy skills in the native language	ELs with same native language	Instruction is delivered in both languages – instruction may be heavier in native language in early grades and transition to mostly English in later grade levels	Bilingual Teacher
Dual Language or Two-way Immersion	Develop literacy in the native language and in English	ELs with common native language and native English speakers who want to learn that language	Instruction is delivered in both languages	Bilingual Teacher
ESL or ELD (English Language Development)	Develop English language proficiency	EL students and possibly other native English-speaking students who need assistance with academic English	Instruction using ELD standards to teach English (students may use native language supports)	EL Teacher
Content Classes with Integrated ESL Support	Develop English language proficiency and content knowledge	ELs and can include native English speakers	Instruction uses rigorous content standards, English Language Development standards and specific strategies and techniques to teach English and content together	EL Teacher
Newcomer Program	Develop beginning English language skills, introduce core academic skills and provide support for acculturation to the US and school	New ELs to the US educational system with an entry level of English language proficiency or EL students with Severely Interrupted Formal Education	Instruction is delivered in English with native language support from Bilingual staff and peers when possible – units designed for students to succeed in US schools and transition students to regular classrooms within a year	EL Teacher
Other – Push-in ELL	Develop English language proficiency	EL students and possibly other native English speaking students who need assistance with academic English	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	Bilingual or EL Teacher
Other – Extended Instructional Day	Focus varies, based on student needs	ELs	Instruction is delivered outside of the regular instructional school day	Bilingual or EL Teacher

SIOUX VALLEY SCHOOL DISTRICT

_____ *School Year*

Language Acquisition Plan for Student that are English Learners

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

GENERAL DATA

Student Name		Last					First			Middle		
Current Address												
Gender	M		F		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		Oral		Written		

ACADEMIC HISTORY PRIOR TO ENTERING SIOUX VALLEY 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://www.wida.us/assessment/alternateaccess.aspx#participation-criteria>

KG W-APT/WIDA Screener 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																		

Student Name	Last	First	Middle
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ESL SERVICE

Date Identified EL	Date Entered ESL Program		Minutes	Days a week
Student will receive Direct ESL Pull-out Services for		Year	Semester	
Student will be placed in an ESL English Class for on Credit (Grades 7-12 only)		Comments:		
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 learners to monitoring status in years.</p>				
Comments:				
Date exited from EL Status				
Expected date of Graduation (Grades 9-12 only)				

ENGLISH INSTRUCTIONAL PLAN

Annual objective(s)
<ul style="list-style-type: none"> To communicate in social settings
<ul style="list-style-type: none"> To achieve in content areas
<ul style="list-style-type: none"> In socially and culturally appropriate ways

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)	Use overhead and provide students with copies of teacher transparencies/notes/lectures
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	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
Modified assessments (i.e. oral)	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:	

Student Name	Last	First	Middle
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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

Persons involved in the development of the Language Service Plan:

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

Waiver of ESL Services

To request ESL services be waived parents must meet with school administrator and complete this form.

Student's Name: _____

School: _____ Grade: _____

Parent/ Guardian Name: _____

Relationship to Student: _____

Date of Meeting: _____

Refusal/Waiver of ESL Services I understand that my child is eligible for ESL services, however, I would like to refuse/waive these services at this time. I further understand:

- the state of South Dakota requires that all eligible students including those who have waived services to test annually for English language proficiency progress. My child will be assessed until he/she demonstrates proficiency in English.
- refusing/waiving service does not negate the district's responsibility to ensure that my child's have equal opportunity to have their English language and academic needs met.
- that in the future I can request my child may be reassessed and if found eligible be placed back into the ESL Program.

Reason for Refusal/Waiver of Services

School Administrator supports this decision

School Administrator shared concerns and recommended continuation of English language services

Parent/Guardian Signature _____ Date: _____

School Administrator Signature _____ Date: _____

Sioux Valley School District

EL MONITORING FORM

This form is used for monitoring purposes. Students are monitored for two years after exiting the ESL state criteria. For the _____ school year, please complete the following form if the ESL student scored an ACCESS composite score of 5.0 or above.

Student's Name: _____ Date: _____ School: _____
Grade: _____ EL Teacher: _____
Classroom Teacher: _____

Step 1: Schedule a meeting to review student performance. Review team should include the ESL teacher, classroom teacher, parent or guardian, building principal, ESL Director and one additional staff member (i.e. building administrator, counselor, case manager). Documentation to be reviewed may include the following. A minimum of four pieces of documentation must be reviewed in order for the exit to be considered. Attach current assessment data to the final report.

- ACCESS or W-APT score* _____
- Smarter Balanced scores ELA _____ Math _____
- Dakota Science score _____
- Language Acquisition Plan (LAP)
- Classroom teacher observations (narrative and/or interview)
- Quarterly grades (attach most recent report card)
- Attendance records
- Individual Education Plan (IEP) or Acculturation Screening Tool
- Professional Judgment

Step 2: Discuss evidence. Consider or add comments in the space provided as needed.

- What is the amount of modifications currently in place?
- What is the ability of the student based on individual and group work?
- What is the student's success with independent work on homework?
- What are the details of the student's IEP?
- Does the student's disability impact the success in any of the domains as assessed through ACCESS/W-APT?

Step 3: After reviewing the evidence and concluding that the student no longer benefits from the new language acquisition support the review team should make recommendations for the student based on applicable data and evidence.

As recommended by the ESL exit team, _____
_____ will continue with ESL services as currently detailed in his/her LAP. _____ will continue with in-class ESL para-educator support and recommended modifications and accommodations but will no longer receive pull-out ESL services. _____ will continue to receive modifications and accommodations only. _____ will be monitored for two years.

Step 4: Schedule a parent meeting to obtain parent signatures. If an interpreter is needed, contact the EL Coordinator or Principal. This meeting can take place at parent-teacher conferences.

Step 5: Mail copies of final form to parent with letter detailing change in programming. Send a translated copy as needed. Place a copy of the letter and form in the student's cumulative file and send a copy to Sioux Valley School District.

Signatures

Student _____

Parent _____

EL Teacher _____

Classroom/core teacher _____

Building principal _____

EL Coordinator _____

Other _____

