

**Alaska Gateway School District**

**LIMITED ENGLISH  
PROFICIENCY  
PLAN**

Approved September, 2012

## **Mission Statement**

**To educate all students to reach their full potential as responsible citizens.**

**To that end, and related to our Limited English Proficient students:**

- Alaska Gateway School District provides equal and equitable educational opportunities for all students to succeed. The district is dedicated to the total development of each student and is committed to the goal of providing equality programs, which meet the special needs of Limited English Proficient students.**
- Our language services are designed to meet the communication, academic, and social needs of Limited English Proficient (LEP) students by providing the tools necessary for addressing individual differences in linguistic development and in styles and rates of learning.**

# **ALASKA GATEWAY SCHOOL DISTRICT LEP PLAN**

## **I. INITIAL IDENTIFICATION PROCEDURES**

### **A. Registration of Students:**

Registration and enrollment procedures include the gathering of information required by the State of Alaska for each student's entry into school. Data is collected at each individual school site and home language assistance is provided if needed. The school secretary and site administrator assist families with registration.

### **B. Parent Language Questionnaire:**

The Parent Language Questionnaire is included in the enrollment packet for AGSD. It is completed by the parents upon the initial enrollment of a student. Registration procedures are the same for each school site of the district. If needed, the registration materials will be made available in the family's primary language if other than English.

### **C. Data Collection:**

PowerSchool personnel under the supervision of the Assistant Superintendent and local site administrators enter all data collected during the registration process into the district's PowerSchool data system. Hard copies of the information are also kept in the student's individual files located at the school sites. The LEP Coordinator will provide a list of students who achieved proficiency and are in monitoring status along with those students still identified as LEP to the Power School Specialist in June. In August, site administrators will be provided a copy of the LEP Test scoring reports received from WIDA over the summer.

## **II. PROGRAMMATIC/ACADEMIC ASSESSMENT PROCEDURES:**

A. Each student with a "Yes" response on the HLQ will require the teacher to complete a language checklist.

B. Any concerns from the checklist will require the appropriate district personnel to screen the student using the W-APT tool.

C. All new students, including all kindergarten students, will be given the WIDA W-APT screening in the fall within 45 days of the start of school.

D. If the student fails any part of the screening, then the full WIDA ACCESS assessment will be administered during the February-March testing window.

E. The LEP Committee will review all testing results and information to make a determination on accommodations and the development of an appropriate instructional program.

F. Additional criteria used by the LEP Team in determining placement and accommodations' decisions are as follows:

1. Parental and student input

2. Extent and nature of prior educational and social experiences, student interview
3. Written recommendations and observations by current and previous instructional and support services staff
4. Other test results

### **Limited English Proficiency Team (LEP Team)**

The LEP Team is made up of districtwide personnel that includes local site administrators when plans for their students are developed, discussed and/or reviewed. The team consists of the LEP Test Coordinator, the Guidance Counselor, the Reading Specialist, the Special Education Director (or designee), and includes local site administrators and teachers as designated by the site administrators. A written notification will be sent to the parents inviting them to attend the staffing. The notification will be in the parents' home language unless it is clearly not feasible. Provisions will be made to provide interpreters if needed. The major roles of the LEP Team are as follows:

- a. To assist in determining appropriate services and accommodations for students;
- b. Program awareness;
- c. Plan development, implementation, and review
- d. To confirm the LEP status of students;
- e. To recommend an appropriate LEP instruction plan
- f. To assist with program monitoring and student performance;
- g. To make recommendations for appropriate modification in the student's program
- h. To assist with reclassification/post classification based on proficiency scores on annual LEP assessment;
- i. Documentation of LEP Team recommendations and individual student LEP status.

### **III. COMPREHENSIVE PROGRAM REQUIREMENTS**

- A. Services will be provided by the assigned teachers to address the language proficiencies with comprehensible instructional strategies that include, but are not limited to:
  1. Individualized instruction
  2. Cooperative learning
  3. Utilization of computers
  4. Integration of language and content
  5. A variety of audio-visuais, illustrations, tapes and videotapes; and instructional strategies.
- B. The instructional program is designed to meet the cognitive and affective needs of LEP students. Both elementary and secondary students will receive instruction in the regular classroom. Instructional strategies shall be documented in the

- teacher's plan book, approved curriculum frameworks, instructional checklists, and other district developed forms as appropriate to the student's overall program.
- C. A variety of instructional materials and resources will be used. Inservice training will be provided in the use of instructional resources and strategies designed to increase the language proficiency of students and their level of performance in other academic areas.
  - D. Limited English Proficient (LEP) students will be taught the same subject areas as non-LEP students in the regular classroom.
  - E. The district-approved curriculum will be used for all subjects for all students, LEP and non-LEP.

## **STUDENT OUTCOME OBJECTIVES**

1. Students will function on grade level or above in content subject areas as measured by teacher-made tests, SBA testing, and other district approved materials.
2. Students will master the curriculum objectives in subject areas as measured by subject area tests and the Alaska State Standards.
3. Students in grades 9-12 will meet the graduation requirements, including passing the HSGQE.
4. The district will offer accommodations during the administration of required state assessment tests to LEP students who are currently receiving services according to the recommendations and determination of the LEP Team with parent input and approval.  
(See reference # in Appendix) Test administrators will receive training in these accommodations in accordance with directions from the Alaska Department of Education and Early Development.
5. Additional instructional strategies for content area teachers are inclusive of the following:
  - a. Use of visuals and/or technology to clarify key concepts.
  - b. Communicate with the student individually as much as time permits.
  - c. Use of a slower speech rate, clear enunciation, and emphasis of key words and phrases through gesture, facial expression, and intonation.
  - d. Provision of a warm, encouraging environment in which help is readily available.
  - e. Reinforcement of key concepts in a variety of situations and activities.
  - f. Establishment of consistent patterns and routines in the classroom.
  - g. Preparation of students for lessons and reading assignments.
  - h. Allowing students enough wait time to volunteer answers for questions.
  - i. Summarizing and reviewing frequently.
  - j. Questioning for comprehension and clarification.
  - k. Working together with peers to solve problems and to complete assigned tasks.

## **IV. PROCEDURES FOR EVALUATING THE APPROPRIATENESS OF PROGRAMS**

The LEP Team will conduct reviews during the school year to ensure the appropriateness of the program. Teacher and parent input will be essential to the

process and will be gathered respectively through participation in local school PLC (Professional Learning Community) meetings and Parent-Teacher Conferences. Such reviews are inclusive of the following:

1. Review of the student's grades in all subject areas;
2. Monitoring of the student's level of performance in course areas;
3. Monitoring the student's performance on all state required assessment tests and Alaska academic standards.

Teachers, guidance personnel, and the local site administrator will monitor mastery of student performance standards, Alaska state standards and course requirements. The LEP Team will meet at least twice yearly and more often as needed to review additional student needs and the appropriateness of programs and services.

## **V. MONITORING OF FORMER LEP STUDENTS**

A computer print out will be generated at the district level once the LEP Test Coordinator receives annual LEP Assessment results. Former LEP students will be monitored by teachers, guidance counselor, local site administrators, and other members of the LEP Team to assess the student's performance over the two-year post-classification review period.

A. The performance of former LEP students shall be reviewed periodically once they have been reclassified to M1 and M2 following a proficiency composite score of at least 5. Reviews shall take place approximately following the first quarter of school and semi-annually during the first year after exiting, and at least once during the second year of exiting. Any consistent pattern of continuing under achievement on designated tests and/or grades shall result in the convening of the LEP Team with parental participation to assess the student's need for additional programming for formal re-assessment.

B. The LEP Team shall recommend an appropriate LEP student plan for a student reclassified as LEP. The basis and nature of recommendations shall be in writing and maintained in the student's file. This plan shall be reevaluated for continued appropriateness after one year, and annually thereafter as necessary.

## **VI. PROCEDURES TO ENSURE EQUAL ACCESS TO APPROPRIATE CATEGORICAL AND OTHER PROGRAMS FOR LEP STUDENTS**

Limited English Proficient students' access to participate in categorical and other programs shall not be restricted by the imposition of any criteria or methods of program administration, which inappropriately delay or deny their being served.

All programs shall be provided to LEP students in a manner appropriate to their level of English language proficiency and must provide them equal access to the program's subject matter content and benefits including understandable instructions. Programs offered before, during, and after school shall provide equal access to eligible LEP students.

A. Title I

1. The primary objective of the Title I program is to provide remedial instruction in reading and mathematics for eligible students.
2. Students who are performing below age/grade expectation (educationally disadvantaged) are eligible to receive Title I services. Remedial programming and services shall be responsive to the needs of LEP students. Information from multiple criteria checklist, informal assessments, observation by school staff, records or academic performance, and other relevant individualized indicators of education deprivation are used to determine the need for services.
3. The district's Title I basic plan is approved by the Alaska Department of Education and Early Development and incorporates programming and services for eligible LEP students. Services shall be designed to meet the specific needs of eligible students.
4. The program is monitored by district and state personnel to ensure equal access to LEP students.
5. The district reports the number of Title I students served by race, national origin, and limited English proficiency.
6. Title I services shall be coordinated with other categorical services as part of the student's educational plan.
7. Parents of LEP students shall participate in the development of the LEP plan and will be invited to participate in all parental involvement and training activities.

#### **B. Equal Access**

1. Alaska Gateway School District ensures that LEP students and racial and national origin minority students are provided equal and unhindered access to appropriate educational programs.
2. No personally identifiable data of any kind shall be required, compiled or maintained as to any individual student's immigration status.
3. LEP students shall not be denied any federally funded educational services. No eligible student shall be denied educational services under any state or locally funded program.
4. District administrators shall monitor programs and services for compliance.

### **VII. PROCEDURES TO PROVIDE UNDERSTANDABLE HOME SCHOOL COMMUNICATIONS**

A. Written and oral communications between school and home shall be in the home language of the parent or in a mode of communication commonly used by parents if necessary and whenever feasible.

B. Trained school volunteers and school personnel are available to assist with school home communications.

### **VIII. PROCEDURES USED TO COORDINATE AND MONITOR COLLECTION AND ACCURACY OF STUDENT DATA**

A. The collection and monitoring of data shall be supervised at each school by the site administrator.

B. Documentation for identification and assessment will be maintained in the student's cumulative file. All site administrators will be provided copies of student scores for their files at August inservice.

C. The district LEP Test Coordinator will provide the scores for the students tested to the PowerSchool ? annually when the district receives test scores. The PowerSchool ? will enter the information into the OASIS report for the state.

D. The district LEP Test Coordinator is responsible for maintaining a file of all testing information and data at the district office.

## **IX.PROCEDURES FOR MODIFICATION AND ALTERNATIVES TO STATE WIDE ASSESSMENTS AND OTHER ASSESSMENTS**

A. All LEP students are expected to participate in the statewide assessment program.

B. Students who are classified as LEP are given individual accommodations on state mandated and other standardized assessments in accordance with the provisions of the specific assessment instruments and programs.

C. The LEP Team will inform test administrators through meetings and documentation on form ? of the appropriate accommodations available to eligible LEP students.

## **X.PROCEDURES USED TO MONITOR PROGRAM COMPLIANCE**

A. The school site administrators, and district personnel assigned to administer specific categorical program areas will monitor the program for compliance to state and federal programs.

B. Identification and assessment items monitored will include the followed:

- 1.Home Language Survey
- 2.Teacher Language Questionnaire
- 3.LEP assessment information and scores for all students
- 4.Functioning of LEP Team
- 5.Use of approved assessment procedures
- 6.Reclassification and post-classification procedures

C. Provisions for ongoing inservice training shall be coordinated by the Assistant Superintendent.

D. Parent involvement and participation shall be documented on LEP plans, LEP Team meetings, and other school committees.



E. The instructional program shall be monitored by the site and district administrators to ensure comprehensible instruction in the district's curriculum and Alaska State Standards.

F. Complaint/Appeal Process

1. Parents who disagree with the recommendations of the LEP Team may submit a written complaint to the site administrator with a copy sent to the district administrator responsible for that school site. If after two weeks, the disagreement is not resolved at the school level, the parent may file a complaint with the district contact.
2. An impartial party may be assigned to conduct a hearing and arrive at a decision.
3. Within thirty days of receipt of a request for a hearing, the hearing officer must reach a final decision and communicate the decision in an understandable language to the LEP parent.
4. Parents who are not satisfied with the decision may file a written complaint with the state. The written complaint shall be specific with the alleged violations.

## **Appendix A**

### **Definitions and Codes:**

Using the definitions and codes below, fill in the appropriate information on school roster score forms. Once the form is completed IT MUST BE GIVEN TO THE POWERSCHOOL SPECIALIST FOR INPUT INTO STUDENT DATABASE AND OASIS REPORT.