Sioux Valley School District

Lau Plan

ENGLISH LEARNER (EL) PROGRAM

Revised – August 2026

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Sioux Valley School District 5-5

ENGLISH LEARNER (EL) PROGRAM

Mission Statement

The purpose of the Sioux Valley School District's English Learner (EL) 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 EL program.

The EL 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.

EL Team Members

Laura Schuster (Superintendent), **Heather Hiltunen** (Elementary Principal/EL Director), **Tyler Bolstad** (MS/HS Principal), **Mallary Pingleton** (EL Coordinator/Teacher), **Julie Tangen** (EL certified para educator, certified teacher), **Erin Waikel** (EL Teacher Assistant), **Amanda Hillesheim** (Elementary Counselor), **Bethany Molengraaf** (MS/HS Counselor), and any core classroom teachers working with EL students.

The EL Team will meet a minimum of three times throughout the school year.

In early fall, the EL Team will meet to ensure that the current programming and schedule meet students' needs, making any necessary adjustments to address immediate concerns.

In late fall, the EL Team will meet to review current instructional programs and needs, adjusting as needed due to enrollment, students, etc.

In the spring, the EL Team will review the most recent ACCESS data to assess student progress according to state accountability measures and adjust instruction as needed to keep students on track. Additionally, we will begin planning for the next school year by grouping students for instruction and revising the schedule across the three buildings to ensure an effective structure for the following year.

EL Director

- Leading the development, implementation, and evaluation of the EL program, ensuring it meets the needs of students and aligns with district or state policies.
- Providing ongoing training and professional development for teachers and staff, fostering effective instructional strategies and best practices for teaching ELs.
- Ensuring that the program complies with federal, state, and local regulations regarding EL instruction, while advocating for the needs and rights of ELs within the school community.
- Collecting and analyzing data on student progress and program effectiveness and communicating findings to stakeholders to inform decision-making and improve outcomes.
- Building partnerships with families and the community to support ELs, promoting understanding and collaboration between schools and diverse communities.

EL Coordinator Responsibilities

- Identify all ELs on caseload throughout the year.
- Obtain input on writing the LAP accommodations from general education/core teachers.
- Obtain parent/guardians 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, efforts 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.

Certified EL Para Educator Responsibilities

- Create lesson plans for assigned students (with guidance of EL Coordinator)
- Communicate with content teachers and assist as it relates to EL students
- Assist EL coordinator with paperwork and other tasks
- Attend PLC meetings in place of the EL coordinator

See Appendix

EL 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.

Accommodation - An alteration of environment, curriculum format, or equipment that allows an individual with a language barrier to gain access to content and/or complete assigned tasks.

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.

Differentiation - Teaching in a way that meets the different needs and interests of students using varied course content, activities, and assessments.

EL - English Learner

ENL - English as a New Language. Generally, refers to programs that teach English to students who speak another language in the home.

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.

ML - Multi-lingual

Modification - A change in what is being taught to or expected from the student.

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 EL 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 EL methodology.

7. Provide EL students with 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, provide students with support services as needed.

EL 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, EL 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 ensuring equal educational opportunity for national students. The Supreme Court decision, Lau v. Nichols, (as with EL 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 EL 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.

EL 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 at 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 EL records. Ultimately, however, grade placement is the principal's responsibility.

Transfer Students

Students enrolling with current information indicating participation in an EL program are eligible for placement in an EL program in the Sioux Valley School District. It is not necessary to re-determine eligibility. Upon receipt of the records, the student's EL coordinator or teacher will review the information and determine the degree or level of EL services. If there is not sufficient assessment information to determine eligibility for EL services, the EL coordinator or 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 EL coordinator or teacher will also be responsible for finalizing the student's Language Acquisition Plan. In the absence of student records, the student may receive EL services until eligibility has been determined by school records or screener. If students transfer from a Non-WIDA state, initial screening and identification using WIDA materials will be administered. If a student enrolls with evidence of exiting a previous EL Program, our program honors that documentation.

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. The student is not responsible for translating the transcript. The Sioux Valley school district will be responsible for translation and interpretation of the transcript. 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 at 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

EL 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 support. Teachers are encouraged to implement modifications listed on each EL's Language Acquisition Plan, differentiate instruction, and use portfolios to demonstrate growth. ELs 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.

It is important for classroom teachers to understand that:

- 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.

The following grading guidelines for ELs should be given full consideration:

- Progress is an important part of the students' evaluations.
- Students need more time to accomplish objectives.
- Methods and intensity of instruction should be different for EL students.
- Classroom instruction should be modified according to the students' 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 EL teacher.

Notation may be placed on the LAP plan indicating that grades are based on EL modifications and language acquisition level.

For HS Newcomers at a level 1-1.9, Pass/Fail for classes is an option. This allows credit to still be earned without a full grasp on the English language.

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.

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 the 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 EL team, content teacher and communication during the process with the parents or guardians. Any retention decision should be thorough and involve all stakeholders.

Collaboration between the EL Teacher and the Content Teacher is key to supporting ELs in the content classroom.

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) - This form is in the registration packet for ALL newly enrolling students in the district.

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. This form only needs to be completed upon initial registration to Sioux Valley.

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.
- Administrative assistant will ensure that all questions on the form are completed. The administrative assistants notify the EL staff of any potential EL students.
- An interpreter will be present during registration.

Referral:

- If one or more of the HLS questions are answered with a language other than English, the EL Coordinator will be notified.

Screening:

- The EL coordinator or teacher will administer and document the WIDA online screener for students in 1st-12th grade. Kindergarten students will be administered the WIDA Kindergarten Screener. The screener must be completed within 30 days of enrollment at the beginning of the year, or within 14 days of enrollment during the school year. (Screenshot below)
- *Parent Notification Letter* will be sent home to notify parents/guardians of screening results and eligibility for EL Services, regardless of whether the student is eligible or not.

WIDA Screener for Kindergarten and Entrance Criteria

Students in the first semester of KG will only be administered the Listening and Speaking domains of the KG Screener. The listening and speaking domains are only administered to first semester KG students due to not having exposure to reading and writing instruction. For students in the first semester of their first year in a grade-level cluster, WIDA recommends the option of administering the lower grade cluster form. See chart below.

WIDA Screener

Off-Grade Clustering

For students in the first semester of the first year in a grade-level cluster, WIDA recommends the option of administering the lower grade cluster form.

Grade	1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	K (all domains)		Grade 1 Test		Grades 2-3 Test				Grades 4-5 Test				Grades 6-8 Test						Grades 9-12 Test					

Services:

- If a student's score determines eligibility for EL services, parents will be notified and a Language Acquisition Plan (LAP) will be written. Parents and/or guardians will be invited to an LAP meeting with the EL Coordinator, Interpreter, School principal, and any applicable content teacher. This meeting is to go through the LAP and the student's modifications/accommodations, and service times needed in the classroom. The LAP will be updated annually based on WIDA testing scores.
- Qualifying students have the right to accommodations, differentiation, modified grades, and support services based on need and level of English language proficiency.
- EL Team (EL teachers and admin) makes the classroom placement and EL programming decisions (consult class schedules, counselors, class size, and other factors noted in Lau Plan).

Process for waiving services: (see appendix)

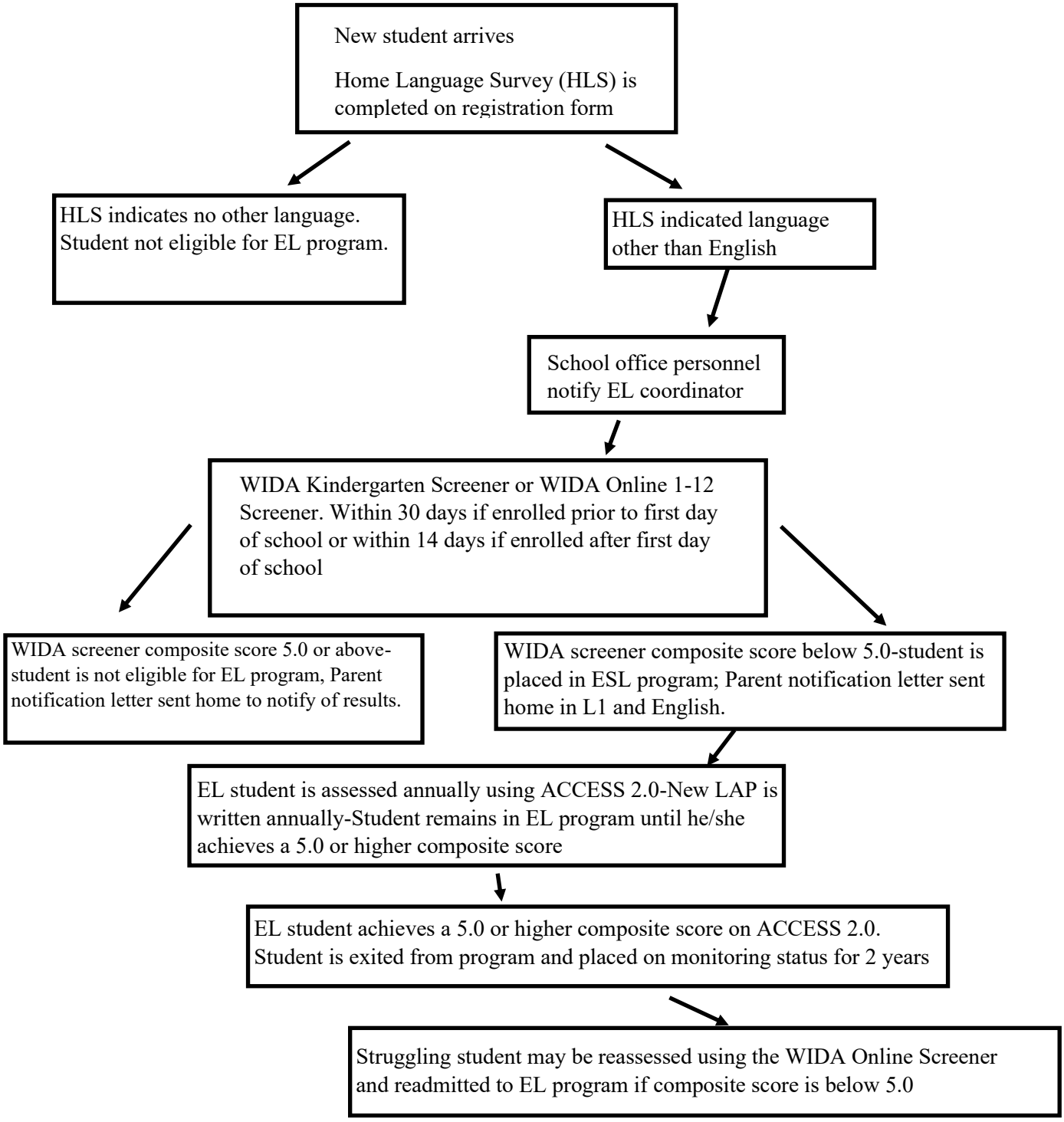
- Parents have the right to decline services for their student. During the review of the LAP, if a parent feels their child will not benefit from services, they may waive EL services after a meeting has taken place. Parents must be made aware of their rights and what they are opting out of and sign a Decline of Services form. Students would be placed in the general classroom without EL pull-out support, the regular grading procedures would be used, and the student would participate in all system-wide assessments without accommodation. Parents will be made aware that their student has the right to re-join the EL program at any time.

Translation/interpreter services:

- Qualified non-Sioux Valley employee 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 EL Program Eligibility Determination



NOTIFICATION AND CONSENT

Parent Notification Letters are mailed in the fall. After families have been given information about EL programming at the LAP meeting, 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 at the end of the school year. ACCESS scores will be mailed home by the EL coordinator/teacher accompanied by an explanation of scores.

See Appendix

LANGUAGE ACQUISITION PLANS (LAPs)

All students in the EL 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 educator
- Parent(s) or Guardian(s)
- Content Teacher
- Appropriate administrator
- Interpreter if needed

Purpose

- Determine the appropriate accommodations, modifications, and services for each individual EL.
- Document the accommodations, modifications, and services on the LAP.
- Articulate to all content teachers and families how students will learn language and content.

Recommendations for EL Services

- Primary school EL services are based on individual student needs and schedule availability for majority pull-out lessons.
    - Primary students are grouped according to levels.

- Secondary EL services are based on individual student needs, but students can receive credit for EL services.

STUDENT CHARACTERISTICS BY ENGLISH LANGUAGE PROFICIENCY LEVEL

Level 1, Entering: 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: 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: 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: 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**: 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 the EL program and are monitored for two (2) years to ensure continued academic success.

SPECIAL ED PROGRAMS FOR EL 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 EL 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 EL coordinator or teacher to determine, if possible, if the problems are related to the language barrier, lack of prior educational background or cultural differences by completing the WIDA RTI^2 form. See Appendix. An assessment of the student's language proficiency level will be provided to indicate the student's level of cognitive academic language. The EL Coordinator will also review documentation of the LAP recommended for each student and will consult prior school records, if available.

If the EL Coordinator and/or Certified EL Para Teacher 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 EL 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 EL Language Acquisition Plan. Service time in the EL 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, and documents will be provided in L1.

EL EXIT STATUS/ MONITORING PROCEDURES

EL students may exit the EL program with an overall ACCESS composite score of 5.0 or above OR exit with an overall ACCESS score of 4.0 with a 3.0/4.0 in ELA on the South Dakota State Assessment.

When the student exits EL status, the student is no longer eligible to receive testing accommodations on state-mandated tests. The student is placed on Monitoring Status for a period of two years after meeting the exiting criteria. Their monitoring form will be added to the cumulative file. Monitoring will take place at the end of 1st quarter and the end of 3rd quarter by the EL Coordinator and/or EL Certified Para Teacher.

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 EL services. This will be a team discussion before screening is administered.

Procedure (EL Coordinator)

1. Notify Parents with *Parent Notification Letter* showing exit status in language most understandable to parents/families.
2. 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 accommodation must never be used for score enhancement. If the student scores Level 5.0 Bridging or above on the ACCESS for ELLs, exits the EL program, or declines EL services, the student must participate in all state tests without accommodation.

<table>
<tr><td></td><td>1
Entering</td><td>2
Beginning</td><td>3
Developing</td><td>4
Expanding</td><td>5
Bridging</td><td>6
Reaching</td></tr>
<tr><td></td><td colspan="4">Eligible to receive state approved EL testing accommodation for all state tests.</td><td colspan="2">Must participate in the general state test administration without EL testing accommodations.</td></tr>
</table>

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. They will still take the Math and Science tests, for accountability purposes only. Students from Puerto Rico do not qualify for this exemption.

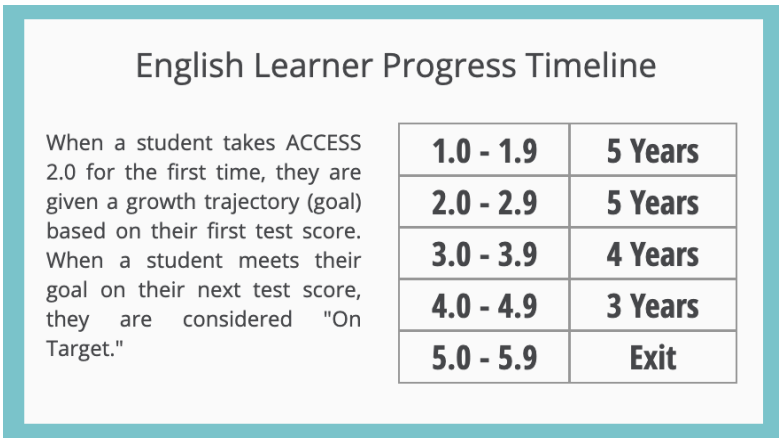
Monitored Former EL Students

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.

The ACCESS test is administered to all identified EL students to monitor their progress.

DESCRIPTION OF THE LANGUAGE INSTRUCTION EDUCATION PROGRAM (LIEP)

Goal: EL students will exit from the program in the recommended time as per the Department of Education:



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

- High school EL service for credit (Ms. Lundeen)
- Pull-out EL (Mrs. Kelm)
- Push-in EL as available

Highly qualified staff:

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

Curriculum:

- K-5: Vista Higher Learning: Connect
- 6-8: Vista Higher Learning: Bridges
- K-12 Vista Newcomer: Get Ready

MEANINGFUL ACCESS TO ALL CO-CURRICULAR AND EXTRACURRICULAR PROGRAMS

According to federal law, EL students are entitled to an equal opportunity to participate in all programs such as co-curricular programs (Dual credit classes, Honors Society, etc.) and extracurricular programs (Athletic teams, clubs, etc.).

EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements.

EL PROFESSIONAL STAFF DEVELOPMENT

The Sioux Valley School District belongs to the South Dakota Statewide Title III Consortium. Through this membership, EL 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 and/or state DOE.

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 SD DOE EL program appraisal tool as a guide.

See Appendix for the *Five Components of the Lau Plan Evaluation* guide

APPENDICES

Sioux Valley School District Home Language Survey

The questions provided below are included in the new student registration form.

Home Language Survey Section: (EL 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?

EL program parent notification-English.docx

2023 revised LAP plan template.blank.docx

Waiver Form.docx

SVS monitor form-Elementary.docx

SVS monitor secondary form.docx

RtI2-Planning-Form.pdf

Five_Components_of_an_Evaluation_of_Programs_and_Services_for_English_Learners.docx