

## MILLER SCHOOL DISTRICT 29-4

### K-12 EL Handbook for Serving English Learners (ELs)

December 2021

**Suggested Lau Leadership Team Members:** Dr. Charlene Crosswait, Superintendent; Drake Bachmeier, K-6 Principal; Courtney Van Zee, School Guidance Counselor and District Testing Coordinator; Deb Beilke, Special Education Teacher; Sarah Black, Millerdale K-2 Teacher; Rebecca Gross, Millerdale 3-8 Teacher; Darcy Noack, K-8 Special Education paraprofessional and Title I aide; and Dr. Kim Cypher, Special Education Director.

**Lau Plan:** The Lau (Lau v. Nichols, 1974) Plan for the Miller School District is designed to meet the instructional and developmental needs of English Language Learners. The goal of this plan is to outline the school district to provide equal educational access and instruction for students whose primary language is not English. Instructional assistance will occur in all four domains of language development: listening, speaking, reading, and writing. It is the intent of the Miller School District to comply with all state and federal laws regarding English language instruction and to prohibit discrimination against students on the basis of limited English language acquisition.

#### **Enrollment and Identification:**

##### **A. Home Language Survey**

- This survey will be given to all newly enrolled students within the Miller School District.

##### **B. Home Language Assessment Procedure**

- The HLS is designed to determine the students in the school system who come from environments where the primary language is not English. The completed HLS will be stored in the student's cumulative record folder.
  - i. Parents/guardians of all new students complete this form at the time of enrollment.
  - ii. All questions on the HLS need to be completed.
  - iii. The EL coordinator and administrative personnel are notified in the event if any of the four questions are answered with a YES.
  - iv. If it is determined that a student's home language is other than English, the designated WAPT assessment coordinator will administer the W-APT/Model screening assessment.
  - v. Student scores will be collected and documented with the implementation of appropriate instructional plans and LAP process.

##### **C. The W-APT/Model**

- This assessment is administered to students identified within the first 30 days of the beginning of the school year by the designated assessment coordinator. Students who move to the school district during the school year will be given the W-APT within 30 days of enrollment if the Home Language Survey (HLS) indicates a language other than English.
- Student scores on this test will range from Level 1 (Entering) to Level 6 (Reaching) and will be used to determine the child's qualifications for ESL services. Results of the W-APT assessment will be placed in the student's cumulative record.
- Parents will be notified if their child is eligible for services and a copy of this written notification will be placed in the student's cumulative record.

- Both students attending school within the Miller School District and students attending school at the Millerdale Colony will be placed appropriately by age and grade.
  - Students who are identified as LEP will be identified in Infinite Campus.
- D. **Legal Responsibilities:** As a result of the Plyer v. Doe (457 U.S. 202, 1982) ruling, schools may not:
- Deny admissions to a student during initial enrollment or at any other time on the basis of undocumented status.
  - Treat students differently to verify residency.
  - Engage in any practice that hinder the right of access to school.
  - Make inquiries of students or parents that may expose their undocumented status.
  - Require social security numbers. Parents without social security numbers who are applying for a free lunch and/or breakfast program need only to state on the application that they do not have a social security number.

## II. Language Acquisition Plan

- A. An annual LAP will be constructed or updated during the first month of school each year. Students will be placed in the proper instruction program with appropriate classroom accommodations based on their ACCESS level scores.
- B. This document will outline the instructional accommodations, for each EL student in the district.
- C. The committee for determining the LAP will include the classroom teacher, administrator and parent.
- D. Parent involvement in this process is not required on a yearly basis, but will be included on an alternate year basis or one time at the K-3 level and the 4-8 level. Parents will also be included for any changes or modifications to the LAP.

## III. LAP Exit Criteria

The Miller School District recognizes research findings that English Language Acquisition for academic proficiency may take from four to 10 years to acquire.

Procedures:

The student meets all three areas:

1. Achieves a Composite score of at least **5.0** on the ACCESS 2.0
2. Meets all criteria in the same school year
3. Notify parents with state-approved parent notification form showing exit status in language most understandable to parents/families. Place a copy of the notification in the student's cumulative record.
4. Parents will receive a notification letter stating scores
5. Change student coding to "exited" so the student does not continue to generate unwarranted funding
6. Begin required two-year monitoring process

## IV. Monitoring Procedures for Students who exit the ESL Program

Students who have met the exit criteria for LEP identification are referred to as Monitored Former LEP students.

- A. An ESL Program Monitoring form is completed for those students who exit the program. A meeting is scheduled to review student performance. The classroom teacher will continue to monitor grades and test scores and serve as a consultant on the student's progress.
- B. Documentation to be reviewed may include the following:
  - ACCESS scores and W-APT
  - State mandated testing
  - Language Acquisition Plan
  - Staff observation and professional judgment
  - Classroom grades and work samples
  - Other assessment data
  - IEP
  - Parent observations and request
  - Classroom teachers will be aware of the "Can Do" descriptors

C. Exited Students who demonstrate academic difficulty due to language proficiency may re-enter the ESL program. Parents will receive a notification letter stating scores.

#### **V. Parental Communication**

- A. Parent communication conducted/distributed in a language most easily understood by the parent.
- B. Parents will be notified of student eligibility.
- C. Parents will be notified and sign the LAP on **an alternate year basis or one time at the K-3 level and one time at the 4-8 level.**
- D. Parents will be notified of the results of the ACCESS test.
- E. Parents may waive their child's participation in the ESL program services. This right is documented on the LAP.
- F. LEP students who are not enrolled in the ESL program will benefit from all curriculum resources, supplemental resources, classroom instructional practices and modifications provided in the general education classroom. These practices will be aligned with both Common Core State Standards (CCSS) and WIDA English Proficiency Standards.

#### **VI. Program Administration**

Oversight for the ESL program administration will be performed by the district elementary principal who will serve as EL coordinator.

#### **VII. Meaningful Access to all Academic, Co-curricular and Extracurricular Programs**

The Miller School District adheres to the law that all students receive an equitable educational opportunity. Services related to the following categories are available to all students.

- a. Accelerated and challenging instruction is available to students recognized as gifted and talented.
- b. A Response to Intervention (RtI) program is in place to investigate, provide instructional intervention, and identify possible special education concerns.
- c. Counseling services for behavioral, emotional academic, and career readiness is available.
- d. Extracurricular activities are available to all students.

#### **VIII. Professional Development for Staff who Support ELLs.**

- a. District and building administrators serve as district representatives and instructional support to teachers and paraprofessionals.

- b. District administrators and ELL coordinator serve as resources in the creation and implementation of the LAP.
- c. Teachers of ELLs are encouraged to attend DOE supported workshops and seminars.
- d. The Miller School District belongs to the Title III Consortium and participates in ongoing professional development and regional workshops.
- e. The ESL Team should meet twice per year as a group. The fall meeting should include planning for upcoming professional development, discussions of ELD instructional needs, programming needs, and to insure the completion of updated LAPs. An additional meeting should be scheduled in the spring to evaluate the programming of the previous year, discuss ACCESS scores, discuss students on a 1<sup>st</sup> and 2<sup>nd</sup> year of the Two Year Monitoring Program, and to conduct an evaluation of the school district ESL program.
- f. Classroom teachers will be familiar with "Can Do" descriptors.

#### **IX. Annual English Language Proficiency Assessment (ACCESS) Administration**

- a. Designated assessment staff participate in annual online training.
- b. Designated assessment staff disseminates current scores to teachers of ELs within 30 days of the start of the following school year.
- c. The ESL staff participates in appropriate training to interpret scores and implement appropriate instructional strategies.
- d. The results are utilized to guide instruction and programming.

#### **X. Parent Involvement**

The Miller School District works collaboratively with parents at conferences and other parent meetings to discuss issues and concerns. Parents are invited and encouraged to participate in any and all school functions.

#### **XI. LAP Evaluation**

- 1. All ELs will continue to make growth in English Language acquisition as measured by the results of the annual ACCESS.
- 2. The school district will conduct an annual English as a Second Language Self Study the first week in May.

#### **XII. Below Documents are found on the U.S. Department of Education English Language Toolkit**

**[nces.ed.gov/files/english\\_learner\\_toolkit/OELA\\_2017\\_ELTToolkit\\_508C.pdf](https://nces.ed.gov/files/english_learner_toolkit/OELA_2017_ELTToolkit_508C.pdf)**

- A. **New Student Information Card\***
- B. **Parent Notification Letter**
- C. **LAP document**
- D. **2 Year Monitoring Document**
- E. **ESL Practices**
- F. **ESL Acronyms and Program Labels**
- G. **ESL Federal Requirements**
- H. **Grading Guidelines**
- I. **ESL Program Self-Evaluation**

**\*Dispersed by the elementary and junior/senior high offices.**

