



**LARAMIE COUNTY
SCHOOL DISTRICT 2**
Students First

Laramie County School District #2 English Language Learner District Wide Plan

Fall 2022- Spring 2026

Table of Contents

Introduction

- LCSD#2 Mission3
- LCSD#2 Vision3
- ELL Program Mission3
- State and Federal Requirements.....3
- Services.....4

Identification, Placement, Exiting and Monitoring.....5

Home language survey5

Parent Notification.....6

English Language Instruction Educational Programs (LIEPS).....6

Accommodations and Designated Supports.....6

Measuring Progress and Achieving English Proficiency Criteria.....7

Exit Criteria.....7

Monitoring.....7

Program Evaluation.....8

Parent, Family, and Community Engagement.....8

Consultation.....8

Appendix.....9

Introduction

LCSD#2 Mission

In partnership with parents and community, we will provide a safe environment where students' essential knowledge, skills, and attitudes will ensure success in their changing world.

LCSD#2 Vision

Laramie County School District #2 will be the premier college and/or career readiness center in the state of Wyoming!

LCSD#2 ELL Program Mission

The mission of Laramie County School District #2's English language learners (ELL) program is to ensure that all students have equal access to the rigorous district curriculum facilitated by our certified ELL educator and qualified paraprofessional. With the aid of our ELL educator and paraprofessional the district will strive to advocate for the rights and needs of our ELL students. In conjunction with classroom teachers, administrators, and parents the district will strive to provide equal access to all educational experiences offered within the district.

State and Federal Requirements

Under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, all states and local education associations must ensure that ELs can participate meaningfully and equally in educational programs and services. To meet their obligations under Title VI and the EEOA, districts must, for example: Identify and assess all potential EL students in a timely, valid, and reliable manner; Provide EL students with an instructional education program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*.

Provide sufficiently well-prepared and trained staff to support the Language Instruction Education Programs (LIEPs) for EL students; Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities; Avoid unnecessary segregation of EL students.

Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need Special Education and disability-related services because of their disability are considered in evaluations and delivery of services.

Meet the needs of EL students who opt out of LIEPs through the Program Refusal Form; Monitor and evaluate EL students in LIEPs to ensure their progress in acquiring English proficiency and grade level content knowledge, exit EL students from LIEPs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the LIEP have been remedied;

Evaluate the effectiveness of a school district's LIEPs to ensure that EL students in each program acquire English proficiency and that each program is reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time; and Promote activities that stimulate meaningful engagement of parents, families, and community in the education process.

1. All Districts, even those not receiving Title III funds, must follow the WDE guidelines.
2. EL funding determinations for the State Funding Model are made based on the appropriate identification of ELs.
3. Future audits of the State Funding Model will use this guidebook to determine if students were appropriately reported as ELs and were eligible for funding.
4. Title I requires that all Active ELs participate in the spring administration of the ACCESS for ELLs assessment. All districts are required by civil rights guidance to identify, place, and serve Active EL students.

Services

Civil rights legislation requires that districts provide appropriate services to English Learners. The Office for Civil Rights at the U.S. Department of Education and the Civil Rights Division of the U.S. Department of Justice have provided joint guidance which can be found at the following website: (<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>):

The following procedures should be used by school districts to ensure their programs are serving EL students effectively. Districts should:

1. Identify students who need assistance;
2. Develop a program that, in the view of experts in the field, has a reasonable chance for success;
3. Ensure necessary staff, curricular materials, and facilities are in place and used properly;
4. Assess the success of the program and make modifications where needed.
 - a. A district having a large number of monolingual newcomers will require more support (EL teachers, paraprofessionals, tutors, etc.);
 - b. The number of certified EL instructors available;
 - c. The variety of languages spoken; and
 - d. The overall measurable success of the program.

Wyoming follows Federal guidance regarding Teacher: Student ratios for the instruction of ELs. The Office for Civil Rights and the State of Wyoming allows school districts broad discretion concerning how to ensure EL students have a *reasonable chance for success*. Factors that may affect local EL program decisions include:

Home Language Survey (HLS)

When a student is enrolled in his/her respective home school within LCSD#2 parents will be asked to fill out a Home language survey (HLS). The building administrator or administrative assistant will ensure the families ability to accurately fill out the HLS to the best of their ability. All student should have an HLS on file despite the family's perceived ethnicity, race, or language proficiency. The HLS is a standard form procedure for all enrollment of students with in LCSD#2. Please refer to the standard form in appendix A. Families will be asked to fill out the HLS form annually. The original HLS form from initial date or enrollment will be maintained in the students cumulative site file.

The survey questions include:

- What is the language the student first acquired?
- What is the primary language used in the home, regardless of the language spoken by the student?
- What is the language most often spoken by the student?

The HSL is available in Spanish and will be offered during the registration process on sight. When possible or upon request assistants will be provided for families to complete the registration and HLS. When necessary, the evaluation of a student cumulative file may be done to review and determine prior documentation of English proficiency. Building personnel can review the HLS to ensure that data is correct prior to administering of screeners with the use of parent interview and teacher observation. All information pertinent information collected during the initial registration including the HLS will be made readily available to the ELL staff.

LCSD#2 uses the WIDA MODEL for new Kindergarteners and the online WIDA screener for new 1st – 6th grade students. A hard copy will be available for the ELL coordinator to maintain.

EL Proficiency Screener

LCSD#2 uses the MODEL and WIDA Screener. The proficiency score for the MODEL is 5.0 or higher. The MODEL will be administered in Kindergarten and the 1st semester of first grade. A screener score at or above 4.5 is considered proficient on the WIDA Screener. LCSD#2staff will administer the EL proficiency screener within the first 30 days of the start of the school year and within 14 days if the student enrolls during the school year. The WIDA screen is administered by LCSD#2's Certified ELL educator.

The certified ELL educator will complete certification annually. Parents of ELLs who qualify for ELL services may refuse by “declining” services on the Notification of ELL Services letter. Refusal of services must be entered in PowerSchool with the refusal date. A copy of the screen and family notification letter will be maintained in the students file with the ELL coordinator. Parents will be notified that even though they have declined services for their child, he or she will be considered an Active ELL and is required to take the ACCESS for ELLs in the spring of each year until a proficient score is obtained. Support will be provided to ELLs as needed to ensure students have access to a meaningful education when parents have declined services.

Parent Notification

Parents will be notified annual by letter sent by the LCSD#2 ELL coordinator. This occurs within 30 days of the start of the school year or 14 days during the school year after identification of an EL student. The letter will be sent home in a home language when applicable. Please refer to the standard letter in Appendix B.

The notification letter will include the reasons the child was identified, the child’s level of English proficiency, how such level was assessed and the status of the child’s academic achievement.

Language Instruction Educational Programs (LIEPS)

LCSD#2 offers an ELL Push-in and Pull-out model of education with a certified ELL educator and highly qualified para-professional. The certified ELL education and para professional will service the four elementary of LCSD#2; Albin Elementary, Burns Elementary, Carpenter Elementary, and Pine Bluffs Elementary.

All ELL student of LCSD#2 will have pull-out instruction with the certified ELL educator twice a week, additionally Friday invitational opportunities will be available as seen fit by the certified educator. In conjunction with the pull-out, a highly qualified para profession will push-into the classroom supporting ELL students with to complete general education in the classroom.

1. **Sheltered instruction** facilitates student access to content concepts and promotes the development of academic English. Minimal amounts of native languages are utilized to support the English-only curriculum. Teachers modify their use of English by adjusting the language demands of instruction.
2. **English Language Learners (ELL)**
 - a. **Push-in** involves the ELL para-professional working inside the students' regular education classroom to provide instruction. The push in method of instruction keeps ELL students in the mainstream classroom instead of pulling them out, which helps them feel like a part of their learning community.
 - a. **Pull-out** consists of the certified ELL educator pulling students out of their general education classes to work with the teacher either one-on-one or in a small-group setting. It provides more individualized support, flexible group opportunities for enhanced student support, and the ability for the certified ELL educator to more closely assess the student’s progress.

Accommodations and Designated Supports

Accommodation for ELL students will be provided through collaboration of the ELL staff and classroom teachers. LCSD#2 staff will regularly communicate through face to face and electronic interactions to best provide the needed accommodation of ELL students. Regular classroom teachers through collaboration with ELL staff will have access to tutoring, assistant, and technology resources that will allow students to interact with curriculum content in absence of the certified ELL educator or paraprofessional.

In addition, ELL teachers and staff at various schools continue to participate in WIDA standards, instruction, and collaboration trainings.

Accommodations will be implemented to make standards base learning accessible to ELLs. All accommodations for ELLs must be identified on the students’ Individual English Learner Plan

(IELP) and entered into TIDE for the WY-TOPP Assessment. For IELP standard form please see appendix C.

Schools may not exempt ELL students from the WY-TOPP content assessments with the exception of waiving students from the reading and writing WY-TOPP content assessments for students who have been enrolled in US schools for less than one year. Additionally, schools would need an exemption approved by the Wyoming Department of Education. Students who are in their first year will take ACCESS for ELLs.

Students may be provided with accommodations for ELLs during WY-TOPP as long as they meet eligibility criteria. In addition, students who no longer meet the eligibility criteria as an ELL and are identified as proficient or transitional may be administered their standard accommodations for a period of up to two subsequent academic years when appropriate. These accommodations must effectively facilitate access to the test and be used regularly by the student during instruction and assessment.

Measuring Progress and Achieving English Proficiency Criteria

In addition to ACCESS for ELLs and the ELL Monitoring Form, LCSD#2 will track academic progress with the following measures at various grade levels:

- WY-TOPP scores (proficiency in reading, writing, math, and science)
- Report cards (passing grades and attendance by quarter)
- DCAs (mastery of District Common Assessments by subject area)
- WIDA Can DO Descriptors (WIDA standards progress for ELs in an ESL pull-out program)
- BIT (Building Intervention Team) collaboration on individual student progress

LCSD#2 uses an IELP to document data, accommodations, instructional strategies used, and types of services provided, strengths and weaknesses of the student, and parent involvement.

Exit Criteria

ACCESS for ELLs is administered each winter to all Active ELLs (this includes ELLs whose parents refused services). A composite score of 4.6 or higher on the ACCESS for ELLs and a Literacy Performance Level of 4.3 is considered proficient and the student will no longer be an active ELL. All home correspondence will be completed by LCSD #2's ELL coordinator. The home letter will include exit criteria, students achieved score on the ACCESS assessment, and explanation of the 4 year exit plan.

Monitoring

LCSD#2 has a built monitoring form into the IELP form. The ELL monitoring form is filled out annual at each building where ELLs are enrolled. It includes current grades, WIDA, WY-TOPP results for Math, Reading, and Science (as needed). Any interventions at the building for performance below grade level. The LSCD#2 district coordinator will file the IELP form in the student cumulative file at the end of the school year or when transferring schools. Year 3 and Year 4 will be used for accountability and reporting purposes. This is measured utilizing report cards, Wy-topp, MAP, and teacher observations, etc. Parents will receive notification of their students monitoring status and need for support on an annual basis. The LCSD#2 coordinator monitors exited ELL students quarterly. If a student is exited from ELL services it is the duty of

the ELL coordinator to notify parents of the student. Please see appendix D1/D2 for exit notification form. If a student is struggling, a BIT team will review all information and determine if the student needs to be rescreened.

Program Evaluation

LCSD#2 will evaluate the effectiveness of the overall district ELL program by academic progress ELL students on district assessments, Wy-topp, access, and WIDA. LCSD#2 will analyze and utilize the collected data to determine the success of the ELL program and evaluate the necessary changes needed to improve the academic progress of ELL student within the district.

Parent, Family, and Community Engagement

LCSD#2 encourages engagement of parent and family of ELL students. They are encouraged to participate in school events that take place throughout the school year. LCSD#2 Board of Trustees endorses the concept of parent participation and engagement in the affairs of the school is essential if the district and parent are to maintain mutual confidence and work together to improve the quality of education for students. Some strategies that LCSD#2 utilizes to promote engagement include:

- School music programs
- Encouraging parents to volunteer in their child's classroom
- Finding ways to bring ELL and non-ELL families together through:
 - Student performances
 - Student rec-sport leagues
- Family educational nights
 - Hour of code

Family notification will come in the form of school all calls, letters sent home, parent communication applications, and school district social media. Family correspondence will be provided by each individual schools and will be translated when resources are applicable.

Consultation

LCSD#2 annually solicits stakeholders' feedback through several forms. Initially it is done through annual climate survey of student and families. Additionally, there is the annual community grant meetings that are use to obtain community input and answer additional questions. Staff attend these meetings depending on the agenda and content to be covered. This District ELL plan is provided to each administrator and district ELL staff.

Appendix

A-1. Home Language Survey

Home Language Survey

As prescribed by Title VI of the Civil Right Act of 1964 Laramie County School District Number Two is required to conduct the following survey on all currently enrolled students. Student's Name:

- 1. The language spoken by your child. _____
- 2. The language(s) spoken in the home. _____
- 3. The language(s) spoken or understood by your child. _____
- 4. In what language would you prefer to get correspondence from the school?
 - _____ English
 - _____ Spanish
 - _____ Another language or method

(Braille, Sign, etc.): Thank you for your response to this survey.

No Child Left Behind Required Information

Title VII of the McKinney-Vento Act (Title X, Part C) of the NCLB requires reporting all student's residence type. Please mark the type that best describes your dwelling.

Single Family Dwelling

- _____
- _____ Emergency or Transitional Shelter What _____ Where _____
- _____ Doubled-up (sharing housing of other persons due to loss of housing, economic hardship, or similar) Unsheltered (e.g. cars, parks, campgrounds, public places, etc.) due to lack of adequate accommodations

Hotels/Motels

- _____
- _____ Other Please Specify _____

Emergency Notification System (School Messenger)



**LARAMIE COUNTY
SCHOOL DISTRICT 2**
Students First

To help improve communication and safety for our students, we have contracted with School Messenger to offer an automated phone messenger system. This system gives us the opportunity to notify you within minutes of emergency information, such as school closure. We use it for a variety of reasons, for example we can notify parents of activity schedule changes as well as changes in activity departure and arrival times. Any pertinent information can be broadcast to parents,

We are allowed to attach three phone numbers to each student as well as 1-3 email addresses. We will use your home phone as listed below as one phone number. If you would like additional numbers to use for your student's account, please list below. We have also listed the email addresses that we have on file for you. If you have any changes or additions, please also list them. (All phone numbers must include area code)

Phone Numbers

Email accounts:

If you have any questions, do not hesitate to contact us.



**LARAMIE COUNTY
SCHOOL DISTRICT 2**
Students First

B. Parent Notification

(Date of Letter)

To the parent(s) guardians of _____

School: _____

Grade: _____

Primary Language: _____

Dear Parent(s):

Upon enrollment, a language other than English was noted on your child's Home Language Survey. Pursuant to Federal law, our school district is required to assess the English language proficiency of your child. This letter is intended to notify you of these assessments, program placement, and our recommendations that are available to your child according to ESSA, Section 1112, (e)(3)(A).

Your child enrolled in our school on _____ date and has been identified as requiring services for English language. Our school uses the WIDA Screener, which includes Kindergarten WIDA ACCESS Placement Test (KW-APT), MODEL, or the WIDA Screener for EL proficiency depending when your child was screened. The screener is used to identify students for the English Learner program. Your child scored _____ on the _____ screener. English proficiency (*Select scoring and description (if applicable) utilized: for the first semester of kindergarten is 29 or higher on the listening and speaking domains. In the second semester of kindergarten, proficiency is 29 or higher on listening and speaking, reading is 11 or higher, and writing is 12 or higher. MODEL is 5.0 or higher and WIDA Screener is a composite score of 4.5 or higher*). The status of your child's academic achievement is: _____

The Language Instruction Educational Programs (LIEP) offered in our school consists of: English as a Second Language (ESL), Push-In, and Pull-Out with one to one or small group. Through the ESL program your student will have support from a full time English language teacher and full time para professional. This program will meet the educational strengths and needs of your child by providing daily instruction in the English language and general classroom support to help your child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation by *(how will this program achieve the objective listed)*.

Our goal is to help your child learn English and assist him/her in meeting the challenging state academic standards. Our teachers use a variety of strategies that include: testing accommodations for classroom, district and state assessments, computer-based instruction, reading and math intervention, classroom accommodations.

Once your child reaches a proficiency score of 4.6 on the ACCESS for ELLs assessment and a Literacy Performance Level of 4.3 or higher and he/she will exit as an active English Learner and be monitored for four years. If your child needs support during this time, we will provide him/her with the necessary assistance. LCSD#2 expects a five-year transition rate for student that enter the ESL program to return to a general education classroom with no supports designed for English learners. The expected graduation rate for English language learners for LCSD#2 is a 100% of all EL students.

In the event that your child has a disability, this program will meet the objectives of the individualized education program of your child by *(identify how here, if applicable)*.

You have the right to refuse English learner services for your child; however, he/she will still be identified as an active English learner and will be required to participate in the ACCESS for ELLs assessment administered each spring until proficiency is achieved. The district is still responsible for providing supports to your child so they may have equal access to our educational programs, monitoring their progress, and offering EL services again if your child is struggling.

If you would like to schedule a parent conference to discuss language program options for your student or have additional questions/concerns.

Sincerely,

Megan Reynolds
 LCSD#2 EL Coordinator
 Carpenter Elementary
 307-245-4180

C Individual ELL Plan (IELP)

Section 1: Student and School Information			
Student Name	WISER ID	Grade	Age
District Name	School Name	Date of Meeting	

Section 2: Signatures and Amendments		
Printed Name	Title	Signature
Teacher:		
Teacher:		
Teacher:		
Teacher:		
School Counselor:		
Parent/Guardian:		
Parent/Guardian:		
Other attendee:		

Amendments/updates: <i>Document amendments to the student's Individual English Learner Plan.</i>		
Date of meeting	Changes	Team members initials

*Section 3: Assessment Information

WIDA Screener and ACCESS for ELs Test Results

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Date (Month/Year)													
Reading													
Writing													
Speaking													
Listening													
Composite													

WY-TOPP/PAWS Test Results

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Date (Month/Year)										
ELA/Writing										
Math										
Science										

ACT Test Results

	Year 1	Year 2
Date (Month/Year)		
English		
Reading		

Writing										
Math										
Science										
Composite										
Other Test Results										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Date (Month/Year)										

Section 4: Instructional Program/Supports/Strategies

EL Program Model Used: *List any other services the student receives - remedial, current EL/bilingual program, and/or extended learning opportunities*

Name of EL Program/s student participated in:

- Push In
- Pull Out
- Dual Language Immersion (DLI)
- Sheltered Instruction
- EL Class
- Transitional Bilingual Program
- Content Based ESL
- Structured English Immersion
- Heritage Language
- Specially Designed Academic Instruction
- Native Language Literacy
- Newcomer Class
- Co-Teaching
- Other

Any information you would like to include about services provided to the student:

Academic content support and instructional strategies used for the student: *List the academic supports, modifications, instructional accommodations, coordination with other programs, direct instruction, differentiation, etc. that are used based on student's needs and English Language Proficiency scores (language & content).*

--	--	--	--	--

Section 6: Student Learning and Social Goals

List the areas in which your student is trying to improve.

Section 7: Parental Notifications

Have parents been informed or involved in establishing the Title III targets and learning expectations?

Yes

No

Are parents included in supporting second language acquisition?

Yes

No

If included, are there specific strategies shared with parents to reinforce at home?

Section 8: Individual English Learner (IEL) Considerations

Include all information on the student's background, level of native language proficiency, educational history in the home country and in the United States, and the student's strengths and needs not included above. Parents may help in drafting this portion of the IEL Plan.

D-1. Parent exit notification in English

Laramie County School District 2

ELL Parent Notification of Exit

Student Name _____ Date of Birth _____

School _____

The district ELL team has meet and determine that _____, will be exited from active ELL services and place on the monitoring program. This decision was made based upon the exit criteria establish in the LCSD#2 district ELL plan.

_____ has demonstrated a proficiency of 4.6 or higher on the ACCESS assessment and a 4.3 literacy level.

Your student will be moved from active ELL to monitoring status. During that monitoring status if the district ELL team feels a need to reassess the student they may do so to determines if your student may need to resume ELL services

If you have any questions please feel free to contact me.

Sincerely,