

# DAKOTA VALLEY SCHOOL DISTRICT

**Lau Plan for English Learner Program**

**2024-25**



*Home of the Panthers*

<https://www.dvschools.com/>

*Handbook adopted by the Dakota Valley Board of Education*

## **MISSION STATEMENT**

*Preparing every learning to engage fully and competitively in education to accomplish exemplary success and elevated experiences in life.*

## **VISION STATEMENT**

Every Learner. Future Ready.

**Created: June 2020**

**Updated and Adopted: June 2024**

**Updated and Adopted: January 2025**

This English Learner (EL) Guide and Lau Plan (required as part of the 1974 Supreme Court Case Lau v. Nichols) explains the district's approach to educating those students identified as English Learners.

The district shall provide a program designed to meet the instructional needs of English Learners (EL) and shall provide resources sufficient for effective implementation of the program. The district plan is referred to as the Lau Plan. The Lau Plan shall comply with all applicable laws, and to the extent not inconsistent with relevant laws, shall contain the following:

- An EL identification and placement procedure.
- Assessment of EL student progress in English Language Proficiency on no less than an annual basis; and
- Provisions for meaningful communications with parents of EL students.

The Superintendent or his / her designee shall evaluate the implementation and effectiveness of the District's EL program annually and shall review and revise the Lau Plan accordingly. The Superintendent or his / her designee shall make a report to the Board no less than annually regarding the number of students in the EL program, the number of students exited from the program, student achievement data relevant to the EL program, and the results of the annual evaluation of the EL program.

### **English Learner Definition**

In South Dakota, an English Learner student is classified according to the Federal Government definition as described in ESEA Section 3201 (5). An English Learner (EL) student is classified as one:

- a. who is aged 3 through 21;
- b. who is enrolled or preparing to enroll in an elementary or secondary school.
- c. (i) who was not born in the United States or whose native language is a language other than English.  
(ii) (I) who is Native American or Alaska Native, or a native resident of outlying areas **AND**  
(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency, **OR**  
(iii) who is migratory, whose native language is a language other than English is dominant; **AND**
- d. whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual-
  - (i) the ability to meet the challenging state academic standards.
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; **OR**
  - (iii) the opportunity to participate fully in society.

## Dakota Valley Demographics

The Dakota Valley School District continues to evolve and grow. We had 76 students K-12 who were served at the end of the school year. Of those 76, **eleven** students were able to exit the program by scoring a 5 or above on the ACCESS test or scoring a 4 on the ACCESS and scoring a 3 or above on the State ELA test.

This year, we served five First Year in Country students. Eleven different languages were spoken by these students. These languages included Portuguese, Russian, Arabic, Japanese, Spanish, Chuukese, Korean, Oromo, Amharic, Vietnamese and Telegu. Students ranged in levels of proficiency from Level 1 (beginner) to Level 5 (proficient).

### Key Terminology

ACCESS Test	Annual test of language acquisition required by SD- given to all EL students- even those whose parents refuse services
Basic Interpersonal Communication Skills- BICS	This is “survival English”- basic language to communicate in the real world. Often using gestures and the context that it is spoken within
Cognitive Academic Language Proficiency- CALP	The academic language used within the classroom setting
English Learner – EL English Language Learner- ELL	The student who is identified as learning English
English Language Proficiency- ELP	Proficiency in speaking, reading, listening and writing in English
English Second Language- ESL	A program designed to support EL students. This includes instruction in listening, speaking, reading and writing. It supports study skills, content vocabulary and cultural orientation. It is done in English with very little use of native language.
First Year in Country	Student is identified as an EL AND has attended schools in the US for less than 12 months
Home Language Survey	The survey given to parents to identify students upon their enrollment who may have a language other than English spoken in the home
Language Acquisition Plans- LAP	The individualized plan for each student based upon their assessment information and services proposed to become proficient
Newcomer Program	Recent immigrant students, particularly those in middle or high school level are taught in a pull-out situation to acquire beginning English language skills along with core academics.
Sheltered Instruction Observation Protocol- SIOP	Model of teaching students in a
WIDA Screener and WIDA-APT	Screeners for identification of need for EL services

## Identification Procedures

The Home Language Survey will be completed by all families during the registration process. The survey will identify:

1. What is the language most frequently spoken at home?
2. Which language did your child learn when he/she first learned to talk?
3. What language does your child most frequently speak at home?
4. What language do you most frequently speak to your child?

If any one of these answers is something other than English, the Special Services Director will follow up with the family to interview them regarding the needs of the child related to EL services. If the family and Special Services Director deems the child to possibly be eligible OR if the student comes from another district where the student was already receiving ESL services, the district will then give the student an initial screening assessment to identify if there is a need for supports. **IF a student is coming from any non-WIDA state, the WIDA Screener must be used to identify if the student will qualify for services in South Dakota.**

Dakota Valley will administer the placement test WIDA- Assess Placement Test (W-APT) for Kindergarten students and the WIDA Screener for grades 1-12 in order to identify a student as EL.

### Kindergarten- 1<sup>st</sup> Semester of Grade 1:

The Kindergarten Listening and Speaking Test is an oral proficiency test intended for students in this age range (it cannot be given prior to May of the year prior to kindergarten). If the student scores less than a 29, the student will be deemed eligible for EL Services,

### 2<sup>nd</sup> Semester Kindergarten- 1<sup>st</sup> Semester of Grade 1:

The Reading and Writing tests are diagnostic tests for students in this range. If the combined listening and speaking score is less than 19, the student is deemed eligible for services.

If the combined listening and speaking score ranges from 19-28, the reading and writing portions must be administered. If the reading score is lower than 11 and the writing score is lower than a 12, the student is classified as EL.

### Grades 1-12:

Students with a composite score of lower than 5.0 qualify for EL Services.

**Both the Home Language Survey Information and Screener Data must be kept in the student's cumulative records.**

**Once a student has been identified, the parent must be notified in writing (see sample parent letter).**

## English Language Learner Enrollment Procedures

- **Special Services Secretary** collects the Home Language Survey information as a part of the Online Registration process. She will alert the Special Services Director if any of the questions about home language are answered with any other answer than English.
- If a student is transferring in, the **Building Secretary** will make a record request from the previous district. All documents should be reviewed by the **Building Secretary** to see if EL services had been in place from the prior school. If any document from the student's previous school indicates that the student received EL services, then the Special Services Director and Director's secretary will be notified via an email with the scanned survey.
- The **Building Secretary** will develop an EL file folder (blue) to house copies of the Home Language Survey (if affirmed that they are an EL student) and all EL documents from a previous school within the Cumulative File of the student.
- The **Special Services Director** will contact the EL Teacher, Classroom teacher and Principal with information regarding the student's initial needs.
- The **EL Teacher** will screen the student within 30 days of the start of school or within 2 weeks of enrollment within the school year. This data will be submitted to the Special Services Director upon completion.
- The **Special Services Director** (or designee) will notify parents of the screener score and the Language Acquisition Plan (LAP) for the student via a letter. Copies of the score and letter will be kept in the student's cumulative file.
- The **Special Services Director** (or designee) will notify the classroom teacher(s), EL tutor, and building principal of the outcome of the screener and the needs of the student.
- If the student has qualified, the **Special Services Director** (or designee) will enter the information into Infinite Campus under Student Information- Program Participation and create a flag for ELL on the enrollment page.
- **The Special Services Director, EL Teacher, classroom teacher, principal and parents** will create a LAP for the student.

## **Infinite Campus Enrollment of EL Student**

For all identified EL students, a record must be kept within Infinite Campus.

- Click on Census- People- Home Primary Language
- Click on Student Information- Program Participation- EL
- Indicate the date the student was identified
- Under EL Services- indicate the type of program model

## **Language Acquisition Plans**

Once a child has been identified as EL, the district will create a Language Acquisition Plan (LAP) for the student. A team will work to develop the plan. This will include the course content teacher, ESL teacher or Special Services Coordinator, Parent/Guardian, Building Administrator and student (if appropriate).

The LAP should include:

- Assessment data collected including screener data and ACCESS data
- Participation in state assessment information (any accommodations needed)
- Instructional methods within the general classroom
- Plans for EL instruction (ex. Push in vs. pull out instruction)
- Whether or not the student has an IEP or 504 plan for other supports.

## **Assessment and Evaluation**

Students in grades K-12 will be annually assessed using the WIDA ACCESS for ELLs 2.0 each Spring. The test addresses the academic language proficiency standards acquired. Parents may refuse services, but not the assessment.

Students must first take the speaking assessment, followed by the reading test. They will then be given the speaking and writing test in either order.

Alternate ACCESS for ELLs is given to students who are significantly impaired. These are the same students who qualify for the alternative form of the state assessment.

All staff administering the ACCESS test must be trained and pass the administration quiz.

Students who are identified as EL must also take the state and district-wide assessments UNLESS they are identified as first year in country students. If they are identified as first year in country, they are excused for ONE administration of the English language arts portion of the Smarter Balanced Assessment. They will participate in the math and science portions of the test, but only count for participation, their scores are not included in accountability.

## Exit from EL Status

To exit from EL status, a student must obtain an Overall Proficiency Level of 5.0 or higher on the ACCESS for ELLs 2.0 assessment OR obtain an overall 4.0 composite on ACCESS AND 3 or 4 on the South Dakota ELA Assessment.

The students who have been exited from their EL program will be monitored for the next two consecutive years. If a student is deemed not making adequate continued progress, the student maybe re-integrated into the EL program.

## Placement Information

In order to determine the best placement (push-in/pull-out/tutoring) and the minutes needed to support the EL, the teacher or director, will use the WIDA screening information, ACCESS testing data and any other academic information that identifies the needs of the individual student.

## Instructional Program Options

### ESL Pull Out

- Instruction using ELD standards to teach English (students may use native language supports)

### ESL Push-In

- The student is pulled out for supports to improve their proficiency in English
- Co-teaching and coaching may be used through an ENL certified teacher or consultant
- General classroom teachers receive professional development in ESL strategies to meet the language and academic needs of the students
- Paraprofessional supports may be provided both within the classroom and in pull out tutoring sessions for students to specifically work on language acquisition and to assist students with homework

## Program Resources

i-Ready: <https://www.curriculumassociates.com/programs/i-ready-learning> is the computer-based program that focuses on the acquisition of reading skills.

Google Translate is being used to provide oral interpretation and written translation for both students and parents. Students who are considered Newcomers may be issued an I-Pad to use throughout the day to assist them with the language. This will be determined by the EL Teacher based upon the student's needs.

Consultation from other resources, including the Department of Education, Title III Office is available for staff, parents and other individuals upon request.

## Highly Qualified Teacher

South Dakota State Law requires teachers who teach ELs to have an English as New Language (ENL) Endorsement. The teacher must also be highly qualified in the content area that they are teaching if the teacher is pulling a student out of a classroom full time to teach the content.

Considering that many content area instructors often know relatively little about serving EL students, professional development in this area will be ongoing through the district, supported by the ESL teacher, building principal and Special Services Director.

## Teacher Resources

### Academic Language Scaffolding Resources

<http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>

[https://www.fordham.edu/download/downloads/id/4912/scaffolding\\_strategies\\_for\\_ells.pdf](https://www.fordham.edu/download/downloads/id/4912/scaffolding_strategies_for_ells.pdf)

<https://pdfs.semanticscholar.org/eeaf/a59d9a254ac843f9d8fb94aebd017dae6b76.pdf>

<https://lifestyle.howstuffworks.com/family/parenting/child-development/zone-proximal2.htm>

<http://tltjc.blogspot.com/2013/03/scaffolding-academic-language-in.html>

<https://www.empoweringells.com/31-lab-report/>

<http://www.classroomscience.org/academic-language-in-science-teaching>

<https://study.com/academy/lesson/using-graphic-organizers-to-teach-esl.html>

<http://iteslj.org/Lessons/Litz-StudentDirectedAssessment.html>

### ESL Websites

<http://www.colorincolorado.org/>

<https://www.esl-lab.com/>

[http://www.everythingsl.net/in-services/graphic\\_organizers.php](http://www.everythingsl.net/in-services/graphic_organizers.php)

### ESL Materials

[Oxford University Press- Content Picture Dictionary- they make them in many different languages](#)

[Asia Kids- has many cultural appropriate literature ideas for students](#)

[National Geographic Texts- they have an ESL series](#)

<https://ngl.cengage.com/search/showresults.do?N=201+4294904748+4294918395>

<https://www.edutopia.org/article/resources-for-teaching-english-language-learners-ashley-cronin>



## ESL Interpreting Service

Language Link Interpreting Service is designated as our interpreting service. Teachers will use the following Steps to utilize this service:

Step 1: Call 1-888-338-7394

Step 2: Enter Account # 31955, followed by # sign

Step 3: Select whether a 3<sup>rd</sup> party call is needed

- If a 3<sup>rd</sup> party call is selected, you will be prompted to enter and confirm the domestic phone number that will be used to reach the 3<sup>rd</sup> party.

Step 4: Select Language by Entering the Corresponding Number

- If the language that you need is not listed in the options, enter “9” for all other languages
- If you need to speak with a customer service representative prior to being connected with the interpreter, enter “9”

Step 5: Follow Additional Prompts (if applicable)

## **Appendix A**

### **Parent Information**

It is the goal of Dakota Valley EL program, to engage parents in their child's education. Parents need to be encouraged and informed that it is permissible for them to come to the school for events and to engage in conversations about their child's education. (In some countries this is discouraged or not allowed.) Communicating school expectations and regulations to the parents in a language that they understand is important so that they understand how to navigate the school system.

#### **Parent Notification**

The Dakota Valley district must notify parents of a child identified for EL services not later than 30 days after the beginning of the school year. For a child who enters school after the beginning of the school year, the district must inform parents within two weeks of the child's placement in the program.

School districts must inform parents of the following information in their home language when possible:

1. The reasons for identifying their child as being identified for EL services and for being placed in the program.
2. The child's level of English proficiency based on their scores from the KG-W-APT/WIDA Screener or ACCESS for ELL assessment.
3. The method of instruction that will be used in the program (push-in/pull-out/tutoring).
4. The program exit requirements.
5. Their rights, including written guidance that
  - a. Specifies the right that parents can have their child removed from the EL program upon their request; AND
  - b. Parents can help design what the program looks like for their child

#### **Resources for Parents**

##### **211 Help Line**

Telephone: 605-339-4357

Answers questions about finances, shelters, daycare, housing, food, health, clothing or employment

##### **Caring Program for Children**

Telephone: 605-361-5994

Free immunizations and examinations for children aged 6- high school

##### **Community Health Center of Siouxland**

Telephone: 712-252-2477 or 888-371-1695

Provides quality healthcare based upon income guidelines

##### **Department of Social Services**

- Child Care- 605-367-7602
- Child Support- 800-286-9145
- Economic Assistance- 605-367-5500 (food stamps, medical)

**Department of Health**

Telephone: 605-367-5360

Physicals for low income, uninsured women ages 40-64, Bright Start- pregnant, low income, Immunization Program, Newborn screening program, WIC

**Department of Human Services**

Telephone: 605-367-4217

Based on eligibility, assistance with rent, utility bills, ID's, food and non-food items, dental and medical care, out of town transportation, prescriptions

**Head Start**

Telephone: 605-677-5235 or 1-800-813-8132

FREE Early Education and Preschool Opportunities for children ages 0-5

**Mary J. Treglia Community Service Program**

Telephone: 712-258-5137

Provides services to EL individuals and families in the area of immigration services, interpretation and translation, education classes and preschool opportunities



Appendix C

Dakota Valley SCHOOL DISTRICT

2024-25 School Year

Language Acquisition Plan for Student that are English Learners

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

General Information

Student's Name:		Date of Birth:	
Pronounced As:			
Age:	Grade:	School:	
HLS Date Completed: (Home Language Survey)		EL Screener Date:	EL Identified Date:
Language Spoken at Home:			

Academic History

TAT referral? <input type="checkbox"/> No <input type="checkbox"/> Yes Explain:
Special Education referral? <input type="checkbox"/> No <input type="checkbox"/> Yes Explain:
Title Services? <input type="checkbox"/> No <input type="checkbox"/> Yes Explain:

Assessments

Kindergarten WIDA Screener or WIDA Screener				
Listening	Speaking	Reading	Writing	Overall Composite

Student-Level Goals Based on First SD-ELP (Access) Assessment in SD	
First SD-ELP Score	Years to Exit
1.0 to 1.9	5 Years
2.0 to 2.9	5 years
3.0 to 3.9	4 Years
4.0 to 4.9	3 Years
4.0 to 4.9 AND 3 or 4 on SD-ELA	Exit
5.0 to 6.0	Exit

**SD Exit Criteria: 2 ways**

Student must obtain an Overall Proficiency Level of 5.0 or higher on the ACCESS for ELLs 2.0

**or**

Obtained a **4.0** on ACCESS for ELLs 2.0 **AND** a level **3** or **4** on the **ELA SD State Assessment**.

ACCESS 2.0 Information									
Year	Listening	Speaking	Reading	Writing	Oral	Literacy	Comp.	Overall Composite	Composite Score Expectation <i>*Data found in SD Stars</i>


State Academic Assessments			
Year	English Language Arts: 3-8, 11	Math: 3-8,11	Science: 5, 8, 11

District Progress Monitoring Assessments			
Year	English Language Arts	Math	Science

### Section 3: English Language Development

*According to the Dear Colleague Letter of 2015 - A key component in ensuring that EL students acquire the tools needed for success in the general education classroom, is through meaningful access within a reasonable length of time. It is important that EL students receive full access to grade-appropriate core curriculum from the start of the EL program and that age-appropriate language assistance strategies are used so EL students can participate meaningfully as they acquire English skills.*

Reading		Writing	
Current ACCESS Score:	Annual Goal:	Current ACCESS Score:	Annual Goal:
Required Supports:		Required Supports:	


<b>Speaking</b>	<b>Listening</b>
Current ACCESS Score: _____ Annual Goal: _____	Current ACCESS Score: _____ Annual Goal: _____
Required Supports: _____	Required Supports: _____

**English Language Development Services**

<b>Program of Services</b>	
<b>ELD Related Services (match what is in Infinite Campus)</b>	<input type="checkbox"/> Developmental Bilingual <input type="checkbox"/> Dual Language <input type="checkbox"/> SD Test new federal EL service <input type="checkbox"/> Heritage Language <input type="checkbox"/> Pull Out ESL <input type="checkbox"/> Special Academic Instruction Delivered in English <input type="checkbox"/> Sheltered English Instruction <input type="checkbox"/> Structured English Immersion <input type="checkbox"/> Other _____ <input type="checkbox"/> Parent Refuses EL Services
<b>Related Services</b>	<input type="checkbox"/> Title I Support <ul style="list-style-type: none"> <li>● Reading</li> <li>● Math</li> </ul> <input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> Gift & Talented
<b>Description of Services</b>	<b>Student will Receive:</b>



	<ul style="list-style-type: none"> <li>Services within the grade-level content classroom with EL teacher and classroom teacher collaboration in their instructional practices</li> <li>Small group pullout English language instruction daily</li> <li>Small group Title I support for reading within the classroom</li> </ul> <p>(example of what could be written)</p>
<b>Minutes/Hours of Services</b>	<p><b>Content Based EL:</b> 60-90 min/day  <b>Pullout EL:</b> 60 min/day  <b>Title I Support:</b> 30 min, 4 times/week</p> <p>(example of what could be written)</p>
<b>Frequency of Services</b>	<p><b>Content Based EL:</b> every day  <b>Pullout EL:</b> every day  <b>Title I Support:</b> 4 times/week</p> <p>(example of what could be written)</p>

### Classroom, District, and State Assessment - Designated Supports

\*Gray = support not available

\*Green = support is available

\*Yellow = support only available for ELs with an IEP

<b>Supports</b>	<b>Classroom</b>	<b>SD-ELP (ACCESS)</b>	<b>SD Content</b>	<b>District Assessment</b>
Text to Speech/Speech to Text*	Green	Gray	Green	
Read aloud test items and choices	Green	Gray	Yellow	
Repeat/Simplified Directions	Green	Gray	Gray	
Translated test directions	Green	Gray	Green	
Bilingual dictionaries or access to computer translation programs*	Green	Gray	Green	
Small group or individual test setting	Green	Green	Green	
Scribe	Green	Yellow	Yellow	

Additional Breaks/Flexible Schedule				
Provide word banks, sentence starters, outlines or study guides				
6-8 key vocabulary words per topic				
Allow notes/and or reference sheet on tests				
Open book test with pages identified				
Allow oral answers				
Allow alternative forms of assessment (NWEA-lower tier/ALT ACCESS)				
Extended Time				
Human Repeat of Responses (RP)				
Manual Control of Items (MC)				
Repeat Item Audio (RA)				
Visuals (graphs, pictures, charts, etc.)				
Adapted assignments to match language proficiency level goals				
Give directions in incremental steps, with clarification of new vocabulary				
Color Contrast				
Other (specify):				

**Language Acquisition Reviewed by the Following Team Members:**

<b>Role</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
Parent/Guardian			
Student			
Principal			
Content Area Teacher(s)			
Content Area Teacher(s)			
EL Teacher			
EL Coordinator			
Interpreter			