

Dakota Valley School District



2026-27

K–12 Lau Plan for English Learners (ELs)

Date Revised and Adopted: June 2026

1. Purpose and Legal Foundations

The district provides language assistance services for ELs to ensure meaningful participation in the standard educational program. This plan is grounded in federal civil rights requirements and applicable state requirements.

Key authorities include:

- Title VI of the Civil Rights Act of 1964 (national origin nondiscrimination)
- Equal Educational Opportunities Act of 1974 (EEOA)
- Elementary and Secondary Education Act (ESEA), as amended by ESSA (Title I and Title III requirements)
- Individuals with Disabilities Education Act (IDEA) and Section 504 (as applicable to ELs with disabilities)
- Lau v. Nichols and Castañeda v. Pickard (program obligations and evaluation expectations)

The district's language assistance program is designed to be: (1) educationally sound in theory; (2) implemented with adequate resources and trained personnel; and (3) evaluated regularly and modified when needed to ensure effectiveness.

2. EL Leadership Team

The district designates an EL leadership team to oversee implementation of this plan, ensure coordination across schools, and monitor compliance.

Role/Position	Name	Primary Responsibilities	Contact Information
District Administrator	Garrett Schmidt	Ensures districtwide compliance and allocates resources; supports implementation and annual review.	Garrett.schmidt@k12.sd.us 605-422-3800
EL/Title III Coordinator	Linda Steele	Oversees EL identification, services, data reporting, family communication, and program evaluation.	Linda.steele@k12.sd.us 605-422-3800
Building Administrator(s)	Kristi Maloney Elementary Nicole Herzog Upper Elementary Jeff Hamm Middle School High School	Implements plan at the school level; ensures scheduling, staffing, and equitable access to programs.	Kristi.maloney@k12.sd.us 605-422-3840 Nicole.herzog@k12.sd.us 605-422-3830 Jeff.hamm@k12.sd.us 605-422-3820
EL Teacher(s) / ENL-Endorsed Staff	Holly Lansink (K-3) Lucy Medeiros (4-12)	Provides ELD instruction; collaborates with content staff; monitors progress; maintains required documentation.	Holly.lansink@k12.sd.us 605-422-3840 Lucy.medeiros@k12.sd.us 605-422-3830

Assessment Coordinator	Linda Steele	Coordinates WIDA Screener/ACCESS administration, training, security, accommodations, and reporting.	Linda.steele@k12.sd.us 605-422-3800
Data/Student Information System Staff	Marcela Diertrich	Maintains EL data elements, coding, and record retention; supports state reporting.	Marcela.dietrich@k12.sd.us 605-422-3800
Special Education/504 Representative	Linda Steele	Coordinates procedures for ELs with disabilities and ensures language needs are considered in evaluation and service delivery.	Linda.steele@k12.sd.us 605-422-3800
Classroom Teacher Representative	TBD by building		
Family/Community Liaison	Holly Lansink Lucy Medeiros	Supports interpretation/translation processes and family engagement activities.	Linda.steele@k12.sd.us 605-422-3800

3. Program Goals

The district's EL program supports students' English language development and access to grade-level academic content. Program design and instruction align to state-adopted content standards and the WIDA English Language Development (ELD) Standards Framework.

District EL Program Goals

Goal Area	Goal Statement	Evidence/Measures
English language proficiency	Dakota Valley School District will implement and monitor an English Learner program that results in measurable annual growth in English language proficiency and progress toward South Dakota exit criteria.	ACCESS growth data, domain scores, overall composite scores, exit rates, monitored student progress.
Access to core instruction	Dakota Valley School District will ensure that all English Learners receive meaningful access to grade-level curriculum through appropriate instructional services, classroom accommodations, and individualized Language Acquisition Plans.	Grades, district assessments, state assessments, credit accrual, graduation indicators, annual program review data.

Academic achievement	LAPs, service schedules, accommodation records, classroom walkthroughs, participation data.	[e.g., grades, state/local assessments, credit accrual, graduation indicators]
Family engagement and communication	Dakota Valley School District will maintain meaningful two-way communication with families of English Learners through timely notification, translation and interpretation support, and family involvement in educational planning.	Parent notifications, interpreter logs, translated documents, meeting records, family participation data.

4. Identification, Screening, and Placement

The district follows South Dakota's standardized procedures for identifying English learners, including the Home Language Survey (HLS), use of an approved English language proficiency screener, and required data entry procedures. At the beginning of the school year, identification, screening and parental notification of eligible students must be given within **30 calendar days** of enrollment. Once the school year is underway, the window for identification, screening and parental notification of eligibility is within **2 weeks** of enrollment.

English Learner Definition: In South Dakota, an English Learner is defined according to ESEA Section 3201(5) as a student who **MUST** meet **ALL four areas** of the following:

1. Aged 3 through 21
2. Enrolled or preparing to enroll in an elementary or secondary school
3. **Meets ONE** of the following:
 - ☐ Was not born in the United States **OR** native language is a language other than English
 - ☐ Is a Native American, Alaska Native, or native resident of outlying areas, **AND** comes from an environment where a language other than English had a significant impact on English language proficiency
 - ☐ Is **migratory**, whose native language is a language other than English, **AND** comes from an environment where a language other than English is dominant
4. Because of difficulties speaking, reading, writing, or understanding English, the student may be denied **ONE OR MORE** of the following:
 - ☐ The ability to meet challenging State academic standards
 - ☐ The ability to achieve successfully in classrooms where the language of instruction is English
 - ☐ The opportunity to participate fully in society

Note on Native American Students: The demographic category alone is not sufficient for EL classification. Native American students **must** also “come from an environment where a language other than English has had a significant impact on their English language proficiency.”

First Year in Country (FYIC) criteria:

- Must be an identified EL student
- Have been enrolled in a school in one of the 50 states in the United States or the District of Columbia for less than 12 months
- Must participate in ACCESS Online or Alternate ACCESS assessment if enrolled during the testing window
- For students arriving after the ACCESS testing window, the WIDA Screener must be administered to provide evidence for SD ELA or ACT ELA assessment exemption

If the student meets the above criteria, then... The student is exempt from participating in the ELA portion of the SD state assessment or ACT for juniors; however, the student is required to participate in Math and Science. Scores are not included in accountability

4.1 Home Language Survey (HLS)

All newly enrolled students complete the district registration process, which includes administration of the HLS. The HLS is administered consistently for all enrolling students.

All newly enrolled families must complete a Home Language Survey (HLS) during initial registration (one per student, not one per family, and not annually). The HLS consists of four federally approved questions:

1. What is the language most frequently spoken at home?
2. Which 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?

If any response indicates a language other than English, the district is required to collect additional information through:

- Review of student's previous school records
- Parent consultation to gather additional information
- If the student came from another **WIDA state** and has a WIDA proficiency level from a WIDA assessment (Screener or ACCESS) within the last 12 months, then the receiving district does not need to administer the WIDA screener and may use that information to determine program eligibility.
- If the student comes from a **non-WIDA state** the WIDA screener will need to be used.
- If the student had previously been identified in another district or WIDA state, then the student should be placed in the district’s English language development program.

The district must communicate that the HLS is used **solely to offer appropriate educational services**, not for determining legal status or immigration purposes. Copies of the HLS are maintained in students' cumulative records.

Procedure Element	District Procedure	Responsible Staff	Documentation/Records
Where/when HLS is administered	Completed in the on-line registration upon enrollment	Marcela Dietrich, Central Registrar Building Secretary	Printed and stored in student's cumulative file and stored electronically in SIS
Languages supported for enrollment	Language Link online service	Marcela Dietrich, Central Registrar	
HLS review and follow-up triggers	Any response indicating a language other than English	Marcela Dietrich, Central Registrar	Email to EL Coordinator and Building Secretary

4.2 Initial ELP Screening

Once the student has been identified as potential English Learner through the HLS, a review of the EL definition, and a conversation with parents/guardians (as needed) the next step in the identification process is to assess for English Proficiency utilizing the WIDA Screener.

Test Administrator Requirements

- Screener administrators must be certified educators (paraprofessionals may not administer WIDA assessments)
- Annual training required, to be completed two weeks prior to administration
- Administrators must complete WIDA Screener: Administration and Scoring training course

Entrance Criteria

Grades 1-12: Students with a composite score lower than 5.0 qualify for EL services.

Kindergarten: First semester KG students are administered only Listening and Speaking domains.

Upon EL Classification:

- WIDA Screener results must be placed in the student's cumulative file
- Student must be identified as EL in Infinite Campus in a timely manner
- Student must be placed in the district's EL Core Program (Lau v. Nichols, 1974)

Screening Element	District Procedure	Timeline	Records
Staff training and qualifications	Certified EL teachers are required to complete training annually online	No later than opening Professional Development Days	Training certificates kept on file in EL Coordinator Office
Multi-source review	The EL teacher will review all previous records for the	Upon student arrival in the district	Record review on file in building

	student if coming from another state		
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4.3 Parent Notification and Right to Decline Services

The district must communicate the 8 required components regarding children's EL program participation in a language and format accessible to parents. Parent Notification occurs:

- **Annually** within the first 30 days of the school year, **OR**
- Within two weeks of enrollment for students qualifying mid-year

Right to Opt Out of Services

Parents may opt out of ESL services. The decision must be voluntary and based on full understanding of:

- The child's rights as an English Learner
- The range of services available
- The benefits of such services

Important: The district cannot recommend that parents opt out of EL services. Parents who are declining services must complete an Opt Out/Decline Services waiver **annually in a language they understand**. Parents have the right to deny services; however, students are still **required** to participate in screening and in the annual WIDA ACCESS assessment until they meet SD exit criteria. The school district must also determine how to meet the language development needs of the students and how they can be addressed outside of the ELD program.

Opt-Out Element	District Procedure	Records
How parents are informed of the right to decline	Parent Notification Letter	Copy of letter on file
How declinations are documented	Parent required to complete form declining services	Noted in IC under EL Flag and copy of form in cumulative file
How progress is monitored for opted-out ELs	EL teacher maintains records of assessment reviews, grade checks and WIDA ACCESS data	Monitoring log kept by teacher

4.4 Placement and Student Language Plans

Placement decisions are made using screening results and other relevant information to determine the most appropriate program model(s), service amount, and instructional setting.

Student Language Acquisition Plan / LAP

The district uses a student language plan (e.g., Language Acquisition Plan) to document service delivery, instructional focus, and progress monitoring.

District procedure: EL Teachers will be responsible for updating the LAP. Meetings will be held at the beginning of each school year to update teachers noting supports and accommodations needed for each student.

4.5 Data Entry and Record Keeping

The district maintains accurate EL data elements in the student information system and student cumulative records to support service delivery, assessment, reporting, and program evaluation.

Student Information System (SIS): Infinite Campus

EL identification code/data elements: The EL teacher will email updated EL data elements (date of identification and parent notification) to the Central Registrar, building principal, building secretary and EL Coordinator.

- **Storage of screening/ACCESS documentation:** The building secretary will develop an EL file folder (blue) to house copies of the Home Language Survey information, all EL documents from previous school (if applicable), and screener information. The EL teacher will provide the screener information to the building secretary. All ACCESS testing information will be stored in this same folder.
- **Access to records:** The EL folder will be stored in the student's permanent file in the building level office. A signature is required for any personnel reviewing the information outside of the students' current teachers and/or administration. Parents can request a copy of the file.
- **Transfer records process:** The EL file will be a part of any transfer records request.

5. Language Assistance Program Services

The district provides a language assistance program that includes English language development (ELD) instruction and supports for accessing grade-level content. Services are designed to avoid unnecessary segregation and to ensure participation with non-EL peers to the maximum extent appropriate. EL services and programs must be educationally sound in theory and effective in practice, enabling students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable timeframe.

5.1 Program Model(s)

The district implements the following language assistance program model(s):

Model	Grade Bands / Schools	Service Amount	Staffing / Setting
EL Pull-Out	K-12	TBD by EL teacher based upon WIDA Screener and ACCESS scores, along with other data review	EL teacher/EL Classroom
EL Push-In	K-12	TBD by EL teacher based upon WIDA Screener and ACCESS scores, along with other data review	EL teacher/General classroom content areas

Newcomer Supports	K-12	TBD by EL teacher based upon WIDA Screener and ACCESS scores, along with other data review	iPads will be given to all Newcomers for translation along with extra supports such as tutoring
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5.2 English Language Development Instruction

ELD instruction is aligned to the WIDA English Language Proficiency Standards. Instructional planning should incorporate WIDA proficiency level descriptors (PLDs), language domains (listening, speaking, reading, writing), and the language demands of academic content.

District ELD instructional approach:

Dakota Valley School District provides a mix of both pull-out and push-in services. Two certified teachers are on staff to provide a variety of supports to all identified EL students and those being monitored. Students are pulled out for small group intervention in reading, writing, speaking and listening, supplementing what is taught in the general classroom. Additionally, the teachers will push-in to content instruction to support the identified students in the general education setting.

EL staff are required to hold a provisional or full teacher license with an EL Endorsement, consistent with state standards. If the teacher is not fully certified with the EL Endorsement, they will be encouraged to enroll in the EL Cohorts that are developed by the South Dakota Title III Consortium. If they do not participate in this program, they will be expected to show enrollment in another similar program to complete this endorsement. Each teacher license is annually reviewed by the Superintendent's Secretary to ensure that requirements are completed as noted.

If the teacher does not hold their full licensure, they will be closely monitored by the EL Director and assigned a mentor teacher. Additionally, regular meetings will be held with the consultant assigned to the district through the Title III Consortium. The teacher will be encouraged to attend all online and in-person training available through the Consortium.

5.3 Integrated Content Supports

Content instruction includes intentional linguistic support so ELs can engage in grade-level tasks while developing English. EL and content staff collaborate to plan, deliver, and monitor support.

Component	District Expectations / Procedures	Artifacts/Evidence
Collaboration structures	EL teachers will meet with grade level teams and PLC's as available; individual teacher meetings	Team meeting agendas/notes; lesson plans incorporating EL strategies and supports
Language objectives and scaffolding	Content teachers incorporate language objectives into lessons including such items as content vocabulary being pre-taught	Lesson plan incorporating objectives and strategies to support EL students

Instructional Resources and accessibility	Teachers will be provided with copies of all LAPs and strategies to support the learners; PD around use of these supports	Lesson plans that incorporate these resources
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5.4 English Learners with Disabilities

EL students must receive both language assistance services and special education services when eligible. When an EL is suspected of having a disability, the district uses evaluation procedures that distinguish language development needs from disability-related needs. Language assistance and disability-related services are coordinated to ensure access and progress.

- **Child find and referral:** Students may be referred to the Problem-Solving Team of any building in the district based upon concerns that the student is not making adequate growth. These referrals can be made by any teacher, administrator or family member. The EL teacher will be included in any discussions regarding intervention and supports needed prior to making a referral to formally assess the student for a possible disability.
- **Evaluation considerations:** The team will consider administration of the student in their native language, if applicable. The language barrier will be considered at each step of the evaluation process.
- **Service coordination:** If the student qualifies for special education services, the EL and special education teacher will collaborate about service times. They will consider the need for pull-out services while ensuring the student has access to his grade level peers as much as is reasonable in light of their needs.
- **Accommodations and accessibility:** The IEP team, which will include the EL teacher, general education teacher, district and/or building administration and parents will determine what accommodations are appropriate for the student.

5.5 Access and Participation in General Education Programs

EL students must have access to the general education environment and not be unnecessarily segregated. The district ensures ELs have opportunities to participate in the full educational program, including core instruction, advanced coursework, special programs, and extracurricular activities. Program design avoids unnecessary segregation by national origin or EL status.

District procedure for ensuring participation and avoiding unnecessary segregation:

- The district will make every effort to schedule EL pull-out services at times that allow for the students to take other coursework necessary for success in the general education curriculum. For example, students will have pull-out services during study halls or non-core time. The EL teacher will find times to push into courses when this is applicable.
- The EL teacher will work closely with the building level administrators and school counselors to create a schedule that balances the need for the student to have a mixture of both EL class times, along with appropriate general education content to ensure the EL student is on-track to graduate with their peers.

- Dakota Valley adheres to all non-discriminatory practices regarding extracurriculars. EL students will be encouraged to participate in extracurricular activities by making them aware of the opportunities, working with them and their families to ensure transportation is not a barrier and by pairing them with a non-EL mentor for encouragement. Academic supports to assist with eligibility requirements will be followed. Opportunities such as Saturday School are available for all students to participate in so that they remain eligible to participate.

6. Assessment, Reporting, and Data Use

6.1 Annual English Language Proficiency Assessment

All students classified as EL must take WIDA ACCESS **annually** to measure progress toward English language proficiency. The district administers the annual state English language proficiency assessment (WIDA ACCESS for ELLs and/or Alternate ACCESS, as applicable) to all identified ELs, including ELs whose parents have declined specialized EL services.

District procedure for training, administration, and secure testing: All EL teachers are required to take the WIDA ACCESS training annually each Spring. The EL teachers, administration and EL Secretary work together to distribute and secure all materials when they arrive to the district.

Record keeping and reporting: The EL Director receives all scores and works with the EL teachers and EL Secretary to distribute the results to the parents, along with a letter of explanation. A copy of each ACCESS score is also placed in the student's EL file folder as a part of their cumulative record. Building principals get a copy of their building report and the district report is maintained in the EL Director's office.

6.2 State and Local Academic Assessments

ELs participate in state and local academic assessments with appropriate accommodations and accessibility supports, consistent with state guidance and the student's needs.

District procedure for accommodations (including ELs with disabilities): The IEP team, including an EL teacher will determine the need for appropriate accommodations that align with both their disability and their EL levels of proficiency.

7. Exit and Monitoring

7.1 Exit Criteria

South Dakota Exit Criteria: A student may exit English Learner (EL) status when they meet one of the following:

- Earn an **Overall Proficiency Level of 5.0 or higher** on the SD-ELP (WIDA ACCESS) or if applicable the SD Alternate ELP assessment (WIDA Alternate ACCESS),
OR
- Earn an **Overall Proficiency Level of 4.0** on the the SD-ELP (WIDA ACCESS) or SD Alternate ELP assessment (WIDA Alternate ACCESS) **and** demonstrate English Language Arts proficiency by earning:
 - o A **Level 3 or 4** on the **South Dakota ELA State Assessment**, or
 - o A **Level 3 or 4** on the **ACT score** (for high school juniors)

7.2 Monitoring of Former ELs

The district is required to monitor students who have exited EL status to ensure they are successful in the standard educational program and were not exited prematurely. Monitoring includes review of academic performance and access to supports when needed.

Monitoring Element	District Procedure	Frequency/Timeline	Responsible Staff
Duration of monitoring	EL Students will be monitored for at least two years.	Not less than annually	EL Teacher/Case Manager
Data sources reviewed	The EL teacher will review grades, district assessment data attendance, behavior referrals, credit accrual, state assessments, ACCESS scores and teacher input.	Not less than annually	EL Teacher/Case Manager
Intervention/support process	The EL teacher will bring the information to the building Problem-Solving Team to discuss concerns noted from the data review completed by EL teacher.	Upon review of data concern	EL Teacher/Case Manager/PST Team

Re-entry procedure (if needed)	The PST may determine that the student needs to participate in general education interventions OR they may determine at that time that the student should be referred back to EL services.	Upon review of data concern	EL Teacher/Case Manager/PST Team
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8. Staffing and Professional Learning

Under ESEA/ESSA, all teachers and paraprofessionals working with English Learners must meet applicable state certification and licensure requirements. South Dakota law requires teachers who teach ELs to have an English as New Language (ENL) Endorsement. Paraprofessionals, aides, and tutors may not replace qualified teachers except as an interim measure during recruitment, hiring, or training.

The district assigns appropriately qualified staff to implement the EL program. Staff receive professional learning to support implementation of WIDA-aligned ELD instruction and integrated supports.

Staffing Component	District Procedure/Expectation	Evidence/Records
EL teacher qualifications	Hold a valid SD teaching certificate with and English as New Language (ENL) Endorsement. The endorsement requires 15-18 specific credit hours in ESL/ENL coursework.	Licensure records
Use of paraprofessionals	Provide tutoring and supports under the guidance of the EL teacher.	Schedules/expectations for paraprofessionals
Professional learning plan	Professional development will strategically address teacher training that addresses the needs of all learners, including EL students.	PD Agendas
New staff onboarding	Training is provided during new teacher training and for new paraprofessionals when applicable.	Training agendas and sign-in sheets

9. Family Communication and Engagement

The district provides meaningful communication to parents/guardians with limited English proficiency, including interpretation and translation when needed, for information that is provided to non-LEP parents.

Component	District Procedure	Documentation
Interpreter services	The district utilizes Language Link online Interpreting Services (see Appendix A).	Vendor Contract/Monthly Billing
Translation of vital documents	The district utilizes both Google Translate and Canva when translating documents. Language Link is also available.	Translated documents
Notification methods	The district utilizes a variety of methods to communicate with parents including email, phone calls, text messages and mail.	Copies of letters, emails, etc.
Family engagement activities	The district will continue to offer activities for all families while finding ways to specifically engage EL families and to find ways to make them feel welcome.	Sign-in sheets

10. Program Evaluation

To determine program effectiveness, the district evaluates the EL program at least annually using multiple data sources to determine whether the program is effective in supporting English language development and academic success. Results inform timely program modifications.

Evaluation Area	Data Sources	Review Frequency	Responsible Team
ELP growth and trajectories	ACCESS composite/domain growth, progress toward exit	No less than annually	EL teacher, EL Coordinator
Academic outcomes and access	Grades, course completion, attendance, content assessments, graduation indicators	No less than annually	EL teacher, EL Coordinator
Implementation fidelity	Service minutes delivered, staffing assignments, scheduling	No less than annually	EL teacher, EL Coordinator
Family communication and engagement	Interpreter/translation usage, family survey feedback, participation data	No less than annually	EL teacher, EL Coordinator

Annual review cycle and plan revision process: The LAU Plan/EL Program will be evaluated formally every May. The team will include members of the EL Leadership team which will include, but not be limited to the EL teachers, and EL Director. Additionally, the representative from the Title III Consortium will be invited to give guidance. The LAU Plan will be updated and presented to the Dakota Valley School Board in June each year.

Appendix A: ESL Interpreting Service Guidance

Language Link Interpreting Services is the service that is utilized for all meetings with parents.

When Schools Should Use an Interpreter

Schools commonly arrange interpreters for:

- Parent-teacher conferences
- IEP or special education meetings
- Enrollment/orientation
- Discipline or behavioral meetings
- Health or counseling discussions
- School events and presentations
- Emergency communication
- Written translation support
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Schools are generally required to provide meaningful language access for families who are not fluent in English under federal civil rights guidance.

Step-by-Step Directions

1. Identify the Language Needed

Ask the family:

- Preferred spoken language
- Preferred written language
- Dialect if applicable

Avoid relying on:

- Students to interpret
- Siblings or friends
- Untrained staff

2. Use the on-demand Language Link Service per directions below

3. Prepare Before the Meeting

Teachers/staff should:

- Plan shorter, clear statements
- Avoid slang/jargon
- Allow extra meeting time

4. Set Up the Meeting

At the beginning:

- Introduce everyone
- Explain the interpreter's role
- Confirm confidentiality

Example:

"The interpreter will interpret everything said during the meeting and will keep information confidential."

5. Speak Effectively During Interpretation

Best practices:

- Speak directly to the parent, not the interpreter
- Use first person ("How do you feel?" instead of "Ask her how she feels.")
- Pause often
- Speak clearly and at a moderate pace
- Avoid talking over others
- Avoid sidebar conversations

6. Check Understanding

During and after the meeting:

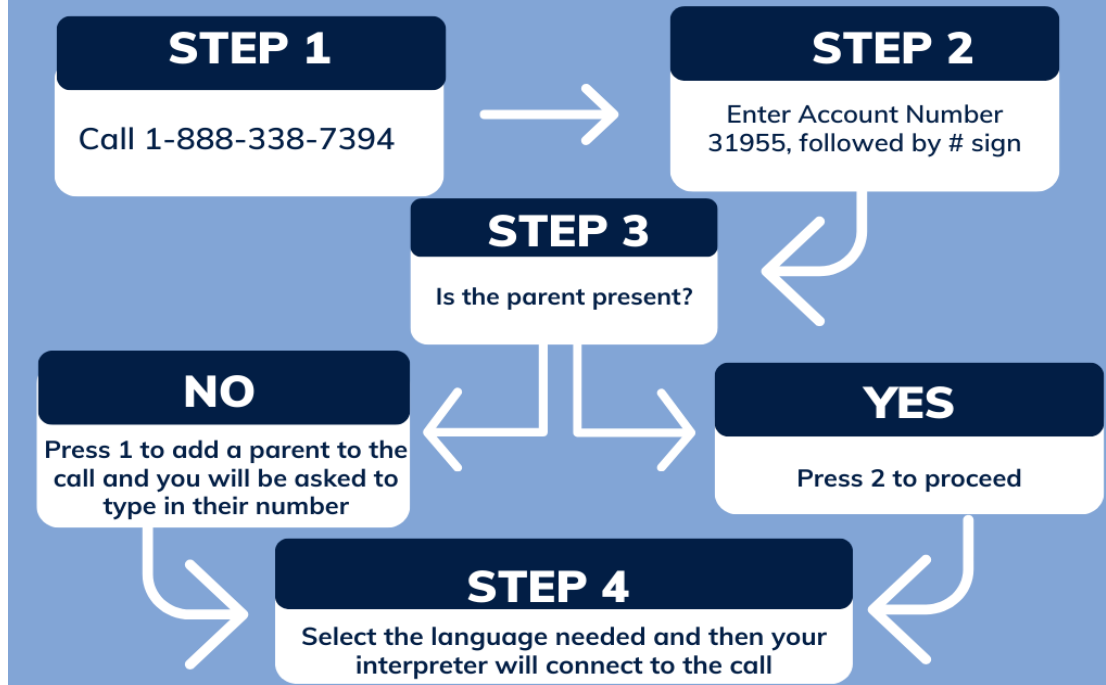
- Ask if the parent has questions
- Summarize key decisions
- Confirm next steps
- Provide translated documents when possible

7. Document the Service

Schools often document:

- Interpreter's name or service used
- Language provided
- Date/time
- Whether translation services were offered and accepted

USING THE LANGUAGE LINK



Appendix B: Teacher Reference Resources

The following resources support implementation and annual updating of this plan. Districts should verify the most current versions annually.

- South Dakota Department of Education – Title III / English Learner resources (exit criteria, Parent Notification letters, data elements)
- WIDA English Language Development (ELD) Standards Framework, 2020 Edition (K–12)
- The EL teachers draw from a variety of resources. Both i-Ready <https://www.curriculumassociates.com/programs/i-ready-learning> and Ellii <https://www.Ellii.com> are utilized for supports in teaching content (reading, writing, speaking, and listening).
- Students who are still Level I or are in Newcomer status have access to an iPad for translation. Google Translate is being used within the classroom and in working individually with students when needed. It is also used when texting or sending information to parents. However, for any parent meetings, the district uses Language Link Interpreting Services.
- Other Teacher Resources include:
 - <https://www.colorincolorado.org/south-dakota-ell-resources>
 - <https://doe.sd.gov/title/el.aspx>
 - <https://www.equippingells.com/school-partnerships>
 - <https://sites.google.com/k12.sd.us/sdtitle3/enl-endorsement>
 - <https://www.teachingenglish.org.uk/resources>
 - <https://busyteacher.org/>
 - <https://en.islcollective.com/>
 - <https://www.onestopenglish.com/>
 - <https://www.english.com/gse/teacher-toolkit/user/lo>
 - <https://www.englishclub.com/grammar/>
 - <https://www.elllo.org/>
 - <https://www.bbc.co.uk/learningenglish/>
 - <https://deepenglish.com/>
 - <https://youglish.com/>
 - <https://linguapress.com/>
 - [https:// owl.purdue.edu/owl/www.readworks.org/](https://owl.purdue.edu/owl/www.readworks.org/)
 - <https://dictionary.cambridge.org/dictionary/learner-english/>
 - <https://www.worldtesolacademy.com/top-10-free-resources-for-esl-teachers/>

Appendix C: Parent Resources

Dakota Valley Special Education Program

The program serves children with special needs from Birth to 21 years. If you suspect that your child has a disability, you can contact Dakota Valley Schools for an assessment.

Telephone: 605-422-3800

ROCS Union County Transit (North Sioux City)

Provides transportation 7:30 am-4:30 pm at a low fee. Medicaid is accepted.

Telephone: 605-481-0017 (must call one day in advance Monday-Friday 12:00-2:00 pm)

Headstart

Income-based Early Childhood Education and Pre-school opportunities for children aged 0-5

Telephone: 605-677-5235 or 800-813-8152

Mary J. Treglia Community Service Program

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

Telephone: 712-258-5137

Luthern Services of Iowa

Provides services for refugee and immigrant families by providing education, family services, and economic development programs to help them get started on their path to citizenship.

Telephone: 712-255-2505

Community Health Center of Siouxland

Provides quality healthcare based upon income guidelines.

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

South Dakota Department of Social Services

- Child Care- 605-367-7602
- Child Support- 800-286-9145
- Economic Assistance- SNAP/Medical- 605-367-5500

South Dakota Department of Human Services

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

Telephone- 605-367-4217

South Dakota Department of Health

Physicals, immunizations, newborn screenings, WIC

Telephone: 605-367-5360

Caring Program for Children

Free immunizations and examinations for children ages 6- high school

Telephone: 605-361-5994

211 Helpline

Answers questions about finances, shelters, housing, food, health, clothing and employment

605-339-4357

Appendix D: District Forms and Artifacts

The following forms can be accessed in the District Shared Drive> Special Services>EL Resources

- Home Language Survey
- Parent Notification Letter
- Opt-out/declination form
- LAP template
- Monitoring log for EL students who have exited