

**Corsica-Stickney
School District**

**English Language Learner Program
Handbook (Lau Plan)**

“Learning is a treasure that will follow its owner everywhere”
-Chinese Proverb

2026-2027

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ESL Acronyms

Acronyms and labels can be confusing to those not familiar with or who are just learning about the educational options for learning and teaching English. The above definitions are those most commonly used in educational circles to describe programming options for English language learners in the U.S. English language learning programs are often referred to by their acronyms. Some acronyms refer to programming options, others to the students enrolled in such classes. Here are the most commonly used acronyms.

ACCESS – Accessing Comprehension and Communication in English; a test administered annually to determine English Language Proficiency in domains of reading, writing, listening, and speaking.

AMAO– Annual Measurable Achievement Objectives; refers to progress on State Standardized Assessments

AYP – Annual Yearly Progress; refers to progress on State Standardized Assessments

EL - English Learner

ELD – English Language Development; usually refers to the English Language Development standards

ELL - English Language Learner; refers to the student. ELLs are enrolled in ESL programs.

ENL – English as New Language

ESL - English as a Second Language; generally, refers to programs that teach English to students who speak another language in the home.

HLS – Home Language Survey; document given to all students to identify primary languages spoken in their households.

K-WAPT – Kindergarten WIDA ACCESS Proficiency Test – Screener given to Kindergarten students to identify EL learners

LEA – Local Education Agency; refers to local school district

LEP - Limited English Proficient; a descriptive term, as in an LEP student.

LAP – Language Acquisition Plan; plan written yearly for each identified EL student

LIEP – Language Instruction Education Plan

W-APT – WIDA Access Proficiency Test – Screener given to students to identify proficiency in the domains of reading, writing, listening and speaking

WIDA Consortium – World-Class Instructional Design and Assessment Consortium; a group of over twenty states that collaborate to design and implement common standards for English language learning programs

Corsica-Stickney School District

English Language Learner Program Handbook (Lau Plan)

It is the policy of the Corsica-Stickney School District to provide equitable access for limited English proficient students. According to the Equal Education Opportunities Act (1974), this district must make an effort to do whatever is educationally appropriate to address the English and educational needs of the limited English proficient student so that he/she can compete with his/her same age English background peers. Qualifying students will be identified and placed in programs and services in accordance with statutory guidelines. The Corsica-Stickney School District will strive to provide a linguistically and culturally rich learning and teaching environment. It is the policy of the Corsica-Stickney School District to comply with all federal and state laws prohibiting discrimination against students on the basis of all civil rights categories.

The Corsica-Stickney School **District English Language Support Committee** shall consist of Mr. Muckey, Superintendent, Mrs. Kemp, Elementary Principal, Ms. Gillette, EL School Coordinator, Mrs. Reimnitz, EL Para, and Classroom Teachers.

The following are the specific components of the Corsica-Stickney ESL Program. This program reflects the equal access policy of the Corsica-Stickney School District.

I. Language Instruction Educational Program (LIEP) Goals

The goal of the Corsica- Stickney English as a Second Language (ESL) program is to provide experiences that promote individual and social well-being and to provide equal educational access for students whose primary language is not English. The Corsica-Stickney ESL program emphasizes instructional assistance in the four skill areas of language development: listening, speaking, reading, and writing. The program's goal is to assist non or limited English-speaking students to develop English language skills at a level which will enable them to perform successfully in mainstream classes, graduate, and function successfully in our culture. The Corsica-Stickney's ESL program is committed to encouraging a positive self-concept, developing a healthy attitude toward individual differences, and fostering a school wide climate of understanding, empathy and interaction between students and staff. These goals apply equally to all students, including English Language Learners (ELL).

II. Identification of Potential EL Students

South Dakota classifies an English Language learner according to the Federal government definition as stated in ESEA Section 3201(5). An English Language learner is classified as one:

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school 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 a Native American or Alaska Native, or a native resident of the 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, and who comes from an environment where 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 State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English: **or**

(iii) the opportunity to participate fully in society.

When a new student registers to attend class in the Corsica-Stickney School District they are given a registration packet. All newly enrolled students (including transfers) will be initially screened for subsequent assessment through the Home Language Survey during the enrollment process. Included in the packet is a Home Language Survey(HLS) (see **Appendix A**)

If the Home Language Survey (HLS) indicates that a language other than English is spoken the staff is alerted to the potential need of ELL services. The Home Language Survey (HLS) is placed in the student's permanent file. The administration will then ask the parent's some questions to gain some background information on the student. This information will be used to further determine the need for ELL services. An interpreter will be provided if the need arises.

The next step after completion of the Home Language Survey (HLS) and the registration documents is to determine if a student meets the EL definition. All newly enrolled students (including transfers) will be initially screened for subsequent assessment through the Home Language Survey during the enrollment process. Was the student previously enrolled in an ESL program? If **yes**, then they should be enrolled in our ESL Program. Do they come from a WIDA participating state? If they **did** come from a WIDA participating state, do we have English Language Proficiency Scores from an assessment that was given within the last calendar year? If **yes**, then the student should be placed in the District's English Language Development Program. If **not**, then the student should be given the WIDA (WAPT) Screener.

If a student has been previously identified as Limited English Proficient, screening is not required, although English proficiency assessment is required annually in all communicative skills domains.

1. Consultation with classroom teacher where appropriate
2. Anecdotal information from student, family and/or sponsors
3. Testing for proficiency using a WIDA Screening Assessment (W-APT, MODEL, ACCESS 2.0 Screener)
4. Assessment of academic proficiency in First Language (optional)
 - a. Interview
 - b. Writing Sample
 - c. Anecdotal Records
 - d. School Records

Potential ELL students will be given the grade appropriate WIDA Access Placement Test (WAPT) by a trained instructor. This is an online screener This test must be given within **30** calendar days of the beginning of the school year or within **2** weeks of enrollment throughout the school year.

If the student is in Kindergarten and it is the 1st semester of Kindergarten they will only take the Listening and Speaking domains of the Kindergarten W-APT. This assessment can be found at this link: <http://www.wida.us/assessment/w-apt/index.aspx>

If the students are in in 1st Semester of 1st Grade they will be given the full Kindergarten W-APT assessment. This assessment can be found at this link: <http://www.wida.us/assessment/w-apt/index.aspx>

A copy of the results of this assessment will be sent home and another will be put in the student's permanent file.

If the student is in the 2nd semester of 1st grade through 12th grade they will be administered the WIDA Online Screener. It is clustered into the following grade level groups: 1, 2-3, 4-5, -8, and 9-12. This screener can be found at the following link:

<https://www.wida.us/assessment/Screener/screener-online.aspx> **A copy of the results of this assessment will be sent home and another will be put in the student's permanent file.**

Kindergarten students need to score **less than a 29** to be eligible for English Language Development Program. Students in grades 1-12 with a composite **score lower than 5.0** on the WIDA Online Screener will be eligible for EL services.

Parent Notification Forms (see **Appendix B**) are given to parents indicating that the student has been identified for EL services. This form also tells the parents of the students English Language Proficiency (ELP) Level in each of the four domains: reading writing listening and speaking. It also indicates if services will be provided and how they will be administered. **A copy of the Parent Notification Form is sent home in a language that is appropriate and a copy is also put in the student's permanent file.**

1. Parents may refuse services by writing a letter to the school. The student will be **required** to continue to be assessed for ELP yearly until/he or she has reached a composite score of **5.0** on the WIDA Online Screener. A copy of this letter will be placed in the student's permanent folder.
2. In the event that a parent/guardian refuses ESL services for their child, a signed letter of refusal will be placed in the student's file. These ESL services will be offered yearly and a letter of refusal must be signed annually. The parent may withdraw refusal of services at any time.

III. Placement of English Language Learners

ELL's will be placed in their grade level unless it is indicated it would be best to place them a level below. The Corsica-Stickney School District will use the following data when considering placement:

- English Proficiency Level
- Educational Background
- Chronological Age
- Academic Performance
- Parental Input

Under no circumstances will a student be placed in a grade level that is more than one year below his/her chronological age. Although it may seem logical to place a language minority child at a grade level that matches the kind of English skills he/she needs to acquire, it would be a great disservice to the child both socially and cognitively to do so.

Corsica-Stickney School District is obligated to provide a structured language support program that meets the ESL as well as content area needs of the student consistent with state and federal statute and case law precedent.

Regarding the issue of grade-level retention, on the whole, retention is only advisable when a language minority student is lagging behind peers socially and emotionally (and even that may not be appropriate). It stands to reason that a language minority – LEP child will not be on grade level academically until he/she has had the opportunity to acquire the English skills and content necessary for success.

It is **not** appropriate to retain a LEP child solely for the reason of limited English proficiency because the child has unique needs and must be given ample time from grade level to grade level to acquire English proficiency. The school committee accepts the research findings that the acquisition of a second language for cognitive/academic proficiency can take from five to seven years under optimal circumstances of academic and ELP (English Language Proficiency) support.

The most advantageous way to avoid grade-level retention is to make accommodations for the LEP child in the mainstream classroom and to maintain a close collaborative relationship between the mainstream and ESL programs. If an ELL child is referred for retention, the Language Support Committee should be included in that process to ensure that language proficiency is not the sole reason for the referral.

A. Special Needs Placement:

Determining special needs placement for students who are receiving ESL Services is a complex process. There may be a number of individual or combined factors determining why language and cultural minority students are achieving little academic progress over time; the normal process of second language acquisition, the acculturation process, different learning styles, motivation to learn, or the student's lack of prior schooling are a number of potential factors instead of intrinsic learning problems. Screening and diagnosing at-risk students receiving ESL Services include a number of pre-referral steps to determine whether there exist temporary learning and behavior characteristics shared by learning disabled students and students of English as a second language, or whether referral to special education is warranted. The ESL Specialist must be involved throughout the process.

The following pre-referral process will be followed to determine the necessity for referral to special education:

1. When the student experiences continued, serious academic/social behavioral difficulty:
 - Examine systematic efforts to identify the source of difficulty:
 - a. Curriculum: continuity of exposure; scope and sequence; student's entry level skills; cognitive demands; mastery criteria; amount of practice exhibited in the native language.
 - b. Instruction: sequencing of content; language use; effective teaching behaviors; coordination with other teachers.
 - c. Teacher: qualifications; experience with LEP Students; teaching style; expectations; perceptions; instructional management; behavior management.

- d. Student: Experiential background; native language proficiency; cultural characteristics; cognitive learning style; locus of control/attribution; self-concept; motivation.
 - e. Assessment: learning standards; data collection procedures; modifications.
- Examine the student's individual and group behavior, parental perceptions, work samples, and teacher perceptions.
 - a. Cultural differences: country of origin; length of residence in US; age at arrival.
 - b. Language differences: first language characteristics; rate of progress in English; opportunities to use English outside of school; literacy skills in first language.
 - c. Environmental factors: background factors; attitudes on schooling; interruptions/traumas; frequency of school moves; family separation; family support for schooling; home environment factors.
 - d. Medical/physical factors: history; present conditions.
 - e. Achievement/performance factors: listening comprehension; oral expression; basic reading skills; reading comprehension; written expression.
 - f. Learning/behavior factors: visual discrimination; auditory discrimination; visual memory, auditory memory; visual motor coordination; attention/coordination; a social perception; problem solving; activity level; speech.
2. Parents, teachers, and support staff can initiate referral to Special Education. Parents will be provided an interpreter. The Language Assessment Committee can also refer a student to special education services for continued diagnosis and testing if: (a) systematic efforts to identify the source of the difficulty are unsuccessful and/or (b) the Intervention Checklist identifies behavioral patterns deemed necessary for continued assessment. The Language Support Committee will gather the information and process the referral observing Special Education regulation timelines. The disabling condition must occur in the student's primary language to warrant a referral.
 3. **Limited English proficiency is not a disability as defined by the Americans with Disabilities Act of 1994 and state special education regulations. If a language minority child is referred for a special education evaluation, a culturally and linguistically non-biased evaluation must comply with state and federal regulations. An assessment of the child's native language skills as soon after school enrollment as possible is advisable so that any significant problems can be identified and noted for future references. The disability must be determined in the student's primary language.**

IV. Assessment of English Language Learners

All ELL students will take the Assessing Comprehension and Communication in English State to State (ACCESS) assessment each school year. The testing window for administration is in February-March. They will be assessed in the four domains of Reading, Writing, Listening, and Speaking. A trained staff member will administer ACCESS during the testing window. The test is an online format.

The results of the ACCESS test will be available in May and will be used to inform instruction, monitor student growth and evaluate the effectiveness of the program. Federal and state regulations and guidelines regarding AYP (Adequate Yearly Progress) and AMAO (Annual Measurable Achievement Objectives) are used. A copy of the EL students yearly ACCESS scores will be sent to the parents and a copy will be put in their permanent file.

V. Language Acquisition Plan

The ENL certified teacher will be responsible for writing the yearly Language Acquisition Plan (LAP) (see **Appendix C**) with consultation of the English Support Committee. This plan is written/revised yearly with input of classroom teachers, parents and the ESL teachers.

The English Acquisition Plan will include the programs and strategies that will be used for improving the English Language Proficiency within the domains of Reading, Writing, Speaking and Listening. Data from ACCESS reports and classroom teachers will be used to write goals and make modifications to programs to best meet the needs of the English Language learner.

The Corsica-Stickney School District will use recommended service guidelines provided by the South Dakota State –Wide Title III and Migrant Consortium.

A. DAILY SERVICE RECOMMENDATIONS

	<u>WIDA Access Levels 1-2</u> Beginner	<u>WIDA Access Level 3</u> Intermediate	<u>WIDA Access Level 4-5</u> Advanced
Kindergarten	Daily pull-out ESL services 60 minutes each day, plus push-in services or co-taught class	60 minutes pull-out ESL Services daily; plus push-in services or co-taught class as needed	30-60 minutes pull-out ESL Services daily; push-in services or co-taught classes
Grades 1-2	Daily pull-out ESL services 60 minutes each day, plus push-in services or co-taught class	30-60 minutes pull-out ESL daily; push-in services or co-taught class	30-60 minutes pull-out ESL Services daily; push-in services or co-taught classes
Grades 3-5	Daily pull-out ESL services 120 minutes each day, plus push-in services or co-taught class	30-60 minutes pull-out ESL Services daily; push-in services or co-taught classes	30-60 minutes pull-out ESL Services daily, push-in services or co-taught classes
Grades 6-12	Intensive language instruction (ESL Direct instruction 180 total minutes; *90-180 minutes direct ESL Class *remaining time ESL Resource Study Hall, co-taught content classes and/or sheltered classes	90 minutes of ESL daily; sheltered or co-taught classes; ESL resource periods	45 minutes of ESL each day; sheltered or co-taught classes; ESL resource periods *see HS ESL class codes for high school credit.
ESL	English as a Second Language, taught by an endorsed English as a New Language teacher, objective is language development, class or pull-out structure		
Co-teaching	ESL and Content teacher plan and/or teach together to highlight language development within the context of content classroom learning		
Sheltered	Classroom/Content teacher uses strategies to modify grade-level content for students in response to language proficiency level		
Collaboration	The collaboration on a consistent between classroom teachers and ESL teachers is of upmost benefit to ESL and all students – as teachers work together to build academic language.		
ESL Resource Period Study Hall	This period can be used to help students with their modified content work, fill content and information gaps as needed, and/or provide time for utilizing online literacy programs to support language development.		

The English Language Support Committee will work together to determine time allotment that best fits each individual EL Student's needs.

Each student will be enrolled in the mainstream program to the extent possible and integrated into regular activities. The regular classroom teacher will share the responsibility of programming with a qualified ENL teacher. Modifications to the regular curriculum will be supported by appropriate instructional materials. An ESL program will be provided at a specified school at each level in order to maximize language support services with sheltered content instruction to support access to the Learning Results.

The following guidelines will be followed for the development of a student's Language Acquisition Plan:

1. Instruction will be provided during the regular school hours.
2. Student's grade placement will be age appropriate.
3. The ENL teacher and classroom teacher will coordinate efforts to support the students acquisition of English Language Development (ELD) Standards and the SD Content Standards.
4. The ENL teacher will extend instruction into the classroom providing support to the LEP student and will share the cultural diversity and the new language with other students.
5. Instructional space will be provided to ELL students that is comparably provided to non-ELL students.
6. The amount of time spent with the ENL teacher will be determined by the Language Support Committee based on age and need of the student.
7. Home visits will be conducted when needed as part of an outreach effort to parents of ESL student with support to those parents in their language.

VI. Language Instruction Educational Program- Elementary Level

The Corsica-Stickney School District uses an **ESL Pullout/Push In Program** – English Learners attend age-appropriate mainstream classes (teachers use strategies to help ELs in the classroom) for most of the day and also meet separately for about 3-10 hours a week in small groups with an ESL instructor/ENL Certified Teacher who focuses on English Language Development Standards

- Most Instruction is in English. The ESL instructor does supplement with Spanish when appropriate.
- District ELL's may also be served by other programs and services including Title I and Special Education. (This instruction will supplement not supplant content instruction.)
- ELL student involvement in these other programs **does not** replace ELL Services.
- We utilize core curriculum materials and Reading A to Z resources

Highly qualified ELL teachers and paraprofessionals primarily teach through one-on-one or small group instruction.

- **Push In** (ELL teacher enters classrooms to collaborate with mainstream teacher)
- **Pull Out** (ELL teacher works with small groups to differentiate instruction)

ELL instruction supplements, rather than supplants, classroom instruction.

***Currently we only have students enrolled in K-6 who qualify for our English Language Learner Program. The Corsica-Stickney School District will update and revise this section when the students move into the 7-12 grades.**

VII. Highly Qualified Staff

South Dakota State Law requires teachers who teach ELs to have an English as New Language (ENL) Endorsement to provide the ENL program services. (For program models see Section IV of this EL Program Guide.) Under the Elementary and Secondary Education Act of 1965 as amended by Every Student Succeeds Act (ESEA), each LEA must ensure that all teachers and paraprofessionals working with English learners meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. A teacher of English Learners (ELs) who provides instruction in core academic subjects needs to meet the requirements to be highly qualified, even if he or she is not the only one

instructing the students in that subject. **However, if the teacher is reinforcing instruction already delivered, or is only providing advisory assistance to a teacher who has delivered the instruction, the highly qualified teacher requirement do not apply.**

The Corsica-Stickney School District has 2 teachers currently obtaining their ENL Endorsement to become Highly Qualified. (One in K-6 and One in 7-12)

A. ENL Teacher Responsibilities

1. Hold State of South Dakota Teacher Certification with ENL endorsement (or have a plan on file to obtain ENL endorsement within two years)
2. Administer evaluations used to determine eligibility.
3. Communicate at least quarterly or each trimester with parents regarding progress of students in a language they understand.
4. Recommend modifications or revisions to the Corsica-Stickney Program Handbook (Lau Plan)
5. Recommend reclassification or exiting of student based on WIDA assessments.
6. Provide meaningful cultural and language information to student, teachers and classmates.
7. Ensure that high school students receive appropriate career and educational information and that all post graduate opportunities are made equitably accessible to them.
8. Monitor students who have exited the ESL program for a period of two years.
9. Maintain a language development file in each ELL student's cumulative file with ELL programming information.

VIII. Exit from EL Status /Monitoring

To exit a student from an EL status, the student must obtain an Overall Proficiency Level of 5.0 or higher on the ACCESS for ELLs 2.0 assessment.

- Corsica-Stickney School District recognizes research findings that the acquisition of a second language for academic proficiency can take from four to 10 years under optimal conditions.
- Students are exited from the ELL program when they have reached an overall score of 5 or higher on the ACCESS for ELLS 2.0. State test scores, grades, and team (mainstream and ELL teachers, principal, ELL director, and other staff) decision are also considered in the decision-making process.
- Exited students are monitored for academic success for **two years. (See-Monitoring Form: Appendix D)**

Exited students experiencing academic difficulty due to lack of language proficiency may reenter the ELL program.

IX. Professional Development

Professional Development opportunities are offered by the State Department of Education, the South Dakota State-Wide Title III and Migrant Consortium, and by WIDA. These trainings are available to all teachers in the Corsica-Stickney School District including EL and content area teachers and administrators. The Corsica-Stickney School District will monitor the need for professional development specifically pertaining to English Language Learners as the need arises and offer opportunities to meet our professional development needs.

X. Parental Involvement

Corsica-Stickney School District staff work together with parents at bi-annual parent-teacher conferences to discuss issues and concerns.

ELL staff collaborate with Title I staff to encourage parental attendance at family events throughout the school year.

XI. Evaluation of Language Instruction Educational Program (LIEP)

The Corsica-Stickney Superintendent, Principals, and ELL Coordinator will meet yearly to set goals based on data from ACCESS scores, Smarter Balanced Test scores, classroom performance, and teacher and parent input. AYP and AMAO goals will be monitored.

ELL teachers and classroom teachers have weekly meetings where they can discuss any needs and issues relating to the ELL program. Teachers are asked for their input and suggestions for changes, guidance, or support they may need.

The Corsica-Stickney Language Support Committee will meet at the end of each year to work through the 5 Components of Evaluation of Programs and Services for English Learners Checklist sent out by the South Dakota Department of Education. (see **Appendix E**)

XII. ESL Federal Requirements

Civil Rights Act (Title VI) of 1964

“No person in the United States shall, on the grounds of race, color, or natural origin be excluded from participation in, be denied under the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

TITLE VI ESL COMPLIANCE REQUIREMENTS OFFICE OF CIVIL RIGHTS

School districts having LEP students enrolled shall:

1. Identify national origin minority students using a home language survey of all students.
2. Assess language proficiency of National origin minority students.
3. Diagnose student instructional needs.
4. Establish an alternate language program which meets the needs of LEP students for English language instruction.
5. Establish criteria for entry/exit into the language instructional program.
6. Provide understandable instruction in content areas using ESL methodology or primary language instruction.
7. Provide LEP students the opportunity to develop a positive self-concept and identification with their cultural heritages.
8. Provide qualified teachers (or formal training to qualify teachers).
9. Provide equal access to all other district programs and services.
10. Provide opportunities for parental involvement. Provide ways to communicate with parents of LEP students in their language(s).
11. Monitor student progress at regular intervals. After exiting students, provide them support services as needed.

Lau v. Nichols: U.S. Supreme Court decision of 1974

“There is no equality of treatment merely by providing students with the same facilities, textbook, teachers, and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education.”

By law, ESL students are entitled to equal access to our educational system. The United States Congress has addressed the legal obligations of school districts to this special population in the Equal Education Opportunity Act of 1974, 20 U.S.C. 1703. “No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by...(f) the failure by an educational agency to overcome language barriers that impede equal participation by its students in its instructional programs.”

This statute recognizes the state’s role in assuring equal educational opportunity for national Students. The Supreme Court decision, Lau v. Nichols, (as well as the Lau Remedies and Guidelines implemented by the Office of Civil Rights following the Lau decision), specify that school districts must provide limited English students the instructional practices and materials by trained and experienced professionals. The district must make a documented effort to do whatever is educationally appropriate to develop the English and the educational needs of limited English students so that they can compete with their English-speaking peers.

Equal Educational Opportunities Act

The Equal Educational Opportunities Act (EEOA) of 1974 prohibits discrimination against **students**. It also requires school districts and states' departments of education to take action to ensure equal participation for everyone, including removing language barriers for **ELL students**.

The Individuals with Disabilities Education Act (IDEA) /Section 504 of the Rehabilitation Act of 1973 (Section 504)

This act addresses the rights of students with disabilities in school and other educational settings. If an EL is suspected of having one or more disabilities, the LEA must evaluate the EL promptly to determine if the EL has a disability or disabilities and whether the EL needs disability related services (which are special education and related services under IDEA or regular or special education and related aids and services under Section 504). Disability evaluations may not be delayed because of a student’s limited English

language proficiency (ELP) or the student's participation in a language instruction educational program (LIEP). Also, a student's ELP cannot be the basis for determining that a student has a disability.

Every Student Succeeds Act (ESSA)

This law was signed by President Obama on December 10, 2015, and represents good news for our nation's schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

Every **Student Succeeds Act (ESSA)** is the nation's main education law for all public schools. The law holds schools accountable for how students learn and achieve. **ESSA** aims to provide an equal opportunity for students who get special education services. The 2015 reauthorization of the Elementary and Secondary Education Act, **Every Student Succeeds Act (ESSA)**, does take some important steps: It's easier to track EL progress now that statewide entrance and exit procedures for EL services are standardized throughout the state. EL student monitoring has been improved.

Plyer v. Doe

In June 1982, the Supreme Court issued *Plyler v. Doe*, a landmark decision holding that states cannot constitutionally deny students a free public education on account of their immigration status.

Memorandum, May 25, 1970 Dept. of Health Education and Welfare

"Where inability to speak and understand the English language excluded national origin-minority children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

Office of Civil Rights, Fall, 1985 memo on the May 23, 1970 Memorandum

"Title VI rights are for individual rights, thus LEA's must heed the May 25th memorandum even if they have only a single Limited English Proficient (LEP) Student."

Office of Civil Rights Memorandum, 1990

Requalified teachers

Appendix A

Corsica-Stickney School District

Home Language Survey

Identification of students who may have limited proficiency in the English language enables the school to provide appropriate learning programs for the student. Please complete and return it to the school office as soon as possible if you have any questions or need help with the form, please contact: _____

Student Name: _____ **Gender:** **Female** **Male** (circle)

Place of Birth: _____ **Date of Birth:** ___/___/___

School: _____ **Grade:** _____

PART I: Student Language Background

1. What is the first language learned by the student? English Other: _____
2. What language(s) does the student currently use in the home? English Other: _____

3. When did the student first attend a school in the United States (if known)? _____

PART II: Family Language Background (Please complete all columns)

	Mother/Guardian	Father/Guardian	Other Significant Adult Relationship:
1. Home community and State			
2. First language learned			
3. Language(s) spoken to the student			
4. Language(s) spoken in the adult's home			

*Other significant adult could be a grandparent, aunt, uncle, daycare provider. Etc. who has contributed to the students language development.

PART III: Parent Verification of Language Use (Please check appropriate box)

	Only the other language, no English	Mostly the other language, some English	The other language & English equally	Mostly English, some of the other language	Only English
When the student speaks with family, he/she speaks:					
When the student speaks with friends, he/she speaks:					

Parent/Guardian Signature: _____	Phone Number: _____
Printed Name: _____	Date: _____

Appendix B

English Learning Program (EL) Corsica-Stickney School District

Notification of Program Eligibility: (Entrance / Continuation / Exit) circle one

School: _____ Date Enrolled: _____ Date Identified: _____

Dear Parent/Guardian of: _____,

ESEA Section 1112 (e)(3)(A)(i)

According to information you provided on the Home Language survey along with an English language proficiency assessment, your child:

- Is identified and eligible for EL services.
- Is qualified to continue EL services.
- Does not qualify for EL services because...
 - The student was formerly an English learner and is now English proficient. The student reads, speaks, and comprehends English in academic classroom settings. The student has exited from the EL program and will be monitored for continued academic success for 2 years.
 - The student was never classified as an English learner and does not fit the definition of an English learner outlined in state or federal law.

ESEA Section 1112 (e)(3)(A)(ii)

In XX Schools, Title III/EL Program eligibility is determined by Language Proficiency, which is assessed on a **scale of 1-6**. On the English language proficiency test, **your child tested at a level _____** on the **ACCESS, Alternate ACCESS, MODEL or KG W-APT, WIDA Screener (circle the assessment type)**

Below is an explanation of the levels.

English Language Proficiency Levels (grades K-12)

Level A1	Initiating	The student can imitate sounds and respond to familiar voices.
Level A2	Exploring	The student can approximate routinely practiced words and respond to routinely practiced oral cues.
Level A3	Engaging	The student can approximate words and phrases and can respond to an idea within familiar language.
Level 1	Entering	The student knows and uses minimal social language and minimal academic language with visual support.
Level 2	Emerging	The student knows and uses some social English and general academic language with visual support.
Level 3	Developing	The student knows and uses social English and some specific academic language with visual support.
Level 4	Expanding	The student knows and uses social English and some technical academic language.
Level 5	Bridging	The student knows and uses social and academic language working with grade level material.
Level 6	Reaching	The student knows and uses social and academic language at the highest level measured by this test.

ESEA Section 1112(e)(3)(A)(vi)

To exit from the EL program, ELs will have reached the minimum level of a **5.0** Overall Composite Proficiency Level on the ACCESS for ELLs 2.0 test, but it can take up to 5 or 6 years to exit the EL program. The high school completion rate and on time graduation rates for SD schools can be found at <https://sdschools.sd.gov/#!/home>

ESEA Section 1112(e)(3)(A)(iii)

The school offers the following programs to help your child develop English language proficiency. A description of these program models can be found on the back side of this letter. Based on your child's language development needs, the recommended program model for your child is:

Pull-out language support Push-in language support Sheltered Instruction Other(s) _____

ESEA Section 1112(e)(3)(A)(v)

This program will help meet your child's language development needs by assisting your child with English language development services in order for your child to meet the grade level content standards in the mainstream classroom and help your child complete high school.

ESEA Section 1112(e)(3)(A)(iv)

A Language Acquisition Plan (LAP) will be written to address your child's specific strengths and needs:

- | | |
|---|---|
| <input type="checkbox"/> LAP is Attached (entrance or continuation) | <input type="checkbox"/> LAP will be written (entrance or continuation) |
| <input type="checkbox"/> Not applicable – student does not qualify | <input type="checkbox"/> Not applicable – student is exiting |

ESEA Section 1112(e)(3)(A)(vii)

If your child also qualifies for Special Education services, the EL teacher will be part of the Individualized Education Program (IEP) team in order to ensure that the EL programming is working to help meet the objectives of the IEP.

ESEA Section 1112(e)(3)(A)(viii)

Parents/guardians have the right to decline **services** or choose a different program model offered by the district, but annual language proficiency **assessment** remains a district responsibility. If services are declined, a LAP is written to address the student's linguistic needs in the regular education setting. The EL decline of services form must be signed, dated, and returned to the school **If you need more information regarding the EL program and services, contact: Ms. Kristine Gillette @ Corsica-Stickney Elementary 605- 732-4221**

Appendix C

Corsica Stickney School District

2022-2023 School Year

Language Acquisition Plan for Student that are English Language Learners

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

GENERAL DATA

Student Name		Last					First				Middle			
Current Address														
Gender	M		F		Date of Birth			Country of Birth						
Language first spoken				Language spoken in home				Additional Languages spoken						
Date of 1 st year in country						Immigrant Status (less than three years)								
Parent/Guardian name														
Phone	Home					Work				CEL				
Other Contact Person			Relationship						Phone					
Home/School communication to parent/guardian requested in:				English				Native Language			Oral	Written		

ACADEMIC HISTORY PRIOR TO ENTERING

SCHOOL DISTRICT

Age Started School		Years in Preschool/K		Years in 1-5		Retained in grades	
Last Grade Completed		Interrupted Education		Limited Schooling		No formal Schooling	
Has the student been referred for Special Education?				Does the child have an IEP?			
School Attended	City/State/Country	School Year	Grade	Age	Language of Instruction		
ACADEMIC ACHIEVEMENT LEVEL HISTORY							
Subject	Below level	On or Above level	Method used to determine Level	Information not available			
Math							
Reading							
Writing							

Alt. ACCESS criteria <https://www.wida.us/assessment/alternateaccess.aspx#participation-criteria>

W-APT INFORMATION

Test	Date	Score	Level
Speaking			
Listening			
Reading			
Writing			
Composite SCORE			

ACCESS 2.0 INFORMATION

Test	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
Speaking																		
Listening																		
Reading																		
Writing																		
Composite SCORE																		

ESL SERVICE

Date Identified EL					Date Entered ESL Program					
Student will receive Direct ESL Pull-out Services for					Minutes			Days a week		

Student will be placed in an ESL English Class for on Credit (Grades 7-12 only)		Year	Semester	
Student will be placed on monitoring Status		Comments:		
Parents Declined Services		Comments:		
With regular school attendance and parental support it is anticipated that the student will exit from services for English Language Learners to monitoring status in _____ years.				
Comments:				
Date exited from EL Status				
Expected date of Graduation (Grades 9-12 only)				
Student Name	Last	First	Middle	

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

*These Designated Supports are appropriate if consistent with the on-going normal delivery of classroom instruction and **MUST** be documented on the student's LAP.

Designated Supports:	ACCESS 2.0	SBAC	Science
Repeat Directions	x	x	x
Simplified Directions	x	x	x
Translated Directions	x	x	x
Text to Speech		All Math & ELA items	
Read aloud		All Math & ELA items	
Flexible schedule	x	x	
Test environment	x	x	
Word-to-Word Glossary			x
Translated Glossary		Math items	
Translation Stacked		Math items	
Bilingual Dictionary		ELA Performance task full writes	
Masking		x	
Color Contrast	x	x	
Magnification	x	x	
Noise Buffer	x	x	
Scribe		Non-writing items for ELA & Math	
Other: (must be approved by DOE before being used on State Assessment)			

https://www.wida.us/assessment/WIDA_AccessAccDescriptions.pdf

*Accommodation policies for ELP testing & content area testing are not identical and are not interchangeable.

**Students needing accommodations refer to IEP or 504 plan

INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM

To meet the needs of this child the following are to be used in regular classroom instruction:

Paraphrasing or repeating directions in English*	Print instead of using cursive
Personal cueing	Use high interest/low vocabulary text material
Reader (oral administration)	Use overhead and provide students with copies of teacher transparencies/notes/lectures
Technology (on-line testing)	Make instruction visual – graphic organizers, pictures, maps, graphs... to aid understanding
Extended time	Highlight/color code tasks, directions, letters home
Bilingual dictionary	Pair ESL student with an English speaking "Study Buddy"
Individual test administration	Seat student in close proximity to teacher, alongside Study Buddy
OTHER*:	Allow peer tutors to assist student with work
Reduced and/or modified class and homework assignments	Ask questions that allow student to answer successfully
Modified assessments (i.e. oral)	Allow student opportunities to read aloud successfully
Break tasks/directions into subtasks	Use manipulatives
Increase wait time	Use books on tape

Additional time to complete assignments and tests	Record material for student listening
ESS (Extended School Services)	Record student speaking into a tape recorder
Face student when speaking – speak slowly	Label items in the room
Other programming accommodations to address individual strengths and needs:	

ENGLISH INSTRUCTIONAL PLAN

Annual objective(s)
<ul style="list-style-type: none"> To communicate in social settings
<ul style="list-style-type: none"> To achieve in content areas
<ul style="list-style-type: none"> In socially and culturally appropriate ways

Persons involved in the development of the Language Service Plan:

	Principal		Parent
	School /District EL Coordinator		Parent
	EL Teacher		Student
	Teacher		Interpreter
	Teacher		Date

Appendix D

Corsica-Stickney ESL Exit/ Monitoring Form

This form is used for monitoring purposes. Students are monitored for two years after exiting the ESL state criteria. For the _____ school year, please complete the following form if the ESL student scored an ACCESS composite score 5.0 (2017 updated exit score).

Student's Name: _____ Date: _____

School: _____ Grade: _____

ESL Teacher: _____ Classroom Teacher: _____

Step 1: Schedule a meeting to review student performance. Review team should include the ESL teacher, classroom teacher, parent or guardian, building principal, ESL Director and one additional staff member (i.e. building administrator, counselor, case manager). Documentation to be reviewed may include the following. Attach current assessment data to the final report.

- ACCESS or W-APT score* _____
- Dakota STEP / Smarter Balanced scores Reading _____ Math _____
- Language Acquisition Plan (LAP)
- Classroom teacher observations (narrative and/or interview)
- Quarterly grades (attach most recent report card)
- *Write to Learn* results
- Attendance records
- Individual Education Plan (IEP)
- Acculturation Screening Tool
- Professional Judgment

Step 2: Discuss evidence. Consider or add comments in the space provided as needed.

- What is the amount of modifications currently in place?
- What is the ability of the student based on individual and group work?
- What is the student's success with independent work on homework?
- What are the details of the student's IEP (if applicable)?
- Does the student's disability impact the success in any of the domains as assessed through ACCESS/W-APT?

Step 3: After reviewing the evidence and concluding that the student no longer benefits from the new language acquisition support the review team should make recommendations for the student based on applicable data and evidence.

As recommended by the ESL exit team, _____

_____ will continue with ESL services as currently detailed in his/her LAP.

_____ will continue with in-class ESL para-educator support and recommended modifications and accommodations but will no longer receive pull-out ESL services.

_____ will continue to receive modifications and accommodations only.

_____ will be monitored for two years.

Step 4: Schedule a parent meeting to obtain parent signatures. If an interpreter is needed, contact the ESL Welcome Center. This meeting can take place at parent-teacher conferences.

Step 5: Mail copies of final form to parent with letter detailing change in programming. Send a translated copy as needed. Place a copy of the letter and form in the student's cumulative file and send a copy to the ESL Welcome Center.

Signatures

Student _____

Parent _____

ESL Teacher _____

Classroom/core teacher _____

Building principal _____

ESL Director _____

Other _____

Appendix E

Five Components of an Evaluation of Programs and Services for English Learners

Component 1: EL Program Implementation Information

Overview: Following are questions to consider in collecting and maintaining information needed to determine if your English Learner (EL) program is being implemented in a manner that adheres to the procedural and service provisions adopted by your district and recommended in the evidence base. If your district uses more than one EL program, the evaluation should disaggregate current and former EL students' performance data by program to ensure that each program's strengths and weaknesses can be identified and addressed, as needed.

Scoring: 1 = Yes, evidence supports this (post evidence). 0 = No or not sure (see Component 5 for action plan guidance).

Questions to Ask About EL Program Implementation:

<i>Question</i>	<i>Score</i>	<i>Evidence</i>
Is a procedure in place for identifying ELs (e.g., Home Language Survey, screening, assessment, Parent Notification)?		
Does a process exist for administering the WIDA Access annual language proficiency assessment along with process for sharing results?		
Is there a plan for how programs and services are provided to all ELs in a way that avoids unnecessary segregation?		
Is there a strategy for the provision of qualified staff and resources consistent with EL program design?		
Does a process exist for providing ELs with opportunities to participate meaningfully in curricular, co-curricular, CTE and extracurricular programs and activities?		
Are there criteria for exiting students from EL program services?		

Are there monitoring practices for current EL students, opt-out ELs, and former EL students?		
Are staff adequately trained to follow applicable procedural and service requirements, including frequency, timeliness, and documentation to ensure no lapses in EL services?		

Note: Most data should already be available in the district’s student records. Data systems may need to be updated (e.g., to disaggregate by EL, former EL, and never-EL students) to effectively support the evaluation. Longitudinal data is especially important in evaluating the success of each EL program with respect to whether ELs attain English proficiency within a reasonable period.

Possible Data Sources:

- file and record reviews (e.g., date of enrollment, home language survey, assessment, placement, notice letter to EL parent)
- staff interviews and surveys
- enrollment data in advanced, gifted, and special education courses; choice programs, like magnets; extracurricular activities
- input from parents, student surveys, or focus group meetings
- grievances or complaints made to the district regarding program implementation, service delivery, or access to programs.

Component 2: Staffing and Professional Development

Overview: Following are questions to consider in determining if school leaders and EL program teachers are well prepared and effectively employing professional learning in the classroom to help ensure that EL programs and services facilitate improved educational outcomes and English language development for ELs.

Scoring: 1 = Yes, evidence supports this (post evidence). 0 = No or not sure (see Component 5 for action plan guidance).

Questions to Ask About Staffing and Professional Development:

<i>Question</i>	<i>Score</i>	<i>Evidence</i>
Do classroom teachers have the resources, skills, and knowledge to address the needs of EL students in their classroom?		
Are classroom teachers trained in specific methodologies to provide EL students with meaningful access to the content?		
If English as a Second Language (ESL) teachers teach in content areas, do they have certification in their specific content areas as well as ESL certification?		
Are professional development and follow-up training provided to help ESL and classroom teachers implement the EL program effectively?		
Are administrators trained to evaluate whether ESL teachers are implementing the EL program effectively?		
Do all EL students receive instruction from teachers who are qualified to deliver EL services?		

Possible Data Sources:

- copies of required certifications, licenses, or endorsements of teachers who instruct ELs, including content-area certification
- list of all educators who work with ELs and their qualifications to provide support to ELs
- class lists and description of how ELs are placed in classes (e.g., ESL, bilingual, and supported content instruction)
- topics, schedules, and participants at professional learning opportunities

- walkthrough and observation items specific to EL programming and services

Component 3: Student Performance Information: English Language Development

Overview: Following are questions that may be considered when evaluating the success of EL programs in meeting English language development (ELD) goals.

Scoring: 1 = Yes, evidence supports this (post evidence). 0 = No or not sure (see Component 5 for action plan guidance).

Questions to Ask About English Language Development and Proficiency:

<i>Question</i>	<i>Score</i>	<i>Evidence</i>
English Language Development		
Are EL students acquiring skills in all four language domains (i.e., listening, speaking, reading, and writing) consistent with EL program goals/expectations?		
Are intermediate and advanced ELs or ELs with disabilities reaching desired annual progress?		
If ELs are not making desired annual progress, are ELs receiving supports in addition to EL instruction?		
English Language Proficiency		
Are EL students meeting district goals for English language proficiency?		
Are EL students progressing in English language skills so they will be able to successfully manage regular coursework?		
Do former ELs (who no longer receive EL services) continue to demonstrate English language skills that enable them to successfully manage regular coursework?		

Possible Data Sources:

- performance on standardized achievement tests
- standardized language proficiency tests
- English oral, reading, and writing skills, as demonstrated by grades in language development courses

- year-to-year test scores
- teacher observation
- parental observations and feedback
- records on length of time from entry to exit from the program
- grades in core classes
- graduation rates
- records on length of time from entry to exit from program, including the EL student’s ELP and age at the time of entry

Component 4: Student Performance Information: Academic Content

Overview: This area addresses whether EL students are demonstrating progress in grade-level academic content and are not incurring irreparable academic deficits. The following are questions that may be appropriate to consider when evaluating program success in the area of academic performance.

Scoring: 1 = Yes, evidence supports this (post evidence). 0 = No or not sure (see Component 5 for action plan guidance).

Questions to Ask about Academic Content:

<i>Question</i>	<i>Score</i>	<i>Evidence</i>
Rate of Academic Progress		
Are EL students progressing academically relative to EL program goals or expectations?		
Is progress sufficient so that EL students will be able to “catch up” academically within a reasonable period of time?		
Are EL students learning grade-level core content in addition to English language development?		
Are multiple measures used to assess the performance of current EL and former EL students?		
Comparison to Other Students		
Are EL and former EL students progressing academically at rates comparable to their never-EL peers?		

Are EL and former EL students graduating on time at rates comparable to their never-EL peers?		
Are EL and former EL students proportionately represented in special education classes as compared to their never-EL peers?		
Are EL and former EL students proportionately represented in advanced courses as compared to their never-EL peers?		
Are EL and former EL students proportionately represented in extracurricular activities as compared to their never-EL peers?		
Are the barriers to proportionate representation in the above based on language needs or EL status?		

Possible Data Sources:

- performance on tests, including standardized achievement tests
- parental feedback
- grades in core classes
- graduation and drop-out rates
- inclusion of EL students in gifted and talented, as well as other special programs (e.g., magnet programs)
- participation in extracurricular activities

Component 5: Analyzing the Information and Identifying Areas for Improvement

Overview: This section provides step-by-step instruction on how to develop an action plan to address the findings from evaluation components 1–4.

Step 1: Review of Results. Review each area scored as “0” in components 1–4. Consider the following questions in your review:

- Were adequate resources allocated to the area of concern?
- Were the responsible staff adequately trained with respect to their duties?
- Were goals and expectations realistic and communicated to all relevant staff?

- Is each identified area of concern evaluated to determine why it arose and how it is interfering with program objectives?
- Does the concern suggest the need to take another look at some aspect of the program design?
- Are there any contributing factors, explanations, or reasons for each area of concern?

Step 2: Summarize Results. Create a narrative summary of the goal, actual outcome, and contributing factors for each area scored as “0” in components 1–4.

- **Goal:** Describe program goal using the district’s EL Plan.
- **Actual Outcome:** Describe the ways in which achievement of the desired goal fell short.
- **Contributing Factors:** Describe the factors and circumstances that may have influenced the outcome. Why was the outcome not as expected?

Step 3: Create an Action Plan. The following checklist of elements may be useful as you create a comprehensive action plan for each area scored as “0” in components 1–4.

- **Action Plan Checklist:**
 - What procedural and program modifications will be undertaken?
 - Who is expected to be responsible for what?
 - When will the changes be implemented?
 - What are the changes expected to accomplish?
 - How will success be measured?
 - Have all stakeholders (i.e., responsible and interested parties) been notified of any program changes?
 - Has necessary training been identified?
 - Have appropriate steps been put in place so that responsible persons understand expectations and are prepared to implement the changes as planned?
 - Have staff been assigned specific responsibility for activities?
 - Have the assigned staff been granted appropriate authority and have they been provided directions describing responsibilities and expected outcomes?
 - Has a schedule of due dates been established for key events, action steps, and expectations?
 - Does the schedule provide for prompt actions to afford equal educational opportunities to EL students?
 - Has an approach been established to ensure that the process moves forward as expected?
 - Has a person been designated with overall responsibility for the process to ensure its effective implementation?

Adapted from the U.S. Department of Education’s *English Learner Tool Kit* (chapter nine), 2016.