Seward Public Schools
Limited English Proficient
(LEP) Program

Guidelines

Originated Spring, 2004
Evaluated October, 2007
Evaluated October, 2010
Evaluated Spring, 2013

Seward Public Schools
Limited English Proficient (LEP) Program
October, 2013

Contents

Seward Public Schools
Limited English Proficient (LEP) Program
Spring 2013

Goals of the LEP Program
- Establish that the education of LEP students is the responsibility of every teacher and administrator
- Promote the academic achievement of LEP students
- Enable LEP students to develop academic skills while learning English
- Provide for linguistic, academic, and affective needs of LEP students
- Provide LEP students with instruction necessary to allow them to progress through school at a rate commensurate with their native-English-speaking peers
- Coordinate the LEP program with the regular education program to ensure LEP students receive subject matter content as quickly as possible

No Child Left Behind Legal Requirements
- State Departments of Education
  - "…[3113(b)(2)] establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading, and writing, and that are aligned with achievement standards described in section 1111(b)(1)[Title I]."
  - "…[3122(a)(1)] develop annual measurable achievement objectives for limited English proficient children served under this part that relate to such children's development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards…"
- School Districts
  - Annually assess LEP students in the domains of listening, speaking, reading and writing
  - Ensure that LEP students are making progress in meeting state or district standards as reported for Adequate Yearly Progress (AYP)
  - Ensure that LEP students are making progress in learning English and meeting the Annual Measurable Achievement Objectives (AMAOs)
  - Adopt the Guidelines for Limited English Proficient Program, or, if districts adopt their own guidelines/standards, show that they meet or exceed the guidelines developed by the Nebraska Department of Education

Program Participation
- All identified LEP students in the district will be served in an alternative language program
- Participation in the alternative language program will be applicable toward graduation requirements
- Parents will be involved in determining whether students will be placed in an alternative language program

Instructional Materials and Resources
- The quality and quantity of available instructional materials will be adequate to meet the English language and academic needs of LEP students
- The instructional materials will be provided on a timely basis
- The quality of instructional materials available to LEP students will be comparable to those available to non-LEP students

Segregation and Facilities
- The alternative language program will be carried out in the least segregative manner consistent with achieving the stated goals
- The quality of facilities and services available to LEP students will be comparable to those available to non-LEP students
- LEP students will have access to the full school curriculum while participating in the LEP program
- LEP students will not be segregated from their non-LEP peers in programs or activities such as recess, physical education, art, and music
- Access of LEP students to counseling services is comparable to that available to non-LEP students

Program Considerations
- Appropriate attitude
  - "How can we help the students?"
- Understand the legal requirements
  - Ignoring the needs of non-English speaking students is not a viable or legal option (Office of Civil Rights of the US Department of Education)
- Develop support
  - District wide commitment to do what it takes to educate all children
  - Translator support for communicating with parents, explaining key concepts, assisting with field trips
  - Resources
    - Staffing
      - Assistance from foreign language teachers, multilingual paraprofessionals
    - Scheduling
      - At least one class session per day for teaching English to LEP students
      - Priority is for them to gain basic understanding of English for an understanding of core curriculum
      - At MS/HS, best time to schedule during social studies and English
    - Focus of instruction
      - Place LEP students in grade as close to age-mate peers as possible
      - English acquisition is critical first step to content learning
      - Initial teaching may center on life and school survival issues and needs
      - Teachers may use pass/fail as an option while students are gaining English proficiency

Curriculum materials
- Textbook and materials made available through ESU 6 Title 3 Consortium
- Reproducible materials (may borrow from ESU #6 and/or neighboring district)
- Teacher resource materials/books
- Textbook publishers of ESL/bilingual materials collection
- Net Treker curriculum adaptation availability
  - o Flexibility
  - o Staff development
    - Cultural awareness
    - Student needs
    - Curriculum adaptation

Student Assessment

- Identify all students who have a "Primary Home Language Other Than English" (PHLOTE)
  - o District enrollment form includes question, "Is there a language other than English spoken in your home?" Yes or No If yes, follow up with home language survey
  - o Home language survey
    - Whether the student speaks a language other than English
    - Whether the student understands a language other than English
    - Whether the student's language skills have been influenced by a language other than English spoken by someone else, such as a grandparent, baby-sitter, or other adult
- Assess all PHLOTE students
- Assess speaking, reading, writing, and understanding
- Identify specific levels for eligibility
- Maintain information in student files

Entrance Criteria

- Formal Assessments
  - o Language Assessment Test
    - Grades K-1, 2-3, 4-6, 7-12
      - IPT (IDEA Proficiency Tests)
      - Students eligible who score
        - o *Non or limited* on grade level: Oral
        - o *Non or limited* on grade level: Reading
        - o *Non or limited* on grade level: Writing
      - Special Services Director trained to administer/interpret

Exit Criteria

- Grades 3-12
  - English Language Development Assessment (ELDA)
  - ELDA "Composite" Score of 4 (Advanced) or 5 (Full Proficiency) on Spring Assessment
  - Special Services Director trained to administer/interpret
    AND/OR
- Grades 3-8, 11 Meets or Exceeds Standards on NeSA Reading
- Grades K-2 Objective Standards (with concurrence of classroom teacher(s))
  - Students participate meaningfully in content classes
  - Speaking, reading, writing, and understanding included
  - Performing at a level comparable to non-LEP peers

Monitoring for Students Who Have Exited LEP Program

- All students who have exited the LEP program must be monitored for a period of two years
- Counselor and building principal responsible for monitoring
- Evidence of monitoring
  - Report card grades
  - School attendance
  - Progress reports on content standards for reading, math and writing
- Students who do not exhibit passing grades each quarter will be considered for re-entry into LEP program

School-Home Communication

- Initial communications with the parents may be difficult
- School staff needs to acknowledge the existence of language and cultural barriers
- When sending home notices/materials, produce them in family's native language and English
- Have translators present for parent-teacher conferences
- Families from other countries may have different perspectives about matters involving school, including regular school attendance, and they may need to be made aware of those and other general school expectations
- Find support through community mentor(s) for new families (basic living and survival tips)

Parental Notification Requirements
- Within 30 days after the beginning of school year in a language the parents can understand
    - Reason for identification of the student
    - Child's level of English proficiency and how it was assessed
    - Status of child's academic achievement
    - Method of language instruction and how it helps child meet needs
    - Specific exit requirements, expected rate of transition, expected rate of graduation (secondary students)
    - Right to have child removed from program, transferred to another available program, decline to enroll in a program
    - Failure by a district to meet the AMAOs for two consecutive years
- For students arriving after the beginning of the year, notification should be within two weeks
- When students qualify to exit the program in a language the parents can understand
    - Language Assessment scores
    - Standardized Achievement test scores
    - Objective Standards information
    - Requires parent signature

Program Evaluation
- Seward Public Schools LEP program will be formally evaluated at least every three years for determination of the effectiveness of the elements of the plan.
    - High School Graduate Survey results will be reviewed for specific input from graduating LEP students
    - Data analysis will occur using annual ELDA results. Results will be looked at student by student and building by building for skill attainment growth
    - Staff development needs will be reviewed to determine if training needs are present

Student Registration Form
School District of Seward

410 South St.,
Seward, NE 68434
(402) 643-2941

www.sewardpublicschools.org

"Every Student, Every Day,
A Success"

Student Demographic Information

Please Print

_____

Legal First Name   Legal Last Name   Legal Middle Name

_____

Other Name(s), AKA   Home Phone

_____

Address of Residence   City   Zip Code

_____

Gender (M/F)   Grade

_____

Date of Birth (M/D/Y)   City   State   Country

Name of School Previously Attended _____

_____
　　　　　Address　　　　　　　　　　　City　　　　　　　　St　　　　　Zip Code

Is this student Hispanic?　　　　Yes　　　No

What race is this student? (Check all that apply)

☐　　American Indian or Alaskan Native
☐　　Asian
☐　　Black or African American
☐　　Native Hawaiian or Other Pacific Islander
☐　　White

If foreign born, date of first school attendance in the U.S.　_____
　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　M/D/Y

Is this student a citizen of the United States?　　Yes　　No
Is this student a ward of the state?　　　　　　　Yes　　No
Is this student a single parent?　　　　　　　　　Yes　　No

What is the primary language spoken in the home?　_____
NOTE: If the primary language is _not_ English, please complete the information on page 4.

What special services has your child received, if any?

☐　　Special Education/Handicapped　　☐　Title I　　　　☐　504
☐　　English Language Development　　☐　Speech Services　☐　Gifted
☐　　Remedial Reading or Math　　　　☐　Other _____

Are there psychological or confidential reports available from the student's former school?　Yes　　No

This student lives with:

☐ Father & Mother　　　☐ Father　　　　☐ Mother
☐ Step-father　　　　　☐ Step-mother　　☐ Other_____
☐ Foster Father　　　　☐ Foster Mother
☐ Special Circumstances _____

Parent/Guardian/Emergency Contact Information

The following information will be used to contact you or a designee with reports, questions, or in case of an emergency. **Please check the box if the person listed is to receive school mailings**.

☐ _____
　　　First Name　　　　　　Last Name　　　　　　　Address (if different than student)

_____
　　　Relationship to Student　　　　　Daytime Phone　　　　　Cell Phone

_____
　　　Employer　　　　　　　　　　　Employer Phone

☐ _____
　　　First Name　　　　　　Last Name　　　　　　　Address (if different than student)

_____
　　　Relationship to Student　　　　　Daytime Phone　　　　　Cell Phone

_____
　　　Employer　　　　　　　　　　　Employer Phone

☐ _____
　　　First Name　　　　　　Last Name　　　　　　　Address (if different than student)

_____
　　　Relationship to Student　　　　　Daytime Phone　　　　　Cell Phone

_____
　　　Employer　　　　　　　　　　　Employer Phone

☐ _____
　　　First Name　　　　　　Last Name　　　　　　　Address (if different than student)

_____
　　　Relationship to Student　　　　　Daytime Phone　　　　　Cell Phone

_____
　　　Employer　　　　　　　　　　　Employer Phone

Emergency Contact - not living with student and in case those listed above cannot be reached

☐ _____
　　　First Name　　　　　　Last Name　　　　　　　Address (different than student)

_____
　　　Relationship to Student　　　　　Daytime Phone　　　　　Cell Phone

_____
　　　Employer　　　　　　　　　　　Employer Phone

Parent/Guardian Signature

I hereby certify, to the best of my ability, that the information provided in all sections of this form is accurate for the student indicated.

_____

Signature of Parent or Guardian   Date

*** If the primary language spoken in the home is <u>not</u> English,
please complete the following information.**

Does the student speak a language other than English?   Yes   No
(Do not count languages learned in a foreign language class)

Does the student understand a language other than English?   Yes   No
(Do not count languages learned in a foreign language class)

Does anyone in the student's home student speak a language other than English?   Yes   No
    (Include parents, guardians, babysitter, siblings, grandparents and
    others **only** if they live or work in the home)

If you answered "Yes" to any of the above questions, please continue with this form ...

Which language did your child learn first to speak?_____

What language does your child use most often at home?_____

What language do you most often use to speak to your child?_____

If any of the following people work or live in the home, please list the languages they speak, including English.

Family Member	Used Most Often	Used Secondarily	Used Thirdly
Father			
Mother			
Other Children			
Grandparent(s)			
Babysitter			

Has the child ever been in a bilingual educational program, such as   Yes   No
Limited English Proficient (LEP) or English Language Learner (ELL)?

If so, did the child exit the program?   Yes   No

If "yes", date of exit was: _____

Seward Public Schools
Home Language Survey

Name	Date
Grade	**School**
Date of Birth	**Gender**

1. ❑ Yes ❑ No Does the student speak a language other than English? (Do not count languages learned in foreign language classes.)

2. ❑ Yes ❑ No Does the student understand a language other than English? (Do not count languages learned in foreign language classes.)

3. ❑ Yes ❑ No Does anyone in the student's home speak a language other than English? (Count parents, guardians, babysitter, siblings, grandparents and others *only* if they live or work in the student's home.)

Parent(s) Name(s)	
Address	
Telephone	

If you answered Yes to any of the above questions, please complete the rest of this form.

Which language did your child first learn to speak?	
What language does your child use most often at home?	
What language do you most often use to speak to your child?	

If any of the following people work or live in the home, please list the languages they speak, including English.

Family Member	Used Most Often	Used Second	Used Third
Father			
Mother			
Other children			
Grandparent(s)			
Babysitter			

❑ Yes ❑ No Has the child ever been in a bilingual educational program, Limited English Proficient (LEP) program or an English Language Learner (ELL) program?

❑ Yes ❑ No Did the child exit the program? If yes: Exit Date: _____

Seward Public Schools
LEP Program Entrance Checklist

Name	**Date of Enrollment**
Grade	**School**
Date of Birth	**Gender**
Level of English Proficiency	

Parent(s) Name(s)
Address
Telephone

❑ **Yes**   ❑ **No**   **Home language survey completed**

❑ **Yes**   ❑ **No**   **Scores on student assessment meet entrance criteria**
List scores here:

❑ **Yes**   ❑ **No**   **Parental notification completed within two weeks of child's enrollment**
List date of notification:

❑ **Yes**   ❑ **No**   **Student is eligible for LEP program**

Seward Public Schools
Notice of Exit from LEP Program

Name	Date of Initial Assessment
Grade	School
Date of Birth	Gender

Seward Public Schools proposes to exit your child from the Limited English Proficient (LEP) program. The suggested exit is based on the following information:

Assessment	Required for Exit	Your Child's Performance
ELDA Grades K-2	Objective Standards	
ELDA Grades 3-12	Composite Scores of 4 or 5 on Spring Assessment	
OR		
NesA Reading Grades 3-8, 11	Score of Meets or Exceeds	

All students exited from the LEP program will be monitored for a period of one year.

All individuals who participated in the exit review please sign below.				
Name of Participant	**Position**	**Agree**	**Disagree**	**Date**

Reason for Exit	
❑ **Met exit criteria**	❑ **Graduated**
❑ **Moved to another district** (district unknown)	❑ **Transferred to another district** Identify district:

Seward Public Schools
LEP Program Monitoring Form

Name	Date of Exit
Grade	School
Date of Birth	Gender

Students who have exited the LEP Program are to be monitored for a period of one year. The building principal and counselor are responsible for the monitoring process.

Quarter/Term	❑ 1st	❑ 2nd	❑ 3rd	❑ 4th
Attendance				

Classroom teachers will complete the following information at the end of each quarter/term.

Subject	Teacher	Grade	Comments (Strengths/Concerns)

Please attach copies of progress reports, if any.

LEP Tutoring Meeting

Date: _____

Name: _____

DOB: _____

Grade: _____

Primary Language: _____

Members present:

_____
_____
_____
_____

Present Accommodations:

_____
_____
_____
_____
_____
_____

Additional Services:

_____
_____
_____
_____
_____
_____
_____

Strengths	Needs	SPS Resources	Actions to be Taken	Person(s) Responsible

ELLtutoringmeetingform.doc