

**Seward Public Schools
Limited English Proficient
(LEP) Program**



Guidelines

**Originated Spring, 2004
Evaluated October, 2007
Evaluated October, 2010
Evaluated Spring, 2013
Evaluated May 2015
Reviewed December 2016**

**Seward Public Schools
Limited English Proficient (LEP) Program
December 2016**

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Seward Public Schools

Limited English Proficient (LEP) Program

December 2016

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
- Flexibility
- Staff development
 - Cultural awareness
 - Student needs
 - Curriculum adaptation

Student Assessment

- Identify all students who have a “Primary Home Language Other Than English” (PHLOTE)
 - 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
 - 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
 - Language Assessment Test
 - Grades K-1, 2-3, 4-6, 7-12
 - IPT (IDEA Proficiency Tests)
 - Students eligible who score
 - *Non or limited* on grade level: Oral
 - *Non or limited* on grade level: Reading
 - *Non or limited* on grade level: Writing
 - Special Services Director trained to administer/interpret

Exit Criteria

- Grades 3-12
 - English Language Proficiency Assessment for the 21st Century (ELPA-21)
 - Proficiency determined on spring assessment
 - Special Services Director trained to administer/interpret
 - AND/OR**
 - Grades 3-8 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 monthly 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-21 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 Student Cell Phone Home Phone

Address of Residence City Zip Code

Gender (M/F) Grade

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

Student Demographic Information - Continued

Name of School Previously Attended _____

Address _____ City _____ St _____ Zip Code _____

The following information is necessary due to state & federal reporting requirements:

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?

- | | | |
|--|--|---------------------------------|
| <input type="checkbox"/> Special Education/Handicapped | <input type="checkbox"/> Title I | <input type="checkbox"/> 504 |
| <input type="checkbox"/> English Language Development | <input type="checkbox"/> Speech Services | <input type="checkbox"/> Gifted |
| <input type="checkbox"/> Remedial Reading or Math | <input type="checkbox"/> Other _____ | |

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

This student lives with:

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> Father & Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Mother |
| <input type="checkbox"/> Step-father | <input type="checkbox"/> Step-mother | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Foster Father | <input type="checkbox"/> Foster Mother | |
| <input type="checkbox"/> 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

email address Employer Employer Phone

First Name Last Name Address (if different than student)

Relationship to Student Daytime Phone Cell Phone

email address Employer Employer Phone

First Name Last Name Address (if different than student)

Relationship to Student Daytime Phone Cell Phone

email address Employer Employer Phone

First Name Last Name Address (if different than student)

Relationship to Student Daytime Phone Cell Phone

email address 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

email address 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 not English, please complete the following information.**

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

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

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

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

Which language did the student first learn to speak? _____

What language is spoken most often by the student? _____

What language is primarily used in the student's home regardless of the language spoken by the student?

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 Secondly	Used Thirdly
Father			
Mother			
Other Children			
Grandparent(s)			
Babysitter			

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

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

If "yes", date of exit was: _____



Seward Public Schools Home Language Survey

To be completed for every student with a Primary Home Language Other Than English

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?			
<i>If any of the following people work or live in the home, please list the languages they speak, including English.</i>			
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
ELPA-21 Grades K-2	Proficient Determination on Spring Assessment	
ELPA-21 Grades 3-12	Proficient Determination on Spring Assessment	
Other:	Description of Other Determination	

All students exited from the LEP program will be monitored for a period of four years.

All individuals who participated in the exit review please sign below.

Name of Participant	Position	Agree	Disagree	Date

Reason for Exit	
<input type="checkbox"/> Met exit criteria	<input type="checkbox"/> Graduated
<input type="checkbox"/> Moved to another district (district unknown)	<input type="checkbox"/> Transferred to another district Identify district:
<input type="checkbox"/> Instructional needs provided through Special Education Services via Individual Education Program	



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	<input type="checkbox"/> 1 st	<input type="checkbox"/> 2 nd	<input type="checkbox"/> 3 rd	<input type="checkbox"/> 4 th
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