



WELCOME TO LAKOTA!

Lakota's ESL program currently serves nearly 1,000 English Language Learners representing more than 60 languages.

Types and frequency of services are provided to students based on student's language level, literacy needs, and teacher recommendations.

Services include direct pull-out service, classroom support, and progress monitoring. Secondary ESL students may participate in a leveled ESL class intended to increase English proficiency in listening, speaking, reading, and writing.

All ESL students will receive ESL instruction in addition to, not in place of, the core language arts instruction.

HOME HELP TIPS FOR PARENTS OF ESL STUDENTS

- Read to your child daily in your native language or in English.
- Encourage your child to maintain his/her native language while learning English. Research shows that children who have fluent skills in their native language learn the second language much faster.
- Practice vocabulary with your child using household objects.
- Practice good study habits. Set aside a time for students to study on a regular basis.
- Meet with your child's ESL teacher and classroom teacher(s) for suggestions for home practice.



FOR ADDITIONAL INFORMATION

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English as a Second Language (ESL) Program



Purpose Statement

To provide tiers of support to all English Language Learners through best instructional practices, research-based interventions, and collaborative problem solving with families, administrators, and teachers.

Lakota's Program For English Language Learners

INITIAL IDENTIFICATION

State and federal laws require school districts to screen students who have more than one language in their history.

All Lakota students answer questions about languages spoken at home when they enroll. These questions are a part of the Home Language Survey (HLS). If a student has a language other than English on their HLS, we are required, by law, to assess the student's language proficiency.

Lakota uses the IPT Language Proficiency Test for this identification process. The assessment determines if the student is fully English proficient, limited English proficient, or non-English proficient.

If the student is not fully English proficient, they are considered LEP (Limited English Proficient) by the state, and are eligible for ESL services. Parents of the students decide whether or not their child will participate in the ESL program.



YEARLY ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY

State and federal law requires an annual assessment of LEP students' English language proficiency. This is a state language assessment.

Students are assessed each spring in the areas of listening, speaking, reading, and writing. Students are given a score in each area, as well as a total composite score. The scores are used to determine whether or not our students are making adequate progress in English language acquisition. They are also used to make service decisions for our LEP students.

Once a student attains the highest score of five (fully English proficient), they are exited from the ESL program and are no longer considered LEP. If a student scores a four (advanced), they enter a one-year trial mainstream status where they don't receive ESL services, but their academic progress is monitored. These students are exited from the ESL program when they score their next four or five on the state language assessment. State guidelines prohibit students from exiting the ESL program before the third grade.

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Ohio's *English Language Proficiency (ELP) Standards for Limited English Proficient (LEP) Students* support the development of academic language proficiency and the achievement of academic content standards. The standards reflect the four domains of language: listening, speaking, reading, and writing.

In Lakota, the ELP standards are integrated with state academic content standards.

GRADUATION REQUIREMENTS

LEP students are held to the same standards as non-LEP students when it comes to graduation requirements. In order to receive a diploma, all students must meet minimum standards on the state end-of-course assessments.

Some LEP students are eligible for accommodations on the assessment, which may include a native language translator, extended time, and use of a dictionary.