

Denison Community School District Comprehensive ELL Program

Mission:

The Mission of the Denison Community School District, in partnership with the family and community, is to develop well-rounded students who have the ability to reason and act in an ethical manner so they can make a living, make a life, and make a difference in an information era.

ELL Philosophy:

To promote English language development focusing on vocabulary and grammar while supporting the classroom or content teachers in their goal to meet the needs of all diverse learners.

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No Child Left Behind Act of 2001

The *No Child Left Behind Act of 2001* (Public Law 107-110, January 8, 2002) is a landmark in education reform that is designed to improve student achievement and change the culture of America's schools. The act embodies four key principles:

1. Greater accountability for results
2. Greater flexibility for states, school districts, and schools in the use of federal funds
3. More choices for parents of children from disadvantaged backgrounds
4. An emphasis on teaching methods that have been demonstrated to work

In addition, the act places an increased emphasis on reading (especially for young children), enhancing the quality of our nation's teachers, and ensuring that all children in America's schools learn English.

Title III of the No Child Left Behind legislation directly addresses ELLs as a specific subgroup of all United States' students with regard to the improvement of English language proficiency; the improvement of academic achievement; the provision of sustained, quality professional development; and the promotion of parental and community participation in language instruction and educational programs. (Public Law 107-110, January 8, 2002). The purposes of Title III for ELLs, including immigrant children and youth, as outlined in the law are:

1. Ensure that all ELLs attain English language proficiency, develop high levels of academic attainment in English, and meet the same state academic achievement standards that all children are expected to meet.
2. Assist all ELLs to achieve at high levels in the core academic subjects so that they can meet the same state academic achievement standards that all children are expected to meet.
3. Develop high-quality language instruction educational programs that are designed to assist state educational agencies, local educational agencies, and schools in teaching ELLs.
4. Assist state educational agencies and local educational agencies to develop, enhance, and provide high-quality instructional programs designed to prepare ELLs to enter all English instruction settings.
5. Assist state educational agencies, local educational agencies, and schools to increase their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for ELLs.
6. Promote parental and community participation in language instruction educational programs for ELLs.
7. Streamline language instruction educational programs into a program funded through formula grants to state educational agencies and local educational agencies to help ELLs develop proficiency in English and meet State academic content and students' academic achievement standards.

8. Hold state educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of ELLs by requiring demonstrated improvement in the English proficiency of ELLs each fiscal year and demonstrating adequate yearly progress for ELLs.
9. Provide state educational agencies and local educational agencies with the flexibility to implement language instruction education programs that are based on scientifically based research and that are the most effective for teaching English. sp

School districts are required to provide high-quality language instruction programs that are based on scientific research and that have demonstrated that they are effective in increasing English language proficiency and student achievement. They must also provide high-quality professional development to educators (teachers, paraprofessionals, administrators, other school personnel, and community-based personnel) to improve the instruction and assessment of ELLs. The districts will be held accountable for making adequate yearly progress as indicated by Title I and by meeting all annual achievement objectives. The approaches and methodologies that are used must meet four purposes:

1. Develop and implement new language instruction educational programs and academic content instruction programs;
2. Carry out highly focused, innovative, and locally designed activities to expand or enhance existing language instruction educational programs;
3. Implement, within individual schools, school-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction; and
4. Implement, within the entire jurisdiction of a local educational agency, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction. (Public Law, 107-110. Section 3115. Subgrants to Eligible Entities. (a) Purposes of Subgrants., January 8, 2002.)

The *No Child Left Behind: A Desktop Reference* is a helpful resource and highlights various aspects of the legislation. It is on the World Wide Web at www.nclb.gov.

Significant Legislation and Court Cases Concerning ELLs

A number of legal mandates, related to the education of English Language Learners (ELLs), have evolved over time. The following list contains significant laws and court decisions that impact these students. This list provides a timeline that will enhance the reader's knowledge of the legal history of educational law as it relates to ELLs and the impact of the law for educators in the classroom.

Limited English Proficient (LEP) is the term used by the United States Department of Education to describe students whose home language background is not English and whose English language skills are not sufficiently advanced for them to participate and have academic success in classrooms where all academic instruction is provided in English. (Iowa Department of Education, 2004).

Federal

The federal government has addressed the legal obligation of school districts to provide education for ELLs through the following acts:

1. ***1964-Title VI of the Civil Rights Act***

This act forbids discrimination on the basis of race, color, or national origin in any federally assisted program or activity that receives federal financial assistance from the Department of Health, Education, and Welfare. School districts are obligated to document proof that their federally funded programs are nondiscriminatory (Title VI of the *Civil Rights Act of 1964*: Pub. L. 88-352, 78 Stat. 252, July 2, 1964).

2. ***Department of Health, Education, and Welfare Memorandum 1970***

This memorandum interprets the *Civil Rights Act of 1964* and states that school districts are obligated to provide equal educational opportunity to students whose English language proficiency is limited. Where inability to speak and understand the English language excludes national origin minority group 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.

3. ***Bilingual Education Act of 1968*** (Amended in 1974, 1978, 1984, 1988, and 1994).

Bilingual education has had a long-standing and rich historical tradition. The federal government did not become involved until the passage of the *Bilingual Education Act* (P.L. 90-247) on January 2, 1968. This legislation was amended in 1974 (P.L. 93-380) and 1978 (P.L. 95-561). The initial legislation in part stated:

The congress declares it to be the policy of the United States, in order to establish equal educational opportunity for all children (a) to encourage the establishment and operation, where appropriate, of education programs using bilingual educational practices, techniques, and methods, and (b) for that purpose, to provide financial assistance to local education agencies, and to state education agencies for certain purposes, in order to enable such local educational agencies to develop and carry out such programs in elementary and secondary schools, including activities at the preschool level, which are designed to meet the educational needs of such children; and to demonstrate effective ways of providing, for children of limited English speaking ability, instruction designed to enable them, while using their native language, to achieve competence in the English language.

4. ***Elementary and Secondary Education Act (2002), No Child Left Behind***

No Child Left Behind mandated that all ELLs be assisted to achieve at high levels in the core academic subjects so that they can meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.

State

The State of Iowa has also developed legal educational requirements for ELLs. These requirements define services for all students:

When a student is limited English proficient, both public and non-public schools shall provide special instruction, which shall include, but need not be limited to, either instruction in English as a second language or transitional bilingual instruction. Such instruction will continue until the student is fully English proficient or demonstrates a functional ability to speak, read, write, and understand the English language.

Significant Court Cases

There have been several landmark court cases that have impacted the education of ELLs. These cases have further refined the obligations and responsibilities of educators in their provision of services to the ELL population.

1. ***Diana vs. California State Board of Education (1970)***

This is a landmark case in which Mexican-American students had been placed in classes for the mentally retarded on the basis of IQ scores derived from tests administered in English. The court settlement called for the revision of placement procedures to include testing in the native language. In addition, the settlement required the re-evaluation of ELLs already placed in mental disability classrooms.

2. ***Lau vs. Nichols (1974)***

This case was filed as a class action suit in San Francisco, California. The judge handed down a ruling that stated that a district's failure to provide instruction in a student's first language or to teach them English as a second language was a violation of the *Fourteenth Amendment* (which calls for equal protection) and the *Civil Rights Act of 1964*. This ruling stated that the refusal to provide limited or non-English speaking students with equitable facilities, textbooks, teachers, and curriculum denies them a meaningful education. The report resulting from this case, the *Lau Remedies*, included appropriate assessment and educational strategies for non-English speakers.

3. ***Dyrchia vs. Board of Education (1979)***

A class action suit was brought on behalf of Puerto Rican and other Hispanic children in New York City who had limited English proficiency and a disability. On February 27, 1980, a consolidated judgment was rendered on behalf of the plaintiffs. This judgment required the provision of bilingual special education for students with disabilities who are more proficient in their native language than English.

4. ***Plyler vs. Doe* [457 U.S. 202(1982)]**

The U.S. Supreme Court ruled that undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents.

Like other children, undocumented students are obliged under state law to attend school until they reach a mandated age. As a result of the Plyler Ruling, public schools may not:

- a. Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
- b. Treat a student disparately to determine residency.
- c. Engage in any practices to "chill" the right of access to school.
- d. Require students or parents to disclose or document their immigration status.
- e. Make inquiries of students or parents that may expose their undocumented status.
- f. Require social security numbers from all students, as this may expose undocumented status.

Students without social security numbers should be assigned a number generated by the school. Adults without social security numbers who are applying for a free lunch and/or breakfast program on behalf of a student need only indicate on the application that they do not have a social security number.

Program Overview:

- Description:

According to Iowa Code, Chapter 280.4, a limited English proficient student is defined as follows: "a student's language background is in a language other than English, and the student's proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background." The term English Language Learners (ELL) will replace the term Limited English Proficient (LEP).

Objectives for Equal Educational Opportunities for Students Code No. Cal 500

The board of directors intends to protect the rights of each student and promote the welfare of all students simultaneously.

Policies in this series are enacted to aid in providing quality experiences for students in all activities related to the educational program. It is the purpose of the board to provide opportunities for all students to become more useful and productive citizens as adults.

This series of the board policy manual is devoted to the board's goals and objectives for assisting the students of the school district in obtaining an education. Each student shall have an opportunity to obtain an education in compliance with the policies in this series.

It is the goal of the board to develop a healthy social, intellectual, emotional and physical self-concept in the students enrolled in the school district. Each student attending school will have the opportunity to use it and its education program and services as a means for self-improvement and individual growth. In so doing, the students are expected to conduct themselves in a manner that assures each student the same opportunity.

The board supports the delivery of the education program and services to students free of discrimination on the basis of race, color, sex, marital status, national origin, age, religion, or disability. This concept of equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum and regulations affecting students.

In the delivery of the education program, students shall treat the employees with respect and students will receive the same in return. Employees have the best interests of the students in mind and will assist them in school related or personal matters if they are able to do so. Students should feel free to discuss problems, whether school related or personal, with the guidance counselor or other employees.

Board policies, rules and regulations affect students while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered buses; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district.

This section of the board policy refers to the term "parents" in many of the policies. The term parents for purposes of this policy manual shall mean the legal parents. It shall also mean the legal guardian or custodian of a student and students who have reached the age of majority or are otherwise considered an adult by law.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, shall be directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Denison Community School District, 819 North 16th Street, Denison, Iowa 51442; or by telephoning (712) 263-2176.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII Office of Civil Rights, U. S. Department of Education, 10220 N. Executive Hills Blvd., 8th Floor, Kansas City, MO. 64153-1367, (816) 891-8156 or Iowa Department of Education, Grimes State Office Bldg., Des Moines, IA. (515)281-5294. This inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Further information and copies of the procedures for filing a complaint are available in the school district's central administrative office and the administrative office in each attendance center.

TESOL PreK-12 English Language Proficiency Standards

Standard 1: English language learners **communicate** for **social, intercultural, and instructional** purposes within the school setting.

Standard 2: English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **language arts**.

Standard 3: English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **mathematics**.

Standard 4: English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **science**.

Standard 5: English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **social studies**.

Climate Code No. Cal 101.01

The school should be like a home: a respectful environment, which creates in its members a sense they belong and are cared for. The school should be the most friendly, exciting and inviting place in the community.

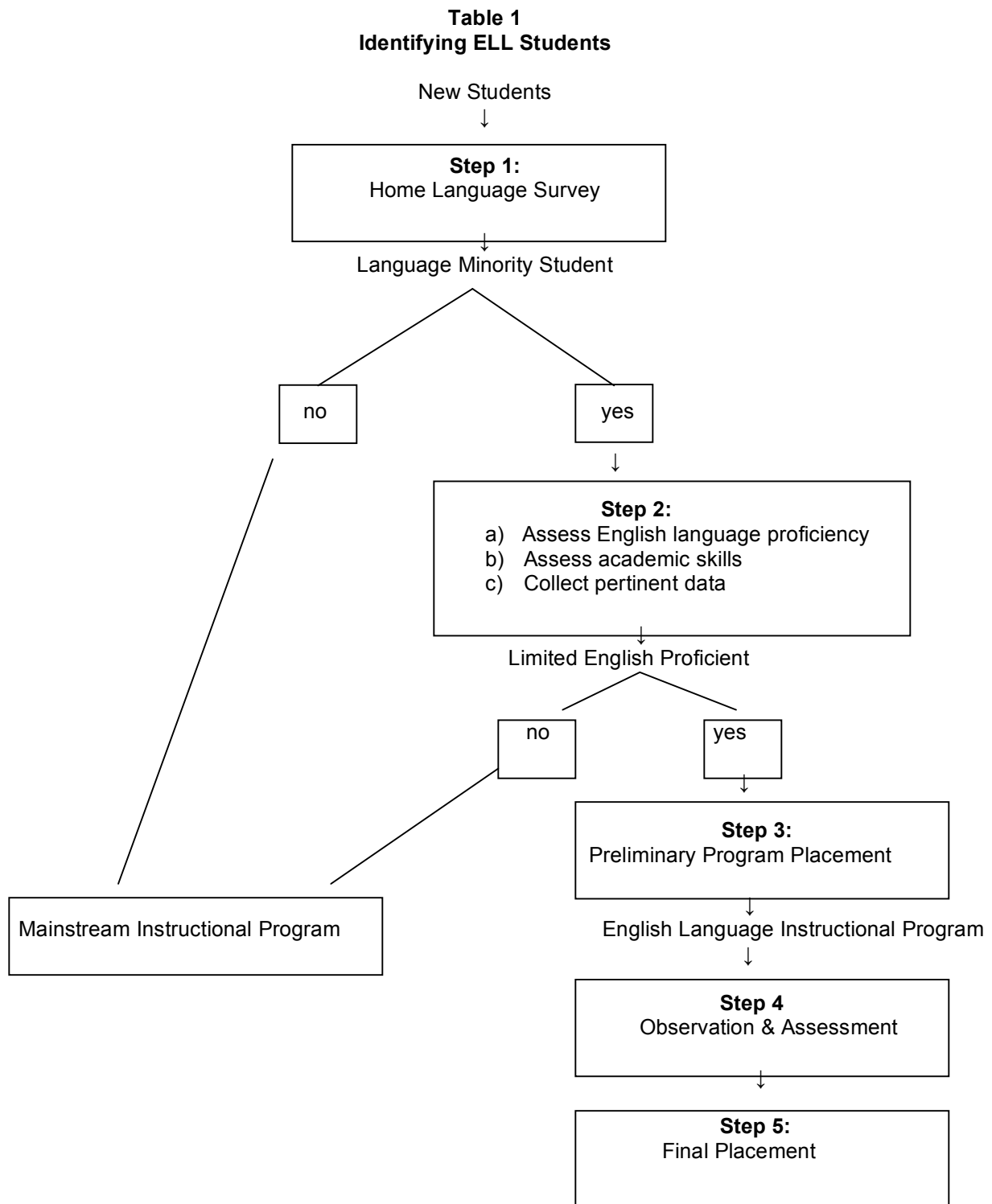
The most important characteristics of a desirable learning atmosphere are strong instructional leadership, quality teachers, a focus on academic learning, a safe, orderly drug free, and respectful climate, a school-wide emphasis on basic skills and thinking, high teacher expectations of all students, and the continuous assessment of student progress.

Students must feel that if they make an effort they will succeed. Parental support and encouragement is important to student learning. Parents are their children's first and most influential teachers.

The amount of time students are actively and successfully engaged in learning strongly contributes to how much students learn. Student outcomes, learning activities, and assessment should be closely aligned. Students should learn in a nonsexist environment which is tolerant of cultural diversity, as they develop an understanding of our own cultural values.

Identifying ELL Students

The graph below explains the process from the time a student enrolls in our building until they are placed in the ESL program.



Home Language Survey

All students in the District are required to fill out a Home Language Survey. These should be given out with regular registration materials. (See appendix for a copy of the home language survey). If by examining the Home Language Survey it is evident that the student has a native language other than English see flow chart on the previous page. The survey is passed on to the building ESL teacher and will be kept on file.

Placement

As a result of the home language survey, testing occurs during the first 30 days of school or within the first two weeks the student has arrived. Students are tested in three domains (if appropriate) oral, reading, and writing and are placed appropriately within the program.

IPT (Idea Proficiency Test) Proficiency Levels

Beginning Level

NES: Non-English Speaker
NER: Non-English Reader
NEW: Non-English Writer

Intermediate Level

LES: Limited English Speaker
LER: Limited English Reader
LEW: Limited English Writer

Fluent English Proficient

FES: Fluent English Speaker
FER: Fluent English Reader
FEW: Fluent English Writer

ELDA (English Language Development Assessment) Proficiency Levels

(Won't be know until results are received from spring assessments.)

Parent Notification

- Parents will be notified in writing of their child's eligibility for the ESL program.
- Parents will be provided IPT or ELDA assessment scores.
- Parents will be notified when their child is moved to the transitional stage or exited from the ESL program.

See appendix for parent notification letters.

Denison Elementary School

Movement within the ESL program

- Kindergarten - 5th Grade – All students will receive accommodations in the classroom with the help of the ELL strategist in cooperation and collaboration with the regular education teacher to provide strategies and support in instruction. Other areas of support from the strategist may include differentiating assignments and assessments, and grading. Each regular education teacher will be expected to have the strategist in their classroom throughout the year. In collaboration with the strategist, the teacher will decide in what area they would like to be supported (Science, Social Studies, Writing, Math, etc.). The strategist will assist the teacher in finding appropriate materials to help provide differentiated instruction for all of the students in the classroom. The classroom teacher will incorporate the strategies into their daily routines and curriculum.
- 2nd – 5th Grades - Any student who scores a level A or B on the IPT oral test (Grades K-6) qualifies for newcomers. When the student scores level C on the IPT oral test, they will no longer receive instruction in the newcomers class. Students should not stay in newcomers if they have been in the United States for more than 1 ½ years. The teacher will be provided with the following assessments when the students leave the newcomer classroom: alphabet recognition and sounds (upper and lower case), number recognition, oral and written counting, 220 dolch word list, 50 written sightwords, a writing prompt, and a running record.

Curriculum
Grading

Denison Middle School (future goal)

Movement within the ESL program

- Newcomer students will qualify by scores of a Level A or B for 6th grade and Level A for 7th and 8th grade from the IPT oral tests.
- Level C scores for 6th grade and Level B scores for 7th and 8th grade from IPT oral tests will qualify for English Language Development (ESL Language Arts).
- Any 6th grade student who scores a Level D or higher on the IPT oral test will have an Individual Language Art class with accommodations, which is collaboratively taught with an ESL teacher. Any 7th or 8th grade student who scores a Level C or higher on the IPT oral test will have an Individual Language Art class with accommodations, which is collaboratively taught with an ESL teacher.
- ELL students will be in all individualized or regular core classes with the collaborative support provided by the classroom and ELL teacher, with the exception of Language Art classes.
- The ESL teacher or tutor will reinforce and support content material from the curriculum areas.

Curriculum

Grading

Denison High School

Movement within the ESL program

- ESL I - newcomers and low beginners (first year non-native English speakers) at oral level A or less as measured by IDEA IPT II oral test. Students receive English language instruction for half of each day and attend general education classes the other half (i.e. math, PE., excluding language arts). They receive accommodations in these classes.
- ESL II - intermediate and high beginners (2nd year non-native English speakers) at oral level A/B as measured by IDEA IPT II oral test. Students receive English language instruction for half of each day and attend general education classes the other half of the day (excluding language arts). They receive accommodations in these classes.
- ESL III - intermediate students (3rd year non-native English speakers) at oral level B/C as measured by IDEA IPT II oral test, in the high non-English reader (NER) or the limited English reader (LER) range, and the limited English writer (LEW) range as measured by IDEA IPT III reading and writing tests. Students receive English language instruction in the areas of writing (ESL Writing III) and reading (ESL Reading). Students receive a tutoring class to help with understanding of and learning of material presented in general education courses, primarily language arts courses. All other courses are general education courses, including language arts.
- ESL IV - high intermediate students (4th year non-native English speakers) at oral level C/D as measured by IDEA IPT II oral test, in the limited English reader (LER) range and the limited English writer (LEW) range as measured by IDEA IPT III reading and writing tests. Students receive English language instruction in the area of writing, especially academic writing skills (ESL Writing IV) and reading (ESL Reading). Students receive a tutoring class to help with understanding and learning material presented in general education courses, primarily language arts courses. All other courses are general education courses, including language arts.
- Tutoring Only - Advanced ESL students at high LES/LER/LEW range or FES/CER/CEW range. These students receive a tutoring class to assist with understanding and learning material presented in general education courses, particularly language arts. All other courses are general education courses, including language arts.

ESL/Improvement Courses

- ESL Reading/Reading Improvement - individualized, for any student whose reading level in English is 6th grade or below (particularly ESL III's and IV's and some Tutor Only's) to improve comprehension and vocabulary skills.
- ESL Writing IV/Writing Improvement - for students who need to learn and practice academic writing skills, specifically in regards to writing research papers - note taking, paraphrasing, paragraph structure, organization, research skills, etc.
- ESL Math/Math Improvement - partly individualized course to introduce math vocabulary (ESL I's) and basic math skills to those students who have not learned basic math skills.
- ESL Basic Science - 1 semester course to introduce basic science terms and concepts to ESL students who began their US education at the high school level (ESL II's and III's).
- ESL Basic Social Studies - 1 semester course to introduce basic social studies terms and concepts (US. history, geography) to ESL students who began their US education at the high school level (ESL II's and III's).

Curriculum
Grading/Credit

Credits counting towards graduation will be given to ELL students enrolled in any ESL class.

Transitional Stage/Trial Mainstreaming

This is how a student moves to the transitional stage:

- Students may not move to the transitioned stage until proficient in all components of the ELDA.
- Performance in the classroom is comparable to native English speaking students at grade level.

Students will be in the transitional stage for a minimum of 2 years before being considered for exiting the program. Students in the transitional stage are still considered ELL students and eligible for funding.

A trial period of mainstreaming will be completed for each student transitioning from the program. This period is for those students who have demonstrated that they are able to participate in many activities that involve English as the only medium of instruction. The purpose of this trial period is to give the student an opportunity to "try out" an all English classroom without any English Language Learner instruction. When this trial period proves successful, the student will be mainstreamed into the classroom setting with no language support services and will be exited from the ESL program.

Having met all of the transition criteria, the student will be placed in the transitional stage. The student will also be monitored by the ESL staff. During the transition period, ESL Staff will review the student's progress by examining his or her grades every semester and consult with the student's content area teachers, and the student where appropriate, if a need arises. If the student does not meet the minimum requirements to pass the course of make satisfactory progress in class due to the language difficulty, the student may need to re-enroll in the ESL Program in order to receive the necessary extra supports.

Exit Criteria

Students will be exited from ESL based on the criteria below.

- Students must score proficient on all components of the ELDA.
- Students must score proficient (40th percentile or above) on ITBS/ITED's.
- Students must have a sustainability of success (2 years during transitional/trial mainstreaming stage) in regular education classroom without support services.

Once this criteria has been met the parents will be notified in writing. See appendix for parent letter. Exited students are no longer considered ELL students.

Staffing Responsibilities

ELL Coordinator Responsibilities (K-12)

- Oversees and directs the District's delivery of ELL services.
- Collaborates and coordinates with classroom and ELL teachers.

- Coordinates with School Improvement Coordinator and provides opportunities for training for ELL and classroom teachers and associates.
- Provides instructional materials and resources to content and ELL teachers as requested.
- Provides support to ELL and classroom teachers in differentiating instruction.
- Collects and submits data.
- Provides communication between administration and ESL teachers.
- Communicates with ESL teachers
- Problem Solver
- Advocates for students, teachers,
- Grants
- Scheduling/Proper placement/ appropriate accommodations for the BEST INTEREST for STUDENT

ELL Staff Responsibilities

- Provides instruction to English Language Learners in speaking, listening, reading and writing English, and American culture.
- Coordinates instruction and student needs with general education teachers.
- Assists in providing teachers resources and instructional materials to meet needs of all students.
- Provides information about student progress to general education teachers.
- Maintains an ELL student roster.
- Supervises teacher associates assigned to the program.
- Completes language proficiency assessments and assist with accommodations with district assessments.
- Maintains ELL student records.
- Follows entry, exit, and transitional procedures.
- Acquires or maintains an ESL endorsement.

Classroom or Content Teachers

- Follows list of recommended accommodations/strategies provided by ESL teachers.
- Coordinates and collaborates with ESL teachers.
- Promotes cultural awareness and understanding of diversity.
- Provides instructions and instructional materials to meet the needs of all students in the classroom.
- Utilizes associates to reinforce content to ELL students.
- Provides materials to associates (notes, overheads, text, etc.) to aid them in reinforcement of skills and content.

ELL Tutors or Associates

- Attends training as provided by the district.
- Reports to ESL teachers
- Reinforces content and skills taught by the classroom or ESL teacher.
- Assists teacher in the classroom as needed.
- Becomes familiar with content of areas they are required to assist in.

Translators/Interpreters

- Maintains confidentiality.
- Interprets or translates accurately and completely without omitting, modifying, condensing, or adding anything.
- Maintains impartiality by not interjecting personal opinions or biases.
- Understands the boundaries of the professional role and monitors own personal agenda.
- Knows own limits by not interpreting or translating beyond his/her training, level of experience, and skills.
- Demonstrates professionalism by clearly understanding his/her role and refrains from delivering services that are not part of that role.
- Attends training as provided by the district.
- Signs the Interpreter Confidentiality Agreement found in the appendix.

Record Keeping

Every student in the ESL Program should have a record on file containing the following:

- Home Language Survey
- English Language Proficiency Assessments
 - IPT Placement Scores/test booklets
 - ELDA writing sample/results
- Spanish Language Proficiency Assessments (if applicable)
- Copies of Parent Notification Letters
- Initial interview if available
- Math assessment (High School)
- Gates McGinite (Middle School & High School)

These records should be kept by the ESL teacher and be on file in the building the student attends. Upon transfer outside the district, a copy of this file will be placed in the cumulative folder.

Assessments

- ELL students will be included in the district wide assessments per state policy using the *Guidelines for the Inclusion of English Language Learners in your District-wide Assessment Program*.
- ELL students will be assessed on a yearly basis in each of the domains of language proficiency (speaking, listening, reading, writing) using the test recommended by the state.

Testing Accommodations for ELL students

What is an accommodation? It is a change to help “level the playing field” for students who receive it by neutralizing the effect of language proficiency in order to demonstrate their academic achievement. Several options are listed below, but by no means is this an all inclusive list.

Standardized Testing (ITBS & ITED)

- No time limit
- Read to student (NOT the reading comprehension or vocabulary test)
- Provide alternate test setting
- Use of bilingual dictionaries

Classroom Assessments

- Read to students
- No time limit
- Bilingual dictionaries
- Informal observations
- Allow for responses in other forms (draw pictures, orally, phrases, etc.)
- Use language free objectives to assess content objectives in math

Problem Solving

Section 300.532 Evaluation procedures were amended to (1) require that assessments of children with limited English proficiency must be selected and administered to ensure that they measure the extent to which a child has a disability and needs special education, and do not, instead, measure the child’s English language skills.

- Notification in the child or parent’s native language must be used in the prior procedural safeguards notice and evaluation sections of IDEA (Sections 614 and 615).

Excerpts from the Iowa Administrative Rules of Special Education
(February 2000)

- 281-41.49(1) Materials. The tests and other evaluation materials:
 - a. Are provided and administered in the individual’s native language or other mode of communication, unless it is clearly not feasible to do so. Materials and procedures used to assess an individual with limited English proficiency are selected and administered to

- ensure that they measure the extent to which the individual has a disability and needs special education, rather than measuring the individual's English language skills.
 - b. Have been validated for the specific purpose for which they are used.
 - c. Are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.
 - d. Are technically sound and assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- 41.49(4) Nondiscriminatory. The tests and other evaluation materials are selected and administered so as not to be racially or culturally discriminatory.
 - 41.50(2) Factors. An individual shall not be determined to be an eligible individual if the determinant factor for the decision is a lack of instruction in reading or math, or limited English proficiency.
 - 41.56(2) Criteria for determining the existence of a learning disability 2.b. The team may not identify an individual as having a learning disability if the discrepancy between ability and achievement is primarily the result of a visual, hearing or motor impairment; a mental disability; a behavior disorder; or environmental, *cultural*, or economic disadvantage.

Problem Solving Procedures

The *Iowa Administrative Rules of Special Education* 41.48(2) outlines the requirements and needs for general education interventions prior to considering placement in a special education program. These administrative rules describe collaborative activities that are well documented, measurable, and goal directed. Included under the requirements for general education interventions are communication with parents, collection of data related to the presenting problem, intervention implementation, and systematic progress monitoring to measure intervention effects.

ELLs may present a unique and often difficult challenge to the classroom teacher. It is important to know and understand that ELL/culturally diverse students have legal rights and that best practices must be implemented when working with them. IDEA '97 and Section 504 of the *Rehabilitation Act of 1973* provide safeguards for all disabled students. These acts protect students from discrimination while ensuring that they are not categorized as having a disability if the student's problems are rooted in environmental differences, cultural differences, or economic disadvantage. In addition, best practices in education should guide program development for students who have been identified as having, or are considered to have, a disability that impacts their progress in an educational setting.

WHAEA problem solving procedures focus on how to resolve difficulties that students are experiencing. These procedures apply to all students and problems. To understand how best to help ELLs, information is collected from teachers, parents, and others who have knowledge of the students' skills and needs. This information is used to: first, determine what specific skills the students have to develop to be successful in school; and second, to design a plan that will assist them. ELLs' progress is measured frequently to determine if the teaching strategies are effective for the students. Decisions regarding educational programs will be based on the results of data

collected during interventions **and by comparison of the students' progress to their ELL peer group.**

When considering the needs of English Language Learner students and culturally diverse students, the following general guidelines should be considered through the general education intervention, assessment, and programming process:

1. Lack of proficiency and skills in English does not, in itself, make students eligible for special education.
2. An individual who lacks English language skills is different from an individual with a language disorder.
3. Oral fluency in English is not a true indication of the overall English language skills necessary for academic success.
4. Students may be eligible for both ELL and special education services if the students have been appropriately assessed.
5. There is no such thing as a “culture fair” or “culture-free” test.
6. All tests given in English are tests of English language proficiency, regardless of their content.
7. Learning styles are determined on an individual basis and by the culture of the students.
8. Culturally-based behaviors may appear to suggest special education needs.
9. Parents of English Language Learner students and culturally diverse students may have a different perception of school from parents of traditional, non-ELLs.
10. Parents and family members of all ethnic groups have valuable information about the students to share when planning an appropriate educational plan.

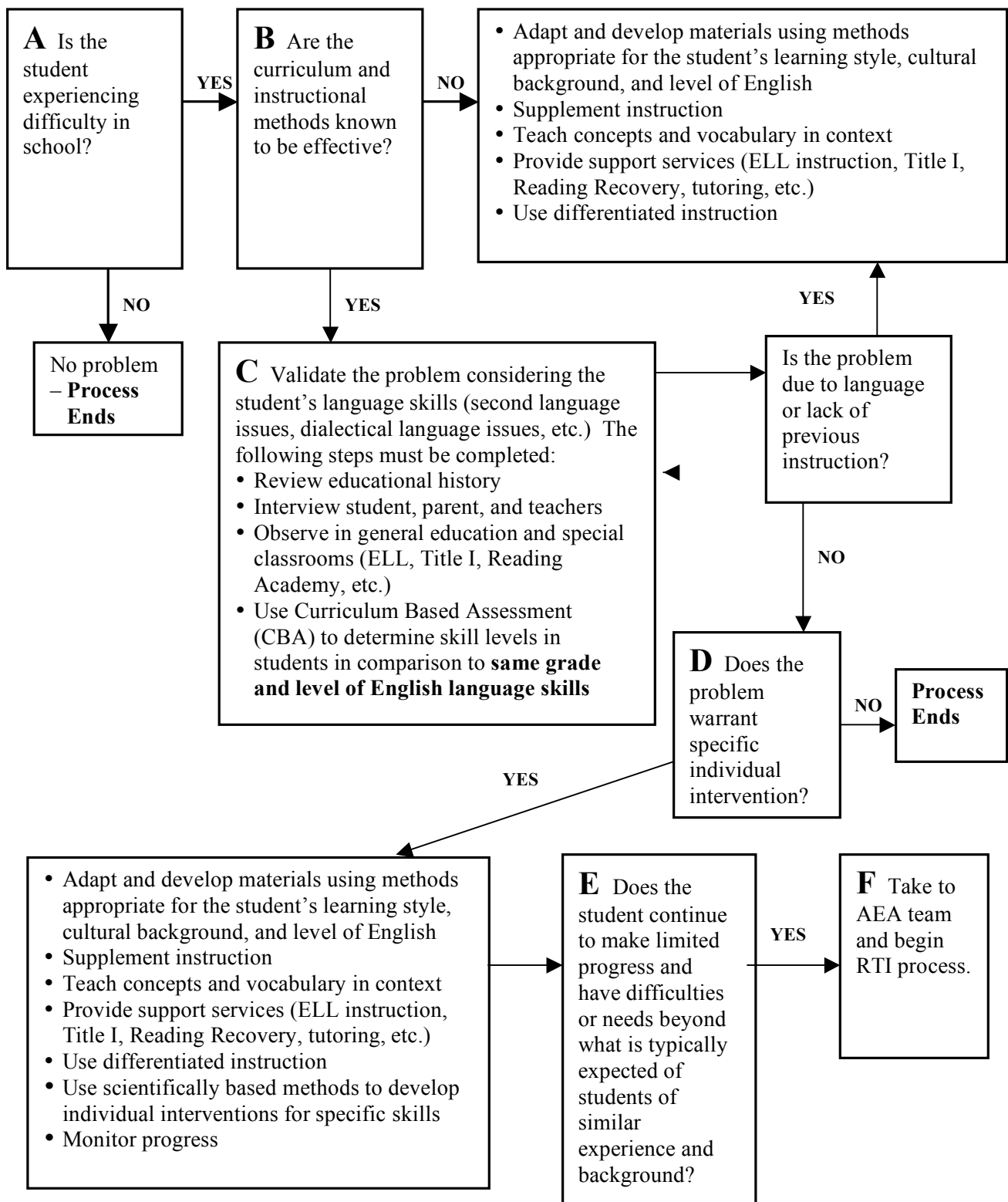
English Language Learner and culturally diverse students must be involved in the Response to Intervention (RTI) problem solving process before being considered as candidates for special education evaluation and eligibility. This process may involve one or more levels of the RTI procedure and should include the collection of data (Student Data Form) about the student's culture, experiential and educational background, language proficiency, current curriculum, instructional interventions and accommodations that have been implemented, behavior and adaptive skills, academic progress, and data driven intervention information with progress monitoring data.

Parents play a significant part in providing information that is valuable in the RTI process. The services of an interpreter may be necessary to assist in communication between parents and school staff in order to acquire accurate information about the student. In addition to the parents, the RTI team should include WHAEA personnel (school psychologist, educational consultant, school worker, and speech/language pathologist) as well as those people who have knowledge that will be of value in the assessment process such as the ELL teacher, interpreters, instructional aides, classroom teachers, counselor, school nurse, and building administrator. The team approach facilitates the integration of linguistic, cultural, and educational information. Any decisions about the student's educational program (accommodations in ELL or regular

education, or the development of a special education program) must be based on the shared information, discussion, and brainstorming of the RTI team.

The use of the RTI process is vital in determining if an ELL student's difficulties are a result of language/cultural differences or due to innate learning problems or emotional/behavioral issues.

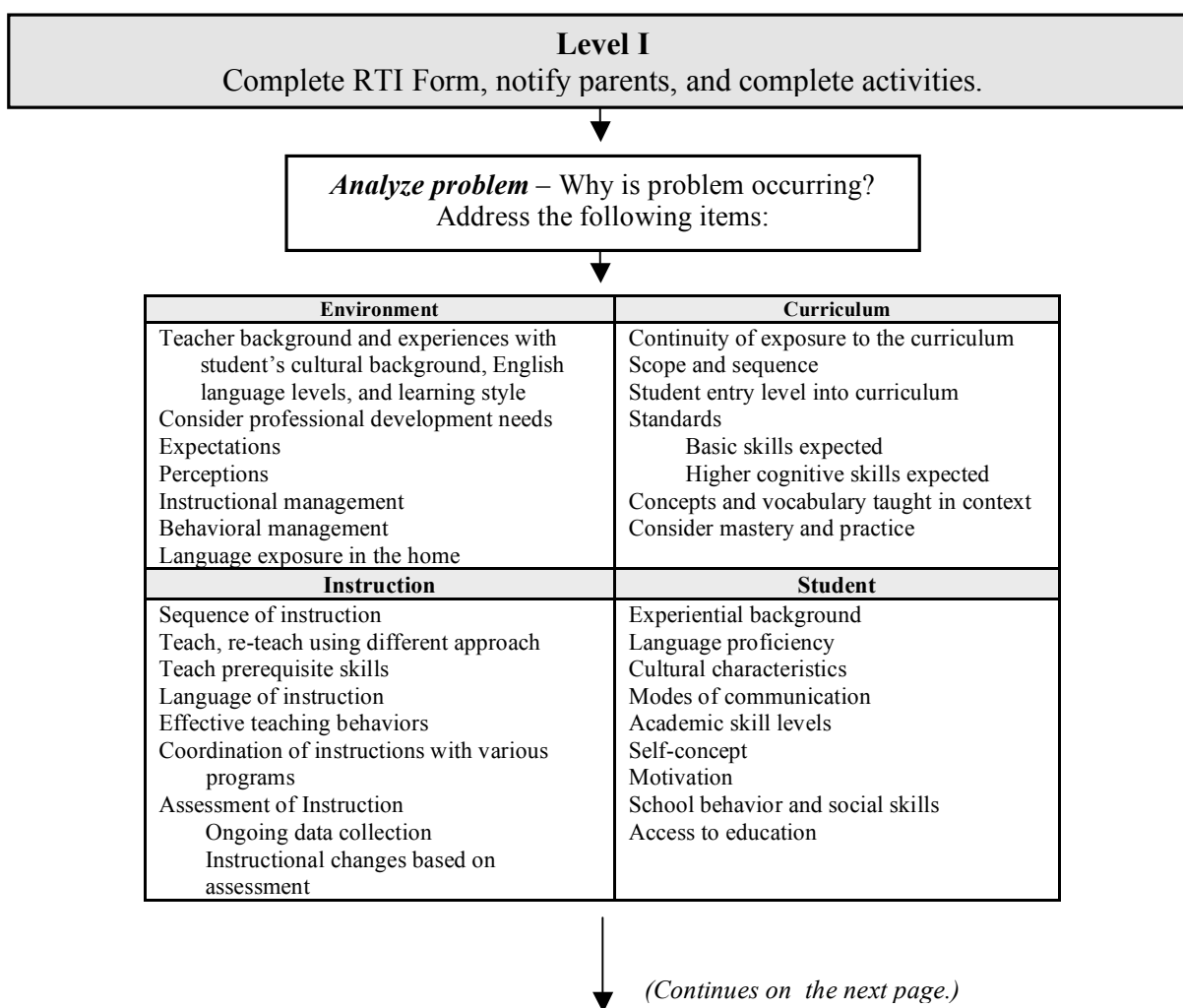
Prior to involving AEA staff in the RTI procedure, problem solving should have already begun at the building level. The building level process should include a description of the difficulty the student is experiencing. Determination should be made as to the appropriateness and effectiveness of the curriculum and instructional methods for ELLs, and the student's problem **should be validated in both the first and second languages**. At this stage of the problem solving process, materials and methods should be developed, adopted, and modified to fit ELL needs; concepts and vocabulary should be taught in context, and ELL services should be provided as appropriate to the language acquisition level of the student. The following flow chart can be used to clarify this pre-AEA referral process.

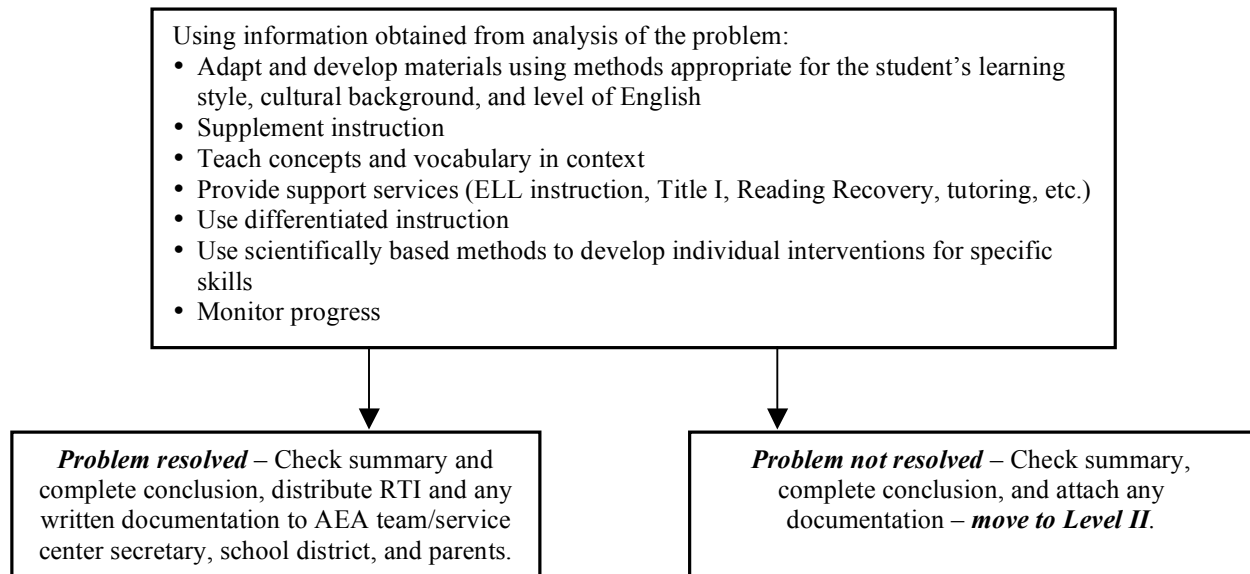


Adapted from Garcia and Ortiz. (1988). *Preventing Inappropriate Referrals of Language Minority Students to Special Education*.

Level I

WHAEA involvement in problem solving begins at Level I of the Response to Intervention (RTI) procedure. Level I identifies concerns about a student. Educators (usually the classroom teacher) meet with the WHAEA team to complete the Response to Intervention (RTI) Form, define the student's difficulty, and assign a service coordinator (the WHAEA team member who is responsible for following the student until a final determination is made regarding the types and kinds of services the student needs to be successful in school). Parents must be informed of the concern by the educator, and it is important that they meet with the service coordinator and the educator to discuss possible solutions for the student's difficulty. Level I in the RTI process is geared toward resolving the student concern with minimal intervention and may include information gathering, collaboration with outside agencies, referral to another agency, and informal interventions. Data gathered at this level should include information about the student's developmental and experiential background, curriculum based assessment of academic skills, district-wide assessment information (i.e., ITBS, ITED, DIBELS, etc.), individual academic assessment information, and current services that are being provided. Sample RTI forms for data gathering can be found at the end of this section.





Level II

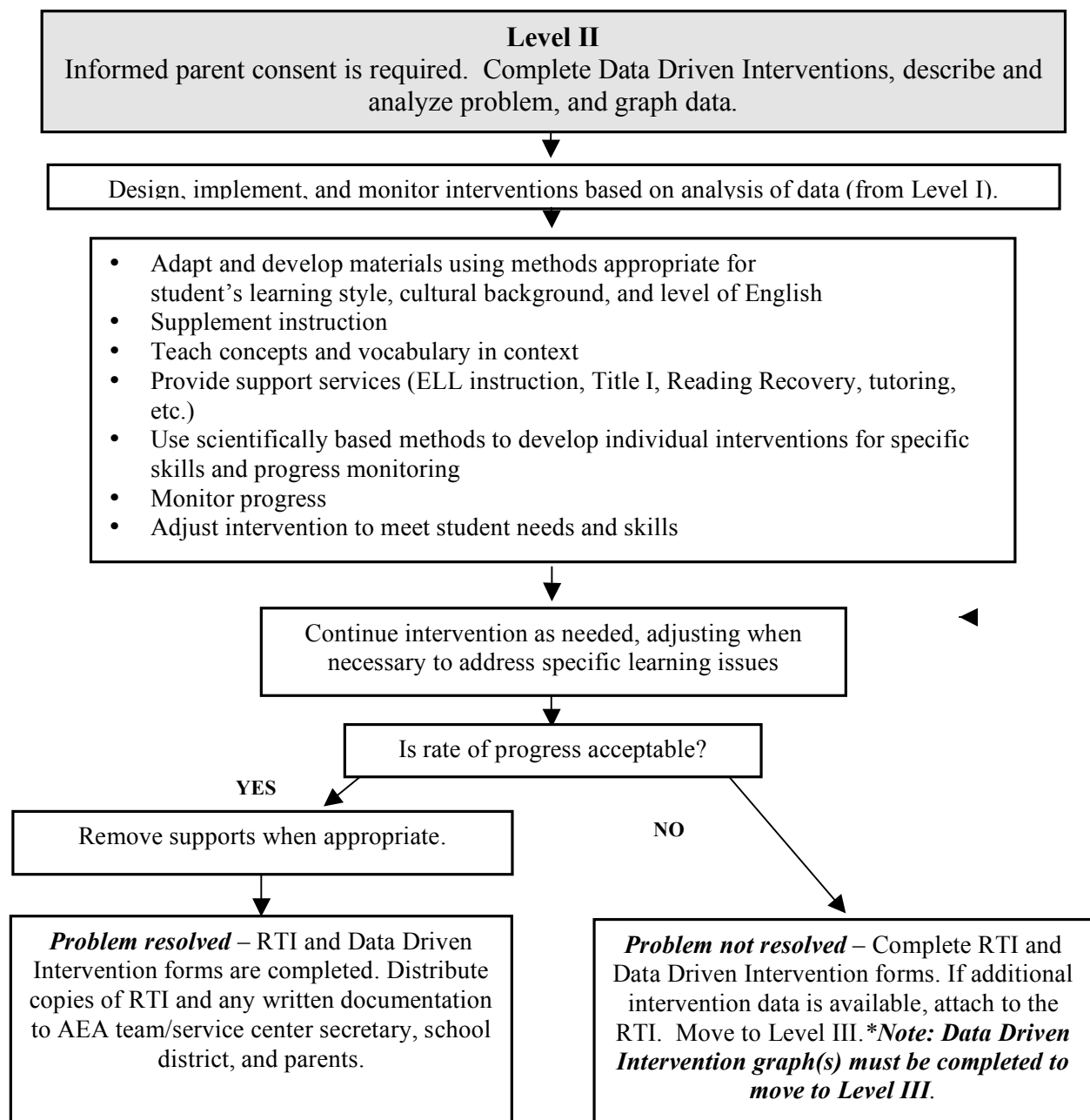
The second level in the Response to Intervention (RTI) procedure includes individual interventions. These interventions must conform to the *Iowa Administrative Rules of Special Education* (41.48(2)(b)). The *Rules* require that Local Education Agencies (LEAs), in conjunction with Area Education Agencies (AEAs), shall attempt to resolve presenting problems prior to evaluation for special education. These efforts include:

1. Documentation of general education interventions
2. Teacher consultation with special education personnel (support and/or instructional)
3. Measurable, goal directed attempts to resolve problems
4. Communication with parents
5. Collection of data related to the presenting problem or behaviors of concern
6. Intervention design and implementation
7. Systematic progress monitoring

A formal written intervention plan will be developed during Level II. The collection of data is related to the nature of the problem and the information needed to design interventions. Activities at this level may include, but are not limited to, direct intervention assessment, development of a support plan involving brief intensive interventions by Local Education Agency (LEA) or WHAEA personnel, a short-term instructional intervention by an LEA teacher, referral to outside agencies, a Functional Behavior Assessment (FBA), use of Positive Behavior Supports (PBS), or the development of a Behavior Intervention Plan (BIP).

In the event that WHAEA staff are carrying out direct intervention assessment or are providing services to a student through a formal written intervention plan, **informed** consent from the parents must be obtained by WHAEA Special Education/LEA Personnel. Furthermore, parent involvement is an essential part of the Level II process with regard to development of the intervention/assistance to the student.

Interventions at Level II are expected to be data driven and will include progress monitoring. The results of the intervention(s) are to be graphed following data driven intervention procedures. A flowchart has been developed to clarify the RTI Level II procedure.



Level III

If student difficulties persist, the Response to Intervention (RTI) procedure moves to the third level. At Level III a full and individual evaluation will be initiated for the following reasons:

1. The referring problems have been shown to be resistant to interventions or interventions have been ineffective.
2. The interventions have required substantial effort to continue.
3. A full and individual evaluation has been requested by the parents.

When systematic problem solving is used by an AEA in its process, the *Iowa Administrative Rules of Special Education* (41.47 (3) a-e) requires that the activities carried out in Level II must include:

1. Description of the problem
2. Data collection and problem analysis
3. Intervention design and implementation
4. Progress monitoring
5. Evaluation of intervention effects

The purpose of the full and individual evaluation is to determine the educational interventions that are required to resolve the presenting problem, behaviors of concern, or suspected disability. Information from Level I and Level II efforts are used, along with additional assessment activities, to assist in identifying effective interventions for a student experiencing difficulties. Assessment tools must be recognized as valid and reliable instruments that focus on data collection directly relevant to the evaluation process.

Parental consent is required for a full and individual evaluation. Procedural safeguards are afforded to the parents, assessment results are documented in written reports, and a written plan (Individual Education Plan/IEP) is developed for students who are eligible for and in need of special education.

Level III

- The full and individual evaluation form must be completed and signed by the parent.
- A special education rights booklet is given to and explained to the parents (a qualified interpreter must be used with non-English speaking parents).
- Check results of Level III at completion of the evaluation.
- Close the file by attaching the Data Driven Intervention graph(s) to the RTI along with any other documentation.
- Turn the RTI in to the team/service center secretary.
- The report will also be turned in to the secretary.
- The team secretary will distribute the RTI along with a report to the AEA, district file, and parents.

Program Evaluation/Modification

The ELL program will be reviewed annually and updated based on student needs, achievement data, and feedback from teachers. See appendix for ELL District Self Study Guide.

DISTRICT SELF-STUDY GUIDE

This Guide is designed to provide the district/building with a comprehensive overview of its practices and procedures. Please mark the answer by each statement that best describes your school district. In this district self-study guide, the term English Language Learners (ELLs) will be used instead of Limited English Proficiency (LEP). For definitions of terms please see attachments.

IDENTIFICATION

| | | |
|---|-----|----|
| 1. The district has a procedure to identify all students who have a primary or home language other than English. Please attach a copy of the procedures. | Yes | No |
| 2. District staff is knowledgeable of the procedures for identifying students who have a primary language other than English. | Yes | No |
| 3. School/district staff that works directly with parents and students in the identification of students, who have a primary of home language other than English, speak and understand the appropriate language(s). | Yes | No |
| 4. Documentation regarding each student's primary or home language is maintained in student's file. | Yes | No |

ASSESSMENT AND EVALUATION

| | | |
|---|-----|----|
| 5. The district assesses on a yearly basis the <u>English language proficiency</u> of all students identified as having a primary home language other than English in the four language areas (oral/speaking, reading, writing, and listening). | Yes | No |
| 6. The district conducts <u>language proficiency assessments</u> for students who have a primary or home language other than English, using: 6a. Formal assessments (e.g., tests). Name of test(s) used: _____ | Yes | No |
| 6b. Informal assessments (e.g., teacher interviews, observations). | Yes | No |
| 7. Students who have a primary or home language other than English are assessed for language proficiency in their primary or home language. | Yes | No |
| 8. The district has developed procedures to determine the effectiveness of its informal assessment procedures. Please attach a copy of it. | Yes | No |
| 9. The district has determined the level of English-language proficiency at which students are considered English proficient. Please attach copy of description. | Yes | No |
| 10. The district assesses ELL <u>academic skills</u> in relation to their grade or age level. Name(s) of instrument(s) used to assess ELL academic skills: _____ | Yes | No |
| 11. ELL who have been in the U.S. for 3 consecutive years are tested in | Yes | No |

| | | |
|--|-----|----|
| English in reading/language arts. | | |
| 12. The district assesses ELL in the language and form most likely to yield accurate and reliable results. Language(s) used: _____ _____ | Yes | No |
| 13. The district uses the “ <i>Guidelines for the Inclusion of English Language Learners in Your District-wide Assessment Program</i> ” or similar documents to guide decision-making. | Yes | No |
| 13a. Total number of ELL included in your district wide assessment | | |
| 13b. Number of ELL included in the district wide assessment with • NO accommodations | | |
| • With accommodations | | |
| Please attach documentation on accommodations used. | | |
| 13c. Number of ELL NOT included in your district-wide assessment. | | |
| 14. The district has established qualifications for individuals who administer language or academic assessments to ELL. | Yes | No |

PROGRAM (e.g., ESL, Bilingual, etc.)

| | | |
|---|---------------------------|-------------------------------|
| 15. Programs are available for ELL at each grade level. | Yes | No |
| 16. There are no substantial delays (e.g., more than 30 days) in placing ELL into an appropriate educational program. | Yes | No |
| 17. There is coordination of curriculum between teachers for ELL and teachers in the regular program. | Yes | No |
| 18. ELL in the high school program earn credits toward graduation. | Yes | No |
| 19. Instructional materials are adequate to meet the English language and academic needs of ELL. | Yes | No |
| 20. Parents are involved in the process of placing ELL in an appropriate educational program. | Yes | No |
| 21. The district has a system to evaluate the success of their ELL program. Please attach a copy of the description of the evaluation plan. | Yes | No |
| 22. Label the program(s) at each level or attach a copy of description. | | |
| Level | Program (See definitions) | Teachers with ESL endorsement |
| Elementary | | |
| Middle school | | |
| High school | | |

STAFF

| | | |
|---|-----|----|
| 23. The district has established qualifications for teachers who teach ELL. | Yes | No |
| 24. The district has established qualifications that the teachers' aides and/or paraprofessionals must meet. | Yes | No |

| | | |
|--|-----|----|
| 25. The district has teachers with ESL endorsement to teach ELL. | Yes | No |
| 25a. Number of ELL teachers? | | |
| 25b. Number of teachers with ESL endorsement? | | |
| 26. The district provides high-quality professional development to classroom teachers and other district personnel. | Yes | No |
| 26a. Number of mainstream teachers that participated. | | |
| 26b. Number of ESL teachers that participated. | | |
| 26c. Number of paraprofessionals/teacher aides that participated | | |
| 27. The district provides training for interpreters and translators. | Yes | No |
| 28. Professional development activities are designed to improve instruction and assessment of ELL; enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for ELL; are based on scientifically based research; and are of sufficient intensity and duration to have a lasting impact on teachers' performance. | Yes | No |
| 29. Teachers of ELL are fluent in English and, when appropriate, in any other language(s) used for instruction, including having written and oral communication skills. | Yes | No |
| 30. The district has provided training to staff who administer, evaluate, and interpret the results of the assessment methods used. | Yes | No |

EXIT CRITERIA

| | | |
|---|-----|----|
| 31. The district has established an exit criterion. Please attach a description of it. | Yes | No |
| How many ELL exit the program after: | | |
| 31a. less than 1 year | | |
| 31b. 1 to 3 years | | |
| 31c. 3 to 5 years | | |
| 31d. 5 years or more | | |
| 32. The exit criteria ensures that ELL's can: | | |
| 32a. Speak English sufficiently well to participate in the district's general educational program. | Yes | No |
| 32b. Read English sufficiently well to participate in the district's general educational program. | Yes | No |
| 32c. Write English sufficiently well to participate in the district's general educational program. | Yes | No |
| 32d. Comprehend English sufficiently well to participate (meaningfully) in the district's general educational program. | Yes | No |
| 33. The district monitors the academic progress of ELL who have exited the program. | Yes | No |
| 33a. Average years of monitoring | | |
| 34. The school district determines whether ELL are performing at a level comparable to their English-speaking peers? Please attach documentation (e.g., disaggregated results from ITP) | Yes | No |
| 35. The district has established procedures for responding to deficient academic performance of ELL. Please attach a copy of procedures. | Yes | No |
| | | |

| | | |
|---|-----|----|
| 36. ELL re-enter the alternative language program if they experience academic difficulties in the regular program. Please describe under what conditions. | Yes | No |
| 37. Achievements, honors, awards, or other special recognition rates of ELL are similar to those of their peers. | Yes | No |
| 37a. Percent of English-monolingual students in Talented and Gifted programs | | |
| 37b. Percent of ELL in Talented and Gifted programs | | |
| 37c. Percent of ELL in district | | |

PROGRAM EVALUATION

| | | |
|--|-----|----|
| 38. The district conducts a formal evaluation of its program for ELL to determine its effectiveness. Please attach a copy of the report. | Yes | No |
| 39. The district disaggregates data of ELL. | Yes | No |
| 39a. grade retention | Yes | No |
| 39b. graduation | Yes | No |
| 39c. dropout rates | Yes | No |
| 39d. gender | Yes | No |
| 39e. English proficiency | Yes | No |
| 39f. economically disadvantaged | Yes | No |
| 39g. ITBS/ITED achievement levels | Yes | No |
| 39h. multiple measures of academic achievement | Yes | No |

Please attach copies of disaggregated data

EQUITABLE ACCESS

| | | |
|--|-----|----|
| 40. The quality of facilities and services available to ELL are comparable to those available to all other students. | Yes | No |
| 41. The quality and quantity of instructional materials in the program are comparable to the instructional materials provided to all other students. | Yes | No |
| 42. ELL participate in classes, activities, and assemblies with all the other students | Yes | No |
| 43. ELL have access to the full school curriculum (both required and elective courses, including vocational education) while they are participating in the language program. | Yes | No |
| 44. Counseling services provided to ELL are comparable to those available to all other students. | Yes | No |
| 45. ELL have opportunities for full participation in special opportunity programs, (e.g., Gifted & Talented, Advanced Classes, Title I, Special Education programs, etc.) | Yes | No |
| 46. ELL are not segregated while taking their classes | Yes | No |
| 47. In general, ELL are integrated in classes such as P.E. music, arts, etc. | Yes | No |

SPECIAL EDUCATION

| | | |
|---|-----|----|
| 48. The district utilizes procedures for identifying ELL who may be in need of special education services. Please attach copy. | Yes | No |
| 49. The district's procedures for identifying and assessing ELL for special | Yes | No |

| | | |
|---|-----|----|
| education takes into account language and cultural differences. Please attach copy. | | |
| 50. Testing instruments used to assess ELL for special education placement are valid and reliable for these specific students. | Yes | No |
| 51. Persons who administer special education assessment tests to ELL are specially trained in administering the tests. | Yes | No |
| 52. Staff who conducts special education assessments for ELL are fluent in the student's primary language. | Yes | No |
| 53. The instructional program for ELL in special education takes into account the student's language needs. | Yes | No |
| 54. The district ensures coordination between the regular and the special education programs in meeting the particular needs of ELL who are in special education. | Yes | No |
| 55. The district identifies and places all ELL who need special education services in a timely manner. | Yes | No |
| 56. The parents or guardians of special education ELL are notified of their rights and responsibilities in a language they can best understand. | Yes | No |

NOTICES TO PARENTS

| | | |
|---|-----|----|
| 57. The district communicates with parents/guardians of students with a primary home language other than English, in a meaningful way (a form that parents can understand). For example, school forms are translated. Please attach copies of translated forms. | Yes | No |
| 58. Parents of ELL are notified no later than 30 days after the beginning of the school year of their child's identification, participation, and student's and parental rights. | Yes | No |
| 59. The district uses interpreters or translators to assist in communicating with parents/guardians who do not speak English. | Yes | No |
| 60. Parents/guardians of ELL are well informed of the district's special educational programs. | Yes | No |

This self-study is based on data from _____ academic year.

District or Building: _____

Address: _____

Administrator: _____

Completed by: _____ Date _____

Title: _____

Phone #: _____

E-mail: _____

Please add comments as needed.

HOME LANGUAGE SURVEY

Student's Name/Nombre de Estudiante _____ Teacher/Maestra _____

1. What language did your child speak when he or she first began to talk?

¿Qué idioma habló su hijo o hija cuando primero aprendió a hablar?

English/Inglés _____ Spanish/Español _____ Other/Otro _____

2. What language does your child speak most often at home?

¿Cuándo está en casa, ¿qué idioma habla su hijo ó hija más frecuencia?

English/Inglés _____ Spanish/Español _____ Other/Otro _____

3. What language does your child speak most often with his or her friends?

¿Qué idioma habla su hijo o hija más a menudo cuando habla con sus amigos?

English/Inglés _____ Spanish/Español _____ Other/Otro _____

4. What language do YOU use most often when speaking to your child?

¿Qué idioma habla usted normalmente con su hijo ó hija?

English/Inglés _____ Spanish/Español _____ Other/Otro _____

5. What language do YOU use most often when speaking to YOUR friends?

¿En qué idioma habla usted con más frecuencia con los amigos de usted?

English/Inglés _____ Spanish/Español _____ Other/Otro _____

6. What language do other family members in your home usually use when speaking to each other?

¿Qué idioma hablan con más frecuencia los otros familiares de Ud. en su casa, el uno con el otro?

English/Inglés _____ Spanish/Español _____ Other/Otro _____

Parent Signature/Firma de padre _____ Date/Fecha _____

NOTIFICATION OF ENGLISH AS A SECOND LANGUAGE ELIGIBILITY

School _____

Date _____

Dear Parent or Guardian:

The Denison Community School District is committed to provide instructional and enrichment programs that will meet the needs of the students in our school. In accordance with the educational goals of the district, we have developed a total program of basic instruction that addresses the special language needs of our students. This program will provide intensive instruction in English proficiency to enable the student to become competent in speaking, reading, writing, and comprehending the English language.

Your child, _____, will receive specialized instruction in English until he/she is ready for a full English program.

ENGLISH LANGUAGE PROFICIENCY TEST RESULTS

Your child, _____, was evaluated for English language proficiency. The test used was the Idea Proficiency Test (IPT). This test is designed to provide information about a student's ability to speak, listen, read and write English.

You are invited to request a conference concerning your child's test scores and alternative instruction programs. To schedule your conference, please call _____.

Your child's scores are as follows:

| | SCORE | LEVEL | DESIGNATION |
|-------------|-------|-------|-------------|
| IPT ORAL | | | |
| IPT READING | | | |
| IPT WRITING | | | |

Sincerely,

Notificación de Elegibilidad para Inglés como Segundo Idioma

Escuela_____

Fecha_____

Estimado Padre o Guardián:

El Distrito de Escuelas Comunitarias de Denison está comprometido a proveer programas instruccionales y de enriquecimiento que cumplirán con las necesidades de los estudiantes en nuestra escuela. De acuerdo con las metas educacionales del distrito, hemos desarrollado un programa total de instrucción básica que ubica las necesidades de nuestros estudiantes. Este programa proveerá de una instrucción intensiva en la en la competencia del Inglés para permitir al estudiante que se convierta en competente en cuanto a hablar, leer, escribir y comprender el idioma del Inglés.

Su hijo/a_____, recibirá instrucción especializada hasta que el/ella este listo/a para un programa de Inglés completo.

Resultados de la Evaluación de Competencia del Lenguaje Inglés

Su hijo/a_____, fue evaluado/a para la Competencia del Lenguaje Inglés. La evaluación usada fue el "Idea Proficiency Test" (IPT). Esta evaluación fue diseñado para proveer información acerca de la habilidad del estudiante para hablar, escuchar, leer y escribir Inglés.

Usted está invitado a pedir una reunión concerniente a los resultados de la evaluación de su hijo/a o para planes instruccionales adicionales. Para fijar una reunión, por favor llame al _____.

Estos fueron los resultados de su hijo/a en las siguientes áreas:

| | Resultado | Nivel | Designación |
|-------------|-----------|-------|-------------|
| IPT ORAL | | | |
| IPT READING | | | |
| IPT WRITING | | | |

Sinceramente,

Parent Notification to Exit ESL Program

Student Name _____

School _____

Address _____

Grade _____ Age _____

Parent/Guardian _____

After careful evaluation it has been recommended that _____
be exited from the English as a Second Language Program.

- Your child is considered Fluent English Proficient based on the English Language Development Assessment (ELDA) in speaking, listening, reading, and writing.
- His or her grades in academic areas, and reading and math levels are on grade level.
- It is recommended by the regular classroom teacher and ESL staff that your child exit the ESL program.

If you have any questions regarding this letter please contact the school at _____ to set a time when we can discuss it further.

Thank you,

Notificación para los padres de la salida del programa de ESL

Nombre del Estudiante _____

Escuela _____

Dirección _____

Grado _____ Edad _____

Padre/Guardián _____

Después de una cuidadosa evaluación ha sido recomendado que
_____ sea removido/a del Programa de Inglés como Segundo
Idioma.

- Su hijo/a es considerado/a con Fluidez Proficiente de Inglés basado en la Evaluación del Desarrollo del Lenguaje del Inglés (ELDA) en cuanto al hablar, escuchar, leer y escribir.
- Sus calificaciones en las áreas académicas, y en lectura y matemáticas están a su nivel de grado.
- Ha sido la recomendación del maestro regular de clases y el personal de ESL que su hijo/a sea removido/a del programa de ESL.

Si usted tiene alguna pregunta con respecto a esta carta por favor contácteme a la escuela al _____ para fijar una fecha en la que podamos hablar de esto.

Gracias,

Interpreter Confidentiality Agreement

I, _____, agree to maintain all information learned while providing interpreting services in total secret and private. As an interpreter, I am entrusted with these confidences and understand that unauthorized disclosure of information could be prejudicial to those involved.

Print Name

Signature

Date

ESL REGISTRATION/INITIAL PLACEMENT FORM - T/K-1st

Date Enrolled _____ Enrolled by _____ Evaluated by _____

Student's Name _____ Sex _____ DOB _____ Age _____

Birth Place _____ Date of Entry to District? _____ To USA? _____

Address _____ Town _____ Phone _____

Parents' Name _____ Cell _____

Mother speaks English?* Yes Some No Native Language _____

Father speaks English?* Yes Some No

EDUCATIONAL BACKGROUND - Circle grades attended and indicate place below with any additional comments.

PK K 1 2 3 4 5 6 7 8 9 10 11 12

#'s of schools attended _____ Last date attended? _____ Records presented? Yes No

Previous ESL/Bilingual Program: _____ Other special programs: _____ Grades repeated or missed? _____

Education Interruption: Frequent absences? _____ Frequent moves? _____ Other? _____

Is student literate in L1? Reading? _____ Writing? _____

Assessment Results: Oral: _____ Test _____ Level _____ Designation _____

Reading: _____ Test _____ Level _____ Designation _____

Writing: _____ Test _____ Level _____ Designation _____

Math Result: _____

Native Language Sample: Yes _____ No _____

None _____ Limited _____ Competent _____

Grade Assigned: _____

Developmental Information: What age did your child begin speaking? _____ Preschool Program? _____

Child expresses self well in native language? Yes No (parent's remarks) _____ Developmental concerns? _____

Additional Comments (continue on back): _____

*Speaks English: "Yes" = can converse at a conference with no interpreter; "Some" = can have simple conversation;

"No" = speaks and understands very little to no English

ESL REGISTRATION/INITIAL PLACEMENT FORM - 2nd-5th

Date Enrolled _____ Enrolled by _____ Evaluated by _____

Student's Name _____ Sex _____ DOB _____ Age _____

Birth Place _____ Date of Entry _____ To USA? _____

Address _____ Town _____ Phone _____

Parents' Name _____ Cell _____

Mother speaks English?* Yes Some No Native Language _____

Father speaks English?* Yes Some No

EDUCATIONAL BACKGROUND - Circle grades attended and indicate place below with any additional comments.

PK K 1 2 3 4 5 6 7 8 9 10 11 12

#'s of schools attended _____ Last date attended? _____ Records presented? Yes No

Previous ESL/Bilingual Program: _____ Other special programs: _____ Grades repeated or missed? _____

Education Interruption: Frequent absences? _____ Frequent moves? _____ Other? _____

Is student literate in L1? Reading? Writing?

Assessment Results: Oral: Test Level _____ Designation _____

Reading: Test Level _____ Designation _____

Writing: Test Level _____ Designation _____

Math Result: _____

Native Language Sample: Yes _____ No _____

None _____ Limited _____ Competent _____

Grade Assigned: _____

Additional Comments (continue on back):

*Speaks English: "Yes" = can converse at a conference with no interpreter; "Some" = can have simple conversation;
"No" = speaks and understands very little to no English

ESL REGISTRATION/INITIAL PLACEMENT FORM - Middle School and High School

Date Enrolled _____ Enrolled by _____ Evaluated by _____

Student's Name _____ Sex _____ DOB _____ Age _____

Birth Place _____ Date of Entry to District? _____ To USA? _____

Address _____ Town _____ Phone _____

Parents' Name _____ Cell _____

Mother speaks English?* Yes Some No Native Language _____

Father speaks English?* Yes Some No

EDUCATIONAL BACKGROUND - Circle grades attended and indicate place below with any additional comments.

PK K 1 2 3 4 5 6 7 8 9 10 11 12

#'s of schools attended _____ Last date attended _____ Records presented? Yes No

Previous ESL/Bilingual Program: _____ Other special programs: _____ Grades repeated or missed? _____

Education Interruption: Frequent absences? _____ Frequent moves? _____ Other? _____

Is student literate in L1? Reading? _____ Writing? _____

Assessment Results: Oral: _____ Test _____ Level _____ Designation _____

Reading: _____ Test _____ Level _____ Designation _____

Writing: _____ Test _____ Level _____ Designation _____

Math Result: _____

Native Language Sample: Yes _____ No _____

None _____ Limited _____ Competent _____

Grade Assigned: _____

What would you like to do when you are finished with high school?

Is it your goal to graduate from high school?

Additional Comments (continue on back):

*Speaks English: "Yes" = can converse at a conference with no interpreter; "Some" = can have simple conversation;

"No" = speaks and understands very little to no English