

**Local Education Agency #750  
ROCORI SCHOOL DISTRICT**



**Language Instruction  
Education Program (LIEP)  
Plan**

**Practices and Procedures  
for English Language Learners**

**Revised and Updated by EL Leadership Team**

**July 1, 2019**

**EL Teachers, EL Coordinator, Cultural Liaisons, Building Administrators**

## Table of Contents

I. INTRODUCTION .....	4
A. Program Description .....	4
B. Definitions .....	5
C. Funding.....	6
II. LEGAL RESPONSIBILITIES .....	6
A. Federal Mandates .....	6
B. State of Minnesota.....	8
C. Local Education Agency #750 .....	8
III. POLICY DOCUMENT .....	8
A. Rationale and Goals .....	8
B. Federal Funding Requirements .....	8
C. Coordination.....	9
D. Identification .....	10
E. Assessment and Evaluation .....	11
F. Program.....	13
G. Staff.....	17
H. Entrance Procedures.....	18
I. Transition and Exit Criteria .....	21
J. Program Evaluation and LIEP Plan Review .....	22
K. Equitable Access .....	22
L. Special Education .....	22
M. Expected Rate of Graduation .....	23
N. Notices to Parents.....	23
O. Complaints .....	23
Appendix .....	25
<i>Appendix 1 - Home Language Survey and Follow-Up Addendum .....</i>	<i>25</i>
<i>Appendix 2 - Title III Notification and Program Permission Form .....</i>	<i>27</i>
<i>Appendix 3 –Request for Change in English Learner Program .....</i>	<i>30</i>
<i>Appendix 4 – EL Program Exit Letter .....</i>	<i>31</i>
<i>Appendix 5 -EL Department Job Descriptions .....</i>	<i>32</i>

<i>Appendix 6 - EL Accommodations/Modifications .....</i>	<i>35</i>
<i>Appendix 7 - Program Evaluation Form .....</i>	<i>36</i>
<i>Appendix 8 – Guidelines for Interpreters and Translators.....</i>	<i>38</i>
<i>Appendix 9 –Exited EL Monitoring Form .....</i>	<i>50</i>
<i>Appendix 10 – Student Information Sheet.....</i>	<i>55</i>

## **I. INTRODUCTION**

The ROCORI School District admits students who have limited English proficiency regardless of their immigrant status. To be consistent with current educational nomenclature, this document refers to students whose first language is not English as English Learners (ELs). This document defines the requirements for providing and designing appropriate instructional programs for English Learners enrolled in the schools of Local Education Agency # 750.

The population of English Language Learners is broad and includes the following categories: Immigrant children from other countries where English is not the primary or official language; students who, although born in the United States, come from non-English language background families and whose English proficiency is not sufficient for achievement in the standard curriculum classroom; and children who have been adopted into English-speaking homes and have rapidly lost their native languages.

These English Language Learners arrive in public school districts with a wide range of English proficiency, from a level of no competency to a high level of competency in all the language domains. There are numerous linguistic, cultural, socio-economic, and family factors that influence how quickly or slowly students develop proficiency in English while enrolled in English-speaking schools.

### **A. Program Description**

The English Language Learner (EL) Program is an instructional program for students who are non-English language background students. The student's English language proficiency level determines his/her participation in the program. The goal of the program is to develop English communication and academic language skills so that they can successfully compete academically with their same grade peers in the mainstream classroom without EL support. Methods of instruction in the EL Program are research-based and are taught by Highly Qualified, certified EL teachers.

LEA 750's program provides formal EL instruction using the pull-out, push-in, and co-taught model and appropriate EL instructional materials. A plan is developed for each student and updated annually. Throughout the school year, student progress is monitored and tracked by collecting and compiling data which details the specific interventions/programming being utilized as well as the student's academic language progress as indicated by the TELL® progress monitoring assessment. This information will be shared with relevant stakeholders which may include district administration, core instructors, cultural liaisons, and school counselors, as well as the EL department team. The pull-out or push-in instruction normally occurs during the least disruptive time of the day. EL students will participate as much as possible in the mainstream curriculum while receiving support from the EL Program in their building. They will also have complete access to all programs in the school and work on the

same skills as all mainstream students. Instruction focuses on developing English communication and academic language skills through listening, speaking, reading, and writing for success in school. The EL Curriculum is closely aligned to the mainstream curriculum and the WIDA language proficiency standards. Along with formal EL instruction, students receive content-area assistance or instruction as coordinated by the EL teacher with the general classroom teachers. EL students are integrated in content-area instruction and other school-based activities. ELs in the high school EL program earn elective credits toward graduation.

Classroom teachers have primary responsibility for all students, including those with English language learning needs.

In addition:

- EL licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing;
- EL licensed teachers provide consultation support to classroom/content area teachers and student support staff, to succeed academically based on each student's English language learning needs;
- EL program staff and support staff (cultural liaison, guidance counselors, nurses) provide culturally responsive resources and services to EL students and their families;
- Teacher assistants are used in limited ways to support the direct instruction provided by the licensed teachers;

EL teachers align their curriculum and program with the district's curricula in English literacy, WIDA national standards, and Minnesota state content standards. ROCORI Public Schools offers the following EL program models:

- Pullout Academic English Instruction
- Collaborative Co-Teaching Model

## **B. Definitions**

**EL—English Learner** This is the term most frequently used in reference to the learner, instructional program, and instructional expertise in Minnesota and the ROCORI Public Schools.

**LEP-N – Limited English Proficient-No** is a term used in MARSS to indicate does not qualify for English Language Services.

**LEP-Y – Limited English Proficient-Yes** is a term used to indicate in MARSS that the student is an English Learner and does qualify for EL services.

**ESL – English as a Second Language (ESL)** is currently the recognized license that a teacher must hold to offer highly qualified instruction in the four domains of Speaking, Listening, Reading and Writing.

**Title III –** This is the federal program that provides parameters and supports for educating EL students.

### **C. Funding**

A critical element of any instructional program is the revenues and expenditures to support systemic planning and instruction. Minnesota is one of the few states to dedicate some state funding for the sole purpose of educating students who speak a language other than English. Currently, the state of Minnesota pays districts an additional \$700 per year for every LEP-Y student. This funding does have a cap of five years, even if the student remains in the EL program. An outcome of a funding structure like this is that many of the secondary EL students generate no state EL funding, yet they continue to need the educational service. ROCORI Public Schools also receives Title III funding, a dedicated source of funding from the federal government. Title III revenues are generated at a rate of roughly \$100 per EL student with no cap on the years of service. Roughly half of the revenue for EL instruction comes from the basic educational formula generated by every child in the district. This is the same fund that pays for general education costs, administration, and program coordination.

## **II. LEGAL RESPONSIBILITIES**

### **A. Federal Mandates**

#### **1. Equal Educational Opportunities Act of 1974**

“No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin”.

The failure of an educational agency to rectify appropriately a limited English proficient student’s English competencies is a denial of equal educational opportunity and access.

#### **2. Civil Rights Act of 1964, Title VI**

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

Title VI of the Civil Rights Act prohibits discrimination against students on the basis of race, color, or national origin in programs receiving federal funds. Any institution or agency receiving federal funds is covered by Title VI. Most educational activities of a recipient agency or institution are covered, including activities or programs not in direct receipt of federal funds.

The May 25, 1970 Memorandum, Dept. of HEW, 35 Fed. Reg. 11505

(1970) clarified how Title VI applied to national origin minority students:

“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.”

Further, the memo states:

“Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin-minority group children must be designed to meet such language skill needs as soon as possible and must not operate as educational dead-end or permanent track.”

The memo places equal emphasis on (1) placing students in appropriate programs and (2) removing students from these programs once their linguistic needs are met.

### 3. Every Student Succeeds Act (ESSA) -Title III

This is the newly adopted law reauthorizing the Elementary and Secondary Education Act (ESEA), and replaces *No Child Left Behind*. It focuses on equity, academic standards, assessments, innovations, and accountability.

Under Title III, the Minnesota Department of Education (MNDOE) awards sub-grants to supplemental English language instructional needs and programs for Limited English Proficient (LEP) and immigrant students. The state provides these funds through eligible sub-grantees. Sub-grantees may be composed of a single or multiple districts large enough to qualify for the minimum \$10,000 Title III allocation.

#### Accountability of Funded Title III Programs

Every sub-grantee funded under Title III is subject to federal rules of accountability. In order to evaluate the performance of funded Title III programs each school year, Minnesota conducts ACCESS® for ELLs statewide assessment. In a similar way, the annual required statewide and district-wide academic assessments is used to determine the levels of proficiency being reached by these students in academic content areas. Minnesota is currently a member of both the Smarter Balance Assessment Group and the WIDA Consortium for English Language Proficiency Assessment.

The ROCORI School District LEA 750 is reviewed and assessed periodically by the Minnesota Department of Education.

### 4. Dear Colleague Letter: US Dept. of Justice, Dept. of Education Office of Civil Rights

This letter to all state educational agencies reminds them of their responsibilities to comply with the laws regarding their legal obligations to ELL students.

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

## **B. State of Minnesota**

Local Education Agencies must develop and write Educational Plans for compliance with the Minimum Standards for Minnesota Public Elementary and Secondary Schools and with the “Minnesota State Guidance on Programs for English Learners” (*see MN Department of Education website.*)

Each district must have written policies, which establish the procedures by which the school’s educational programs, services, instructional practices, and facilities comply with all applicable state and federal laws and regulations of the State Board of Education pertaining to equal education.

## **C. Local Education Agency #750**

The ROCORI School District does not discriminate in its educational programs, activities, or employment practices on the basis of race, color, national origin, age, sex, or handicap under the provisions of Title VI of the Civil Right Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, and the Education for All Handicapped Children Act of 1975. Any persons having inquiries concerning ROCORI School District’s compliance with regulations implementing these laws may contact: Superintendent of Schools, 534 5<sup>th</sup> Avenue North, Cold Spring, MN 56320

# **III. POLICY DOCUMENT**

## **A. Rationale and Goals**

Because LEA #750 has a significant population of English Language Learners, the LEA has a program which enables the students to learn English and eventually compete on an educational basis with their peers. This program strives to meet federal and state criteria.

It is the goal of LEA #750 to develop the English language skills of English Language Learners so that these students can participate in and benefit from the district’s regular instructional programs on an equal basis with same-age peers in the mainstream.

## **B. Federal Funding Requirements**

If the District receives federal funding for Limited English Proficient (LEP) Programs, the following will be provided:

Parental notification of their student’s placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specific program.



1. Student participation in regular assessments in a manner that will yield accurate assessment.
  2. Certification that teachers in the program are professionally fluent in English
  3. Evaluation of the program and the academic success and language achievement of the students in the program. Parents will be notified of:
    - a. The reasons for the student's identification as LEP and for placement in a language instruction educational program;
    - b. The student's level of English proficiency, how assessed, and status of the student's academic achievement.
    - c. The method of instruction used in the student's program;
    - d. How the program will help the student learn English and meet age appropriate academic standards for grade promotion and graduation.
    - e. The specific exit requirements for such program, expected rate of transition, and expected rate of graduation (if Title III funds are used for children in secondary school);
    - f. How such program meets the objectives of the student's IEP (in the case of a child with a disability);
    - g. The rights of the parent(s):
      - (1) to remove or enroll their child from such program upon their request; and
      - (2) to decline enrollment in the program or to choose another program, if available, and
      - (3) be assisted in selecting from among various programs and methods of instruction if more than one program or method is offered.
- (See Appendix 2—Title III Notification)

## **C. Coordination**

### **1. EL Program Coordinator**

The EL Coordinator has the responsibility for overseeing the district's EL program under the direction of the Superintendent. (See Appendix 5: *EL Program Coordinator Job Description*)

### **2. EL Team**

Each principal in ISD #750 informs faculty of the procedure to coordinate the implementation of EL services within each school. Typically, the EL Team process is used to coordinate the implementation of EL services within the building. The EL Team may include the EL teacher, principal, guidance counselor, cultural liaison, mainstream curriculum teachers, and other staff appropriate to the size of the school and numbers of students needing EL services. The functions of the EL Team may include the following:

- a. To insure the implementation of the identification, proficiency assessment, and instructional placement procedures adopted by the district;

- b. To ensure the coordination of the EL program with standard curriculum programs;
- c. To establish a recordkeeping system for recording assessment results, instructional placement, reclassification procedures, follow-up monitoring activities, student progress, and contacts with parents;
- d. To establish and distribute grading and promotion criteria and formulae to be used for EL instruction and standard curriculum courses when ELs are enrolled in those courses;
- e. To review the progress of students receiving EL services;
- f. To distribute relevant language, instructional, and cultural information about EL students to the school community;
- g. To facilitate the collaboration between EL and standard curriculum staff;
- h. To participate in training activities for EL, standard curriculum, and support services staff as appropriate and necessary;
- i. To mediate conflicts or problems concerning the delivery of EL services;
- j. To conduct a program self-evaluation on a regular basis and make changes in process, content, and/or activities based on the findings;
- k. To provide input regarding the functions of the EL program
- l. To assist the EL coordinator in revising the plan every three years.

#### **D. Identification**

##### **1. Target Student Populations**

- a. Long-term EL  
These students were born in the US or came at an early age. Their parents may not speak much English. They may have sufficient BICS in English and possibly in native language. They are often below grade level in reading and writing in English with few or no literacy skills in native language. They need support with literacy skills, academic subject matter knowledge, and academic language proficiency. They usually need 7-10 years to reach parity with native English-speaking peers.
- b. Long-term EL with educational support at home  
These students were born in the US or came at an early age. Their parents usually have literacy skills in English and are well educated. They may have sufficient BICS in English and possibly in native language. They are often below grade level in reading and writing in English with few or no literacy skills in native language. Their parents support their learning at home and provide ample learning opportunities. They need support with literacy skills, academic subject matter knowledge, and academic language proficiency. They usually need 5-8 years to reach parity with native English-speaking peers.
- c. Students with Limited or Interrupted Formal Education (SLIFE)  
These students come from a household where the language usually spoken is other than English or who usually speaks a language other than English, enters school in the United States after 6<sup>th</sup> grade, has at least two years less schooling

than the English learner's peers, functions at least 2 years below grade level in reading and math, and may be pre-literate in the English learner's native language. They have had limited or interrupted schooling in their native country and therefore have limited native language literacy skills. They may not have good oral skills in English. They usually score low in content subjects and standardized tests. They need support to develop literacy skills, academic subject matter knowledge, and academic English proficiency. They need to learn U.S. cultural norms and to develop conversational English skills. They usually need 7-10 years to reach parity with native English-speaking peers.

Students are initially screened utilizing the home language survey and transcripts from previous schools and student or parent interviews.

Students native language literacy will be assessed using the Native Language Literacy Assessment developed by the College of Education and Human Development at the University of Minnesota.

d. EL with literacy skills in native language

These students were born in their native country or born in the US. They have well-developed literacy skills in their native language. They quickly catch up academically but may still score low on standardized tests. They need to develop conversational English skills and learn cultural norms. They need to transfer academic language and academic content knowledge from native language to English. They usually need 4-7 years to reach parity with native English-speaking peers.

## 2. Identification Procedures

New students are identified through the student registration procedure which includes a Home Language Questionnaire (HLQ) and Follow-Up Addendum, when necessary. These forms are kept in the students' cumulative folders. (*See Appendix 7: Home Language Survey and Follow-Up Addendum*) In addition, all parents registering kindergarten students as well as new students entering a school are asked to complete a Home Language Questionnaire. The HLQ also assists in identifying newcomers through the "Date first enrolled in a US school" section. This information is used for state immigrant reporting.

When necessary, an interpreter who speaks the language of the parents is brought in to interpret for registration and identification purposes and/or Language Line is utilized.

## E. Assessment and Evaluation

### 1. Initial Formal Assessments

When it has been determined that students have a primary language other than English, their English proficiency is assessed by a MN certified EL teacher. The *WIDA ACCESS® Placement Test* (W-APT) or *WIDA Screener* is utilized within 30 days of student being enrolled in the district at the beginning of the school year, and

within 14 days if enrolled later in the year. The WIDA Screener enables students to be classified as follows:

- a. Level 1—Entering
- b. Level 2—Emerging
- c. Level 3—Developing
- d. Level 4—Expanding
- e. Level 5—Bridging
- f. Level 6—Reaching

Kindergarten students taking the W-APT are scored as low, mid, high, or exceptional with scores from 0-30.

Records of the scores of the tests given are kept in the students' cumulative files and EL files. The student's parents or guardians and all relevant staff are apprised of the results and implications of the English language assessment.

## 2. Informal Assessments

In addition to the formal assessments, EL teachers may interview classroom teachers and parents, examine school records, and conduct informal assessments on students, such as discussions, oral reading, comprehension checks, etc., to determine the needs and proficiency level of the students.

Students are additionally assessed using the TELL® progress monitoring system. Students take the beginning and end of year assessments as well as three progress monitoring probes throughout the year. The results of these assessments are shared with students and teachers and analyzed by EL teachers at our department data days.

## 3. Annual Proficiency Assessment

As required by the federal law and the state of Minnesota, the WIDA *ACCESS® for ELs* proficiency test is given annually to all EL students at the time specified by the state of Minnesota to determine yearly progress. Students who have significant cognitive disabilities that prevent their meaningful participation in the *ACCESS® for ELs* assessment may be given the *ALT-ACCESS® for ELs*.

The state of Minnesota also receives a copy of the scores, and records of the students' scores are placed in their district cumulative files and ELL files. The students' parents or guardians and all relevant staff are apprised of the results and the implications of the English language assessment.

## 4. Level at which Students Reach Proficiency in English

English Language Learners are considered English proficient when they reach an overall composite level 4.5 on the WIDA *ACCESS® for ELLs* proficiency test with a minimum of 3.5 in all subcategories or a minimum of 3.5 in three of the four subcategories with supplemental educational material to support reclassification of a student as LEP-N

## 5. Instruments Used to Assess Academic Skills in Relation to Grade Level

The district assesses the academic skills of ELs in relation to the grade level using the following tests:

- a. MCA Standardized Tests
  - b. FAST Testing
  - c. STAR Testing
6. Qualifications for Individuals Administering Assessments to ELs  
Individuals administering the W-APT, Screener, and ACCESS® test to ELs must be certified EL teachers who have successfully completed ACCESS® training and earned a certificate demonstrating competency. This certificate must be renewed every year.

## **F. Program**

### **1. Instructional Placement Procedures**

Using the findings of the HLQ, follow-up interview, other school records, and the W-APT/Screener results, the designated professional, with input from general curriculum teachers and others as needed, determines the appropriate placement and program for referred students. Placement decisions consider: (1) the level of EL instruction needed, (2) the educational placement for each student, and (3) the need, if any, for ancillary services.

The school's EL teacher or other designated staff communicates the recommended placements/services to the parents along with required Title III notifications. If the parents decide to execute their right to refuse ELL services, the appropriate release document will be completed and filed. (*see Appendix 2*) The school's EL teacher will also communicate to the EL Coordinator the necessary information regarding the student for the purpose of the EL District Roster.

The interim between registration and placement into the EL program should be no longer than 30 days of the student being enrolled in the district at the beginning of the school year, and within 10 days if enrolled later in the year. During this interim, English Language Learners are placed in general curriculum classrooms or courses with their same-age peers unless the EL Team determines that the students' lack of native-language schooling and native-language proficiency warrants lower level placement. Typically, students are not placed more than one year below their same-age English-speaking peers. Students should begin attending general curriculum classes as soon as other attendance requirements are met.

### **2. Instructional Program**

The program provides formal EL instruction using the pull-out, push-in, or co-taught model and appropriate EL instructional materials aligned with World Class Instructional Design and Assessment (WIDA) standards. The instruction emphasizes the development of all the language domains in a sequenced, multi-level curriculum. The instructional emphasis is on language skills for academic and social purposes: reading readiness, developmental listening, speaking, reading, writing, thinking skills, and study skills. The intensity of EL instruction should match each student's level of proficiency in English. In conjunction with formal EL instruction, students receive

content-area intervention as coordinated by the EL teacher with the general classroom or program teachers. EL students are integrated in content-area instruction and other school-based activities as defined by their program needs. ELs in the high school EL program earn credits toward graduation (*See section 4.b. below*). Programs are set up as follows:

LEVEL	PROGRAM	TEACHERS
Elementary Schools—K-5	Pull-out, Push-in, or Co-taught	Certified in EL
Middle School—6-8	Scheduled EL Class and Push-in	Certified in EL
High School—9-12	Scheduled EL Class and Co-taught	Certified in EL

## EL Plan of Service:

Less proficient English Language Learners will receive more hours of EL instruction than those who are more proficient in English. EL services may increase or decrease throughout the school year according to communicated need with documentation justifying any modification stored within a student's EL folder. Examples of appropriate justification include TELL® scores, teacher interviews, or other locally-based assessments.

Grade Level	Level 1	Level 2	Level 3	Level 4+
K-5	60 min, 5 days/week	60 min, 5 days/week	30 min, 5 days/week	30 min, 5 days/week
	<p>ELD Standards: 1—English as Social and Instructional Language; 2—English of Language Arts 3- Language of Mathematics 4 – Language of Science 5 – Language of Social Studies</p> <p>Program Type: Pull-Out, Push-In or Co-Taught EL Curr/Materials: Grade-level <i>Wonders</i> materials, mainstream classroom activities, sorts, matching activities. Instructional Strategies: SIOP, visual phonics, use of all four language</p>	<p>ELD Standards: 1—English as Social and Instructional Language; 2—English of Language Arts 3- Language of Mathematics 4 – Language of Science 5 – Language of Social Studies</p> <p>Program Type: Pull-Out, Push-In, or Co-Taught EL Curr/Materials: Grade-level <i>Wonders</i> materials, mainstream classroom activities, sorts, matching activities. Instructional Strategies: SIOP, visual phonics, use of all four language</p>	<p>ELD Standards: 1—English as Social and Instructional Language; 2—English of Language Arts 3- Language of Mathematics 4 – Language of Science 5 – Language of Social Studies</p> <p>Program Type: Pull-Out, Push-In, or Co-Taught EL Curr/Materials: Grade-level <i>Wonders</i> materials, mainstream classroom activities, sorts, matching activities. Instructional Strategies: SIOP, visual phonics, use of all four language modalities (reading,</p>	<p>ELD Standards: 1—English as Social and Instructional Language; 2—English of Language Arts 3- Language of Mathematics 4 – Language of Science 5 – Language of Social Studies</p> <p>Program Type: Pull-Out, Push-In, or Co-Taught EL Curr/Materials: Mainstream materials and curriculum</p>

	modalities (reading, writing, listening, speaking) within instruction and practice, active participation Progress Monitoring: TELL® Tests delivered every 4-8 weeks	modalities (reading, writing, listening, speaking) within instruction and practice, active participation Progress Monitoring: TELL® Tests delivered every 4-8 weeks	writing, listening, speaking) within instruction and practice, active participation Progress Monitoring: TELL® Tests delivered every 4-8 weeks	Instructional Strategies: Mainstream strategies with EL assistance  Progress Monitoring: TELL® Tests delivered every 4-8 weeks
Middle School Grades 6-8	Sheltered English Course and Structured EL Support 2 School Hours per Day	Sheltered English Course and Structured EL Support 2 School Hours per Day	One School Hour per Day	One School Hour per Day
	<p>ELD Standards: 1- English as Social and Instructional Language: 2- English of Language Arts</p> <p>Program Type: Pull-out EL Curr/Materials: <i>National Geographic</i> curriculum, Level 1 materials, conversation, writing and phonics activities</p> <p>Instructional Strategies: teacher-led small groups for individual leveled attention; visual supports; active participation; and practice of all domains - reading, writing, speaking and listening</p> <p>Progress Monitoring: TELL® Tests delivered every 4-8 weeks</p>	<p>ELD Standards: 1- English as Social and Instructional Language: 2- English of Language Arts</p> <p>Program Type: Pull-out EL Curr/Materials: <i>National Geographic</i> curriculum, conversation, writing and phonics activities</p> <p>Instructional Strategies: teacher-led small groups for individual leveled attention; visual supports; active participation; and practice of all domains - reading, writing, speaking and listening</p> <p>Progress Monitoring: TELL® Tests delivered every 4-8 weeks</p>	<p>ELD Standards: 1- English as Social and Instructional Language: 2- English of Language Arts</p> <p>Program Type: Pull-out EL Curr/Materials: <i>classroom activities such as History Day</i></p> <p>Instructional Strategies: interactive vocabulary and writing development; grammar, spelling and usage stemming from their writing; active participation and practice of all domains - reading, writing, speaking and listening</p> <p>Progress Monitoring: TELL® Tests delivered every 4-8 weeks</p>	<p>ELD Standards: 1- English as Social and Instructional Language: 2- English of Language Arts</p> <p>Program Type: Pull-out EL Curr/Materials: <i>mainstream classroom activities such as History Day</i></p> <p>Instructional Strategies: interactive vocabulary and writing development; grammar, spelling and usage stemming from their writing; active participation and practice of all domains - reading, writing, speaking and listening</p> <p>Progress Monitoring: TELL® Tests delivered every 4-8 weeks</p>
High School Grades 9-12	Sheltered English Course and Structured EL Support 2 School Hours per Day	Sheltered English Course and Structured EL Support 2 School Hours per Day	One School Hour per Day	One School Hour per Day
	<p>ELD Standards: 1- English as Social and Instructional Language: 2- English of Language Arts</p> <p>Program Type: Pull-out EL</p> <p>Curr/Materials: <i>National Geographic</i> curriculum,</p>	<p>ELD Standards: 1- English as Social and Instructional Language: 2- English of Language Arts</p> <p>Program Type: Pull-out EL</p> <p>Curr/Materials: <i>National Geographic</i> curriculum,</p>	<p>ELD Standards: 1- English as Social and Instructional Language: 2- English of Language Arts</p> <p>Program Type: Pull-out EL</p> <p>Curr/Materials: <i>National Geographic</i> curriculum,</p>	<p>ELD Standards: 1- English as Social and Instructional Language: 2- English of Language Arts</p> <p>Program Type: Pull-out EL</p> <p>Curr/Materials: <i>National Geographic</i> curriculum,</p>

<p>conversation, writing and phonics activities</p> <p>Instructional Strategies: teacher-small groups for individual leveled attention; visual supports; active participation; and practice of all domains - reading, writing, speaking and listening</p> <p>Progress Monitoring: TELL® Tests delivered every 4-8 weeks</p>	<p>conversation, writing and phonics activities</p> <p>Instructional Strategies: teacher-led small groups for individual leveled attention; visual supports; active participation; and practice of all domains - reading, writing, speaking and listening</p> <p>Progress Monitoring: TELL® Tests delivered every 4-8 weeks</p>	<p>Instructional Strategies: interactive vocabulary and writing development; grammar, spelling and usage stemming from their writing; active participation and practice of all domains - reading, writing, speaking and listening</p> <p>Progress Monitoring: TELL® Tests delivered every 4-8 weeks</p>	<p>Instructional Strategies: interactive vocabulary and writing development; grammar, spelling and usage stemming from their writing; active participation and practice of all domains - reading, writing, speaking and listening</p> <p>Progress Monitoring: TELL® Tests delivered every 4-8 weeks</p>
---	---	---	---

### 3. Adjunct and Ancillary Services

- a. Adjunct and ancillary services are provided in accordance with each student's program needs as determined by the Educational and EL Team. These services may include counseling, content-area tutoring, Title I services, and/or special education services. If the student has a disability and requires an Individualized Education Plan (IEP) or a 504 Plan, the language instruction program will be utilized in coordination with the existing plan. These services are designed to supplement, not supplant, EL services.

### 4. Promotion/Grade Assignments and Credit

#### a. Elementary Level

- (1) At the elementary level, English Language Learners are placed and normally promoted to the next grade level with their English-speaking peers. ELs may be retained in their present grade if:
- (2) The student is so limited in language and learning skills in their first language that it affects the development of cognitive-academic competencies in English, and/or
- (3) A younger peer group would be more supportive to the social and developmental needs of the EL student.

#### b. Secondary Level

At the secondary level, students may take English Language Acquisition and receive elective credit for the course.



## 5. Parental Rights

It is a parental right to:

- a. decline to enroll a child in the language instruction program
- b. remove a child from the language instruction program at any time during the school year or
- c. choose other program options for a child with the assistance of the child's school.

Nonetheless, students whose parents have refused services will still be required to take the annual ACCESS® test until they have reached proficiency. In addition, these students will be monitored for academic performance.

## G. Staff

### 1. Staff Hiring

- a. Teachers  
Teachers who are trained and certified in EL are hired. When certified personnel are not available, persons willing to be trained and become certified are employed. The EL teachers hired are professionally proficient in English.
- c. Interpreters and Translators  
When interpreters or translators are employed on a freelance basis, they are required to read and sign the "Guidelines for Interpreters and Translators." The district may also choose to use a phone or video interpretation service. (See Appendix 8: "Guidelines for Interpreters and Translators.")

### 2. Staff Development

EL personnel comply with the LEA #750 Staff Development Master Plan. Workshops and consultation are offered by ROCORI EL personnel for administrators, classroom teachers, paraprofessionals, and volunteers working with EL students. Information packets are provided to classroom teachers and others working with ELs at the beginning of the school year, or as needed. Other EL information of interest, including notices of EL training provided outside the district, is provided to administrators, teachers and others working with ELs throughout the school year.

Information and professional development activities are:

- a. Designed to improve instruction and assessment of ELs;
- b. Provided to enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for ELs;
- c. Based on scientifically-based research;

- d. Of sufficient intensity and duration to have a lasting impact on teachers' performance.

## **H. Entrance Procedures**

### **1. Entrance Criteria: State and Local**

A Home Language Survey (HLS) is given to all families upon registering their children at ROCORI Public Schools.

Current State Criteria: A student in grades Kindergarten through Grade 12 is identified as an EL according to Minnesota Statute 124D if:

- a. The pupil first spoke a language other than English; the primary language spoken in the home of the pupil is not English; or the language most often spoken by the pupil is not English.
- b. The pupil is determined by developmentally appropriate measures to lack the necessary English skills to fully participate in classes taught in English.

### **2. Program Entrance Screening**

- a. WIDA Screener for new students to the Minnesota school system and/or students who do not have records indicating English proficiency levels/assessments on file upon entrance to ROCORI Schools. The domains of Listening, Speaking, Reading and Writing are screened on this assessment or ACCESS or Screener data in their school records from their previous school district indicating the need for EL services. The domains of Listening, Speaking, Reading and Writing are reviewed. (If the student scores a composite of 4.5 or below, or lower than 3.5 in at least two of the domains, they will receive services. If the student scores higher than a 4.5 composite with at least 3.5 in three of the four domains, they will not receive service).
- b. Kindergarten W-APT for new kindergarten students whose HLQ indicates the need for EL assessment. During the first semester of kindergarten, students are only assessed on the domains of listening and speaking. They are deemed proficient if they achieve a score of 28 or higher. For 2nd semester students, a combined Listening and Speaking score of 28 or higher, AND Reading score of 11 or higher AND Writing score of 12 or higher, meets the minimum criteria for English proficiency.
- c. Assessment documents are stored in District EL Accountability binders and district data warehouses.
- d. Information about students who have interrupted educational experiences and first language literacy may inform program placement considerations.
- e. Proctors are certified for assessments ACCESS, the WIDA Screener, and District Assessments through annual online coursework and certification.

#### 4. Annual Proficiency Screening

Annual proficiency screening for all qualifying EL students is required, not optional. The district's proficiency screening tools are the ACCESS (domains of listening, speaking, reading, and writing) or WIDA Screener or Kindergarten W-APT (for new to district students).

The school/district must notify parents/guardians in their primary language that the student qualifies and will be receiving EL services. Parents/guardians must submit written correspondence if they choose to refuse EL services for their child. If a student receives a composite score of 4.5-6.0 on the ACCESS test, refer to *Monitor and Exit Criteria* (page 22).

Proctors are certified to administer ACCESS assessments through annual online coursework and certification.

Note: The original Screener assessment printout will remain in the student's EL file as well as their cum file. Copies of these tests are available upon request.

#### 5. Elementary New Student Procedures

##### a. Building Staff:

- (1) Building secretary contacts District Multi-Cultural Liaison to assist in completing district registration forms.
- (2) Building Secretary will notify EL assessment staff and interpreter of the HLQ results.
- (3) Principal and interpreter will tour building with new student/family.

##### b. EL Classroom Teacher:

Upon the arrival of a new student with a language other than English indicated on the HLQ.

- (1) Arrange WIDA Screener or review previous assessment of the student's English Proficiency level within 5 school days.
- (2) If a student's WIDA Screener composite scores are between 1.0-4.5 (or if previous year's ACCESS scores are between 1.0-4.5) or if the student has a score of 3.5 or below in two or more of the language domains, the student qualifies for EL services.
- (3) If EL placement is appropriate, complete the district ADD/DROP document for EL Services.
- (4) Present completed ADD/DROP for EL Services document to building principal for signature.

- (5) Present signed ADD/DROP for EL services document to Building MARRS Secretary for MARRS and Skyward completion and placement in the student's cumulative file.
- (6) Add Student to EL Master List
- (7) Provide Entrance/Annual Parent Notification Letter to student's family within 10 school days.
- (8) With the mainstream and EL teachers, determine appropriate classroom placement.
- (9) Provide ACCESS (or WIDA Screener) scores/language proficiency level to classroom teacher(s).
- (10) Determine appropriate classroom placement in conjunction with classroom teachers and principals.
- (11) EL Teacher completes Student Information Sheet (*See Appendix 10*) and District's Accommodations Worksheet (*See Appendix 6*) on Skyward and distributes to teachers and communicates any pertinent information with mainstream teachers, such as family information, interpreters needed, etc.
- (12) Create a new EL student file for the EL classroom.

#### 6. Secondary New Student Procedures

##### a. Building Staff:

- (1) Building secretary contacts District Multi-Cultural Liaison to assist in completing district registration forms.
- (2) Building Secretary will notify EL assessment staff and interpreter of the HLQ results.
- (3) Building Secretary contacts previous school for Language Proficiency Assessment (i.e., ACCESS) and EL records and distributes to EL Teacher. If no previous documentation is available, building secretary informs EL teacher that a screener will need to be administered.
- (4) Counselor and interpreter will tour building with new student/family when student files have arrived and student's schedule has been established.

##### b. EL Classroom Teacher:

Upon the arrival of a new student with a language other than English indicated on the HLQ

- (1) Arrange WIDA Screener or review previous assessment of the student's English Proficiency level.
- (2) If a student's WIDA Screener composite scores, current year or previous year (if given after the ACCESS window), are between 1.0-4.5 or they received lower than a 3.5 in more than one domain the student qualifies for EL services.

- (3) If EL placement is appropriate, complete the district ADD/DROP document for EL Services
- (4) Present completed ADD/DROP for EL Services document to building principal for signature.
- (5) Present signed ADD/DROP for EL services document to Building Secretary for Skyward completion and placement in the student's cumulative file.
- (6) Provide Entrance/Annual Parent Notification Letter to student's family within 10 school days.
- (7) Determine appropriate classroom placement in conjunction with the counselor, student, and parent/guardian.
- (8) Create the student's schedule based on their proficiency level.
- (9) Provide ACCESS (or WIDA Screener) scores/language proficiency level to mainstream teacher(s).
- (10) EL Teacher completes Student Information Sheet (*See Appendix 10*) and District's Accommodations Worksheet (*See Appendix 6*) on Skyward, distributes to teachers and communicates any pertinent information with mainstream teachers, such as family information, interpreters needed, etc.
- (11) Create a new EL student file for the EL classroom.

## **I. Transition and Exit Criteria**

The goal of the program is to transition EL students out of the program so that they can successfully compete academically with their same-grade peers in the mainstream classroom without EL support. Students will qualify for the EL Program until they meet the State of Minnesota exit criteria in English proficiency on the ACCESS test. The ACCESS test is a language proficiency assessment that measures listening, speaking, reading and writing skills of non-English background learners. The ACCESS test assigns scores based on a 1 – 6 scoring scale. Students need to attain an overall score of 4.5 with a minimum of 3.5 in three of the four subcategories.

If students have a composite score of 4.5, but one subcategory has a score lower than 3.5, teachers must establish additional criteria to justify a student's exit. The ROCORI school district will utilize the following criteria in each category to justify exiting/continuing service.

- Speaking: Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM)
  - Reading: Elementary – Fast Testing assessment scores, Secondary – ASPIRE Testing assessment scores
  - Writing: Test of Emerging Academic English (TEAE) Writing Rubric
- ELs who reach a level of English proficiency that allows them to fully access the grade level curriculum are exited from the EL program (transition) and/or reclassified as LEP-N in MARRS.

Students who are exited from EL services will be reclassified as LEP-N and placed on Monitor Status for 4 years following their exit. *\*(See appendix 9)* If, at any

point during this 4 years, it is decided by a team which includes, at minimum, a core teacher, EL teacher, and administrative representation, that the student should again receive EL services, the district can rescreen a student utilizing the WIDA Screener. The results of the Screener will be analyzed similarly to a new student and, if the student is found to be eligible for services based upon those scores, they may receive EL services again.

#### **J. Program Evaluation and LIEP Plan Review**

The district conducts a formal annual evaluation of its program for ELs to determine its effectiveness. The EL Team is responsible for providing the evaluation data for decision making at the local level and coordination at the LEA level. The annual program evaluation includes EL student numbers and achievement data. The attached checklist may be used to evaluate the EL program. (*See Appendix 7: LEA #750 ELL Program Evaluation.*)

#### **K. Equitable Access**

The EL Team periodically reviews the services provided to the target population to ensure that:

- a. Direct EL services do not exclude students from comparable educational and ancillary resources and services. This includes access for ELLs to the full school curriculum (both required and elective courses, including vocational education.)
- b. ELs are integrated in classes such as P.E., music, art, etc.
- c. Students are not subjected to unfair practices such as grade/course placement, automatic retention, and/or automatic special education placement.
- d. Students are not isolated from same-age peers and participate in classes; they have access to extra-curricular activities, events, and assemblies with all the other students.
- e. EL services are not provided in inappropriate learning spaces.
- f. Core materials, equipment, and general supplies used to serve ELs are comparable to those provided to all other students and are purchased through district funds.
- g. ELs have opportunities for full participation in special opportunity programs such as Advanced Classes, Title 1, Special Education programs, etc.
- h. Achievements, honors, awards, or other special recognition rates of ELs are similar to those of their peers.
- i. Counseling services provided to ELs are comparable to those available to all other students.
- j. The district supports and promotes parental and community involvement and participation in programs for ELs.

#### **L. Special Education**

The EL Team and the Special Education Team together review special needs

referrals. Students are assessed in compliance with state and district guidelines. The EL program does not substitute for other educational services for which a student may qualify. Likewise, special education or Title I cannot substitute for EL services. If a student is found to qualify for both EL and Special Education services, the teams will collaborate in all stages of the process and programming.

### **M. Expected Rate of Graduation**

School districts in Minnesota expect all students, including ELLs, to graduate within 4 years of entering the 9<sup>th</sup> grade. However, federal provisions provide that students have the right to be in school until they are 21 years of age.

### **N. Notices to Parents**

The district communicates with the parents of students with a home language other than English using methods that parents can understand. When necessary and feasible, forms and notices are translated into the parents' native language, and confidential interpretive services are provided to communicate with parents who do not speak English. The district may use face-to-face, phone, or video interpretation/translation services.

*(See Appendix 8: "Guidelines for Interpreters and Translators.")*

Parents of students identified as needing EL services receive information about the assessment, classification, placement, program, services, and any changes proposed for their children. *(See Appendix 2: Title III Notification)* Parents also receive information of their right to challenge the findings, practices, and/or services offered by the district's EL program.

### **O. Complaints**

1. Our Complaint Procedure has the following goals:
  - a. To deal with complaints fairly, efficiently and effectively;
  - b. To ensure that all complaints are handled in a consistent manner throughout;
  - c. To use complaints constructively in the planning and improvement of all services.
2. Complaint Procedure

Many complaints can be resolved informally. In the first instance, the district encourages contact with the EL or mainstream teacher to explain the concerns. If the concerns have not been resolved, parents should contact the building principal. If the parents are still not satisfied, they may contact the superintendent at the LEA.

If parents make contact in person or by phone, they should make a note of the name of the person they spoke to. If a solution is offered at this point, make a note of this as well. If they are still not satisfied or do not wish an informal solution, they may pursue a formal complaint with the MN Dept of Education.



## Appendix

### *Appendix 1 - Home Language Survey and Follow-Up Addendum*

#### Minnesota Language Survey

Minnesota is home to speakers of more than 100 different languages. The ability to speak and understand multiple languages is valued.

The information you provide will be used by the school district to see if your student is multilingual. In Minnesota, students who are multilingual may qualify for a Multilingual Seal upon high school graduation. Additionally, the information you provide will determine if your student should take an English proficiency test. Based upon the results of the test, your student may be entitled to English language development services. **Access to services are required by federal and state law. As a parent or guardian, you have the right to decline English Learner services at any time.**

Every enrolling student must be provided with the Minnesota Language Survey during enrollment. Information requested on this form is important to us to be able to serve your student. Your assistance in completing the Minnesota Language Survey is greatly appreciated.

Student Information	
Student's Full Name: (Last, First, Middle)	Birthdate or Student ID:

	Check the phrase that best describes your student:	Check the phrase that best describes your student:
1. My student first learned:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
2. My student speaks:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
3. My student understands:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
4. My student has meaningful and consistent exposure to:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	

**Language use alone does not identify your student as an English learner. If a language other than English is indicated, your student will be screened for English language proficiency.**

Parent/Guardian Information	
Parent/Guardian Name (printed):	

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\* All data on this form is private. It will only be shared with district staff who need the information to best serve your student and for legally required reporting about home language and service eligibility to the Minnesota Department of Education. At the district and at the Minnesota Department of Education, this information will not be shared with other individuals or entities, except if they are authorized by state or federal law to access the information. Compliance with this request for information is voluntary.

**English Language Learner Educational History Follow-Up Addendum**  
**ROCORI Area Schools**

Student's Name: \_\_\_\_\_ Grade Enrolling: \_\_\_\_\_ Date: \_\_\_\_\_

Name of person conducting interview: \_\_\_\_\_

Name of person being interviewed and their relationship to the student: \_\_\_\_\_

First language: \_\_\_\_\_ Language(s) spoken at home: \_\_\_\_\_

1. How old was the student when he/she first attended school? \_\_\_\_\_
2. What grades has the student completed **outside** the US? PK K 1 2 3 4 5 6 7 8 9 10 11 12
  - a. What was the language of instruction? \_\_\_\_\_
3. What grades has the student completed **in** the US? PK K 1 2 3 4 5 6 7 8 9 10 11 12
  - a. What was the language of instruction? \_\_\_\_\_
4. How many hours a day was the student in school? \_\_\_\_\_
5. Has your child ever been absent from school for a long period of time? ☐ Yes ☐ No
  - a. Total Time Absent: \_\_\_\_\_
6. In which language(s) does your child read? \_\_\_\_\_
7. In which language(s) does your child write? \_\_\_\_\_
8. Has the student ever had any difficulties with learning? ☐ Yes ☐ No
9. Has the student ever been in an ESL or bilingual program? ☐ Yes ☐ No
  - a. If so, for how long and what grades? \_\_\_\_\_
10. Please comment on any additional information about the student that may be relevant to educational progress. \_\_\_\_\_
11. Immigrant Child Status:
  - a. Was not born in any state in the United States ☐ Yes ☐ No
  - b. Has attended school(s) in the United States for less than 3 full academic years? ☐ Yes ☐ No

## Appendix 2 - Title III Notification and Program Permission Form

### EL PROGRAM PERMISSION FORM

English  
English Learner Program  
Placement

#### English Learner Program Placement

☐ Initial Placement    ☐ Continuing Placement

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_  
(mm/dd/yyyy)

School Location: \_\_\_\_\_

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is \_\_\_\_\_ (number of years). The high school graduation rate for students receiving English Learner Services is \_\_\_\_\_. % If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

The name of the English proficiency test your child took is:

- ☐ \_\_\_\_\_  
(Test used to measure level of English proficiency)
- ☐ \_\_\_\_\_  
(Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: \_\_\_\_\_ The highest score possible is: \_\_\_\_\_

The level needed to be proficient in English and exit English Learner Services is:

\_\_\_\_\_

If applicable, your child's level of academic achievement was measured using the following test(s):

- ☐ \_\_\_\_\_  
(Test used to measure level of academic achievement)
- ☐ \_\_\_\_\_  
(Test used to measure level of academic achievement)

Your student's Level of Academic Achievement is: \_\_\_\_\_

The method of instruction used in your child's English Learner Services is:

- ☐ **Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's home language.
- ☐ **Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- ☐ **Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- ☐ **Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- ☐ **Other:** \_\_\_\_\_

- ☐ Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or \_\_\_\_\_ if you would like to request: (a) immediate removal of your child from the English Learner Services provided by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

## Description of Programs

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district's English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for                      years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program:

---

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

---

Description of Other Available English Learner Services:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

**Rocori Public School District**  
**Request for Change in English Learner Program**

<b>English</b>
Request for Change in English Learner Program

Date: \_\_\_\_\_  
(mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III or both. Although we are offering English Learner Services we feel are the most appropriate for your child's level of English proficiency, you have the right to refuse these English Learner Services for your child. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication.

If you decide to refuse the English Learner Services provided by Title I, Title III, or both, please complete and sign the bottom of this form and return it to your child's school. This form must be completed every year until your child becomes proficient in English.

Thank you.

---

**Request for Change in English Learner Program**

I, \_\_\_\_\_ (parent or guardian) of \_\_\_\_\_ (student) have been informed of my right to refuse English Learner Services. I have been informed of other district language programs or methods of instruction, if available, and request the following action:

- ☐ I want to refuse the English Learner Services provided by Title I, Title III, or both.
- ☐ Please place my child in another English Learner Service or method of instruction provided by Title I, Title III, or both if available.

Please place my child in the following program: \_\_\_\_\_

\_\_\_\_\_  
Parent or Guardian Signature

\_\_\_\_\_  
Date (mm/dd/yyyy)

## Appendix 4 – EL Program Exit Letter

### Rocori Public School District English Learner Program Exit Letter

English
English Learner Program Exit Letter

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(mm/dd/yyyy)

School: \_\_\_\_\_

Dear Parent or Guardian:

Your child's results on a recent English proficiency test show that your child has made significant improvement in his or her ability to read, write, speak and listen in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Your child was tested with the following state and district test(s):

- ☐ \_\_\_\_\_  
(Test used to measure level of English proficiency)
- ☐ \_\_\_\_\_  
(Test used to measure level of English proficiency)

As a result of your child's improvement in English language proficiency, he or she will no longer participate in the school district's English Learner Services provided by Title I, Title III, or both.

Your child will:

- ☐ Continue to attend: \_\_\_\_\_ (name of school)
- ☐ Be transferred to: \_\_\_\_\_ Beginning: \_\_\_\_\_  
(name of school) (mm/dd/yyyy)

Thank you for your help as your child exits English Learner Services. If you have any questions or concerns, please call your child's school or teacher. Your child's academic progress will be tracked for at least four years to ensure that he or she is succeeding academically.

Sincerely,

_____	_____
Name	Title
_____	_____
Phone	Email

Parent or Guardian: Please complete the section below and return the entire form to your child's school.

I agree with the plan to exit \_\_\_\_\_ (student name) from English Learner Services. I understand that he or she will now receive an education without English Learner supports.

Parent or Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(mm/dd/yyyy)

Parent or Guardian Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

## ***Appendix 5 -EL Department Job Descriptions***

### **ISD #750 ROCORI School District Job Description for Elementary, Middle, or Secondary English Language Learner/EL Teacher**

**TITLE:** Elementary, Middle, or Secondary English Language Learner/EL Teacher

**QUALIFICATIONS:** Bachelor's Degree, MN Certification in ESL, and fluency in English

**REPORTS TO:** Principal

**SUPERVISES:** Students as Assigned

**JOB GOALS:** As determined in consultation with the Building Principal and EL Coordinator

**PERFORMANCE RESPONSIBILITIES:**

#### Curriculum and Instruction:

- Know and observe the curriculum guides of the district and school
- Maintain a plan of daily instruction based on district curriculum guides and provide emergency plans in the event of illness
- Establish and communicate to students well-defined objectives for each lesson, including related projects and activities
- Maintain responsibility for an instructional program and the utilization of teaching methods which consider the individual needs, interests, abilities and maturity levels of the students
  - Coordinate professional development for general teachers
- Collaborate with classroom teachers
- Teach EL students using either the pull-out or push-in approaches using one-on-one or small group setting
- Be familiar with the languages and cultures of ELs
- Consult with classroom teachers and, if needed, assist them in:
  - Choosing and adapting materials for proficiency and reading levels of ELLs
  - Using buddies in the classroom
  - Using cooperative learning to provide more interaction
  - Providing opportunities for ELs to participate successfully at their proficiency level
  - Modifying assignments and assessments
  - Learning about ELs' cultures, traditions and languages
  - Communicating with parents
  - Recognizing ELs' knowledge and background
  - Appreciating and celebrating the diversity ELLs bring to the classroom

#### Professional Duties

- Attend meetings involving ELs and EL instructors
- Attend staff meetings and district in-service programs
- Serve on committees as requested
- Maintain responsibility for discharging instructional and non-instructional school related duties as assigned
- Supervise, evaluate, and provide work assignments to assigned instructional assistants/tutors and student teachers
- Administer language proficiency assessments of new ELs
- Administer the annual required state assessment of ELs and analyze the results
- Assist families of ELLs when possible
  - Locate language translators when needed

#### Student Supervision

- Evaluate individual student progress on a periodic basis and maintain required records
- Develop, record and implement the individual program recommendations for English proficiency for each



student including yearly goals and objectives

- Maintain files on EL students
- Write periodic reports to be sent home to parents and maintained in each student's cum file
- Justify promotions, retentions and special program recommendations
- Identify and refer unusual student behavior to appropriate specialists
- Report to the nurse any health concern, injury, or illness
- Maintain responsibility for enforcing the building approved discipline plan
- Maintain responsibility for supervision of students being serviced at all times during ELL instruction
  - Monitor progress of students exited from the program for 4 years
- Implement accommodations for standardized tests

#### Administrative Operations

- Know and observe Board policies and regulations
- Account for school, district, and Title III property as required
- Complete periodic reports on the progress of EL students
  - Ensure that all district paperwork in EL files and student cum files meets state mandates
  - Ensure that all program requirements for documentation with mainstream teachers and EL parents are met
- Remain in school after dismissal of students, as necessary to complete daily duties, attend meetings, hold parent conferences, etc.
- Participate in events promoting inclusion of EL and celebrating their cultural diversity
- Report to work daily at times assigned and remain on duty through time prescribed

EVALUATION: By the Building Principals

### **ROCORI School District Job Description for EL Program Coordinator**

TITLE: English as a Learned Language Program Coordinator

QUALIFICATIONS: Master's Degree, MN Certification in ESL, and fluency in English

REPORTS TO: Principal, Superintendent, EL/Title III State Director

OVERSEES: EL program

JOB GOALS: As determined in consultation with supervisors

PERFORMANCE RESPONSIBILITIES:

#### Curriculum and Instruction

- Coordinate district and state-level departmental recommendations for teaching assignments, schedules, and projection of EL student population
- Coordinate support for new teachers with induction training staff
- Coordinate district-wide EL assessments in collaboration with District Assessment Coordinator
- Coordinate professional development for EL and general teachers through Staff Development Committee and building principals
- Coordinate ongoing departmental text reviews and selection
- Serve as EL liaison to district curriculum committees
- Address EL issues with EL teachers regarding services, special needs, or other
- Coordinate volunteers for EL students
- Update the district compliance plan and program documentation

#### Professional Duties:

- Set agendas and run department meetings
- Participate in monthly coordinator networking meetings
- Conduct annual program evaluation
- Prepare for and participate in Title III monitoring visits

#### Program Supervision

- Maintain database of all EL students
- Organize social events for EL students and their families - e.g., family night
- Ensure that all district paperwork in EL files and student cum files meets state mandates
- Ensure that all EL teachers comply with program requirements for documentation with mainstream teachers and EL parents
- Ensure that all EL teachers complete periodic reports on student performance

#### Administrative Operations

- Prepare required reports to Department of Education
- Maintain and update program forms and templates
- Assist Student Support Data Collection administrator with SLIFE, RAEL, and Immigrant reporting
- Coordinate development of district-level EL budget recommendations
- Coordinate inventory and purchase of district-level texts, supplies and materials
- Conduct a presentation to The School Board regarding the EL program if requested
- Coordinate with Director of Business Services and Superintendent in Title III application, reporting and documentation

EVALUATION: By \_\_\_\_\_ (Sam to Follow Up On)

**EL Accommodations/Modifications**

**1. Classroom environment**

- ☐ Allow adequate wait time for oral response
- ☐ Special seating (front of room, away from distractions, e.g.)
- ☐ Use leveled or simplified texts
- ☐ Simplify language (orally and written) but not content
- ☐ Rephrase or repeat information/directions as needed
- ☐ Provide graphic organizers, outlines, illustrations when possible
- ☐ Pre-teach vocabulary, and create word banks
- ☐ Use closed captioning on videos
- ☐ Use text-to-speech software when possible/available
- ☐ Allow a 'buddy' to help with notes and/or understanding assignments

**2. Assignments/Homework**

- ☐ Extra time for assignments
- ☐ Abbreviated homework assignments
- ☐ Provide both oral and written directions
- ☐ Provide a calendar with due dates for larger assignments
- ☐ Use downloadable books/texts when possible, so student can listen as well as read

**3. Testing**

- ☐ Extra response and processing time
- ☐ Abbreviated assessments
- ☐ Allow student to test in a separate, supervised room
- ☐ Test and directions read aloud
- ☐ Allow use of word-to-word translation dictionary or app

**ROCORI EL Department  
ANNUAL EVALUATION**

**Date:** \_\_\_\_\_

		Yes or No
	<b>Programmatic Procedures</b>	
<b>1.</b>	<b>There are programmatic procedures for identification, instructional placement, English language development, monitoring, exiting, and post-direct service monitoring.</b>	
a.	The LEA #750 Student Registration Form is used in the district.	
b.	The principal or school's EL teacher is notified when the first Language Survey questions are answered in the affirmative.	
c.	Language proficiency assessments, including a formal interview and a W-APT/Screener, are completed within 30 days of registration.	
d.	Each EL student has a designated EL Team.	
e.	The district has a recordkeeping system for recording EL assessment results, instructional placement, reclassification procedures, follow-up monitoring activities, student progress, and parental contacts.	
f.	The district uses the WIDA ACCESS for EL for proficiency assessment in English language.	
g.	Assessment activities and instruments are designed specifically for students with limited English proficiency.	
h.	Student movement through the instructional and programmatic process is based on the ACCESS for EL test results.	
i.	The EL staff offer EL training to district personnel	
j.	The district has established accommodations to be used for EL instruction and for standard curriculum courses when students with limited English proficiency are enrolled in those courses.	
	<b>Services</b>	
<b>2</b>	<b>There is sufficient quality and quantity of EL services to meet the needs of eligible students.</b>	
a.	There is sufficient time provided for formal instruction for English Language Learners.	
b.	Ancillary services, such as content area tutoring, are provided to assist students in completing assignments or practicing English features or skills.	
c.	EL services are continued until the student meets the state's predetermined exit criterion.	
d.	Trained staff with credentials deliver all instructional services.	
e.	Trained staff with credentials provide all program process assessments.	
f.	The EL program is provided stability of staffing through appropriate planning and funding.	
g.	EL instruction is based on recent findings and reports from the relevant fields of EL, Bilingual Education, and Linguistics.	
h.	Native language assistance is provided to students and parents whenever possible.	
	<b>Equal Access Issues</b>	

<b>3.</b>	<b>Equal access issues are kept in mind as the EL program/service is designed and implemented.</b>		
a.	Students are housed in a setting suitable for EL instruction.		
b.	Students are integrated into general school activities. They are not housed separately from their English language peers.		
c.	There is no supplanting of required EL services with special education or other federal or state mandated special programs.		
d.	The EL program and instruction are developmental in nature.		
e.	Students are not automatically placed in lower-track coursework because of low English proficiency.		
f.	Students are given sufficient language development time before they are referred for special education evaluation/services.		
g.	Retention in a lower grade is not based on English language proficiency. Rather, retention is based on specific, multiple criteria, and the onsite EL Team is a part of the decision.		
h.	Older students are not automatically placed in lower grades as a method for helping them “catch up” with their English language peers. Rather, they are provided an accelerated English development program, which is based on their future career and academic goals.		
	<b>Ongoing Evaluation</b>		
<b>4.</b>	<b>The EL program continuously evaluates the efficacy of its outcomes, objectives, procedures, and process.</b>		
a.	EL and standard curriculum staff confer periodically about a student’s progress, and plan activities and performance outcomes collaboratively.		
b.	There is opportunity for participation and input by non-English language background parents and community. English language guardians are also encouraged to participate.		
c.	The EL Program has a variety of mechanisms for reporting a student’s progress to parents and all relevant professionals who deal with the student.		
d.	The EL program has a document coordination plan.		
e.	The EL program has access to, or includes, professionals who can assist in making decisions about a student’s physical and mental health, motivation, and learning needs.		
f.	The district has a plan for appropriately advising English Language Learners about higher education, career, and coursework opportunities.		
g.	The district has resources for assisting students to adjust to the schooling process and protocols of school, culture shock situations, and family conflicts, which may occur when students become more Americanized than their parents.		
h.	Under the direction of the EL Team, each student who has received direct EL services is monitored for four full academic years after direct service is terminated.		
i.	The district’s documented policies, guidelines, and procedures are consistent with federal and state mandates, decisions of the United States Supreme Court as well as significant lower court decisions, and memoranda from the United States Department of Education and the Office of Civil Rights, Washington, D.C.		
j.	District administrators and school board members are supportive of the EL program at the local level.		
k.	A program of self-evaluation is done regularly by members of the EL Team. The findings of this evaluation are disseminated to the Director of Student Services.		

Goals for the next year:

## **GUIDELINES FOR INTERPRETERS AND TRANSLATORS**

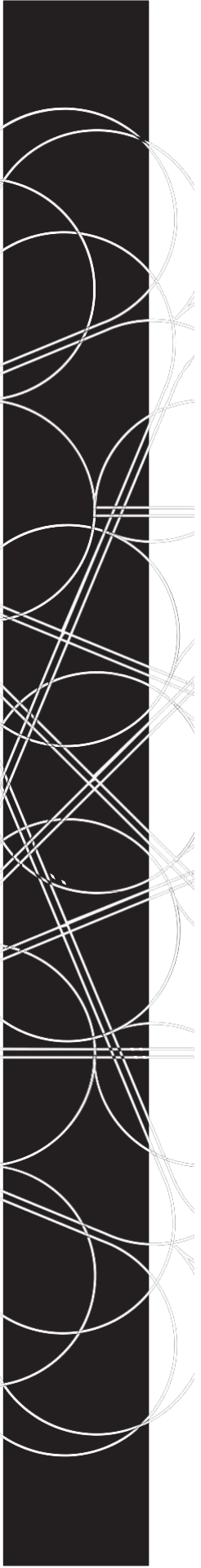
Please read the guidelines below and sign in the space provided to acknowledge that you have read and understood the guidelines. For the purposes of these guidelines, interpreters are those who translate orally, while translators are those who provide a written translation.

- ♦ Interpreters and translators must be professionally proficient in both English and the language that is being translated/interpreted.
- ♦ Interpreters and translators must have an understanding of U.S. culture as well as the culture of the second language.
- ♦ Translators must be professionally fluent in written English and the other language. A precise, accurate, and complete translation should be provided.
- ♦ Interpreters and translators must not insert any opinions or advice during meetings and phone calls or in translations of documents. Interpreters must remain neutral and impartial during meetings. Explanations during meetings can be allowed with permission of those professionals conducting the meetings.
- ♦ Strict confidentiality must be adhered to at all times. Interpreters and translators must not disclose or discuss any information covered in meetings or documents outside of the confines of the setting or context where the information was obtained.
- ♦ Interpreters must translate all the information provided by the professional(s). Likewise, interpreters must disclose all information provided by the student or family during a session to the professional(s), and must tell the student or family that the information is being shared with the professional(s). This also applies to phone calls requested by the school.
- ♦ During a meeting, an interpreter may ask a speaker to pause to allow an accurate translation and to avoid omissions of important discourse. Every attempt should be made to avoid interrupting the flow of the communication by the speaker.

I, \_\_\_\_\_, have read the above guidelines and agree to abide by them.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature



# ROCORI Translator/Interpreter and Language Line Procedural Guidelines

# Table of Contents

Flow Chart .....	2
Translation and Interpretation: What Is the Difference? .....	3
Scheduling an Interpreter .....	4
Guidelines for working interpreters .....	4
 Guidelines for requesting written translation .....	4
General information regarding translating and interpreting .....	5
Prioritization of interpretation and translation services .....	5
Key Definitions .....	5

## Appendices

A. Tips for working with a interpreter in a parent conference setting .....	6
B. Tips for working with an interpreter at a school presentation .....	7
C. Using Language Line for interpretation .....	7
D. Guidelines for Language Line .....	8
E. Language Line Quick Reference .....	9
F. Common educational terms translated in Spanish .....	10



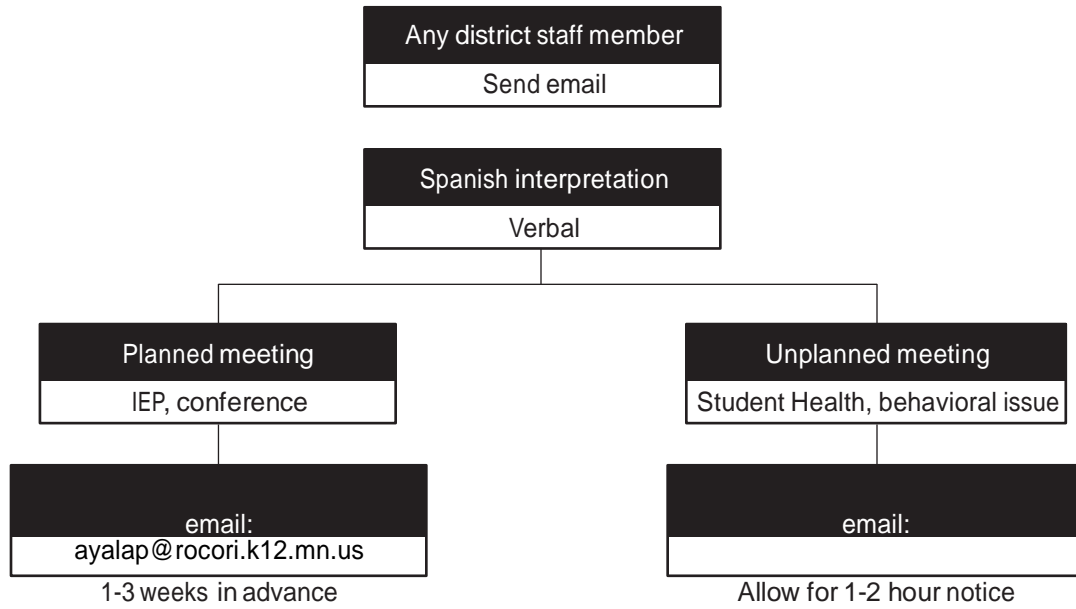
# ROCORI District Translator/Interpreter Procedural Guidelines and Flowchart

---

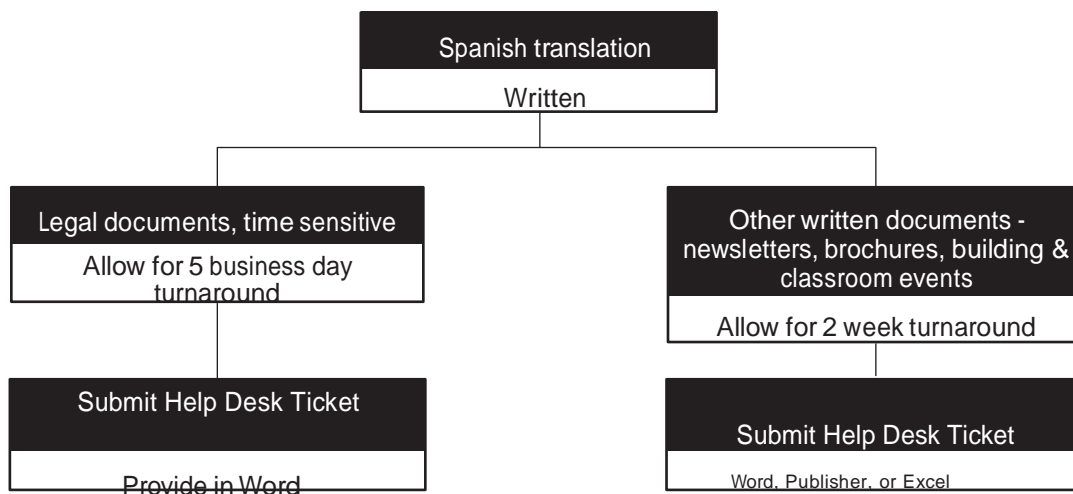
These guidelines outline key procedures and processes to follow in securing a translator or an interpreter. This process was developed based on input from district specialists who serve students, families, and community members who speak languages other than English, as well as district staff who request these services.

Questions regarding these procedural guidelines should be directed to District Multicultural Liaisons.

## Spanish Interpretation Services



## Spanish Translation Services



## Other Languages

Please use same process above – may be using Language Line for interpretation. Please allow more time for translation services.

### Translation and Interpretation: What Is the Difference?

Any discussion of translation and interpretation must be accurate in the meaning and definition of the terminology used. Sometimes the terms are used interchangeably; however, they are different in practical application.

*Interpretation* refers to the process of **orally** communicating from one language into another language.

*Translation* is the preparation of a **written** text from one language into an equivalent written text in another language. Both are language-related, but they are not identical disciplines. Each area requires expertise, content domain knowledge, training, and practice. Translation is used when referring to written texts, and interpretation refers to oral speech.

#### Translation

Translating educational materials requires knowledge of basic terminology along with specialized vocabulary related to curriculum and local, state, and federal programs and policies. It requires access to dictionaries and internet resources so consistency and widespread understanding of commonly used terms can be assured.

Typical school and district written materials include:

- School and district newsletters;
- Student/parent forms and communications;
- Report cards/progress reports;
- School-to-home communications;
- School and district policies, rules, and regulations;
- Medical forms and policies;
- Emergency cards, field-trip approval forms;
- Homework assignments;
- Testing schedules;
- Special education documents; and
- Individualized education programs.

#### Interpretation

Interpreting has several modes, each requiring a set of skills that are acquired over time and must be maintained. The ability to speak two languages does not ensure that the person can interpret effectively. Essential skills for interpretation

include knowledge of both languages and respective cultures, the ability to listen, a good memory, and note-taking ability.

**Consecutive.** This mode is characterized by rendering spoken messages back and forth after each person has spoken. It is defined as interpretation of an utterance after it has been completed; one person speaks at a time. The consecutive mode works well for dialogues or for question and answer sessions. It requires note-taking skills and good memory. This mode is recommended for working in educational settings, such as in one-on-one or small group meetings.

**Simultaneous.** This mode is characterized by rendering a message from a source language into a target language almost simultaneously and slightly behind the speaker. It is defined as interpretation of an utterance while in progress. The speaker does not stop talking, and the interpreter must not stop either. This mode requires an excellent command of both languages and highly practiced pacing and memory skills. This system is used in some educational events with audio equipment for the interpreter and headsets for the target audience.

**Sight translation.** This mode involves the verbal translation of written text on sight. It might be used for medical records, foreign birth certificates, foreign school records, or legal documents required of parents or guardians of English learners. This mode is challenging since there is generally no preparation time or materials.

**Paraphrasing.** This mode is characterized by simplifying and summarizing what is said. This mode should *not* be used because it allows unintended biases, omissions, and inaccuracies to affect the final product and meaning. Interpreters should completely and accurately interpret everything that is said.

In any venue, professional arena, or public service activity, interpreters should be informed of and should agree to uphold a code of ethics. These ethics include confidentiality; accuracy and completeness of interpretation; impartiality; disclosure of conflict of interest; professional courtesy; and participation in basic training and ongoing professional development.

Typical interpreting scenarios include but are not

limited to:

- Teacher to student;
- Teacher to parent;
- Classified personnel to student;
- Pupil services personnel (e.g., nurses, counselors) to student or parent; and
- Local or state educational agency board meetings with parents of English learners who testify or offer public comment.

### Students as interpreters:

Students should **not** be used as intermediaries in such situations. The information being interpreted is often beyond the children's comprehension, and it is inappropriate for

## Scheduling an Interpreter

### Spanish

- Requests for an interpreter should be made via an interpreter Interpreting/Translating Work Order. Please include the time, location, meeting length, and meeting topic.
- Individuals requesting meetings with an interpreter should schedule them one to three weeks in advance to help ensure interpreter availability, including meetings for Individual Educational Plans (IEPs) and special education evaluation meetings should be scheduled.
- Requests will be accepted/declined within one school day of being received.
- For languages other than Spanish, we contract with interpreters from outside the district when possible. This takes extra time. Therefore, individuals requesting a meeting with an interpreter in a language other than Spanish should send the request as soon as the need for an interpreter is realized.
- Student Services will assist the requestor with finding an interpreter. If an "in-person" interpreter cannot be located, the Language Line may be used.

## Guidelines for Working with Interpreters

*For more detailed instructions, please see Appendix B*

When working with an "in-person"

- Paraprofessional to parent;
- Administrator to student;
- Administrator to parent;

students to interpret when they, their siblings, or peers are involved unless the situation is a clear and immediate emergency.

Some discussions with families involve discipline, medical or mental issues, or academic performance and may make the student uncomfortable and produce biased results. Using the student as interpreter may lead to absence from class and loss of instructional time. The information may be traumatizing and may lead to inaccurate information and misunderstandings. Adults, including teachers, are often uncomfortable students as interpreters.

### interpreter:

- Prior to the meeting, provide general information to the interpreter regarding the circumstances of the meeting and pertinent details that will aid the interpreter.
- Get to know the interpreter
- Allow extra time for the meeting, as information will be stated twice.
- Introduce all parties and hand over handouts
- During the meeting, speak directly to the client (the parent or student). For example, ask the parent, "How can I help you?" instead of asking the interpreter, "Ask him/her how I can help him/her?"
- Speak in complete sentences/thoughts. Be concise.
- Speak clearly and slowly and avoid slang, educational acronyms, and jargon.
- Let the interpreter control the length of each segment and arrange beforehand for him/her to signal you/the client when to stop. The general rule is two sentences at a time.
- Do not talk with the interpreter and thus exclude the client.
- Everything that is said during a meeting must be interpreted.
  - Explain clearly when the interpreter seeks clarification. Avoid long explanations as the client may feel excluded from the conversation. *(Debriefing of the interpreter should be left for after the interview.)*
- Avoid having side conversations while the interpreter is talking. This can be distracting for the interpreter and family members who need interpretation, leading to a loss of information.
- Some keys to effective communication across interpretation are checking for comprehension and

encouraging full engagement of participants. Please be sure to check with families regularly throughout the meeting to make sure they have a clear understanding of the material being discussed and that they have ample opportunity to contribute their

### When working with a telephone interpreter:

- Introduce yourself to the interpreter.
- Brief the interpreter; describe the telephone equipment you are using (conference telephone, dual handset, single telephone) and where you are.
- Introduce everyone present to the client and describe the purpose of the meeting.
- Limit your communication to sections of manageable lengths. The general rule is two sentences at a time.
- Pause often to allow the interpreter to speak and expect the interpreter to interpret everything that is said by yourself and your client.
- Keep in mind telephone interpreters rely entirely on linguistic input. They have no visual cues (such as body language) to assist in the interpreting.
- Clearly indicate the end of the session to the interpreter.

### Telephone interpreting may not be appropriate if:

- The meeting will be lengthy;
- Estimated response times will be provided. Generally, most Spanish translations can be completed within one week. Translations for other languages will take longer as we need time to contract with out-of-district providers.
- All requests are prioritized by the Student Services department staff according to the guidelines in this manual.

## General Information Regarding Translating/Interpreting

- All parents and community members across the district should have equal access to translation or interpretation services to the extent practicable.
- Interpreters and translators provide communication from one language to another. They do not offer advice or opinions, nor judge the effectiveness or accuracy of the communication.
- All parties involved with translating and

own thoughts, concerns, questions, feedback, etc.

- Generally, the client and interpreter leave at the same time.

- Visual aids are needed; or
- Documents are needed as references.

## Guidelines for Requesting Written Translation Services

- Submit requests for translation as far in advance as possible.
- Allow for a five-working-day turn-around for legal and time sensitive documents.
- Allow for a two-week turn-around for all other documents.
- Attach documents electronically in Word, Publisher, PowerPoint, or Excel format. Every effort is made to keep the formatting of documents the same, however, this is not always possible.
- In your work order, please include a specific subject line that includes the language needed.
- If you request an updated translation of a previously translated document, please clearly mark exactly what changes have been made to the English version. This will allow for a more effective use of resources and a faster turn-around time for you and families.  
interpreting respect the need to be efficient and judicious in utilizing the resource. Relevant information will be translated. People working with interpreters must limit extraneous conversation and respect the needs of the interpreter at all meetings.
- Requests for translation/interpretation will be responded to in a timely manner. Staff with emergency or time sensitive needs should expect direct communication related to expected turnaround times.
- Face-to-face or in-district resources should be utilized before going to out-of-district resources.
- Translators do not make corrections to text. All submissions for translation should be in final form and no additional changes to text should be made.
- Users should refer to the Procedural Flowchart for clarification on translation/interpretation processes.

## Prioritization of

## Interpretation/ Translation Requests

Interpretation and translation requests may exceed available time. To ensure that the most critical needs are addressed, the district prioritizes requests as they are received. All requests are classified as either: emergency, high priority, or as time is available. Examples of the types of documents within each classification are listed below. Please note that all services may not be available in all languages. Services will be provided in Spanish whenever possible.

### Vital District Documents:

- Registration, application and selection processes;
  - Academic standards and student performance;
  - Safety, discipline, and conduct expectations;
  - Special education and related services, Section 504 information, and McKinney Vento services;
  - School attendance policies and procedures;
  - Requests for parent permission in activities or programs;
  - Opportunities for parents to access school activities, programs and services;
  - Student/parent handbook;
- The district's language access plan and related services or resources available;
- School closure information; and
  - Any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or district policy.

### Student-specific documents:

- Health;
- Safety;
- Legal or disciplinary matters; and
- Entitlement to public education, eligibility for special education services, placement in English Language Learners (ELL), the Academic Achievement program, accelerated courses such as Advanced Placement, or any other non-

standard academic program.

## Alternatives to Translation

When translation for a document otherwise required to be translated is unavailable or cannot be done, such as in an emergency situation, a school or district office will provide an attached notice to parents in appropriate language(s) that free translation and/or interpretation services are available and how to request a free translation or interpretation of the document.

## Key Definitions

### Translation:

Converting written translation of a document from English to the target language. All information is available in original text format (Word) and no changes or additions are made to the document.

### Sight Translation:

On-the-spot oral interpretation of a document written in English.

### Interpretation:

The oral translation of speech as it occurs in conversation. There are two forms of interpretation:

*Consecutive:* Done while listening to speech, interpretation is provided during pauses; or

*Simultaneous:* Done throughout the conversation; usually done through headphones and a microphone.

### Emergency:

Translation or interpretation provided immediately. Situations may include: health emergencies, impending school closures or safety information, or major disciplinary events.

### High Priority:

Situations involving district or school-wide timely information dissemination, or information needed within a limited time frame as determined by ESL/bilingual leadership and district or school leadership



## APPENDIX A

### Tips for Working with an Interpreter in a Parent Conference Setting

**Meet and Greet** – Take a moment and meet with your interpreters before you begin. Interpreters are asked to arrive about 10 minutes before the scheduled conference time. Please introduce yourself and give the interpreter any background information that the interpreter may need. For example: "My name is Janet Smith, I'm a 4<sup>th</sup> grade teacher and I'm the one who set up this conference. We are going to review the student's I.E.P. Have you ever done one of those before?"

**Meet the family** – Don't rely on the interpreter to introduce you to the family. Make sure you greet the family and introduce yourself. The interpreter will make his/her own introduction and give both of you information about the role of the interpreter.

**Make eye contact** – You are going to communicate directly with the family, not the interpreter. Look at the family while you are talking to them. The interpreter will relay the information you say to the family and back again, but the conference is between you and the family, not you and the interpreter.

**Speak naturally, not louder** – Speak at your normal pace, you don't have to speak S L O W L Y, or loudly. It's a good idea to speak in one or two sentences and pause for the interpreter. Try to avoid breaking up a thought. The interpreter will ask you to slow down or repeat yourself if necessary.

**Hold your peace** – Avoid interrupting the interpreter. Allow the interpreter time to express your message without butting in with more information. Wait for the family's response to be interpreted and then add or ask another question.

**No opinions, please!** – Do not ask the interpreter for his/her opinion. The interpreter's job is to convey the meaning of the message. Under no circumstances may he or she allow personal opinion to color the interpretation for you, or for the family. Also, don't hold the interpreter responsible for what the family does or doesn't say.

**Everything you say will be interpreted** – So, avoid private conversations. Whatever the interpreter hears, will be interpreted. Likewise, any conversation between family members will be interpreted for you.

**Avoid jargon or technical terms** – Let's face it, education is its own language! This can make understanding how school works even harder for non-English speaking families. Try to avoid using educational terms if possible, or at least explain them.

**Nodding doesn't equate understanding** – In some cultures a person may say 'yes' or nod as you explain something, not meaning they understand but rather they want you to keep talking because they are trying to follow the conversation. Allow everything you say to be interpreted, even if it seems the family understands what you are saying in English.

**Take the time** – When you are working with an interpreter, the conversation often takes twice as long compared to the same conversation in English. Many concepts you express have no equivalent in other languages, so the interpreter may have to describe or paraphrase many terms you use. Interpreters will often use more words to interpret what you said simply because of the grammar and syntax of the family's language. With this in mind, don't schedule a long meeting for a short amount of time. No one will leave satisfied.

**Ask questions** – Try to learn more about your student and family during your conference. This is a great time to build rapport with your family. Likewise, be open to any questions they may have for you. Keep in mind that in some cultures, it's not traditional to question a teacher. That doesn't mean they don't care, it just may mean they haven't assimilated completely into the American school system yet.

**Learn the culture** – Interpreters may explain cultural differences or practices to you or other staff members when it's appropriate. This may take place before or after the conference is over.

**Use a qualified interpreter** – It's always a best practice to use a qualified interpreter for any parent-teacher conference. Qualified interpreters have received training to remain non-judgmental, confidential, accurate and thorough in their facilitation of the conversation. It may be tempting and easier to use a student as the "interpreter" but there's no guarantee that your message will be conveyed accurately or completely.

## Appendix B

### Tips for Working with an Interpreter at a School Presentation

**Get to know the Interpreter** – Meet with the interpreter before the presentation begins. This will give you time to explain the key points you want covered. It also gives the interpreter a chance to get prepared mentally for the event. This is also a good time to work out hand signals or gestures to make sure you are in sync with each other during the presentation (such as slow down, pause, or continue).

**Make introductions** – Introduce the interpreter(s) *before* you introduce anyone else in the room. If you are not using headsets, your audience needs to know where to sit or stand to hear the presentation in their language. Visible signs in different languages are extremely helpful. For your English speaking audience, knowing that someone is interpreting helps them to understand why someone is talking through your presentation, otherwise your audience may give the interpreter dirty looks or attempt to quiet him/her.

**Hand over the hand-outs** – If you are using a power point, make sure the interpreter gets a copy before the presentation begins. If not, make sure the interpreter has a copy of the agenda or outline with key points highlighted. It is very hard to interpret everything you say, while you are saying it. A hand-out gives the interpreter a chance to see what's coming up.

**Pictures are worth 1,000 words** – Use pictures in your power point presentations! Pictures are a universal language. It makes your presentation much more interesting to all families. This picture for example reinforces the message that school actually starts **BEFORE** 8:30. Understand that time is sometimes viewed differently in different cultures.



**Don't be a comedian** – You may be very funny in your staff meetings, but unfortunately, jokes don't translate well and in fact, may be offensive in some cultures.

**Be concise** – Prepare half as much material as you would normally use because it will take twice as long to present it in English AND another language. Many concepts you express have no equivalent in other languages, so the interpreter may have to describe or paraphrase certain terms to help the audience understand your message.

**A lot to say? Hire Out** – If your presentation is long, or you plan to go over a lot of rules and regulations, hire a second or 3<sup>rd</sup> interpreter. This allows the interpreters to tag-team the presentation so your key points aren't lost by an exhausted interpreter.

**Gimme a break** – Make sure you pause to allow the interpreter time to repeat what you just said. That may mean writing in (.) pauses or stop signs into your script so you don't forget to let the interpreter have a turn.

**Watch and wait** – After you pause, wait until the interpreter is done speaking before you begin again.



**Complete your thought** – You... don't... have to... take... a... break after every... couple... of... words. Instead, complete a thought or idea and then pause for the interpreter to explain. You want your English speaking audience to be able to follow what you are saying too.

**What's the rush** – Often when people speak in front of an audience, they tend to rush, or speak quickly. Slow down, and speak at a comfortable pace, with scripted pauses. This means you may have to practice, but in the end, both the interpreter and your audience will be glad you did.

**Stop the Jargon** – Avoid using school acronyms and dense educational lingo. If you use the acronym or the term, be prepared to explain what it means. Your English speaking audience will thank you too.

**Color Coding** – If you're including hand-outs in your presentation, color-coding them will make it easier for your audience to stay connected in any language. It's also easier on the interpreter to be able to reference a hand-out by color. This means that whatever you are handing out, will need to be translated *before* your event. The interpreter cannot possibly interpret a hand-out that's only written in English during your presentation.

## Appendix C

### Using Language Line for Interpretation

When working with a telephone interpreter:

- Introduce yourself to the interpreter.
- Brief the interpreter; describe the equipment you are using (conference call, dual handset, single telephone.)
- Introduce everyone present to the client and describe the purpose of the meeting.
- Limit your communication to sections of manageable lengths. The general rule is two sentences at a time.
- Pause often to allow the interpreter to speak and expect the interpreter to interpret everything that is said by yourself and the client.

- Keep in mind telephone interpreters rely entirely on linguistic input. They have no visual cues (such as body language) to assist in the interpreting.
- Clearly indicate the end of the session to the interpreter

Telephone interpreting may not be appropriate if:

- The meeting will be lengthy
- Visual aids are needed
- Documents are needed as reference



## Appendix D

### Guidelines for Language Line

#### IMPORTANT TIPS

**UNKNOWN LANGUAGE** – If you do not know which language to request, the representative will help you.

**LINE QUALITY PROBLEMS** – If you have problems before reaching a representative, press “0” to be transferred. If there is a sound quality problem, ask the representative to stay on the line to check for sound quality. If you have problems connecting to an interpreter, call Customer Service at 1-800-752-6096.

**WORKING WITH AN INTERPRETER** – Give the interpreter specific questions to relay. Group your thoughts or questions to help conversation flow quickly.

**LENGTH OF CALL** – Expect interpreted comments to run a bit longer than English phrases. Interpreters convey meaning-for-meaning, not word-for-word. Concepts familiar to English speakers often require explanation or elaboration in other languages and cultures.

**INTERPRETER IDENTIFICATION** – The interpreters identify themselves by first name and number only. For reasons of confidentiality, they do not divulge either their full names or phone number.

**DEMONSTRATION LINE** – To hear a recorded demonstration of over-the-phone interpretation, call the demonstration line at 1-800-996-8808 or visit [www.lanquaeline.com](http://www.lanquaeline.com)

**CUSTOMER SERVICE** – To provide feedback, commend an interpreter or report any service concerns, call Customer Service at 1-800-752-6096.

**How is my call connected to an interpreter?**

You dial a toll-free number, provide your account information and request the language needed. In seconds you will be connected to an interpreter. If you need help at any time to identify the limited English speaker’s language, just ask or say “Help” and a customer agent will be happy to help you.

**How long does it take to reach an interpreter?**

Language Line connects you to an interpreter within seconds once they have your account information.

**When can I reach an interpreter?**

Language Line operates 24 hours a day, 7 days a week, 365 days a year. On average, an interpreter is available within seconds. On rare occasions, all interpreters for a particular language may be busy. When this happens, they will ask that you call back.

**Can I just transfer a call to your interpreter?**

No, the interpreter serves as a communications conduit between you and your limited English-speaking customer and is dependent on you for direction during the call. You take the lead and provide the subject matter expertise regarding your business or organization; the interpreter relays the information back and forth.

**Once I reach an interpreter, what happens if I accidentally hang-up?**

Unfortunately, this can happen occasionally. Language Line will make every attempt to reach you so you can complete your transaction with your customer.

**How do we identify the language that a caller is speaking?**

If you do not know which language to request, simply say, “Help” and you will be automatically transferred to a representative trained to help in language identification.

**What if I requested the wrong language?**

If you find that the language you requested is incorrect, simply ask the interpreter to route you back to the customer agent for assistance. If you know the correct language, say the name of the language and proceed as usual. If you’re unsure of the correct language, say, “Help.” You will automatically be transferred to a live customer agent trained to help in language identification.

**What happens if we have a problem hearing one another on a call?**

Relay the appropriate instructions to the limited English speaker as to how you will re-establish contact. Say “end of call” to your interpreter and hang up. Then redial Language Line Services and say, “Help.” Your call will be immediately connected to a Customer Agent whom you can request to place the call and monitor it for sound quality.

**What should I do when the interpreter joins the conversation?**

Summarize what you wish to accomplish and give any special instructions to the interpreter. Don’t assume that the interpreter or limited English speaker knows more about your organization or its procedures than what you tell them. Take the lead in the conversation by giving the interpreter specific questions to relay. Group your thoughts or questions to help the conversation flow naturally and quickly. For example, ask for an address and phone number as one question.

**Why do the limited English conversations seem longer than the English?**

Language Line requires that interpreters be accurate and to the point. They interpret in first-person for simplicity and brevity. It is important to recognize that they interpret not only across languages, but also across cultures. You can help facilitate the interpretation by making your message easy for the limited English speaker to understand. Clarification and/or elaboration are sometimes needed to explain concepts that do not have an equivalent in other languages or cultures.

**I need an interpreter’s name. How do I get it?**

When the interpreter joins the call, you will be given a unique Interpreter Identification Number for your interpreter. Although interpreters will also identify themselves by first name, the Identification Number is how Language Line can track their interpreters. Write down the Interpreter Identification Number for future reference. If you need additional information about an interpreter or a particular call, please call Customer Service at 1-800-752-6096.



## There Are Three Ways You Can Use Language Line Over-the-Phone Interpretation Service with Limited English Speakers

### You Receive a Call From a Limited English Speaker

- Place the limited English-speaking caller on conference hold.
- Dial the Language Line Services designated toll-free number.
- Request the language through the easy-to-use interactive voice response system.
- When the interpreter is connected, explain the situation.
- Conference in your limited English-speaking caller.

### You Need to Make a Call to a Limited English Speaker

- Dial the Language Line Services designated toll-free number.
- Request the language through the easy-to-use interactive voice response system.
- When the interpreter is connected...
  - Call your limited English-speaking client
  - Or the interpreter can place the call for you within the U.S. or Canada.

## Appendix E

### Language Line Quick Reference

#### QUICK REFERENCE GUIDE

*Keep this Quick Reference Guide (QRG) nearby for easy reference to effectively utilize Language Line® Over-the-phone Interpretation Service.*

*When receiving a call:*

- 1 USE CONFERENCE HOLD to place the non-English speaker on hold.
- 2 Dial: 877-245-0386
- 3 Provide the representative:  
6-digit Client ID: \_\_\_\_\_  
Company Name: \_\_\_\_\_
- 4 Representative will ask for Access Code (*Contact District Multicultural Liaisons to get your building's Access Code*)
- 5 Provide representative with the language needed.

An Interpreter will be connected to the call.

**BRIEF THE INTERPRETER.** Summarize what you wish to accomplish and give any special instructions.

**ADD THE NON-ENGLISH SPEAKER** to the line.

**SAY "END OF CALL"** to the Interpreter when the call is completed.

**NOTE:** When placing a call to a non-English speaker, begin at Step 2. If you need assistance placing a call to a non-English speaker, please inform the interpreter at the beginning of the call.

#### IMPORTANT TIPS:

**UNKNOWN LANGUAGE** – If you do not know which language to request, our representative will help you.

**LINE QUALITY PROBLEMS** – If you have problems before reaching a representative, press "0" to be transferred. If there is a sound quality problem, ask the representative to stay on the line to check for sound quality. If you have problems connecting to an Interpreter call Customer Service at 1-800-752-6096.

**WORKING WITH AN INTERPRETER** – Give the Interpreter specific questions to relay. Group your thoughts or questions to help conversation flow quickly.

**LENGTH OF CALL** – Expect interpreted comments to run a bit longer than English phrases. Interpreters convey meaning-for-meaning, not word-for-word. Concepts familiar to English speakers often require explanation or elaboration in other languages and cultures.

**INTERPRETER IDENTIFICATION** – Our Interpreters identify themselves by first name and number only. For reasons of confidentiality, they do not divulge either their full names or phone number.

**DEMONSTRATION LINE** – To hear a recorded demonstration of over-the-phone interpretation call our demonstration line at 1-800-996-8808 or visit our website at [www.LanguageLine.com](http://www.LanguageLine.com)

**DOCUMENT TRANSLATION** – We also provide written translation services, for more information please contact our Document Translation Department at 1-888-763-3364 or email [translation@language.com](mailto:translation@language.com).

**CUSTOMER SERVICE** – To provide feedback, commend an Interpreter, or report any service concerns, call Customer Service at 1-800-752-6096.

#### When working with a telephone interpreter:

- Introduce yourself to the interpreter.
- Brief the interpreter; describe the equipment you are using (conference call, dual handset, single telephone).
- Introduce everyone present to the client and describe the purpose of the meeting.
- Limit your communication to sections of manageable lengths. The general rule is two sentences at a time.

**Appendix 9 –Exited EL Monitoring Form**

**ROCORI EL PROGRAM**  
**ROCORI School District**  
*Exited EL Monitoring Form*

**The purpose of this form is to meet the requirement to monitor former English language learners for 4 years after exit.**

*Student Name:*

<b>Grade in 1<sup>st</sup> year of monitoring</b>		<b>Academic Year</b>	
<b>Name of classroom teacher (ELA/ Math)</b> <i>(1<sup>st</sup> year of monitoring)</i>			
<b>Name of classroom teacher (ELA/ Math)</b> <i>(2<sup>nd</sup> year of monitoring)</i>			
<b>Name of classroom teacher (ELA/ Math)</b> <i>(3<sup>rd</sup> year of monitoring)</i>			
<b>Name of classroom teacher (ELA/ Math)</b> <i>(4<sup>th</sup> year of monitoring)</i>			
<b>Name of ESL Monitor</b>			

<b>MCA Results if Applicable (Below Proficient, Proficient, Advanced Proficient): (Science Grades 4 and 8 Only)</b>			
	<b>Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>1<sup>st</sup> Year of monitoring</b>			
<b>2<sup>nd</sup> year of monitoring</b>			
<b>3<sup>rd</sup> year of monitoring</b>			
<b>4<sup>th</sup> year of monitoring</b>			

	1 <sup>st</sup> year of monitoring		2 <sup>nd</sup> year of monitoring	
<b>Is the student receiving any special services?</b> <i>(any academic services/programs in addition to the standard academic program)</i>	<b>NO</b>	<b>YES</b>	<b>NO</b>	<b>YES</b>
If yes, describe the services (1 <sup>st</sup> year):	↓		↓	
If yes, describe the services (2 <sup>nd</sup> year):				

If yes, describe the services (3 <sup>rd</sup> year):
If yes, describe the services (4 <sup>th</sup> year):

Report Card Results:						
	1 <sup>st</sup> year of monitoring			2 <sup>nd</sup> year of monitoring		
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
ELA						
Math						
Writing						
	3 <sup>rd</sup> year of monitoring			4 <sup>th</sup> Year of Monitoring		
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
ELA						
Math						
Writing						

Exiting ACCESS for ELs® Results:							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

<b>1<sup>st</sup> year of monitoring</b>	1 <sup>st</sup> tri of school year	2 <sup>nd</sup> tri of school year	3 <sup>rd</sup> tri of school year
I received and reviewed this form. (ESL staff member initials)	_____	_____	_____

Complete the following items only if the former EL is struggling.

<b>I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former EL. (if the answer is "Yes", describe the collaboration in the comments section)</b>		
1 <sup>st</sup>	Yes No	ESL Monitor Comments:
2 <sup>nd</sup>	Yes No	ESL Monitor Comments:
3 <sup>rd</sup>	Yes No	ESL Monitor Comments:

**NOTE:** A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

	1 <sup>st</sup> tri of school year	2 <sup>nd</sup> tri of school year	3 <sup>rd</sup> tri of school year
I recommend that this student be reclassified as an ELL. (Check box if applicable)			

<b>2<sup>nd</sup> year of monitoring</b>	1 <sup>st</sup> tri of school year	2 <sup>nd</sup> tri of school year	3 <sup>rd</sup> tri of school year
I received and reviewed this form. (ESL staff member initials)	_____	_____	_____

Complete the following items only if the former EL is struggling.

<b>I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former EL. (if the answer is "Yes", describe the collaboration in the comments section)</b>		
1 <sup>st</sup>	Yes No	ESL Monitor Comments:
2 <sup>nd</sup>	Yes No	ESL Monitor Comments:
3 <sup>rd</sup>	Yes No	ESL Monitor Comments:

**NOTE:** A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

	1 <sup>st</sup> tri of school year	2 <sup>nd</sup> tri of school year	3 <sup>rd</sup> tri of school year
I recommend that this student be reclassified as an ELL. (Check box if applicable)			

If a recommendation is made to reclassify, have the parents been informed of this recommendation?	YES	NO
---	-----	----

# ROCORI School District

## Exited EL Monitoring Form (MONITOR COMMENTS)

<b>3<sup>rd</sup> year of monitoring</b>	1 <sup>st</sup> tri of school year	2 <sup>nd</sup> tri of school year	3 <sup>rd</sup> tri of school year
I received and reviewed this form. (ESL staff member initials)	_____	_____	_____

**Complete the following items only if the former EL is struggling.**

<b>I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former EL. (if the answer is "Yes", describe the collaboration in the comments section)</b>		
<b>1<sup>st</sup></b>	<b>Yes    No</b>	<i>ESL Monitor Comments:</i> <div style="height: 40px; border: 1px solid black;"></div>
<b>2<sup>nd</sup></b>	<b>Yes    No</b>	<i>ESL Monitor Comments:</i> <div style="height: 40px; border: 1px solid black;"></div>
<b>3<sup>rd</sup></b>	<b>Yes    No</b>	<i>ESL Monitor Comments:</i> <div style="height: 40px; border: 1px solid black;"></div>

**NOTE:** A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

	1 <sup>st</sup> tri of school year	2 <sup>nd</sup> tri of school year	3 <sup>rd</sup> tri of school year
I recommend that this student be reclassified as an ELL. (Check box if applicable)	_____	_____	_____

<b>4<sup>th</sup> year of monitoring</b>	1 <sup>st</sup> tri of school year	2 <sup>nd</sup> tri of school year	3 <sup>rd</sup> tri of school year
I received and reviewed this form. (ESL staff member initials)	_____	_____	_____

**Complete the following items only if the former EL is struggling.**

<b>I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former EL. (if the answer is "Yes", describe the collaboration in the comments section)</b>		
<b>1<sup>st</sup></b>	<b>Yes    No</b>	<i>ESL Monitor Comments:</i> <div style="height: 40px; border: 1px solid black;"></div>
<b>2<sup>nd</sup></b>	<b>Yes    No</b>	<i>ESL Monitor Comments:</i> <div style="height: 40px; border: 1px solid black;"></div>
<b>3<sup>rd</sup></b>	<b>Yes    No</b>	<i>ESL Monitor Comments:</i> <div style="height: 40px; border: 1px solid black;"></div>

**NOTE:** A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

	1 <sup>st</sup> tri of school year	2 <sup>nd</sup> tri of school year	3 <sup>rd</sup> tri of school year
I recommend that this student be reclassified as an ELL. (Check box if applicable)	_____	_____	_____

If a recommendation is made to reclassify, have the parents been informed of this recommendation?	<b>YES</b>	<b>NO</b>
---	------------	-----------

**ROCORI School District**  
***Exited EL Monitoring Form (MONITOR COMMENTS)***

## Appendix 10 – Student Information Sheet

### EL Student Information

Name: Click or tap here to enter text.

Nickname: Click or tap here to enter text.

Began English: Click or tap here to enter text.

EL Teacher: Choose an item.

Classroom Teacher: Click or tap here to enter

#### WIDA Levels

Composite: Choose.

Listening: Choose.

Speaking: Choose.

Reading: Choose.

Writing: Choose.

#### Favorite

Subject:

Click.

Hobbies:

Click.

#### Academic History:

Click or tap here to enter text.

SLIFE/pre-SLIFE: Choose an item.

#### Future Goals:

Click or tap here to enter text.

- Student Choose an item. wear glasses.
- Student Heritage Language: Choose.
- Click or tap here to enter text.
- Click or tap here to enter text.
- Click or tap here to enter text.
- Click or tap here to enter text.
- Click or tap here to enter text.

#### Family Information

• Click or tap here to enter text.

• Click or tap here to enter text.

• There Choose an item. device (Click or tap here to enter text.) access at home.

• There Choose an item. internet access at home.

#### Parent/Guardian Contact

##### Information:

- Parent ELP: Choose an item.
- Click or tap here to enter text.
- Click or tap here to enter text.
- ☐ Family needs interpreting for conferences.

Native Country: Click to enter text.

Native Language: Click to enter text.

For accommodations or any other questions/concerns, please ask EL Teacher