ELL Guide

English Language Learner Procedures and Guidelines

August 2018
Mesa County Valley School District 51
Grand Junction, Colorado

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Understanding English Language Learners

Demographics and Languages

The U.S. census data indicates changes in the U.S. and Colorado student ELL and Hispanic populations. In Colorado, 83.4% of the ELLs are Hispanic. However, this does not mean that all Hispanic students are ELLs and that all ELLs are Hispanic. The number of foreign-born people in the U.S. has increased substantially over the past 10 years, increasing from 31.1 million in 2000 to 40 million in 2010. Compiled data indicates changing demographics of the U.S. population and the new challenges and opportunities for school districts. (CDE’s Guidebook on Designing, Delivering and Evaluating Services for ELLs, p.10)

Within District 51, 22+ languages have been identified as the student’s primary home language in 41 of the 42 District schools Mesa County School District 51 supports 22,105 students in an urban-suburban community that encompasses the area known as the Grand Valley, which includes the smaller communities surrounding Grand Junction: Palisade and Clifton to the east, Fruita, Loma and Mack to the west, and Whitewater and Gateway to the south. District 51 is the twelfth largest school district in the State of Colorado. Approximately, four percent of the students are English Language Learners, and the ESL program is available in every neighborhood school District-wide.

Stages of Language Development

Understanding the distinction between first language development and second language acquisition is necessary to set the foundation for learner-centered instructional strategies for ELLs. Five principles apply to both first and second language acquisition:

- Language is learned by using language.
- The focus in language learning is linguistic complexity, language forms and conventions and vocabulary usage = D51 ESL Standards.
- Successful language learning is non-stressful, meaningful, concretely-based, comprehensible, and culturally responsive.
- Language is self-directed, not segmented or sequenced.
- Conditions necessary for language acquisition essentially are the same for all children.

These principles support practices, recommended in this document, that facilitate language learning. Just as children learn to read by reading, and to write by writing, they learn language by using language. The rate of language development will vary; under optimal conditions, it takes ELLs 4–10 years to develop academic English fully—to be able to listen, speak, read and
write in a way that is indistinguishable from a native English speaker. (CDE’s Guidebook on Designing, Delivering and Evaluating Services for ELLs, p.12)

Stages of Language Development per World Class Instructional Design & Assessment (WIDA)

Socio-Cultural Issues and Student Learning

**Meaningful Participation**

Students are entitled to a free and universal education and have the right to access the educational system and all that it entails. District enrollment procedures and attendance policies will be universally implemented for all students. Enrollment information must be available to all parents in a language they understand, if at all possible. No additional information will be requested from “immigrant” families during the enrollment process; the District enrollment process is expected to be consistent for all students.

**The District’s Obligation for Identification, Assessment and Placement of ELLs**

**Purpose**

> Where the 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, [District 51] must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. (35 Fed. Reg. 11595)

“School boards, administrators, and teachers are entrusted with implementing Language Instruction Educational Programs (LIEPs) that produce results and are based on sound principles of comprehensive school reform.” - Guidebook on Designing, Delivering, and Evaluating Services for English Language Learners. Colorado Department of Education. February 2018. p.7.
The English Language Learner program of Mesa County Valley School District 51, for English language acquisition, will serve culturally and linguistically diverse students whose native or dominant language is not English. The objective of the program is to provide students with the social and academic language in English needed to be successful, active participants in their schools and in the community.

The purpose of the English Language Learner Program Guide is to describe and guide implementation of the Language Instruction Educational Program (LIEP) of Mesa County Valley School District 51 through the English Language Learner Department. This guidebook is a reference for District 51 staff, educators, administrators, school board members, and community members to address the linguistic and educational needs of the English Language Learners in Mesa County Valley School District 51.

**Vision, Mission, and Goals**

**Vision of District 51 ELL Department**
Engage, equip, and empower English language learners by promoting value, equity, language acquisition, and academic achievement.

**Mission of District 51 ELL Department**
To provide English Language Learners with access to rigorous academic standards and quality instruction in order to become fluent in English, while incorporating students’ language and culture in preparation for success in a global society.

**Goals of the English as a Second Language Program**
By building collaborative relationships and targeted professional learning between District 51 stakeholders, the goal is to increase student achievement of academic standards through the strategic use of the Colorado English Language Proficiency Standards (CELP). Through careful design of the District 51 ESL Unified Curriculum and the District 51 Learning Model with ongoing assessment and reporting of language acquisition, the goal is to create a timely progression of second language acquisition for successful transition into all mainstream content classrooms.
Identification of English Language Learners

Under federal guidelines (Public Law 100-297, Section 7003) the Limited English Proficient student is defined as the following:

- Individuals who are not born in the United States or whose native language is a language other than English;
- Individuals who come from environments where a language other than English is dominant;
- Individuals who come from environments where a language other than English has had a significant impact on their level of English language proficiency (including American Indian and Alaska Natives); and who, by reason thereof, have sufficient difficulties speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

In addition, it is helpful to realize that:

- Many English language learners have been born in the United States;
- One or both of the parents/guardians may or may not speak English; or
- Surnames may or may not be of foreign origin.

In accordance with state and federal law, District 51 is committed to maintaining and strengthening its plan and program for the education of English Language Learners whose dominant language is other than English and who, because of their English language level, are identified as negligible or limited English proficient. In order to accomplish this objective, District 51 will implement the following identification procedures in order to identify and serve such students.

Registration Procedures

Parents/Guardians of all new students registering in District 51 or transferring between D51 schools are required to complete the current registration form that contains the Home Language Survey (HLS). Registration is not complete unless all questions on the form are addressed, including the HLS, birthplace, and identification of the last school attended. It is critical that the staff member facilitating registration makes sure the registration form is completed with all information necessary to the identification of students who have a Primary or Home Language Other Than English (PHLOTE).

Subjecting students or parents to scrutiny that is not part of the normal enrollment process is discriminatory. Students and their parents are not required to provide social security numbers or immigration status information as a condition for enrollment, and the student may not be denied enrollment as a result.
A legible copy of the registration form will be given to the building ESL teacher within three school days after registration occurs when the Home Language Survey (HLS) section indicates any of the following: the student first learned a language other than English, a language other than English is spoken/understood by the student or others in the home, previous ESL, or a parental request for translation. Unfortunately, Colorado does not recognize sign language as a language that garners language acquisition program support. If the registration form indicates that there is the possibility of the student having PHLOTE status, the ESL teacher will continue with the identification process. The ESL teacher will identify each newly registered student for ESL services or not within 14 days of completed registration during the academic school year.

The ESL teacher will notify the ELL Department through in-district e-mail of all new potential ESL students within 7 days of their enrollment in the school. Subsequent assessment/screening and all paperwork will be hand-delivered to the ELL Department within 14 days of the student’s enrollment. The ELL Department may request a shorter identification period at the beginning of the academic year and before the annual October 1st count.

**Determination of ESL Status**

Responses to the Home Language Survey section of the registration form indicating the use of a language other than English by the student or others living in the home may point to the possibility of PHLOTE status. Further clarification is determined through the use of the Expanded Home Language Survey (EHLS) which will be used by the ESL teacher or bilingual ELL Department Staff to help clarify the extent of the student’s English language acquisition and the use of a language other than English in the home. To be identified as PHLOTE, a student should speak a language other than English.

Using information from the Expanded Home Language Survey and Teacher Checklist (if needed), the ESL teacher will determine the need for language proficiency testing. ESL teachers may consult with the ELL Department staff for additional support in determining ESL placement, especially for students with complex circumstances. All decisions will be made on an individual student basis.

If a mainstream teacher believes a student may have been overlooked in the registration identification process, that teacher should consult with the ESL teacher and complete the Teacher Checklist. The Teacher Checklist may also be used to begin the ESL identification process.

Trained ESL teachers, ESL instructional assistants, Dual Immersion teachers and staff, and ELL Department staff are responsible in ensuring that English language proficiency is determined through appropriate screening protocol for all identified ESL students.

The process of identifying PHLOTE students who qualify for ESL program services must be completed by the school within 14 days after enrollment in District 51. The registration form,
ELL Identification Tracking form and appropriate body of evidence used to determine English proficiency is to be hand delivered to the ELL Department for both students who qualify for ESL program services and those who do not.

Assessment of Language Proficiency

If any response on the home language questionnaire indicates the use of a language other than English by the student or another person in the home, further investigation must be conducted to determine the student’s English language proficiency. The presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English. Guidebook on Designing, Delivering, and Evaluating Services for English Language Learners, Colorado Department of Education, February 2014, p. 18.

Assessment of English Language Proficiency (Confirmation of the EHLS)

Parental permission to test for English language proficiency is given when the parent/guardian signs the District 51 registration form.

A review of the body of evidence, which must include the EHLS and could include the Teacher Checklist and other pertinent information (assessment data, student work samples, observation and anecdotal notes, transcripts, etc.), will take place prior to any testing. The State-designated placement test will be administered to potential ESL students by D51 trained examiners. Students will be offered ESL program services based on State-determined cut scores unless a comprehensive body of evidence otherwise demonstrates English Language Proficiency. Additional language proficiency assessments, academic records, and other bodies of evidence may also be used to help determine eligibility for and initial placement in ESL program services.

It is the joint responsibility of the ELL Department staff, ESL building staff, mainstream teachers, other support staff (SpEd, RTI/MTSS, counselor), and the building administration to ensure that English language acquisition instruction is provided to qualifying students whom are designated by the placement test as English Language Learners. All ELLs in active, refusal, or monitor status are entitled to appropriate English language acquisition services.

Placement in the English as a Second Language (ESL) Program

Parents/Guardians will be notified by District 51 ELL Department staff through written communication of a student’s identification as an English Language Learner and placement in the ESL program. Parent notification must be communicated in a language that can be understood by them within the first 30 days of enrollment.
New-to-District ELLs

Students, who qualify as PHLOTÉ and whose English language proficiency score is Negligible English Proficient (NEP) or Limited English Proficient (LEP) on the State-designated placement test, will be offered instructional services through the English as a Second Language program, K-12.

ELLs Returning to District 51

Students returning to District 51 who were formerly identified as active ELLs will need to be reassessed for ESL program services if the student returns more than 180 calendar days after disenrollment from the district. They may be re-instated into ESL program services automatically if the term of disenrollment is less than 180 calendar days.

ELLs in the Content Area Classroom

In order to meet academic standards, students must be scheduled in content area classes with the understanding that they may not be able to comprehend all instruction. Content area instruction must be aligned with District 51 Academic Standards and accommodated to meet the language proficiency level of the ELL. Simply placing ELLs in mainstream classes does not provide them meaningful access to content. Mainstream teachers must accommodate individual student language levels within the course of study. Accommodating coursework does not mean diluting the content or placing the student in a lower grade for instruction. Grade-level content and assessment should not be modified, unless a need is identified by student’s IEP or 504. Grade-level content and assessment may be accommodated or scaffolded.

Record Keeping

An individual file will be kept at the ELL Department for each PHLOTÉ student who:
   a. qualifies as an ELL in the ESL Program;
   b. attends Dual Immersion Academy as an ELL
   c. was identified as PHLOTÉ, but does not qualify for the ESL program
   d. was exited from the ESL program

Individual files will be kept for all ELLs who are in active, monitor, refusal, exited, or inactive status. ELL District staff will be responsible for inputting into the District 51 database system the following information: the primary home language, language of correspondence, English language proficiency level, assessment scores, and other language information related to the student for the student information management system.
District 51 Assessment Office will be responsible for securing, distributing, and collecting testing materials, as well as maintaining all testing history, including the Annual State Language Proficiency Assessment results for all ELLs.

**Annual State Language Assessment**

The District 51 Assessment Office is responsible for distribution and collection of all Annual State Language Assessment materials, as well as compiling Student Language Proficiency Report data.

All Negligible English Proficient (NEP), Limited English Proficient (LEP), and Refusal students will be tested annually using the Annual State Language Proficiency Test, following the guidelines provided by the Colorado Department of Education.

The Annual State Language Student Proficiency Report will be located in the student’s ELL Department file.

**Criteria for Redesignation to Monitor Status**

Students meeting State-specified criteria will be redesignated to Monitor status for the following academic year. ELL Department staff is responsible for redesignation of student’s language levels in D51 student information database. Kindergarten-3rd grade ELLs will not move to Monitor status.

Parents will be notified of the student’s redesignation, and a copy of the notification will be housed in the student’s file at the ELL Department office.

ELLs not meeting the State-specified redesignation criteria may be considered for monitor status provided a sufficient body of evidence is presented demonstrating English language proficiency and successful academic progress. The ESL teacher may consult with the mainstream teacher/s, building administration, counselor, parent/guardian, student, and ELL Department representative to review all examination scores, academic history, and state and district assessments in order to make a recommendation for the student to move to Monitor status for the following academic year. The recommendation must include a documented body of evidence which follows District 51 parameters. The ELL Specialist will review the recommendation and give final approval.

**Two-Year Monitor Process**

After students have been re-classified to Monitor status, they will be progress monitored for two years for academic success. Although Monitor students no longer receive direct, on-going English language acquisition instruction, the Monitor student may receive supplemental
services, e.g., attendance in a co-taught content class, or before- or after-school tutoring from building staff. At any time during the process, a Monitor student may return to direct ESL support if substantiated through a body of evidence showing language acquisition specific needs.

Each building will be able to access a list of 1st-year and 2nd-year Monitor students through District 51’s student database system. Building ESL teachers should review this list at least monthly with grade level/content teachers to see that each student’s academic success is not impeded by second language acquisition issues.

Each semester, the ESL teacher will document communication and collaboration with the grade level/content teacher and the building administrator to review the student’s academic and linguistic progress on the ELL Achievement Review. Evidence of the updated ELL Achievement Review for each Monitor student will be made available to the ELL Department twice a year through the District 51’s student database, due during first and second semesters.

Re-entry may be considered for Monitor or Exited students provided a sufficient body of evidence is presented demonstrating second language acquisition issues and concerns. It is the responsibility of the ESL teacher to arrange a team meeting which includes the ESL teacher, the mainstream teacher/s, building administration, counselor, parent/guardian, student, and ELL Department representative to review all academic history and state and district assessments in order to make a recommendation for the student’s re-entry into the ESL program. The recommendation must include a documented body of evidence which follows District 51 parameters. All documentation and evidence gathered to re-identify a Monitor or Exited student back into ESL must be submitted to the District 51 ELL Department for record keeping purposes.

**Facilities**

Equitable ESL instructional facilities will be provided to all District 51 ELLs at identified ESL program sites. Evaluation of instructional space will be addressed by each building as ELL enrollment increases or decreases to meet the ELLs’ needs. District 51 Executive Directors, building administrators, Federal Programs Specialist, and the ELL Specialist will collaborate to provide equitable facilities for individual ESL program sites.

**Designing Effective Programs to Meet the Needs of ELLs**

*Title III (Sec. 3115(a)) of the Every Student Succeeds Act requires that local educational programs for early childhood, elementary, and secondary school programs based on methods and approaches that are scientifically-researched and proven to be the best in teaching the limited English proficient student. This section provides a detailed overview of the elements and components of effective LIEPs. P. 42*
ESL Program Overview

English Language Learners are enrolled at their neighborhood schools or schools within close proximity, and placed in general education classrooms, participating in the school’s curriculum throughout the day. Qualifying ELLs meet with the ESL teacher for direct second language acquisition instruction in the ESL classroom according to individualized schedules and/or may receive second language acquisition support in content/grade-level classrooms from ESL staff. ESL Unified Curriculum and instruction involves the teaching of the English language at appropriate developmental and proficiency levels and must be correlated to the Colorado English Language Proficiency Standards and District 51 ESL Standards. The ESL teacher is responsible for reporting student’s level of proficiency as demonstrated with the ESL Unified Curriculum and other quarterly/semester evidence. The ELLs’ individualized language proficiency and student growth is recorded on the quarterly/semester English Language Development Progress Report (ELDPR). In addition, the ESL teacher consults with mainstream teachers and other D51 staff to assist in the student’s second language acquisition.

Focus of the English as a Second Language Program

ELL Student Focus

1. All English Language Learners (ELLs) enrolled in English as a Second Language (ESL) instructional program will be guided in the acquisition of English through appropriate second language acquisition instructional techniques and methods. In addition, ELLs’ acquisition of English literacy will be enhanced through opportunities for social and academic interactions.

2. The ELLs will learn Basic Interpersonal Communication Skills (BICS) in order to provide the students with strategies for confident expression, success in coping with daily situations, and meaningful involvement in school activities.

3. ELLs will also be developing Cognitive Academic Language Proficiency (CALP), the knowledge of English that enables the students to have meaningful involvement in the school curriculum including the ability to gain, integrate, and use knowledge in order to participate productively in the school, community, and beyond.
English as a Second Language Program Models

English as a Second Language (ESL) Program Model

ESL services are provided at every building within District 51 based on identified student needs. ESL teachers and ESL instructional assistants may be reassigned to buildings based on English Language Learner enrollment throughout the academic year.

Limited English Proficient (LEP) students enrolled in the ESL program will receive a minimum of 45 minutes per full day or a total of 180 minutes per week of direct instruction and/or push in support in English language acquisition from the ESL staff. Negligible English Proficient (NEP) students enrolled in the ESL program will receive a minimum of 45 minutes per day up to a total of 90 minutes per day. Strategic scheduling includes a combination of direct instruction, co-teaching, push in, or other instructional support, such as targeted skill building, tutoring, etc., in collaboration with the ESL staff. Co-taught classes would be limited to core content or graduation requirements and must be preapproved by ELL Specialist and building administration prior to implementation. Weekly co-planning between the ESL teacher and Mainstream teacher is required for every co-taught class. A written plan of language instruction within the co-taught plan will be required. Any variance from the established time or program instructional requirements due to scheduling constraints must be documented and approved by the ELL Department and building administration.

The student’s academic and linguistic history will be used to determine if additional services are needed throughout the school day. ESL teachers and/or ESL department staff must be notified of ELLs who are being considered for or who are enrolled in intervention classes, GT, retention, and Special Education. ESL teachers and ESL department staff will analyze linguistic and/or cultural barriers to determine appropriate placement of ELLs in these services.

Each school building’s delivery model may vary somewhat since the design depends on individual student needs as identified by:

- Annual State Language Proficiency Assessment results and language levels
- number of ELLs identified
- grade levels of ELLs within the building
- building resources
- building’s master schedule
- ESL service availability

ESL schedules must be approved by the D51 ELL Department staff in collaboration with building administration. The priority of ESL staff is to provide language acquisition instructional time for ELLs.
It is recognized that the following characteristics are essential for effective delivery of services:

- Instruction and assessment based on District 51 ESL Standards, Colorado English Language Proficiency Standards (CELP), and in conjunction with the WIDA Framework
- Direct English language acquisition instruction by certified teachers endorsed in Linguistically Diverse Education or Bilingual/Bicultural Education
- Use of District 51 ESL Unified Curriculum, assessments, and reporting
- Direct involvement with District 51 ELL Department staff, building staff, and administration
- Support of the District 51 Unified Curriculum and Instruction, Colorado Academic Standards, benchmark assessments, and state standardized assessments
- Active parent/guardian involvement and communication
- Advocacy for equity, inclusion, value, and academic achievement for ELLs

Dual Immersion Program Overview

Dual Language Programing in District 51 is directly under the guidance and requirements of the District 51 ESL Program umbrella.

Dual Immersion Academy (Elementary):

All ELL students enrolled in the bilingual instructional program will be guided in the acquisition of English through appropriate second language acquisition instructional techniques and methods. Students are instructed throughout the day in flexible groupings and two different language environments (English and Spanish), using a two-way or dual immersion approach. This pedagogy allows students to develop skills in their native language while acquiring a second language through grade level content. Admission to Dual Immersion Academy will be determined by the school’s admission procedures.

Bookcliff Middle School – Dual Immersion Strand:

All ELL students enrolled in the bilingual instructional program will be guided in the acquisition of English through second language acquisition programming provided by ESL staff or an English Language Arts teacher endorsed in culturally and linguistically diverse or bilingual-bicultural education. Students also are instructed throughout the day in flexible groupings and two different language environments (English and Spanish), using a two-way or dual immersion approach. This pedagogy allows students to develop skills in their native language and meeting State guidelines for ESL programming, while acquiring a second language through grade level content. Admission to Dual Immersion Strand will be determined by the school’s admission procedures as outlined below:

Admission Criteria: DIA at Bookcliff Middle School Grades 6-8

1. Number of students enrolled in each language:
Dual Immersion pedagogy implies that there should be a 50% balance between the number of English dominant students and Spanish dominant students. Recruitment numbers will depend on how many students will be needed to maintain the balance between the two groups. There will be a maximum of 20 students in each language class. For example, if there are 18 students in the English classroom already enrolled through DIA and there are 9 Spanish dominant students, enrollment openings will be 2 English dominant students and 11 Spanish dominant students.

2. Student applications:
Students wanting to enroll in the DIA program will be reviewed on an individual case basis. The following criteria will be used to analyze each applicant. Interviews with DIA staff, parents, and possible students will also be taken into consideration for acceptance.

3. Suggested requirements for Spanish dominant students:
   a. Speak Spanish fluently (testing can be done with OLAI, if necessary)
   b. Literacy skill in first language (Spanish), show evidence of “language loss”, but should be at grade level in English literacy (could be tested with DRA)
   c. Student will be interviewed with parents to inquire about motivation and goals for enrolling in the DIA program
   d. 5th grade teacher recommendations
   e. Standardized Assessment scores (CMAS/PARCC, NWEA, etc.) can be used to determine students’ enrollment
   f. Students/Parents will know the challenge of acquiring a language through content (example: literacy, math, science, writing, social studies). This information will be given during the interview.
   g. Spanish dominant students who are newcomers from a foreign country can be admitted at any time. They should be at grade level in Spanish, but will not need to meet the requirement for literacy proficiency in English.

4. Suggested requirements for English dominant students:
   a. Student must be at or above grade level in literacy (could be tested with DRA)
   b. Standardized Assessment scores (CMAS/PARCC, NWEA, etc.) can be used to determine students’ enrollment
   c. Spanish fluency is not a requirement, but is greatly beneficial (OLAI testing)
   d. During parent/student interview, we will inquire about motivation, goals, and the need for students and parents to understand the challenge of acquiring a language through content (example: literacy, math, science, writing, social studies).

5. If a student withdraws from the DIA program they will NOT be permitted to re-enroll. Students need to show constant progress and high motivation. In the case that a student cannot or will not meet the expectations of the program, the student will be
recommended to look for other programs that may meet their needs academically and socially.

6. Other cases:
DIA staff wants to provide equal opportunities for all students to receive a bilingual education, but we realize that not all students will benefit or succeed in a Dual Language program because of the challenges in acquiring a second language. Therefore, we hope to make the selection process beneficial for students who will demonstrate the best opportunities to be successful.

ESL Support for Preschool Programs

District 51 does not identify ELLs in preschool program classrooms nor provide direct ESL services. Preschool program teachers are encouraged to contact an ESL teacher or the ELL Department for insight and suggestions regarding instruction for preschool children and English language acquisition. The ELL Department will support the preschool programs by providing first and second language proficiency testing when requested by District 51 special education staff. The Pre-K student will be screened for ESL program services upon entering kindergarten using District 51’s process for identification of PHLOTE students and ELL status.

Curriculum Materials for the ESL Program

All ESL teachers are required to follow the District 51 ESL Unified Curriculum and Standards. Materials purchased for and utilized in ESL program instruction must be determined to meet the criteria for an aligned ESL Unified Curriculum that supports effective English language acquisition, the Colorado English Language Proficiency Standards (CELP), District 51’s Unified Curriculum, Instruction and Assessment (UCIA), and the District 51 Academic Standards.

Program materials purchased with ELL Department funding will be approved by the ELL Department. The ELL Specialist will assist ESL teachers in the selection and coordination of purchasing materials. The ELL Specialist must approve the final purchase orders. Materials for the ESL classroom which are obtained through other funding sources should be considered in consultation with an ELL Specialist and/or Federal Programs Specialist.

Staffing

All efforts will be made to fill open positions at ESL program sites with teachers holding a Colorado teacher license with an added endorsement such as Culturally and Linguistically Diverse Education or Bilingual/Bicultural Education.
ESL teachers and ESL instructional assistants will be assigned to schools by the ELL Specialist based on the needs presented by ELL enrollment numbers and language proficiency levels. At no time should ESL teachers or ESL instructional assistants be considered permanently assigned to a building. Assignments are subject to needs-based change during the academic year. Protocols for re-assignment of teachers will follow MVEA negotiated agreement - Transfer Policy and strategic staffing protocols.

**English/Spanish Proficiency for Highly Qualified Staff**

In compliance with Every Student Succeeds Act (ESSA) and Elementary Secondary Education Act (ESEA) reauthorization, School District 51 will require and ensure that ESL and Dual Immersion teachers are proficient in English, as required by Title 3 federal guidelines and law. Teachers, at minimum, will hold a Colorado teaching license, according to CDE guidelines. In addition, teachers who teach in the Dual Immersion Academy (DIA) Spanish-dominant strand will demonstrate written and oral proficiency in the Spanish language by passing a language proficiency assessment provided by the Colorado Department of Education, i.e., Spanish Praxis, within one year of hire.

**Certified Staff in Second Language Acquisition**

ESL program teachers and Dual Immersion teachers will have an added endorsement to their Colorado teacher’s license such as Culturally and Linguistically Diverse Education (CLDE) or Bilingual/Bicultural Education (BE).

In the event that a teacher holding a Colorado license with an appropriate endorsement is not selected, preference in hiring will be given in the following order. The teacher:

- Is currently working toward an appropriate endorsement
- Has formal course work and experience in working with ELL students and will begin working toward an appropriate endorsement
- Has only formal course work or experience in working with ELL students and will begin working toward an appropriate endorsement

Based on the criteria above, from the initial date of hire, teachers who do not have an appropriate endorsement on their Colorado teacher license will have three years to complete the endorsement requirements. Teachers who are not actively working toward the appropriate endorsement may be reassigned per Board Policy and the Mesa Valley Education Association (MVEA) agreement for involuntary transfer.

**Classified Staff**

ESL Program instructional assistants will be under the direct supervision of the ESL teacher or a certified mainstream teacher. Instructional assistants will work with English Language Learners
to support the students’ English language acquisition and achievement in academic content areas; **they are not responsible for direct instruction**. Instructional assistants will be scheduled in classroom environments which will maximize academic language acquisition for second language learners. Instructional assistants will demonstrate English language proficiency and will be required to participate in District level on-going professional learning targeting English Language Learners.

**Components of an Effective Language Instruction Educational Program (LIEP)**

**Vision, Mission and Goals**

**Vision of District 51 ELL Department**
Engage, equip, and empower English language learners by promoting value, equity, language acquisition, and academic achievement.

**Mission of District 51 ELL Department**
To provide English Language Learners with access to rigorous academic standards and quality instruction in order to become fluent in English, while incorporating students’ language and culture in preparation for success in a global society.

**Goals of the English as a Second Language Program**
By building collaborative relationships and targeted professional learning between D51 stakeholders, our goal is to increase student achievement of academic standards through the strategic use of the Colorado English Language Proficiency Standards (CELP). Through careful design of the District 51 ESL Unified Curriculum with on-going assessment and reporting of language acquisition, our goal is to create a timely progression of second language acquisition for successful transition into all mainstream content classrooms.

In addition to in-school services, building sites may also provide the following services:
- Before or after school tutoring
- Extended Learning
- Family nights focused on instructional practices (Food for Thought, One Book, One School)
- Transition meetings
- Parent presentations
- Summer Reading Program
Colorado READ Act

The Colorado Reading to Ensure Academic Development Act (Colorado READ Act) was passed by the Colorado Legislature during the 2012 legislative session. The READ Act repeals the Colorado Basic Literacy Act (CBLA) as of July 1, 2013, keeping many of the elements of CBLA such as a focus on K-3 literacy, assessment, and individual plans for students reading below grade level. The READ Act differs from CBLA by focusing on students identified with a significant need in reading, delineating requirements for parent communication, and providing funding to support intervention.

In District 51, the READ Plan is separate from the English Language Development Plan (ELDP). The READ Plan includes goals for reading intervention instruction that will be provided by an interventionist, not the ESL Teacher. The ELDP focuses on language development content.

WIDA ACCESS for ELLs

WIDA ACCESS for ELLs is a uniform English language assessment test which generates language proficiency data for ELLs. The assessment identifies the English Language Proficiency (ELP) levels 1 through 6 with respect to the WIDA ELP and Colorado English Language Proficiency Standards.

English Language Development Progress Report (ELDPR)

Students currently enrolled in the program will have a quarterly/semester English Language Development Progress Report (ELDPR), maintained by the ESL teacher and shared with parents, mainstream teachers, and other stakeholders, as needed. The ELDPR will be completed each quarter or semester and reviewed by the ESL teacher and parents two times per academic year (Fall and Spring conferences).

The completed ELDPR will serve as a record of student progress within the WIDA language levels. The ELDPR will be housed as an attachment to the D51 Report card. ESL teachers and parents will sign the ELDPR twice in an academic year (Fall/Spring), and building principals will sign once in the spring. A hard copy of the ELDPR will be filed in the student’s Cumulative File and uploaded to the District data management system at the end of the year or at the end of enrollment.

ELL Achievement Review

A review of academic progress will be conducted for each Monitor student during the fall and spring semesters. The ESL teacher at the building will initiate the ELL Achievement Review.
which acts as documentation of monitoring and collaboration within a school-based team. Students not making academic progress for reasons directly related to second language acquisition issues may be considered for re-entry into direct ESL services. Re-entry decisions will be a collaboration between the ESL teacher, mainstream teacher(s), building administration, counselor, parent/guardian, and ELL department representative.

Grading /Reporting

ELLs must be afforded the opportunity to express and demonstrate knowledge or mastery of concepts based on their English language proficiency level rather than judged or assessed in comparison to their age-level peers who are native speakers of English. Appropriate accommodations should be utilized to allow ELLs access to and demonstration of grade-level content. Each individual should be evaluated and assigned grades based upon mastery of content, taking into consideration their ability to access curriculum and multiple ways to demonstrate proficiency.

Faculty Focus: Coordination and Collaboration

1. The ESL teacher provides English language instruction, through the use of the District 51 ESL Standards, District 51 ESL Unified Curriculum and Colorado English Language Proficiency (CELP)/World-class Instruction, Design, and Assessment (WIDA) Framework to the ELL, and administers the Colorado language proficiency assessments.
2. The ESL teacher will provide required D51 ELL Department documentation, which includes but is not limited to:
   - Achievement Reviews
   - Alternative Plan
   - Transition Form
   - Quarter/Semester Progress Reports
   - Redesignation Body of Evidence
   - Placement Screener, Expanded Home Language Survey, Teacher Checklist, Identification Tracking Form
3. The ESL teacher will serve as a resource by helping mainstream teachers and other instructional staff accommodate for a variety of language levels within the general education classroom.
4. The ESL teacher will serve as a school liaison between the ELLs’ family and the school community.
5. The grade-level English-dominant teacher in the Dual Immersion Program will provide English language instruction to the ELLs and collaborate with the grade-level Spanish-dominant teacher. All DIA and DIA/BMS staff members will work closely with the ELLs’ family and school community.
6. District 51’s ESL program will support ELLs in learning English and acclimating to the school system as quickly as possible so that they can actively participate in the total school environment.

7. ELLs must have equal access, and should be encouraged to participate, in all aspects of the academic and extracurricular opportunities available in District 51.

8. Recognizing that English is the language of instruction in District 51 classrooms and the focus of language development for ELLs; these students may use their native languages in public and private. ELLs **may not be prohibited** from meaningfully accessing the curriculum due to not having yet acquired full English proficiency. (Supported by Lau v. Nichols, 1974, and the TESOL Position Statement on Language Rights, 2000.)

9. Whenever there is discussion regarding a significant change in the educational program for an ELL, the ESL teacher and a representative from the ELL Department must be an active part of the decision-making process (e.g., modification of or return to ESL services, referral to RtI/MTSS, GT services, Special Education staffing and reviews, retention). Required documentation must be submitted to the ELL Department for review before implementing the student’s new program.

**Professional Development**

In order to ensure that best practices are in place regarding English Language Learners, and that District 51’s curriculum is made accessible to ELLs, there is a need for on-going development and professional learning for all staff. In the field of second language acquisition, the ELL Department, and the Office of Professional Learning will provide opportunities for staff development and professional learning each academic year to all staff. The ELL Specialist and the Office of Professional Learning will also support all District 51 teachers with language and cultural training and support for English language learners in mainstream classrooms. ESL teachers and ESL instructional assistants will be required to attend training and Learning Communities (LCs) offered through the ELL Department to facilitate their instruction of second language acquisition and support of English language learners.

The ELL Guide is available on-line to all District 51 staff as well as at each building site. Training on these procedures and guidelines will be available as needed through the ELL Department. ESL Professional development will be determined using survey data and program evaluation from the previous year.

**Multi-Tier System of Supports (MTSS), Special Education Needs, Gifted and Talented**

**Referral of ELL Students for Intervention Services**

**MTSS/Response to Intervention Team (RtI)**

When concerns arise regarding the academic progress of ELLs, referral to the MTSS/RtI team may be appropriate.
• Within each school, an infrastructure shall exist that enables all children to have timely and equitable access to supplemental interventions. This may be delivered through the assignment of standard school-based interventions or through the MTSS/RtI process.
• The MTSS/RtI team should consider the student’s language(s) and cultural background when meeting to determine appropriate interventions, with support from the family.
• In order to close the achievement gap, interventions chosen for ELLs are outcome-based, rigorous, and supplement grade level curricula regardless of the student’s native language development, literacy attainment, and overall academic abilities.

The ESL teacher shall be included and will be responsible for providing input for MTSS/RtI meetings involving current ELLs. ELLs should not be referred for academic interventions based solely on limited English language acquisition; rather considerations of data collected through the problem-solving process should be compared to other ELLs with similar background, age, and amount of exposure to English acquisition. Language acquisition must be considered a part of progress monitoring. (“Response to Intervention: A Practitioner’s Guide to Implementation,” CDE, 2008. p. 39). If interventions are not successful, a referral to Special Education may be made following District 51’s SPED guidelines.

Additional information and guidelines regarding dual-identified ELLs are also available from the Office of Special Education at the Colorado Department of Education at: http://www.cde.state.co.us/cdesped/cld.asp

Culturally and Linguistically Diverse (CLD) Consultation

Upon consideration of a referral to Special Education, language acquisition and cultural influence will be reviewed by the building Special Education staff (the School Psychologist, the Speech Language Pathologist and the Special Education Teacher) prior to accepting and moving forward in the referral process. The MTSS/RtI process must be followed and supported by the Body of Evidence form to refer a CLD/ELL student to Special Education. The ELL teacher and ELL Specialist must be consulted with to verify that second language or culture is not impeding the academic progress of the student. Procedures and guidelines for the identification of Culturally and Linguistically Diverse (CLD) students for Special Education services must be followed.

Qualified staff will administer appropriate evaluations/assessments. Translation of Special Education assessments will occur with the assistance of the Special Education Department.

Dual-Identified ELLs

Students eligible for both ESL program services and Special Education services will have the opportunity to participate in both programs. The ESL teacher, in conjunction with the ELL Department, will review dual-identified students’ data annually to determine appropriate
program services and program status within ESL. Documentation of both Special Education and ESL program services will be included in the student’s Individualized Education Plan (IEP). Special Education will be responsible for notifying both the building’s ESL teacher and the ELL Department of IEP meetings that involve ESL/Culturally and Linguistically Diverse students with a copy of the Notice of Meeting form. The role of the ELL Department Staff member attending the IEP meeting will be to act as a person knowledgeable about second language acquisition. Translation for the parents’ benefit will be the responsibility of the Special Education Department.

Other Educational Pathway Services

All students should be considered for placement in the Gifted and Talented Education Program (GT), Advanced Placement (AP) classes, and the International Baccalaureate (IB) program. English Language Learners may not be denied access to these program services on the basis of limited English proficiency. ELLs qualifying for such programs may continue to receive ESL program services. Whenever there is discussion regarding a significant change in the educational program for an ELL, the ESL teacher or a representative from the ELL Department must be an active part of the decision-making process (e.g., placement in GT, AP, or IB programs). Required documentation regarding the recommended changes must be submitted to the ELL Department for review before implementing the student’s new program.

Grade Retention

Retention of ELLs shall not be based upon level of English language proficiency (Section I, Part G. Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Retention will be a collaborative decision by a team consisting of the ESL teacher, mainstream teacher(s), building administration, counselor, parent/guardian, student, and ELL department representative, based on a comprehensive body of evidence. All retention decisions must follow the Retention Communication Timeline.

Evaluating and Managing Programs for ELLs

ESL Program Evaluation

Mesa County Valley School District 51 under the guidance of the ELL Specialist will annually evaluate the overall success of the ESL program. Upon completion of the evaluation, identification of changes needed and/or program modifications will be recommended and implemented within one academic year.
Annual State Language Proficiency Assessment

All Colorado students qualifying for ESL services (NEP, LEP, and Refusal students) are required to attempt the Annual State Language Proficiency Assessment. The administration of the Annual State Language Proficiency Assessment is outlined in the administration manual available through the Colorado Department of Education. The Office of Professional Learning will oversee the required yearly training of examiners. District 51 Assessment Office will oversee the administration of the yearly assessment, providing schools and the ELL Department with testing results.

Each year, Annual State Language Proficiency Assessment results from each building will be reviewed. In addition, three-year Annual State Language Proficiency Assessment district-wide growth averages, grade-level growth averages, and individual school growth averages will be analyzed, as well as annual achievement results. A summary report will be completed based upon the Annual State Language Proficiency Assessment data. ESL program needs and modifications for the following academic year(s) will be identified and addressed at both the building and district level.

Annual State Language Proficiency Assessment data will be used in conjunction with the CMAS/PARCC assessment results and other data to determine English language proficiency levels for D51 ELL students and ESL status (NEP, LEP, Monitor, Refusal, and Exit).

Colorado State Academic Assessments

All Colorado students are required to attempt the State assessments annually, exempting NEP students cumulatively residing for less than one academic year in the US education system. Specific accommodations for the administration of the assessments to ELLs are outlined in the annual Administration Manual, available through the Colorado Department of Education. All individual schools are responsible for completing accommodation paper work according to State guidelines. The District 51 Assessment Office will oversee the administration of the yearly assessments, providing schools and the ELL Department with testing results.

Retention and Drop-out Rates

In order to determine if ELLs are being retained or are dropping out of school at rates similar to their Non-ESL peers, the ELL Specialist will request retention and drop-out information for all current and former ELLs (active and inactive) in order to compare the data and include in the annual program evaluation, as well as to inform and collaborate with district and/or building leadership.
ELLs may not be retained in a grade on the basis of English language proficiency. Such retention is considered to be discriminatory since in effect, the ELL is being retained for not having adequate prior exposure to English (U.S. Dept. of Education, Office for Civil Rights).

Program Improvement

ESL programs at individual schools not meeting the expected implementation of District 51 program expectations and results will receive additional support. Additional support may include, but is not limited to the following: program format (scheduling), identification of ELLs (language level), viable ESL curriculum implementation, additional professional learning and support for the ESL teacher, other instructional staff, and building administration. If program support efforts do not result in improvement, the ESL teacher may be reassigned within the District.

Parental Involvement

Under Title III, districts must implement effective outreach to parents of ELLs. This outreach must inform parents how they can become involved in their children’s education and be active participants in helping them learn English and achieve academically. Outreach shall include sending notices of opportunities on how to be involved in their child’s education and holding and regularly scheduled meetings with parents of ELLs to formulate and respond to their recommendations. (CDE’s Guidebook on Designing, Delivering and Evaluating Services for ELLs, p.114)

Communications

Mesa County Valley School District 51 will make every effort to provide parents of English Language Learners with information in the language that is understood by the parent. Parents of newly-identified ELLs will receive a parental notification letter regarding their child’s placement into the District 51 ESL program. Individual schools and building ESL teachers will also be responsible for communicating State language acquisition test results and individual student English language development through progress reports or achievement reviews.

District 51 Translation Services

District 51 Translation Department provides written translation for board policy documents, district-wide forms, and the district’s student handbook. These documents may be found at the Communications Office webpage. District 51 may also, in some circumstances, provide other interpretation/translation services, such as for the RtI/MTSS process. District 51 Equity and Migrant Education Office is responsible for written or verbal translations. For more information
regarding District translation services, contact the District 51 Equity and Migrant Education Office.

The district may provide Spanish oral interpretation of school-based letters and newsletters. In order for the translation department staff to be able to provide oral translation for non-English speaking parents, the school must:

1. Include instructions for parents to call the Translation Department for oral translation of the letter or newsletter (D51 Translation Sticker)
2. Send the letter or newsletter to the ELL Department through interoffice mail or e-mail attachment, which must include the following: name of school, name of teacher, grade(s), date of communication, and a notation of the paper color of the original document sent to parents.

Special Education Interpretation/Translation Services

The Special Education Department provides interpretation/translation services for Special Education interviews, meetings, and documents. To ensure appropriate translation services for these purposes, contact the Special Education Department for information regarding translation requirements and to arrange for these services.

Parental Refusal of ESL Program Services

Parents will be notified of the assessment results of their child’s language proficiency and placement in the ESL program. If at any time a parent refuses the student’s ESL services, an ESL teacher/parent meeting will occur to discuss the following:

- reasons for the refusal of services
- explanation of the refusal process
- ESL assessment requirements
- parents’ right to rescind the refusal at any time
- discussion of other ESL service options (Alternative Plan, etc.)

To ensure that parents have a complete understanding of the ESL program and their rights, District 51 ELL staff or D51 designated translators should translate for the refusal of services meeting. Progress monitoring is required for refusal students and will be conducted by the ESL teacher using the ELDPR. An Alternative Plan will be created between the ESL teacher and the grade level/ELA content teacher for each refusal student. The grade level/ELA content teacher will address the English language acquisition needs of the refusal student under the guidance of the ESL teacher.
If at any time during the academic year an ESL Refusal student is determined to be at risk of failure due to limited English proficiency, school-based collaboration will include the ESL teacher. The ESL teacher may assist by contacting the parent to request that the student receive direct ESL instruction. Parents, who have gone through the refusal process, may rescind their refusal at any time.

Refusal students will be tested annually with the State-designated language proficiency assessment. Monitor status will be attained when the refusal student has met the State-specified redesignation criteria. A redesignation form will be completed on behalf of the student, and the parents will be notified in writing of the student’s change of status through the Notification of Change to Monitor Status document. Refusal students not meeting the State-specified redesignation criteria may also be considered for monitor status provided a sufficient body of evidence demonstrating English language proficiency and successful academic progress is presented.

From Compliance to Commitment: Understanding English Language Learners

District 51, through professional development and the use of multidisciplinary (school and district) teams, will engage in a systems-improvement process centered on data-informed decision making, team leadership, and coaching to develop and implement a variety of action plans for ELL success. Through shared responsibility, mainstream teachers, counselors, ESL teachers, and school administration, the team will collaboratively structure educational programming to best meet ELL needs on individual school sites.

Socio-cultural factors such as socioeconomic and immigration status, family support and expectations, social challenges and sense of self need to be taken into consideration when putting ELL programming in place. Prior schooling factors such as previous academic achievement, educational continuity, language proficiency and access to core curriculum should also be considered. The more information a school has, the better able they will be to help students become successful.

Programmatic Considerations

Enrollment and Scheduling

An ESL Teacher must be notified immediately of a new student (ELL/potential ELL) registration based upon the Registration Form (Home Language Survey questions 1-6).

To meet graduation requirements, ESL students MUST have a complete schedule upon enrollment into D51 high schools with appropriate academic classes for graduation.

- The same classes may be combined so a student may receive partial credit if enrolling after a scheduled grading period has begun.
An academic class which has had content covered prior to a student’s enrollment, could be completed through an on-line course/independent study for full credit.

An academic class such as Math 1, Biology, and Global Studies could be scheduled as “audit” classes for the student to acquire Academic Language of the content. Audit classes can be combined for elective or independent study credit when possible.

For example: 2 PE classes would equal a ½ credit, 2 ESL classes would equal a ½ credit, or 2 Art classes would equal a ½ credit. Other combinations may be possible depending upon the school’s master schedule.

- ESL Teacher must be part of the creation of student programming/schedules.

Disenrollment

ESL Teacher must be consulted prior to an ELL being disenrolled from school. Student circumstances should be considered on an individual basis. Disenrollment needs to be a team-based decision (Student, Parent, Translator, ESL Teacher, Counselor, and Administrator). The ESL District Office shall be notified upon an ELL disenrollment.

Transcript Coding

ESL Team recommendations:

*When ELL student goals are to become fluent in English, they need to have as many ELA classes as possible to attain grade-level proficiency, and college / career readiness.

*All coding is dependent on the number and type of credits and skills a student has compiled via their home country’s transcript.

**The last year of “secundaria” classes may be used as high school credits if the student is coming from Mexico. Other transcripts from other countries may need to be evaluated independently. All “preparatoria” classes must be considered as high school credits.

***Grade placement is dependent upon transcripts, age, skills, and goals. Grade placement tends to be one grade lower than standard age/grade placement. Grade placement needs to be a collaborative decision involving the student, parent, ESL teacher, counselor and school administration.

Students may have a 2 to 5 year range for high school completion, dependent on each individual student’s needs and wants:
Grade 9  
HS completion range: 4 to 5 years  
Age range 14 to 16

Grade 10  
HS completion range: 3 to 5 years  
Age range 15 to 16

Grade 11  
HS completion range: 2 to 4 years  
Age range 17+

Grade 12  
HS completion range: 2 to 3 years  
Age range 18+

It may take ELLs 6 years to complete graduation requirements in some circumstances.

**Grade Conversion (numbers to letter grades)**

10 points = A

9 points = A

8 points = B  
SEE CDE APPENDIX W: MEXICAN TRANSCRIPT

7 points = C  
for additional information

6 points = D

5.9 points and below = F

**Credits**

**Math:** One to One; if college bound in the US, math every year

**Science:** One to one; if college bound in the US, science every year

**Social Studies:**

SS Elective: from previous country’s transcript  
US History and American Government: District 51 classes  
Global Studies: from previous country’s transcript or D51 class

**English Language Arts:**

ELA 9: District 51 class  
ELA 10: District 51 class  
ELA 11: Recommended District 51 class; may be a native language class from the student’s home country in rare circumstances  
ELA 12: Recommended District 51 class; may be a native language class from the student’s home country according to ELL language and post secondary goals.
Exploratory

Physical Education: One to One

Personal Fitness: One to One if title or description of previous country’s transcript states “Health, Nutrition, or Life Skills”

Computer Science: One to One if title or description of previous country’s transcript states “Technology”

Financial Literacy: One to One if title or description of previous country’s transcript states “Economics, Business Math, Life Management, Accounting, or Personal Finance”

Art: One to One

Foreign Language: English learned in a foreign country should be coded as a foreign language/elective. Classes taken in a native language in a foreign country, should also be coded as a foreign language/elective. Counselors should suggest for college-bound students to take a CLEP test at the college level for college credit.

*If the student has earned all credit requirements within a certain content, they may choose to take a beginning class within that content for acquisition of academic language.

Seal of Biliteracy (where?)
Potential ESL High School Course offerings for 2016-17

1. **Course Title:** ESL 1  
   **Course Number:** 31966  
   **Course Description:** ESL students will receive additional time, assistance and instruction by the ESL Teacher to complete Level 1 or Entering level language acquisition curriculum. The ESL Teacher will use the ESL Standards and follow the UCIA ESL curriculum for this course as established.  
   **Department:** English as a Second Language  
   **District 51 ESL Academic Standards Addressed:**  
   1. Linguistic Complexity / Discourse  
   2. Language Forms and Conventions / Sentence  
   3. Vocabulary Usage / Word-Phrase  
   **21st Century Academic Standards / College and Career Readiness Addressed:** Embedded throughout the ESL UCIA curriculum for this language level  
   **Performance Indicators:** WIDA Performance Definitions learning progression and Embedded throughout the ESL UCIA curriculum for this language level  
   **Assessments:** Embedded throughout the ESL UCIA curriculum for this language level / rubrics  
   **Instructional Resources:** No additional resources are required

2. **Course Title:** ESL 2  
   **Course Number:** 31967  
   **Course Description:** ESL students will receive additional time, assistance and instruction by the ESL Teacher to complete Level 2 or Beginning level language acquisition curriculum. The ESL Teacher will use the ESL standards and follow the UCIA ESL curriculum for this course as established.  
   **Department:** English as a Second Language  
   **District 51 ESL Academic Standards Addressed:**  
   1. Linguistic Complexity / Discourse  
   2. Language Forms and Conventions / Sentence  
   3. Vocabulary Usage / Word-Phrase
1. **Course Title:** ESL 3

**Course Number:** 31968

**Course Description:** ESL students will receive additional time, assistance and instruction by the ESL Teacher to complete Level 3 or Developing level language acquisition curriculum. The ESL Teacher will use the ESL standards and follow the UCIA ESL curriculum for this course as established.

**Department:** English as a Second Language

**District 51 ESL Academic Standards Addressed:**

1. Linguistic Complexity / Discourse
2. Language Forms and Conventions / Sentence
3. Vocabulary Usage / Word-Phrase

2. **Course Title:** ESL 4

**Course Number:** 31969

**Course Description:** ESL students will receive additional time, assistance and instruction by the ESL Teacher to complete Level 4 or Expanding level language acquisition curriculum. The ESL Teacher will use the ESL standards and follow the UCIA ESL curriculum for this course as established.

**Department:** English as a Second Language
District 51 ESL Academic Standards Addressed:

1. Linguistic Complexity / Discourse
2. Language Forms and Conventions / Sentence
3. Vocabulary Usage / Word-Phrase

21st Century Academic Standards / College and Career Readiness Addressed: Embedded throughout the ESL UCIA curriculum for this language level

Performance Indicators: WIDA Performance Definitions’ learning progression and Embedded throughout the ESL UCIA curriculum for this language level

Assessments: Embedded throughout the ESL UCIA curriculum for this language level/rubrics

Instructional Resources: No additional resources are required

5. Course Title: ESL Intervention
Course Number: 31965
Course Description: ESL students will receive additional time, assistance and instruction to address deficiencies in the ESL standards and the domain of language acquisition as identified by WIDA ACCESS or a data body of evidence. The ESL Teacher will provide instruction to ESL students who meet specific intervention criteria.
Department: English as a Second Language
District 51 ESL Academic Standards Addressed:

1. Linguistic Complexity / Discourse
2. Language Forms and Conventions / Sentence
3. Vocabulary Usage / Word-Phrase

21st Century Academic Standards / College and Career Readiness Addressed: Will be embedded throughout the instruction of this domain

Performance Indicators: WIDA Performance Definitions’ learning progression
Assessments: Pre and post assessments for the specific domain with language rubrics
Instructional Resources: No textbook required at this time; instructional materials will be compiled during the instruction of the course by the ESL Teacher/District Department

6. Course Title: ESL Intervention (Reading)
Course Number: 31961

Course Description: ESL students will receive additional time, assistance and instruction to address deficiencies in the ESL standards and the domain of language acquisition as identified by WIDA ACCESS or a data body of evidence. The ESL Teacher will provide instruction to ESL students who meet specific intervention criteria.

Department: English as a Second Language

District 51 ESL Academic Standards Addressed:

1. Linguistic Complexity / Discourse
2. Language Forms and Conventions / Sentence
3. Vocabulary Usage / Word-Phrase

21st Century Academic Standards / College and Career Readiness Addressed: Will be embedded throughout the instruction of this domain

Performance Indicators: WIDA Performance Definitions’ learning progression

Assessments: Pre and post assessments for the specific domain with language rubrics

Instructional Resources: No textbook required at this time; instructional materials will be compiled during the instruction of the course by the ESL Teacher/District Department

7. Course Title: ESL Intervention (Writing)

Course Number: 31962

Course Description: ESL students will receive additional time, assistance and instruction to address deficiencies in the ESL Standards and the domain of language acquisition as identified by WIDA ACCESS or a data body of evidence. The ESL Teacher will provide instruction to ESL students who meet specific intervention criteria.

Department: English as a Second Language

District 51 ESL Academic Standards Addressed:

1. Linguistic Complexity / Discourse
2. Language Forms and Conventions / Sentence
3. Vocabulary Usage / Word-Phrase

21st Century Academic Standards / College and Career Readiness Addressed: Will be embedded throughout the instruction of this domain
Performance Indicators: WIDA Performance Definitions’ learning progression

Assessments: Pre and post assessments for the specific domain with language rubrics

Instructional Resources: No textbook required at this time; instructional materials will be compiled during the instruction of the course by the ESL Teacher/District Department

8. **Course Title:** ESL Intervention (Listening)

**Course Number:** 31963

**Course Description:** ESL students will receive additional time, assistance and instruction to address deficiencies in the ESL Standards and the domain of language acquisition as identified by WIDA ACCESS or a data body of evidence. The ESL Teacher will provide instruction to ESL students who meet specific intervention criteria.

**Department:** English as a Second Language

**District 51 ESL Academic Standards Addressed:**

1. Linguistic Complexity / Discourse
2. Language Forms and Conventions / Sentence
3. Vocabulary Usage / Word-Phrase

**21st Century Academic Standards / College and Career Readiness Addressed:** Will be embedded throughout the instruction of this domain

Performance Indicators: WIDA Performance Definitions’ learning progression

Assessments: Pre and post assessments for the specific domain with language rubrics

Instructional Resources: No textbook required at this time; instructional materials will be compiled during the instruction of the course by the ESL Teacher/District Department

4. **Course Title:** ESL Intervention (Speaking)

**Course Number:** 31964

**Course Description:** ESL students will receive additional time, assistance and instruction to address deficiencies in the ESL Standards and the domain of language acquisition as identified by WIDA ACCESS or a data body of evidence. The ESL Teacher will provide instruction to ESL students who meet specific intervention criteria.

**Department:** English as a Second Language
District 51 ESL Academic Standards Addressed:

1. Linguistic Complexity / Discourse
2. Language Forms and Conventions / Sentence
3. Vocabulary Usage / Word-Phrase

21st Century Academic Standards / College and Career Readiness Addressed: Will be embedded throughout the instruction of this domain

Performance Indicators: WIDA Performance Definitions’ learning progression

Assessments: Pre and post assessments for the specific domain with language rubrics

Instructional Resources: No textbook required at this time; instructional materials will be compiled during the instruction of the course by the ESL Teacher/District Department

4. **Course Title:** ESL Language Lab 9

Course Number: 31970

Course Description: ESL students will receive additional time, assistance and instruction by the ESL Teacher to complete ELA 9 course work. The ESL Teacher will provide supplemental instruction to ESL students who are currently enrolled in an ELA 9 class including the usage of ESL Standards within the content.

Department: English as a Second Language

District 51 ESL Academic Standards Addressed:

1. Linguistic Complexity / Discourse
2. Language Forms and Conventions / Sentence
3. Vocabulary Usage / Word-Phrase

21st Century Academic Standards / College and Career Readiness Addressed: Will be embedded throughout the instruction of this domain

Performance Indicators: WIDA Performance Definitions’ learning progression

Assessments: Embedded throughout the UCIA curriculum for this grade level

Instructional Resources: Current ELA 9 materials already adopted by D51

4. **Course Title:** ESL Language Lab 10

Course Number: 31971
Course Description: ESL students will receive additional time, assistance and instruction by the ESL Teacher to complete ELA 10 course work. The ESL Teacher will provide supplemental instruction to ESL students who are currently enrolled in an ELA 10 class including the usage of ESL Standards within the content.

Department: English as a Second Language

District 51 ESL Academic Standards Addressed:

1. Linguistic Complexity / Discourse  
2. Language Forms and Conventions / Sentence  
3. Vocabulary Usage / Word-Phrase

21st Century Academic Standards / College and Career Readiness Addressed: Will be embedded throughout the instruction of this domain

Performance Indicators: WIDA Performance Definitions’ learning progression

Assessments: Embedded throughout the UCIA curriculum for this grade level

Instructional Resources: Current ELA 10 materials already adopted by D51

4. Course Title: ESL Learning Strategies

Course Number: 31960

Course Description: ESL students will receive additional time, assistance and instruction by the ESL Teacher to complete any course work. This class will serve as a homework completion, study skills enhancement course, and the usage of ESL Standards within the contents.

Department: English as a Second Language

District 51 ESL Academic Standards Addressed:

1. Linguistic Complexity / Discourse  
2. Language Forms and Conventions / Sentence  
3. Vocabulary Usage / Word-Phrase

21st Century Academic Standards / College and Career Readiness Addressed: Will be embedded throughout the instruction of this domain

Performance Indicators: WIDA Performance Definitions’ learning progression

Assessments: Embedded throughout the UCIA curriculum for this grade level
Navigation of Secondary Systems and Structures

Promising Practices

Reading Intervention/Literacy Lab

Students who have serious difficulties, as established by data, with reading may also have a reading intervention class in addition to ESL. Although reading intervention can help ELLs show success in reading, unless the ESL component* is also present, students will continue to have difficulty with reading comprehension, oral expression in English (including syntax and grammar) and listening comprehension due to having difficulties with comprehension and expression in the English language. For this reason, the focus of the ESL class cannot just be reading intervention or just support in reading. It must include instruction of the English language through the D51 ESL standards and reading, writing, speaking and listening. (Shanahan & August, 2006)

ESL classes are designed by each school to meet the language needs of each particular group of students. ESL classes are for specific English language acquisition and cultural needs to empower ELLs to access and produce social and academic language.

*The ESL component:
The major components of ESL encompass English language acquisition and are not limited to:

- The District 51 ESL Standards:
  1. Linguistic Complexity / Discourse
  2. Language Forms and Conventions / Sentence
  3. Vocabulary Usage / Word-Phrase
- Background knowledge with the vocabulary and phrases that go along with it.
- Explicitly using text features for comprehension and structures for production.
- Thinking and processing vocabulary for ELLs to practice all 4 domains: speaking production, listening comprehension, reading comprehension and writing production.
- Targeted language mini lessons (using the ESL standards) and connected with the content of the lesson.
- Instruction of key vocabulary (including all 3 tiers of vocabulary).
- Sentence / question frames and starters which give students the opportunity to practice new vocabulary within context. (Hill, 2006)
- Thinking Maps to demonstrate the students’ thinking with the language needed to produce at grade level.
- Academic conversations to facilitate thinking and practice of the English language in a culturally diverse environment.
Co-Teaching Model

Whenever possible co-teaching will be implemented and utilized especially in mainstream classes which are language dense and/or have an identified high failure rate. The intent is to have the ELLs exposed to native speakers as models so students perform at a higher level of academic proficiency. Current research shows that, at the secondary level, a traditional push-in model does not lead to adequate language acquisition growth and further disenfranchises ELLs within the mainstream classroom. Both attention to language acquisition and content will be evident. This offering is based on current research (Mahoney 1997; Pardini, 2006) of best practices for English Language acquisition to help advance all learners including long-term ELLs. Data supports that a co-teaching team must have some type of professional learning support specifically addressing co-teaching and language acquisition practices. Co-planning time must be established between the ESL and mainstream teachers regularly (preferably weekly) and a District 51 co-teaching plan must be written and approved by the ESL Department before co-teaching takes place.

Newcomer Program Model

The newcomer programs’ language expectations are embedded in the first year curriculum at the secondary level, so ELLs are placed in ESL programming according to English proficiency level, irrespective of grade level, and newcomer programming is expected to last six to nine months.

Setting up ELLs for Success

After conducting thorough intake assessments, conducting interviews, and evaluating transcripts, school staff can then begin to plan for appropriate instructional programs for each English language learner. It is important to provide students the opportunity to take a rigorous academic program, which fosters academic success, and help them integrate into the fabric of school and society. Callahan (2005) notes that in schools where teaching basic English is the major focus, secondary ELLs tend to achieve poorly, lose hope, and often drop out. She also found that curriculum placement into regular college preparatory courses was a better predictor of academic achievement than students’ English proficiency. Schools must provide qualified staff and continuous PD for them and design and implement a rigorous and relevant curriculum that prepares ELLs for college and career readiness.

Alternative School or Program Model

The ELDPR will be utilized in order to track the student’s academic and English language acquisition progress. Monitoring using the ELDPR is the responsibility of the assigned ESL teacher for the school. The same accommodations for earning credit in a mainstream model must be provided in an alternative program or setting.
Alternative Schools and Programs

Consideration of the student’s English language proficiency and need for ESL services should be part of the planning for and placement within an alternative program or school. When an alternative program or school is the best placement for the student, the ELDPR will be utilized to track the student’s academic and English language acquisition progress. The student will continue to take the Annual State Language Proficiency Assessment and remain in the ESL Program until redesignation to monitor status criteria has been met.

Considerations for Educating Refugees

West Central Migrant Education Program

School districts within our region: De Beque 49 JT, Delta County 50 (J), Gunnison Watershed RE1J, Hinsdale RE-1, Mesa County Valley 51, Montrose RE-1J, Norwood R-2J, Ouray R-1, Plateau Valley 50, Rangely R-4, Ridgeway R-2, Telluride R-1, West End RE-2, Aspen 1, Eagle County RE-50, East Grand 2, Garfield 16, Garfield RE-2, Hayden RE-1, Meeker RE-1, Moffat County RE-1, North Park R-1, Park County RE-2, Roaring Fork RE-1, South Routt RE-3, Steamboat Springs RE-2, Summit RE-1, West Grand 1 JT, Lake County R-1

A short summary of the history and current conditions of the migrant population in our region: Migrant farmworkers and their children come to West Central Colorado in search of employment in seasonal crops such as apples, apricots, cherries, peaches, beans, broccoli, corn, potatoes, leafy greens, wheat and oats. Perhaps the most well-known crops in our region are Palisade peaches and Olathe sweet corn: Roughly 90% of the 22 million pounds of peaches grown in Colorado originate from the Palisade area. Peaches are sold fresh, or processed and preserved to make jams, salsas, relishes, and an array of beauty products. Warm days and cool nights contribute to the recognizable taste of sweet corn grown on the Western slope. The sweet corn harvest lasts roughly eight weeks. The product is usually hand-picked, then transported nationwide to be sold in Kroger grocery stores. Many of our recently qualified students have parents working in the orchards, where they thin, prune and otherwise maintain fruit trees. There is a small but significant number of migrant workers in our region working with livestock and ranch maintenance, and still others working to harvest hops.

A short summary of the services and programming, including significant changes, in the past three years:

Over the past three years, our program has renewed its focus on the development and implementation of quality instructional services for migrant students and families in our region. Although we continue to maintain high standards for the provision of material support services (such as school supplies, clothing, referral services and dental care), much of our time and energy has been shifted to activities that support students in their academic endeavors. These activities are designed to increase the academic achievement of migrant students across grade levels, particularly in the areas of reading and mathematics, and are tied to our statewide Measurable Program Outcomes.
(MPOs). The activities that were introduced last year in the area of family literacy have been quite successful and popular with families. Also, the expansion of the high school PASS summer program to a second location is another example of this trend.

A description of the Migrant population in our region. Please see accompanying diagrams on the following pages.

**Rural/metro enrollment:**

100% of our region’s migrant students are enrolled in rural school districts. This can pose challenges to students and families in terms of accessing community resources, including health care services. Although there are some benefits to living in a rural community, including smaller class size and more individualized attention for students, there are also potential disadvantages for non-traditional students. For example, many rural districts do not receive enough funding to provide quality services to their English Language Learners. Additionally, there are fewer teachers in rural areas knowledgeable or experienced in working with culturally and linguistically diverse students.

**Ethnicity:**

*See Figure 1.* Source: (internal) Access database. The majority of our student population identifies as Hispanic/Latino. We also have a small number White students. We are currently experiencing an upward trend in Southeast Asian families moving to our region, specifically people of Burma (Karen, Karenni and Burmese-speaking families). This demographic currently represents 28% of our entire K-12 population. With this shift, our program has experienced and will continue to implement changes in its service delivery plan to meet student needs. These changes are reflected in the annual budget by expanded summer programs, the inclusion of a line item for interpreting/translation contracted services, and anticipated travel expenditures to areas where these families live.

**Gender:**

*See Figure 2.* Source: NGS. At this time there is no noticeable imbalance between female and male students.

**Mobility:**

*See Figures 3.1 and 3.2.* Source: NGS. As is the trend across the state, the majority of students in our region move with their families from district to district within Colorado boundaries. The second largest demographic trend is represented by moves to and from Mexico. There are also a significant number of moves to Colorado from lower-48 states. The second mobility graph highlights the significant
percentage of students who started the school year late. Research has shown a correlation between this and low academic growth.

A Summary of Important Educational Data for Our K-12 Migrant Population

Attendance rates:

See Figure 4. Source: MCVSD51 Student Information Systems Analyst
As interrupted instructional time is one of the obstacles that migrant students face due to mobility, we feel continued truancy intervention efforts (including the interpretation services provided by bilingual staff members) are warranted.

English language proficiency:

See Figure 5. Source: NGS. The ELL Designation diagram highlights the fact that the majority of migrant students in our region learn English as their second language. Most are designated as low-level learners during their eligibility in our program. Lack of support in English language
learning is a known contributor to the academic achievement gap that exists between migrants and their non-migrant peers.

**Dropout rates:**

*See Figures 6.1, 6.2 & 6.3. Source: CDE Assessment office webpage.* The dropout trends for migrant students within our districts run slightly above the average statewide dropout rates. The statewide Migrant dropout rate for 2011-12 was 3.5%, while the statewide average was 2.9%. Continued prevention and recovery programs are needed to address this issue, and it is important to note that many migrant students drop out before high school, or may not be included in drop-out figures if they never ‘drop in’, meaning they do not enroll in the district after a move.
Achievement data:

*See Figures 7.1 to 7.6 Source: CSAP/TCAP proficiency levels and growth indices, CDE School View webpage.* This data demonstrates that migrant students in the two largest districts we serve did not make the adequate growth needed to close the achievement gap between academic peers over time. Despite a significant increase in observed growth in the area of reading and writing in some districts, it is alarming to note that observed growth for migrant students still falls below the 50th percentile (denoting statewide median growth) in some areas. Other achievement data related to Measurable Program Outcomes (MPOs):

The diagram above corresponds to last summer’s Family Literacy events targeted at pre-k students and their parents. After participating in the events, 14 of the 15 students improved their school readiness scores according to a state-approved skills checklist administered by MEP.
staff. After piloting this strategy with parents, we feel it has been effective in meeting the goals detailed in MPO 1b. See Service Delivery Plan Focus Area 1, below.

Patterns in the educational data to celebrate and challenges that the data reveal:

One celebration is that attendance rates for migrant students have remained more or less static for several years now, perhaps indicating the importance many families place on education, as well as the MEP’s success in its efforts to reduce truancy. Another cause for celebration is the growth in school readiness skills that pre-K children experienced after participating in our program’s Family Literacy activities. Although the dropout rate is steadily decreasing for migrant students, the data also reveals the need for continued intervention in the area of dropout prevention, credit recuperation, and post-secondary educational opportunities for migrant students.

Priority focus areas we will address based on the MPOs

Our priority challenge lies in increasing parent involvement in students’ pre-K, K-12 and post-secondary educational endeavors. The emphasis in this priority is reflected in MPOs 1a, 2c, 3c and 4c. Although parent involvement can take many shapes and forms, research continues to point to the importance of parent involvement in ‘school culture’ and the positive impact it can have on children’s social and academic performance in school. We are confident that schools also want to incorporate migrant parents into the educational fold. Cultural, language and lifestyle differences can be seen as obstacles to this process. The West Central MEP continues to develop and implement effective strategies to overcome these barriers and increase parent involvement.

Underlying Causes of Our Priority Challenges

The lack of direct parent involvement in many of our schools stems from the differences in culture, language and life experiences between parents and educators. Also, the demanding hours and seasonal nature of work in agriculture makes migrant parents less available to support academic studies or extracurricular activities. The lack of educational continuity and lack of instruction time migrant students receive as compared to same grade peers is of primary concern. Low levels of English proficiency (many students are designated as LEP or NEP during their time in our program) is also a concern that is considered when determining appropriate strategies to meet students’ educational needs.

Theory of Action for addressing Priority Challenges

Our staff strongly feels that if we provide meaningful activities to enhance parent advocacy in school activities, parents will report growth in their ability to help with their children’s education across grade levels. Moreover, if we distribute research-based materials to parents who have been involved in our literacy and math toolkit workshops, parents will report positive growth in their ability to help with their children’s education across grade levels. Education for parents is integral to the success of family literacy initiatives, and it has been documented that
children who can participate in programs such as these are ultimately more successful in their educational pursuits.

**How training and/or professional development services will be provided by the MEP**

The region’s professional development plan will include staff participation in the following events: LCE Academy, NASDME, CO Migrant State Conference, and the Colorado DREAM conference, among others. Program recruiters will participate in Safety and Security trainings, and will travel to another regional program to shadow fellow recruiters and develop new strategies for ID&R of migrant students and families. Our Data Specialist will participate in district-facilitated software training and other trainings as the needs arise. The Regional Program Director will continue to cross-train in areas of ID&R and data management. After participation in PD events, staff members are asked to present useful information and distribute materials to other staff at monthly team meetings. We believe these events contribute to the on-going improvement of support and instructional services for migrant students.

**Overview of our progress monitoring/evaluation plan**

The ID&R progress monitoring will largely be facilitated by an online database where recruiters and other MEP staff can log their recruiting activities. This will allow the program to document and analyze its time and efforts to a greater degree. The progress monitoring for our MPOs will largely consist of surveys and evaluations, administered and analyzed in a systematic, thoughtful way. Our primary progress monitoring/evaluation method for our focus on parent involvement will be parent surveys.

**Collaborative Partnerships & People Responsible**

All MEP staff work to create collaborative partnerships within the districts and within the communities we serve. Throughout the 2013-2014 school year, our Family Liaison will work to increase parent involvement in meetings facilitated by the MEP on the following topics: post-secondary opportunities, scholarships and college readiness. She will also facilitate the regional PAC. The Program Specialist will work to build collaborative partnerships with school counselors, college representatives, and local operating agencies in our local community. The Program Specialist, with the assistance of the Data Specialist, will ensure accurate placement for migrant students, and will be knowledgeable in alternative pathways to graduation, including the use of PASS coursework. Throughout the 2013-2014 school year, our Program Specialist will work to increase parent involvement by facilitating Family Math Toolkit & Literacy activities and building collaboration among staff & administrators. Our program’s Data Specialist will work to increase access to student performance data within the districts we serve. She will also be helpful in analyzing data to correctly identify PFS students in a timely way. Collaborative partnerships will continue to be fostered with: Mesa County Public Libraries, Palisade Hospitality Center, Welcoming Colorado, the Western Colorado Rural & Migrant Coalition, Marillac Clinic, and Smiles4Kids Dental Clinic. These collaborations help improve the efficiency and timeliness of our supplemental support services to students. These
collaborations also make the process of referred services more efficient, and increase access for our families to community resources. In order to be available to students and families year-round, the entire MEP staff also works year-round. All members will be occupied with seasonally appropriate projects, and this year-round schedule is particularly important for the Identification & Recruitment of all eligible students in our region.

**Why costs are reasonable in relation to the objectives, design, and potential significance of the proposed strategies:**

We believe anticipated costs are reasonable in relation to our program objectives when considering the size of our region, the number of districts we serve, the number of students to whom we wish to provide quality services, and the number of staff needed to support such a wide variety of projects. Costs are reasonable in order to grow our region and accurately recruit 100% of all eligible migrant students and families in our region. They are also reasonable when considering the urgency of service delivery, as the populations we serve are migratory. The needs of migrant students are such that creative and frequently implemented supplemental services must be provided with fidelity in order to improve their academic status and ensure avenues to success.

**Cost rationale in relation to the number of persons to be served and to the anticipated results and benefits:**

Our region serves hundreds of students in a large area across West Central Colorado. Our program provides many types of services, both support and instructional, and costs are reasonable in order to facilitate quality services with results & benefits that are not only health-oriented, community-oriented, but ultimately academic in their scope. We believe anticipated costs are reasonable to have a marked impact on the academic success of these students not only in this calendar year, but as they move toward the eventual and ultimate goal of high school graduation.
# Appendices

## APPENDIX A

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## APPENDIX B

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<td>RETENTION COMMUNICAITON TIMELINE</td>
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### Who is in ESL?

#### What do the English Proficiency codes mean?

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<th>ESL Level</th>
<th>Services</th>
<th>Testing</th>
<th>Advancement</th>
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<tbody>
<tr>
<td>N</td>
<td>ESL student</td>
<td>Receives direct ESL services in an ESL class along with other support as needed</td>
<td>WIDA ACCESS – yes</td>
<td>Moves to “L” status when achieving Level 3 on WIDA ACCESS.</td>
</tr>
<tr>
<td></td>
<td>Beginning to Low-Intermediate English proficiency</td>
<td></td>
<td>CMAS/PARCC – yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>WIDA ACCESS Levels 1 &amp; 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>ESL student</td>
<td>Receives direct ESL services in an ESL class along with other support as needed</td>
<td>WIDA ACCESS – yes</td>
<td>Moves to 1st-year monitor status when achieving WIDA ACCESS Level 5 overall, and a Level 5 in the Literacy Composite, and meet other State redesignation criteria.</td>
</tr>
<tr>
<td></td>
<td>Intermediate to Advanced English proficiency</td>
<td></td>
<td>CMAS/PARCC – yes</td>
<td><strong>Exception:</strong> Kindergarten ELLs are not advanced to monitor status until the end of 1st grade.</td>
</tr>
<tr>
<td></td>
<td><strong>WIDA ACCESS Levels 3 &amp; 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Refusal ESL student.</td>
<td>Does not receive direct ESL services, but monitored for academic success. The ESL teacher can provide some second language support if needed in specific cases. The parent may rescind the refusal at any time.</td>
<td>WIDA ACCESS – yes</td>
<td>Moves to 1st-year monitor status based on same criteria as used for “L” students.</td>
</tr>
<tr>
<td></td>
<td>Student qualifies, but parent has refused ESL services.</td>
<td>An ELL Achievement Review is completed each semester.</td>
<td>CMAS/PARCC – yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>WIDA ACCESS Levels 1 - 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1st- and 2nd- year ESL Monitor students</td>
<td>After reaching the required ELD and reading proficiency levels, ELLs are monitored for 2 years for academic progress. The ESL teacher may, in specific cases, provide some second language support.</td>
<td>WIDA ACCESS – no</td>
<td>At the end of 2nd-year monitor period, student is coded as an exited ELL.</td>
</tr>
<tr>
<td></td>
<td>Proficient <strong>WIDA ACCESS Level 5</strong></td>
<td>An ELL Achievement Review is completed each semester.</td>
<td>CMAS/PARCC – yes</td>
<td>M1 and M2 students will still need some support from mainstream teachers with specific vocabulary and background knowledge in content areas.</td>
</tr>
<tr>
<td>2</td>
<td>Exited from ESL program</td>
<td>Student has successfully completed the 2-year monitoring period. Does not receive direct ESL services.</td>
<td>WIDA ACCESS – no</td>
<td>In rare cases, a struggling monitor student may be returned to ESL services if English proficiency is lacking.</td>
</tr>
<tr>
<td></td>
<td>Proficient</td>
<td></td>
<td>CMAS/PARCC – yes</td>
<td>Exitd ELLs have the language proficiency needed to access the content area curriculum.</td>
</tr>
<tr>
<td>ACRONYM</td>
<td>TERM</td>
<td>DEFINITION</td>
<td></td>
<td></td>
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<td>---------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AMAO</td>
<td>Annual Measureable Achievement Objectives</td>
<td>The objectives that school districts must meet with regard to their Language Instruction Education program Required by No Child Left Behind, Title III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BICS</td>
<td>Basic Interpersonal Communication Skills</td>
<td>The language ability required for face-to-face communication where linguistic interactions are embedded in a situational context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CALP</td>
<td>Cognitive Academic Language Proficiency</td>
<td>The language ability required for academic achievement in a context-reduced environment such as classroom lectures and text book reading assignments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBA</td>
<td>Curriculum Based Assessment</td>
<td>Measurement procedures that use direct observation and recording of a student’s performance in the local curriculum as a basis for gathering information to make instruction decisions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBM</td>
<td>Curriculum Based Measurement</td>
<td>A broad group of classroom and curriculum based tasks which are sensitive to increments in student performance and learning trends.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CER</td>
<td>Competent English Reader</td>
<td>A term used to describe the status of an English language learner on an English reading proficiency test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEW</td>
<td>Competent English Writer</td>
<td>A term used to describe the status of an English language learner on an English writing proficiency test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELDPR</td>
<td>English Language Development Progress Report</td>
<td>Progress monitoring tool to measure English language acquisition growth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G/T</td>
<td>Gifted and Talented</td>
<td>Students who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLS/EHLS</td>
<td>Home Language Survey/Expanded Home Language Survey</td>
<td>A section of the registration form completed at the time of registration used to identify English language learners for the purpose of providing access to appropriate education opportunities. Additional in-depth survey required for ESL program identification purposes.</td>
<td></td>
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</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
<td>The federal law pertaining to Special Education. Reauthorized in 1997.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized Education Program</td>
<td>Required for students served under the guide of Special Education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISD</td>
<td>Integrated Service Delivery</td>
<td>A multi-disciplinary team that serves ALL students together.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEA</td>
<td>Local Education Agency</td>
<td>The local school district of BOCES.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEP</td>
<td>Limited English Proficient</td>
<td>Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write or understand English can be Limited English Proficient.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LER</td>
<td>Limited English Reader</td>
<td>A term used to describe the status of an English language learner on an English reading proficiency test.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEW</td>
<td>Limited English Writer</td>
<td>A term used to describe the status of an English language learner on an English writing proficiency test.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIEP</td>
<td>Language Instruction Education Program</td>
<td>Districts are required to provide evidence that appropriate programming is available for ELLs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LTELL</td>
<td>Long-Term English Language Learner</td>
<td>A term used to describe an ELL that has been in program 6 or more years.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTSS/RtI</td>
<td>Multi-Tier Systems of Support/Response to Intervention</td>
<td>A model for providing interventions to students when they fail to make adequate progress in the general curriculum and monitoring their response to those interventions. Also used as part of the criteria for determining placement in Special Education for ELLs and other students with learning disabilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WM</td>
<td>Woodcock Munoz</td>
<td>Bilingual academic language proficiency test used by the district to evaluate academic knowledge in English and Spanish.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key Sources of Federal Law

1. Title VI of the Civil Rights Act of 1964
   • Prohibits discrimination based on race, color or national origin
   • “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.”

2. Office of Civil Rights May 25, 1970 Memorandum
   • Requires school districts to take affirmative steps to rectify language deficiencies in order to open instructional programs to all students.
   • Prohibits school districts from assigning LEP students to special education classes on criteria which essentially measure or evaluate English language skills
   • School Districts have the responsibility to adequately notify parents with limited English proficiency of school activities which are called to the attention of other parents. Such notice in order to be adequate may be to be provided in a language other than English.
   • Forbids specialized programs for LEP students to operate as an educational dead-end or permanent track

   • “Under these state imposed standards, there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.
   • Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.
   • It seems obvious that the Chinese-speaking minority receive fewer benefits than the English speaking majority from respondent’s school system which denies them a meaningful opportunity to participate in the educational program – all earmarks of the discrimination banned by the regulations”.

4. 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 by –
     o The failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”
5. The Lau Remedies (1975)
They specified approved approaches, methods, and procedures for:
- "Identifying and evaluating national origin minority students’ English language skills;
- Determining appropriate instructional treatments;
- Deciding when LEP children were ready for mainstream classrooms;
- Determining the professional standards to be met by teachers of language minority children."

The court of Appeals then formulated the following three-part test to measure compliance with the EEOA (see #4) requirement of “appropriate action.”
- (1) Theory: The Court’s responsibility, insofar as educational theory is concerned, is only to ascertain that a school system in pursuing a program informed by an educational theory recognized as sound by some experts in the field or, at least, deemed a legitimate experimental strategy.
- (2) Practice: The Court’s second inquiry would be whether the programs and practices actually used by a school system are reasonably calculated to implement effectively the educational theory adopted by the school. We do not believe that it may fairly be said that a school system is taking appropriate action to remedy language barriers if, despite the adoption of a promising theory, the system fails to follow through with the practices, resources, and personnel necessary to transform the theory into reality.
- (3) Results: If a school’s program, although premised on a legitimate educational theory and implemented through the use of adequate techniques, fails, after being employed for a period of time sufficient to give the plan a legitimate trial, to produce results indicating that the language barriers confronting students are actually being overcome, that program may, at that point, no longer constitute appropriate action as far as that school is concerned.
7. Plyler v. Doe: Right to Attend Free Public School
The US Supreme Court has ruled in Plyler v. Doe[ 457 U.S 202(1982)] that undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S citizens and permanent residents. Like other children, undocumented students are not obliged under State law to attend school until they reach a mandated age.

As a result of Plyler ruling, public schools may not:
- Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
- Treat a student disparately to determine residency.
- Engage in any practices to “chill” the right of access to school.
- Require students or parents to disclose or document their immigration status.
- Make inquiries of students or parents that may expose their undocumented status.
- Require social security numbers from all students, as this may expose undocumented status.

Students without social security numbers should be assigned a number generated by the school. Adults without social security numbers who are applying for a free lunch and/or breakfast program on behalf of a student need only indicate on the application that they do not have a social security number.
District 51 ESL Academic Standards:

1. Linguistic Complexity / Discourse
2. Language Forms and Conventions / Sentence
3. Vocabulary Usage / Word-Phrase

District 51 ESL Learning Progression is the WIDA Performance Definitions
Colorado English Language Proficiency (CELP) Standards

There are now five English language development standards from the WIDA Framework:

**Standard 1:** ELLs communicate for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.

**Standard 2:** ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **LANGUAGE ARTS**.

**Standard 3:** ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS**.

**Standard 4:** ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **SCIENCE**.

**Standard 5:** ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**.
## Elementary NEP and LEP Reading Protocols

| Tier 1 | Core Curriculum  
Flexible grouping for additional support Resource/ELL/GT |
|--------|------------------------------------------------------------|
|        | Tier 2  
Core PLUS  
To ensure fidelity of implementation, follow the standard protocols’ recommendations for min/week; days/week; group size |
|        | Tier 3  
Core PLUS One  
To ensure fidelity of implementation, follow the standard protocols’ recommendations for min/week; days/week; group size |
<table>
<thead>
<tr>
<th><strong>What</strong></th>
<th><strong>Why</strong></th>
<th><strong>How</strong></th>
<th><strong>Body of Evidence (screening, benchmarking, progress monitoring)</strong></th>
</tr>
</thead>
</table>
| Core instructional materials | To ensure all students show one year’s growth in the GVC and “keep up” | General education teachers  
Resource support in inclusion—content focused | DRA2, TS Gold, CMAS/PARCC, STAR, i-Ready |
| Effective instruction | To boost language acquisition | For ELLs: -ELL teachers work with NEP or LEP students a minimum of program required minutes per week -Teachers using WIDA ELP Standard #2 to differentiate instruction & assessment |
| All students | To boost content acquisition | Additional time/support in the general classroom or an intervention period |
| For ELLs: leveled ELD materials, multilingual resources, alternative texts | For ELLs: to support second language acquisition as their bridge to grade-level content | Soar to Success-daily, 30-40 minutes; 18 weeks; group size 5-7 students  
Lexia—20-30 minutes; 3-4 x/week  
LLI—daily; 30 minutes; 18-24 weeks; 3-4 homogeneous students  
For ELLs: #1: ELD intervention: 15-20 min, 2-3 x/wk, 4-6 wks, 1-5 homogeneous students OR #3: Reading intervention at appropriate ELD level (Consult with ESL teacher) | Running Records (bi-monthly, weekly, bi-weekly)  
Writing samples  
Developmental spelling test  
Fountas and Pinnell Benchmark Assessments (proposed)  
D51 Reading Continuum documentation and artifacts  
STAR Reading/Early Lit./i-Ready |
| Core instructional materials  
Soar to Success (3-5)  
Levelled Literacy Intervention (K-2)  
ELM (1-2)  
Lexia (K-5)  
For ELLs: leveled ELD materials | To provide additional time and support to bring struggling readers to proficiency | Additional time/support in the general classroom or an intervention period |
| Reading Recovery (1st)  
Lexia (K-5)  
For ELLs: leveled ELD materials | To help those students who are PP to grow more than one year in order to “catch up” | Soar to Success-daily, 30-40 minutes; 18 weeks; group size 5-7 students  
Lexia—20-30 minutes; 3-4 x/week  
LLI—daily; 30 minutes; 18-24 weeks; 3-4 homogeneous students  
For ELLs: #1: ELD intervention: 15-20 min, 2-3 x/wk, 4-6 wks, 1-5 homogeneous students OR #3: Reading intervention at appropriate ELD level (Consult with ESL teacher) | Running Records (bi-monthly, weekly, bi-weekly)  
Writing samples  
Developmental spelling test  
Fountas and Pinnell Benchmark Assessments (proposed)  
D51 Reading Continuum documentation and artifacts  
STAR Reading/Early Lit./i-Ready |
| Reading Recovery— daily; 30 minutes; 12-20 weeks; individual student  
For ELLs: #2: ELD intervention: 15-20 min, daily, 8-10 wks, 1-3 homogeneous students OR #4: Reading intervention at appropriate ELD level (Consult with ESL teacher) | To provide specific support to identified language points before student is identified as a struggle reader (Tier 2 in Reading) | Additional time/support in the general classroom or an intervention period |
| Lexia—20-30 minutes; 5 x/week | Runnie-Soar to Success—daily; 30-40 minutes; 18 weeks; group size 5-7 students  
Lexia—20-30 minutes; 3-4 x/week  
LLI—daily; 30 minutes; 18-24 weeks; 3-4 homogeneous students  
For ELLs: #1: ELD intervention: 15-20 min, 2-3 x/wk, 4-6 wks, 1-5 homogeneous students OR #3: Reading intervention at appropriate ELD level (Consult with ESL teacher) | Soar to Success-daily, 30-40 minutes; 18 weeks; group size 5-7 students  
Lexia—20-30 minutes; 3-4 x/week  
LLI—daily; 30 minutes; 18-24 weeks; 3-4 homogeneous students  
For ELLs: #1: ELD intervention: 15-20 min, 2-3 x/wk, 4-6 wks, 1-5 homogeneous students OR #3: Reading intervention at appropriate ELD level (Consult with ESL teacher) | Running Records (bi-monthly, weekly, bi-weekly)  
Writing samples  
Developmental spelling test  
Fountas and Pinnell Benchmark Assessments (proposed)  
D51 Reading Continuum documentation and artifacts  
STAR Reading/Early Lit./i-Ready |
| AIMSweb weekly progress monitoring  
Reading-CBM (K-8)  
Maze-CBM (1-8)  
Test of Early Literacy—CBM (K-1)  
Spelling—CBM (1-8)  
Written Expression—CBM (through 6th grade)  
STAR Reading/Early Lit./i-Ready | AIMSweb weekly progress monitoring |
| For ELLs: WIDA ACCESS, weekly progress monitoring | For ELLs: WIDA ACCESS, weekly progress monitoring |
| For ELLs, ELD Plan (quarterly), ELD Progress Monitoring Form (weekly) | For ELLs, ELD Plan (quarterly), ELD Progress Monitoring Form (weekly) |
Elementary NEP and LEP Math Protocols

<table>
<thead>
<tr>
<th>Tier 1: Core Curriculum</th>
<th>What</th>
<th>Why</th>
<th>How</th>
<th>Body of Evidence (screening, benchmarking, progress monitoring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum</td>
<td>Core instructional materials</td>
<td>To ensure all students show one year’s growth in the GVC and “keep up”</td>
<td>General education teachers, Add+VantageMR—teachers use instructional strategies with all students, Resource support in inclusion—content focused, GT teachers using extension activities for identified students, For ELLs: Teachers using WIDA ELP Standard #3 to differentiate instruction &amp; assessment.</td>
<td>STAR, CMAS/PARCC, KMA, i-Ready, For ELLs: WIDA ACCESS, Core instructional material assessments, Formative assessments using Add+VantageMR strategies</td>
</tr>
<tr>
<td>Flexible grouping for additional support</td>
<td>Effective instruction</td>
<td>For ELLs: Providing accessible math instruction will support both their math learning and language acquisition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource/ELL/GT</td>
<td>Add+VantageMR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students</td>
<td>Multilingual resources, alternative texts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 2: Targeted Interventions</th>
<th>What</th>
<th>Why</th>
<th>How</th>
<th>Body of Evidence (screening, benchmarking, progress monitoring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core PLUS</td>
<td>Core instructional materials</td>
<td>To provide additional time and support to bring students who struggle in math to proficiency</td>
<td>Additional time/support in the general classroom or an intervention period, Add+VantageMR—targeted instructional strategies with small groups, Do the Math—daily; 30 minutes; group size up to 8, For ELLs: HELP Math 2x/week, 30 minutes, AIMSweb: 1. Mathematics Computation (M-COMP)—1st–5th grades (national norms available Fall 2011) 2. Mathematics Concepts and Applications (M-CAP)—2nd–5th grades 3. Early Numeracy (K-1) 4. Math Computation (M-CBM)—1st–5th grades 5. For ELLs: HELP Math pre/post assessments and progress reports</td>
<td></td>
</tr>
<tr>
<td>To ensure fidelity of implementation, follow the standard protocols’ recommendations for min/week; days/week; group size</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 3: Intensive Interventions</th>
<th>What</th>
<th>Why</th>
<th>How</th>
<th>Body of Evidence (screening, benchmarking, progress monitoring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core PLUS One</td>
<td>Focus Math- Sp. Ed. Students only</td>
<td>To provide additional time and support to bring struggling math students to proficiency</td>
<td>Math Recovery; individual, Focus Math, For ELLs: HELP Math-daily, 30 minutes</td>
<td></td>
</tr>
<tr>
<td>To ensure fidelity of implementation, follow the standard protocols’ recommendations for min/week; days/week; group size</td>
<td>Math Recovery (K-5) (some buildings)</td>
<td>To help those students who are Unsat to grow more than one year in order to “catch up”</td>
<td>Math Recovery, Focus Math, For ELLs: HELP Math-daily, 30 minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For ELLs in grades 3-5: Help Math</td>
<td>To help students learn both the language and the concepts of math.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D51 Math Instructional Framework</th>
<th>What</th>
<th>Why</th>
<th>How</th>
<th>Body of Evidence (screening, benchmarking, progress monitoring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>Why</td>
<td>How</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Do the Math pre/post assessments and progress monitoring | | | |
| Formative assessments using Add+VantageMR strategies | | | |
| For ELLs: HELP Math pre/post assessments and progress reports | | | |
Standard Treatment Protocols for D51 Middle School ELLs

- Increased time and intensity of Tier II interventions
- Flexible Special Education and ELA service coordination including:
  - Combined SpEd/ELA
  - SpEd with frequent/periodic ELA consultation
  - ELA with frequent/periodic SpEd consultation

- Services in Tier I with increased time in ESL
- Services in Tier I with an additional targeted intervention including, but not limited to:
  - One or more of the four components of language proficiency: speaking, listening, reading and writing.
  - Reading interventions: Soar to Success, Lexia, Leveled literacy, multi-sensory etc.
  - Other content area interventions
  - Behavioral interventions
  - Targeted speech interventions
  - Tutoring programs
- Increased progress monitoring (compare to ELs)

In order to standardize programming for ELL’s at the middle level, the following supports will be in place:

1. A 90 minute block of English language development for all NEP’s (level 1 or 2) in place of literacy. If your classes are of differing length, you should schedule two periods: ie: 60 +60 and have these be in place of literacy and social studies. These classes will be multi-age in order to provide the most time and support for our NEP students. Wherever possible, do not pull from an exploratory class as students benefit from the hands on aspects of these classes.

2. A minimum of 45 minute English language development for all LEP’s (level 3 or 4) in place of literacy or social studies. If the class is longer than 45 minutes, students may receive appropriate interventions and study support during the remainder of the class period. These classes will also be multiage unless you have sufficient number of ELL’s to make them grade specific.

3. In addition to the above, the district plan includes the following:
   - Sheltered instruction in classroom
   - Clustering ELLs
   - Monitoring/ESL Resource Model (Consult) including PLC team

Tier III
1-7%

Tier II
5-15%

Tier I
80-90%
Student enrolls in a District 51 school.* On the registration form, **at least one item of the Home Language Survey section indicates the influence of a language other than English.** This student is a possible PHLOTE student.

A legible copy of the registration form must be given to the ESL teacher the day of registration.

1. Home Language Survey may be inaccurate. Conduct an Expanded Home Language Survey interview with parent.**
2. ESL Staff to gather any other appropriate linguistic background or educational information to determine if the student has a Primary Home Language Other Than English (PHLOTE).

---

**Expanded Home Language Survey is completed; student is deemed to be a possible candidate for language services**

1. Administer WIDA Screener or W-APT test. (kindergarten or first semester 1st grade) *(Test to be administered by ESL Teacher or ELL District Staff).*
2. Gather any additional, appropriate BOE needed for decision-making. *(other test scores, Teacher Checklist, work samples, previous school records, etc.)*

---

**Student is an English Language Learner. Qualifies for services based on W-APT (kindergarten) or WIDA Screener and a Body of Evidence**

1. Complete Identification Tracking Form.
2. Hand deliver to ELL Office a print out of the registration screen shot and any other documentation that qualifies or does not qualify the student for language services (registration form, EHLS, scoring sheets, work samples, other test/evaluations, school records, etc.)

---

**Do Not Test (DNQ)**
SPECIAL EDUCATION DEPARTMENT

GUIDANCE: INITIAL Special Education REFERRAL for K-12

The purpose of D51 SPED CLD Support Staff is to assist building SPED teams in collecting and analyzing the *Body of Evidence – DATA* for compliance specific to language acquisition and cultural influence.

Upon completion of the *Culturally and/or Linguistically Diverse Checklist DATA for Special Education Referral*, the building School Team (i.e., Building Principal, General Education teacher(s), English as a Second Language (ESL) Teacher or the District ELL Coach for the building, School Psychologist (Psych), Speech Language Pathologist (SLP), Counselor, Progress Monitor for Middle Schools and High Schools) recommends an Initial Referral of the CLD/ELL student for a Special Education Evaluation.

Psych and/or SLP of the referring building contact the SPED Administrative Assistant via email (lynn.bateman@d51schools.org) to request a review of the collected *DATA with D51 SPED CLD Support Staff*. Based on a review of the *DATA, one of the following actions will occur:

*DATA submitted is complete.

Request is forwarded to the Special Education Translator (*SET*). The *SET* contacts the building Psych to set a date for reviewing with the parents/guardians the:

1) SPED referral
2) Evaluation Planning

*Teams should give the SET at least 10 school days of notice to attend the meeting

*DATA submitted is incomplete.

Request is referred back to building team for revisions.

Upon completion of the necessary documentation, *DATA will be resubmitted.

*DATA submitted is complex and requires 1:1 consultation.

In these situations, a meeting will be scheduled at the student’s attending school and appropriate SPED CLD Support Staff and building team member(s) will attend.

SPED CLD Support Staff will guide for next steps in process.

Note: The *SET is an interpreter/translator for the parent and the school. The SET is not a certified staff member and should NOT be used to acquire or relay information independently. The SET is not a member of the multidisciplinary team, and therefore should not be listed on the Eligibility Determination Form.
The purpose of D51 SPED CLD Support Staff is to assist building SPED teams in collecting, reviewing and analyzing their ‘Body of Evidence’ for compliance specific to language acquisition and cultural influence.

The School Psychologist of the student’s current school of attendance contacts the SPED Administrative Assistant (lynn.bateman@d51schools.org) via email to request a consultation with the D51 SPED CLD Support Staff regarding the reevaluation needs of the identified student.

The D51 SPED CLD Support Staff will contact the building psychologist to discuss their Body of Evidence specific to language acquisition and cultural factors. The Body of Evidence may include, but is not limited to: progress monitoring of academic achievement; progress toward current IEP goals, ACCESS Scores (for ELL students only), current work samples, language samples (when appropriate), interviews and/or consultations (student, parent, General Educator(s), ESL teacher(s) or District ELL Coach for the building, Achievement Reviews and ELD Portfolio.

The building team’s Body of Evidence sufficiently rules out language acquisition and cultural factors. The team has sufficient data to move forward with their evaluation planning.

OR

The building team’s Body of Evidence insufficiently rules out language acquisition and/or cultural factors.

The D51 SPED CLD Support Staff contacts the Special Education Translator (SET) via email of the pending Triennial/Reevaluation.

The SET contacts the building team’s psychologist to:
1. set a date for evaluation planning, during which the parental consent for the assessment is obtained,
2. notify parents of the upcoming meetings, and
3. attend the meetings to interpret.

Note: The SET is an interpreter/translator for the parent and the school. The SET is not a certified staff member and should NOT be used to acquire or relay information independently. The SET is not a member of the multidisciplinary team, and therefore should not
ELL Identification Tracking Form

1. Notify the ELL Specialist of any student in the identification process within 10 days of the student’s registration.
2. Within 30 days of the student’s registration, make an appropriate determination regarding PHLOTE/ELL status.
3. Return this completed form to the ELL Office along with all appropriate documentation before or by the end of the 30-day period.
4. If there are questions or a need for assistance, at any time in the identification process, please contact the ELL Specialist.

Student: _______________________________________
ID# or DOB: ____________________

(Please use student’s name as listed on registration form / Synergy.)

ESL Teacher: ___________________________________
School: _________________________

Determination:

☐ Student is an ELL (PHLOTE & qualifies for ESL services)
☐ Student is not an ELL (PHLOTE: Bilingual (proficient) or FELL and does not qualify for services)
☐ Student is not PHLOTE (English Dominant: no Screener needed)

☐ NEP  ☐ LEP

Body of Evidence Used: (please attach all bodies of evidence used)

☐ Registration Form
☐ Expanded Home Language Survey
☐ WAPT Summary Scoring Sheet (Kindergarten or first semester of first grade only)
☐ WIDA Screener Score Report (Gr. 1-12)
☐ Teacher Checklist
☐ Teacher observation notes
☐ School records and/or assessments
☐ Work samples
☐ Other:
___________________________________________________________________________
___________________________________________________________________________

Notes / Comments:

MESA COUNTY VALLEY SCHOOL DISTRICT 51
English Language Learner Department
Expanded Home Language Survey
The interview is to be conducted by the ELL teacher or a trained interviewer. Do not send the survey home as an independently completed checklist.

Student: ____________________________________________  ID#: ______________
School: ________________________________________________  Grade: ____________
Person interviewed: ___________________________  Relationship to student: __________
Interview conducted by: ___________________________  Date: ______________

Language exposure information

1. Migration patterns:
   a. If born in another country, at what age did the child enter the United States (for the first time)? ______________
   b. In what country has the child most recently resided? ______________
   c. How frequently does the family return to ___________ (other town or state in US or to country of origin)? ______________

2. Years and/or months student has been exposed to English:
   at home _________  in the community __________  at school __________

3. At what age did the child start attending school? ______________
   a. Has the child attended school every year since that age? ☐ yes  ☐ no
      i. If not, why? ___________________________________________
   b. Has the child previously attended any school in the United States? ☐ yes  ☐ no
      i. If yes, provide school names(s), state(s), and dates attended:
      ___________________________________________________________________
      ___________________________________________________________________
      ___________________________________________________________________
   c. Has the child had extended absences of more than 30 days?  If so, in which grade(s)? __________________________________________

4. Has the child received second language support in some form? (SI, ESL, bilingual) ☐ yes  ☐ no
   a. If yes, what type of support/program and for how long?
   ___________________________________________________________________

5. Has the child received services from Special Education and/or Gifted and Talented programs?   ______ SPED  ______ G/T
   a. If yes, at which school? ___________________________________________
Language Use

1. Is there a language other than English spoken in the home?  □ yes □ no
   Which language(s)? ________________________________________________

2. Does the student speak a language other than English? □ yes □ no
   Which language(s)? ________________________________________________

3. What was the first language spoken by the child? ______________________

4. What is the first language of:  mother __________ father __________ siblings____

5. What language(s) does the child prefer to use now at home? ________________

6. What language(s) does the child prefer to use now at school? ________________

7. If applicable: At what age did the child begin to use English more frequently than the
   first language learned? __________________________________________________________________

8. In speaking to the child, what language is used most frequently by:
   a. mother ______________
   b. father ______________
   c. siblings _____________
   d. others in the home __________
   e. friends / social settings ___________________

9. When speaking to others, what language is used most frequently by the child?
   a. mother ______________
   b. father ______________
   c. siblings _____________
   d. others in the home __________
   e. friends / social settings ___________________

10. In what language(s) does the child read? ________________________________

11. In what language(s) does the child write? ________________________________

12. Other language or educational information or concerns:
    _______________________________________________________________________
    _______________________________________________________________________
    _______________________________________________________________________

Parent prefers:
   ❖ oral communication from the school in □ English □ Other Language: _____________
   ❖ written communication from the school in □ English □ Other Language: _____________
   ❖ How do you prefer to be contacted? (i.e. phone, email, text, mail, in person)
     _________________________________________________________________________
MESA COUNTY VALLEY SCHOOL DISTRICT #51
English Language Acquisition Office

Teacher Checklist

<table>
<thead>
<tr>
<th>Name</th>
<th>ID #</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>School</td>
<td>Date</td>
</tr>
</tbody>
</table>

**Part A: Teacher evaluation of student language:** (Check only one item for each descriptor.)

1. Please describe the language spoken by the child in the school setting.
   - [ ] Speaks only the other language and no English
   - [ ] Speaks mostly the other language and some English
   - [ ] Speaks the other language and English equally
   - [ ] Speaks mostly English and some of the other language
   - [ ] Speaks only English

2. Please describe the language understood by the child in the school setting.
   - [ ] Understands only the other language and no English
   - [ ] Understands only English

3. Have you observed the student using a language other than English in other settings?
   - [ ] Yes. Please describe the setting and with whom the student was speaking.

   ________________________________________________________________

   ________________________________________________________________

   [ ] No

4. What accommodations do you use to support this student in using English in the classroom?
   - [ ] Verifying and building background knowledge prior to lesson
   - [ ] Focused vocabulary development
   - [ ] Bilingual, picture, or ELL dictionary provided
   - [ ] Personalized language development objectives
   - [ ] Use visuals, graphic organizers, manipulatives, demonstrations, or realia
   - [ ] Simplify the language you use and give and clear explanations of academic tasks
   - [ ] Alternative assessment
   - [ ] Other: __________________________________________________________

   ________________________________________________________________

5. Do you provide the student with any accommodations in his/her first language?
   - [ ] Yes. Please describe the accommodation(s).

   ________________________________________________________________

   ________________________________________________________________

   [ ] No
1. What other observations of this student would you like to share?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

2. What specific questions or concerns do you have?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Part B: Student Assessment

<table>
<thead>
<tr>
<th>Standardized Test Results</th>
<th>If no standardized test results are available . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading:</strong></td>
<td>If no standardized test results are available for reading and writing, please use teacher professional judgment to assess the student.</td>
</tr>
<tr>
<td>Test ____________________</td>
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<td>Date ____________________</td>
<td></td>
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<tr>
<td>Score / Percentile ________</td>
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<tr>
<td><strong>Writing:</strong></td>
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<tr>
<td>Test ____________________</td>
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<td>Date ____________________</td>
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<td>Score / Percentile ________</td>
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<td><strong>Other:</strong></td>
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<tr>
<td>Test ____________________</td>
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<tr>
<td>Date ____________________</td>
<td></td>
</tr>
<tr>
<td>Score / Percentile ________</td>
<td></td>
</tr>
</tbody>
</table>

*Please attach any other unedited work samples or assessments that illustrate your concerns.*

__________________________________________
Teacher’s signature                      Date

ELA Office use only:

Received by ELA Office on ___/___/___
Alternative Plan Protocol

All Alternative Plans must be discussed with the District ELL Content Facilitator or ELL Specialist BEFORE implementation.

Purpose:
To allow an ESL teacher to individually program second language support to meet the student’s individual needs based on a Body of Evidence/DATA. It serves as a communication tool to parents, teachers, and administration regarding what the ESL instruction looks like. Alternative Plans must be progressed monitored by the ESL teacher monthly.

Service Model Examples:
1. Student is dual-identified (ESL and Special Education) and pull-out into an ESL class is not the least restrictive environment or the student’s physical limitations do not allow him to access the ESL classroom. ESL services must be provided via push-in or some other manner approved at the District level.
2. ELL students are scheduled into cluster groups and the ESL teacher pushes-into the classroom and co-teaches with the mainstream teacher.
3. ELL student is very close to proficiency or to exit and needs ESL intervention, so an alternative schedule targeting a specific domain or skill to best meet their individual needs (i.e., math vocabulary, a focus on reading and/or writing).
4. ELL students who are categorized as “Refusal” of ESL services.

Criteria for Body of Evidence/DATA to establish an Alternative Plan: (may include some, but not necessarily all of the following)
1) Partially Proficient or higher from previous years TCAP/PARCC in Reading and/or Writing
2) In-depth understanding of WIDA ACCESS Assessment Domain scores
3) Expected growth or high growth on all standardized tests (i.e., STARS, I-Ready, NWEA, ELL Rigby Assessment, KPA, DRA2, ACT, EXPLORE)
4) Reading level within a year and a half of grade level, perhaps more of a gap if at high growth on standardized test (catching up) for students who have another literacy plan (IEP, SRD, RTI/MTSS)
5) Performance in ESL class
6) Longitudinal data – many dips in growth, RtI/MTSS process may be appropriate

Duration of and Implementation of:
The reason for an alternative plan will be based on an analysis of assessment results creating a body of evidence. ESL teachers will determine the service model and length of an Alternative Plan (Quarter, Semester, Academic Year) and may initiate or conclude a plan at their discretion (mid-Term, Quarter, Semester, Academic Year) dependent upon data. All Alternative Plans

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must be discussed with the District ELL Content Facilitator or ELL Specialist BEFORE implementation.

Alternative Plans require:

- The ESL teacher to monitor ELL student progress on an identified timeline (monthly) using the District learning management system, course grades and direct consultation with the mainstream teacher or case manager. Monthly notes must be uploaded/typed into the ELDP by the ESL teacher.
- Reporting of formal progress to the District 51 ELL Department at least twice a year (First Semester & Second Semester) via the ELDPR.
- School principal, mainstream teacher/case manager, and parent collaboration and consultation with a signature upon creation of the plan.
- To be tested using the Annual State Language Proficiency Assessment (WIDA ACCESS).
- The student proficiency level of NEP or LEP will not change as a result of an alternative plan. The ESL teacher is still responsible for monitoring student growth and implementing successful plans.
ALTERNATIVE PLAN

ESL Teacher: ___________________________          School: ___________________________

Student: _______________________________          Student ID: ___________          Grade: _________

Based on the following Assessment Results: (check those that apply and attach supporting documentation)

___ WIDA ACCESS       ___ NWEA Reading       ___ NWEA Math       ___ PARCC       ___ DIBELS
   ___ CMAS           ___ ELD Progress Report  ___ Other: __________________________

Service Model (How):

___ Co-Teaching:___________    ___ Pull-out    ___ Push-in    ___ Refusal    ___ Other: ______________

Reason(s) for Alternative Plan (Why):

______________________________________________________________________________________________

______________________________________________________________________________________________

Areas of focused instruction: (check only those that apply)

___ Speaking       ___ Listening       ___ Reading       ___ Writing

___________ Minutes per day OR ___________ Minutes per week for ___________ Days per week

Anticipated duration: _______ Quarter    _______ Semester    _______ Year

**Monthly Dates to be Collaboratively Reviewed:** __________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Teacher</td>
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<tr>
<td>Mainstream Teacher</td>
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<td></td>
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<tr>
<td>Case Manager</td>
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<tr>
<td>Administrator</td>
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<tr>
<td>Counselor</td>
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<td></td>
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<tr>
<td>Parent</td>
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</tbody>
</table>

Reviewed By: ___________________________          Date: ____________          
               ELL Specialist

Reviewed By: ___________________________          Date: ____________          
               Federal Programs Coordinator

Plan goes into effect after all signatures are present and plan has been uploaded to the District data management system and is on file with the District ELL Office.
ELL STUDENT REDESIGNATION (Body of Evidence) FORM

Student Name: ___________________________ Student ID #: ___________ Current Grade _____

Teacher Providing Information: ___________________ Date: ________ School: ________________

Academic Interventions/Supports/Accommodations

Special Education (check all that apply):

____ Speech/Language ____ SLD ____ SED ____ ID ____ OHI _____ Other (specify) ________

Language Acquisition:

Attach most current ELDPR and Alternative Plan (if applicable).

Assessment Overview:

WIDA ACCESS: 2015-16 Scores: Overall: _______ Literacy Composite: _______
WIDA ACCESS: 2016-17 Scores: Overall: _______ Literacy Composite: _______
WIDA ACCESS: 2017-18 Scores: Overall: _______ Literacy Composite: _______
WIDA ACCESS: 2018-19 Scores: Overall: _______ Literacy Composite: _______

Body of Evidence Data points: Please attach – Must have 1 reading and 1 writing source of documentation

____ School Report Card (R / W)
____ I-Ready score (R)
____ DRA2 score (R)
____ DIBELS
____ NWEA
____ Other school-based assessment (R / W):
____ Student Journal and grade-level scoring rubric (W)
____ Student work samples including:
  ______ WIDA Speaking rubric (S)
  ______ WIDA Writing rubric (W)
____ ELD Progress Report

Other Evidence:

Comments:

ESL Teacher Signature ___________________________ Principal Signature _______________________

ELL Specialist ___________________________ Federal Programs Coordinator ___________________
ELL STUDENT TRANSITION SHEET
To be completed on all current ESL students (NEP, LEP, Refusal, Monitor Year 1 & 2)

Student Name: ____________________________________  Student ID# __________________

Current Grade: __________ Current Year’s Grade: __________ Date: ______________

Teacher Providing Information: __________________________ School: __________________

Next Year’s Status:  ____ NEP  ____ LEP  ____ M1  ____ M2  ____ Refusal  ____ Exit

CMAS/PARCC Accommodations Used:  No ____ Yes ____ If yes, check all that apply:

_____ Translated “SAY” directions  _____ Speech-to-Text (Not ELA)

_____ Respond in Native Language (Not ELA)  _____ Spanish Text-to-Speech (Not ELA)

_____ Word-to-Word Dictionary

Other Plans:
MTSS/RtI – Reference ENRICH at the beginning of the school year
(Check all that apply)

_____ Individualized Education Plan (IEP)  _____ Advanced Learning Plan (ALP)

_____ Significant Reading Deficiency (SRD)  _____ 504 Plan

Social, Emotional, and Behavioral Interventions & Supports
(Check all that apply)

_____ School Counselor  _____ Behavior Plan (IEP)  _____ Behavior Plan (MTSS/RTI)

_____ Classroom Behaviors Interfere With Learning  _____ Work Completion Concerns

_____ Attendance Concerns (Tardies, Late Arrivals)  _____ Social Barriers/Concerns

_____ Home/Family Concerns: _______________________________________________________

_____ Other: ________________________________________________________________

Optional Comments:  


MIS-IDENTIFICATION BODY OF EVIDENCE TEAM MEETING

Student: _______________________________  School: _______________________________

Date: __________  Student ID: _______________  Grade: __________

ESL Teacher: __________________________________________

Reasons why body of evidence change is sought for this student:

Decision Made:  ______ Student will be reclassified  ______ Student will remain in program

Teams Member Signatures:

Student: _______________________________  Date: __________

Parent: _______________________________  Date: __________

Content Teacher: ________________________  Date: __________

Administrator: ___________________________  Date: __________

ESL Teacher: _____________________________  Date: __________

ELL Specialist: ___________________________  Date: __________

Federal Programs Coordinator: ___________  Date: __________
PROCEDURES FOR PARENT REFUSAL REQUEST

Once a parent has requested a refusal of services, these steps need to be taken in the following order for completion of the refusal process:

1. Notify your ELL Content Facilitator or the ELL Specialist that a parent has made a request to refuse services.

2. ESL Teacher will schedule a team meeting at the school. The Team needs to include:
   a. Parent(s) of student
   b. Administrator
   c. ELL Specialist
   d. Counselor at the Middle School and High School levels
   e. Progress Monitor at the High School level if applicable
   f. Translator if necessary
   g. ESL Teacher

3. The ESL Teacher will facilitate the Team Meeting.

4. At the team meeting, the parent must be offered the opportunity to explain the reasoning for refusing ESL services.

5. The ESL Teacher must explain what refusal of services means for the student.
   a. WIDA ACCESS Testing is still mandatory.

6. A plan for how the student’s progress will be monitored without ESL services must be developed, using the ELDPR document and uploaded into the student management system.

*Rescindment of Refusal of ESL services may occur at any time.*
MESA COUNTY VALLEY SCHOOL DISTRICT #51
English Language Learner Department
Parental Refusal of ESL Program Services

Name:          ID #:          Grade:
Teacher:       School:       Date:

The following steps are required in order to complete this form:
1. ESL teacher fills out testing and grade information below. ESL teacher and other identified staff then meets with parent to discuss the reasons for considering a refusal of services, the student’s current proficiency level in English, and the student’s current and future academic progress, the ELDPR, the annual language assessment, and the parent’s right to rescind the refusal of services.
2. Parent completes and signs the Parental Refusal of Services form.
   Original: ELL Office       Copy: Student’s cum file       Copy: Parent       Copy: ESL teacher
3. The ESL teacher notifies the student’s mainstream teacher(s) and provides support to teacher(s) as needed and a copy of the Alternative Plan which identifies how the “refusal” student will be supported for language acquisition in the mainstream classroom setting.
4. The ESL teacher, in collaboration with the mainstream teacher(s), documents language acquisition using the ELDPR each semester with monthly progress monitoring notes. The ESL teacher will also administer the annual State language acquisition assessment.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date</th>
<th>Results / Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIDA ACCESS</td>
<td></td>
<td>Overall:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking:</td>
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<tr>
<td></td>
<td></td>
<td>Listening:</td>
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<td>Reading:</td>
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<td></td>
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<td>Writing:</td>
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<tr>
<td>PARCC</td>
<td></td>
<td>Literacy:</td>
</tr>
<tr>
<td>CMAS Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Assessment</td>
<td></td>
<td></td>
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<tr>
<td>Current Grades</td>
<td></td>
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</tr>
</tbody>
</table>

Parental Refusal of ESL Program Services

This is to certify that I, __________________________________________ (print name), understand that my child has met the criteria for ESL program services. However, I wish to withdraw my child from receiving direct ESL pull-out services for the following reason:
_____________________________________________________________________________________

I understand that my child will have an ELL Alternative Plan, an ELDPR each semester and will be given the State English Language Assessment each year to determine language proficiency levels. I also understand that, at any time, I may request that my child return to receiving direct ESL pull-out services.

Parent Signature: ___________________________ Date: ________________
ESL Teacher Signature: ______________________ Date: ________________
ESL Content Facilitator: _____________________ Date: ________________
Principal Signature: _________________________ Date: ________________
Mesa County Valley School District 51
English Language Acquisition Office

Parental Rescindment of Refusal of ESL Program Services

Name: ___________________________ Date: ______________________

School: ___________________________ ID#: ______________________

Having previously refused direct ESL pull-out instruction for my child, I, ___________________________, am now requesting that my child, ___________________________, be returned to ESL program services for the following reason(s):

- _____ Student is receiving poor grades in core/academic classes
- _____ Student is feeling frustrated and/or discouraged
- _____ Academic classes are too difficult
- _____ Needs more help with learning English
- _____ Needs more support with English in order to do better in other classes
- _____ Child has asked to be returned
- _____ Teacher or Principal has asked that child be returned
- _____ Other ______________________________________________________
- _____ Other ______________________________________________________

Parent Signature: ___________________________ Date: ____________

ESL Teacher Signature: ___________________________ Date: ____________

*ESL Teacher: Please send the completed form to the ELL Specialist.*

**ELL Office use only:**

Notes:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

ELL Specialist: ___________________________ Date: ____________

Federal Programs Coordinator: ___________________________ Date: ____________
Mesa County Valley School District
ELL Department
Budget Request for ELL Department Funding

Requested by: ___________________________  Date: ___________________
School: __________________________________

Order Form:
➢ Complete the form below OR attach a completed publisher/vendor order form.
➢ Send to your ELL Specialist for pre-approval.

<table>
<thead>
<tr>
<th>Publisher/Vendor (name, address, phone, fax, website)</th>
<th>ISBN or Order No.</th>
<th>Description (book title, item name, etc.)</th>
<th>Quantity</th>
<th>Unit Price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Subtotal</th>
<th>Shipping and Handling</th>
<th>Total</th>
</tr>
</thead>
</table>

Educational reason for purchase

For ELL Department Use:

Funding Source ________________________________________________________________
Approved by: ________________________________________________________________
# MESA COUNTY VALLEY SCHOOL DISTRICT 51
## English as a Second Language
### Approved Classroom Accommodations for ELLs

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>ID #</th>
<th>Grade</th>
</tr>
</thead>
</table>

**Teacher:**

**School:**

**Date:**

__________________________, will receive the following classroom accommodations for

__________________________ during the ____________________ school year.

### PACING:
- Avoid any assignments requiring extensive copying or writing in a timed situation
- Shorten/lengthen time required for each task
- Give more time for reading assignments
- Keep lesson objectives in mind, reduce the amount of materials to be covered
- Give daily work in smaller amounts
- Reduce length of exams or allow more time for completion of exams
- Other: ________________________________

### METHODS:
- Use preferential seating for student (by study-buddy or near teacher)
- Pre-teach vocabulary needed for assignment/lesson/unit
  - Use pictures, flash cards, etc.
  - Use clear, uncomplicated definitions
  - Allow student to refer to the vocabulary lists frequently
- Ask questions requiring shorter answers
  - Written: short answers; clues given
  - Oral: allow student more time to respond
  - Let student do written assignments on the computer
- Mark student’s correct and acceptable work, rather than the mistakes
- Reversals, transpositions, misspellings should not be marked wrong; instead, point them out for correction
- Avoid putting student under pressure of speaking and/or reading English aloud
- Reduce distractions
- Talk at a slower, but natural, rate if student indicates he/she is having difficulty understanding, enunciate carefully and avoid slang and idioms. Assist the student’s understanding by using gestures and changes in the tone and pitch of your voice.
- Permit student to use a tape recorder
- Provide a written copy of board work
- Summarize the key point of your lesson at the end of the period to make sure the student has received/recorded important information
- Assign tasks at the appropriate level (lower difficulty)
- Use manuscript fonts and clearly print when writing by hand; avoid unusual fonts and cursive handwriting
- Reduce reading level of the regular assignment (reword, paraphrase, edit, use of high-interest/low vocabulary materials, etc.)
- Teach and reinforce use of good study skills to improve content retention and understanding
- Let the student type, record, or give answers orally instead of writing them
- Reduce note-taking tasks by providing note-taking guide or outline
Let student copy from a card or teacher's manual instead of from the blackboard

Avoid penalizing for spelling errors

Provide examples of expected work that "show" rather than "tell"

Provide learning aids: pictures, manipulatives, basic English dictionary written especially for ELLs, bilingual dictionary

Provide alternative methods in completing assignments:
- Utilize student peer-tutoring
- Partner/buddy system within the classroom (reading/writing assistance, etc.)
- Older/experienced student, volunteer tutoring, or teacher aide assistance
- Utilize contracts to help student stay on track with finishing or improving work

After giving directions to the entire class, quietly and slowly repeat directions to the student; have the student repeat the directions back to you to check for comprehension.

Use study-buddy or good-neighbor to help student understand instructions and assignments.

Keep assignments as concrete as possible

Consistently post assignments on board and give student time to copy and ask questions

Give immediate feedback and use tactile reinforcements

In addition to giving directions orally, provide simple written instructions and/or visuals

Limit outside reading assignments

Underline or highlight important words or main ideas on photocopies of readings or worksheets

Assign only what can be done independently

Other: ____________________________________________________________

MATERIALS:

Use concrete materials to provide additional cues (manipulatives, pictures, examples, realia, etc.)

Use visuals whenever possible (charts, slides, film, maps, handouts, demonstrations, etc.)

Use audio materials (tapes, records, film, etc.)

Highlight textbooks and materials

Use-adapted textbooks, if available

Provide dictionary especially written for ELLs, bilingual dictionary, and/or picture dictionary

Use games for needed drills

Provide a copy of lecture notes or a copy of another student’s notes

Provide study guide and/or outline

Tape record lengthy chapters or assignments

Other: ____________________________________________________________

TEST ACCOMMODATIONS:

Allow the student to know specifically what will be tested

Give the student the test format ahead of time

Provide alternative methods of testing to the traditional formats

Reduce the length of regular exams
- Reduce the number of questions to be answered/marked
- Prioritize testing the objectives of the class

Use objective terminology

Present test questions in the same phrasing as used in learning/review

Allow student to dictate or answer orally.

Grade of basis of individual achievement/ability

Individualize grading

Give open-book tests and indicate page numbers to answer next to question

Give test or assessment over several days or in sections

Have someone read the test to the student

Provide a list of vocabulary needed for fill-in-the-blank test items

Other: ____________________________________________________________

If you have any specific questions about these accommodations or other concerns regarding this English language learner, please contact D51 ELL Office and consult with the ELL Specialist (254-5484.)
ELL Achievement Review

**Purpose:** To collect information from mainstream teachers who are working with ELL students in order to build and maintain effective educational plans that guide instruction.

**Teacher Information:**
Name: 
Class Name: 
Date: 

**Student Information:**
Name: 
ID: 
Grade: 
School: 
Student Status: 

**Instructions to Complete:**
The Achievement Review is required for identified students (Student Status) and must be uploaded to Enrich by the ESL teacher first semester and second semester of each academic year. The ESL teacher will begin and ensure that the Achievement Review has been completed. The Grade-Level mainstream teacher or the Grade-Level English Language Arts teacher will complete the Mainstream teacher Survey portion of the review. The School Principal will sign the document with the ELA teacher information input acknowledging the document has been reviewed.

**Please follow the steps outlined:**
**Step 1:** ESL teacher initiates an Achievement Review for ESL students who are Monitor 1 and Monitor 2. The ESL teacher will input teacher information and student information during this step.

**Step 2:** Each Achievement Review document needs to be saved so that the ESL teacher and content teacher can easily identify the file. An example would be – Jose Sample (556677).

**Step 3:** The ESL teacher will request the student's English Language Arts teacher will review and input data and sign. You may give them a target date for completion.

**Step 4:** Once all Achievement Reviews are complete, the ESL teacher will request the School Principal to review and sign the Achievement Reviews.

**Step 5:** The ESL teacher will upload all completed Achievement Reviews as attachments to Enrich for individual students. Please name the file in Enrich as such: year term AR Example: 2017Fall AR

**Step 6:** The ESL teacher will notify the District ELL office/Coach when the process has been completed by sending an email.
## Mainstream teacher Survey

1. Is the student **capable** of working at grade level in your class?
   - ☐ Yes
   - ☐ No
   If no, please explain:

2. Is the student **currently** working below, at, or above grade level?
   - ☐ Below grade level
   - ☐ At grade level
   - ☐ Above grade level
   Please explain:

3. If working below grade level, in which areas is the student struggling?
   - ☐ Difficulty comprehending spoken communication (Listening)
   - ☐ Difficulty comprehending texts (Reading)
   - ☐ Difficulty with communicating orally (Speaking)
   - ☐ Difficulty with written communication (Writing)
   - ☐ Other:

   * If not listed, check the Other box and add what type(s) the difficulty is.

If you indicated areas of English language development in which the student is struggling, please describe how you are addressing these areas of concern?

## Indicate the types of support that are available to the student in your classroom.

- ☐ Building/verifying background knowledge prior to lesson
- ☐ Focused vocabulary development
- ☐ Bilingual, picture, or ESL Dictionaries available
- ☐ Assessment Alternatives
- ☐ Alternative Texts are available at the student’s reading level
- ☐ Resources are available in the student’s first/primary language
- ☐ Cooperative Grouping
- ☐ Additional time allowed for class tasks, assignments, assessments
- ☐ Sheltered Instruction Strategies
- ☐ Other:
**Requested Follow-Up:**

(indicate all areas in which you would like information and support)

- Additional discussion regarding the student’s second language acquisition proficiency levels in speaking, listening, reading, and writing
- Sheltered instruction strategies and techniques for increasing student’s comprehension and participation
- Strategies for accessing background knowledge prior to a lesson/unit of study
- Strategies for focused vocabulary development prior to a lesson/unit of study
- Alternative Assessments
- Grading
- Communication ideas/tools with Parents
- Bilingual, picture, or ESL Dictionaries
- Meeting with the ESL teacher
- Meeting with District-level ELL Specialist
- Other:

**Dated notes from ESL Teacher and Mainstream teacher Collaboration:**

<table>
<thead>
<tr>
<th>Mainstream Teacher Signature:</th>
<th>Date:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>School Principal Signature:</th>
<th>Date:</th>
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<tr>
<th>ESL Teacher Signature:</th>
<th>Date:</th>
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</tbody>
</table>
Culturally and/or Linguistically Diverse (CLD)  
Body of Evidence Form  
Page 1 of 2

Student: _________________________________  ID# or DOB: ____________________  
(Please use student’s name as listed on registration form / Synergy.)

Psychologist: ______________________________  School: ______________________

Body of Evidence Used: (please attach all bodies of evidence used)

☐ State Assessment Scores
☐ Other Assessment Sources (DIBELS, I-Ready, STAR, NWEA, DRA2, Curriculum Based Measurements, Formative or Summative assessments)
☐ Teacher Checklist from Mainstream Teachers
☐ Teacher observation notes: ________________________________
☐ School records (Report Cards and/or Transcript)
☐ Work samples and/or Classroom Assessments
☐ Assessments from other States/Private Schools
☐ Other: ________________________________________________________
☐ Other: ________________________________________________________

Other Sources of Information:

☐ 504 Plan
☐ SRD Plan
☐ ALP
☐ IEP
☐ Behavior Plan
☐ WIDA ACCESS Scores
☐ ELDP
☐ Alternative Plan(s)
☐ Other: ________________________________________________________
☐ Other: ________________________________________________________

Notes / Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

ELL Specialist: _________________________________  Date: __________________
Culturally and/or Linguistically Diverse (CLD)
Body of Evidence Summary
Page 2 of 2

Student Name: ________________________ ID: __________________ Date: __________________

Grade: _______ School: _______________ ESL Teacher: __________________

MTSS Specialist: __________________________________________________________

Summary:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

MTSS Specialist: __________________________ Date: ______________________

ELL Specialist: ____________________________ Date: ______________________
When recommending a CLD student for a Special Education Referral, **language acquisition and cultural impact** are both important factors that **must be considered by the general education staff**, which includes, but is not limited to the following individuals: Building Principal, General Education teacher(s), English as a Second Language (ESL) Teacher for English Language Learners (ELL) or the District ELL Coach for Culturally and/or Linguistically Diverse (CLD) students, Counselor, and the Progress Monitor for Middle Schools and High Schools. Upon consideration of a referral to Special Education, language acquisition and cultural influence will again be reviewed by the building Special Education staff (the School Psychologist, the Speech Language Pathologist and the Special Education Teacher) prior to accepting and moving forward in the referral process. To ensure the successful movement of a CLD/ELL student toward a compliant referral to Special Education, the following RtI items frame the ‘Body of Evidence-DATA’: 

- □ RtI Form A - Instructional Decision-Making Process Checklist
- □ RtI Form B - Teacher Anecdotal Record Form
- □ RtI Form C - Parent School Partnership Information
- □ RtI Form D - Student Summary - *Completed by General Education Teacher in collaboration with ESL Teacher for ELL Students or the District ELL Coach for CLD students.*
- □ RtI Form E – Problem Analysis - *Completed by General Education Teacher in collaboration with ESL Teacher for ELL Students or the District ELL Coach for CLD students.*
- □ Culturally and/or Linguistically Diverse (CLD) Body of Evidence Form – (ELA Department)

**Following a review of ‘Body of Evidence-DATA’, the D51 SPED CLD Support Staff identifies the following action:**

<table>
<thead>
<tr>
<th>Mark with ‘X’</th>
<th>Plan of Action</th>
<th>Date</th>
<th>D51SPED CLD Staff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data submitted is complete. Request is forwarded to the SPED Translator (SET). The SET contacts the building psychologist.</td>
<td></td>
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</tr>
<tr>
<td>DATA submitted is incomplete. Request is referred back to building team for revisions.</td>
<td></td>
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<tr>
<td>DATA submitted is complex and requires 1:1 consultation</td>
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</table>

DO NOT TYPE OR WRITE IN THIS SECTION. TO BE COMPLETED BY D51 SPED CLD SUPPORT STAFF
English as a Second Language Department

Culturally and/or Linguistically Diverse (CLD) process for Special Education and ESL Review or Initial Staffing

When reviewing or completing an initial program placement of a CLD Special Education student who is identified as an ESL student, language acquisition and cultural impact are both important factors that **must be considered by the general education staff**, which includes, but is not limited to the following individuals: Building Principal, School Psychologist, Special Education Teacher, General Education teacher(s), English as a Second Language, Counselor, and the Progress Monitor for Middle Schools and High Schools. Upon consideration or review of Special Education program services, language acquisition and cultural influence will again be reviewed by the building Special Education staff (School Psychologist, the Speech Language Pathologist and the Special Education Teacher) prior to moving forward with the Special Education program services offered. To ensure the successful review of a CLD/ESL student toward a compliant program for both Special Education and ESL, the following will be reviewed:

- Special Education and ESL student Program Management Expectations
Special Education and ESL student Program Management Expectations for Building ESL Teachers

(Special Education AND ESL identified Students)

Page 1 of 2

ESL Teacher Key Points in working with “Dual Identified” Students

ESL and Special Education

Special Education and ESL programs and are expected to work together to best meet the needs of the student.

An ELL Department Representative (ESL Teacher or ELL Specialist) will:

- Be invited to all meetings (annual, tri-annual, initial) that Special Education holds to address student progress; if ESL staff cannot attend, they will provide current levels and language acquisition information to the Special Education Case Manager.
- Know the amount of time a student is to receive for General Education instruction and Pull out instruction: Consult with the Special Education case-manager to see if ESL pull-out fits into this parameter? If not, the consultation model for ESL will apply.
  - Collaboration with the Special Education case-manager on an agreed upon schedule, as documented on the ESL Alternative Plan.
- Know the student’s IEP goals
  - Ensure that goals are linguistically and culturally appropriate for the child.
- Know IEP review dates and consult with the Special Education case-manager in a timely manner – do not delay their process.

Before designing a schedule of services – Points to Ponder

Ask: How will we coordinate to meet the complex needs of this child?

- What are the language needs of this child?
- What are the cultural needs of the child?
- Who will be involved in meeting the language and the special education needs of this child?
- How will these folks collaborate?
- Where will services be delivered?
- Who will monitor progress for which areas?
- Have we ensured that parents were knowledgeable partners in decision making and planning?
Body of Evidence Form for Retention or Demotion

Student Name: ______________________________ Current Grade Placement: ______________

Student ID #: ______________________________ School: ____________________________________

Staff Providing Information: _____________________________________________________________

Collaboration Dates: ___________________________________________________________________

Check all that Apply: Student is identified as:

_____ Culturally & Linguistically Diverse  _____ ELL  _____ SPED  _____ Significant Reading Deficient

Academic Background

General Education (check all that apply)

Is this student performing at grade level? Please mark each content area

Reading: Yes  No  Data Sources: _________________________________________________________
Writing: Yes  No  Data Sources: _________________________________________________________
Math: Yes  No  Data Sources: __________________________________________________________

If no is checked above, is this student capable of doing the work?

Reading: Yes  No
Writing: Yes  No
Math: Yes  No

If no is checked above, is this student struggling due to special education disabilities/deficits? Refer to IEP

Reading: Yes  No
Writing: Yes  No
Math: Yes  No

Have you discussed this student with the counselor?  Yes  No  Date: _________________________

Have you discussed Academic concerns with a parent?  Yes  No  Dates: _______________________

Have you referred this student to the RTI team?  Yes  No  Dates: ___________________________

Other Helpful Information

• Are there attendance concerns?  Yes  No  # of absences/tardies __________
• Does behavior interfere with student success?  Yes  No
• Does this child have a behavior plan?  Yes  No
• List the number of schools this student has attended? _____________________________________
• Has this student previously been retained? If so, when and where? _________________________
If the students is ESL or CLD: What language supports are currently being provided to the student in the classroom? Check all that apply

___Allow students to know exactly what is going to be on the test
___Summarize key points of the lesson for the student
___Provide student with key vocabulary before the unit including non-linguistic representation when necessary
___Student is seated/grouped next to strong academic students
___Allow student to show what they have learned through alternative assessments
___Teach student good note-taking strategies and study habits for the content area
___Intervention class to help student with challenging homework
___Provide alternative methods in completing assignments/ study buddy/ alternative assignment, etc.
___Provide needed vocabulary/word bank for fill in the blank tests including non-linguistic representation when necessary

Assessment Overview
WIDA Language Acquisition:
ACCESS: 2016-17 Scores: Overall: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____

DIBELS/NWEA:
Content Area: __________________________ Date: ______________ Score: ______________
Content Area: __________________________ Date: ______________ Score: ______________
Content Area: __________________________ Date: ______________ Score: ______________

DRA2:
DRA2: Date: ______________ Score: ______________ Date: ______________ Score: ______________
DRA2: Date: ______________ Score: ______________ Date: ______________ Score: ______________

CMAS/PARCC:
CMAS: 2016-17 Score: Reading ______________ Writing ______________ Math______________
CMAS: 2017-18 Score: Reading ______________ Writing ______________ Math______________
Other: _____Woodcock Munoz _____ Light’s Retention Scale _____Other: __________________________

I have consulted with: _____D51 ELL Department _____ ESL Teacher _____ SPED Teacher

Decision: ____________________________________________________________________________

Teacher __________________________________________________________ Date: ______________
Parent __________________________________________________________ Date: ______________
ESL Teacher __________________________________________________ Date: ______________
ESL Specialist _________________________________________________ Date: ______________
Principal ______________________________________________________ Date: ______________

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# Retention Communication Timeline

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Fall Parent-Teacher Conference</th>
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</table>
| Date:  | - Home/School Intervention plan established.  
        | - Identify school staff who will work with the ESL/CLD student.  
        | - Begin the MTSS process and collecting data.  
        | - Begin implementing differentiated instructional strategies and compile data.  |

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Collaborate with School Counselor or School Psychologist</th>
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<tbody>
<tr>
<td>Date:</td>
<td>- Revise Home/School Intervention plan if necessary.</td>
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</table>

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<thead>
<tr>
<th>Step 3</th>
<th>Second 9 Weeks</th>
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</table>
| Dates: | - Continue interventions which are working.  
        | - Consult with the MTSS Team.  
        | - Consult with the ESL Teacher or ELL Specialist.  
        | - Consult with other staff: Counselor, Specialists, Psychologist, and/or Principal.  |

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<thead>
<tr>
<th>Step 4</th>
<th>Mid-Year Meeting to Review Progress</th>
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| Date:  | - Teacher, parent and principal confer to discuss progress.  
        | - Teacher documents by giving or sending Mid-Year Progress Review letter home to the parent.  |

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<thead>
<tr>
<th>Step 5</th>
<th>Third 9 Weeks</th>
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</thead>
</table>
| Date:  | - Teacher revises Home/School Intervention plan if necessary.  
        | - Continue interventions which are working.  
        | - Consult with the MTSS Team.  
        | - Consult with the ESL Teacher AND ELL Specialist.  
        | - Consult with other staff: Counselor, Principal.  
        | - Counselor may complete the Light’s Retention Scale and share results with the teacher, parent, and principal.  
        | - Teacher, parent and principal confer to discuss progress.  |

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<tr>
<th>Step 6</th>
<th>Spring Parent-Teacher Conference</th>
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</table>
| Date:  | - Principal reviews all retention candidate’s files.  
        | - Principal attends MTSS meeting for students being considered for retention and ensures all stakeholders are present or have participated in the process, if the parent doesn’t attend the Principal will ensure a parent teacher conference is scheduled.  
        | - Principal mails letters recommending retention to the parent.  |

<table>
<thead>
<tr>
<th>Step 7</th>
<th>If a child is retained</th>
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</thead>
</table>
| Date:  | - Before the first day of school, instructional intervention plans will be collaboratively developed by the child’s previous and current teachers, including District ESL staff.  
        | - Mid-way through the first Quarter of the retained grade, the MTSS team will review the student’s progress with the current mainstream teacher to determine if further intervention is needed.  |