

English Learners (EL) Handbook
MSD of Warren Township

For further information contact:

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Indianapolis, IN 46229**

(317) 869 - 4300

EL/ENL Program Sites

Brookview Elementary School	1550 North Cumberland Road Indianapolis, IN 46229 (317) 532-3050
Eastridge Elementary School	10930 East Tenth St. Indianapolis, IN 46229 (317) 532-3150
Grassy Creek Elementary School	10330 East Prospect St. Indianapolis, IN 46239 (317) 532-3100
Hawthorne Elementary School	8301 East Rawles Ave. Indianapolis, IN 46219 (317) 532-3950
Lakeside Elementary School	9601 East 21st Street Indianapolis, IN 46229 (317) 532-2850
Liberty Park Elementary School	8425 East Raymond St. Indianapolis, IN 46239 (317) 532-1850
Lowell Elementary School	2150 Hunter Road Indianapolis, IN 46239 (317) 532-3900
Pleasant Run Elementary School	1800 North Franklin Road Indianapolis, IN 46219 (317) 532-3800
Sunny Heights Elementary School	11149 Stonybrook Drive Indianapolis, IN 46229 (317) 532-2900
Creston Intermediate Academy	10925 East Prospect St. Indianapolis, IN 46239 (317) 869-1327
Creston Middle School	10925 East Prospect St. Indianapolis, IN 46239 (317) 532-6800

Raymond Park Intermediate Academy	11300 East Stonybrook Drive Indianapolis, IN 46229 (317) 532-8965
Raymond Park Middle School	11300 East Stonybrook Drive Indianapolis, IN 46229 (317) 532-8900
Stonybrook Intermediate Academy	11300 East Stonybrook Drive Indianapolis, IN 46229 (317) 532-8858
Stonybrook Middle School	11300 East Stonybrook Drive Indianapolis, IN 46229 (317) 532-8800
Warren Central High School	9500 East 16 th Street Indianapolis, IN 46229 (317) 532-6200

EL Program Handbook

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English Learners (EL)

Program Overview

Our Student Community

The English Learners (EL) program at MSD Warren Township serves over 900 students whose first language is other than English in grades K-12. There are more than 30 languages represented among our K-12 student body.

Goals of EL

The MSD Warren Township Schools EL program is committed to educational advancement of its EL students both academically and socially in English, while honoring their rich heritage of language and culture.

1. To teach English for specific academic purposes so language can be applied to academic context to maximize student achievement.
2. To provide opportunities for students to grow socially through their home school and community.
3. To enable students to construct meaning through appropriate instructional strategies.
4. To provide administrators, teacher and staff with innovative professional development to maximize student achievement.
5. To work collaboratively with parents, guardians and family members to enable a successful home/school partnership.

EL Program Staff

MSD Warren Township employs certified EL teachers at each EL program site. An EL Coordinator supports these teachers and assists with district needs. Additionally, bilingual instructional assistants support instructional and family needs. Staff are highly qualified and meet demands of No Child Left Behind (NCLB).

EL Programming Goals and Funding

Migrant Education

The office of Migrant Education of the U.S. Department of Education considers a child who is in preschool through thirteenth grade and not older than 21 years of age, eligible for the Migrant Education Program. The child has to have moved within the past three years across state or school district boundaries with a parent, guardian, or member of the child's immediate family. They or their family members must earn their living in short-term seasonal jobs related to food processing, crop harvesting, or fish catching.

Students are classified as eligible to receive Migrant Education program services by recruiters from the Division of Language minority and Migrant Education Programs, Indiana Department of Education. The recruiters visit areas which employ large numbers of seasonal workers and other referred sites to interview families for the purpose of determining Migrant eligibility status. Students/families, which qualify and receive migrant status are issued a Certificate of Eligibility (COE) which entitles them to a variety of academic and social services.

Title III

Title III is a supplemental program to provide services "in addition to and not to replace" core English language development programs. The purpose of Title III programming is to assist Limited English Proficient (LEP) students, including those that are immigrant children to:

- Attain high levels of academic achievement with state academic and achievement standards
- Develop high quality language programming to facilitate their English language learning needs and to integrate them in English dominant settings; this includes professional development of staff
- Promote family involvement and parent notification of progress

Annual Measurable Achievement Objectives (AMAO)

As a part of the Title III programming, the State requires each school corporation to pass the AMAO. Included in these objectives are annual increases in the number and percentage of students making progress in learning English, as well as those attaining proficiency.

Non English Speaking Program (NESP) Grant

The purpose of the Non English Speaking Program (NESP) Grant is to furnish K-12 LEP students in attaining greater English proficiency and academic achievement. It is an Indiana state government grant facilitated by the Indiana Department of Education.

MSD of Warren Township utilizes its NESP grant to provide instructional support to EL students and their families, professional development for teachers and to enhance family involvement.

Federal/State Laws for EL Students

Title VI Civil Rights Act 1964

Title VI states, "No person in the United States shall, on the ground of race, or national origin shall be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any problem or activity receiving federal financial assistance from the Department of Health, Education, and Welfare." (Title VI of the CRS of 1964, US CFR Part 80).

Language Use

United States

Bilingual Education Act (1968)

Congress legislated the Bilingual Education Act of 1968 in order to mandate schools to provide bilingual education programs. This was the first time congress had endorsed finding for bilingual education. The bilingual Program was a federally funded program through Title VII of the Elementary and Secondary Education Act, with the revision of Improving America's Schools Act of 1994.

Indiana House Enrolled Act 134 (1976)

The Indiana General Assembly established that bilingual education is an acceptable means of instruction for limited-English proficient students

Official State Language Law (1984)

This law states that English is official language of the state of Indiana, Public Law No. 1 (1984). Representative P. Warner, sponsor of the bill, indicated that the law was enacted to protect Indiana as a democracy.

Federal/State Laws for EL Students

Instructional Access

United States Lau vs. Nichols, (414 U.S. Reports, 563 Oct. term, 1974)

This is a landmark case pertaining to language minority education. The San Francisco school system failed to provide English language instruction to 1,800 limited-English proficient Chinese students. The Court of Appeals ruled that:

“Where inability to and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. 35 Fed. Reg. 11595.

United States Equal Education Opportunities Act (1974)

This act insures equal education rights for language minority students.

Plyler vs. Doe (102 S Ct. 2382, 1982)

The United States Supreme Court stated that school systems must enroll and educate children residing in their district even if their parents do not possess legal residency documents.

Indiana Academic Code

“Students must receive instruction from properly certified, licensed teachers.” (511 IAC 6.1-3-1.d)

“Each school corporation shall provide appropriate instruction to limited English proficient students.” (511 IAC 6.1-5-8)

“Instructional aides must work under the direct supervision of a certified teacher and should not have the sole responsibility of teaching units of study.” (511 IAC 1-8-7.5)

Further information about federal and state laws regarding EL students can be found at:

<http://www.doe.in.gov/lmmp/thelaw.html>

Enrollment/Student Placement Procedures

Enrollment Procedures

In accordance with Performance Based Accreditation compliance guidelines all schools are required to administer a Home Language Survey (census) to identify first (native) language(s) of all students enrolled in the school corporation the first time they enroll in an Indiana school. This is done by registering staff at the time of initial Indiana enrollment and not thereafter. Only one Home Language Survey should be administered for each student upon initial Indiana enrollment. This Home Language Survey should follow the student from school to school and must be requested by the registrar when the student enrolls in a new school. The Home Language Survey shall elicit the following information:

- the first (native) language of the student;
- the language most often spoken in the home;
- the language most often spoken by student most often.

Documentation of a student's native language shall be recorded in the permanent record of all new and transfer enrollees and in the student data warehouse.

When a language other than English has been marked on the Home Language Survey:

1. Stop the enrollment process.
2. Arrange for testing of the student's language proficiency or retrieve test scores from Learning Connection.
3. Give a copy of these documents to the person conducting the language proficiency test.
4. Mark the student's cumulative folder with an English Learner label and list the student on the DOE-Language Minority report.
5. Place the original in the student's cumulative file.

English Language Proficiency Assessment

EL staff or designated and trained individuals shall assess new EL students to Warren Township with the state-approved LAS Links assessment tool to measure proficiency in English. The English proficiency assessment shall be conducted within 30 days of enrollment at the beginning of the school year or within two weeks during the school year. This is in accordance with Indiana state guidelines.

If on the placement test a student receives a score of Not Proficient they will be classified as a LEP student level 1 or 2 according to Indiana state guidelines. If they score Approaching Proficiency they will be classified as a level 3 or 4. On the Kindergarten placement test, only the oral language score will be used for placement.

The purpose of English language proficiency assessment is to identify a level of English proficiency so appropriate EL programming and mainstream accommodations may be made for the EL students. A language program assistance refusal form must be signed if the parent refuses services.

EL Student Placement

If fluent, students will be placed in a regular instructional program. If LEP, placement will be made into an appropriate instructional program that provides English language development for a minimum of 1 hour daily.

EL students who enroll in Warren Township are to be placed with their age/grade appropriate peers. *The lack of English language proficiency in any domain of listening, speaking, reading and writing is not to be considered in the grade placement of EL students.*

Translation/Interpretation Services for Students and Families

Translation and interpretation services are provided to parents of non-English and limited English proficient students with opportunities to participate more fully in their child's education.

Attendance Policies

In Warren Township, we have students who are classified as a migrant, immigrant, or refugee. "It is the policy of the Department of Education (DOE) that any school aged child in Indiana for at least 30 days must be enrolled in public or private school. (Indiana State Board of Education, Rule 511 IAC, 1-7-1)

Migrant Student: A student is migrant if they are a child of migratory farm workers who qualify under several eligibility criteria. Children must not have graduated from high school or have a GED and be between the ages of three through twenty one. Their eligibility is determined by the Indiana DOE.

Immigrant Student: Immigrant children and youth are defined as, "individuals who (A) are aged 3-21, (B) were not born in any State, and (C) have not been attending one or more schools in any one or more State for more than 3 full academic years." (Title III section 3301(6))

If students qualify under either of the criterion, the following policies apply to attendance:

- *When an immigrant or migrant students leaves our school system for a period greater than two weeks, then they should be formally withdrawn from their local school building. Parents and guardians should formally withdraw their children. If this is not done by the parent or guardian, and the school has sufficient evidence about their departure, then the school may formally withdraw the student.*
- When and if the immigrant or migrant student returns to you building, they are to be reenrolled into the appropriate grade.
- Immigrant and Migrant Students should not be penalized for their time of withdrawal related to grading and assessment. In short, they should not be failed because of assignments or exams they missed, because they were formally withdrawn.
- It is important that your teachers be aware of the grading guidelines for these students when they re-enroll. You will need to determine a way to notify teachers of reenrolled immigrant and migrant students and that they are to be guided on what was previously covered upon their return.

Refugee Students: Any person who is outside any country of such person's nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return to, and is unable or unwilling to avail himself or herself of the protection of, that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion. (Refugee Act of 1980, P. L. No. 96-212)

Promotion/Retention

In accordance with Performance Based Accreditation guidelines, as school corporation shall not retain language minority students solely on the basis of English language proficiency.

Students must be reviewed on an individual basis. If the language proficiency assessment indicates that the student is below level 5 (native like proficiency) in English, grading, and assessment procedures must be adapted to their proficiency level. If adaptations are **NOT** made accordingly, the child must **not be failed or retained**.

Any questions and/or concerns of classroom teachers regarding the promotion/retention of EL Program students should directed to the EL Program teacher. All decisions regarding EL Program students should be made in consultation with the building EL Program teacher and building principal.

See the following information for details of the guidelines provided by the Indiana DOE for LEP student retention:

Indiana Department of Education ☐ Office of English Language Learning and Migrant Education
www.doe.state.in.us/lmmp

Retention Guidelines for Limited English Proficient (LEP) Students

The landmark court case Lau v. Nichols upheld Title VI policy stating: "There is not 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." School corporations are required to take affirmative steps to rectify the language deficiency in order to open up their programs to LEP students (OCR, *"Identification of Discrimination and Denial of Services on the Basis of National Origin"*, July 1970). Therefore, retention of an LEP student **should not** be based solely upon their level of English language proficiency.

Prior to considering retention of an LEP student, the following points should be addressed in an Individual Learning Plan (ILP) meeting comprised of the student's teacher(s), ESL staff member(s), administrator(s), and the student's parents/guardians. Documentation and results of the ILP meeting must be kept in the student's cumulative folder.

1. Has the student's level of English language proficiency been assessed?

Newly-enrolled students must be assessed for identification as LEP using the LAS Links Placement assessment within thirty (30) days of enrollment at the beginning of the school year or within two (2) weeks during the school year. Each spring, all LEP students must participate in the LAS Links English proficiency assessment.

2. How long has the student been enrolled in the school corporation?

The ILP committee should consider the length of time a student has been enrolled in the school corporation in order to determine whether retention is an appropriate choice.

3. Has the student's parent(s)/guardian(s) been contacted if the student is not performing at grade level?

The student's parent(s)/guardian(s) should be contacted when a student is not performing at grade level. All communication should be documented and in the parent(s)/guardian(s) native language. Documentation may include phone calls, progress reports, report cards, sample work, etc.

4. Has the Individual Learning Plan (ILP) or another source to document classroom modifications and adaptations been implemented?

Every LEP student is required to have an Individual Learning Plan (ILP) or localized form for documenting modifications and adaptations. Teachers are required to have copies of ILP's for any student that they have and all modifications and adaptations must be followed. It is important to ensure that the ILP has been fully implemented and documentation has been provided for any changes or updates made to the ILP. The ILP is a fluid document that should be re-visited and updated as new data becomes available but not less than once per school year.

5. How much individual English language development instruction is the student receiving throughout the school day?

An LEP student should be receiving English language development throughout the school day via a push-in, pull-out or an ENL course specifically designed to support language development.

6. Is there sufficient screening and progress monitoring data to show that the student is below grade level?

There must be a collection of multiple data points showing that an LEP student is consistently failing to meet grade level expectations on screening and progress monitoring instruments. Retention decisions for LEP students should not be based on one specific piece of data.

If the above points have not occurred in a sufficient manner and have not been documented, retention is not appropriate. The decision to retain a student should be based on several pieces of criterion to determine if retention is appropriate. For any questions, please contact the Office of English Learning and Migrant Education at 317-232-0555.

Reclassification/Monitoring Process

In accordance with the guidelines set forth by Indiana Department of Education, proficiency in English for limited English proficient (LEP) students is based on attaining an Overall score of Level 5 on the LAS Links English Proficiency Assessment twice consecutively. However, these students will be considered to be in the LEP student sub-group for AYP purposes throughout the entire monitoring process.

During the reclassification process, students are monitored for the first three years after obtaining the first score of Level 5 on the LAS Links English Proficiency Assessment. This monitoring will be done by the EL/ENL teacher and documentation will be placed in the students' cumulative folders three times a year (BOY, MOY, EOY.)

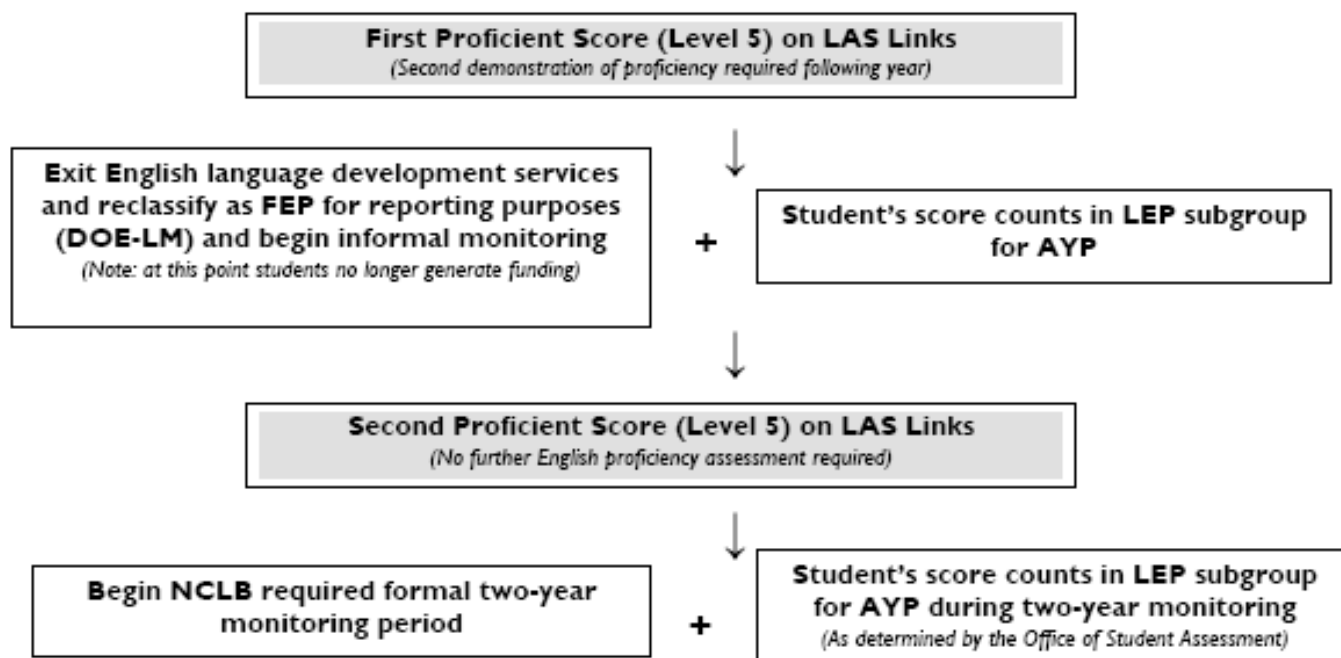
The first year of monitoring is an informal monitoring process during which the students are exited from the English language development services and reclassified as Fluent English Proficient (FEP) for reporting purposes. After scoring an Overall Level 5 on the LAS Links English Proficiency Assessment for the second consecutive year, the student begins a NCLB required formal two year monitoring period and no further English proficiency assessment is required. During this two-year period, exited students are still entitled to access all services provided through the district's language development program, if needed. Students will not receive any testing accommodations during the monitoring period. Monitored students should:

- perform on-par with native English speaking peers
- have full access to all aspects of the mainstream curriculum and participate successfully
- have access to language instruction services if needed

See next page for diagram detailing conditions.

If at any time during the monitoring process the student does not make AYP the student will be evaluated by a team of teachers and administrators. First standardized test scores (LAS Links, ISTEP+, Acuity, Terra Nova) will be compared to determine if it is a language issue or if the issue was related to procedures and format of the test. This data assessment will include the classroom teacher(s) to determine how the student is doing on district and classroom assessments. The strategies that teachers are using in the classroom will be discussed. If language regression does not appear to be the problem, assistance in the classroom from EL personnel or other personnel will be implemented to help the student succeed. If the lack of success is determined to be language regression, the student will be pulled back into the language instruction program. The student will be monitored, in the hopes of determining a cause of and reversing the regression. The classroom teacher(s) will be given additional professional development to help them better assist the student. A team will periodically reevaluate the student's progress to determine the best way to continue to meet the student's needs.

Exiting from Services and AYP:



Monitoring:

Example:	
Spring 2007:	1st Overall Level 5 score (FEP status on DOE-LM and exit services)
Spring 2008:	2nd Overall Level 5 score (No further LAS Links assessment)
SY 2008-09:	Monitoring Year 1 (No LAS Links in Spring 08)
SY 2009-10:	Monitoring Year 2

Exiting from English language development services must ensure that:

- former LEP students who have been reclassified as fluent English proficient (FEP) will have full access to mainstream curriculum, and
- monitoring of students' academic progress will occur for two years.

The formal two-year monitoring period begins when a student attains proficiency (Overall score of Level 5) on the LAS Links English Proficiency Assessment for the second time. During this two-year period, exited students are still entitled to access all services provided through the district's language development program, if needed.

Source : http://www.doe.in.gov/lmmp/pdf/exiting_from_services.pdf

ESL FORMAL MONITORING FORM MSD WARREN TOWNSHIP

Student Name School Grade Year of Formal Monitoring to 1st year or 2nd year

Primary Language of Parent Interpreter Needed: Yes No Unknown

Semester 1 and 2

Subject/Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Subject/Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
COMMENTS: <input type="text"/>										

STANDARDIZED TEST	LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES
TEST NAME: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
TEST DATE: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
COMMENTS: <input type="text"/>				

Recommendation for to :
☐ Student will continue to be classified as FEP and be formally monitored for another year.
☐ Student will return to the LEP program and be reclassified as LEP. Parent Notification Date:
 Reason for return to LEP Program:
☐ Student has successfully completed 2 years of formal monitoring and no longer requires ESL services.

Completed by: Email: Phone Number:

Refusal of EL Program Services

Any student with a language other than English marked on their Home Language survey must take the LAS Links placement test as is required by Title III of the No Child Left Behind Act. However, parents have the right to refuse to participate in the language development program even if their child qualifies for English language development services. The parent must mark this refusal on the Refusal of Language Assistance form (see Forms) during a refusal conference that should include the EL teacher and a school administrator. This form should then be filed in the student's cumulative folder.

When a parent has refused EL Program services, the EL teacher at that school will write an Individual Language Plan (ILP) and will monitor the student's progress using the progress monitoring form. These forms will be provided to the student's teachers, along with any training that they may need. Accommodations listed on the ILP will be used in the classroom and during testing. The progress monitoring forms and the ILP will also be updated in the student's cumulative folder three times during the year (BOY, MOY, EOY.)

The student will be provided approximately one hour of language development each day by a certified teacher. The student will take the LAS Links test each spring. ISTEP and any other standardized testing will be taken using the accommodations that are marked on the students ILP. These students are considered Limited English Proficient (LEP) for testing and reporting purposes.

When the student scores a level five on the LAS Links test, they will be reclassified as Fluent English Proficient (FEP.) The student then enters the informal monitoring period. At this point an ILP is no longer needed, and the student will no longer receive accommodations during testing. When the student has scored two consecutive level fives on the LAS Links test, the student will no longer need to take the LAS Links and will begin the formal monitoring period. When the student completes the formal two year monitoring period, no further monitoring or testing is required.

LEP REFUSAL OF LANGUAGE ASSISTANCE PROGRAM MONITORING FORM
WARREN TOWNSHIP

Student name: _____ School: _____ Grade: _____ Year: _____

Primary Language of Parent: _____ Interpreter Needed: Yes ___ No ___ Unknown ___

Semester 1 and 2

Subject/Grade:	See attached.
Comments:	

L.A.S Links Test	Speaking	Listening	Reading	Writing	OVERALL	Oral	Comprehension
Test Date:							
Grade level:							
Comments:							

Standardized Test Scores	Language Arts	Math	Science	Social Studies
Test Name:				
Test Date:				
Comments				

Standardized Test Scores	Language Arts	Math	Science	Social Studies
Test Name:				
Test Date:				
Comments:				

Completed by: _____ E-mail: _____ Phone: _____

Counseling Services

In accordance with the law, counseling services are provided for students who are in need of them. (Title VI of the Civil Rights Act of 1964 (42 USCS, 2000d); Lau v. Nichols (1974) 414 US 563, 39L ED 2d1, 94 S Ct 786; Equal Educational Opportunities Act of 1974 204(f), 20 USCA 1703(f) and 511 IAC 6.1-5-8.) When possible, these services will be provided in the native language of the student. These counseling services include the following areas :

1. Social, emotional adjustment to United States culture
2. Drop-out prevention
3. Technical vocational training
4. College preparatory coursework
5. Substance abuse
6. Teenage pregnancy and prevention

Special Education

EL Program students may be identified for Special Education placement if they meet the following criteria.

General Criteria

1. The student must have been in the school district or in another school in the United States for a period of at least one year. (Exceptions – students with obvious physical and/or mental disabilities or students who enroll in the district with an IEP from another school district).
2. The student is significantly struggling as collaboratively identified by EL program staff and teacher(s)/staff and student needs are **not related** to second or other language learning.
3. An interpreter must be furnished if the child's dominant language is other than English. It is preferable that the psychologist is proficient in the native language of the child, but if that is not possible, an interpreter may be used who is from the culture and language of the child. It **cannot** be a family member and must represent a non-biased party.

EL and Special Education Staff Roles

Response to Instruction: RTI

The practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to inform educational decisions.

Staff	Role
EL Teacher or staff*	<ul style="list-style-type: none">• Implement Individual Learning Plan with classroom and/or content area teacher.• Include in all RTI related meetings and conversations• Complete documentation of process guidelines
Classroom or Content Area Teacher	<ul style="list-style-type: none">• Implement Individual Learning Plan with assistance from EL staff• Include in all RTI related meetings and conversations
Special Education Teacher	<ul style="list-style-type: none">• Provide suggestions about Individual Learning Plan• Include in all RTI related meetings and conversations
Speech and Language Teacher	<ul style="list-style-type: none">• Provide suggestions about Individual Learning Plan• Include in all RTI related meetings and conversations if concern is speech-related
Special Education Coordinator of Building	<ul style="list-style-type: none">• Ensures collection of appropriate student performance data• Coordinates with EL and Special Education staff to ensure appropriate representation of student profile
Parent(s) or Guardian(s)	<ul style="list-style-type: none">• Inform in most dominant language about concerns for child and the developing process

Referral/Evaluation

Staff	Role
EL Teacher or staff*	<ul style="list-style-type: none"> • Collaborate with Special Education staff to ensure appropriate use and interpretation of testing tools • Assist with identifying an interpreter who is non-biased party and non-family member • Assist in identifying child's most dominant language through the use of formal proficiency tools
Classroom or Content Area Teacher	<ul style="list-style-type: none"> • Continue to implement Individual Learning Plan with assistance from EL staff
Special Education Teacher	<ul style="list-style-type: none"> • Solicit appropriate evaluating tools and materials • Assist with identifying an interpreter who is non-biased party and non-family member
Speech and Language Teacher	<ul style="list-style-type: none"> • Solicit appropriate evaluating tools and materials • Assist with identifying an interpreter who is non-biased party and non-family member if concern is speech-related
Special Education Coordinator of Building	<ul style="list-style-type: none"> • Ensure collection of appropriate student performance data • Coordinate with EL and Special Education staff to ensure appropriate representation of student profile
School Psychologist	<ul style="list-style-type: none"> • Collaborate with EL staff to ensure appropriate use and interpretation of testing tools • Assist in identifying child's most dominant language through the use of formal proficiency tools • Furnish testing in child's most dominant language
Parent(s) or Guardian(s)	<ul style="list-style-type: none"> • Inform in most dominant language about referral process • Solicit their signature to the parent rights, furnished in their dominant language either orally or in writing

Please refer to the Indiana Department of Education's website for more detailed guidelines: <http://doe.state.in.us/lmmp/pdf/referraltospecialeducation.pdf> and please see next page.

EL/ENL and RTI Process Guidelines

When to start:

1. Lack of academic progress by student when compared to EL peers
2. Lack of language, including native language
3. Behavior problems not typical of acculturation process
4. Previous school system records indicate lack of academic success/progress

Focus on Core Instruction: Initial EL/ENL Actions

Date Implemented	Action:
	Review accommodations and modifications on ILP with classroom teacher – determine if additional modifications are warranted
	Help classroom teacher set goals and expectations – use ELP standards as guide and “Matching Intervention to Second Language Acquisition Stages” – document goals (see Appendix)
	Discuss cultural expectations and learning styles with teacher – share “Exceptional Students” (by specific culture) with the teacher - document any changes made (See Appendix)
	Determine student’s learning style – adapt instruction to match strongest intelligences (see EL/ENL coordinator)
	Notify parent of concerns and determine if there is anything the school should know.
	Discuss second language acquisition and share “Oral Language Acquisition Grid” and with the teacher (See Appendix)
	Assess current proficiency level in areas of concern so that comprehensible input is provided
	Share “Student Behavior Checklist” with teacher (See Appendix)
	Share “The Interventionist’s Self-Evaluation Checklist” with teacher (See Appendix)
	Other:

When Core Instruction isn’t enough: Focus on Interventions

Date Implemented	Action:
	Document any strategy or interventions you use during your instructional time with the student ---successful and unsuccessful
	Document any strategy or interventions ideas you have shared with the classroom teacher – successful and unsuccessful
	Possible research-based interventions: <ul style="list-style-type: none"> • Sheltered Instruction Observation Protocol • Reading or tutoring programs (ex. “Ticket to Read”)

	<ul style="list-style-type: none"> • Additional time with EL/ENL teacher • Explicit instruction in metacognitive strategies • Additional instruction and reading interventions (including determining reading level based on comprehension) • Bilingual materials and L1 support if available • Structured self monitoring • Planned positive reinforcement • Acculturation support • Mentoring • Context Embedding
	Collect student work samples
	Send home materials in native language (for example bilingual books) – document
	Rate student on “Acculturation Quick Screen” (See Appendix)
	Rate student on “Socio-cultural Resiliency Checklist” (See Appendix)
	<p>Contact parent:</p> <ol style="list-style-type: none"> 1) Ask questions to determine literacy of parent/student in native language 2) Ask if student’s native language development was typical <ul style="list-style-type: none"> • What type of language environment did the child grow up in? (bilingual, Spanish only, etc.) • At what age did the student first speak words? • At what age did the students first speak sentences? • Did you notice anything unusual about native language development? • How does this development compare with other children in your family/neighborhood? • Are there are articulation (pronunciation) errors in the native language? • What language does your child prefer to speak and with whom? 3) Ask when student first began to learn English 4) Ask if problems from native country might be affecting student 5) Ask their concerns about students academic progress 6) Ask if there are medical problems (hearing, vision, dental) 7) Ask about parent’s education level and background 8) Ask if the parent read’s or works with the student in the first language
	Administer Woodcock-Muñoz in Spanish and English to determine baseline (must have parental consent) (See Appendix)
	<p>Monitor progress for 1 year</p> <p>(As a guideline, it is best if referral occurs at the end of this one year</p>

	period, unless the student was in RTI in another school district or if documentation from a previous US school district warrants earlier action.)
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Referral/Evaluation Criteria:

1. The student must have been in the school district or in another school in the United States for a period of at least one year. (Exceptions – students with obvious physical, emotional and/or mental disabilities or students who enroll in the district with an IEP from another school district).
2. The student is significantly struggling as collaboratively identified by EL program staff and teacher(s)/staff and student needs are **not related** to second or other language learning. See table “Common Causes of Confusion in Assessing Students with Language Differences and/or Language Learning Disabilities.”
3. EL/ENL Teacher has completed DOE “Referral and Evaluation of Language Minority Students for Special Education Services EL Interventions Checklist.”
4. A referral will result if documented interventions that have been tried through the RTI process are not successful as determined by the collaborative team.

Common Causes of Confusion in Assessing Students with Language Differences and/or Language Learning Disabilities

Language Differences	Language Learning Disabilities
Language performance is similar to other students who have had comparable cultural and linguistic experiences.	Language patterns are unique to the student and unlike others in the student’s cultural community.
Limited vocabulary in the native language is due to lack of opportunity to use and hear the native language.	Student demonstrates limited vocabulary even when there are rich language opportunities in the native language.
Student shifts from one language to another within an utterance.	Word-finding problems are evident and student substitutes with another language.
Communication may be impeded by accent or dialect.	Student exhibits deficits in expressive and receptive language, which impede communication.
Pragmatic skills such as interpreting facial expressions, appropriate physical proximity, and use and interpretation of gestures are age (and culturally) appropriate.	Student demonstrates difficulty using and interpreting nonverbal language, often leading to social problems.
<ul style="list-style-type: none"> • Omission and/or overextension of morphological inflections • Double marking (when more than one language rule may apply the student uses 	

both rather than selecting one (e.g. in English: The boy, he went to the store) <ul style="list-style-type: none"> • Misordering of sentence components (e.g., placing adjectives after the noun) • Using one member of a word class for all members (e.g., using “that” for all demonstratives) • Using all members of a word class interchangeably without concern for the different meanings. 	
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References:

Echevarria, J., Vogt, M, Short, D. (2008.) *Making Content Comprehensible for English Learner: The SIOP Model (3rdEd.)*. Pearson: Boston. Figure 10.1

Collier, C. (2007). *Separating Difference from Disability*.

Special Education Assessment Process for Culturally and Linguistically Diverse (CLD) Students retrieved on May 9, 2010 from <http://www.ode.state.or.us/search/page/?=289>.

EXCEL/Advanced Placement Programs

EL students are eligible for placement in the district's EXCEL program at the elementary and middle school levels and in EXCEL and Advanced Placement (AP) courses at the high school levels regardless of their proficiency in English. A student's level in English does not denote their lack of capacity and all EL students are included in the assessment processes.

Assessment tools used to identify gifted and talented students may be furnished in the child's native language if deemed necessary.

For more information about the Gifted and Talented Program, contact:

Dr. Michael Wallpe,
Associate Superintendent of School Improvement
dwallpe@warren.k12.in.us

Vocational Education Program

Middle and high school students are invited to tour the vocational educational facility and are provided information regarding the various program/career opportunities offered at the Walker Career Center.

For more information about the Vocational Education Program, contact:
Lou Anne Schwenn, Director
lschwenn@warren.k12.in.us

High School Credit

English Learners (EL) or English as a New Language (ENL) courses are identified as English or Foreign Language Credit. They count for Core 40 credit and qualify toward the Academic Honors Diploma.

*LEP students can earn four (4), Core 40 credits in Foreign Language **and** four (4), Core 40 credits in English Language Arts.*

EL/ENL credit follows the below commensuration:

Foreign Language		English Language Arts: Core 40
Credit Type	4 credits elective 4 credits Core 40	4 credits Core 40
Course Content	EL/ENL courses to LEP students focusing on the listening, speaking, reading and writing domains of English language learning may earn elective or Core 40 credit in foreign language	EL/ENL courses to LEP students focusing on Indiana's English Language Proficiency Standards earn Core 40 credit.
Academic Honors Diploma	EL/ENL course credit qualifies toward the Academic Honors Diploma	EL/ENL course credit aligned with the English Language Proficiency Standards qualifies toward the Academic Honors Diploma

<http://www.doe.state.in.us/lmmp/enldescription.html>

Grades and Grading

The MSDWT policy as it relates to grades and grading of non-English speakers and limited English proficient students states that no student shall receive a letter grade of “F” because he/she is a non-English or limited in speaking, reading or writing English.

In accordance with Performance Based Accreditation guidelines, a school corporation shall not retain language minority students solely on the basis of English language proficiency.

Students must be reviewed on an individual basis. If the language proficiency assessment indicates that the student is below level 5 in English proficiency, grading and assessment procedures must be adapted according to their English proficiency level. If adaptations are NOT made accordingly, the child must not be failed or retained.

Students must be afforded the opportunity to express and demonstrate knowledge or master of concepts based upon their language proficiency level.

Students should not be judged or assessed in comparison to their age level peers who are native speakers of English. Each individual should be evaluated and assigned grades based upon individual progress from the date of enrollment.

(Indiana Department of Education; PBA Guidelines for Language Minority Programs)

The following guidelines have been established by the EL Program staff following the review of federal/state laws and language proficiency information as it pertains to non-English speakers and limited English proficient students.

1. Set realistic, attainable, and measurable goals;
2. Remember that students are learning English and content coursework simultaneously;
3. Communicate regularly with the EL Program teacher to determine what the student is capable of doing at a particular point in time;
4. Familiarize yourself with the student's English language proficiency level in order to provide appropriate classroom instruction and to determine the appropriate grading alternative.
5. Make sure to implement all the modifications listed on the students Individual Learning Plan (ILP.)

Parallel Assessments

- Develop a contract with the student and specify what it will take to get an A, B, C, etc.

- Personalize goals for the student to demonstrate achievement; (If the student does not learn anything else, I want him/her to know....).
- Read exams to student and have him/her provide oral responses.
- Allow student to create pictorial representations of content.
- Give student extended time to work on homework assignments and tests.
- Develop a portfolio for the student and compare individual progress and accomplishments throughout the grading period.
- Provide grades based upon mastery of concepts rather the use of English to perform the task.
- Provide simplified test format for students based upon personal goals.

Parent Involvement

The MSD of Warren Township recognizes that parents are important partners in their child's education. To help ensure a successful partnership, the district has many ways to involve parents. Some of these include:

- Online access to student grades, attendance, discipline reports and more through the Parent Access Portal
- Interpreters are provided for conferences and most school events; and when possible, materials are sent home in the native language of the student
- EL Parent nights are hosted at the elementary level, intermediate and middle school level, and high school in conjunction with literacy nights and other school events
- Parents are encouraged to visit and volunteer in classrooms
- Parents are encouraged to be part of the PTA
- Special parent workshops are available for parents
- School report cards are posted online for parents to review

Additional resources for facilitating parent involvement can be found at:
<http://www.doe.in.gov/lmmp/parentinvolvement.html>.

Non Public School Participation

The MSD of Warren Township is committed to providing equitable services to private school students and teachers as is required by Title IX, Part E, Section 9501 of the Elementary and Secondary Education act. These services are provided through timely consultation with private school officials and include:

- discussion of how the private school's students needs will be identified (home language survey)
- assessment of the English language proficiency of private school students
- discussion of how the private school will administer an annual English language assessment to their LEP students (this does not have to be the State's annual English language proficiency assessment, LAS Links)
- the services that Warren will provide to meet those students needs (including professional development for staff, student consultations, and/or materials)
- discussion of the program design and instructional services the LEP students are receiving at the private school
- the amount of funding available to provide services (Title III, Part A funds may be used to pay for initial LEP assess in cases where these funds do not supplant other Federal, State, and/or local funds that may be used for such purposes.)
- how the services will be assessed (If an assessment is used, Title III, Part A funds may be used to pay for the assessment in cases where the use of such fund would not supplant other Federal, State, and/or local funds that may be used for such purposes.)

These consultations will take place prior to any decisions that impact that participation of private school students and teachers in the Title III, Part A program.

Any complaints or concerns on the part of the private school regarding the services that Warren is providing to the private school should be addressed in writing to the Title III/NESP Program Director or the EL/ENL Coordinator. All concerns will be addressed as quickly as possible.

Standardized Testing

ISTEP+ Testing

“All limited English proficient students (EL students) regardless of their level of English proficiency or number of years attending U.S. schools, must be included in the state’s assessment system (ISTEP) immediately upon enrollment in a school.” ~Memorandum from Center for Assessment, Research, and Information Technology

Effective for the school year 2006-2007, EL students will be required to take the ISTEP+. **ISTEP taken by EL students *do count* for overall performance and participation in Annual Yearly Progress (AYP) calculations.**

EL Students Participating in ISTEP + are furnished with below accommodations:

- Small group administration or individually
- Extended time for completion
- Additional breaks between tests, if necessary
- Administration of exam by familiar teacher
- Pre-approved word to word bilingual dictionary
- Student has directions read to him or her
- Math, Science, and Social Studies items and answers read verbatim

Giving exam in native language: NO

Translation of the exam into the student’s native language in oral or written form is ***not permissible***.

End of Course Assessments (ECAs) in place of GQE:

EL students at the high school level must pass the ECAs in Math and English in order to receive an Indiana High School diploma. EL staff work with building administrators to ensure that all accommodations listed on the Individual Learning Plan are available for these assessments.

EL Students exempt from ISTEP

No EL student is fully exempt from ISTEP. Only students who have been in US schools less than one full year may be exempt from the language arts portion only. They must participate in other sections, including math and science. Waiver of the language arts portion of the test is a district decision under Federal Flexibility. Please contact the EL Coordinator with questions about this process.

Administration of ISTEP+ to EL Students

How is ISTEP+ administered to EL Students?

Small group administration, extended time and administration by familiar teacher and use of a bilingual word-to-word dictionary (if EL staff deem appropriate) are all permissible accommodations for EL Students. Any accommodations that are used must be listed on the student's Individual Learning Plan and used in the regular classroom as well.

Who will administer the ISTEP+ to EL Students?

Certified teaching staff will proctor the exam during the designated testing timeframes, with the understanding that extended time is permitted if necessary.

Where will the ISTEP+ be administered for EL Students?

EL students will be furnished with appropriate space within their school building and the conditions and timeframes to effectively complete the test administration.

When will the ISTEP+ be administered to EL Students?

The ISTEP+ will be administered during the same designated district and building timeframes.

Language Assessment Scales (LAS) Links *English Language Proficiency Assessment*

Who is assessed with the LAS Links?

All students who indicate a language other than English on the Home Language Survey are assessed for their proficiency in listening, speaking, reading and writing. This is not an arbitrary assessment done at the time of enrollment, but a formal assessment with the same state-wide used instrument.

What is the purpose of the LAS Links?

The LAS Links assesses children on continuum of levels 1-5 in listening, speaking, reading and writing. It is done upon enrollment and every year thereafter until fluency is reached. Measurement of a child's English proficiency is tracked to determine the pace of English progression. MSD Warren Township and all other US schools will be

measured to ensure adequate English progression is being made with our EL population.

Who assesses the child?

The EL program staff has been trained in the use of the LAS-Links tool and will administer it to any newly enrolled Indiana students who have a home language other than English.

When is the LAS Links administered?

The LAS Links is administered in January and February of each school year. Testing windows are adjusted as deemed necessary by the Indiana Department of Education's Division of Assessment.

Communication of Results

All parents receive notification of their child's scores on this test and teachers are available to help parent's understand the significance of the scores. Sample letters in English and Spanish explaining the LAS Links score reports are available on the Indiana DOE's website. These results are used to create an Individual Learning Plan (ILP) for each student.

Academic Assessment	English Proficiency Assessment
ISTEP	LAS Links
Measures academic achievement in areas of language arts and mathematics (and social studies and science in given grades)	Measures level of English proficiency in listening, speaking reading and writing.

District Assessments

Terra Nova

The same accommodations that are used for ISTEP must be used during the administration of district assessments, including the Terra Nova test. These district wide assessments provide teachers with valuable information that is used to guide instruction.

English Language Proficiency Levels

EL students have varying levels of English proficiency. Their levels, which are assessed and identified by the EL program staff with the LAS Links instrument, are described below:

Limited English Proficient (LEP)	Level 1 (Beginner)	Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to simple communication tasks.
	Level 2 (Early Intermediate)	Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.
	Level 3 (Intermediate)	Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.
	Level 4 (Advanced)	Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.
Fluent English Proficient (FEP)	Level 5 (Fluent English Proficient)	Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend English without difficulty and display academic achievement comparable to native-English speaking peers. To attain the English proficiency of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

Instructional Suggestions for EL Students Based on English Language Proficiency Level

Level 1
Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to simple communication tasks.
Instructional Suggestions <ul style="list-style-type: none"> ◆ draw sequential pictures ◆ match words to pictures ◆ illustrate key vocabulary <ul style="list-style-type: none"> ◆ make a personal, bilingual dictionary of vocabulary ◆ assign concrete project (maps, building a model, experiments,) ◆ use puzzles and games ◆ use charts, graphs, maps and pictures
Level 2
Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.
Instructional Suggestions <ul style="list-style-type: none"> ◆ retell an experience or a lesson to a peer, teacher or tape recorder ◆ dictate story ◆ match words with examples ◆ classify words or objects ◆ describe pictures ◆ tell someone else how to do an activity
Level 3
Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.
Instructional Suggestions <ul style="list-style-type: none"> ◆ use a dictionary to find guide words, definitions, pronunciation or sentences with words in context. ◆ Use worksheets from class, work one-on-one to explain concepts, language and format, provide concrete examples ◆ Have student summarize a lecture or discussion while another student or aide writes/records it ◆ Outline a lesson, story or lecture
Level 4 & 5*
Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.
Instructional Suggestions <ul style="list-style-type: none"> ◆ use resources (library, internet, guest speakers) to write a report ◆ fill in blank using vocabulary ◆ match words with definitions <p><i>*Although level 5 students may be fluent, their families may still have the requirement of interpretation for home school communications.</i></p>

Academic Standards for EL Students

English Language Proficiency (ELP) Standards: K-12

The district's EL Program has adopted the Indiana English Language Proficiency (ELP) Standards as the basis for its instructional program. These standards have been designed to help classroom and content area teachers (K-12) develop student competence in Language Arts and other academic content areas. The ELP standards are aligned with Indiana's Academic Language Arts Standards. The district has also matched these standards to the Indiana Academic Language Arts Standards on our Assessment Calendars for grades K-6.

The English Language Proficiency Standards Introduction state:

"The Indiana ELP Standards recognize that many EL students spend most of their day in a mainstream academic setting in English. The ELP standards are intended as a working instrument for mainstream classroom, content-area teachers and related EL staff and/or Bilingual staff who seek to apply meaningful standards that guide and support their daily instruction of English Language Arts. Further, it is a tool that parents of EL students may use to support their academic progress and English language acquisition."

Sample of ELP Standards arranged by grade level and English proficiency level:

Decoding and Word Recognition: Grade 4	
English Language Arts Standard	English Language Proficiency Standard <i>How a student may perform the standard</i>
English Language Arts standard 4.1.1 Student can read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.	Level 1: ELP 4.1.1 Student can read one's own writing and begin to produce phonemes appropriately. ELP 4.1.2 Student can recognize and produce English phonemes students already know. Level 2: ELP 4.1.3 Student can read simple, brief narrative texts and produce some phonemes appropriately. ELP 4.1.4 Student can recognize some common English morphemes in simple phrases or sentences. Level 3: ELP 4.1.5 Student can read simple narrative and expository texts with some elements of appropriate voice and expression. Level 4: ELP 4.1.7 Student can read narrative and expository texts with appropriate timing, voice, and expression.

ELP Standards are available from your EL Program staff or at this website:

<http://www.doe.state.in.us/lmmp/standards.html>

Additional Resources may be found at this same link to customize standards for your classroom. Click on "Click Here" at bottom of page link to download an MS Excel document for use in your instructional preparation.

Second Language Learning

What every classroom teacher needs to know

The development of second language skills takes place in four areas. Those areas are listening, speaking, reading and writing. In the normal language development process for first language learners, oral language skills precede the development of reading and writing skills. The process is the same for second language learners. Students must have a rich oral language experience background so that when they begin to read they have a meaningful reference point. Meaningful experiences facilitate comprehension as well as help to maintain and promote student interest.

While teaching phonics is not a priority, students have to be able to hear the differences between their native language and English before they can be expected to produce sounds. In addition, they must be able to decipher sound differences in order to begin to understand the new language. Teachers are encouraged not to rush production or over-correct errors.

Second language acquisition research has shown us that a student acquires language more effectively when language exposure has been provided that is meaningful and that input is comprehensible for students. *Comprehensible input involves modeling activities and describing them at the same time.* All new subject matter should be introduced by modeling either before the entire class or with the student on an individual basis. In addition to modeling expected behavior, visual clues offer meaningful reference for immediate comprehension of new vocabulary words and experiences. Repetition of words and phrases that are meaningless to the student is not the recommended pattern for provision of meaningful language experience or oral language development.

Students who have the advantage of strong literacy skills in their first language bring key concepts to the classroom with them. The problem here is that the language code system that we have is different from theirs. The key is to reinforce those concepts in the new language by providing visual context clues to facilitate comprehension and to work on vocabulary development. The concept is the constant and language is the variable. Conceptual skills transfer to the English language, so the important thing to remember is that skills do not have to be retaught. Language and vocabulary have to be taught in order to access the knowledge these students already possess.

Development of language skills for success in academic content area courses takes a long time. Primary goals will be to get meaning across and develop communicative performance for the subject material being taught. Teachers should incorporate as many concrete, hands-on, and visual activities as possible to facilitate comprehension.

THEORETICAL FRAMEWORK FOR CLASSROOM TEACHERS WITH EL STUDENTS:

THE CULTURALLY AND LINGUISTICALLY RESPONSIVE CLASSROOM

Theoretical Framework

- I. Environment
- II. Instruction
- III. Assessment
- IV. Home and School Communication

I. Classroom Environment

A. Classroom is physically inviting.

1. Represent race and language of all students in the classroom (i.e. bulletin boards, posters, bi/multi-lingual-labeled classroom objects).
2. Validate all native languages of students (i.e. allow 'wait time' for adequate processing in native language, which helps cognitive development, self-esteem, second language acquisition and academic preparation).

B. Teachers should create POSITIVE CLASSROOM ENVIRONMENTS and instructional strategies that support/promote language and concept acquisition and development.

1. Learn to pronounce the child's name correctly.
2. Learn something about the child's home culture.
3. Assign a buddy to familiarize a new child with school and classroom routines. Rotate the assignment among several students.
4. Include the child in all class activities.
5. Maintain an encouraging, success-oriented atmosphere. **ACCEPT ERRORS** in grammar and pronunciation. Model correct forms of grammar usage in your restatement/paraphrase of the student's answer.
6. Recognize that standardized tests are often inappropriate for language minority students.
7. Tape or record a new student's use of English early in the year; repeat at two or three month intervals.
8. If the student is writing, save early samples to compare with later writing.
9. Praise students for successes as they learn English.
10. Keep classroom language consistent.

II. Classroom Instruction

A. Collaborate with your building EL Teacher during planning and instruction of Content.

1. Plan group projects so that peer modeling and instruction can be utilized. **PROMOTE INTERACTION** among LEP's and native English speaking peers through cooperative learning activities where anxiety is at a minimum. Circulate and meet individually with each group. Be sure not to let the best student do all the work. LEP's do **NOT** benefit from this. Use

the divide and conquer method with group roles assigned to each student in the group.

2. Provide both verbal and non-verbal activities in each lesson. MAKE ORAL PRESENTATIONS more COMPREHENSIBLE with visuals, pointing, monitoring your use of idioms, pictures, props, manipulatives, facial expressions, posing a variety of questions at different levels, recapping main topics in a variety of ways having students be actively involved by standing, pointing, getting,...
3. Use VISUALS that transcend language barriers. (Prints, pictures, artifacts, crafts, tools, objects, photographs, books, costumes, ...) Have students guess what it is, what it is made of, how it is used...
4. ADAPT SPEECH and written materials. Use visual aides (charts, graphs, pictures). Speak slowly and enunciate well. Consciously use more open-ended questions (How/What). REPEAT key phrases often.
5. PROVIDE both ORAL and WRITTEN INSTRUCTIONS for each day's assignments.
6. Teachers can model thinking processes or lead students toward a conclusion by using the "THINK ALOUD" method. For example, "Well I can see that this is increasing, and this is decreasing, what do you think that means?" Ask students to CLARIFY and JUSTIFY their IDEAS both orally and in writing.
7. Arrange for parallel activities during instruction and assessment. Have students: DRAW AND LABEL DIAGRAMS or pictures related to concept, CLASSIFY words into specific CATEGORIES, fill in charts, order sentences in correct sequences. USE KEY VOCABULARY to answer how/what/why questions. SUMMARIZE info from readings, observations, draw conclusions or STATE OPINIONS.
8. Use a repeated 3-TIERED APPROACH: When a concept is explored in 3 ways:
 - a teacher demonstration (LEP's can listen and observe without having to produce language)
 - a group investigation (a chance to use new language with others in a relaxed setting)
 - an independent investigation (a more formal, final report which can be oral or written)
9. Encourage use of NATIVE LANGUAGE for comprehension (bilingual aides, let students respond in native language to questions asked in English, locate native language resources-books, films, magazines, write in journals/reading log in native language, peer tutoring where a Level 4 student helps a Level 1 student).
10. THEMATICALLY ORGANIZED CURRICULUM has been found to work well with LEP's. Make connections, achieve deeper understanding of a concept by studying it from several disciplinary views. Brainstorm webs, hands-on activities, exploration, active participation, culminating events like field trips or classroom extravaganzas.
11. Emphasize the DEPTH of coverage of concepts over the BREADTH. "Less is more": Use more in-depth thinking about fewer topics.

12. ADAPT MATERIAL/LESSONS to meet the needs of LEP students (lower reading level, more visuals, hands-on activities, cooperative group work, music, role-playing). Use MULTI-SENSORY ACTIVITY-CENTERED approaches to teaching (visual, auditory, oral, and kinesthetic).

Examples:

- Use cartoons and leave the balloons above the speakers blank to be filled in by students
- Keep a variety of games to be played by pairs or small groups
- Show the same information through a variety of different charts and visuals.
- Write instructions and problems in shorter and less complex sentences
- De-emphasize speed and emphasize accuracy
- Have students underline key words or facts in written assignments
- FLEXIBILITY in curriculum development is a key factor for instruction of LEP's
- Minimize anxiety and frustration
- Allow LEP's to take risks

B. Help students master subject matter while they acquire more English proficiency.

1. Provide opportunities for students to hear and use meaningful language in a real context: art activities, science experiments, games, music, field trips, role-playing.
2. Provide for interaction with native English speakers through collaborative learning groups.
3. Whenever possible, preview lessons in the student's home language to facilitate understanding the classroom presentation in English.
4. Encourage participation by asking questions that can be answered at the student's level of English, such as yes/no and one-word answers.
5. When a student begins contributing to class discussions, accept errors in grammar and pronunciation and continue to model appropriate language.
6. Concentrate on building students' oral English vocabulary as a prelude to reading with comprehension.
7. Have student build a bilingual dictionary based on his daily lessons

NOTE: *With a nurturing, language rich environment, your students may be reasonably fluent in conversational English within one or two years. Bear in mind that language minority students differ from one another in personality, interests, motivation, exposure to English, amount of formal schooling, language proficiency levels, and cultural backgrounds. Those who have already developed a strong educational foundation in their home language before entering your classroom are likely to experience a positive self-concept and success in their new environment. Other students may require several years to perform up to their academic potential.*

III. Assessment

- A. LAS LINKS Placement Test (administered by counseling or EL staff)
 - 1. Required for a new student within 30 days of arrival.
 - 2. Helps identify initial language level and course placement
- B. State Mandated LAS LINKS (administered by EL staff and certified employees)
 - 1. Required for all students annually
 - 2. Assesses language level and academic language growth from year to year
- C. Parallel Assessment (administered by classroom teachers)
 - 1. Document individual student growth over time.
 - 2. Emphasize students' strengths over weaknesses.
 - 3. Consider learning styles, language proficiency, cultural and education backgrounds, and grade levels of students.
 - 4. Focus on 'What does the student need to know? What did the student learn?'
- D. Examples and Suggestions for Parallel Assessment of EL Students
 - 1. Non-verbal (for Levels 1-2)
 - 2. K-W-L (What you know, what you want to know and what you learned) Chart
 - 3. TOPIC MONOLOGUES: Ask students to describe to their partners what they learned and have the partners report to the class.
 - 4. Written Products and Portfolios of progressive work (grade with the use of a rubric, a literary checklist, etc.)
 - 5. Graphic Organizers
 - 6. CUE CARD INTERVIEW: card with pictures or a written prompt, such as "What story does this picture tell?" "What do you think will happen next?" "Greet your partner and ask where he has been for the last 3 days..." Respond that you have been at home sick." Use probing questions, such as "What is the main idea in this picture?"

www.uu.edu/programs/tesl/MiddleSchool/assessment.htm

<http://www.kidsource.com/kidsource/content2/practical.assessment.4.html>

IV. Home and School Communication Strategies

- A. Orientation/Informal Meeting: Exchange information with parents about race, language, and culture.
 - 1. Ask how they would like their child to be identified ethnically.
 - 2. Ask what family tradition would you like the program to acknowledge.
 - 3. Ask what can be learned about their culture in order to be as respectful as possible.
 - 4. Ask what language/s their family speaks.
 - 5. Ask what holidays they celebrate

B. Involve families in the life of the school.

1. Identify your building's bilingual contacts and enlist their help in communicating with families (written, phone, or in person conferences).
2. Draw parents into the school routine or school events. Administrators can help to ensure that school meetings are announced and held bilingually.
3. Begin written communication via a notebook (one column for teachers and one for families)
4. Ask families to share their skills/knowledge with the class (i.e. trips they've taken, games, dance, crafts, traditions, etc)

C. Use parent/family conferences to set mutual goals for students.

1. During conference, work with parents to establish goals for their children (i.e. cultural understanding, language development, anti-bias attitude)
2. Striving toward a common goal can create more opportunities for learning at home and at school. (i.e. encourage the child to retain his home language even though his goal at school is to learn English).

22 Ideas for Mainstream Teachers of LEP Students

1. Encourage students to THINK AND TALK about what they are learning and how they are creating meaning. Have students BUILD A BILINGUAL DICTIONARY of terms from the daily lesson.
2. THEMATICALLY ORGANIZED CURRICULUM has been found to work well with LEP's. Make connections, achieve deeper understanding of a concept by studying it from several disciplinary views. Brainstorm webs, hands-on activities, exploration, active participation, culminating events like field trips or classroom extravaganzas.
3. Emphasize the DEPTH of coverage of concepts over the BREADTH. "Less is more": Use more in-depth thinking about fewer topics.
4. ADAPT MATERIAL/LESSONS to meet the needs of LEP students (lower reading level, more visuals, hands-on activities, cooperative group work, manipulatives, music, role playing
 - Use cartoons and leave the balloons above the speakers blank to be filled in by students
 - Keep a variety of games to be played by pairs or small groups
 - Show the same information through a variety of different charts and visuals.
 - Write instructions and problems in shorter and less complex sentences
 - De-emphasize speed and emphasize accuracy
 - Have students underline key words or facts in written assignments
 - FLEXIBILITY in curriculum development is a key factor for instruction of LEP's
 - Minimize anxiety and frustration
 - Allow LEP's to take risks
5. PROMOTE INTERACTION among LEP's and native English speaking peers through cooperative learning activities where anxiety is at a minimum.

Circulate and meet individually with each group. Be sure not to let the best student do all the work. LEP's do NOT benefit from this. Use the divide and conquer method with group roles assigned to each student in the group.

6. MAKE ORAL PRESENTATIONS more COMPREHENSIBLE with visuals, pointing, monitoring your use of idioms, pictures, props, real objects, manipulatives, facial expressions, posing a variety of questions at different levels, recapping main topics in a variety of ways, having students be actively involved by standing, pointing, getting,...

Use VISUALS and REALIA that transcend language barriers. (Prints, pictures, artifacts, crafts, tools, objects, photographs, books, costumes, ...) Have students guess what it is, what it is made of, how it is used...

7. Involve them in HANDS-ON ACTIVITIES that provide opportunity for purposeful language use. Care needs to be taken that content is NOT "watered down". Do

NOT lower expectations for LEP students. They need to be intellectually challenged. Pictures, charts, and timelines make materials more “user friendly”. Comprehensible chunks of words or phrases can concisely convey essential information.

8. Have students create unit ORGANIZERS/CONCEPT MAPS that lay out a picture of the big ideas in a unit and how they are connected to one another. (clusters, semantic maps, story boards, matrices, webs, Venn Diagrams)
9. Have students: DRAW AND LABEL DIAGRAMS or pictures related to concept, CLASSIFY words into specific CATEGORIES, fill in charts, order sentences in correct sequences. USE KEY VOCABULARY to answer how/what/why questions. SUMMARIZE info from readings, observations, draw conclusions or STATE OPINIONS.
10. ADAPT SPEECH and written materials. Use visual aides (charts, graphs, pictures). Speak slowly and enunciate well. Consciously use more open-ended questions (How/What). REPEAT key phrases often. PROVIDE both ORAL and WRITTEN INSTRUCTIONS for each day’s assignments.
11. ACCEPT ERRORS in grammar and pronunciation. Model correct forms of grammar usage in your restatement/paraphrase of the student’s answer.
12. USE LANGUAGE MARKERS often, such as first, then, next, but, however, also, as well as. When possible, USE ACTIONS (body movements, gestures, facial expressions) to reinforce vocabulary.
13. Pull in PRIOR KNOWLEDGE before a new lesson by BRAINSTORMING with the students on the board.
14. Teachers can model thinking processes or lead students toward a conclusion by using the “THINK ALOUD” method. For example, “Well I can see that this is increasing, and this is decreasing, what do you think that means?” Ask students to CLARIFY and JUSTIFY their IDEAS both orally and in writing.
15. Repeated 3-TIERED APPROACH: when a concept is explored in 3 ways: a teacher demonstration (LEP’s can listen and observe without having to produce language), a group investigation (a chance to use new language with others in a relaxed setting), and an independent investigation (a more formal, final report which can be oral or written).
16. Use MULTI-SENSORY ACTIVITY-CENTERED approaches to teaching (visual, auditory, oral, and kinesthetic).
17. OVEREMPHASIZING BASIC SKILLS INHIBITS students in developing problem solving, reasoning, and other higher order thinking skills. Rather, engage students in SOLVING INTERESTING REAL-LIFE PROBLEMS that encourage both critical thinking and basic skills development and practice. Design activities that relate to

the student's REAL-LIFE EXPERIENCES, such as paychecks, taxes, shopping, grades, etc.

18. Teachers should create POSITIVE CLASSROOM ENVIRONMENTS and instructional strategies that support/promote language and concept acquisition and development. (Charts, work displayed, key vocabulary, posters, keep classroom language consistent, be sensitive, patient, set realistic and measurable goals)
19. JOURNAL WRITING can encourage students to explore and write about their thinking and learning. Self reflection is vital. The writing can be in native language or in English.
20. Use VARIETY of instructional METHODS, such as games, hands-on, direct instruction, guided discovery, cooperative learning, computer-assisted instruction, role playing, puppetry, readers' theater, ROUND TABLE (oral or written—one piece of paper and one pen per group. Each student makes a contribution in writing, then passes the paper and pen to the next student...).
21. Encourage use of NATIVE LANGUAGE for comprehension (bilingual aides, let students respond in native language to questions asked in English, locate native language resources-books, films, magazines, write in journals/reading log in native language, peer tutoring where a Level 4 student helps a Level 1 student).
22. ADAPT ASSESSMENT and grading of LEP students' work. Recognize that standardized tests are often inappropriate for LEP students. Collect writing samples and track progress. Try portfolios of work, contracts for certain skills, pass/fail, or a monitoring grading system. Remember to praise students for successes. Here are a few different assessment ideas:
 - CUE CARD INTERVIEW: Cue card with pictures or a written prompt, such as "What story does this picture tell?" "What do you think will happen next?" "Greet your partner and ask where he has been for the last 3 days..." Respond that you have been at home sick." Use probing questions, such as "What is the main idea in this picture?"
 - PORTFOLIO of progressive work (grade with the use of a rubric, a literary checklist, etc.)
 - TOPIC MONOLOGUES: Ask students to describe to their partners what they learned and have the partners report to the class.

Individual Learning Plan (ILP)

In accordance with the guidelines set forth by Indiana Department of Education, each Limited English proficient (LEP) students must have an Individual Learning Plan (ILP). The ILP is written by the EL teacher and the classroom teacher working together to address the needs of each student. The ILP includes biographical data, test scores, and testing accommodations and strategies. It also includes goals written by the EL teacher based on the Skill and Strand Report from the LAS Links Annual Exam. The ILP is a “living” document and can be updated at any time based on student needs and growth. Teachers must keep the ILPs for all of their students in their classroom and a copy must be filed in the student’s cumulative folder. A sample ILP can be found in the Appendix in the Forms and Letters section.

Glossary of EL Terms

English Learners (EL)	A term that in this document refers to any situation in which English is not the native language.
English Language Proficiency	The level at which a student is able to perform and understand in English.
Immigrant	Individuals aged 3-21 who were not born in any State, and have not been attending one or more schools in any one or more State for more than 3 full academic years
Individual Learning Plan (ILP)	The document that lists a student's English language proficiency information along with the learning plan and any accommodations the student receives
Language Assessment Scales (LAS) Links	The state mandated test that students take to determine English language proficiency
Limited English Proficient (LEP)	Anyone who has not attained a level 5 (fluent) of proficiency on the English language proficiency exam
Migrant	A child of migratory farm workers who qualify under several eligibility criteria
Native Language	Refers to the language that the individual first learned
Refugee	Any person who is outside any country of such person's nationality and who is unable or unwilling to return to that country because of persecution
Title III	Supplemental program that helps districts provide additional services for English language development programs

Forms and Letters

The forms on the following pages are used in the gathering of information about EL students and in the implementation of the Warren Township EL program. These forms include the Individual Learning Plan, bilingual versions (English and Spanish) of the Refusal of Language Program Assistance Form, the Home Language Survey, the Placement Notification Letter, and the Does not qualify for Placement Notification Letter.



Limited English Proficiency (LEP)
Individual Language Plan (ILP)

Indianapolis, IN

Level

Student Name DOB Grade Birthplace Years in US schools

School Year School Student will receive minutes/day of EL services.

Additional Programs: Retained: RTI/CCCEIS Process:

Primary Language of Parent Interpreter Needed: Yes No Unknown

Testing Accommodations for ISTEP+, ECA, and classroom assessments		DRA level: decoding _____ comprehension _____																	
		ISTEP+ and ECA Results																	
<input type="checkbox"/> Additional time given on assignments and tests 2x <input type="checkbox"/> 1 1/2x <input type="checkbox"/> <input type="checkbox"/> Use bilingual resources (word-to-word dictionary) <input type="checkbox"/> Small group testing with familiar teacher <input checked="" type="checkbox"/> DIBELS and DRA testing DO NOT REQUIRE familiar teacher <input type="checkbox"/> Math/Science/Social Studies items and answers read verbatim <input type="checkbox"/> Read test/assignment directions and questions		ISTEP+* <table border="1"> <tr> <th>Date</th> <th>LA</th> <th>Math</th> <th>Sci/SS</th> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table> *P = Pass NP= Did not pass (their score/passing score) ECA <table border="1"> <tr> <th>Date</th> <th>LA (P=360)</th> <th>Date</th> <th>Math (P=564)</th> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table>		Date	LA	Math	Sci/SS	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Date	LA (P=360)	Date	Math (P=564)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Date	LA (P=360)	Date	Math (P=564)																
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>																
DO NOT READ READING COMPREHENSION SECTIONS																			

English Proficiency (LAS Links)**

Grade	Admin Date	Speaking	Listening	Reading	Writing	Overall
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Levels 1=Beginner 2=Early Intermediate 3=Intermediate 4=Proficient 5=Above Proficient (points scored/cut off for level)

Goals	Completed
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Strategies/Modifications***

<input type="text"/>
<input type="text"/>

*** See Guide for additional strategies at student's level

The Metropolitan School District of Warren Township
English Learners Program

Refusal of EL Program Assistance Form

(Negarse a participar en el programa de asistencia de lenguaje)

Student's Last Name (Apellido del estudiante) (nacimiento)	First (Primer)	Middle (Segundo)	Sex (Sexo)	Birth Date (Fecha de
---	--------------------------	----------------------------	----------------------	--------------------------------

Address (Dirección)	City (Ciudad)	Zip Code (Código Postal)	Telephone (Teléfono)
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Father's Name (or guardian) (Nombre del padre)	Mother's Name (Nombre de la madre)
--	--

School's Name Teacher/Counselor (Nombre de la escuela)	Level/Grade (Nivel/Grado)	(Maestro/Concejero)
--	-------------------------------------	---------------------

Your son/daughter has been given an assessment that has shown that he/she can benefit from instruction in the English Learners (EL) program during the regular school day. EL students will be instructed in the areas of English vocabulary, grammar, reading skills, culture, and academic learning strategies.

(A su niño/a se le a dado una prueba la cual a determinado que el/ella se puede beneficiar del programa de instrucción de estudiantes de Ingles (EL) durante el curso diario escolar. Los estudiantes de Ingles son instruidos en áreas de cultura, vocabulario, gramática y estrategias de aprendizaje académicas.)

_____ **I am refusing to enroll my child in English Learners Program against the recommendation of the school district.**
(No quiero que mi hijo(a) participe en el programa de instrucción de estudiantes de Ingles (EL) contra la recomendación del distrito escolar.)

_____ **I deny accommodations on testing and in the classroom against the recommendation of the school district.**
(No quiero que mi niño recibe acomodaciones en los exámenes y en las clases contra la recomendación del distrito escolar.)

_____ **I understand that my child will take the LAS Links test until he/she scores two consecutive**

level fives on the test per state law.

(Entiendo que mi niño tiene que tomar el examen LAS Links hasta el/ella recibe dos calificaciones

seguidos de nivel cinco en concordancia con la ley del estado.)

Signature of Parent/Guardian (*Firma del padre/guardián*)

Date (*Fecha*)

For Office Use:

Please place a copy of this form in the student's cumulative folder.

Revised 4/25/11

The Metropolitan School District of Warren Township
HOME LANGUAGE SURVEY/ ENCUESTA DEL IDIOMA EN EL HOGAR
NEW STUDENT/ ESTUDIANTES NUEVOS



Student's Name/ Date of Birth/
Nombre del niño(a): _____ Fecha de nacimiento: _____

Grade/Grado que cursa: _____ School/Escuela: _____

Dear Parent(s)/Guardian(s):

We want to help all students achieve their academic potential in Warren Township schools. Warren has many programs to help students reach their potential i.e.; Gifted and Talented (EXCEL), Special Education, Reading Recovery, and English as a Second Language. In order for students to be placed appropriately into these programs, or for these programs to be effective for students, we must obtain accurate language background information about each student. Please complete one survey for each child. Thank you for your assistance.

1. What is the native language of the student?

<input type="checkbox"/> English	<input type="checkbox"/> Vietnamese
<input type="checkbox"/> Spanish	<input type="checkbox"/> Korean
<input type="checkbox"/> Other – Specify _____	
2. What language(s) is spoken most often by the student?

<input type="checkbox"/> English	<input type="checkbox"/> Vietnamese
<input type="checkbox"/> Spanish	<input type="checkbox"/> Korean
<input type="checkbox"/> Other – Specify _____	
3. What language(s) is spoken by the student in the home?

<input type="checkbox"/> English	<input type="checkbox"/> Vietnamese
<input type="checkbox"/> Spanish	<input type="checkbox"/> Korean
<input type="checkbox"/> Other – Specify _____	
4. In what country was the student born: _____
5. How long has the student been enrolled in U.S. schools?
Years _____ Months _____
6. During the past three years, have you or any family member moved, to either look for or actually work in any agricultural activities anywhere within the United States? _____

Estimados padres o encargados:

Para poder proveerle con un mejor servicio académico a su hijo en las escuelas del Municipio de Warren es importante para nosotros saber un poco más del niño. El Municipio de Warren tiene diferentes clases de programas a los cuales su hijo puede cualificar como (EXCEL) Clases Avanzadas, Educación Especial, Ayuda con la Lectura y Inglés como Segundo Idioma. Para poder cualificar apropiadamente al estudiante nosotros tenemos que tener una información más específica sobre el lenguaje del estudiante. **Favor de llenar una encuesta para cada niño.** No dude en llamar a la escuela de tener alguna pregunta. Muchas gracias, su cooperación es apreciada para nosotros.

1. ¿Cual es el idioma natal del estudiante?

<input type="checkbox"/> inglés
<input type="checkbox"/> español
<input type="checkbox"/> otros – especificar _____
2. ¿Que idioma(s) el estudiante habla más?

<input type="checkbox"/> inglés
<input type="checkbox"/> español
<input type="checkbox"/> otros – especificar _____
3. ¿Cual idioma(s) el estudiante habla en la casa?

<input type="checkbox"/> inglés
<input type="checkbox"/> español
<input type="checkbox"/> otros – especificar _____
4. ¿En que país nació el niño? _____
5. Cuánto tiempo tiene el niño en las escuelas en los Estados Unidos? Años _____ Meses _____

Yes _____ No _____ If you answered YES , please complete the attached <i>Seasonal/Temporary Work Questionnaire</i> .	6. Durante los últimos tres años, se ha mudado algún miembro de su familia para buscar o trabajar en una actividad agrícola en algún lugar dentro de los Estados Unidos? _____ Sí _____ No Si contestó Sí, favor de llenar la forma <i>Trabajo Temporario</i> .
---	--

Parent/Guardian Signature: _____ Date _____
 Firma del padre o encargado Fecha

This information is only released to school officials on a need-to-know basis./Esta información es solamente para propósitos de la escuela.

FOR OFFICE USE ONLY:

When a language **OTHER THAN ENGLISH** or **ANOTHER LANGUAGE AND ENGLISH** has been marked:

6. Stop the enrollment process.
7. Arrange for testing of the student's language proficiency.
8. Give a copy of these documents to the person conducting the language proficiency test.
9. List the student on the EL Enrollment Data Form.
10. Place the original in the student's cumulative file.



The Metropolitan School District of Warren Township

Date: _____

Dear Parents:

Under Title III of the No Child Left Behind Act of 2001, which is a federal law, MSD of Warren Township is required to identify language minority students, to assess progress in English proficiency, and to provide eligible children with services that would increase their English proficiency and their academic achievement.

Your child _____ has been identified as limited English proficient (LEP) and is eligible to participate in a language instruction educational program. The goal of this program is to provide quality instruction while continuing to develop and assist your child in speaking, listening, reading, and writing in English. We determine the levels of proficiency using the following criteria:

<u>Level 1</u> : Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to some simple communication tasks.
<u>Level 2</u> : Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.
<u>Level 3</u> : Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.
<u>Level 4</u> : Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.
<u>Level 5</u> : Students speak, read, write, and comprehend English without difficulty and display academic achievement comparable to native English-speaking peers.

Your child was assessed for English proficiency using the LAS Links English proficiency placement test and scored at a level _____.

Fortunately, your child will be able to participate in a program that will most effectively increase his/her English proficiency and knowledge of all academic subject matter. This program specifically uses language support, small group instruction, and modifications to classroom assignments.

Your child may participate in this program until he/she is reclassified as Fluent English Proficient (FEP) according to the state's exiting guidelines, and it is determined that a language instructional program is no longer needed. It may take several years before your child is ready to exit services. After exiting the program, your child's academic progress will be monitored for two years.

As a parent, you have the right to remove your child from this program or decline his/her participation. However, declining program services does not affect the federal requirement for annual language testing. Again, your child's participation in this program will most effectively increase his/her English proficiency and knowledge of the academic content.

If you have questions, please contact:

_____ or Jessica Recupito, EL Coordinator
317-532-8867, jrecupit@warren.k12.in.us

The Metropolitan School District of Warren Township



Fecha: _____

Estimados padres:

Según la ley federal *Título III* del acta *Que Ningún Niño Se Quede Atrás del 2001*, es requerido que nuestro distrito escolar identifique a los estudiantes de una lengua minoritaria, que evaluemos su progreso hacia fluidez en inglés, e ofrecer a los niños que califiquen con servicios educativos para desarrollar su competencia en inglés como también los estudios académicos.

Se ha identificado que su hijo(a) _____ tiene un Conocimiento Limitado del Inglés (Limited English Proficiency- LEP) y califica para participar en un programa educativo de enseñanza del inglés. La meta de este programa es para ofrecer servicios educativos para los estudiantes que no han alcanzado la fluidez en inglés a la vez de desarrollar su capacidad de hablar, entender, leer, y escribir en inglés. Los niveles de fluidez se determinan según los siguientes criterios:

<u>Nivel 1:</u> Los estudiantes comienzan a demostrar destrezas receptivas o productivas en el inglés. Pueden responder a algunas producciones comunicativas sencillas.
<u>Nivel 2:</u> Los estudiantes responden con más facilidad a producciones comunicativas más variadas.
<u>Nivel 3:</u> Los estudiantes adaptan las habilidades que se les han enseñado en inglés para llenar sus necesidades principales de comunicación y aprendizaje. Ellos pueden entender y ser entendidos en muchas situaciones sociales básicas (aunque a la vez exhiben muchos errores de convención) y necesitan apoyo en el lenguaje académico.
<u>Nivel 4:</u> Los estudiantes combinan los elementos del idioma inglés en situaciones complejas de exigencia cognitiva, y son capaces de usar inglés como un medio para aprender en otras áreas académicas, aunque algunos errores mínimos de convención aún son evidentes.
<u>Nivel 5:</u> Los estudiantes hablan, leen, escriben y comprenden inglés sin dificultad y exhiben logro académico comparable al del grupo de compañeros nativos del inglés.

El conocimiento del idioma inglés de su hijo(a) fue evaluado usando el examen llamado LAS Links Placement Test, en el cual calificó en el nivel _____.

Afortunadamente, su hijo(a) tiene la oportunidad de participar en un programa que desarrollará de manera más efectiva el inglés y su conocimiento del contenido académico. Este programa empleará apoyo de lenguaje, enseñanza en grupos pequeños, y modificaciones a la material del salón.

Su hijo (a) participará en este programa hasta que sea reclasificado como nivel 5 ó *Fluent English Proficient (FEP)* de acuerdo con los parámetros de salida establecidos por el Estado y se determine que ya no necesita participar en un programa educativo de enseñanza de idiomas. Este proceso puede tomar varios años. Después de salir del programa, el progreso de su hijo(a) será monitoreado por dos años.

Como padres, ustedes tienen el derecho de sacar a su hijo(a) de este programa o negarse a que participe en mismo. Aunque ustedes decidan que no quiere que su hijo(a) participe en el programa, eso no impedirá el proceso de evaluar anualmente su progreso hacia la fluidez de inglés. De nuevo, la participación de su hijo(a) en este programa es la manera más efectiva de desarrollar más el inglés y su conocimiento del contenido académico.

Si tiene preguntas, por favor contacta:

o Jessica Recupito, EL Coordinator
317-532-8867, jrecupit@warren.k12.in.us

The Metropolitan School District of Warren Township



Date: _____

Dear Parents:

Under Title III of the No Child Left Behind Act of 2001, which is a federal law, MSD of Warren Township is required to identify language minority students, to assess progress in English proficiency, and to provide eligible children with services that would increase their English proficiency and their academic achievement.

Your child _____ has been identified as fluent English proficient (FEP) and does not qualify to participate in a language instruction educational program. We determine the levels of proficiency using the following criteria:

Level 1: Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to some simple communication tasks.

Level 2: Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.

Level 3: Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.

Level 4: Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.

Level 5: Students speak, read, write, and comprehend English without difficulty and display academic achievement comparable to native English-speaking peers.

_____ **Your child was assessed for English proficiency using the LAS Links English proficiency placement test and scored at a level 5.**

_____ **Your child was assessed for English proficiency using the LAS Links English proficiency annual exam and scored at a level 5.**

If your child was assessed as a level 5 by the LAS Links annual exam, they will continue to take the LAS Links Annual Exam until he/she no longer is required to according to the state's exiting guidelines. After exiting the program, your child's academic progress will be monitored for two years.

If your child was assessed as a level 5 by the LAS Links English proficiency placement test, your child will have no further English proficiency testing.

If you have questions, please contact:

or Jessica Recupito, EL Coordinator
317-532-8867, jrecupit@warren.k12.in.us

The Metropolitan School District of Warren Township



Fecha: _____

Estimados padres:

Según la ley federal *Título III* del acta *Que Ningún Niño Se Quede Atrás del 2001*, es requerido que nuestro distrito escolar identifique a los estudiantes de una lengua minoritaria, que evaluemos su progreso hacia fluidez en inglés, e ofrecer a los niños que califiquen con servicios educativos para desarrollar su competencia en inglés como también los estudios académicos.

Se ha identificado que su hijo(a) _____ tiene un Conocimiento Fluidez del Inglés (Fluent English Proficiency- FEP) y no califica para participar en un programa educativo de enseñanza del inglés. Los niveles de fluidez se determinan según los siguientes criterios:

Nivel 1: Los estudiantes comienzan a demostrar destrezas receptivas o productivas en el inglés. Pueden responder a algunas producciones comunicativas sencillas.

Nivel 2: Los estudiantes responden con más facilidad a producciones comunicativas más variadas.

Nivel 3: Los estudiantes adaptan las habilidades que se les han enseñado en inglés para llenar sus necesidades principales de comunicación y aprendizaje. Ellos pueden entender y ser entendidos en muchas situaciones sociales básicas (aunque a la vez exhiben muchos errores de convención) y necesitan apoyo en el lenguaje académico.

Nivel 4: Los estudiantes combinan los elementos del idioma inglés en situaciones complejas de exigencia cognitiva, y son capaces de usar inglés como un medio para aprender en otras áreas académicas, aunque algunos errores mínimos de convención aún son evidentes.

Nivel 5: Los estudiantes hablan, leen, escriben y comprenden inglés sin dificultad y exhiben logro académico comparable al del grupo de compañeros nativos del inglés.

_____ **El conocimiento del idioma inglés de su hijo(a) fue evaluado usando el examen llamado LAS Links**

Placement Test, examen de colocación en el cual calificó en el nivel 5.

_____ **El conocimiento del idioma inglés de su hijo(a) fue evaluado usando el examen llamado LAS Links**

Annual Exam, examen anual en el cual calificó en el nivel 5.

Si su hijo (a) fue evaluado usando el examen llamado LAS Links Annual Exam, examen anual va a continuar a tomar el LAS Links Annual Exam examen anual hasta que no sea requerido de acuerdo con los parámetros de salida establecidos por el Estado. Después de salir del programa, el progreso de su hijo(a) será monitoreado por dos años.

Si su hijo (a) fue evaluado usando el examen llamado LAS Links Placement Test, examen de colocación no va a tomar más exámenes.

Si tiene preguntas, por favor contacta:

-
-
- o Jessica Recupito, EL Coordinator
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RTI Process Resources

The checklists, informational guidelines, cultural resources that can be found on the following pages are to be used in conjunction with the RTI Process Guidelines found in the Special Education section of this handbook. These resources include:

- Matching Intervention to Second Language Acquisition Stages
- Exceptional Students (Asian and Hispanic Cultures)
- Oral Language Acquisition Grid
- Student Behavior Checklist
- The Interventionist's Self-Evaluation Checklist
- Acculturation Quick Screen and How to Calculate the rate of Acculturation
- Socio-cultural Resiliency Checklist
- Woodcock-Muñoz Parental Consent form (English and Spanish)

Table 15.1

MATCHING INTERVENTION TO SECOND LANGUAGE (L2) ACQUISITION STAGES

Stage 1 Preproduction (First 3 months of L2 Exposure)	Stage II Early Production (3-6 months)	Stage III Speech Emergence (6 months-2 years)	Stage IV Intermediate Fluency (2-3 years)
STUDENT CHARACTERISTICS			
<ul style="list-style-type: none"> • Silent period • Focusing on comprehension 	<ul style="list-style-type: none"> • focusing on comprehension • Using 1-3 word phrases • May be using routines/formulas (e.g. "gimme five") 	<ul style="list-style-type: none"> • Increased comprehension • Using simple sentences • Expanding vocabulary • Continued grammatical errors 	<ul style="list-style-type: none"> • Improved comprehension • Adequate face-to-face conversational proficiency • More extensive vocabulary • Few grammatical errors
GOALS:			
ORAL RESPONSES			
<ul style="list-style-type: none"> • Yes-no responses in English • One-word answers 	<ul style="list-style-type: none"> • 1-3 word responses • Naming/labeling items • Choral responses • Answering questions: either/or, who/what/where, sentence completion 	<ul style="list-style-type: none"> • Recalling • Telling/re-telling • Describing/explaining • Comparing • Sequencing • Carrying on dialogues 	<ul style="list-style-type: none"> • Predicting • Narrating • Describing/explaining • Summarizing • Giving opinions • Debating/defending
GOALS:			
VISUAL/WRITTEN RESPONSES			
<ul style="list-style-type: none"> • Drawing/painting • Graphic designs • Copying 	<ul style="list-style-type: none"> • Drawing/painting, graphic designs • Copying • Grouping and labeling • Simple Reus responses 	<ul style="list-style-type: none"> • Written Responses • Drawing, painting, graphics 	<ul style="list-style-type: none"> • Creative writing (e.g., stories) • Essays, summaries • Drawing, painting, graphics • Comprehensible written tests
GOALS:			
PHYSICAL RESPONSES			
<ul style="list-style-type: none"> • Pointing • Circling, underlining • Choosing among items • Matching objects/pictures 	<ul style="list-style-type: none"> • Pointing • Selecting • Matching • Construction • Mime/acting out responses 	<ul style="list-style-type: none"> • Demonstrating • Creating/constructing • Role-playing/acting • Cooperative group tasks 	<ul style="list-style-type: none"> • Demonstrating • Creating/constructing • Role-playing • Cooperative group work • Videotaped presentations

Source: Hearn, D. (2000). Teaching Second Language Learners with Learning Disabilities. Oceanside, CA: Academic Communication Associates. Adapted from Table 10-4 with permission. Adapted from Roseberry-McKibbin, C. (2002) Multicultural Students with Special Language Needs: Practical Strategies for Assessment and Intervention. Oceanside, CA: Academic Communication Associates, Inc.

Asian American Exceptional Students

Characteristics of Exceptionality	Sociocultural Characteristics	Instructional Implications
Communication Disordered		
Non-verbal Fails to hear some sounds or phrases	Child encouraged to be inconspicuous, nonverbal and observant. Skilled at watching and imitating	Teacher may not realize problems for a long time
Poor use of language limited use of native language	Non-English speaking child may have difficulty with sounds and concepts not in native language	Teacher may confuse communication problems stemming from a disability with problems stemming from lack of familiarity with English.
Gives the impression of understanding directions but does not	Children are taught to be socially and group focused, to please adults	Others may think child understands when she/he does not. Teacher needs to use alternative assessment strategies
Unable to answer general information items because of different acculturation patterns related to deafness	Unable to answer general information items because of different cultural experiences and effect of acculturation	Teacher may wrongly assume that inability to answer questions is due to a disability when it is really due to stage of acculturation process
Uses other modes of communication, e.g., sign language, gestures	Culture values, facility for rote visual learning	Teacher should develop this communication resource.
Learning Disabled		
Achievement below ability	Value placed on high academic achievement, industriousness.	Student may try to compensate for disability by working extra hard, memorizing material, etc., so as not to bring shame on family.
Difficulty perceiving and interpreting patterns in language environment, e.g., words, sounds, numbers	Failure to perceive unfamiliar sounds; or remember words out of context for non-English speaking children.	Teacher should use alternative assessment strategies. Behavior may be a source of shame to parents and self.
Attention deficit disorders	Culture values appearances of self-control, but expects emotion.	Teacher needs to assist student with culturally appropriate strategies.
Limited level of education achievement	Social class and self esteem determined by level of education	Teacher will need to assist student with self esteem and guide out of learned helplessness

Characteristics of Exceptionality	Sociocultural Characteristics	Instructional Implications
Emotionally Disordered		
Depressed, anxious, withdrawn	Acculturative stress may result in heightened anxiety, resistance to change, response fatigue, and other side effects. Youths may become angry at racial barriers, then feel guilty for denying their own ethnicity	Teacher should facilitate student's acculturation in appropriate ways Teacher should facilitate reduction in racial barriers so youth will not desire to deny ethnicity
Delinquency	One stage in the acculturation process can be when youths refuse to give unquestioning obedience to parental views	Teachers should work with parents and community
Suicide	Phobia may be resulting from not being able to satisfy achievement demands of home and school. Japanese culture once reinforced this alternative as a way of ending a shameful situation	Requires special understanding by educators of cultural practices and appropriate interventions Teacher should learn as much as possible about student's cultures
Aggressive, acting out, challenging, militant, gang membership	Desire to assert ethnic identity power as part of positive self-image	May be particularly shame producing for more traditional parents Teachers should work with community
Mentally Retarded		
Dependent on others for stimulation in infancy	Learning style frequently reflective, reactive, and field dependent	Student may need extra encouragement in developing independence
Passive learning style	Dependent on others for direction	Teacher needs to encourage use of non-visual strategies
Gifted and Talented		
High academic and social achievement Special talent in academic, social, creative areas	Expectation of high academic achievement	Risk that gifted child may be taken for granted and not identified as special
Leadership/talent	Values cooperation and being a team player	Teacher needs to teach leadership skills and encourage all to take a turn being "the leader."
Special talent/gifts		Teacher may assume giftedness and not provide assistance when needed

Hispanic American Exceptional Students

Characteristics of Exceptionality	Sociocultural Characteristics	Instructional Implications
Communication Disordered		
Non-verbal	Highly verbal	Early recognition of communication problem Teacher can work closely with family May mask true communication disorder Teacher needs to use appropriate alternative assessment
Poor use of language limited use of native language	Disrupted early experiences result in poor language skills in either language	
Gives the impression of understanding directions but does not	Skilled at understanding needs and feelings from nonverbal cues	Sensitivity may substitute for hearing and problem may be masked
Fails to hear some sounds or phrases	Doesn't hear all English sounds because they so not exist in Spanish	Teacher may misdiagnose communication problem stemming from a disability with problems associated with limited English proficiency
Unable to answer general information items because of different acculturation patterns related to deafness	Unable to answer general information items because of different cultural experiences and effect of acculturation	Teacher needs to develop effective transition strategies
Uses other modes of communication, e.g., sign language, gestures	Uses gestures in conjunction with language	Teacher should develop this communication resource
Emotionally Disordered		
Depressed, anxious, withdrawn, suicidal	Conflicted when forced into a role that contradicts values	Teacher should develop this communication resource Teacher should facilitate coping strategies Teacher and counselors need to assist students to achieve success
Delinquency	Youths may rebel against system when they believe they have little hope for success	
Substance abuse	Youths may turn to drugs or alcohol in situations where family roles and responsibilities have broken down	Requires special extended family and community effort to combat abuse
Aggressive, acting out, challenging, militant	Desire to assert cultural identity	Teacher needs to assist students to channel energy into constructive activities

Characteristics of Exceptionality	Sociocultural Characteristics	Instructional Implications
Visually Impaired		
Dependent on others for stimulation in infancy Passive learning style	Many supportive people around to stimulate infant and young child	Teacher needs to encourage use of non-visual strategies Teacher should work with family
Mentally Retarded		
Limited level of education achievement	Impact of inadequate schooling or disrupted schooling	Family may give up on system
Slow thinking	Culture promotes adapting roles and expectations to abilities	Student may assume inability to learn
Poor performance on tests	Ability and achievement tests biased culturally/ linguistically	Families resent continued misdiagnosis Teacher needs to use appropriate alternative assessment
Non-competitive, tries to cooperate	Noncompetitive cultural norms	Teachers should use cooperative approaches to learning
Learning Disabled		
Achievement below ability	Impact of inadequate or disrupted education	Teacher needs to use appropriate alternative assessment
	Differences in learning deficiencies	Teacher needs to assist student with a variety of appropriate cognitive learning strategies
Difficulty perceiving and interpreting patterns in language environment, e.g., words, sounds, numbers	Disrupted early experiences result in both native language and English differences	Teacher should assist student in using active-processing, analogy, and other cognitive learning strategies related to language development
Hyperactive, attention deficit	Many English words sound alike to Spanish speakers	
Gifted and Talented		
High academic and social achievement. Special talent in academic, social creative, areas	Reluctant to set self apart from peers; willing to achieve for the family	Student may be reluctant to show ability Teacher should work with family
Leadership/talent	Those who are capable are expected to help	Teacher should encourage and utilize this special resource

Collection of Screening Forms for Training Purposes

Oral Language Acquisition Grid

Pre-Production	Early Production	Speech Emergent	Intermediate Fluency	Advanced Intermed Fluency	Advanced Fluency
0-6 months	6 months-1 year	1-2 years	2-3 years	3-5 years	5-7 years
Depends on context Has minimal receptive vocabulary Comprehends key words only Points, draws, or gesture responses May not produce speech Adjusting to US culture	Depends heavily on context Produces words in isolation Verbalizes key words Responds with one/two word answer or short phrases Points, draws, or gesture responses Mispronunciation Grammar errors 500-1000 receptive word vocabulary	Short phrases Many mistakes in grammar Responds orally Hears smaller elements of speech Functions on social level Uses limited vocabulary	Simple sentences Produces whole sentences Makes some pronunciation & basic grammatical errors but is understood Responds orally and in written form Uses limited vocabulary Initiates conversation and questions Shows good comprehension Up to 7000 receptive word vocabulary	Can communicate thoughts Engage in and produce connected narrative Shows good comprehension Uses expanded vocabulary Makes complex grammatical errors Functions somewhat on an academic level Up to 12,000 receptive & active word vocabulary	Functions on academic level with peers Maintains two-way conversation Demonstrates decontextualized comprehension Uses enriched vocabulary Beyond 12,000 word vocabulary
Able to observe, locate, label, match, show, classify, sort.	Able to name, recall, draw, record, point out, underline, categorize, list.	Able to share, retell, follow, associate, organize, compare, restate, role-play.	Able to tell, describe, restate, contrast, question, map, dramatize, demonstrate, give instructions.	Able to imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain, model.	Able to relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, justify, critique, summarize, illustrate, judge.
LAS 0 (0-10)	LAS 1 (11-54)	LAS 2 (55-64)	LAS 3 (65-74)	LAS 4 (75-84)	LAS 5 (85-100)
CLIC 0-4	CLIC 5-10	CLIC 11-17	CLIC 18-32	CLIC 33-44	CLIC 45-55
WM 0-1	WM 1	WM 2	WM 3	WM 4	WM 5
SOLOM (0-5)	SOLOM (6-10)	SOLOM (11-15)	SOLOM (16-18)	SOLOM (18-20)	SOLOM (21-25)
IPT A	IPT B	IPT C	IPT D	IPT E	IPT F

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Student Behavior Checklist

Note: The classroom teacher will use this form before a team meeting to learn if any of the behaviors have been observed. Please take into account that some of these behaviors may be typical of second language acquisition. The form will then be presented and discussed at the team meeting.

1. ____ Difficulty in learning language at a normal rate, even with special assistance in both languages.
2. ____ Deficits in vocabulary.
3. ____ Short mean length of utterance.
4. ____ Communication difficulties at home.
5. ____ Communication difficulties when interacting with peers from a similar background.
6. ____ Auditory processing problems (e.g., poor memory, poor comprehension.)
7. ____ Lack of organization, structure, and sequence in spoken or written language; difficulty conveying thoughts.
8. ____ Slow academic achievement despite adequate academic English proficiency.
9. ____ Family history of special education/learning difficulties.
10. ____ Slower development than siblings (as per parent report.)
11. ____ Heavy reliance on gestures rather than speech to communicate.
12. ____ Inordinate slowness in responding to questions.
13. ____ General disorganization and confusion.
14. ____ Difficulty paying attention.
15. ____ The need for frequent repetition and prompts during instruction.
16. ____ The need for a more structured program of instruction than peers.
17. ____ Difficulties in using appropriate grammar and sentence structure.
18. ____ Difficulties in the use of precise vocabulary: uses words such as “stuff, things, you know, etc.”
19. ____ Inappropriate social use of language (e.g. interrupts frequently, digresses from topic, is insensitive to the needs or communication goals of conversational partner, cannot take turns in conversation.)
20. ____ Poor sequencing skills. Communication is disorganized, incoherent, and leaves listener confused.

21. ____ Overall communication skills that are substantially poorer than those of peers.

Adapted from: Roseberry-Mckibbin, Celeste. Multicultural Students with Special Language Needs. Oceanside, CA. Academic Communication Associates. 1995.

Working with Linguistically and Culturally Diverse Students: The Interventionist's Self-Evaluation Checklist

The classroom teacher should attempt the following interventions that might benefit a bilingual, special needs learner prior and present the results at the team meeting.

Name of student: _____

Date: _____

Name of teacher: _____

Do I.....	Almos t Alway s	Some- times	Very Rarely	Never
1. Use a multimodal approach to teaching material?				
2. Review previous material?				
3. Make input comprehensible by slowing down, pausing, and speaking clearly?				
4. Rephrase and restate information?				
5. Check frequently for comprehension? (More than just "Do you understand?")				
6. Focus on teaching meaning rather than focusing on correct grammar?				
7. Avoid putting students on the spot by demanding that they talk immediately?				
8. Give extra time for processing information? (At least ten seconds)				
9. Attempt to reduce students' anxieties and give them extra attention when possible?				
10. Encourage students' use and development of their primary language?				
11. Encourage students to interject their own cultural experiences and backgrounds into learning situations?				
12. Expose all my students to multicultural activities and materials on a regular basis?				

13. Include parents and community members from different cultural backgrounds in my teaching?				
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Adpated from: Roseberry-McKibbin, Celeste. Multicultural Students with Special Language Needs. Oceanside, CA. Academic Communication Associates. 1995.

Collection of Screening Forms for Training Purposes

How to Calculate Rate of Acculturation

AQS (2002)	Minimum Average Annual Gain	Description of Level of Acculturation
8	4.0	Significantly Less Acculturated
9	4.0	
10	4.0	
11	4.0	
12	4.0	
13	4.0	
14	4.0	
15	4.0	Less Acculturated
16	3.5	
17	3.5	
18	3.5	
19	3.5	
20	3.5	
21	3.5	
22	3.0	In Transition
23	3.0	
24	3.0	
25	3.0	
26	3.0	
27	3.0	
28	3.0	
29	3.0	More Acculturated
30	3.0	
31	2.5	
32	2.5	
33	2.5	
34	2.5	
35	2.5	
36	2.5	Significantly More Acculturated
37	2.5	
38	2.5	
39	2.0	
40	2.0	
41	2.0	
42	2.0	
43	2.0	
44	2.0	
45	2.0	
46	1.5	
47	1.0	

Rate

$$\frac{\text{Years btwn}}{\text{Minimum Gain}} \times \frac{\text{Normal Gain Expected}}{\text{Point Gain Achieved}} = \text{Rate}$$

$$\frac{\text{Current Score} - \text{Baseline Score}}{\text{Point Gain Achieved}} = \text{Rate}$$

< **Achieved/Expected
Normal Rate** >

Levels

- 8-14 Significantly less acculturated
- 15-22 Less acculturated
- 23-30 In transition
- 32-39 More acculturated
- 40-48 Highly acculturated.

Sociocultural Resiliency Checklist

Name:

Date:

Grade:

Sociocultural
Factors



Selected Cross-Cultural Resiliency Factors

Culture & Language		There is quality verbal communication in the home in a language other than English.
		There is behavioral guidance in the home consistent with a specific cultural religious world view
		The cultural values of the home support cooperative effort.
		The family maintains communication with their linguistic/cultural community.
	% Checked:	The family participates regularly in religious/social events within their linguistic/cultural community.
		There is active support in the home for bilingual and bicultural development
		Total
Acculturation Level		Student attends events within the mainstream community.
		Student interacts with 'majority' peers or 'majority' cultural group.
		Student displays consistent sense of locus of control.
		Student appears comfortable in cross-cultural interactions.
	% Checked:	The code-switching in the student's speech shows an emerging understanding of English.
		Student appears comfortable switching from one linguistic/cultural environment to another.
		Total
Experiential Background		Adults in the home will provide encouragement and support for student's development.
		Student makes an effort to increase attendance.
		Adults in family provide for the student's basic needs.
		Family will provide support for student's learning.
		Early childhood development was appropriate to culture/language.
	% Checked:	Student displays curiosity and is ready to learn.
		Student has prior classroom or formal education experience.
		Student has developmentally and linguistically appropriate literacy skills or pre-skills.
		Student demonstrates variety of survival strategies.
		Total
Socio-linguistic Development		Student has good basic interpersonal communication skills in native language.
		Student has moderate to good cognitive academic language proficiency in native language.
		Basic interpersonal communication in English appears to be emergins.
		Student attempts to translate for others in the classroom.
		Student demonstrates emerging cognitive academic language proficiency in English.
	% Checked:	Student seeks assistance from peers.
		Code-switching demonstrates emerging English syntax and vocabulary.
		Student can demonstrate content knowledge in his/her native language.
		Total
Cognitive Learning Style		Student demonstrates consistent cognitive learning strategies.
		Student responds positively to variations in instructional strategies.
		Student responds positively to appropriate 'rewards/recognition'.
		Student can apply cognitive learning strategies when given guided practice.
	% Checked:	Student can use self-monitoring strategies.
		Student can assist others in learning a task.
		Total

The presence of one or more of these five socio-cultural factors contributes to students experiencing success in American public schools. The Sociocultural Resiliency Checklist is designed for strength-based instruction and recommended for early childhood programs. Prevention/intervention instructional plans should build upon identified resiliency. Areas with more than 40% checked provide an instructional foundation. Intervention should be provided in any factor area where less than 40% items are checked before proceeding with a formal referral of students experiencing learning and behavior difficulties. If less than 14 items are checked overall, further assessment and placement decisions must include bilingual and English as a second language instruction, cross-cultural modifications, and assistance with the acculturation process as well as specific learning and behavior interventions.

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WARREN

The Future Begins Here

METROPOLITAN SCHOOL DISTRICT OF WARREN
TOWNSHIP

**Permission to administer the Woodcock Muñoz Test
Permiso para administrar la Prueba Woodcock Muñoz**

I give _____ permission to administer the Woodcock Muñoz Test to my
son/daughter _____.

Parent signature

Date

Le doy permiso a la _____ para administrar la Prueba Woodcock Muñoz,
a mi hijo/a, _____.

Firma de padre

Fecha