

NEBO
DISTRICT
ALTERNATIVE
LANGUAGE
PLAN

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NEBO DISTRICT ALS PROGRAM OVERVIEW

The goals and objectives of the Nebo District Alternative Language Program are to meet the needs of English Language Learners through “Sheltered Instruction” in the mainstream classroom with additional intensive English language instruction provided for non-English speakers. Policies and procedures have been developed using Office for Civil Rights (OCR) guidelines and federal and state mandates.

Identification: initial identification happens at the time of registration. Parents who check yes to the question, “Is there a language other than English spoken in the home,” on the registration card are then asked to complete a PHLOTE (Primary or Home Language Other Than English) survey. The PHLOTE form is sent to the district ALS department.

Assessment: Once a PHLOTE form is received by the district ALS department, the student is given the online WIDA Screener, an English Language Proficiency test by one of the district ESL technicians or one of the local area ESL liaisons. Students are also assessed annually with the WIDA-ACCESS for progress. A student is given an ELL (Limited English Proficient) category based on the English Language Proficiency test.

Parent Notification: Parents are notified as to their student’s ELL category and placement in an ALS program. Parents are also notified each year of their student’s progress and continued placement in an ALS program. Parents are notified if the district fails to meet the state’s Annual Measurable Achievement Objectives (AMAOs).

Placement of Student: Students are placed in an ALS program depending on their ELL category. Students at levels 1-Entering, 2-Emerging, 3-Developing, and 4 Expanding levels (limited English) Receive a minimum of 45 minutes of Direct English Language Development (DELD) instruction in any one, or combination of, the four program models as described in the placement section of this plan. Teachers use ESL techniques and strategies to meet the cognitive, linguistic, and social needs of ELLs. Students at the 5-Bridging level are considered Fluent and are placed in regular mainstream classrooms. Their academic progress is monitored for two years. If academic progress is sufficient, the student is Exited out of ESL services.

Placement in Special Programs: Special attention is given to ensure ELLs are not over-represented or under-represented in district programs such as Special Education (Resource), Gifted and Talented programs, etc.

Teacher Training: Nebo District uses both UVU and BYU’s ESL endorsement programs. The district pays for all materials, tuition, and registration costs as an incentive to teachers. The district also takes part in state training using SIOP (Sheltered Instruction Observation Protocol). ESL Endorsement and SIOP training provide teachers with strategies that help meet the needs of ELLs. Included in ESL strategies are: cooperative learning groups and grouping strategies, visuals and realia, graphic organizers, text modification techniques, cultural sensitivity, second

language acquisition facts, parental involvement, assessment strategies, and integrating content and language instruction.

Program Evaluation: The district ALS program evaluation is based on the Annual Measurable Achievement Objectives as defined by NCLB, school attendance, dropout rates, graduation rates, special education services, and retention rates.

*“I have ears but I am deaf,
I have a tongue but I am mute.”
(Chinese refugee)*

District Mission Statement

Nebo School District is committed to providing equal education opportunities to **all** students.

District Mission Statement:

Our mission is to provide **each** student with quality instruction, learning opportunities, and educational environments which inspire classroom success, personal excellence, and responsible citizenship.

Belief statements:

We Believe That:

- **Each person** is unique and has **individual** worth.
- **Each person** is capable of learning and progressing
- **Each person** has rights with accompanying responsibilities and accountability.
- The family is the foundation of our society.
- Education is a shared responsibility of the individual, family, school, and community.
- Optimal learning takes place in a climate of **love, caring, respect, trust, and acceptance.**
- A safe environment is best achieved when school, home, and community work together.
- Learning is enhanced when education becomes challenging and **meaningful.**
- Healthy self-esteem enhances the quality of life.
- Performing meaningful work and service contributes to the quality of life.
- **Individual integrity tolerance, and respect for others** contribute to a better society.
- A successful democracy is dependent upon an educated and responsible citizenry.

State and Federal Laws and Guidelines

Utah State Law R277-716-4

“Teachers who are assigned to provide English language instruction to LEP students shall have certification with endorsement in Bilingual Education or English as a Second Language.”

Title VI of the Civil Rights Act of 1964

which states, “No person shall, on the basis of race, color, or national origin, be excluded from participation in the educational program offered by the school district.”

Lau vs. Nichols

A 1974 United States Supreme Court case in which the Court held that “students who understand little or no English are denied equal opportunities when English is the sole medium of instruction and there are no systematic efforts to teach that language to non-English speaking children or language assistance to enable them to participate in the instructional program of the district.”

Equal Education Opportunities Act of 1974

This civil rights statute prohibits states from denying equal education opportunity to an individual on account of, “his or her race, color, sex, or national origin.” It specifically prohibits states from, “denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”

Castaneda Standards

A case in the 5th Circuit Court of Appeals (Castaneda vs. Pickard, 1981) wherein the following standards for programs serving language minority students were developed.

Theory: must be based in “a sound educational theory.”

Practice: must be “implemented effectively.”

Results: program evaluation and modification

OCR Policy

The program must ensure that ELL students are provided the opportunity to learn English in a timely manner, and have meaningful access to the district’s educational program. The following components are essential:

Identification

Assessment

Placement and Program Participation

Transition and Exit

Monitoring

Program Evaluation

Staffing

Special education for LEP students

Communication with LEP parents

NABE Guiding Principles

Appropriate Services

LEP children must be provided with the opportunity to keep up with instruction in content areas such as math, science, and reading while they are learning English.

Well Trained Teachers

LEP children must be taught by teachers who are qualified to address their specified needs. Teachers must be trained in second language learning to help LEP children achieve to high standards.

Flexibility in Program Design

Children learn at different rates and many require extra academic support to help them achieve to high standards. Educational reform must allow for local flexibility in program design.

Increased and Targeted Investment

To provide the best possible services to LEP students, funding must be targeted to programs that demonstrate the highest quality and need.

Accountability and Appropriate Testing

LEP students must be included in accountability systems, and tests must be administered in an appropriate manner that yields accurate and valid results.

Parental Involvement

Parents of LEP students must be allowed to take an informed role in their children's education.

Technical Assistance

Technical assistance must be increased and include an emphasis on serving LEP children.

Bilingualism

Children of all language backgrounds must be offered the opportunity to learn more than one language.

Educating a child is like lighting a candle; the match is struck and for a moment the match and wick burn together; when the match is removed the candle burns on its own.

Key Terminology

ESL - English as a Second Language. Refers to a service model and not the individual student.

ESOL - English to Speakers of Other Languages (synonymous with ESL)

TESOL - Teachers of English to Speakers of Other Languages. A national association.

LEP - Limited English Proficient

FEP - Fluent English Proficient.

ELL - English Language Learner. The term used when referring to the individual students.

ALS - Alternative Language Services

BICS - Basic Interpersonal Communication Skills (*social language*)

CALPS - Cognitive Academic Language Proficiency Skills (*classroom and academic language*)

OCR - Office for Civil Rights

PHLOTE – Primary or Home Language Other Than English. A form filled out by parents at the time of registration, assisted by the school secretary or other school personnel helping with registration. The initial step of identification of ELLs

UALPA - Utah Academic Language Proficiency Assessment. The language proficiency test developed by the state of Utah which was implemented in the 06/07 school year. This test is no longer used and was replaced with the WIDA-ACCESS in 13/14 school year.

WIDA-ACCESS – the test given to all ELLs usually in Feb-March. Used to measure progress in language acquisition. Mandated by the State Office of Education.

WIDA-ACCESS Categories

- 1- Entering
- 2- Emergent
- 3- Developing
- 4- Expanding
- 5- Bridging
- 6- Reaching

UALPA LEP Categories 2010 through 2013

- 1- Entering
- 2- Beginning

- 3- Developing
- 4- Expanding
- 5- Bridging

UALPA LEP Categories prior to 2010

- P- Pre Emergent
- E- Emergent
- I- Intermediate
- A- Advanced
- F- Fluent

DELD – Direct English Language Development. ESL services required by federal law. 45 minutes of Direct English Language Development given to all ELLs at the Entering, Beginning, and Developing levels by a certified teacher with an ESL endorsement

Sheltered English Instruction - A program with the goal of acquisition of the English language enabling an ELL student to succeed in an English-only mainstream classroom. All instruction is in English. Teachers have specialized training in meeting the needs of ELL students, possessing either a Bilingual Education or ESL Endorsement.

TELL – Teaching English to Language Learners. BYU’s ESL endorsement program

IDENTIFICATION

OBJECTIVE: To identify students with primary or home language other than English.

TIME LINE: At the time of registration.

PERSON(S)

RESPONSIBLE: School secretary or other personnel helping with registration

TRAINING: One on one with new secretaries, annually at district-wide secretary meeting, periodic email reminders, monthly ESL teacher/technician trainings

PROCEDURE:

The local school is responsible for initially identifying all PHLOTE (Primary or Home Language Other Than English) students upon their enrollment. Upon completion of the registration form, if the box has been checked indicating a language other than English is spoken in the home, a PHLOTE form should be completed for each child being registered. **All** information must be completed. PHLOTE forms do not need to be completed by students transferring within the district.

After completing the information on the PHLOTE form, the school secretary should send it to the district ALS department currently located at Taylor Elementary, or given directly to the school ESL technician/teacher, or given directly to the area liaison within 5 days. Following the assessment procedure, a copy of the PHLOTE form will be returned to the local school to be placed in the student's red ESL folder (see page 34).

Teachers may refer a student to be tested for a language barrier by assisting the student/family in completing a PHLOTE form and sending it to the district ALS department. No student will be tested unless a PHLOTE form is on file

A student who has completed a PHLOTE form is not designated as ELL (English Language Learner) or LEP (Limited English Proficient) until they have been given a language proficiency test as explained in the assessment section of this plan.

INCLUDED IN THE APPENDIX:

- PHLOTE form English/Spanish

ASSESSMENT

Initial Assessment

OBJECTIVE: To determine the English proficiency and linguistic factors which may impact the academic performance of PHLOTE students.

TIME LINE: Within 15 days after receiving the initial PHLOTE identification, or within 30 days from the beginning of the school year.

PERSON(S)

RESPONSIBLE: Alternative Language Service Department – Staff

TRAINING: All staff involved with giving the placement, or the annual WIDA-ACCESS test will be trained by qualified personnel.

PROCEDURE:

After the local school has completed the PHLOTE form, and sent it to the Alternative Language Services Department, a trained staff member conducts an assessment interview and determines if a placement test is needed. This determination is based on the interview and the first 3 questions on the PHLOTE form. If the response to the first three questions is English, no placement test is needed, however, a copy of the PHLOTE form must be placed in the student’s cumulative folder for documentation purposes. The student is still considered PHLOTE but not ELL.

In most cases the staff member administers the online WIDA Screener (publishers: WIDA Consortium) to the student. The WIDA Screener tests a student’s English language proficiency in speaking, listening, reading, and writing, and will place a student in an ELL category of: 1-Entering, 2-Emerging 3-Developing 4-Expanding or 5-Bridging according to the following guidelines:

For each of the four subtests, a student is designated as Non, Limited, or Fluent.

The following point values are assigned to each designation:

Non.....0 points

Limited.....1 point

Fluent.....2 points

A student’s ELL category will be determined by the total score for all four subtests

0.....1- Entering

1-2.....2- Beginning

3-6.....3- Developing

7.....4- Expanding

8.....5- Bridging

The WIDA Screener is only given for initial placement purposes. ALL students identified as ELL will be given the WIDA-ACCESS later in the year during the testing window.

Test results are recorded on the PHLOTE form with a copy of the PHLOTE being placed in the student's red ESL folder (see page 31) and the original being sent to the district Alternative Language Service Department for review and entry into the district SIS system. Test information is also recorded on the student's "**Language Proficiency Assessment Summary**" form which is kept in the student's red ESL folder. This form provides WIDA-ACCESS results for each year the student has been tested. Test results will be shared with the school administrator, the student's classroom teachers, and school counselors.

Annual Assessment

- OBJECTIVE:** To show annual progress of previously identified ELL students.
- TIME LINE:** Tested annually within the testing window set by the state office of education, typically done in February/March.
- PERSON(S) RESPONSIBLE:** Alternative Language Service Department – Staff
- TRAINING:** All staff involved with giving the placement, or the annual WIDA-ACCESS test will be trained by qualified personnel.

PROCEDURE:

The assessment instrument used to evaluate a student's academic English language proficiency levels is the WIDA-ACCESS. This instrument has been designed specifically to test a student's language proficiency levels in the four domains of listening, speaking, reading, and writing. The WIDA-ACCESS has been aligned to the Utah core standards and the Utah ELP standards. The WIDA-ACCESS replaced the UALPA in the 13/14 school year.

Results of the WIDA-ACCESS will put students in an ELL category of: 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, and 5-Bridging. Cut scores are determined by the state office of education.

The WIDA-ACCESS is given annually to all identified English Language Learners (ELL) in the Entering, Emerging, Developing, and Expanding levels. Students at the Bridging, or fluent stage are not tested annually. This testing is done during the testing window set by the state office of education, typically during the months of February and March. Testing may be done by any district employee who has been trained in WIDA-ACCESS testing procedures. Elementary ESL technicians, area ESL liaisons, and Secondary ESL teachers may assist in administering the test.

Test results are recorded on the student's "**Language Proficiency Assessment**" form (see page 34) which is kept in the student's red ESL folder. This form provides WIDA/UALPA results for each year the student has been tested. Test results will be

shared with the school administrator, the student’s classroom teachers, and school counselors.

Test results must also be given to the district ALS specialist to be entered in SIS (Student Information Systems) for future reporting and tracking.

Prior to 2013/2014 Utah used the UALPA to test language proficiency but it has been replaced with the WIDA-ACCESS as of the 2013/2014 school year. Utah continues to use the WIDA-ACCESS test, however, in 2011 the ELL categories changed. The following chart compares the ELL categories of both the IPT and UALPA, and shows the change in ELL Categories within the UALPA in 2011

UALPA (2006-2010)	UALPA (2011 to 2013)	WIDA-ACCESS (current)
P- Pre-Emergent	1- Entering	1-Entering
E- Emergent	2- Beginning	2-Emerging
I- Intermediate	3- Developing	3-Developing
A- Advanced (fluent on the UALPA but have not passed the ELA CRT)	4- Expanding	4-Expanding
F- Fluent on Monitor (fluent on UALPA and passed the ELA CRT)	5- Bridging Fluent on Monitor status	5-Bridging Fluent on Monitor status
Former LEP	Former LEP	6-Reaching Former LEP

An **ELL** (English Language Learner) also referred to as **LEP** (Limited English Proficient) student is broadly defined as a student who:

- 1- Has sufficient difficulty speaking, reading, writing or understanding the English language that it may interfere with the student’s opportunity to learn successfully in classrooms where the language of instruction is English; or
- 2- Whose native language is a language other than English and comes from an environment where the language other than English is dominant; or
- 3- Is a Native American/American Indian or Alaskan Native who comes from an environment where the language other than English has a significant impact on the student’s level of English language proficiency.

English Language Proficiency Levels

1- Entering (Former Pre-Emergent) The student has limited or no understanding of oral or written English, so he/she participates by listening. The student may demonstrate

comprehension by using few isolated words or expressions of speech. The student typically draws, copies, or responds verbally in his/her native language to simple commands, statements and question. The student may understand the relationship between oral and written languages. The student is required to receive DELD, and continues to be assessed annually with the WIDA-ACCESS.

2-Emerging (Former Emergent or Beginning) The student has begun to understand that written language represents oral language. The student understands and responds to basic social conventions, simple questions, simple directions, and appropriate level text. He/she participates in classroom routines. In general, the student speaks, reads and writes using single words, short phrases or simple sentences with support. Overall, the student has minimal expressive vocabulary. The student is required to receive DELD, and continues to be assessed annually with the WIDA-ACCESS.

3- Developing (Former Intermediate) The student begins to understand and use more abstract, unfamiliar, academic, and formal language. The student participates in content area discussions and tasks. The student uses simple, comprehensible sentences and questions marked with developmental errors. He/she understands common words, phrases, and everyday topics; however, they need continued support to read and write more complex narrative and expository texts. The student is required to receive DELD, and continues to be assessed annually with the WIDA-ACCESS.

4- Expanding (Former Advanced) The student understands and uses more abstract, academic, and formal language and literacy skills. He/she participates actively in most social and classroom tasks, using idioms and more content-specific language in speech and writing. The student reads and writes independently for personal academic purposes. The student reads and writes about various topics using different genres for a variety of audiences. The student is not required to receive DELD but must have an ILDP on file. The student continues to be assessed annually with the WIDA-ACCESS.

5- Bridging (Former Fluent) The student is exited from the ELL program, having achieved fluency and is participating fully in mainstream classes. Academic progress is monitored for a minimum of two years. For the purpose of calculating AYP, the student's scores are counted in the ELL subgroup for two years after exit. The student no longer receives federal funds. During the two year monitoring period, the school may reevaluate the student to change proficiency level as appropriate. At the end of the two years, an exit date is attached along with the F designation. The student is no longer assessed annually with the WIDA-ACCESS.

INCLUDED IN THE APPENDIX:

- Teacher Notification Form

PARENT/GUARDIAN NOTIFICATION

OBJECTIVE: To notify parent/guardian of a student's placement in an alternative language program.

TIME LINE: Letters will be sent home with the student upon determination of a student's eligibility for alternative language services.

PERSON(S)

RESPONSIBLE: Alternative Language Services Department Staff
Student's classroom teacher

TRAINING: Conducted during monthly technician in-service

PROCEDURE:

After a language proficiency assessment has been administered and if the student qualifies for alternative language services, written notification will be sent home with the student informing the parents/guardians. Parents will be notified of the student's language proficiency levels and placement within Alternative Language Services.

The letter is available in both Spanish and English. An Alternative Language Services staff member will complete the letter and give it to the student's regular classroom teacher who in turn will send it home with the student. Parents/guardians are encouraged to contact the school or the Alternative Language Services Department to answer any questions. Parent/family liaisons are available to assist schools.

Occasionally, a parent/guardian may refuse ESL services. A written notification to the Alternative Language Services Department is required. A form is available for a parent/guardian to use in this process. This refusal may limit the student from being pulled out to work with a trained paraprofessional, but since the ELL student's teacher is certificated with an ESL Endorsement, the student will continue to receive regular classroom instruction that supports acquisition of the English language. Lessons will be taught using strategies that support ELLs.

INCLUDED IN THE APPENDIX:

- Parent Notification Letter (Spanish/English)
- Parent Refusal of Services (Spanish/English)

PARENT/GUARDIAN and SCHOOL COMMUNICATION

OBJECTIVE: To communicate with parents and families in an understandable language and format.

TIME LINE: Ongoing

PERSON(S)

RESPONSIBLE: Local school administrator and secretary
District ALS department

TRAINING: All ESL technicians and teachers will be provided on-going training on proper interpreter guidelines. Training will be available as needed for other school personnel.

PROCEDURE:

Law requires that schools provide information and communication to parents in a language that is understandable. Schools will therefore, provide written and oral communication to families of English Language Learners in their native language to the extent feasible. A letter to parents explaining the district translation and interpretation services, including a list of contacts will be available at registration along with the PHLOTE form and included in the student handbook.

The school administrator, secretary, and other personnel involved in the registration process will develop and maintain a list of parents who request information be provided in a language other than English. This list will be developed at the time of student registration, and will be distributed to classroom teachers at the beginning of each school year. School administrators will verify that the list has been maintained and distributed by documenting it on the “Administrator Checklist.”

The district ALS department will develop and maintain a list of interpreters/translators for languages represented in the district. This list will be distributed to all school administrators. The proficiency and qualifications of translators and interpreters may be determined by any or all of the following criteria: native language, college or university course work, significant amount of time living in a foreign country with exposure and use of the language, and formal tests. All interpreters/translators will be trained by the ALS staff on proper procedures using the resources found in the appendix of this plan. Training will be held at the beginning of each school year and other times during the year as needed.

At the present time, 95% of the district ELLs are Spanish speaking, therefore, written translation of district documents will be provided in Spanish with oral interpretation and assistance given to parents who speak languages other than English or Spanish.

Schools with more than 10% ELL will provide written translations in Spanish and oral interpretation and assistance being provided to parents who speak languages other than English or Spanish.

Local schools will maintain an interpreter/translator log documenting the request for services.

Written translations should be done by qualified and trained personnel. They shall include, but may not be limited to the following:

District policies and procedures that directly relate to students and families, such as attendance, discrimination, computer use, dress code, safe and drug free schools, student handbook, etc.

District forms and applications that relate directly to students and families such as fee waivers, free or reduced lunch application, registration information, etc.

School wide notices such as newsletters, announcements of upcoming activities, etc. (required in schools with higher than 10% ELL)

Oral interpretations should be done by qualified and trained personnel. They shall include, but may not be limited to the following: Parent Teacher Conferences, IEPs, Back to School Nights, etc. Students should never be used as the interpreter in these situations. This does not exclude a student from acting as a peer tutor/interpreter in an instructional setting within the classroom.

School administrators will be trained by district ALS staff on the proper use of translators/interpreters during monthly principal meetings prior to the school's first SEP (parent teacher) conferences of the year. They will also be given a list of interpreters that may be used when needed. School administrators will then train their faculty and staff during faculty meetings.

INCLUDED IN THE APPENDIX:

- Interpreter Guidelines (appendix)
- Parent letter of Translation services (appendix)
- Log of Translation Services

PLACEMENT OF ELL STUDENTS

OBJECTIVE: To provide an appropriate alternative language program for every ELL student.

TIME LINE: Following identification, assessment, and parent notification

PERSON(S)

RESPONSIBLE: Elementary school principals
Secondary school administrators and school Counselors

TRAINING: One on one with school counselors
During district-wide principal's meetings

PROCEDURE:

The district has selected an ESL Education Model that includes intensive group and/or individualized instruction with specifically designed methodology for the acquisition of English. The goal of the program is to maintain appropriate language proficiency and academic achievement. A certified ESL endorsed teacher will provide direct services to all ELL students. Instructional time within the ALP will vary with each ELL depending on the student's needs (see the guidelines below).

In addition to direct ESL services and based on the belief that students will, "*learn language through content and content through language*," as long as strategies are used to make both content and language comprehensible and meaningful, we will also offer Sheltered English Instruction to the extent feasible. The goal of Sheltered English Instruction is the acquisition of English language skills so that all ELL students can succeed in an English-only mainstream classroom. All instruction is given in English. Teachers have specialized training in meeting the needs of ELL students and in second language acquisition, possessing either an ESL or Bilingual Endorsement.

Recognizing the diversity that exists among schools throughout the district, the Alternative Language Services Department supports the development of site-based service plans. Each school will establish an ESL team to develop and implement a service plan for ESL education and to serve as an on-going guide for the education of ESL students at the school. The team will be comprised of the local school principal/administrator, one or more certified-ESL endorsed teachers, and additional team members as needed. All school plans and revisions will be reviewed annually by the ALS Department to verify compliance with the district ALS plan.

Schools with less than 10 ELLs are not required to provide DELD by certified/ESL endorsed teachers. However, schools are still obligated to meet the needs of all ELLs through the ILPD process (see letter F below). It is highly recommended that schools with less than 10 ELLs provide DELD to the extent feasible.

Schools may choose between any one, or a combination of, the following service models:

- A- **School Wide Program (elementary model)**
All ELL students are assigned to a classroom with a certified-ESL endorsed teacher. The students will receive direct English language acquisition instruction for a period of time each day depending on the student's level of language proficiency and needs. It is recommended that Schools with more than 60 ELLs have at least 2 ESL endorsed teachers in each grade level. Schools with 20 to 60 ELLs have at least one ESL endorsed teacher per grade level.

- B- **Grade Span Program (elementary model)**
ELL students receive direct English language acquisition instruction by rotating through a certified-ESL endorsed teacher's classroom for a period of time each day depending on the student's level of English language proficiency and needs. The rotation may be within the student's grade level or within a grade span. In other words, a second grade teacher who is ESL endorsed might work with groups of second or third grade students in the absence of an ESL endorsed teacher in their grade level. This model may be used in schools with less than 20 ELLs.

- C- **ESL Pullout (elementary model)**
Students are pulled out of the regular classroom to receive direct English language acquisition instruction for a period of time each day depending on the student's level of English language proficiency and needs in a specific ESL classroom with a certified-ESL endorsed teacher whose primary responsibility is to work with ELLs.

- D- **ESL Period (secondary model)**
Students are assigned a minimum of one period a day, depending on the student's level of English language proficiency and needs, to receive direct English language acquisition instruction.

- E- **Sheltered Instruction (elementary or secondary)**
Sheltered instruction is not a program model in and of itself, but can be used along with another model to enhance the instruction in the regular mainstream classroom. The Sheltered Instruction classroom has a mix of English Language Learners and native English speakers. The teacher is certified in the content area and is ESL endorsed. He/She uses sheltered/ESL strategies to make the instruction comprehensible and meaningful to all students.

- F- **Individualized Language Development Plan (ILDP)**
Individualized Language Development Plan (ILDP) is not a program model, but is an individualized plan written for any ELL at the Entering, Beginning, Developing, and Expanding levels who do not receive DELD for what ever reason

ELEMENTARY:

Schools may choose any of the program models listed above, however, it is recommended that each elementary school have at least one ESL endorsed teacher at each grade level, and that all ELLs at the Entering, Beginning, and Developing, levels be placed in such classrooms until they reach the Expanding level, however, ***minimum service requires all ELL students receive a minimum of 45 minutes of direct English language acquisition instruction from an ESL endorsed teacher per day.*** Elementary school administrators should consider the following service guidelines for ELLs:

ELL Category 1-Entering

- *A minimum of 45 minutes of direct English language instruction with a certified/ESL endorsed teacher in any of the approved program models.
- **Sheltered instruction in other content areas with a certified/ESL endorsed teacher.
- **On an interim basis only, the student may also receive additional help through an ESL pullout program with an ESL technician/paraprofessional who works under the direct supervision of an ESL endorsed teacher.

ELL Category 2-Emerging

- *A minimum of 45 minutes of direct English language instruction with a certified/ESL endorsed teacher in any of the approved program models.
- **Sheltered instruction in other content areas with a certified/ESL endorsed teacher.
- **On an interim basis only, the student may also receive additional help through an ESL pullout program with an ESL technician/paraprofessional who works under the direct supervision of an ESL endorsed teacher.

ELL Category 3-Developing

- *A minimum of 45 minutes of direct English language instruction with a certified/ESL endorsed teacher in any of the approved program models.
- **Sheltered instruction in other content areas with a certified/ESL endorsed teacher.

ELL Category 4-Expanding

- * A minimum of 45 minutes of direct English language instruction, or a yearly ILDP (Individualized Language Development Plan)
- **Sheltered instruction in content areas with a certified/ESL endorsed teacher.

ELL Category 5-Bridging

These students have exited direct services. Academic progress is monitored for a period of at least two years. (see page 27)

* required as minimum services ** recommended as additional services

Regardless of the program model the school chooses, or the number of ESL endorsed teachers, it is the expectation that ELL category 1,2, and 3 students receive direct English language acquisition instruction from a certified/ESL endorsed teacher. ELL category 4 students have the option of receiving 45 minutes of DELD or they must have an Individualized Language Development Plan (ILDP) on file.

Elementary school administrators will be required to complete the “Administrator Check List” verifying that all ELLs, ELL categories 1-4 have been and are receiving the minimum required services. School administrators will also check for, and verify the appropriate use of ALP instruction during classroom teacher observations and evaluations. Administrators will be trained on the use of an evaluation tool specific to the implementation of ESL teaching strategies.

SECONDARY:

Secondary schools will offer direct ESL services by providing English language instruction in self-contained ESL classrooms with ESL endorsed teachers. In addition to the ESL class, and to the extent feasible, Sheltered English classes will be taught in the core content areas with ESL endorsed teachers. School counselors should consider the following service guidelines when establishing class schedules for ELLs:

ELL Category 1-Entering

*Direct English language instruction in a self-contained ESL classroom taught by a certified teacher who is ESL endorsed.

**Sheltered classes in core content areas taught by certified teachers with an ESL endorsement.

ELL Category 2-Emerging

*Direct English language instruction in a self-contained ESL classroom taught by a certified teacher who is ESL endorsed.

**Sheltered classes in core content areas taught by certified teachers with an ESL endorsement

ELL Category 3-Developing

*Direct English language instruction in a self-contained ESL classroom taught by a certified teacher who is ESL endorsed.

**Sheltered classes in core content areas taught by certified teachers with an ESL endorsement

ELL Category 4-Expanding

* Direct English language instruction in a self-contained ESL classroom, or have an Individualized Language Development Plan (ILDLP) on file

**Sheltered classes in English and most content area classes. These students can begin to be placed in mainstream, non-sheltered classes, but academic progress should be monitored closely.

ELL Category 5-Bridging

*Placement in mainstream classrooms with academic progress monitored quarterly.

* required as minimum services ** recommended as additional services

Secondary school administrators will be required to complete the “Administrator Check List” verifying that all ELLs, ELL categories 1-4 have been and are receiving the minimum required services. School administrators will also check for, and verify the appropriate use of ALP instruction during classroom teacher observations and evaluations. Administrators will be trained on the use of an evaluation tool specific to the implementation of ESL teaching strategies.

STATE CORE CURRICULUM:

The State Core Curriculum defines the skills the students should be taught at each grade level. The curriculum goals are the same for the ELL students as the non-ELL students, but the instruction is modified to meet their individual needs. Local schools are responsible to provide appropriate instruction to all students. Content is not “watered down,” but language may be simplified to make it comprehensible.

MATERIALS

ELL students must have materials and supplies to ensure that they are achieving academic skills at their own level. The following procedures will be taken to ensure that adequate and appropriate materials are provided for ELL students.

In collaboration with school administrators, the district ALS department will annually survey staff who work with ELLs to determine the availability of materials that meet the needs of ELLs. Survey results will be used to provide appropriate materials. Training will be provided on the appropriate use of the materials.

Materials and programs that are currently being used or piloted include the following: Waterford, Ellis, Read 180, Reading Recovery, STAR tutor, ELL component of district adopted reading program, guided reading and balanced literacy strategies, SDAIE, Sheltered instruction, Carousel of Ideas (ballard and tigue), Kindergarten and first grade “My Books” in Spanish and English, Reading A to Z, “Help, They Don’t Speak English Starter Kit,”

ADDITIONAL PROGRAMS:

ELL students must have equal access to additional school programs such as, but not limited to, Title I, Resource (Special Ed.), gifted and talented, AP and honors classes, sports, clubs, and other programs offered to native English speakers. Likewise, ELL students should not be over represented in such programs.

INCLUDED IN THE APPENDIX:

- Individual Language Development Plan (ILDLP)
- ILDP Instructions
- ILDP Methods and Strategies
- English Language Proficiency Descriptors

STAFFING

OBJECTIVE: To assure the assignment of qualified staff to assist in providing an appropriate learning experience for all ELL students.

TIMELINE: On going

PERSON(S)

RESPONSIBLE: Alternative Language Services Department
School principals/administrators

PROCEDURE:

A qualified trained staff is essential to the district's plan to provide appropriate learning experiences for ELL students. The district Alternative Language Services Department and school principals/administrators will ensure that the school has sufficient certified ESL endorsed teachers to staff the school's program model. The district works collaboratively with Brigham Young University and Utah Valley University to provide comprehensive ESL endorsement program as described in the "ESL Training and In-service" section of this plan.

In addition to providing certified-ESL endorsed teachers to staff the school's ALP model, annual training and in-service in ESL methodologies and essential policy will be provided to all administrators and certified teachers.

Teachers who are assigned to work with ELLs will be evaluated by their school administrator in the use of appropriate ALP instruction. Administrators will be trained on the use of the Sheltered Instruction Observation Protocol (SIOP) evaluation tool specific to the implementation of ESL teaching strategies.

Technicians/paraprofessionals will be provided monthly training in ESL methodologies and essential policy. They will work under the direct supervision of a certified-ESL endorsed teachers

INCLUDED IN THE APPENDIX:

- SIOP Evaluation Form

ESL TRAINING AND INSERVICE

OBJECTIVE: To provide appropriate staff training to enable classroom teachers to meet the needs of ELL students.

To provide ESL endorsement opportunities for classroom teachers, thus satisfying state and federal mandates.

TIME LINE: On-going

PERSON(S)

RESPONSIBLE: Alternative Language Services Department - Staff

PROCEDURE:

To encourage classroom teachers to become ESL endorsed, and to assist school principals in meeting the goal of at least one ESL endorsed teacher in each grade level, Nebo School District in partnership with BYU and UVU is offering ESL endorsement classes. Both BYU and UVU programs have been approved by the state board of education as effective endorsement programs.

BYU and UVU endorsement programs:

Teachers can earn an ESL Endorsement in two years without leaving the district. Six courses are available to interested teachers:

1- Cultures, Issues and Policy for ELLs	3 semester hours
2- Second Language Acquisition for ELLs	3 semester hours
3- Assessment for ELLS	3 semester hours
4- Literacy for ELLs	3 semester hours
5- ELL Content Instruction	3 semester hours
6- Family, School, and Community Collaboration	3 semester hours
Total	18 semester hours

Courses are taught over a two year period with a three hour class being held once a week. We will begin two new cohorts of teachers each Fall, All classes will be taught within our own district by our own district facilitators.

PURPOSE OF THE PROGRAM

The program's overarching purpose is to advance the education of language minority students through teacher development. Participants will be able to work with linguistically and culturally diverse learners in the regular classroom in ways that reflect pedagogic practices that are inclusive of all learners.

PROGRAM COMPONENTS

A Distance Learning format was selected over traditional university-centered courses so that it could be adjusted to fit our needs in Nebo School District. Professors representing experts in the field are brought via video segments to a site by a local facilitator who uses an instructional guide to walk the students through a curriculum representing an Inclusive Pedagogy frame work designed around the components of: Collaboration, Guiding Principles, Essential Policy, Critical Learning Domains, and Classroom Strategies.

INCENTIVES TO TEACHER

All registration fees and materials will be paid by the district at a cost of approximately \$2,000.00 per endorsement.

Teachers will be given strategies that will help as they work with the ever increasing number of English Language Learners (ELLs) students entering our schools and classrooms.

All credit earned can apply towards lane change credit. This credit has been pre-approved for the Masters Equivalent lane for those teachers already on lane three. The teacher is still responsible to follow district guidelines when applying for Masters equivalent by submitting a written proposal.

The District has sponsored a Masters cohort through SUU. 12 of the 18 endorsement credits can be applied toward the Masters Degree as the elective credits.

The goal of Nebo School District is to endorse forty teachers a year. Emphasis is placed on highly impacted schools with ELL students. We will have one ESL endorsed teacher at each grade level. Our commitment to provide ELL students with quality instruction and equal access to education will continue as the district provides endorsement opportunities beyond simply meeting the minimum requirements.

SIOP (Sheltered Instruction Observation Protocol), and REACH (Respecting Ethnic And Cultural Heritage) training are also offered in addition to ESL endorsement classes.

School administrators are provided a list of trained teachers periodically throughout the year.

TRANSITION TO MONITOR AND EXIT

- OBJECTIVE:** To modify an ELL student’s classification from active/direct services to monitor status, once they have reached the Bridging level, and to monitor academic progress.
- To exit a student from the Alternative Language Services program.
- TIMELINE:** Two years of monitoring academic progress following a student reaching Bridging, status.
- PERSON(S) RESPONSIBLE:** Alternative Language Services Department, and classroom teacher
- TRAINING:** During monthly ESL technician training, one on one with secondary school counselors, at district-wide principal’s meeting.

PROCEDURE:

Each identified ELL student will be tested annually using the WIDA ACCESS test. Once a student tests fluent or competent in all four areas of speaking, listening, reading, and writing, they are placed at the Bridging (5) level. They no longer receive direct English language acquisition instruction, having tested fluent in all four areas. The student’s academic progress will be monitored for a period of two years. Teachers of elementary students will complete the Elementary Level Monitoring Report each semester. Counselors at the secondary level will complete the Secondary Level Monitoring Report each semester.

Students demonstrating academic success will continue to be monitored for a period of two years, at which time they will be exited from the ALS program. Students who do not demonstrate appropriate academic success will be referred to the ALS team where a return to active/direct services or an ILDP will be considered.

An Exit Form documenting the exit procedure will be completed and placed in the student’s red ESL folder.

INCLUDED IN THE APPENDIX:

- Elementary Monitor Report
- Secondary Monitor Report
- Exit form

SPECIAL EDUCATION

OBJECTIVE: To ensure ethnically and linguistically diverse students are appropriately identified and served in Special Education programs.

TIMELINE: Ongoing

PERSON(S)

RESPONSIBLE: Alternative Language Services Department Staff
School principals
Classroom teachers
School counselors
School Special Education Team

PROCEDURES:

Determining whether or not an ELL student difficulties in the classroom are the result of a disability, the challenges typical of second language acquisition, or other factors, is not an easy determination to make. These guidelines are intended to provide direction in the use of appropriate tools and procedures to eliminate possible factors and determine other causal factors for a student's difficulty. We have a responsibility to locate and serve students with disabilities and at the same time provide accurate assessments which would not incorrectly classify a student as disabled whose difficulties are the result of factors associated with second language acquisition, previous schooling, primary language literacy, or cultural differences.

There is no legal time line regarding referral of ELL students for Special Education services. Giving students two years in an English speaking school system prior to special education referral may give them time to demonstrate academic knowledge, though it can take up to seven years to become fluent in a second language. Students with possible special needs can be referred at any time.

The district has a team of Special Education technicians who currently review files of students who receive Special Ed. Services. Files are reviewed to assure that proper procedures have been followed, and documentation is included for the pre-referral, referral, assessment, and IEP steps.

Special Ed/ELL students who qualify for both ALS services and Special Education services will be provided both, depending on the student's needs. ALS services will be documented in the student's Special Education file.

The Special Education referral process for ELL students is the same as that for native English speakers with the following exceptions:

I Pre-referral Interventions and Data Collection:

Training on pre-referral interventions will be provided for all classroom teachers. The district ALS specialist and district Special Ed department will provide training to

each school's Special Education Chairperson during monthly district meetings. The school's Special Education Chairperson will then provide classroom teachers with training during school faculty meetings. The school administrator will document that the training has been conducted on the "Administrator Checklist." The following information should be collected during the pre-referral process.

- WIDA-ACCESS administered within the last year by ESL staff. Information is available in the cumulative folder.
- Home Language Survey (PHLOTE) conducted by ESL staff. Information is available in the cumulative folder.
- Inclusion in an ESL program.
- Collaboration with ESL personnel.
- Observations in ESL and non-ESL settings.
- Work samples comparing similar and dissimilar students.

II Referral

Referral procedures for Special Education do not differ for ELL students. The LEA must document a history of failed classroom interventions and/or programs, which, however appropriate and correctly implemented, proved ineffective, before referring a student for special education evaluation (Utah State Board of Education Special Education Rules, p. 14).

The Special Education referral process includes completion of a referral form with pre-referral and at-risk documentation attached. Documentation of scientifically based interventions and effective teaching in the areas in which the student is being referred must be included. Teaching and interventions must be used over time. (Two grading periods is suggested.) Documentation must include evidence of effective instruction using scientifically based programs, in phonemic awareness, phonics, fluency, vocabulary, and comprehension for student referral in the area of reading. Documentation should be reviewed by school TAT or Youth Support Team and appropriate action determined.

III Assessment

All testing must be conducted by trained and qualified diagnosticians. Testing in Spanish should be referred to a qualified bilingual examiner and administered as per standardized procedures outlined by the manufacturer. English testing can be done by the resident psychologist.

Prior Notice and Consent for Evaluation will be provided to the parent in their native language (forms available at the district office), with a copy of the "Procedural Safeguards for Children with Disabilities and Their Parents" in the native language of the parent attached.

Disclaimers:

Medical, Vision, and Hearing

Developmental:

Information from Parent Survey

Instructional:

History of school attendance, success or failure, success of siblings, involvement in alternative or special programs

Environmental:

Socio-economic status, number of moves, number of schools attended.

Behavioral/Emotional:

Observations and instruments as with non-ELL students (BASC-PRS is available in Spanish in the district).

Language:

An analysis of the effect of language on educational history, and documentation that language barriers are not the reason for low academic growth.

Culture:

Documentation must be included that eliminate cultural factors as being the cause of low student performance.

Assessment of Linguistic Proficiency:

Woodcock Language Proficiency Battery in English and Spanish to establish CALP levels in both languages. For younger students the One Word Vocabulary Test, Expressive and Receptive Forms are helpful and available in English and Spanish.

Speech and Language:

Assessment should be administered by a clinician qualified in bilingual assessment.

A- Articulation must be tested in the student's native language.

B- Language Deficiency should not be tested unless the student is not showing improvement in the yearly WIDA-ACCESS testing conducted by ESL staff. Spanish speaking students are tested in Spanish oral language proficiency using the QIA Spanish form.

This information is found in the red ESL folder.

Intellectual Assessment:

Selection of instruments to measure intellectual ability should be made based on CALP level of the student in his/her primary and secondary languages. Documentation must be included if diagnostic instruments were altered or translated, along with an evaluation of the validity and reliability of the results.

Adaptive Behavior:

Evaluation of students with possible classification of Intellectually Disabled must include adaptive testing. The Vineland Adaptive Behavior Scales are available in Spanish through the school psychologist. A home visit and an interview may be conducted by the district Spanish speaking ESL personnel by request.

Academic:

Academic testing is provided in the native language of the student through the special education department. Documentation must be included if diagnostic instruments were altered or translated, along with an evaluation of the validity and reliability of the results.

Social/Behavioral:

Social/behavioral testing is also provided in the native language of the student. Behavior checklists and questionnaires are available in the native language with interpreters available to go to the home by request through the ESL department. Any other necessary testing is provided through the special education department with translators available by request through the ESL department.

IV IEP Process

Procedures as outlined in the State Special Education Rules. Additionally, qualified translators and personnel knowledgeable in second language acquisition and culture must attend the IEP meetings. Forms must be provided in the primary language of the parent. Caution should also be taken with regards to confidentiality when using interpreters. **ESL staff must be part of the IEP team.**

INCLUDED IN THE APPENDIX:

- ESL Interventions (appendix)

PROGRAM EVALUATION

OBJECTIVE: To complete an annual evaluation of Nebo School District's Alternative Language Services program.

To make modifications and adjustments where needed.

TIME LINE: Annually - June or July

PERSON(S)

RESPONSIBLE: District ALS Director
ALS Specialist
District Technical Services (data collection)

PROCEDURE:

Nebo School District will conduct an annual evaluation of the district's Alternative Language Services Program. Academic indicators, non-academic indicators, and program components will be used to measure the success of the ALS program. Data will be collected and maintained on SIS.

Each school administrator will complete an "Administrators Checklist" annually

Academic Indicators

Academic achievement will be measured by the AMAOs (Annual Measurable Achievement Objectives) set by the state as required by Title III of No Child Left Behind. AMAOs measure student achievement in the following three areas: The AMAOs are currently being set by the state. Specific goals and objectives will be added to this plan when they become available.

- 1- The percentage of limited English proficient students who have attained English Proficiency (reached level "F") by the end of the school year.
- 2- The percentage of limited English proficient students who made progress from one ELL category to another, or within categories as defined by the state AMAOs.
- 3- The percentage of limited English proficient students who made AYP in math and language arts as defined by NCLB on end-of-level tests.

Academic comparisons of non-ELL, former ELL, and ELL will be made using AMAO #3, the percentage of limited English proficient students who made AYP in math and language arts as defined by NCLB on end-of-level tests. Academic comparisons between former ELL, non ELL, and ELL will not be possible on AMAO #1, or #2 since they measure language proficiency only. However comparisons from previous years for these two AMAOs will be used to determine program effectiveness.

Non-Academic Indicators

The percentage of ELL and former ELL students will be similar/proportional to non-ELL students in the following:

- 1- School attendance
- 2- Dropout rates
- 3- Special Education Services
- 4- Graduation rates
- 5- Retention rates

Program components

Evaluation of program components will determine if the program is satisfying established goals for student achievement in the ALS program. The review will include but not be limited to the following:

Identification:

The district will conduct a spot audit of student cumulative folders to verify accuracy and use of the district's PHLOTE form. Modifications and corrections will be made within 30 days. (see page 11)

Assessment:

The district will conduct a spot audit of student cumulative folders to determine if students are evaluated in speaking, reading, writing and comprehending English prior to program placement and within 30 days of enrollment. If assessment is not completed within the time specified, schools will be given two weeks to complete assessment. (see pages 12-15)

Placement and Participation:

Schools will be reviewed to determine whether all ELL students are receiving program services from qualified staff and placed according to the district's ALS plan. (see pages 19-22)

Staff Qualifications:

Schools will be reviewed to determine whether the school has sufficient numbers of qualified staff to appropriately implement the service models for ELL students and whether staff are adequately implementing required instructional techniques and curriculum to address the needs of ELL students. (See Administrator Checklist)

Monitoring and Exiting:

The district will conduct a spot audit of student cum folders to determine if students are being monitored and exited according to district guidelines. Schools who have not met monitoring and exiting requirements will be given two weeks to meet the requirements. (see page 27)

The district ALS specialist will conduct an annual review with each school administrator. Academic Indicators, Non Academic Indicators, Program Components, and the Administrator Checklist will be reviewed. In consultation with the District Director of Federal Programs, the district ALS specialist, and the school administrator, an

improvement plan will be developed when needed. Timelines for improvement plans will be set and implemented to ensure immediate and appropriate services.

INLCLUDED IN THE APPENDIX:

- Administrators Checklist (appendix)

RED ESL FOLDER

An ESL folder will be maintained for each student who qualifies for ESL services. All ESL information will be kept in a red folder within the student's cumulative folder. The following information will be kept in the student's ESL folder:

- A copy of the PHLOTE form. (on white)
- Most current UALPA/WIDA tests (on white)
- Language Proficiency Assessment Summary (on green)
- Parent Refusal of Services form (on pink)
- Monitor Reports (on yellow)
- Exit form (on blue)
- Any other information pertaining to ESL

SAT and CRT TESTING

EXEMPTIONS, ACCOMMODATIONS, AND MODIFICATIONS

State law requires all ELL students participate in SAT and End-of-Level testing based on years in a U.S. school and ELL category. A language assessment must have been done within twelve months to be valid in determining an ELL category. Refer to the included pages to determine whether or not an ELL student must participate in testing.

INLCLUDED IN THE APPENDIX:

- English Language Proficiency Descriptors for ELL Students (appendix)
- ELL Student Participation in UPASS and NCLB (appendix)
- Possible Accommodations for ELLs (appendix)
- Spanish/English Word List (appendix)
- Refer to pages 28 - 38 of the Assessment Participation and Accommodation Policy of the State Office of Education.