Douglas County School District

English Language Development Program Plan

Language, Culture, & Equity

620 Wilcox St. Castle Rock, CO 80104

Revised Spring 2022

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Our Commitment 5

Accountability and Fidelity 5

General Overview 6
District Personnel 6
District Leadership 6
School Leadership 6
Students 7
Teachers and School Staff 7
ELD Programming Overview 7
Data Analysis 7
Parent Partnerships 7
Professional Development 8

Legal Requirements & Accountability 9

Title III of ESSA 9
ESSA Requirements Concerning MLs 9
CDE's ESSA Summary 9
How Have Title I and Title III Changed under ESSA? 9
How do these changes impact schools and districts? 10
Identification & Assessment 10
Parent Notification 10
Annual Assessment 11
Language Instruction Educational Program (LIEP) 11
English Language Proficiency Act (ELPA) 11
Legislative Declaration 11
Federal Legislation Regarding District's Obligation To Serve Limited English Proficient (LEP) Students 12

Identification of Multilingual Learners 15

Initial Identification of Potential MLs 15
Translation of the Home Language Survey section of the district's enrollment forms. 15
Later Identification of Potential MLs 16
Identification Process 16
Common English Language Proficiency Assessment 16
Parent/Guardian Notification 18
Parent Refusal of ELD Services 18

Redesignation of Multilingual Learners 20
Redesignation Process 20
Pathways for Redesignation 21
Redesignation and Exit for Multilingual Learners with Exceptionalities 22
Redesignation Documentation 22

Planning for Success 23

DCSD English Language Development Plan (ELDP) 23

Serving Multilingual Learners 24

Language Instructional Education Program 24
Serving Multilingual Learners 24
Staffing Model for ELD Teachers in DCSD 24
Role of and Requirements for the ELD teacher 24
Implementing Balanced ELD Programming in DCSD 24
Universal ELD Instruction for Grades K-12 26
Universal grouping structures: Collaboration and coteaching. 26
Universal grouping structures: Linguistic and academic flooding. 27
Targeted and Intensive Linguistic Support for MLs. 27
Temporary pull-out ELD. 27
Secondary ELD Targeted and Intensive Instructional Options 27
Sheltered ELD Courses - NEPs Only 28
ELD Classes 29
Flexible Pathways. 29
Students whose Parent/Guardians have Refused ELD Services 29
Additional Responsibilities of the ELD Teacher in Collaboration with Other Staff 30
Coaching & Mentoring 30

Colorado Graduation Competencies 31
General Overview of Graduation Competencies 31
Colorado Department of Education 32
DCSD English Language Development 32
Purpose of the Capstone Development Team 32
Implementation 33
Guidance for Students on Education Plans 33
How to Access the District Capstone 33
Reporting on Students' Scores 34

Identifying & Serving Dually Identified Multilingual Learner Students 35
Serving Multilingual Learners who also have an Individual Education Plan (IEP) 35
DCSD Guidance to Schools: One Pagers 35
Identification of English Learners with a Learning Disability 36
Planning for English Learners Identified as Having a Learning Disability 36

Serving English Learners Identified as Having a Learning Disability 37
Redesignation of English Learners who also have an IEP 37
Family Meetings: ELD and Special Education 38
Collaboration Between ELD and Special Education Multidisciplinary Team 38
Role of and Requirements for the ELD Specialist on the Special Education Multidisciplinary Team 39
Role of and Requirements for the Special Education Multidisciplinary Team when Considering an English Learner 39
Tools and Resources 40
Serving Multilingual Learners Identified for Gifted Programming 42

Family, School, and Community Partnerships (FSCP) 43

Family, School, and Community Partnerships in DCSD 43

Balanced Assessment System & Program Evaluation 45
Progress Monitoring 46
Grade Retention of Multilingual Learner Students 46
ML Retention Process 47
Curriculum 47
ELD Core and Supplementary Materials 48
ELD Supplementary Materials 49

Professional Development 51

English Language Development, Culturally Responsive Pedagogy, & Equity Focused Learning Opportunities 51
Current CLD/ELD Course Offerings in DCSD 52
Multilingual Learner Professional Development 45 Hour Requirement 52
DCSD Professional Development Opportunities Approved for the 45 Hour Relicensure Requirement 52
Colorado Department of Education Guidance 52
Individual PD Verification 53
Alternate Opportunities 53

Interpretation and Translation for Parents with Limited English Proficiency and Other Modes of Language Support 54
Responsible Parties/Fees 57
School Based Interpretation and Translation 57
District Based Interpretation and Translation 57
Special Education 58
English Language Development 58

Appendix A ELD Teacher Certification and Endorsements 59

Appendix B Glossary of Terms 60

Appendix C Enrollment Forms 63

Appendix D ELD Identification Flow Chart 64

Appendix E Identification of Potential Multilingual Learner Training 65

& Linguistic Portrait **65**

Appendix F ELD Forms for Parents and Guardians **70**

Appendix G English Langauge Development Plan (ELDP - Student Plan) **80**

Appendix H Redesignation Criteria and Training Materials **89**

Appendix I Registrar Training **90**

Appendix J ACCESS for ELLs Training Materials and Schedule **91**

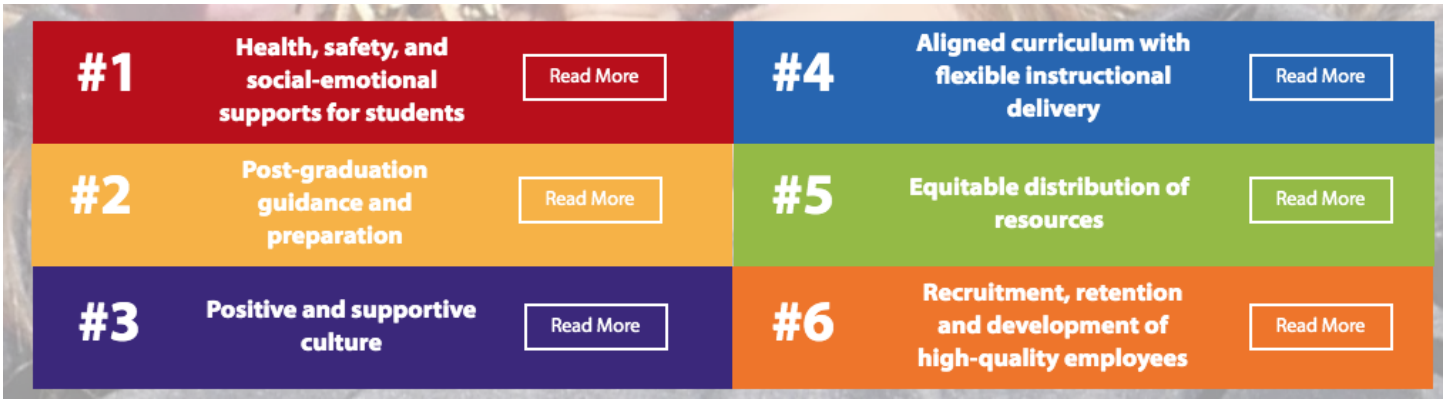
Appendix K Progress Monitoring & Program Evaluation **92**

Appendix L Family & Community Partnerships Plan **93**

Appendix M A day in the Life of Multilingual Learners **94**

Our Commitment

Accountability and Fidelity



Douglas County School District's (DCSD) English Language Development (ELD) Department, in alignment with the DCSD Strategic Plan (above) is committed to provide an education focused on the following priority outcomes as identified and adopted by the DCSD Board of Education:

Academic Excellence

- All students have equitable access to a Douglas County public school that promotes growth in their cognitive, physical, social and emotional needs and builds on their strengths.
- Academic expectations are clearly articulated and supported with an appropriate curriculum that includes content, scope and sequence.
- Every student has equitable opportunity to acquire the knowledge and skills that will ensure performance at his/her highest individual potential.
- A diverse set of educational options are provided which enables students to pursue different post secondary options (e.g. college, career and technology education, independent living, military or direct entrance into the workforce).
- Students graduate with acquired content and cultural knowledge, workforce readiness, interpersonal skills, civic responsibility, global awareness, independent living and an understanding of the essentials for health and wellness.

Outstanding Educators and Staff

- Quality educators and staff have been recruited, developed, supported, retained and celebrated.
- A positive, growth-oriented performance assessment system has been identified, adopted, and implemented.
- Research-based professional development opportunities are consistently provided, reflect best practices, allow for innovation, and promote
- lifelong learning.
- Communication between and among students, parents, community, educators and staff is frequent, collaborative, and helpful.
- Educators and staff are valued and given multiple opportunities for their voices to be heard.

Safe, Positive Culture and Climate

- A purposeful focus on creating a caring, safe, fun, supportive, and positive learning and working environment for all students, district employees, parents, and community is manifest throughout the district.
- There is clear evidence and a common understanding of the shared belief that all students can succeed when given a safe and caring learning environment. To that end:
    - District employees, parents, and community work collaboratively, proactively and responsibly to ensure the psychological wellbeing of all students.

    - A focused level of teamwork and professional development is on-going among district employees, community, and law enforcement agencies to ensure the physical safety of students, district employees and visitors.
- Behavior Expectations are clearly articulated, supported, and taught.
- Multiple communication systems are available and used by students, district employees, parents, and community to ensure all voices are heard.

Collaborative Parent, Family, and Community Relations

- Parents, guardians, families, and community members partner with each other and the District to empower students to maximize their individual educational experience.
- Collaboration with community, business, government, educational, and organizational leaders is sought to provide opportunities for students to create positive change and provide service in our community.
- Schools are the center of community learning, entertainment and gathering.
- Multiple effective pathways for communication are available to all parents, guardians, families, community members, and district employees and are conducted with respect and kindness.

Financial Well-Being

- The Board of Education and all district employees are good stewards of the financial resources belonging to the district on behalf of students and taxpayers.
- All district funds and expenditures are handled equitably, efficiently, transparently, responsibly, and purposefully to maximize the benefit for all students.
- All district fiscal transactions are legal, ethical, and appropriate in keeping with district regulations and goals.
- Long-term financial stability and accountability has been established, maintained, and actively monitored in order to accomplish Board of Education End Goals.

Our priority is to support Multilingual Learners, students who are federally identified as English Learners, in gaining proficiency in English in order to communicate effectively, elicit critical thinking, work collaboratively and creatively, value and celebrate diversity, and to graduate with the ability to successfully pursue higher education and/or competitively compete in and contribute to the global workforce.

The DCSD ELD Plan is aligned with DCSD's Board of Education policies and decisions, the DCSD Strategic Plan, DCSD's OCR agreement, and the CDE's English Language Development Guidebook: Designing, Delivering, and Evaluating Services for Multilingual Learners.

General Overview

District Personnel

Douglas County School District's ELD Plan is implemented with fidelity by certified and Linguistically Diverse Education (LDE) or Culturally and Linguistically Diverse Education (CLDE) endorsed district personnel. ELD teachers in both neighborhood and charter schools must hold, or be in the process of earning, an LDE or CLDE endorsement. ELD teachers have two years from the date of hire to reflect the endorsement on their Colorado teaching license. The district acknowledges that the success of the Multilingual Learner (EL) population is a district-wide responsibility.

District Leadership

District leadership and administrative personnel continue to guide and support the overall organization based on federal, state, and local school board expectations. This is accomplished by building collaborative relationships, providing coaching and professional development opportunities.

School Leadership

School administration and leadership collaborate with district leadership to remove barriers to opportunity and access, provide support, and promote the development of all teachers, outlining their responsibilities for the achievement of each emerging bilingual student and the implementation of the ELD plan.

Students

The DCSD holds an asset focused stance toward students; therefore, students federally designated as English Learners are referred to as Multilingual Learners or Multilingual Learner students. This asset focused stance is critical and recognizes the bilingual potential of every student who receives ELD programming and support. Language and biliteracy is viewed as a gift and an asset in the educational setting.

Teachers and School Staff

ELD Teachers hold or are in the process of obtaining either a Linguistically Diverse Education (prior to the spring of 2012) or Culturally & Linguistically Diverse Endorsement from the state of Colorado. The district employs over 100 certified/endorsed ELD Teachers, and all ELD Teachers are certified to teach in the state of Colorado (see Appendix A for specific teacher certification and endorsements). ELD FTE is allocated at the district level by the Language, Culture, & Equity Director (as approved by the DCSD finance office), and the allocated FTE for ELD teachers is non-discretionary, meaning it must be used for the purposes of hiring a certified and LDE or CLD endorsed ELD Teacher.

Every school with a Multilingual Learner, including neighborhood and charter schools, employs a certified and LDE/CLD endorsed teacher who directly and consistently serves the student(s). All newly hired ELD Teachers must hold or be in the process of obtaining either a Linguistically Diverse Education (prior to the spring of 2012) or Culturally & Linguistically Diverse Endorsement from the state of Colorado (See Appendix A). Staff licenses must reflect the endorsement within two years from the date of hire. This applies to neighborhood and charter schools and employees.

ELD Programming Overview

ELD Teachers in DCSD serve MLs using a balanced programming model. Balanced programming is designed to meet the specific needs of every EL at the following levMLs: NEP, LEP, Y1 Monitor, and Y2 Monitor. ELD programming in DCSD is balanced across the Multi-Tierred System of Supports and must include linguistic support at the Universal, Targeted, and Intensive level. MLs must receive ELD specific instruction in addition to English language development in the content areas as appropriate. In a balanced programming model, ELD Teachers collaborate with classroom and content teachers to implement culturally responsive and linguistically comprehensible instruction throughout the school day. ELD balanced programming is supported by ELD Teachers and classroom/content teachers through direct linguistic instruction and through the use of the WIDA Standards Framework. ESL/ELD Teachers focus on English Language Development (ELD):

- as the ELD content area,
- in academic content, and
- in social and instructional language.

Data Analysis

The data from the Multilingual Learner (ML) subgroup is analyzed as part of the Unified Improvement Plan and School Improvement planning processes. The district's Assessment & Systems Performance office provides data regarding the Assessing Comprehension and Communication in English State-to-State (ACCESS for ELLs) assessment for English Language Learners and other meaningful disaggregated data for schools to review. District leadership provides support to building leadership in analysis of ACCESS results. Formative and summative data is monitored and evaluated collaboratively by teachers and building leaders.

Additionally, all assessment includes disaggregated populations, including MLs. This applies to state assessments, graduation rates, and growth and achievement measures.

Parent Partnerships

The ELD department promotes a partnership approach to family engagement and utilizes the Colorado Department of Education's Family, School, and Community Partnerships Framework (FSCP) consisting of four elements: create an inclusive culture, build trusting relationships, design capacity-building opportunities, and dedicate necessary resources.

Parent, family, and community partnerships are established and consistently improved at the district level through the cultivation of parent groups, including Connection/ Conexión and Unite2Uplift. The mission of Connection/ Conexión includes the following: be the voice of bilingual parents, to have representation when making decisions, help parents get involved in school activities, and promote the inclusion of bilingual parents by helping them to overcome real or perceived barriers through effective practices of parent/family involvement. Parents/guardians support the mental health and academic success of their children through opportunities for partnership, engagement, and participation.

The DCSD seeks and nurtures parent, family, and community partnerships, and has expanded to partner with organizations such as Unite2Uplift. Family input and insights are critical to partnership, and relationships and partnerships expand as necessary.

Professional Development

Ongoing embedded professional development, professional learning community collaboration, and collaboration with instructional staff and building leadership provide the means of assuring implementation of the ELD Plan. Included in DCSD's ELD professional development course pathway are courses that meet the CDE requirement for 45 hours of ELD professional development. These courses are available to all certified staff. Professional development courses and departmental meetings targeted to address English Language Development and progress in academic content areas occur throughout the year. Courses are instructed by the district ELD team and trained ELD Teachers, and courses are offered to educators across the district (ESL Teachers and Dual Language Teachers, Classroom/Content Teachers, Administrators, Professional Learning Specialists, etc.). Topics include ELD Basics (foundational courses), effective instruction for English Language Development, using WIDA standards to inform instruction, Planning for MLs, Quality Assessment for MLs, ESL/Special Education considerations, Cultural Responsiveness, SIOP, Gifted MLs, Collaborative Teaching, Strategies for Increasing Communication with Families, Strategies for Teaching Academic Language, Academic Conversations, Collaboration and Co-Teaching, and other courses that are continually under development.

For a glossary of terms, see Appendix B
For specific examples of ELD Programming, see Appendix O: A Day in the Life of Multilingual Learners

Legal Requirements & Accountability

The Douglas County School District complies with State and Federal Laws and guidelines regarding Multilingual Learners/ Multilingual Learners as governed by the Office for Civil Rights and the Colorado Department of Education. All information and guidance in DCSD's ELD Plan is aligned with CDE's *English Language Development Guidebook: Designing, Delivering, and Evaluating Services for Multilingual Learners (2021)*, the Colorado Department of Education, the Office for Civil Rights, the United States Department of Justice, and the United States Department of Education.

Title III of ESSA

Title III of the Elementary and Secondary Education Act (ESEA) provides funding to support Multilingual Learners (MLs) to ensure they attain English language proficiency and meet state academic standards.

Title III requires that all MLs receive quality instruction for learning both English and grade-level academic content. Title III Parts A and B are part of the reauthorized ESEA, called the Every Student Succeeds Act (ESSA). ESSA was signed in 2015 and allows local flexibility for choosing programs of instruction for MLs, while demanding greater accountability for MLs' English language and academic progress. Under Title III, states are required to develop standards for English language proficiency and to include those standards to the state's academic content standards. Schools must ensure MLs are part of their state's accountability system and that MLs' academic progress is monitored over time.

ESSA includes provisions that will help to ensure success for students and schools. Below are some of the key provisions. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

(CDE Designing, Delivering, and Evaluating Services for Multilingual Learners, 2021, p. 20)

Parent and Family Engagement: Districts, schools, and public charter schools must implement an effective means of outreach to parents of MLs to inform them how to:

- Become involved in the education of their children, and
- Actively participate in helping their children learn English, achieve at high academic levels, and meet the same challenging State academic and achievement standards all children are expected to meet.

(CDE Designing, Delivering, and Evaluating Services for Multilingual Learners, 2021, p. 5)

ESSA Requirements Concerning MLs

CDE's ESSA Summary

How Have Title I and Title III Changed under ESSA?

In a guide distributed by TransAct (2017), the organization succinctly outlines a number of changes that have occurred

to Title I and Title III with the signing of ESSA. One of the biggest shifts in responsibility is the move of accountability for EL progress toward English proficiency from Title III to Title I. Title I has always had the requirement to meet the academic needs of MLs, but now, under ESSA, it is more clearly noted that Title I funds can be used for programs to help EL students attain English proficiency.

The grade levels in which EL accountability is determined are also shifting. Under NCLB, Title III accountability determinations were made for MLs in all grades, but under ESSA these determinations will only be made for EL students in Title I-funded school districts in grades three through eight and once in high school. This change will require a heightened focus by Title I and Title III staff in the earlier grades so that EL programs in these grades provide quality language instruction and appropriate access to content knowledge.

These are Civil Rights requirements that include evaluation to ensure that EL programs are effective in helping MLs make progress toward English proficiency and meet grade level academic performance targets. Tracking EL student achievement and adjusting programs when there is a strength or deficiency will help ensure that when MLs reach the grade levels where accountability measures are calculated, those MLs will meet the State's EL accountability goals (p.4).

How do these changes impact schools and districts?

These changes will have a number of impacts on schools and districts. In a recent publication, TransAct (2017) notes: The shifts in accountability under ESSA will require states and districts to establish a more robust structure that facilitates collaboration and allows for the sharing of expertise between Title I and Title III staff. This will mean a breakdown of silos so that Title I and Title III staff work together to design programs and interventions that address the unique language and academic needs of the MLs in their schools and districts. A one size fits all solution does not typically work with MLs and two competing programs (one under the Title I program and another under the Title III program) can lead to a waste of time, effort, and resources.

English language proficiency (ELP) assessment is no longer required under Title III, however Title III programs must provide an assurance that all MLs served by Title III will participate in the annual assessment of ELP required under Title I. This means Title I is responsible for the annual ELP assessment, which includes administration of this assessment. ELP assessment administration requires special training that in most cases has been provided to many more Title III staff than Title I staff. The implementation of the requirement for the administration of an annual ELP assessment will go much smoother if there is coordination between Title I and Title III (p.4).

Identification & Assessment

Students who are potential MLs (those whose parents indicate a language other than English on the enrollment form and students who have a language of influence other than English) are administered the state identified assessment to determine English proficiency. Identification of the student as an EL includes considering the state identified assessment results, a parent/guardian interview, and an academic and linguistic body of evidence.

Parent Notification

- As part of the potential EL identification process, all ELD Teachers conduct the Linguistic Portrait (family interview) as part of the body of evidence collected to determine ELD program eligibility. This is the first contact, and it is followed by formal notification of eligibility if the student is eligible for ELD programming.
- The Douglas County School District (DCSD) provides written parent notification regarding their child's need for placement in a specialized language instruction program. Notification occurs in a language parents are able to understand.
- DCSD *partners with parents to make collaborative decisions and empower families as* active participants in their child's language instruction educational program.
- All such notification occurs in a language parents are able to understand.

Annual Assessment

All MLs' English language proficiency is assessed annually using the state appointed assessment, currently ACCESS for ELLs.

- All MLs take state academic achievement tests required by Colorado.
- MLs who have been in the United States for less than one-year are not required to take the Language Arts test for that first year if the student does not have the language skills to access the assessment.
- MLs who have been enrolled in United States schools for at least three consecutive years and who participate in a program funded under Title III are to be tested in English for reading and Language Arts.

Language Instruction Educational Program (LIEP)

The Douglas County School District:

- Utilizes evidence-based instructional practices for teaching MLs through the *English as a Second Language* programming model.
- Requires ELD Teachers to hold or demonstrate intent to obtain either a Linguistically Diverse Education (prior to the Spring of 2012) or Culturally & Linguistically Diverse Endorsement from the state of Colorado.
- Ensures programming will promote speaking, listening, reading, writing and the comprehension of English language as well as enable MLs to meet state academic content standards.
- Consults with teachers, researchers, school administrators and parents, and, if appropriate, with education related community groups and nonprofit organizations and institutions of higher education in developing the English Language Development plan (ELDP).
- Is in compliance with State and Federal laws pertaining to Multilingual Learners, including state constitutional law, regarding the education of limited English proficient students, consistent with Section 3116(d)(5)

English Language Proficiency Act (ELPA)

(Senate Bill 462-1981; Article 24 of Title 22, Colorado Revised Statutes as amended)

Legislative Declaration

The general assembly hereby finds, determines, and declares that there are substantial numbers of students in this state whose educational potential is severely restricted because a language other than English is their primary means of communication. The general assembly recognizes the need to provide for transitional programs to improve the English language skills of students. It is the purpose of this article to provide for the establishment of an English language proficiency program in the public schools and to provide for the distribution of funds to the several school districts to help defray the costs of such program.

(Section 22-24-105. Specifies district-powers and duties as follows)

It is the duty of the district to:

- Identify, through the observations and recommendations of parents, teachers, or other persons the students whose dominant language may not be English;
- Assess such students, using instruments and techniques approved by the department, to determine if their dominant language is not English;
- Certify to the department those students in the district whose dominant language is not English;

- Administer and provide programs for students whose dominant language is not English.

A student whose dominant language is not English is defined as a public school student whose academic achievement is impaired due to his/her inability to comprehend or speak English adequately. English language proficiency is determined by his/her local school district through use of instruments and tests approved by the department. Such a student would have one or more of the following attributes and would be considered:

- A student who speaks a language other than English and does not comprehend or speak English

or

- A student who comprehends or speaks some English, but whose predominant comprehension or speech is in a language other than English

or

- A student who comprehends or speaks English and one or more other languages and whose dominant language is difficult to determine, if the student's English language development and comprehension is:

    1. at or below district mean or below the mean or equivalent on a nationally standardized test, or
    2. below the acceptable proficiency level English language proficiency test approved by the department.

Federal Legislation Regarding District's Obligation To Serve Limited English Proficient (LEP) Students

The current Office for Civil Rights (OCR) Policy on the District's Obligation toward LEP students is based on the following federal laws and court decisions:

1964	Title VI of the Civil Rights Act
1968	Bilingual Education Act
1970	May 25th Memorandum
1974	Lau v. Nichols U.S. Supreme Court decision
1974	Equal Education Opportunities Act
1978	Education Amendments
1981	Casteneda v. Pickard 5th Circuit Decision
1985	OCR: Title VI Language Minority Compliance Procedures
1991	OCR Policy Update
2015	Dear Colleague Letter, January 2015

1964 Title VI of the Civil Rights Act

Prohibits discrimination based on race, color, or national origin. Districts must provide equal educational access and opportunity to language minority students. The access must be meaningful. This is provided for alternative language programs. Schools may not restrict an individual's enjoyment of an advantage or privilege enjoyed by others. Schools may not provide services, financial aid, or other benefits that are different or provide them in a different manner.

1968 Bilingual Education Act

The Bilingual Education Act was the first federal recognition that limited English speaking ability students to special educational needs. In the interest of equal educational opportunity, bilingual programs should be federally funded.

1970 May 25th Memorandum

Clarification of Civil Rights Act of Title VI of 1964. On May 25, 1970, the Department of Health, Education, and Welfare issued a memorandum regarding the education of limited English speaking ability children. The memorandum informed school districts that they must take affirmative steps to rectify English language deficiencies of children which go beyond providing the same books and teachers to all pupils. The same education is not equal education. They must not place students in classes for the mentally retarded solely because they do not know English, deny them access to college preparatory courses, nor place them in dead-end tracking systems. Finally, school districts have the responsibility to adequately notify parents in languages other than English concerning school activities (which are called to the attention of other parents) so they understand and have equal access and opportunities for participation. Schools must help students overcome language barriers and provide opportunities for them to participate meaningfully. The question of need for an alternative program is resolved by determining whether

language minority students are able to participate effectively in the regular instructional program. When they are not, the school district must provide an alternative language program. Districts must ascertain that the program is designed to ensure the effective participation of language minority students. Steps should be taken to ensure that sound and appropriate programs are in place. It is expected that a sound program will include the maintenance of reasonably accurate and complete data regarding its implementation and the progress of students who move through it. Students cannot be excluded from effective participation in school because of the inability to speak and understand the language of instruction.

1974 Lau v. Nichols U.S. Supreme Court Decision

In 1974, the U.S. Supreme Court in the Lau v. Nichols case ruled on a class action suit brought against the San Francisco School District by parents alleging that 1,800 Chinese students were being denied an equal education because of their limited English skills. Justice William O. Douglas wrote that because the students knew little or no English, they were foreclosed from any meaningful education. The Supreme Court decided that it was not enough for school districts to provide the same teachers and books for language minority students but they had to provide special assistance in English so limited English proficient (LEP) students could take a meaningful part in the educational system. The court mandated a Lau plan for school districts with 20 or more identified language minority students. Schools must take affirmative steps to overcome educational barriers that impede equal participation in instructional program.

1978 Education Amendments

The 1978 Education Amendments expanded the eligibility for bilingual programs from those who were students of limited English speaking ability to those who were of limited English proficiency. This term refers to students with sufficient difficulty speaking, understanding, reading, or writing the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English (Public Law 95-561).

1981 Casteneda v. Pickard 5th Circuit Decision

This decision in Raymondville, Texas, stated that schools must have a program for LEP students and it should be based on a legitimate foundation. The program must be implemented and not just on paper. The program must be evaluated to see if it is working and adapted accordingly.

1991 Office for Civil Rights (OCR) Policy: Three-pronged Castaneda approach

Soundness of Educational Approach

It is the prerogative of each district to select a specific educational approach to meet the needs of its particular English language learner (ELL) population. A district may use any educational approach that is recognized as sound by some experts in the field, or an approach that is recognized as a legitimate educational strategy.

Regardless of the educational approach selected by the district, in assessing compliance with Title VI a twofold inquiry applies: (1) whether the approach provides for English language development; and (2) whether the approach provides for meaningful participation of English language learners (ELLs) in the district's educational program. The Office for Civil Rights (OCR) encourages districts to develop their own specific program goals. Whether or not such goals are formally developed, OCR requires the program to meet the twofold requirements of Title VI.

Proper Implementation: staffing requirements, exit criteria, and access to programs such as Gifted and Talented and Special Education

Once a district has selected an educational approach, it needs to provide the necessary resources to implement the program. The variations in programs implemented by districts may be as diverse as the populations served by those districts.

Program Evaluation

Once a district has selected an educational approach, it will provide the necessary resources to implement the program. The variations in programs implemented by districts may be as diverse as the populations served by those districts. Programming to meet the needs of MLs in the Douglas County School District is facilitated through a variety

of means, with the intensity of services guided by the Multi-Tiered System of Supports (MTSS)framework. All students are served at the universal level, and some students are served at the targeted and intensive levels. Services are coordinated and/or delivered by an ELD specialist; all MLs have an English Language Development Plan in place to monitor growth and document instructional practices.

- Is the program working?
- Are MLs gaining the proficiency in English that will enable them to participate meaningfully in the district's education program?

Identification of Multilingual Learners

Accurate and timely identification of English Learners is critical. DCSD is committed to accurately and efficiently identifying English Learners as per the processes and guidelines set forth by the Colorado Department of Education and the Office for Civil Rights.

English Learner Defined Per the Colorado Department of Education

The Colorado state definition of an English learner, as defined by the ELPA Act, is a student who is linguistically diverse and who is identified using the state-approved English language proficiency assessment as having a level of English Language Proficiency that requires language support to achieve standards in grade-level content in English. This includes:

- English learners who speak a language other than English and do not comprehend or speak English,
- English learners who comprehend or speak some English but whose primary comprehension or speech is in a language other than English,
- English learners who comprehend and speak English and one or more other languages but whose English Language Development and comprehension is: at or below the mean of students enrolled in the local education provider or below the mean or equivalent on a nationally standardized test; or below the acceptable proficiency level based on the assessments identified by the Department pursuant to section 22-24-106 (1) (a)

Students who have been identified as Multilingual Learners, either Non-English Proficient (NEP) or Limited-English Proficient (LEP), MUST be provided with some type of language services.

Note: Districts are not required to test PK students for English skills, however, if a test is given and a student is found to be NEP or LEP, services must be provided.

***English Learner is used in the federally required identification process.**

Initial Identification of Potential MLs

Initially, based on the responses given on the Home Language Survey section of the district's online and paper enrollment forms, every student who has an influence of a language other than English a language other than English (unless learned academically) is evaluated for English proficiency in each of the four linguistic domains as appropriate to the student's grade level: speaking, listening, reading, and writing. The WIDA Screener is administered within two weeks (or within 30 days of enrollment at the beginning of the school year) of enrollment-per Colorado Department of Education guidelines.

In order to attend school in Douglas County School District, all families are required to complete the district enrollment form for each enrolling student. Schools in the DCSD have two options for enrollment using one aligned form: online enrollment and paper enrollment. The Home Language Survey portion of the enrollment form is one tool used by the district to identify potential MLs, and it is embedded in the district enrollment form. Regardless of information reflected on the Home Language Survey, evaluation of a potential EL may be requested by the student's parent, guardian, or teacher if a language other than English is observed as an influence in a student's life and/or his or her academic performance. See Appendix C for current enrollment forms. Enrollment forms are posted and available for educators and parents on the district website. See Appendix D for the interactive Identification Flow Chart indicating the roll of the enrollment process.

Translation of the Home Language Survey section of the district's enrollment forms.

Translated versions of the enrollment forms are available in Spanish, Russian, and Chinese, and in any other language upon request. Families in need of translation, interpretation, or literacy support when completing the enrollment paperwork are provided such support using either the appropriate district personnel or contracted agency. Requests for translation, interpretation, or literacy support are provided at the school level and/or requested through the District Language, Culture, & Equity (LCE) Office when necessary.

Responses on the Home Language Survey (HLS) portion of the district's online and/or paper enrollment form are screened by a trained school registrar. If a language other than English is recorded on any part of the Home Language

Survey, the registrar has been trained and directed to provide any and all such enrollment forms to the ELD Teacher in the school building for further review and assessment. If families complete online registration, the management system is programmed to notify registrars and ELD Teachers of a potential ML. All registrars receive annual face to face (virtually or in person) HLS screening training at the beginning of the school year, or upon hire. All forms are available for download on the district LCE Website, school websites, and as hard copies from school registrars. See Appendix I for Registrar Training slides.

Later Identification of Potential MLs

If a student enrolled in DCSD has not been identified as a potential ML and is not receiving English Language Development (ELD) support, but demonstrates a need for such support due to suspected limited proficiency in one or more of the four linguistic domains due to a language of influence other than English, he or she may be assessed to determine whether identification as an Multilingual Learner is appropriate and ELD programming would be beneficial. This is called “Later Identification”. The request for an English language proficiency evaluation may be made by a parent, general educator, or other school staff member who knows and works with the student. After a request has been submitted to the ELD specialist, the student is evaluated with an assessment designed to measure English language proficiency.

The district notifies parents, educators, and school staff that they can request evaluation. This notification may be communicated through a variety of means:

- DCSD website (public)
- District ESL Google site (district staff)
- THINK (weekly system communication venue for district staff)
- Principal Notes (weekly communication to building leaders)
- ELD Department Professional Development and Departmental Meetings

Identification Process

According to the Colorado Department of Education, a student will be identified as Primary Home Language Other than English (PHLOTE) when:

- at least one response on the HLS indicates a language other than English, or
- the student is identified by a teacher as speaking or understanding a language other than English, or
- the student is identified by a teacher as living in a home where a language other than English is used.

When identifying PHLOTE students:

- The student’s fluency in English or other language is irrelevant;
- The Language preferred or spoken more often by each student is irrelevant; and
- A student is PHLOTE who speaks or understands a language other than English (unless learned academically) or lives in a home where a language other than English is used, EVEN IF the student first learned to speak English.
- The student remains PHLOTE when they are determined as not eligible for ELD programming as they are proficient in English.

PHLOTE students may *potentially* need English Language Development programming. Following the initial Home Language Survey screening conducted by a trained school registrar or automated in the online system, a trained and CLD endorsed ELD Teacher will identify PHLOTE students. Training for the *“Identification of Potential Multilingual Learners”* is provided by ELD district staff on an annual basis for all school registrars, newly hired ELD Teachers, and returning ELD Teachers. See Appendix D for specific *Identification of Potential Multilingual Learners* training resources.

Common English Language Proficiency Assessment

WIDA Screener: Training and Administration

State and Federal law requires districts to use a common English Language Proficiency assessment to identify Multilingual Learners. The common English Language Proficiency assessment measures English proficiency in the oral, reading, comprehension, and writing domains, as appropriate to the student’s grade level, and is valid and reliable for assessing English Language Proficiency. *“Identification of Potential Multilingual Learners”* training, including the administration and interpretation of the WIDA Screener, is provided by district LCE staff on an annual basis for newly hired ELD Teachers as well as returning ELD Teachers. See Appendix I for specific Identification of Potential Multilingual

Learners training resources.

In 2011, Colorado joined the WIDA Consortia. WIDA's common English Language Proficiency identification assessment is the WIDA Screener. All WIDA Screener test administrators complete required in person and/or online training prior to test administration. Using WIDA instructional materials the district conducts a 3.5 hour face to face training including: an overview of each assessment domain (Reading, Writing, Listening, and Speaking), detailed assessment flow and practice, inter-rater reliability practice for the Speaking module, interpretation of results, and WIDA Screener processing procedures to ensure valid and reliable assessment and identification results. A WIDA Screener certified ELD Teacher administers the WIDA Screener to all students identified as PHLOTE within 2 weeks of enrollment (30 days at the beginning of the school year). Upon completion of the assessment, the trained test administrator interprets individual student results and considers the body of evidence to determine the student's eligibility for ELD programming according to the guidance provided by the CDE.

Students with limited English proficiency according to performance on the WIDA Screener and confirmed with a body of evidence are identified as Multilingual Learners. Upon identification, students' ELD Program Eligibility and English Proficiency are determined in order to plan appropriately for individual students. CDE guidelines for ELD eligibility and English proficiency level (NEP and LEP cut scores) are implemented throughout the DCSD.

K Screener, Kindergarten & First Grade First Semester Students

For the 2022-2023 school year, educators must use the WIDA K Screener for incoming Kindergarten & first semester first grade students, with a Body of Evidence (BOE), as outlined in the Colorado identification procedures, to assess a student's English language proficiency. The WIDA K Screener cut points to guide districts in making NEP, LEP, and FEP/Not EL/FELL/PHLOTE determinations for state reporting have been established and can be found below. *The WIDA Screener and a body of evidence should always be used when making initial identification and programming decisions.*

Kindergarten: First Semester **Administer Speaking and Listening** **Oral Language Scores:**	**Kindergarten: Second Semester** **Administer Speaking, Listening, Reading, and Writing** **Overall Scores:**	**First Grade: First Semester** **Administer Speaking, Listening, Reading, and Writing** **Overall Scores:**
NEP: 1.0, 1.5, 2.0 LEP: 2.5, 3.0, 3.5 PHLOTE: > 4.0	NEP: 1.0, 1.5, 2.0 LEP: 2.5, 3.0, 3.5 PHLOTE: > 4.0	NEP: 1.0, 1.5, 2.0 LEP: 2.5, 3.0, 3.5 PHLOTE: > 4.0

WIDA Screener, Second Semester Grade 1 & Grades 2-12 Students

For the 2022-2023 school year, educators must use the WIDA Screener for incoming second semester 1st grade and 2nd-12th grade students, with a Body of Evidence (BOE), as outlined in the Colorado identification procedures, to assess a student's English language proficiency. The WIDA Screener cut points to guide districts in making NEP, LEP, and FEP/Not EL/FELL/PHLOTE determinations for state reporting have been established and can be found below. *The WIDA Screener and a body of evidence should always be used when making initial identification and programming decisions.*

1st Grade: Second Semester	Grades 2-12
NEP: 1.0 - 2.4 (Overall) LEP: 2.5 – 3.9 (Overall) Non-EL: 4.0 Overall AND 4.0 Literacy	NEP: 1.0 - 2.4(Overall) LEP: 2.5 – 3.9 (Overall) Non-EL: 4.0 Overall AND 4.0 Literacy

Following the administration and interpretation of the WIDA Screener:

- The ELD Teacher collects a body of evidence, including:
    - Linguistic Portrait (Family Interview)
    - Literacy assessment data
    - Other classwork
- The ELD Teacher submits the student assessment packet to the District ELD Office immediately following the assessment of each student.
- Student data (WIDA Screener scores and enrollment information) are entered into the district database by appointed staff members including: the Director of Language, Culture, & Equity (LCE), the ELD / LCE Coordinator(s), ELD / LCE team lead(s), ELD Leads, Data Management Specialist, and the Assistant to Director of LCE. Data is entered upon receipt of the student assessment packet.
- An English Language Development Plan is written by the ELD Teacher and is implemented to ensure appropriate English Language Development support for each federally designated Multilingual Learner (see Appendix G).

Parent/Guardian Notification

Following identification of an Multilingual Learner:

- Parents/Guardians are notified:
    - Immediately following assessment (not to exceed 3 days), the ELD Teacher or school Administrator notifies parents/guardians of assessment and results (via family meeting or telephone communication)
    - Immediately following initial contact with parents/guardians, written notification is sent to the parents/guardians via US Mail or sent home with a student using the District ELD Parent Notification letter. (See Appendix F)
    - Translated notification letters are available in Spanish, and in any language upon request.
    - Interpretation of Notification forms is available upon request of the parent or the teacher. Interpretation is provided by in-house interpreters or as contracted by an outside agency.
    - ELD Teacher or Administrator retains a copy of the Parent/Guardian Notification Letter in the student's ESL and Cumulative File
    - Interpreters are provided as needed for all languages.

Parent Refusal of ELD Services

Parents/Guardians have the right to:

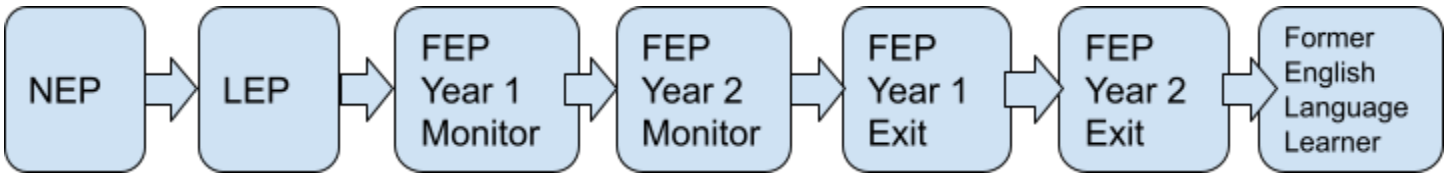
- refuse ELD services, and this right is communicated at the time of parent/guardian notification. See Appendix F for the Parent Refusal form

- reverse their refusal. See Appendix F for the Parent Refusal to Active form

Parents/Guardians, per federal and state law, do not have the right to refuse identification of students as Multilingual Learners. Federal and state law require all MLs be identified in order to provide a free, comprehensible, appropriate, public education.

Redesignation of Multilingual Learners

The Colorado Department of Education has established redesignation pathways with objective exit criteria to ensure that MLs meet the same high standards as their non-EL peers before being reclassified or exited from their English Language Development (ELD) program. A collaborative decision making process including the ELD Teacher, Classroom Teacher, Administrator, Parent/Guardian, and other specialists, is used to determine whether a student has met these criteria and is ready to be redesignated to monitor status for four academic years. ELD Teachers and the Classroom / Content Teachers are responsible for monitoring students for 4 years according to the district Y1/Y2 Monitor process (see Appendix L). The overarching progression of an ML is as follows:



In Colorado, students are afforded 6 years to progress from an NEP to FEP Year 1 Monitor. The goal of the ELD program is to provide instruction and supports that enable MLs to gain language skills and exit the program.

NEP: Non-English Proficient
LEP: Limited English Proficient
FEP: Fluent English Proficient
FELL: Former English Language Learner

Redesignation Process

ELD Teachers will monitor student progress through formal assessment (ACCESS for ELLs) and informal assessment (classroom assessments and school based assessments). Once the student's body of evidence demonstrates English language proficiency in each of the four domains: speaking, listening, reading, and writing; and academic proficiency in Language Arts, Science, Social Studies, and Mathematics, the student will be considered for redesignation to FEP Year 1 Monitor status.

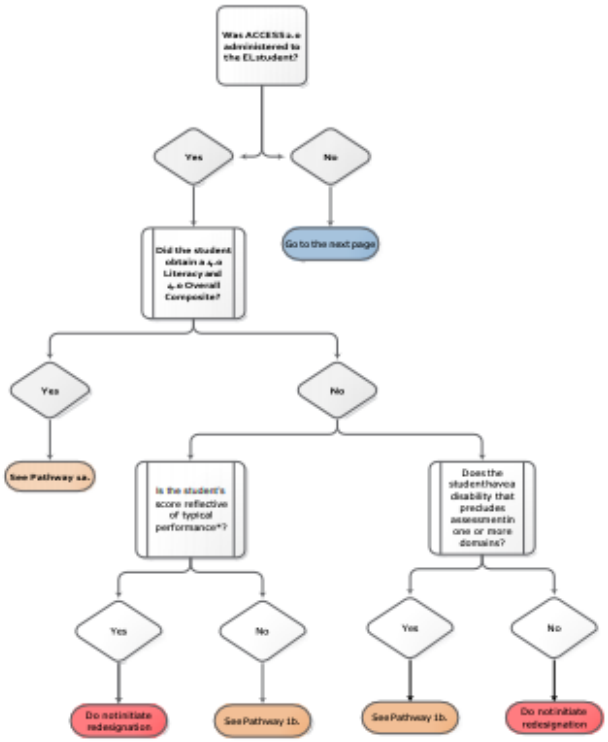
In collaboration with content area teachers, parents/guardians, and the student, the ELD Teacher:

- Compiles data from several sources such as ACCESS for ELLs, CMAS, writing samples, literacy assessments, progress monitoring, and documented observations to create a body of evidence to determine whether reclassification from limited English proficient (LEP) to fluent English proficient (FEP) is appropriate.
- Determines the redesignation pathway that will be employed. The three redesignation pathways described by the CDE in Chapter 3.5 of *Designing, Delivering, and Evaluating Services for Multilingual Learners* are used throughout the DCSD.
- Provides parents or guardians with a redesignation form indicating that their child is FEP Year 1 Monitor and will receive continued ELD programming and monitoring as appropriate for FEP Year 1 and Year 2 Monitor students. Parent, administrator, and classroom teacher signatures are included. (Appendix F)
- Submits the redesignation packet to the District LCE office.
- Documents student's progress a minimum of two times per semester and provides services as appropriate for Year 1 and Year 2 Monitor students.
- Monitors the student's progress for a period of four years to determine his or her success in the general education program.
- Exits the student from the program after he or she has demonstrated academic and linguistic success during four consecutive years of monitoring.

Pathways for Redesignation

Pathway 1: ACCESS for ELLS 2.0 Assessment Data

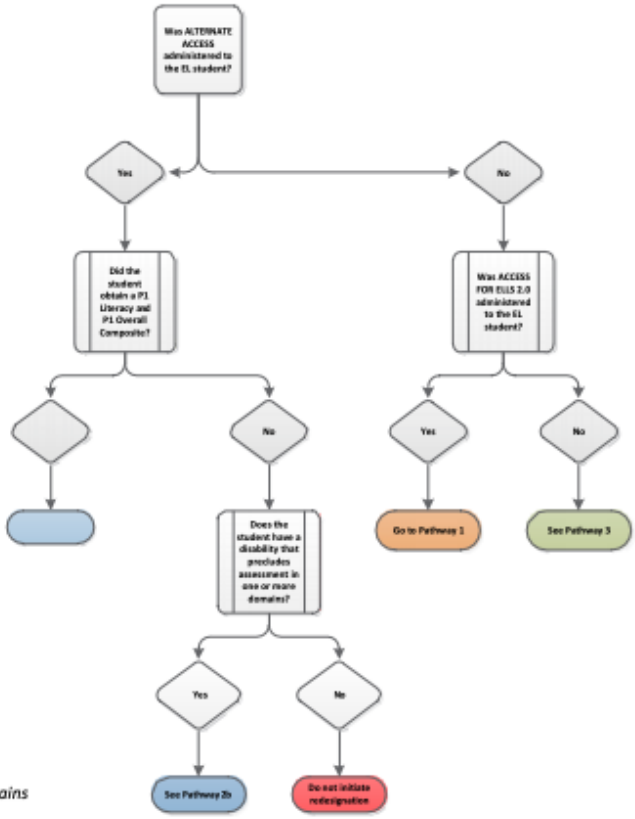
PATHWAY 1 ACCESS for ELLs 2.0 ASSESSMENT DATA		
ASSESSMENT CRITERIA	1a. Meet CDE criteria for demonstrating English Language Proficiency on ACCESS 2.0 • 4.0 Overall AND • 4.0 Literacy	1b. Meet *partial* CDE criteria by demonstrating English Language Proficiency on ACCESS 2.0 • <4.0 Literacy OR • <4.0 Overall Composite or no overall composite score reported * AND MUST INCLUDE • One additional piece of evidence that confirms English proficiency that is aligned with the CELP standard(s) in missing domain(s) or that does not reflect typical student performance*
AND MUST include additional data and pieces of evidence listed below		
BODY OF EVIDENCE	• At least one piece of local data that demonstrates success in Reading through English Language Arts (ELA), Science, Social Studies, and/or Math as comparable to non-EL/native English speaking peers **AND INCLUDE** • At least one piece of local data that demonstrates success in Writing through English Language Arts (ELA), Science, Social Studies, and/or Math as comparable to non-EL/native English speaking peers	



**To be used for students whose score does not reflect typical performance OR for EL students with disabilities whose disabilities preclude assessment in one or more domains*

Pathway 2: Alternate ACCESS Assessment Data

PATHWAY 2 ALTERNATE ACCESS ASSESSMENT DATA		
ASSESSMENT CRITERIA	2a. Meet CDE criteria for demonstrating English Language Proficiency on Alternate ACCESS • P1 Overall AND • P1 Literacy	2b. Meet *partial* CDE criteria by demonstrating English Language Proficiency on ACCESS 2.0 • <P1 Literacy* OR • <P1 Overall Composite or no overall composite score reported* AND MUST INCLUDE • One additional piece of evidence that demonstrates success in English as demonstrated through the CAS Extended Evidence Outcomes (EEOs) and/or CELP standard(s) in missing domain(s).
AND MUST include additional data and pieces of evidence listed below		
BODY OF EVIDENCE	• At least one piece of local data that demonstrates adequate performance and/or proficiency in English. • At least one piece of local data that demonstrates generalization of skills in English in the content areas of ELA, Science, Social Studies, and/or Math.	



**To be used for EL students with disabilities whose disabilities preclude assessment in one or more domains*

Redesignation and Exit for Multilingual Learners with Exceptionalities

The decision to redesignate a student who receives Special Education and ELD support is made by members of the Individual Education Program (IEP) team (special & general educators, the ELD Teacher, parents and the student) as well as other individuals who are familiar with the EL and his/her performance. If a student's disability interferes with his/her ability to meet ELD reclassification/exit criteria, the team will convene and document student data in a body of evidence in order to develop appropriate programming supports based on the needs of the individual student. This evidence includes: the student's IEP, Response to Intervention (RtI) documentation and Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) results over three years. District LCE staff reviews data prior to the team confirming the redesignation decision.

See Appendix H for the specific process and criteria.

Redesignation Documentation

District LCE staff records all redesignation data in Infinite Campus, and this is submitted to the CDE via the CDE Pipeline.

Planning for Success

DCSD English Language Development Plan (ELDP)

Once a student is federally identified as an English Learner, a plan for programming, instruction, and assessment is created by the ELD Teacher, the Content Teacher, the Parent/Guardian, and the Student.

Douglas County School District's LCE Department is committed to plan appropriately and effectively for Multilingual Learners. The ELDP includes opportunities for all relevant stakeholders to participate in creating a programming plan for MLs. The ELDP articulates the implementation of instruction and assessment in both English Language Development (ELD) and content mastery. The ELDP is critical in the documentation of assessment accommodations for all assessments included in the district's balanced assessment system.

The ELDP is a living document. Specific, targeted goals are created according to a student's individual ELD and learning strengths and needs. Once a student has reached his or her goal, a new goal is created, and progress is continually monitored and documented.

Intensive initial and ongoing training is provided by district ELD Staff and the ELD Leads regarding writing and maintaining the ELDP. Additionally, specific guidance and instructions is provided for ELD Teachers in the *ELD Handbook*.

The ELDP is a tool intended to promote and foster:

- Collaboration between families, ELD Teachers, Content Teachers, students, and administrators.
- Documentation of student growth throughout a single school year as well as long-term growth over multiple years.
- A means to provide evidence for all "authors" for use in the CITE evaluation of teachers.
- Transferability and portability. The ELDP is housed in Infinite Campus to ensure each student's ELLP follows them throughout their educational career in DCSD.

ELDPs are created for all NEP, LEP, Year 1 Monitor, and Year 1 Monitor students.

See Appendix G for snapshots of DCSD's ELDP.

Serving Multilingual Learners

Language Instructional Education Program

Serving Multilingual Learners

ELD teachers are required to hold, or be in the process of obtaining, the CLD or LDE endorsement, and the endorsement must be reflected on the professional license when complete. If in the process of obtaining the CLD endorsement, ELD teachers have two years from the date of hire to complete the coursework and reflect the endorsement on the license. Multilingual Learners (MLs) in DCSD are served across the Multi-Tierred System of Supports at the Universal, Targeted, and Intensive levels according to individual and group needs. Needs are determined following the analysis of linguistic, cultural, social, and academic data, and specific goals are created and documented on the MLLP/ELDP for each student based on the results of this analysis. DCSD (aligned with CDE guidance) does not prescribe a minimum or maximum number of minutes of support for students; rather, ELD teachers use the data analysis process to determine appropriate ELD services for each student. Under no circumstances will any identified ML be placed on "consult"; all NEPs, LEPs, Y1, and Y2 Monitor students shall be served directly and consistently. This applies to any student enrolled in DCSD schools and programs per the CDE ELD programming requirements.

Staffing Model for ELD Teachers in DCSD

All neighborhood schools are staffed at an approximate 1:30 teacher to student ratio, and a range from 1:22 to 1:40 is considered when allocating ELD FTE. This ratio includes students federally identified as NEP, LEP, and FEP Year 1 Monitor. Every school with 1 or more MLs receives an ELD FTE allocation. ELD allocation true-ups occur three times per year: immediately following Pupil Count; in January following the beginning of the second semester, and in May. Charter schools are required to adhere to the charter purchase service agreement and their individual charter contracts regarding ELD teacher staffing. Every student in DCSD who is federally identified as an Multilingual Learner (NEP, LEP, Year 1 and Year 2 Monitor) is served directly and consistently by an ELD teacher.

Role of and Requirements for the ELD teacher

All ELD teachers are required to *identify* MLs, *plan* for MLs, and **directly** *serve* MLs and their families. The ELD teacher (ELD Teacher, Dual Language Teacher) is a direct service provider for all MLs on his/her caseload. The ELD teacher provides direct ELD instruction that includes specific instruction of English and core content embedded language support for each NEP and LEP. The ELD teacher also serves all Year 1 and Year 2 Monitor MLs to ensure their success in the regular classroom. This will include direct support of Y1 and Y2 Monitor MLs according to their language needs. In addition to direct support of MLs, the ELD teacher provides coaching and support for school staff who also serve MLs. This includes providing resources to support faculty, facilitating collaborative conversations, and modeling best practices for MLs in the classroom. The ELD teacher is required to hold a current certified license, and hold, or be in the process of obtaining, a Culturally and Linguistically Diverse (CLD) or Linguistically Diverse Education (LDE) Endorsement. If the ELD teacher is in the process of obtaining the CLD endorsement, it must be earned prior to the start of their 3rd year as an ELD teacher.

Implementing Balanced ELD Programming in DCSD

ELD teachers in DCSD serve MLs using a balanced programming model through the Multi-Tierred System of Supports. Balanced programming is designed to meet the specific needs of every ML at the following levels: NEP, LEP, Y1 Monitor, and Y2 Monitor. ELD programming in DCSD must include linguistic support at the Universal, Targeted, and Intensive levels as aligned with the WIDA/CELP and Colorado Academic Standards. MLs must receive ELD specific

instruction ***in addition to*** English language development in the content areas as appropriate. All NEP, LEP, Y1, and Y2 Monitor students must receive direct and consistent language instruction from the school's ELD teacher.

In 2009, Colorado adopted the WIDA ELD Standards as the Colorado English Language Proficiency (CELP) Standards. These 5 standards, found on Introduction page i of the 2007 Editions, page 4, of the 2012 Amplification, and Introduction page 9 of the 2020 Edition of WIDA's English Language Development Standards, represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. Although WIDA continues to develop additional resources, the 5 CELP standards remain the same and should be used to guide instruction, in conjunction with the Colorado Academic Standards (CAS).

WIDA ELD Standards Statements
English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting
English Language Development Standard 2: English language learners communication information, ideas, and concepts necessary for academic success in the area of **Language Arts**
English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the area of **Mathematics**
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**
English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Citation: Board of Regents of the University of Wisconsin System. (2007). WIDA English Language Proficiency Standards PreKindergarten through Grade 5, 2007 Edition (Publication). (2007) WIDA English Language Proficiency Standards Grade 6 through Grade 12, 2007 Edition (Publication). (2012) WIDA's 2012 Amplification of the English Language Development Standards, Kindergarten - Grade 12 (Publication). (2020) WIDA English Language Development Standards Framework, 2020 Edition Kindergarten – Grade 12 (Publication). Wisconsin Center for Education Research which partnered with The Center for Applied Linguistics.

Universal ELD Instruction for Grades K-12

Each of the following frameworks are implemented in collaboration with pertinent school staff, including the Classroom/Content Teachers, Special Education Service Providers, Gifted Education Facilitators, and other staff members as necessary. DCSD fully supports *flexible clustering* of MLs in regular education settings, *collaborative teaming and planning*, and the *consideration of the needs* of every student and his or her family.

Every ELD teacher supports MLs, or Multilingual Learner (ML) students[1], either through collaboration and coteaching, or academic and linguistic flooding. This collaborative model allows learners to enhance the academic language and content experienced in the general education classroom. This connected content and language framework builds pathways for authentic and relevant, language focused instruction. Collaborating and coteaching through the lens of English Language Development (ELD) specifically focuses on developing Multilingual Learners' proficiency in English, particularly in the domains of Reading, Writing, Listening, and Speaking. Instruction is direct, specific, and separately planned for and administered by qualified and endorsed ELD teachers. "In ELD instruction, language is the primary objective and content is secondary" (Saunders, Goldenberg, and Marcelletti, 2014, p. 14).

In an effective co-teaching model, the students view both instructors as equals and benefit from the lower student-teacher ratio. Co-teaching in DCSD involves a variety of models including parallel teaching, team-teaching, rotations, etc. This enables opportunities for both ELD specific instruction and content-embedded instruction to occur in a consistent setting. Co-teaching provides opportunities for the ELD teacher to work with small groups and individual MLs in order to meet specific student needs. Additionally, co-teaching may be leveraged to increase access to high level courses such as honors courses, AP courses, and IB courses.

> "Two teachers in a classroom help meet the linguistic and academic needs of the ML population. Both teachers benefit from learning from one another: the content teacher learns about meeting linguistic needs and the ELD teacher learns more about the curriculum." *Guidebook on Designing, Delivering and Evaluating Services for Multilingual Learners(MLs), p. 36*

Universal grouping structures: Collaboration and coteaching.

Collaboration and coteaching provides aligned curricular experiences and language learning that is relevant to the content experienced. Cluster grouping Multilingual Learner students fosters linguistic success, academic achievement, and culturally sustaining and relevant learning environments. This is important as students should engage with students who are similar to and different from themselves.

Considerations for School Leaders

It is critical for your scheduling team to connect with the ELD teacher and include them when building master schedules. Additionally, the ELD teacher, counselors, Special Education staff, and relevant content teachers must collaborate to determine programming that meets the needs of individual students. Multilingual Learner students must be clustered into classrooms according to their needs. This is important as students should engage with students who are similar to and different from themselves. Additionally, clustering students provides a collaborative framework for ELD teachers, content / classroom teachers, and other staff to interact, plan, and create learning pathways for all students. Common planning time and frameworks are essential in successful implementation of collaborative instructional frameworks.

[1] Multilingual Learner is strength focused language that elevates language as an asset a student can contribute to the learning environment.

Universal grouping structures: Linguistic and academic flooding.

If an academic and linguistic flooding model exists in a school, ELD instruction must focus on language development as aligned with classroom content. If flooding is utilized for ELD instruction, it is critical the content teacher addresses students' linguistic and academic needs throughout the remainder of the day. Flooding is best used when a cluster of MLs does not exist, or when targeted and intensive instruction is necessary.

Considerations for School Leaders

The ELD teacher must serve MLs, and other students with similar needs may join groups if space allows. The ELD teacher may not serve groups with no MLs assigned to the group. Flooding is effective for MLs when language development, as aligned with content, is the focus. Flooding may also be used for targeted or intensive ELD support; however, ML's linguistic needs must be served at the universal level as well. This entails significant collaboration between the ELD and content teachers.

Targeted and Intensive Linguistic Support for MLs.

DCSD's newcomers, MLs with special needs, gifted MLs, and MLs with specific programming needs that differ from the typical ML in the school are served through the school's Multi Tiered System of Supports (MTSS). DCSD strives to meet the needs of a full continuum of MLs, ranging from those who struggle the most to those who need the greatest degree of challenge. Multilingual Learners experience targeted ELD inside the regular classroom setting according to their specific linguistic needs. Targeted and intensive ELD may be connected with the content currently experienced in the classroom, or it may focus on specific language skills based on student needs. Targeted ELD provides opportunities for the ELD teacher to work with clustered MLs, small groups, and individual MLs in order to meet specific student needs outside the co-taught setting. Intensive ELD may occur in small groups or in a one on one setting.

Temporary pull-out ELD.

Sometimes students require language support at the intensive level. This may apply to situations such as these: a kindergarten student learning to identify the letters in his or her name in English; a student learning the major body parts in English; or, a high school student who has never learned English and has had interrupted schooling. While these are just a few examples, many students new to English will need additional support outside the general education classroom to focus on specific skills related to content or to focus on social language acquisition. This is all part of ELD instruction. "In ELD instruction, language is the primary objective and content is secondary" (Saunders, Goldenberg, and Marcelletti, 2014, p. 14). In Pull-Out ELD, Multilingual Learners *temporarily* experience targeted or intensive ELD instruction outside the regular classroom setting according to their specific linguistic needs. Ultimately, the goal is to provide language instruction in the least segregative environment (Dear Colleague Letter, 2015).

Considerations for School Leaders

The ELD schedule must be crafted to meet students needs at the targeted and intensive levels in addition to the universal level. Scheduling can be the most difficult aspect of programming, and flexibility and accountability is necessary.

Secondary ELD Targeted and Intensive Instructional Options

Serving MLs at the secondary level requires considerations about student scheduling, collaborative frameworks, and creative and flexible pathways. At the universal level, students should be served in the *least segregative environment* possible. In general, collaboration and coteaching must be leveraged in secondary content classes. MLs are most successful when placed in rigorous and supported learning experiences.

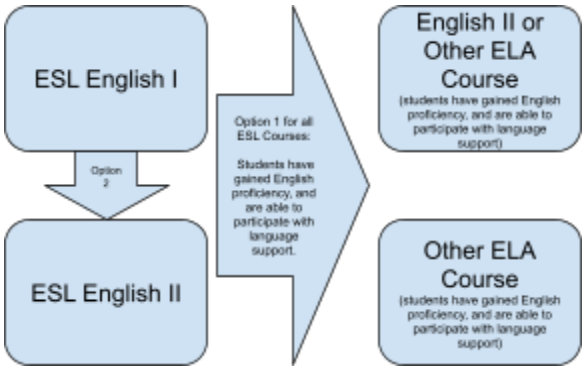
Sheltered ELD Courses - NEPs Only

The following options are considered targeted or intensive alternatives for MLs who are new to the English language. Courses can be implemented in any classroom that has a heterogeneous mix of native English speakers and MLs. However some schools may have the need to provide sheltered content courses specifically designed for MLs. For example, it may make sense to offer a sheltered American History course for MLs so the teacher can tailor the language and content to their needs. DCSD uses Sheltered Content Courses when receiving secondary NEPs who do not have the linguistic capacity to be successful in the typical content courses. NEPs taking Sheltered Content Courses may take the course in lieu of the regular education course. Current DCSD Sheltered Content Courses include:

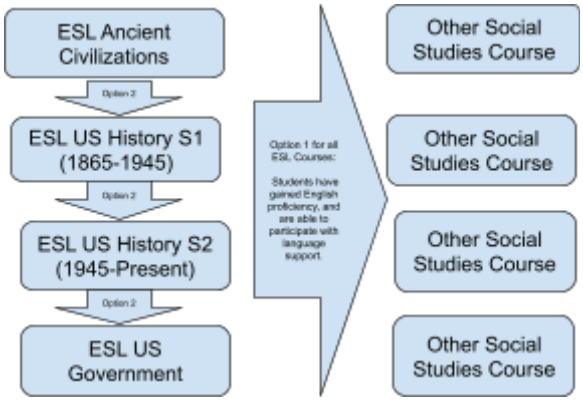
- Middle School
  - ELD English
  - Other ELD / MLA courses as appropriate
- High School
  - ELD English I and II
  - ELD Ancient Civilizations (NCAA approved)
  - ELD United States Government (NCAA approved)
  - ELD United States History (NCAA approved)

See the following flow charts for possible programming for NEP MLs.

MLA



Social Studies



In order to maintain the “least segregative” model possible (US Department of Education, Dear Colleague Letter, 2015), it is not recommended to schedule an ML in sheltered content courses when the ML has the potential to succeed in the typical course with ELD support.

> "This model easily serves student populations with a variety of native languages as well as for students who speak conversational English and fall in a variety of English language proficiency levels. Students are able to learn content and develop English language skills simultaneously. Sheltered content courses allow teachers to tailor whole-class instruction to meet the linguistic and academic needs of the MLs." *Guidebook on Designing, Delivering and Evaluating Services for Multilingual Learners (MLs), p. 35*

ELD Classes

The following options are considered targeted or intensive alternatives for MLs who are new to the English language. These courses are designed to develop students' English language proficiency in reading, writing, listening and speaking. Schools group students based on language proficiency and individual academic needs. ELD courses must be taught by teachers with CLD or LDE endorsements, or teachers who are in the process of earning these endorsements, who have a strong working knowledge of English language arts standards. *DCSD ELD Classes are generally entitled "ELD English", "ELD Resource", or "ELD Elective".*

> "ELD classes develop students' language proficiency in all areas – reading, writing, listening and speaking. Ongoing formal and informal assessment data are used to appropriately place and transition students through the levels of the ELD courses." *Guidebook on Designing, Delivering and Evaluating Services for Multilingual LearnersGuidebook on Designing, Delivering and Evaluating Services for Multilingual Learners, p. 36*

Flexible Pathways.

Flexible pathways allow MLs to follow appropriate programming that accelerates their English development and allows them to progress in content area coursework (Short & Fitzsimmons, 2007). To meet graduation requirements, students may follow a path that differs from their native English-speaking peers. For example, a student may be ready to enter a general education math class before they are ready to enter a general education social studies class. Effective programs allow students to enter mainstream classes by subject, when they are able.

Other strategies that create a pathway to graduation include:

- Awarding appropriate credit for courses taken in the home country by evaluating transcripts carefully. This resource is helpful: Evaluating Foreign Transcripts.
- Ensuring that students receive English credit for ELD classes
- Allowing extended time for graduation
- Offering summer courses

> This approach "allows students extra time to be able to acquire both core content knowledge and English language development. It builds on student strengths and goals. Students can transition to mainstream in different subjects at different times, depending on their progress." *Guidebook on Designing, Delivering and Evaluating Services for Multilingual Learners, p. 37*

Students whose Parent/Guardians have Refused ELD Services

In the event parents "refuse" services, and parents have signed the DCSD "Parent Refusal" form, students will receive differentiated instruction to meet their academic and linguistic needs. The ELD Specialist will collaborate with the classroom / content teacher(s) to ensure the student's linguistic and academic needs are met throughout the school day. An MLLP will be created, and ELD Specialists will provide consultation and resources for teachers, including the necessary scaffolds and supports, specific language development strategies, WIDA Can Do Descriptor progressions, potential WIDA Model Performance Indicators, and SIOP strategies to ensure appropriate and necessary academic and linguistic support. The unique needs of the students are met according to academic targets and English proficiency levMLs (WIDA, 2014; Echevarria and Short, 2014).

Additional Responsibilities of the ELD Teacher in Collaboration with Other Staff

Coaching & Mentoring

ELD teachers implement and voice their expertise in language development in a variety of coaching and mentoring conversations. DCSD Effective coaching programs are designed to respond to the particular needs of students, improve instructional capacity and develop structures for a collegial approach. ELD teachers provide resources, expertise, opinions, and suggestions regarding best practice and supporting MLs at the Universal level.

> "Coaching holds the potential to address inequities in opportunities for MLs by providing differentiated, targeted supports to their teachers. A combined focus on content, language and use of data encourages high quality instruction that reaches MLs." *Guidebook on Designing, Delivering and Evaluating Services for Multilingual Learners, p. 37*

Colorado Graduation Competencies

General Overview of Graduation Competencies

Beginning with the class of 2021, in addition to satisfying the district's graduation requirements, district students will also be required to demonstrate college and career readiness via one of the approved methods outlined in the chart below in order to receive a diploma from a district school. Students must provide documentation of meeting or exceeding the required level of readiness in both Mathematics and English through one of the following:

	English	Math
Next Generation ACCUPLACER	241 on Reading or 236 on Writing	235 on Advanced Algebra & Functions (AAF), 255 on Arithmetic (AR) or 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)
Classic ACCUPLACER	62 on Reading Comprehension or 70 on Sentence Skills	61 on Elementary Algebra
ACT	18	19
ACT WorkKeys	Bronze+	Bronze+
Advanced Placement	2	2
ASVAB	31 on AFQT	31 on AFQT
Concurrent Enrollment	Passing Grade	Passing Grade
International Baccalaureate	4	4
SAT	470	500
District Capstone	Passing Score	Passing Score
Industry Certificate	Individualized	Individualized
Performance Based Assessment	State Criteria	State Criteria

College and career demonstrations necessary to earn a standard high school diploma may be adjusted to accommodate Multilingual Learners, gifted students and students with disabilities.

Colorado Department of Education

Secondary schools in Colorado strive to raise graduation rates, reduce dropout rates, and provide a rigorous curriculum that prepares students to be college and career ready. In order to reach these critical goals and include Multilingual Learners, it is often tempting to immediately jump to structural changes. Although schools must change the way they offer courses and schedule Multilingual Learners, Salazar (2009) suggests there is a more critical component that must come first: "the relentless belief in the potential of culturally and linguistically diverse youth" to achieve academically.

There are no simple solutions or one-size fits all formulas for fostering success for secondary Multilingual Learners. Every school must consider the particular needs of its own community. Even if a given Multilingual Learner population appears on the surface to be relatively homogenous, assessment will reveal that those students have all sorts of differing educational backgrounds and unique needs. (Colorado Department of Education, 2017)

DCSD English Language Development

Given there are a variety of ways to demonstrate competency, and there are a variety of courses available in high school, students identified as Multilingual Learners are not exempt from graduation requirements. All students, including students identified as Multilingual Learners, will use DCSD's Graduation Competencies outlined on the district website, including the option for a Capstone project.

By the completion of a student's 9th grade year, or upon arrival to Douglas County School District, the academic team (ELD teacher, content teachers, other specialists as necessary, parent(s)/guardian(s), and student) will collaborate to

1. determine each identified and active Multilingual Learner's post-secondary goals, and
2. delineate a course of study that will assist the student in reaching his or her post-secondary goals.

This course of study will be documented in the student's ELDP and ICAP if he or she is classified as an NEP, LEP, or Y1/Y2 Monitor student. As with any ELLP and ICAP writing process, the pathway will be re-visited annually and may change as the student's post-secondary goals evolve.

NOTE: This guidance applies to Multilingual Learners with a status of NEP, LEP, FEP Monitor Year 1, and FEP Monitor Year 2. Students with a status of FEP Exit 1 and FEP Exit 2 will not have an ELLP, and will follow DCSD's graduation / ICAP requirements in order to meet graduation competencies.

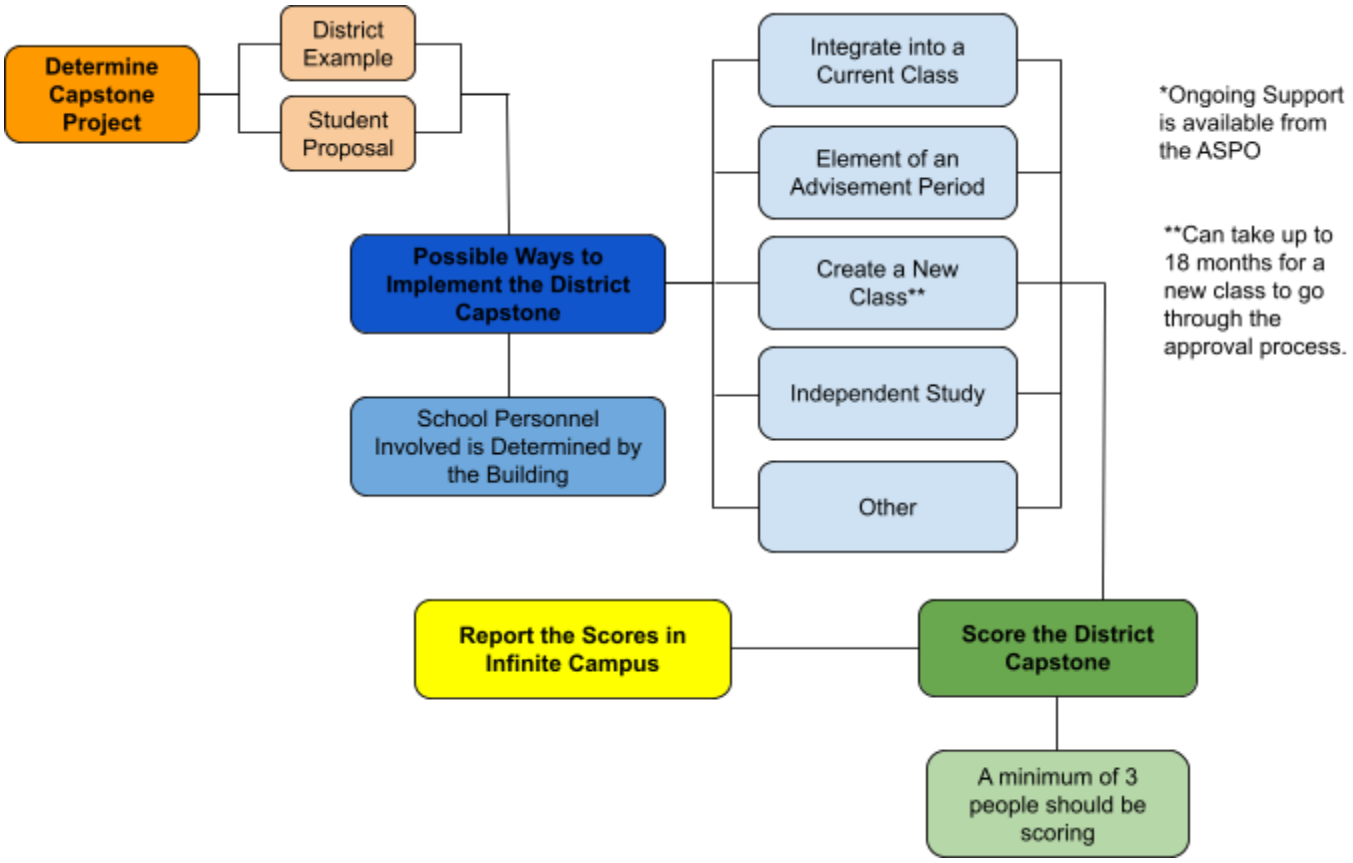
The Assessment and System Performance Office and Academic Systems has partnered with school representatives from our high schools to create the district capstone, which has five criteria (Verbal and Written Communication, Problem Solving, Research Skills and Financial Literacy). These criteria were developed in conjunction with students from the Student Advisory Group, information from a community survey, and administrators. The premise of the capstone is to provide students an opportunity to create their own projects that align to the five criteria in order to meet one of the Colorado Department of Education's graduation competencies.

Purpose of the Capstone Development Team

The purpose of the capstone development team was to develop the district capstone rubric and to create multiple capstone project examples/templates that meet the capstone criteria. Buildings can decide whether or not to use the examples/templates, but the sample capstone projects serve as a guide for students and educators in completing a student's capstone project.

Implementation

There are a variety of ways buildings can implement the District Capstone. Also, buildings have the flexibility to adjust their timelines for administering the capstone in a manner that is in the best interest of students. The visual depicts a few of these possibilities, as well as the various steps involved in completing the capstone.



Guidance for Students on Education Plans

All students will be provided access to all graduation pathways and will have the opportunity to earn a diploma. A student's education plan (i.e., IEP, ELLP, ALP) will describe the course of study, any specially designed instruction, accommodations, and/or the modifications that will enable the student to demonstrate proficiency of the standards and achieve their postsecondary goals.

- Guidance for *Multilingual Learners With a Status of NEP, LEP, Year 1 & Year 2 Monitor*
- Guidance for *Students Identified as Gifted*
- Guidance for *Students with Disabilities*

How to Access the District Capstone

Here is the library that contains sample student capstone projects created by the district's capstone development team. All administration guides, scoring guides, student documents, scoring practices, and student work can be found here.

Reporting on Students' Scores

Buildings will determine who is responsible for reporting on students' scores on the District Capstone within Infinite Campus. Directions for entering students' scores into Infinite Campus were made available during the 2018-2019 school year.

Identifying & Serving Dually Identified Multilingual Learner Students

Serving Multilingual Learners who also have an Individual Education Plan (IEP)

Guidance for Schools: Special Education and English Language Development
For Multilingual Learners who are in the Special Education referral process, the ELD or Dual Language teacher must be an active member of the Special Education team.

If the Special Education team (including the ELD or Dual Language Teacher) determines the Multilingual Learner is eligible for an IEP, the ELD or Dual Language teacher must be actively included in class placement and scheduling.

Multilingual Learners who are also served by Special Education Service Providers must also receive direct and consistent English Language Development from the ELD teacher. Per the US Department of Education MLL Toolkit (2015):

> "LEAs [districts, local educational agencies] must provide ML students with disabilities with both the language assistance and disability related services they are entitled to under federal law,"

No school team may deny Special Education or Language acquisition support for dually identified Multilingual Learners. Dually identified Multilingual Learners must receive *both English Language Development and Special Education services*.

> "When an ML student is determined to be a child with a disability—as defined in IDEA [Individuals with Disabilities Education Act] , or an individual with a disability under the broader definition of disability in Section 504—the student's ML and disability-related educational needs must be met. For ML students, in addition to the required IEP team participants under IDEA, it is essential that the IEP team include participants who have knowledge of the student's language needs. It is also important that the IEP team include professionals with training, and preferably expertise, in second language acquisition and how to differentiate between the student's needs stemming from a disability or lack of MLP [English language proficiency]."
> U.S. Department of Education ELL Toolkit, Chapter 6, p.1, 2015.

**It is important to note that Multilingual Learners who do not have an IEP should never be enrolled in courses specifically designed for students with an IEP.*

The following guidelines outline the process and procedures to be used when identifying, planning for, and serving English Learners who may have special education needs and/or who have an IEP or 504.

DCSD Guidance to Schools: One Pagers

- ELD Programming Models and Decisions
- Interpretation and Translation for Parents with Limited English Proficiency and Other Modes of Language Support
- Identifying English Learners who are Suspected of Having a Learning Disability
- Planning to Serve English Learners who have an ELLP, IEP / 504
- Serving Dually Identified English Learners_Programming for English Learners who have an IEP
- IEP Meeting Participants and Team Member Excusal

- Roles of and Collaboration Between Special Education and English Language Development_Programming for English Learners who have an IEP
- Family Meetings_Special Education and English Language Development_Programming for English Learners who have an IEP
- Redesignating English Learners who also have an IEP
- Link to the CDE's Special Education Prior Written Notice

***The Special Education Multidisciplinary Team**, shall include, but may not be limited to, the **ELD Teacher** and **Special Education staff** in a school.

Identification of English Learners with a Learning Disability

All information in this section is adapted from and aligned to the *US Department of Education's English Learner Toolkit* and the Department of Justice and US Department of Education's *Dear Colleague Letter* , January, 2015. DCSD adheres to these policies and maintains needs-based, student centered, compliant programming for each English Learner.

If an English Learner is suspected of having a learning disability, or the parents/guardians request the evaluation of a child who is an English Learner, the school team must evaluate the English Learner promptly to determine: a) if the English Learner has a disability and, b) if the student requires disability-related services. There shall be no "waiting period," delay, or special timeline implemented in determining when to evaluate an English Learner suspected of having a learning disability. A learning disability MAY NOT be determined based solely on the student's level of English language proficiency.

The Special Education Multidisciplinary Team, including an ELD specialist, must evaluate the student's disability-related educational needs. English language skills may not be evaluated in isolation of other needs. Referral and identification assessments must be delivered in the language that allows the student to articulate the most accurate information throughout the assessment. See the tools at the end of this document for specific support in determining a student's dominant language.

If the student's dominant academic language is a language other than English, the Special Education Multidisciplinary Team, including the ELD specialist, shall determine which batteries of each assessment will be interpreted in the student's dominant language. Assessing in the student's dominant academic language will allow the team to determine whether the academic needs are based on the student's potential learning disability or the student's English language proficiency. For specific resources and tools, see the links below in the Tools and Resources section of this document.

Planning for English Learners Identified as Having a Learning Disability

English Learners shall have, at a minimum, two formal and legally binding plans: the English Language Learner Plan (ELLP) and the Individualized Education Program (IEP). The Special Education Multidisciplinary Team, including an ELD specialist, and parents, must collaborate in writing goals to ensure consistent linguistic, academic, social, emotional, and cultural support/services.

Both an ELLP and IEP are required and shall carry EQUAL IMPORTANCE in determining all programming and services. The ELLP and IEP shall be written in collaboration by staff with expertise in each area. The ELD specialist will facilitate and write the ELLP. The Special Education Multidisciplinary Team, including the ELD Specialist, and parents, will facilitate the IEP process and include all necessary information in the IEP.

> "When an EL student is determined to be a child with a disability—as defined in IDEA [Individuals with Disabilities Education Act] , or an individual with a disability under the broader definition of disability in Section 504—the student's EL and disability-related educational needs must be met. For EL students, in addition to the required IEP team participants under IDEA, it is essential that the IEP team include participants who have knowledge of the student's language needs. It is also important that the IEP team include professionals with training, and preferably expertise, in

> second language acquisition and how to differentiate between the student's needs stemming from a disability or lack of ELP [English language proficiency]."
> U.S. Department of Education ELL Toolkit, Chapter 6, p.1, 2015.

Serving English Learners Identified as Having a Learning Disability

Dually identified English Learners must receive *both English Language Development and Special Education services.* English Learners who are identified with a learning disability and served by Special Education Service Providers must also receive direct and consistent English Language Development from the ELD Specialist. Per the US Department of Education ELL Toolkit (2015):

> "LEAs [districts, local educational agencies] must provide EL students with disabilities with both the language assistance and disability related services they are entitled to under federal law."

No school team may deny Special Education services or Language Acquisition support (English Language Development) for dually identified English Learners.

English Learners (ELs) in DCSD are served at the Universal, Targeted, and Intensive levels according to individual and group needs. Needs are determined following the analysis of linguistic, cultural, social, and academic data, and specific goals are created and documented on the ELLP for each student based on the results of this analysis. DCSD (aligned with CDE guidance) does not prescribe a minimum or maximum number of minutes of support for students; rather, ELD Specialists use the data analysis process to determine appropriate ELD services for each student. **Under no circumstances shall any NEP or LEP be placed on "consult"; all NEPs and LEPs are served directly and consistently.**

It is critical the ELD and Special Education Providers collaborate to serve every English Learner. Linguistic, academic, social, emotional, and cultural needs must be considered by every educator in contact with the student. The ELD Specialist and Special Education Providers must collaborate to provide direct instruction aligned with goals outlined on the IEP and ELLP, work with other educators who have direct contact with the student, and provide resources and information for educators and families.
It is important to note that English Learners who do not have an IEP shall never be enrolled in courses specifically designed for students with an IEP.

Redesignation of English Learners who also have an IEP

Please see this DCSD Guidance: Redesignating English Learners who also have an IEP. Use this guidance when considering whether Redesignation is appropriate for English Learners with an IEP when English Language Proficiency has been reached.

ACCESS for ELLs is administered annually in January for all NEP and LEP English Learners. The Redesignation of English Learners from LEP to FEP Year 1 Monitoring is generally triggered by the student earning a 4.0 or above in Literacy and Composite scores. The decision to reclassify a student who receives Special Education and ELD support is made by members of the Individual Education Program (IEP) team (special & general educators, the ELD specialist, parents and the student) as well as other individuals who are familiar with the EL and his/her performance. If a student's disability interferes with his/her ability to meet ELD redesignation criteria, and the student has reached English proficiency in domains not impacted by his/her disability, the team will convene and document student data in a body of evidence (BOE) in order to develop appropriate programming supports based on the needs of the individual student. This BOE may include: the student's IEP, Intervention (RtI) documentation, classroom evidence, and ACCESS results.

If the student's language growth has stagnated for 3 or more years in the area of his/her disability, and the evidence gathered by the team reflects English proficiency, the student may be eligible for Redesignation from LEP or NEP to FEP Year 1 Monitor. The Redesignation of an English Learner with an IEP flowchart is linked to provide more specific guidance and *specific steps teams must take to redesignate English Learners with disabilities.*

In order to formally complete and document the redesignation of an English Learner with a disability to FEP Year 1 Monitor (when ACCESS scores are insufficient), the following documentation must be submitted to the ELD office at Wilcox:

- Redesignation Form: Y1 Monitor (found on the District ELD google site - Frequently Used Documents)
- Redesignation of EL with an IEP_Data Grid
- Evidence supporting Redesignation to Y1 Monitor (may include, but not limited to, the following)
    - Statement from Special Education Staff, Family, Content Teachers, ESL / Dual Language Teachers
    - Classroom Work Samples: writing, projects, classroom assessments, etc.
    - Standardized assessments (school-wide, SPED, ELD)

Other Requirements:

- *ELD Specialists are required to use updated forms*, and they will find them loaded on the District ELD google site. **If the ELD Specialist fails to use updated forms, paperwork will be returned to the school.*
- ELD specialists will coordinate completion of all forms (on the District ELD google site) and collect all signatures and documentation.
- Upon completion of Redesignation to FEP Y1 forms, signed forms will be submitted to the ELD office - Wilcox.
- Redesignations must be received between May and September for each academic year during October Count. Specific deadlines will be communicated to ELD Department staff.

Support Sessions will be held to support ELD Specialists with Redesignations.

Family Meetings: ELD and Special Education

Formal and informal meetings with the families occur in regularly in both the ELD and Special Education context. Collaboration between the ELD Specialist (ESL teacher(s) and Special Education Multidisciplinary Team is critical to build positive relationships with families.

When a meeting is focused on ELD specifically, the ELD specialist must be the facilitator. If Special Education programming/services or considerations are a planned component of the discussion, the student's IEP Case Manager must attend. If ELD forms are to be presented and signed by any member attending the meeting, the ELD Specialist must present the forms. Note: In unique circumstances, a school or district administrator may present ELD forms to families with prior permission and approval from the DCSD District ELD Department.

When a meeting is focused on Special Education specifically, the Special Education specialist must be the facilitator. If ELD programming or considerations are a planned component of the discussion, the ELD specialist must be attend. If Special Education forms are to be presented and signed by any member attending the meeting, the IEP Case Manager and/or appropriately licensed Special Education Provider and/or district/school administrator shall present the forms.

When a parent or guardian requires an interpreter for an official meeting, the ELD and Special Education Multidisciplinary Team must request an interpreter at least 2 weeks in advance of the meeting. For more information, see "related guidance" below.

Collaboration Between ELD and Special Education Multidisciplinary Team

As a team, the Special Education Multidisciplinary Team and ELD specialists must:

- Communicate and collaborate throughout the referral, identification, assessment, and service delivery process when the student under consideration is an English Learner. This includes when determining assessments and whether an interpreted assessment must be administered. If communication is difficult at the team level, a school administrator must be contacted. District support is available for teams who require facilitation.
- Collaborate to identify and schedule meeting times that allow the Special Education Multidisciplinary Team, ELD Specialists, and parents to be present and active members of the team.
- Collaborate to identify appropriate programming needs for each English Learner identified as having a learning disability, and craft course placement that ensures both ELD and Special Education Support.

- Collaborate to create goals on the ELLP and IEP, and communicate and collaborate with parents, teachers, and the student in a united manner.
- Collaboratively evaluate the student's academic, social, emotional, and linguistic progress and adjust programming as necessary.

Role of and Requirements for the ELD Specialist on the Special Education Multidisciplinary Team

All ELD Specialists are required to *identify* ELs, *plan* for ELs, and directly *serve* ELs and their families. The ELD Specialist (ESL Teacher, Dual Language Teacher) is a direct service provider for all ELs on his/her caseload. The ELD Specialist provides direct ELD instruction that includes specific instruction of English and core content embedded language support for each NEP and LEP. The ELD Specialist also monitors all Year 1 and Year 2 ELs to ensure their success in the regular classroom with little or no linguistic support. In addition to direct support of ELs, the ELD Specialist provides coaching and support for school staff who also serve ELs. This includes providing resources to support faculty, facilitating collaborative conversations, and modeling best practices for ELs in the classroom. The ELD Specialist is required to hold a current certified license, and hold, or be in the process of obtaining, a Culturally and Linguistically Diverse (CLD) or Linguistically Diverse Education (LDE) Endorsement. If the ELD Specialist is in the process of obtaining the CDL endorsement, it must be earned prior to the start of his/her 3rd year as an ELD Specialist.

The ELD Specialist must be an active member of the Special Education Multidisciplinary team when the student considered by the team is an English Learner. If the Special Education Multidisciplinary team (including the ESL or Dual Language Teacher) determines the English Learner is eligible for an IEP, the ESL or Dual Language teacher must be actively included in class placement and scheduling.

The US Department of Education's *English Learner Toolkit for State and Local Education Agencies* (chapter 6. P. 2) states, "It is important that the IEP team include professionals with training, and preferably expertise, in second language acquisition and how to differentiate between the student's needs stemming from a disability or lack of English language proficiency," (2015). Each school in DCSD is allocated an ESL or Dual Language teacher who is equipped to discuss a lack of English language proficiency versus a disability.

The Department of Justice and US Department of Education's Dear Colleague Letter dated January, 2015, outlines specific instances where school districts experience compliance issues:

> "Some examples of when the Departments have identified compliance issues regarding ELL students with disabilities eligible for services under Section 504 or the IDEA include when school districts: (1) deny English language services to EL students with disabilities; (2) evaluate EL students for special education services only in English when the native and dominant language of the EL student is other than English; (3) fail to include staff qualified in EL instruction and second language acquisition in placement decisions under the IDEA and Section 504; or (4) fail to provide interpreters to LEP parents at IEP meetings to ensure that LEP parents understand the proceedings," (p. 29, 2015).

Role of and Requirements for the Special Education Multidisciplinary Team when Considering an English Learner

The Special Education Multidisciplinary team must notify the ELD Specialist about conversations and meetings pertaining to NEP, LEP, FEP Y1, FEP Y2 English Learners.

If the Special Education Multidisciplinary team (including the ESL or Dual Language Teacher) determines the English Learner is eligible for an IEP, the Special Education team must collaborate with the the ESL or Dual Language teacher regarding educational programming. This includes scheduling courses, changing schedules, and future planning.

Tools and Resources

The US Department of Education has released specific tools and questionnaires to assist educators in making decisions about the referral and identification of English Learners in need of support from Special Education. These tools are adapted from *Meeting the Needs of English Learners with Disabilities: Resource Book* by Jarice Butterfield, Ph. D., Santa Barbara County SELPA, on behalf of the SELPA Administrators of California Association. The US Department of Education obtained Dr. Butterfield's permission for these tools to be reprinted and used by schools and districts.

You may find the following tools beginning on page 6 of the US Department of Education ELL Toolkit:
Description: Language Differences vs Disability (p. 6)
Tool 1: Referral, Identification, Assessment, and Service Delivery to ELs with Disabilities
Tool 2: Considering the Influence of Language Differences and Disability on Learning Behaviors
Tool 3: Developing an IEP for an English Learner with a Disability
Tool 4: How to use Data from the Office for Civil Rights' Civil Rights Data Collection (CRDC)
Tool 5: Selecting Appropriate Accommodations for Students with Disabilities
Colorin Colorado: Special Education and English Language Learners

Common Acronyms
CLD - Culturally and Linguistically Diverse
ELD - English Language Development
NEP - Not English Proficient (beginner)
LEP - Limited English Proficient (intermediate)
FEP - Fluent English Proficient (advanced)
EL - English Learner
MTSS - Multi-Tiered System of Support

Supporting Research and Resources

Alfredo, A., Ortiz, A. *English Language Learners with Special Education Needs: Identification, Assessment, and Instruction*. Center for Applied Linguistics, 2002.

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BUENO Center: Bilinguals United for Education and New Opportunities: University of Colorado, Boulder.

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National Center for Culturally Responsive Educational Systems (NCCRESt). http://www.nccrest.org.

Peregoy, S.F., & Boyle, O.F. (1997). *Reading, writing, and learning in ESL: A resource book for K-12 teachers* (2nd ed.). New York: Longman.

Protocol for Review of Instructional Materials for ELLs (PRIME): http://prime.wceruw.org/.

Richard-Amato, P., Snow, M. (2005). *Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers*. White Plains, NY: Pearson.

RtI2: Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI²) for English Language Learners *Connecting to WIDA Standards, Assessments, and Other Resources*: http://wida.us/downloadLibrary.aspx.

Thomas, W. & Collier, V (1997) School Effectiveness and Language Minority Students NCBE Resource Collection

US Department of Education and US Department of Justice, Dear Colleague Letter, January, 2015.

US Department of Education, US Department of Education ELL Toolkit, 2015.

Walqui, Aida (2000). Strategies for Success: Engaging Immigrant Students in Secondary School. West Ed, San Francisco, California.

Wagner, Tony (2012). *Creating Innovators: The Making of Young People Who Will Change the World*. New York, NY, Scribner.

World-Class Instructional Design and Assessment. (2011). Consortium: Resources. Developing a Culturally and Linguistically Responsive Approach to Response to Instruction and Intervention for English Language Learners. [online]. Available: www.wida.us/resources/

Serving Multilingual Learners Identified for Gifted Programming

Multilingual Learners have the opportunity to be identified as Gifted and Talented in the same manner as applies to all students. Each school must use the approved Gifted Identification Process (DCSD Gifted Identification Process) to determine eligibility for gifted programming. A body of evidence will be collected and analyzed to determine the most appropriate programming for each identified ML. Multilingual Learners who are identified as Gifted and Talented must receive direct and consistent support from the ELD teacher as well as gifted programming opportunities aligned to identified strength areas. The ELD teacher and the Gifted Education Facilitator will collaborate to create programming that meets the unique needs of each gifted Multilingual Learner grades K-12.

Family, School, and Community Partnerships (FSCP)

Family, School, and Community Partnerships are imperative to the success of our emerging bilingual students. According to the Designing, Delivering, and Evaluating Services for Multilingual Learners 2022 Guidebook (Colorado Department of Education):

"Over fifty-five years of research indicate the importance of Families, Schools, and Communities Partnering (FSCP) for student learning. National data shows that students gain academically, as well as behaviorally, when families and school staff work together to support student success. Current and notable research findings include that:
• Parent-Community Ties is one of five "essential elements" of school improvement.
• Students have better attendance and higher reading comprehension scores when districts, schools, and public charter schools conduct home visits.
• School-initiated, specific family participation programs - such as shared reading, homework checking, and teamed two-way communication -are significantly and positively related to academic achievement for students at all levels"

Douglas County School District leverages the National Standards for Family- School Partnerships in concert with the Colorado Department of Education's Family, School, and Community Partnership Framework and rubrics to improve student outcomes. To that end, we support schools' unified improvement planning and action planning focused on FSCP. Family, school, and community partnerships are a cornerstone of the success and wellbeing of our students.

Family, School, and Community Partnerships in DCSD

The following examples illustrate the systemic implementation of family, school and community partnerships across Douglas County.

District Practices

- Parent leadership workshops
- Regional Family and Cultural Liaisons (see the website here)
- Lead teachers who specifically support and coach educators
- Conexión parent advocacy group
- Training and support for schools to implement DCSD's translation and interpretation guidance (use of Talking Points App, telephonic interpretation, requesting interpreters, etc…)
- Collaborative conversations and sharing best practices among leaders in DCSD- monthly meetings
- Partnership with AT&T Colorado as funding source for computers for multilingual families
- Unite2Uplift Parent Focus Groups
- Exploring 4 Dharma Traditions & Cultures of India Course, in partnership with the Uberoi Foundation
- Digital literacy computer class for families
- Juntos 4-H family engagement and post- secondary preparation
- A Step Ahead Preschool Outreach
- Home visit training and support
- DCSD ELD Celebration
- District college visits
- District collaborative events such as the Community Resources Fair
- Partnership with the DC Libraries for Adult ELD and family supports

School Practices

- Positive phone calls home
- School and feeder Family and Cultural Liaisons (see the website here)
- Implementation of DCSD's translation and interpretation guidance (use of Talking Points App, telephonic interpretation, requesting interpreters, etc…)

- Parent- led professional development opportunities for educators focused on creating a welcoming environment for all learners (with the support of district leadership)
- Multicultural nights (by feeders)
- Coffee chat parent meetings
- ELD Family Events such as Focus on Literacy, Focus on Math, Focus on Technology, Focus on Helping Your Child at Home
- Home Visits
- Meaningful participation in and support for parent-teacher conferences
- Adult ELD
- Food Bank and other financial support
- College application support

Community Partnerships

- Unite2Uplift
- AT&T Colorado
- Foundation for Douglas County Schools
- Uberoi Foundation
- SECOR
- Mizel Institute
- Colorado State University Extension/ Juntos 4-H
- Sturm Campus
- Douglas County Youth Initiative

For more information, see the DCSD Website and linked HERE.

Common Acronyms
ML - Multilingual Learner (ML)
ML - Multilingual Learner
CLD - Culturally and Linguistically Diverse
ELD - English Language Development
NEP - Not English Proficient (beginner)
LEP - Limited English Proficient (intermediate)
FEP - Fluent English Proficient (advanced)
ML - Multilingual Learner
MTSS - Multi-Tiered System of Support

Balanced Assessment System & Program Evaluation

Accurate program placement of the Multilingual Learner (ML) is based on multiple assessment results. Analysis of authentic assessments of academic and English language proficiency levels informs the design of instruction that is appropriate and challenging for the ML.

Student data is analyzed as part of the building's school improvement goals and expectations. Classroom teachers, English Language Development (ELD) specialists, and content area teachers collaboratively review formal and informal data sources to create and implement effective instruction for all students.

DCSD promotes a balanced assessment system. The balanced assessment system includes three general categories of assessment: summative, interim, and formative. The balanced assessment system is made up of a variety of types of assessments such as national, state, district, and classroom based. The district promotes meaningful, authentic demonstrations of student learning such as performance-based assessment. In every content area, student performance is measured by growth toward and achievement of the curriculum targets identified in the CDE performance framework and as identified in the school and district Unified Improvement Plan. In addition, indicators of student success identified according to student strength and needs are included as part of a holistic demonstration of each student's performance (DCSD System Performance 2013). Multilingual Learners are an integral part of the balanced assessment system in DCSD, and MLs are assessed to better understand their academic and English proficiency and growth.

Classroom teachers, ELD Teachers, and building administrators use data from Colorado Measures of Academic Success (CMAS), the SAT, iReady and other READ Act approved assessments, Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs), local assessment data, and ongoing English Language Development (ELD) rubrics and protocols when working with students and monitoring progress. ELD Teachers document academic and language growth in the ELD Program Evaluation tool. The district provides training and support for using the data. Training occurs throughout the school year in Departmental meetings, Supported Sessions, Assessment (ACCESS for ELLs) Training, and One-on-One support. See Appendix I for training resources and Appendix M the annual training schedule.

A wide variety of assessments are used to inform instructional and programming decisions for Multilingual Learners. These include:

- CMAS
- WIDA Screener
- Diagnostic Reading Assessment (DRA) 2
- iReady
- DIBELS
- Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)
- Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)
- Cognitive Abilities Test (CogAT) universal assessment given in third grade
- Curriculum-Based Assessments to monitor ongoing progress
- Performance tasks rated according to rubrics such as the WIDA Writing and Speaking rubrics.

Progress Monitoring

Douglas County School District annually uses a body of evidence to evaluate students to determine English language proficiency in listening, speaking, reading, writing, and overall comprehension.

The body of evidence includes information from multiple sources such as:

- Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) (required for all limited English proficient students)
- WIDA MODEL
- Curriculum-based assessments
- Formal or informal content-specific achievement tests
- Diagnostic tests
- Developmental or achievement checklists
- Observations documented through anecdotal records and portfolios
- Language samples, surveys, and language proficiency tests
- Parent, teacher, or student questionnaires
- Student performance portfolios
- Logs or journals

Grade Retention of Multilingual Learner Students

Multilingual Learners shall not be retained in grade solely on the basis of their level of English proficiency, as this may be due to lack of prior exposure to or adequate instruction in English. DCSD has guidelines in place for retention, and all retention conversations follow the DCSD Retention and Promotion guidance. All meetings and conversations regarding retention and promotion take place in a language parents/guardians can understand.

The following is an excerpt of a "compliance concern finding" by OCR in 2012, and this serves as an example for schools and districts in terms of what not to do. Grade retention rates for ELs that exceed retention rates of other populations signify overrepresentation, and this is against the law.

"OCR's review of student files during this investigation also revealed that a large number of ELL students were being retained in kindergarten at the Jennings School. The records show that in the 2008-2009 school year, 7 out of 70 kindergarten students or 10% of all kindergarten students were retained. The files show that all 7 of these students were ELLs. Many of the comments contained in the teacher reports which recommended retention cited a lack of vocabulary needed for 1st grade, and performing below grade level. Some of the students who were retained were beginner English language learners at level 1 on the pre-LAS. At the kindergarten level at the Jennings school, of the 70 total kindergarten students, 42 were ELLs. The 7 students who were retained represent 16.7% of the total ELL kindergarten population of students. Of the remaining 28 non-ELL kindergarten students at Jennings, none were retained. Additionally, OCR found that at the Harbor School (which spans kindergarten through 5th grade), of the 14 ELL students, 5 or 35.7% were retained, while only 7 out of 291 (2.4%) of the non-ELL students were retained. OCR also noted that several of the retained students were also students with special needs, further complicating the analysis of what might be causing their low academic performance."

The DCSD LCE team aligns guidance with the 1970 Memorandum, the US Department of Education ELL Toolkit, and Dear Colleague Letter dated January, 2015. Students must be provided programming that will support increased proficiency in English along with academic content. **It is against federal law to retain an EL due to English proficiency.** Students considered for retention must be taken through the district's Grade Acceleration / Retention Process. See this University of Connecticut research for additional information regarding grade retention of students.

ML Grade Retention Process

Parents of the child are asked to write a letter to the Principal outlining the reasons for the request. It is important to note that research regarding retention of students does not generally show benefit to the student being retained.

The Teacher/Principal will use up to 45 school days to observe/interview student and to gather data for the decision.

The Principal will contact the Director of Language, Culture, & Equity to collaborate in the decision making process.

Areas for Consideration include: (refer to 19 considerations and rationale here)

a. Physical characteristics
b. Peer relationships
c. Academic performance
d. Intellectual ability
e. Special needs of student
f. Special talents and interests
g. Student comfort with the idea
h. Change in instructor and academic setting

The team is encouraged to use the ***Light's Retention Scale*** to collect information.

After all the data has been collected, a meeting will be arranged to review data, including interventions, progress monitoring reports, individualized plans, and classroom observations. Participants will include:

a. Parents
b. Principal
c. Current grade level teacher
d. Appropriate support staff
e. Student, when appropriate

Team makes collaborative decision regarding placement options. As stated in Administrative Policy: "The final decision to promote, retain or accelerate a child shall rest with the building principal in collaboration with the child's parent(s) or guardian, and if necessary with the superintendent (or his/her designee)."

Once a decision has been made by the team, a detailed plan will be developed to outline how the student's needs will best be met. Students may never be retained due to language proficiency or SLIFE status.

If grade retention is not recommended, continue to monitor the student and explore other appropriate academic service options.

Curriculum

Douglas County School District provides high quality, rigorous curriculum for all students. DCSD's curriculum is supported by the Colorado English Language Proficiency (CELP/WIDA) standards that support differentiation of the content standards for Multilingual Learners (MLs) in learning grade-level content. English Language Development (ELD) specialists, general education teachers, and building support staff will become familiar with the CELP standards and embed them into lessons developed using the district's curriculum frameworks, Colorado Academic Standards (CAS) and Common Core State Standards (CCSS). Opportunities to learn about and implement CELP/WIDA standards occur throughout the school year via departmental meetings, professional development courses, support sessions, assessment

training, and one-on-one support. District ELD staff, ELD Leads, teacher leaders, and classroom teachers collaborate to implement the student's ELDP using: CELP/WIDA standards, DCSD curriculum frameworks, the CAS/CCSS.

ELD Core and Supplementary Materials:

Each school in the Douglas County School District is responsible for identifying the appropriate core materials and curriculum, aligned with the DCSD curriculum frameworks, to support the *needs of all students*. Schools are offered a menu of options when choosing curricular materials, and MLs were considered throughout the curricular resources adoption process. Using WIDA standards and performance indicators, WIDA Key Uses of Language, and Can Do Descriptors, teachers scaffold the academic, social, and instructional language necessary for Multilingual Learners to articulate their thinking, understanding, and learning. ELD Teachers' primary roles are to:

- foster English Language Development as a content area.
- foster language development within the content areas.
- support classroom and content teachers in understanding the impact of language development within the content areas.

ELD specific materials and curriculum used in DCSD are listed below. These materials support teachers in the differentiation of the linguistic and academic needs of MLs depending on the specific needs of individual students, small groups, large groups, grade levels, and schools. The core materials listed are included on the WIDA Protocol for Review of Instructional Materials for MLs (PRIME V2) correlations, and are research-based, linguistically sound ELD and content supporting materials. "The Protocol for Review of Instructional Materials for MLs (PRIME V2) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist publishers and educators in examining the representation of key elements of the WIDA English language proficiency standards in their materials." (WIDA Prime V2. 2020).

ELD Core Materials

The following materials are available to schools according to the needs of individual students and their English Language Proficiency.

Elementary: *this is the menu of options - all schools do not use all resources.

- Wonders: Multilingual Learner Support Materials
- Benchmark and Benchmark Multilingual Learner and Newcomer Materials
- ACCESS Newcomer Kit: supports late NEPs and early LEPs in intermediate grades. The ACCESS Newcomer Kit presents standards-based subject specific language and content to English language learners.
- *Oxford Picture Dictionary for the Content Areas, Second Edition (Oxford University Press):* Content-area picture dictionary program to develop social and academic language for Multilingual Learners in grades K-5.
- WIDA English Language Proficiency Standards: customizable standards framework that includes ModML Performance Indicators (language function, content stem, and language scaffold for English proficiency levels).
- WIDA Can Do Descriptors: identifies what students are able to do at each English proficiency level.
- WIDA MODEL assessment kits: provide benchmark assessments to monitor English language growth for individual students within the domains of reading, writing, listening, and speaking.

Secondary: *this is menu of options - all schools do not use all resources.

- ACCESS Newcomer Kit: supports NEPs and early LEPs with social and instructional language as well as standards-based subject specific language and content to English language learners.
- Read 180
- Systems 44
- Hampton Brown *Edge* Leveled Materials: A leveled core language arts program for grades 9-12 designed so that linguistic development is interlaced with all content to give students ample opportunities to practice and apply oral and written language.
- *Oxford Picture Dictionary for the Content Areas, Second Edition (Oxford University Press):* Content-area picture dictionary program to develop social and academic language for Multilingual Learners in grades K-5

- WIDA English Language Proficiency Standards: customizable standards framework that includes Model Performance Indicators (language function, content stem, and language scaffold for English proficiency levels).
- WIDA Can Do Descriptors: identifies what students are able to do at each English proficiency level.
- WIDA MODEL assessment kits: provide benchmark assessments to monitor English language growth for individual students within the domains of reading, writing, listening, and speaking.

ELD Supplementary Materials

Supplementary materials are purchased using Title III funds, and are requested by ELD Teachers based on the needs of their students. Examples of supplementary materials utilized in DCSD include:

- Audio Books
- National Geographic
- Reading Plus
- Translated Texts
- Read Live
- Newsela
- Other materials to support language development and content

Supporting Research and Resources

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BUENO Center: Bilinguals United for Education and New Opportunities: University of Colorado, Boulder.

Fisher, D., Frey, N., & Rothenberg, C. (2011). *Implementing RtI with Multilingual Learners*. Bloomington, IN: Solution Tree Press.

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Herrel, A & Jordan, M (2007). *50 Strategies for teaching Multilingual Learners 3rd Edition*. Upper Saddle River, NJ: Pearson.

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Honigsfeld, A., & Dove, M. (2012). *Coteaching and Other Collaborative Practices in the EFL/ELD Classroom: Rationale, Research, Reflections, and Recommendations*. Charlotte, NC: Information Age Publishing.

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Peregoy, S.F., & Boyle, O.F. (1997). *Reading, writing, and learning in ELD: A resource book for K-12 teachers* (2nd ed.). New York: Longman.

Protocol for Review of Instructional Materials for MLs (PRIME): http://prime.wceruw.org/.

Richard-Amato, P., Snow, M. (2005). *Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers*. White Plains, NY: Pearson.

RtI2: Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI²) for English Language Learners *Connecting to WIDA Standards, Assessments, and Other Resources*: http://wida.us/downloadLibrary.aspx.

Thomas, W. & Collier, V (1997) School Effectiveness and Language Minority Students NCBE Resource Collection

US Department of Education, Dear Colleague Letter, January, 2015.

US Department of Education, US Department of Education EL Toolkit, 2015.

Walqui, Aida (2000). *Strategies for Success: Engaging Immigrant Students in Secondary School*. West Ed, San Francisco, California.

Wagner, Tony (2012). *Creating Innovators: The Making of Young People Who Will Change the World*. New York, NY, Scribner.

World-Class Instructional Design and Assessment. (2011). *Consortium: Resources. Developing a Culturally and Linguistically Responsive Approach to Response to Instruction and Intervention for English Language Learners*. [online]. Available: www.wida.us/resources/

Professional Development

English Language Development, Culturally Responsive Pedagogy, & Equity Focused Learning Opportunities

Douglas County School District utilizes district Language, Culture, & Equity staff; nine lead teachers (ELD Leads); a cohort of ELD and classroom teaching staff who are trained ELD course facilitators; and, other expert/mentor teachers to provide professional development for the district's ELD teachers, classroom teachers, administrators, and classified personnel at the elementary and secondary levels. Professional development aims to support the implementation of a variety of culturally responsive and sustaining language development strategies and frameworks in order to meet the needs of MLs throughout the school day at the universal, targeted, and intensive level. School sites in the Douglas County School District have autonomy to make programming decisions in accordance with the School Improvement Plan and district Unified Improvement planning process. School administrators, in collaboration with the ELD Coordinator and the Director of Programming and Services, make programming and instructional decisions based on the needs of their student population.

The essential responsibilities of district ELD and Language, Culture, & Equity staff and ELD Leads are to:

- provide targeted coaching and professional development opportunities for ELD teachers in evidence-based strategies to improve intensive English language acquisition;
- provide classroom teachers opportunities for professional development to enrich classroom instruction for MLs; and
- support the implementation of CDE’s family, school, and community partnerships framework with emerging bilingual families

Based on increasing Multilingual Learner population and accountability measures, the district provides a Professional Development Series for schools, feeder areas, and regions identified for support through the Unified Improvement Plan, quantitative, and qualitative data. This series includes root cause analysis, cultural proficiency, language acquisition best-practices, and other areas for focus as determined by data.

ELD and other teachers in the district are also provided the opportunity to attend professional development conferences including Colorado Teachers of English to Speakers of Other Languages (CoTESOL), Colorado Council International Reading Association (CCIRA), WIDA, and the Colorado Association of Bilingual Education (CABE) conference. Teachers attending conferences share knowledge gained with colleagues through various means including Job Alike sessions on district-wide professional development days, electronic folders, and web-spaces. Sessions offered at the Job Alike professional development day are determined by staff interests and needs as indicated via survey.

Professional Development opportunities for ELD Teachers and general education teachers are provided through the district’s Center for Professional Development.

Current CLD/ELD Course Offerings in DCSD

Current professional learning opportunities are found in Canvas. All professional learning is open for ELD and other teachers, leaders, classified staff, and includes staff in neighborhood and charter schools.

Follow this link for a sample professional learning plan for one academic year.

Multilingual Learner Professional Development 45 Hour Requirement

LINK to Google Site

On February 8, 2017, the Colorado State Board of Education directed the Colorado Department of Education to create guidance regarding the requirement for pre-service and existing Colorado teachers to earn 3 university hours, or 45 contact hours, of training pertaining to English Language Development and instruction of Multilingual Learners. “To help better support students in Colorado who are English language learners, the State Board of Education adopted new rules in June 2018 requiring educators with elementary, math, science, social studies, and English language arts endorsements to complete Culturally and Linguistically Diverse (CLD) Education training or professional development (PD). Educators holding these endorsements must meet the new licensing requirement” (Colorado Department of Education, 2018). See this link for CDE’s EL PD Requirement webpage.

While DCSD will support educators by offering courses that meet the 45 hour requirement through DCSD’s department of Curriculum, Instruction, and Professional Growth educators are solely responsible for completing coursework and submitting all required documentation of coursework for relicensure. In the event an offered course is not run, it is the educator’s responsibility to seek and complete a different learning opportunity that meets the requirements outlined by the CDE.

DCSD Professional Development Opportunities Approved for the 45 Hour Relicensure Requirement

DCSD currently offers a variety of courses that directly address English Language Development and the needs of Multilingual Learners. The following are courses currently offered at least two times per year, and educators may register through InspirED. Courses are offered in hybrid, face to face, and online formats. DCSD has created 103 hours of coursework directly related to instructing and supporting Multilingual Learners. See this matrix for all DCSD course options, and register through Canvas. To request a specific course, complete this ELD Course Request form.

DCSD will continue to develop and refine courses to support teachers with implementing instruction that successfully supports Multilingual Learners.

Facilitator Pay: ELD course pathway facilitators must be approved by the ELD department, and facilitators must be paid if the course is held outside work hours. If a course is run through the ELD/CIPG request process, and the course is approved and open to district staff, the ELD department will pay for the facilitator. If a school has opted to run a course that is site specific, the school will pay for the facilitator if the course is held outside of work hours. This includes face-to-face, online, and book study course options.

Colorado Department of Education Guidance

The following information is posted on the CDE Educator Licensing website: Multilingual Learner PD Requirements.

Educators must demonstrate completion of training or professional development activities equivalent to **45 clock/contact hours** or **three semester hours** in Culturally and Linguistically Diverse (CLD) Education. Educators with previous CLD training or past experience may use this toward meeting their relicensure requirements.

For more detailed information on the process for renewing a professional teaching license and how to document professional development, please see the Professional Teacher Renewal Checklist.

Individual PD Verification

- For educators with previous CLD training or professional development, the Multilingual Learner PD Standards Matrix (XLS) must be completed and submitted with the professional license renewal application.
- Past PD may be used, even if it was already used to satisfy license renewal requirements.
- Of the 45 clock/contact hours CLD requirement, up to 10 clock hours (equivalent) of relevant work experience can be counted toward this requirement. For work experience, a signed letter from the relevant supervisor verifying the work experience must be submitted along with the matrix.

Alternate Opportunities

In addition to the above professional development opportunities, DCSD will post various other potential EL professional learning opportunities on the DCSD Culturally and Linguistically Diverse Education Relicensure Requirements for all Core Teachers Google site.

Interpretation and Translation for Parents with Limited English Proficiency and Other Modes of Language Support

All schools are required to provide interpretation and translation per state and federal law. The district office supports apply to neighborhood and magnet schools. Charter schools are required to and responsible for coordinating interpreters and translations at the school level.

Per the US Department of Justice and the US Department of Education, "schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to, information related to: registration and enrollment in school and school programs; grievance procedures and notices of nondiscrimination; language assistance programs; parent handbooks; report cards; gifted and talented programs; student discipline policies and procedures; magnet and charter schools; special education and related services; meetings to discuss special education, parent-teacher conferences; and requests for parent permission for student participation in school activities." (US Department of Justice and US Department of Education).

Follow this link to view the *Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them* Fact Sheet.

The most common languages other than English spoken in DCSD are: Spanish, Korean, Chinese Mandarin, Vietnamese, Farsi, and Russian. In DCSD, there are approximately 100 languages used among families of Multilingual Learners. **All families, regardless of whether their children are eligible for English Language Development (ELD services), must receive communications in a language they understand.**

Interpretation (Spoken) **Follow the link to open / print this table.**				
Purpose	**Company**	**Process** The interpretation and translation request form must be completed for all interpretation and translation requests.	**Links / Contacts**	**Fee**
• Immediate Interpretation not scheduled in advance (e.g., registration and enrollment, student emergency, attendance issue, discipline issue, teacher conversation) • Informal conversations or meetings that are scheduled in	**Argo Translation**	**Over the Telephone** All DCSD (non-charter) staff are able to use this resource. **Virtual Meeting** (Google Meet or Zoom) All DCSD (non-charter) staff are able to use this resource. *Prior approval is **not** required. ** Paid for by Personalized Learning.	DCSD Guidance: Argo Process Tips and Procedures Available Languages	$1.75 per minute Paid for by Language, Culture, & Equity.
	Bilingual Staff Approved by DCSD: Bilingual staff, such as	Bilingual staff may be used for *interpretation (verbal communication) only*. The Personalized Learning department	DCSD School Based Qualified & Approved Interpreter List linked HERE.	

advance (e.g., parent teacher conferences, non emergency phone call, counselor meetings)	World Language Teachers, ESL Teachers, ***shall not*** be asked to interpret for any reason during their regularly scheduled instructional hours. Such staff may interpret outside of their instructional hours if they are approved through the CDE/DCSD approved process. Please see more information in the next column.	will pay for *approved, advance scheduled interpretation* using an approved interpreter. If school leaders choose to use bilingual staff for translation (written communication), the school is responsible for paying the staff member for their work according to the classified / certified guidelines (see next column). Bilingual Staff are required to complete the CDE/DCSD approved interpreter process, and must provide evidence of language proficiency in the language identified. *Language assessment results* must be provided prior to being added to the approved interpreter list. Please register for the approved online course: Cultural Mediators, Interpreters and Translators Once this is complete, provide evidence of language proficiency in the identified language. Interpreter assessment fees are paid by the employee. Upon completion, names will be added to the approved interpreter list.	In House Approved Interpreter Pay: **Classified** approved interpreters will be paid their regular Classified or Sub Interpreter Position's rate of pay based on the number of hours worked as an Interpreter for the work week(s). Time interpreting may qualify for straight time and/or overtime. Interpretation time must be entered by employee's the Kronos manager to the appropriate position. **Certified** approved interpreters will be paid at the Personalized Learning extra responsibility rate. An extra responsibility pay form must be submitted to Christina Levesque and Remy Rummel. **ALL advanced scheduled interpretation must be assigned to a specific family, families, or prevalent language group. Participant attendance must be confirmed. If attendance is not confirmed and there is no one to interpret for, the school will be charged the interpreter fee. ***Staff *should not* be pulled from class or from serving students to interpret on demand. On demand interpretation should be conducted using Argo telephonic interpretation.

• Scheduled formal meetings or conversations for students on plans (e.g., IEP meetings, 504 meetings, ALP meetings, ELLP meetings, READ Plan meetings, suspension or expulsion meetings) • Scheduled formal events (e.g., literacy night, parent information nights, family/community events)	**Language Nexus** Face-to-face interpretation only	**Educational Programming** Submit **ELD, Gifted, or Literacy** requests using the form indicated in the district processes guidance.	**Educational Programming LCE:** Christina Levesque and Remy Rummel. **Gifted:** Misty Burkhart or Christina Levesque **SPED:** Tammy O'Brien **Preschool** (all situations): Kathy Hakim	Rate determined by Language Nexus Rate includes travel time and interpretation, even if a family does not attend

Translation (Written) **Follow the link to open / print this table.**				
Purpose	**Company**	**Process**	**Links / Contacts**	**Fee**
• Communication for parents with Limited English Proficiency. ***This includes translation of required enrollment documents such as transcripts and birth records.*** • School or district documents such as the Code of Conduct, parent letters, notification of programming,	**Argo Interpretation**	*Approved* translation will be costed to the Personalized Learning Department. This includes registration records, transcripts, and district or regional communication. School based translation (e.g. newsletters, emails, and other school specific communication) will be paid for by the school.	Christina Levesque	Quote based - not word count based. Quote based is more cost effective.

• Sign Language translation		Guidance to Principals and Schools for Sign Language/Educational Interpreter Request Process Guidance to Schools Special Education Interpreters & Signing Paras absences	Student sign language interpreter requests via THIS FORM. Contact Tina Meyers with questions. Adult sign language interpreter requests via THIS FORM Contact Anja Croon with questions.	Invoice based
• Sight to Braille		Guidance to Principals and Schools Requests for Visually Impaired or Blind Individuals to have Visual, Tactile, or Auditory Access to Documents Provide access to print documents to individuals that are blind or visually impaired.	Contact the DCSD Lead Teacher of the Visually Impaired Peg Collins, phone 303-476-8808 Accommodations include: - A live reader or oral presentation - Enlarge print or hand held magnification - Braille copy of print material	

Responsible Parties/Fees

School Based Interpretation and Translation

- For school-based interpretation and translation: All fees associated with such interpretation (face to face and telephonic) and/or translation (of documents used district-wide) using Argo Interpretation or Language Nexus above will be costed to the Personalized Learning Department. **Please Note: Any translation or interpretation costs not approved by the Personalized Learning department will be costed to the school - *except* fees incurred using telephonic interpretation.**
- School based, school specific communication such as newsletters and parent letters will be costed to the school.
- Telephonic interpretation via Argo Interpretation **does not** require prior approval, and all fees will be paid for by Personalized Learning.

District Based Interpretation and Translation

- For district departmental interpretation and translation: *Following approval*, all fees associated with such interpretation and/or translation above will be costed to Personalized Learning.
- Fees associated with interpretation and / or translation for a specific education program, service provision or district sponsored communication or event will be costed to Personalized Learning.
- Fees associated with interpretation and/or translation at IEP meetings shall be costed to the District SPED department.

Special Education

Parents whose native language is not English, and parents who require interpretation, must be provided with Prior Written Notice in the native language of the parent (or other mode of communication used by the parent) and may obtain consent for special education related processes (e.g., consent for evaluation, initial consent for services) only after the parent has been fully informed in their native language.

- If an interpreter is required for an IEP meeting the case manager should fill out the appropriate form. *At least two weeks advance notice is required.* The SPED contact for interpretation is Tammy O'Brien.
- If the PWN needs to be translated into the parent's native language, fill out the appropriate form. The contact for PWN is Tammy O'Brien.

English Language Development

For parents/guardians whose native language is not English and who require interpretation and translation regarding English Language Development, the following forms will be translated into Spanish and other languages as necessary:

- ELDP template
- All Parent Notification forms for ELD (e.g. Identification Notification, Redesignation, Parent / Guardian Refusal)

Appendix A

ELD Teacher Certification and Endorsements

Follow this link to view DCSD ELD teacher endorsement status.

Appendix B

Glossary of Terms

Term	Explanation
ACCESS	WIDA ACCESS is the annual summative assessment that ELD teachers administer and students take every January. The assessment measures student growth in all four domains of language. ACCESS is the state appointed, federally mandated assessment.
Active	Sometimes students are referred to as being “active” are generally in the entering, beginning, developing, expanding, or bridging levels of language development, as defined by WIDA. This term is not an official term found in law or guidance, but is used by some teachers.
AESOP	This is the system that neighborhood schools use for submitting absences- both sick and personal days. We also request substitute teachers using this system.
Alpine	This is the system that stores student data, including ACCESS data. We also use this system for writing ELLPs for grades K-9
CDE	Colorado Department of Education
CELP	Colorado English Language Proficiency Standards
CIPG	Curriculum Instruction and Professional Growth. This is our professional development (PD) department.
CITE	Continuous Improvement of Teacher Evaluation. This refers to the teacher evaluation tool we use in DCSD. Login to InspirED for more information.
BOE	Body of evidence. This refers to the evidence submitted to support identification, PHLOTE status (NQ), and redesignation of English learners.
EL	English learner. Refers to the student.
ELD	English Language Development. Refers to the program and DCSD department for English learners.
ELDP/ ELLP	English Language Development Plan (ELDP). In DCSD, we used to use English Language Learner Plans (ELLPs). We now call this the ELDP. This plan includes student information, data, accommodations and goals for all MLs in ELD programming (NEP, LEP). In the future, we will also use a short ELDP form for Y1 and Y2 monitor students.
ELL	English Language Learner. Refers to the student.
Multilingual Learner Multilingual Student	Refers to students who are becoming bilingual and honors the development of both languages simultaneously.
ESL	English as a Second Language. This term is used to refer to programming for English learners that focuses on the attainment of English proficiency.

FELL	Former English Language Learner. Refers to a student who was redesignated to monitor status and has since exited programming.
FEP	Fluent English Proficient. We continue to serve students who have attained FEP status; although the type and level of support might not be the same as for students who are active.
FEP Exit Year 1	Fluent English proficient year one. Students with this designation have been monitored for two years. If FEP Exit students are struggling due to language proficiency, they can be redesignated to LEP status by completing the paperwork and submitting a body of evidence.
FEP Exit Year 2	Fluent English proficient year two. Students with this designation have been monitored for two years and exited for one year. These students will be completely exited from the ELD program following successful completion of this year. If FEP Exit students are struggling due to language proficiency, they can be redesignated to LEP status by completing the paperwork and submitting a body of evidence.
FEP Year 1 Monitor (Y1)	Fluent English Proficient Year 1 Monitor (students with this designation have reached a level 4 proficiency on ACCESS, and have a body of evidence to show they are proficiency in English. These students are monitored to be sure that they are successful. If a Y1 Monitor student is struggling, they can be redesignated to LEP status. We continue to serve students who have attained FEP status; although the type and level of support might not be the same as for students who are classified as NEP or LEP.
FEP Year 2 (Y2)	Fluent English proficient year two (students with this designation typically do not receive direct services and are monitored to be sure that they are successful. If a Y2 student is struggling, they can be they can be redesignated to LEP status. We continue to serve students who have attained FEP status; although the type and level of support might not be the same as for students who are classified as NEP or LEP.
IB	International Baccalaureate. This program is offered at several schools in the district in grades K-12. Click on the link for more information.
IC	Infinite Campus. This is the system we use to store student information, gradebooks, teacher class rosters, take attendance, etc...
IDC/ DLMC	Innovation & Design Center/ District Library Media Center. Click the link to explore the many resources they have to offer.
InspirED	InspirED Innovation is the hub for most things DCSD. You will use this for CITE (teacher evaluation), professional development, Alpine (student data), and it links to many other DCSD resources.
LEP	Limited English proficient. This term is used to refer to students who are in the intermediate stages of language acquisition.
ML or MLL	Multilingual Learner
Monitor	Student who was active and has been redesignated to monitor status. Formerly known as FEP year 1 or FEP year 2.
MTSS	Multi-tiered system of support. MTSS provides support for students at three levels:

	universal, targeted and intensive. Click on the link for more information.
MYP	Middle Years Programme. This refers to the IB (International Baccalaureate) programme for students ages 11-16. See IB and link above.
NEP	Non- English proficient. This term is used to refer to refer to students who are in the beginning stages of language acquisition.
NQ	Not qualified. This term was used to describe a student who has a primary language other than English, was assessed and does not qualify for ELD programming. Now, we use the term PHLOTE.
PLS	Professional Learning Specialist. Typically, each building has a PLS who is responsible for induction, coaching and mentoring teachers.
Parent Refusal	This refers to a student whose parents have refused ELD services. This form must be renewed each year. Contact your lead teacher for assistance with parent refusal situations.
PHLOTE	Primary Home Language Other Than English. This term is used to refer to a student who is not eligible for ELD programming, but has a home language other than English.
Redesignation	This is the process we use to move students from active to monitor status. When a student is eligible for redesignation based on ACCESS scores, teachers look at a body of evidence to decide whether or not a student is ready to be redesignated from LEP to FEP Y1 Monitor.
Redesignation Paperwork	This is the paperwork we complete when a we move a student from LEP to FEP Monitor Year 1. There is a form to complete as well as a body of evidence to collect.
Workday	This is the system that houses our personal information, pay and career information, licenses, benefits and time off.
WIDA	The mission of WIDA is to advance academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators. WIDA created the standards and assessments (ACCESS, WIDA Screener, WIDA MODEL) we use to identify MLs and their measure growth.
WIDA MODEL	This assessment is used to monitor student progress. It is the ELD teacher's choice to use this assessment. In DCSD, we use the paper WIDA MODEL and it can be checked out from the **IDC/ DLMC**.
WIDA Screener	This is the assessment we use to identify English learners.

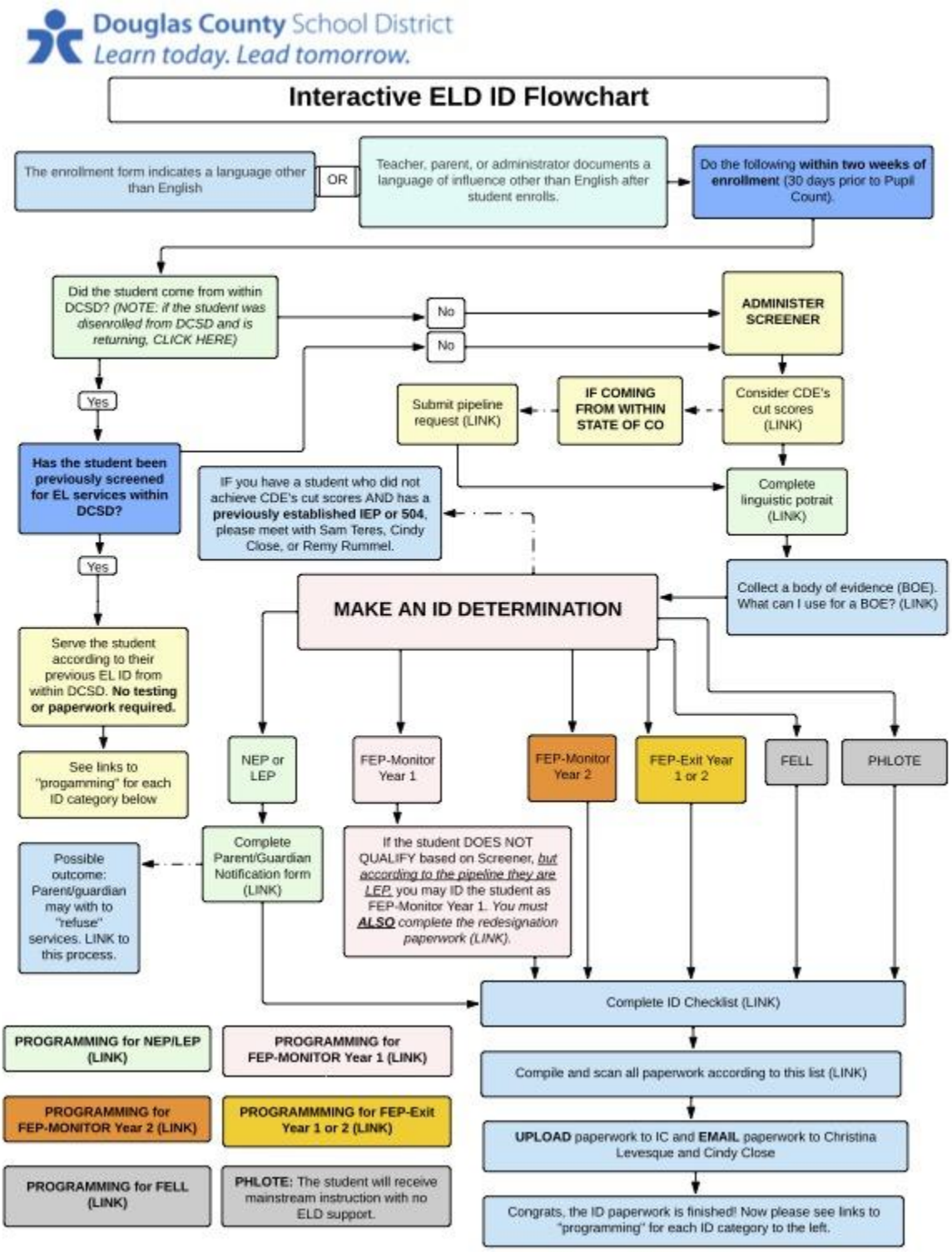
Appendix C

Enrollment Forms

DCSD Enrollment Forms: Online & Paper
LINK to DCSD Enrollment forms

Appendix D

ELD Identification Flow Chart



Appendix E

Identification of Potential Multilingual Learner Training & Linguistic Portrait

See this link for the full Identification of Potential Multilingual Learner Training Presentation

Douglas County School District Linguistic Portrait

****Go to File – Make a copy to complete this document****
NEVER EMAIL TO PARENTS OR SEND HOME WITH STUDENT

Date:	**Parent Interviewed**:
Student Name:	**Grade**:
School:	**ELD Teacher**:
Interpreter Name (If Applicable):	

Required Introduction:

- Thank you so much for speaking with me. I've enjoyed getting to know ____ (student name).
- I'm going to ask some questions about how your family uses language in the home. Please use this time to give us important information to help our school make sure that your child is receiving the

support they need. Please know, your family's language(s) are a gift, and DCSD values biliteracy and multiliteracy.

1. **Required to ask for all students:**

- **What was their school day like at their last school? What languages were used in the school?**
  - Answer:
- **Did the student participate in any type of ESL/ELD/ELA, dual language, or bilingual classes in their last school or anywhere else (for example, in a faith-based or community-based organization)? If so, please describe them.**
  - Answer:
- **Has your child been identified as gifted, or have they had an advanced learning plan in another school or district?**
  - Answer:
- **Has your child qualified for an IEP (Individualized Education Plan) or 504 plan in another school or district? (If yes, please ask the purple questions below)**
  - Answer:

The following questions in purple are REQUIRED FOR ALL STUDENTS WITH PRE-EXISTING 504 and/or IEP (however, you can ask them for all students)

Note: To qualify a student as PHLOTE/NQ who has an IEP or 504 and did not achieve CDE's cut scores for PHLOTE on the Screener or K Screener, the ELD teacher will need to meet with Cindy Close or Sam Teres to discuss the linguistic profile and the BOE as well as the screener scores before making a final determination.

- **What percent of the time does your family use _____(name of language other than English) around the student?**
  - Answer:
- **What percent of the time does your family use English around the student?**
  - Answer:
- **What percent of the time does the student speak _____(name of language other than English)?**
  - Answer:
- **What percent of the time does the student respond to _____(name of language other than English)?**
  - Answer:
- **What percent of the time does the student speak English?**
  - Answer:
- **What percent of the time does the student respond to English?**
  - Answer:

2. **Required to ask for all students:**

- **From the age of 0-5, which language(s) were spoken to the student? By whom?**
  - Answer:
- **Which languages are spoken in your home? By whom?**
  - Answer:

- **Which language(s) does the student speak most often at home?**
  - Answer:
- **In what language(s) does your child read and write in at home?**
  - Answer:
- **What is the best way to contact you (phone, email, Talking Points)?**
  - Answer:

3. *ONLY ASK IF ENGLISH IS NOT THE PARENT/GUARDIAN'S FIRST LANGUAGE:*

- **Would you (or a family member) like the school to provide information and/or interpretation (translation) in another language? If so, what language?**
  - Answer:

4. Required to ask for all students:

- **Is there anything else you would like me to know about your child?**
  - Answer:

Other notes:

FOLLOW UP QUESTIONS, ONLY REQUIRED IF THE STUDENT DID NOT ACHIEVE CDE'S CUT SCORES FOR PHLOTE ON THE SCREENER OR K SCREENER:

5. If the student did not achieve CDE's cut scores for PHLOTE on the Screener or K Screener, choose AT LEAST THREE of the follow-up questions that make sense based on your conversation up to this point. You can choose the three questions from any of the categories; the categories are provided for organization purposes only. You may choose more than three.

If the student did achieve CDE's cut scores for PHLOTE on the Screener or K Screener, it is not necessary to ask any more questions, but you may if you feel it would be useful.

Follow up questions about previous schooling/history/experience:

- **Has your child ever been retained? If so, why?**
  - Answer:
- **Has your child attended school consistently? Have there been frequent absences?**
  - Answer:
- **Do you have any concerns about your child's learning, development, emotional needs, or health?**
  - Answer:
- **Was the student adopted internationally? Can you tell me more about this?**
  - Answer:

Follow up questions about language use in the home:

- **Which language(s) do the adults speak in your home?**
  - Answer:
- **Which languages do the children usually speak in your home?**
  - Answer:

- **Who helps your child with his/her homework? In what language is this person fluent? In what language is homework help communicated?**
  - Answer:
- **Has the language used in the student's home changed over time? How?**
  - Answer:
- **Does/did the student have a babysitter/caretaker who spoke a language other than English? When? What are/were their interactions like?**
  - Answer:

Follow up questions about how the student uses language:

- **With whom does the student speak a language other than English?**
  - Answer:
- **When the student listens to adults speak in another language, does the student participate in the conversation (family, friends, siblings, etc.)?**
  - Answer:
- **In which language does the student watch TV? Listen to music?**
  - Answer:
- **With whom does the student read at home? In what language?**
  - Answer:
- **Does the student like to read in any language? Which one(s)?**
  - Answer:
- **How well would you say he/she writes in the other language? How did he/she learn to write in this language?**
  - Answer:

REQUIRED TO CONCLUDE THE CONVERSATION WITH THE PARENT/GUARDIAN: **(Three scenarios)**

Scenario 1: If the student is definitely eligible for ELD programming:

- ☐ Thank you for taking the time to speak with me about your student. Based on their test scores and the information you shared with me today, your child DOES qualify for English Language Development support. Please keep in mind that your family's language is a gift! English Language Development support is **not remedial and follows the regular curriculum.** Being a language learner is **not negative**. **Being multilingual is a gift that we celebrate in DCSD!**
- ☐ *If needed to reassure the parent*: "Imagine I am placed in a Russian school. I am a highly educated and smart person, but I would struggle with the language. I would need some support with Russian. I could be both gifted and an Multilingual Learner, or need Special Education and ELD programming."
- ☐ I am going to go ahead and place them in a class (or classes) where I can give appropriate linguistic (language) support. We will be in contact soon about their class placement and their academic goals.
  - ☐ *Be prepared to describe what your programming looks like. What will the student experience? How do you teach? With whom do you teach? How often might you see the student?*
- ☐ You will get a letter in the mail that includes your child's test scores, your legal rights, and my contact information. Please feel free to reach out if you have any questions or concerns about that.

Scenario 2: If the student is definitely not eligible for ELD programming: At this time it appears your student does not need additional support with English language development. Thank you for your time! Do you have any other questions or concerns?

Scenario 3: If there is still a question about eligibility *(for example, if you are waiting on pipeline results, or if you need to reach out to your lead, Sam Teres, or Cindy Close for more guidance):* Thank you for taking the time to speak with me about your student. I will use the information you shared with me, along with other evidence, to help determine whether or not your child is eligible for ELD services, and we will be in touch about next steps.

If parents question why their student was screened (if applicable):

- ☐ The Federal and State Government require all public school districts to determine ELD eligibility for any student who has a language of influence other than English. Per federal and state law, the enrollment form initiates the

administration of the WIDA Screener and the collection of a body of evidence to ensure student access to any necessary ELD supports. This ensures every student's civil right to a free, accessible, and comprehensible public education is fulfilled.

- ☐ Parents have the right to refuse direct ELD services; however, they do not have the right to refuse identification as an EL if the student requires support in English. If a language other than English is an influence in a child's life, and a body of evidence shows the need for ELD support, public school educators are required by federal and state law to identify the student as an English Learner. If parents choose to refuse direct ELD services, public schools are required to support the student's English language development in the general education classroom.

Appendix F

ELD Forms for Parents and Guardians

- Parent/Guardian Identification Notification Letter
- Parent Refusal
- Parent Refusal to Active
- Redesignation Form: LEP to Y1 Monitor
- Redesignation Form: Y1 Monitor to LEP

Parent/Guardian Notification of Identification

Douglas County School District
Learn today. Lead tomorrow.

This form serves as notification that your child is eligible for placement in the Douglas County School District English Language Development (ELD) Program and is eligible for redesignation with a status of Year 1 Monitor, Year 2 Monitor, Year 1 Exit, or Year 2 Exit. In accordance with federal and state guidelines, including the Elementary and Secondary Education Act (ESEA, 1965) as amended by the Every Student Succeeds Act (ESSA, 2015), your child is eligible for ELD services as indicated by the following body of evidence (all apply):

1. Your child has a language of influence other than English as documented by your child's teacher, you, or another classroom teacher or staff member.
2. Your child's score on the ☐ W-APT (kindergarten) or ☐ WIDA Screener (grades 1-12) indicates your child is eligible to be redesignated as Year 1 Monitor, Year 2 Monitor, Year 1 Exit, or Year 2 Exit.
3. Your child's body of evidence confirms he/she is an English Learner who is eligible to be redesignated as Year 1 Monitor, Year 2 Monitor, Year 1 Exit, or Year 2 Exit.

Name of Student	Home School	Date

☐ ***Year 1 Monitor*** ☐ ***Year 1 Exit***
☐ ***Year 2 Monitor*** ☐ ***Year 2 Exit***

Listening Proficiency Level	Reading Proficiency Level	Writing Proficiency Level	Speaking Proficiency Level	Oral Language Proficiency Level	Literacy Proficiency Level	Overall Proficiency Level

Grades 1-12: Level 1: Entering Level 2: Beginning Level 3: Developing Level 4: Expanding Level 5: Bridging 6: Reaching
Kindergarten: Low, Mid, High Exceptional – Your child's Summary Score Sheet will be attached.

Parents and teachers are partners in developing English language proficiency.
We look forward to working closely with your family.

DCSD's English Language Development (ELD) program utilizes structured English immersion to promote English language acquisition, and it is designed to meet your child's academic and social ELD needs. DCSD's schools use the English as a Second Language model of instruction. Each English Learner (EL) participates in the regular classroom for the majority, if not all, of the school day. ESL teachers collaborate with classroom and content teachers to provide support that will lead to proficiency in academic and social English proficiency. This may include co-teaching, time outside the classroom to practice English, and collaborative instruction. An English Language Learning Plan will be designed to meet your child's specific academic English language needs in listening, speaking, reading, and writing.

Parents/guardians may elect to refuse direct support in the school's ELD Program, with the understanding that your child's specific English language development needs will be met solely by the classroom or content teacher. If parents/guardians choose to refuse ELD services, a signed Parent/Guardian Refusal must be on file with the district. All Parent/Guardian Refusals must be reviewed and signed annually. Parents/guardians have the right to refuse direct services; however, in accordance with federal and state law, parents/guardians do not have the right to refuse the identification of their children as ELs.

ELs in DCSD are monitored closely and evaluated via the Response to Intervention (RtI) framework wherein teachers use interventions matched to student needs. The goal of Douglas County Schools is for each EL to become fluent in English in reading, writing, listening, and speaking. Research shows that it may take 5 years or more for an EL to become academically fluent in English. Following the monitor and exit years, and to completely exit the ELD program, your child must demonstrate proficiency in all aspects of English: listening, speaking, reading and writing as measured by a body of evidence to include the Colorado assessment for reading and writing.

If an EL is on an Individual Educational Plan (IEP) and requires special education services, the student will receive all services necessary. The SPED teacher, ESL teacher, the student's parent(s) or legal guardians, the student, and other pertinent staff members will coordinate and implement instruction for the student.

For more information regarding your child's eligibility for ELD programming, test results, or if you have additional questions regarding ESL, please contact _____.

Douglas County School District
Learn today. Lead tomorrow.

Este formulario sirve como notificación de que su hijo(a) es elegible para ingresar al programa de Desarrollo del Idioma Inglés (ELD, por sus siglas en inglés) del Distrito Escolar del Condado de Douglas y es elegible para la reclasificación con un estatus de Año 1 de Monitoreo, Año 2 de Monitoreo, Año 1 de Salida o Año 2 de Salida.. De acuerdo con las directrices estatales y federales, incluida la Ley de Educación Primaria y Secundaria (ESEA, 1965) corregida por la Ley Cada Estudiante Tiene Éxito (ESSA, 2015), su hijo es elegible para servicios de ELD como se indica en el siguiente compendio probatorio (todos aplican):

1. La Encuesta de idioma del hogar de su hijo indicó que en el hogar se utiliza otro idioma que no es inglés.
2. El puntaje de su hijo en ☐ W-APT (jardín de infantes) o ☐ WIDA Screener (grados del 1 al 12) indican que su hijo/a es elegible para ser reclasificado/a como Año 1 de Monitoreo, Año 2 de Monitoreo, Año 1 de Salida o Año 2 de Salida.
3. El compendio probatorio de su hijo/a confirma que es un/a estudiante de idioma inglés elegible para ser reclasificado/a como Año 1 de Monitoreo, Año 2 de Monitoreo, Año 1 de Salida o Año 2 de Salida.

Nombre del estudiante	**Escuela del hogar**	**Fecha**

☐ ***Year 1 Monitor***
☐ ***Year 1 Exit***

☐ ***Year 2 Monitor***
☐ ***Year 1 Exit***

Nivel de competencia en comprensión auditiva	Nivel de competencia en comprensión de lectura	Nivel de competencia en la escritura	Nivel de competencia en el habla	Nivel de competencia en idioma oral	Nivel de competencia en alfabetización	Nivel de competencia general

Grados del 1 al 12: Nivel 1: Ingreso Nivel 2: Principiante Nivel 3: En desarrollo Nivel 4: En expansión Nivel 5: En transición 6: Cumplimiento
Jardín de infantes: Bajo, Medio, Alto, Excepcional: Se adjuntará la hoja de calificación de su hijo.

Se recomienda que su hijo participe en el programa de Desarrollo del Idioma Inglés (ELD) del Distrito Escolar del Condado de Douglas (DCSD). El programa de ELD del DCSD utiliza una inmersión estructurada al inglés para promocionar la adquisición del idioma inglés, y está diseñado para cumplir con las necesidades sociales y académicas de ELD de su hijo. Las escuelas del DCSD utilizan el inglés como modelo de instrucción de segundo idioma. Cada estudiante de inglés (EL, por sus siglas en inglés) participa en el aula normal en la mayoría, si no todo, el día escolar. Los docentes de ESL colaboran con los docentes del aula y del contenido para proporcionar apoyo que lleve a un nivel avanzado de competencia académica y social en inglés. Esto puede incluir enseñanza compartida, tiempo fuera del aula para practicar inglés e instrucción cooperativa. Se diseñará un plan de aprendizaje del idioma inglés para cumplir con las necesidades académicas específicas de su hijo para escuchar, hablar, leer y escribir en inglés.

Los padres/tutores pueden optar por rechazar el apoyo directo del programa de ELD de la escuela, con la comprensión de que las necesidades específicas de desarrollo del idioma inglés de su hijo solo se cumplirán en el aula o a través del docente de contenido. Si los padres/tutores optan por rechazar los servicios de ELD, se debe presentar un Rechazo de los padres/tutores firmado para el archivo del distrito. Los Rechazos de los padres/tutores se deben revisar y firmar cada año. Los padres/tutores tienen el derecho a rechazar los servicios directos; sin embargo, de acuerdo con la ley estatal y federal, los padres/tutores no tienen derecho a rechazar la identificación de sus hijos como EL. **Todos** los EL, incluidos aquellos con Rechazo de los padres, deben por ley federal participar en la evaluación anual y obligatoria de Competencia del idioma inglés: WIDA ACCESS.

Los EL del DCSD tienen supervisión directa y son evaluados a través del marco de trabajo Respuesta a la Intervención (RtI, por sus siglas en inglés) en el cual los docentes usan intervenciones equiparadas a las necesidades de los estudiantes. La meta de las Escuelas del Condado de Douglas es que cada EL lea, escriba, escuche y hable el inglés con fluidez. Las investigaciones demuestran que puede tomar 5 o más años para que un EL tenga fluidez académica en inglés. Después de los años de monitoreo y de salida, y para egresar completamente del programa ELD (Desarrollo del idioma inglés), su hijo/a debe demostrar dominio en todos los aspectos del inglés: escuchar, hablar, leer y escribir según lo mida un compendio probatorio que incluya la evaluación de Colorado de la lectura y la escritura.

Si un EL está en un Plan Educativo Individual (IEP, por sus siglas en inglés) y requiere servicios educativos especiales, el estudiante recibirá todos los servicios necesarios. El docente de SPED, el docente de ESL, los padres o tutores legales del estudiante, el estudiante y otros miembros pertinentes del personal coordinarán e implementarán las instrucciones para el estudiante.

***Para obtener más información sobre la elegibilidad de su hijo para los programas ELD, resultados de pruebas, o si tiene preguntas adicionales sobre ESL, comuníquese con* _____.

Los padres y los docentes son socios en el desarrollo de la competencia del idioma inglés.
Nos complace tener la oportunidad de trabajar estrechamente con usted y su familia.

Douglas County School District
Learn today. Lead tomorrow.

This form serves as notification that your child is eligible for placement in the Douglas County School District English Language Development (ELD) Program. In accordance with federal and state guidelines, including the Elementary and Secondary Education Act (ESEA, 1965) as amended by the Every Student Succeeds Act (ESSA, 2015), your child is eligible for ELD services as indicated by the following body of evidence (all apply):

1. Your child's Home Language Survey has indicated a language other than English is used at home.
2. Your child's score on the WIDA Screener (grades K-12) indicates your child is eligible for English Language Development Services.
3. Your child's body of evidence confirms he/she is an English Learner.

Name of Student	Home School	Date

☐ ***Non-English Proficient (NEP)***
A student who either does not, or is beginning to, speak, understand, read, or write in English and is impacted by a language other than English. NEP is "Non-English Proficient".

☐ ***Limited English Proficient (LEP)***
A student who speaks, understands, reads, or writes some English and is impacted by a language other than English. The student may be approaching English proficiency. LEP is "Limited English Proficient".

Listening Proficiency Level	Reading Proficiency Level	Writing Proficiency Level	Speaking Proficiency Level	Oral Language Proficiency Level	Literacy Proficiency Level	Overall Proficiency Level

Level 1: Entering Level 2: Beginning Level 3: Developing Level 4: Expanding Level 5: Bridging 6: Reaching

It is recommended your child participate in the Douglas County School District (DCSD) English Language Development (ELD) program. DCSD's ELD program utilizes structured English immersion to promote English language acquisition, and it is designed to meet your child's academic and social ELD needs. DCSD's schools use the English as a Second Language model of instruction. Each English Learner (EL) participates in the regular classroom for the majority, if not all, of the school day. ESL teachers collaborate with classroom and content teachers to provide support that will lead to proficiency in academic and social English proficiency. This may include co-teaching, time outside the classroom to practice English, and collaborative instruction. An English Language Learning Plan will be designed to meet your child's specific academic English language needs in listening, speaking, reading, and writing.

Parents/guardians may elect to refuse direct support in the school's ELD Program, with the understanding that your child's specific English language development needs will be met solely by the classroom or content teacher. If parents/guardians choose to refuse ELD services, a signed Parent/Guardian Refusal must be on file with the district. All Parent/Guardian Refusals must be reviewed and signed annually. Parents/guardians have the right to refuse direct services; however, in accordance with federal and state law, parents/guardians do not have the right to refuse the identification of their children as ELs. **All** ELs, including those with a Parent Refusal, are required by federal law to participate in the annual, required English Language Proficiency assessment: WIDA ACCESS.

ELs in DCSD are monitored closely and evaluated via the Response to Intervention (RtI) framework wherein teachers use interventions matched to student needs. The goal of Douglas County Schools is for each EL to become fluent in English in reading, writing, listening, and speaking. Research shows that it may take 5 years or more for an EL to become academically fluent in English. To exit the ELD program, your child must demonstrate proficiency in all aspects of English: listening, speaking, reading and writing as measured by a body of evidence to include the annual Colorado English language acquisition proficiency test (WIDA ACCESS) as well the Colorado assessment for reading and writing.

If an EL is on an Individual Educational Plan (IEP) and requires special education services, the student will receive all services necessary. The SPED teacher, ESL teacher, the student's parent(s) or legal guardians, the student, and other pertinent staff members will coordinate and implement instruction for the student.

For more information regarding your child's eligibility for ELD programming, test results, or if you have additional questions regarding ESL, please contact _____.

Parents and teachers are partners in developing English language proficiency.
We look forward to working closely with your family.

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Este formulario sirve como notificación de que su hijo(a) es elegible para ingresar al programa de Desarrollo del Idioma Inglés (ELD, por sus siglas en inglés) del Distrito Escolar del Condado de Douglas. De acuerdo con las directrices estatales y federales, incluida la Ley de Educación Primaria y Secundaria (ESEA, 1965) corregida por la Ley Cada Estudiante Tiene Éxito (ESSA, 2015), su hijo es elegible para servicios de ELD como se indica en el siguiente compendio probatorio (todos aplican):

1. La Encuesta de idioma del hogar de su hijo indicó que en el hogar se utiliza otro idioma que no es inglés.
2. El puntaje de su hijo en WIDA Screener (grados del jardín de infantes al 12) indican que su hijo es elegible para los Servicios de Desarrollo del Idioma Inglés.
3. El compendio probatorio de su hijo confirma que es un estudiante de inglés.

Nombre del estudiante	Escuela del hogar	Fecha

☐ ***Sin competencia en inglés (NEP)***
Un estudiante que no habla, comprende, lee o escribe en inglés, o apenas está comenzando a hacerlo, y que se ve influenciado por un idioma que no es el inglés. NEP, por sus siglas en inglés, significa "Sin competencia en inglés".

☐ ***Competencia limitada en inglés (LEP)***
Un estudiante que habla, comprende, lee o escribe algo de inglés y se ve influenciado por un idioma que no es el inglés. El estudiante puede estar aproximándose a la competencia en inglés. LEP, por sus siglas en inglés, significa "Competencia limitada en inglés".

Nivel de competencia en comprensión auditiva	Nivel de competencia en comprensión de lectura	Nivel de competencia en la escritura	Nivel de competencia en el habla	Nivel de competencia en idioma oral	Nivel de competencia en alfabetización	Nivel de competencia general

Nivel 1: Ingreso Nivel 2: Principiante Nivel 3: En desarrollo Nivel 4: En expansión Nivel 5: En transición 6: Cumplimiento

Se recomienda que su hijo participe en el programa de Desarrollo del Idioma Inglés (ELD) del Distrito Escolar del Condado de Douglas (DCSD). El programa de ELD del DCSD utiliza una inmersión estructurada al inglés para promocionar la adquisición del idioma inglés, y está diseñado para cumplir con las necesidades sociales y académicas de ELD de su hijo. Las escuelas del DCSD utilizan el inglés como modelo de instrucción de segundo idioma. Cada estudiante de inglés (EL, por sus siglas en inglés) participa en el aula normal en la mayoría, si no todo, el día escolar. Los docentes de ESL colaboran con los docentes del aula y del contenido para proporcionar apoyo que lleve a un nivel avanzado de competencia académica y social en inglés. Esto puede incluir enseñanza compartida, tiempo fuera del aula para practicar inglés e instrucción cooperativa. Se diseñará un plan de aprendizaje del idioma inglés para cumplir con las necesidades académicas específicas de su hijo para escuchar, hablar, leer y escribir en inglés.

Los padres/tutores pueden optar por rechazar el apoyo directo del programa de ELD de la escuela, con la comprensión de que las necesidades específicas de desarrollo del idioma inglés de su hijo solo se cumplirán en el aula o a través del docente de contenido. Si los padres/tutores optan por rechazar los servicios de ELD, se debe presentar un Rechazo de los padres/tutores firmado para el archivo del distrito. Los Rechazos de los padres/tutores se deben revisar y firmar cada año. Los padres/tutores tienen el derecho a rechazar los servicios directos; sin embargo, de acuerdo con la ley estatal y federal, los padres/tutores no tienen derecho a rechazar la identificación de sus hijos como EL. **Todos** los EL, incluidos aquellos con Rechazo de los padres, deben por ley federal participar en la evaluación anual y obligatoria de Competencia del idioma inglés: WIDA ACCESS.

Los EL del DCSD tienen supervisión directa y son evaluados a través del marco de trabajo Respuesta a la Intervención (RtI, por sus siglas en inglés)
en el cual los docentes usan intervenciones equiparadas a las necesidades de los estudiantes. La meta de las Escuelas del Condado de Douglas es que cada EL lea, escriba, escuche y hable el inglés con fluidez. Las investigaciones demuestran que puede tomar 5 o más años para que un EL tenga fluidez académica en inglés. Para salir del programa de ELD, su hijo debe demostrar competencia en todos los aspectos del inglés: escuchar, hablar, leer y escribir tal como se establece en un compendio probatorio que incluya la prueba anual de competencia de adquisición del idioma inglés de Colorado (WIDA ACCESS) así como la evaluación de Colorado de lectura y escritura.

Si un EL está en un Plan Educativo Individual (IEP, por sus siglas en inglés) y requiere servicios educativos especiales, el estudiante recibirá todos los servicios necesarios. El docente de SPED, el docente de ESL, los padres o tutores legales del estudiante, el estudiante y otros miembros pertinentes del personal coordinarán e implementarán las instrucciones para el estudiante.

Para obtener más información sobre la elegibilidad de su hijo para los programas ELD, resultados de pruebas, o si tiene preguntas adicionales sobre ESL, comuníquese con _____

Los padres y los docentes son socios en el desarrollo de la competencia del idioma inglés.
Nos complace tener la oportunidad de trabajar estrechamente con usted y su familia.

Parent / Guardian Refusal

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Parent/Guardian Refusal of Direct ELD Services

I understand my child, _____ , grade/school _____ , is eligible to receive English Language Development (ELD) support. This eligibility is based on an evaluation of his/her English language skills for speaking, listening, reading, and writing using the state approved, WIDA ACCESS Placement Test (W-APT), and has been confirmed with a valid and reliable academic body of evidence. I understand I may refuse direct ELD support for my child by signing this Parent / Guardian Refusal form. This form will be part of my student's file at school and documented in my child's electronic file in Infinite Campus.

By signing this Parent / Guardian Refusal, I understand (please initial):

_____ English Language assessment and identification is Federal Law.

_____ The Douglas County School District's ELD program has recommended my student participate in the English Language Development Program at his/her school.

_____ Students receiving support from ESL/ELD Specialists receive direct instruction in the acquisition of English language skills (listening, speaking, reading, and writing).

_____ My child's classroom teacher will be responsible for implementing ELD support.

_____ In compliance with Federal and State law and to measure individual student growth in language acquisition, annual testing using the WIDA ACCESS Test is required for all English Learners, even if they have Parent / Guardian Refusal status.

_____ I understand I may choose to change my child's status to "Active" at any time by contacting my school's ESL/ELD Specialist.

_____ An annual meeting will be scheduled to review my child's English language progress and status.

Required Signatures

_____

Signature of Parent/Guardian Date

_____

Signature of ESL/ELD Teacher Date

_____

Signature of Interpreter (if necessary) Date

Please complete the following:

- **ESL/ELD Specialist (keep in student's working file)**
- **Parent (email or paper copy)**
- **ELD Department (upload into IC and notify Christina Levesque and Remy Rummel via email)**

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Negativa de padres o tutores al servicio directo de ELD

Entiendo que mi hijo(a), , grado/escuela , está cualificado para recibir apoyo en Desarrollo del Idioma Inglés (English Language Development, ELD por sus siglas en inglés). Esta elegibilidad se basa en una evaluación de sus habilidades en el idioma inglés para escribir, leer, escuchar y hablar para la cual se usó la prueba de nivel WIDA ACCESS Placement Test (W-APT por sus siglas en inglés) aprobada por el estado y, que se ha confirmado con un conjunto de pruebas académicas válidas y confiables. Entiendo que puedo rehusar a que mi hijo(a) reciba apoyo directo en el programa de ELD al firmar este formulario de Negativa de los padres o tutores. Este formulario va a ser parte del expediente de mi hijo(a) en la escuela y va a ser documentado en el archivo electrónico de mi hijo en Infinite Campus.

Al firmar este formulario de Negativa de padres o tutores, tengo entendido que (escriba sus iniciales):

_____ La evaluación del idioma inglés y la identificación de los estudiantes es una ley federal.

_____ El programa de ELD del Distrito Escolar del Condado de Douglas, ha recomendado que mi hijo(a) participe en el programa de Desarrollo del Idioma Inglés en su escuela.

_____ Los estudiantes que reciben apoyo de los especialistas de ESL/ELD reciben una enseñanza directa en la adquisición de las habilidades del idioma inglés (audio, habla, lectura y escritura).

_____ El maestro o la maestra del salón de clases de mi hijo(a) va a ser responsable de implementar el apoyo de ELD.

_____ De conformidad con la ley federal y estatal y para la medición del crecimiento individual del estudiante en la adquisición del idioma, se requiere que todos los estudiantes del idioma inglés sean examinados anualmente usando el examen WIDA ACCESS, incluso aquellos que están con estatus de oposición de los padres o tutores.

_____ Entiendo que puedo cambiar el estatus de mi hijo(a) a "Activo" en cualquier momento contactando al especialista de ESL/ELD de la escuela.

_____ Se va a agendar una reunión anual para revisar el progreso y el estatus del idioma inglés de mi hijo(a).

Firmas requeridas

_____

Firma del padre o tutor Fecha

_____

Firma del maestro o maestra de ESL/ELD Fecha

_____

Firma del intérprete (si fuera necesario) Fecha

Please complete the following:

- **ESL/ELD Specialist (keep in student's working file)**
- **Parent (email or paper copy)**
- **ELD Department (upload into IC and notify Christina Levesque and Remy Rummel via email)**

Parent Guardian Refusal to Active

Parent/Guardian Refusal to Active Form
English Language Development

I am signing this form to request a change in my child's ELD status from "Parent/Guardian Refusal" to "Active," so that he/she will receive direct support from an ESL/ELD specialist. This form will be part of my student's file at school and documented in my child's Infinite Campus account.

I understand my child, , grade , qualifies to receive English Language Development (ELD) support. This qualification is based on the evaluation of his/her English language skills for speaking, listening, reading, and writing using the state approved English Language Acquisition assessment, and has been confirmed by an academic body of evidence.

I previously refused ELD support for my child by signing a Parent/Guardian Refusal Form. I understand, by signing this form, my child *will* receive direct ELD support from the school's ELD specialist, and my student will have an active English Learner Plan.

Signature of Parent / Guardian Date

Signature of ELD Specialist Date

Signature of Principal Date

Signature of Interpreter (if present) Date

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Formulario de cambio de Rechazo de los padres/tutores a Activo
Desarrollo del Idioma Inglés

Firmo este formulario para solicitar un cambio en el estado de ELD de mi hijo(a) de "Rechazo de los padres/tutores" a "Activo", para que él/ella reciba apoyo directo de un especialista de ESL/ELD. Este formulario será parte del archivo de mi estudiante en la escuela y se documentará en la cuenta de Infinite Campus de mi hijo(a).

Entiendo que mi hijo(a), , de grado , califica para recibir apoyo de Desarrollo de Idioma Inglés (ELD). Esta calificación se basa en la evaluación de sus habilidades de idioma inglés para hablar, escuchar, leer y escribir utilizando la evaluación de adquisición del idioma inglés aprobada por el estado, y que un compendio probatorio académico ha confirmado.

Antes había rechazado el apoyo de ELD para mi hijo(a) firmando un Formulario de rechazo de los padres/tutores. Entiendo que al firmar este formulario, mi hijo(a) *recibirá* apoyo directo de ELD del especialista de ELD de la escuela, y que mi estudiante tendrá un Plan de Estudiante de Inglés activo.

Firma del padre / tutor	Fecha
Firma del especialista de ELD	Fecha
Firma del director	Fecha
Firma del intérprete (si está presente)	Fecha

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English Language Development
FEP Y1 – Fluent English Proficient
Re-designation Form
Douglas County School District Re. 1

Student Name: Grade:
School: ESL / Dual Language Specialist:
ELD Entry Date: Home Language:

"Under Title VI of the Civil Rights Act of 1964 and the EEOA, all States and LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services. To meet their obligations under Title VI and the EEOA, LEAs must monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied." (Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), p. 6-7).

This form serves as documentation of the named student's fluent English language proficiency and grade level performance and the transition to monitoring status when a student achieves FEP, Year 1 status. Per federal and state guidance, students in Douglas County School District will be monitored for 4 years: FEP Year 1 and Year 2 Monitor, Year 1 and Year 2 Exit.

Criteria for Transitioning to ESL/FEP Y1 Status

ACCESS for ELLs 2.0 English Proficiency Levels
Composite: enter the English Language Proficiency (ELP)
Literacy: enter the English Language Proficiency (ELP)
OR
Alternate ACCESS for ELLs English Proficiency Levels (*if eligible for the CO-ALT)
Composite: enter the English Language Proficiency (ELP)
Literacy: enter the English Language Proficiency (ELP)

To be redesignated from LEP to FEP Y1, a student's Body of Evidence must evidence as aligned with the CDE redesignation pathways. *(Indicate the redesignation pathway. Include all evidence in your submission. Grade reports and EPRs are not acceptable evidence.)*

ACCESS 2.0
☐ Pathway 1.a ☐ Pathway 1.b

Alternate ACCESS
☐ Pathway 2.a ☐ Pathway 2.b

Body of Evidence
☐ Pathway 3

Please mark the following to indicate these criteria have been addressed.
☐ ESL and classroom teacher confirm this student's English language proficiency.
☐ Student will access content with instruction that may require differentiation in FEP Y1 and FEP Y2.
☐ Parent(s) / Guardian(s) have been notified in writing and through the meeting documented below.

Type your signature below. Electronic signatures are accepted as authentic and may take the place of physical signatures.

ESL Teacher: **Classroom / Content Teacher:**

Administrator: **Parent/Guardian:** **Meeting Date:**

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English Language Development
FEP Y1 – Fluent English Proficient
Re-designation Form
Douglas County School District Re. 1

Nombre del estudiante: Grado:
Escuela: ESL / Maestro(a) en dos idiomas:
Fecha de ingreso a ESL: Idioma que se habla en casa:

"En virtud del Título VI de la Ley de Derechos Civiles de 1964 y la Ley sobre Igualdad de Oportunidades de Empleo, Equal Employment Opportunity Act, EEOA por sus siglas en inglés, todos los Estados y LEAs deben asegurar que los estudiantes del idioma inglés puedan participar de manera significativa y equitativa en programas educacionales y servicios. Para satisfacer sus obligaciones en virtud del Título VI y EEOA, LEAs deben monitorear y evaluar a los estudiantes de inglés en los programas de asistencia para el idioma para asegurarse de su progreso con respecto a la adquisición del manejo del inglés y conocimiento del contenido al nivel de su grado, sacar a los estudiantes de inglés de los programas de asistencia para el idioma cuando tienen manejo del inglés y monitorear a los estudiantes que fueron sacados y asegurarse de que no hayan sido sacados prematuramente y de que cualquier insuficiencia académica en la que se haya incurrido en el programa de asistencia para el idioma haya sido remediado". (Directrices sin carácter normativo: Estudiantes de inglés y el Título III de la Ley de Educación Primaria y Secundaria (ESEA por sus siglas en inglés), así como fue modificada por la Ley Todo estudiante triunfa, *Every Student Succeeds Act*, p. 6-7 (ESSA por sus siglas en inglés).

Este formulario sirve como documentación sobre el manejo del idioma inglés fluido y rendimiento al nivel de su grado y la transición al estado de monitoreo del estudiante nombrado cuando un estudiante logra FEP, estado de Año1. Por orientación federal y estatal, los estudiantes en el Distrito Escolar del Condado de Douglas serán monitoreados durante 4 años: Año 1 y Año 2 de Monitoreo, Año 1 y Año 2 de Salida para alcanzar el nivel FEP (Dominio fluido del inglés).

Criterio para la transición hacia el estado ESL/FEP a nivel de Año 1

Niveles de dominio del inglés de ACCESS for ELLs 2.0
Compuesto: ingrese el dominio del idioma inglés (ELP)
Alfabetización: ingrese el dominio del idioma inglés (ELP)

O

Niveles de dominio del inglés de Alternate ACCESS for ELLs (* si es elegible para el CO-ALT)
Compuesto: ingrese el dominio del idioma inglés (ELP)
Alfabetización: ingrese el dominio del idioma inglés (ELP)

Para ser reclasificado de LEP (Dominio limitado del inglés) a FEP Y1 (Año 1 de Dominio fluido del inglés), el compendio probatorio del estudiante debe demostrar que está en conformidad con las trayectorias de reclasificación del Departamento de Educación de Colorado (Indique el método de reclasificación. Incluya todas las pruebas en su presentación. Los reportes de calificaciones de grado y los EPR no son pruebas aceptables).

ACCESS 2.0
☐ Trayectoria 1.a ☐ Trayectoria 1.b

Alternate ACCESS
☐ Trayectoria 2.a ☐ Trayectoria 2.b

Compendio probatorio
☐ Trayectoria 3

Appendix G

English Langauge Development Plan (ELDP - Student Plan)

Douglas County School District
Learn Today, Lead Tomorrow

2021-2022 DCSD - ELDP
Douglas County School District

eduCLIMBER

Ph: Fax:

Student Information

Student Name:
MSStudent, Demo

School Name:
Ranch View Middle School

Grade:
8th

Birthdate:
2010-09-01

State Student ID:

Date Record Created:
2022-10-12

Reporting Period - School Year:
2022-2023

Background Information

READ
Not Specified

IEP
Not Specified

504
Not Specified

ELDP
Not Specified

EL Service
Not Specified

Language Background:
cmn

EDL Teacher:

Student Interests and Strengths:

Date Enrolled in US
Not Specified

Does this student have DCSD - CO Assessment Accommodations:

*** Find DCSD - CO Assessment Accommodations plan in the Student Profile/Forms tab.**

Colorado State Assessment Accommodations/ACCESS for ELLs and/or Approved Unique Accommodations:

Section 16

Parent Information

Does the parent require an interpreter? **Notes:**
Not Specified

If yes, in which language?: Did parent decline services?
Not Specified

Parent /Guardian gave permission to email data, including the ELLP, to their personal email address.:

Guardian Information:

Guardian Name	Phone	Work Phone	Email	Relationship

Assessment and Data Analysis

- ☐ Expand iReady Assessment and Data Analysis
- ☐ Expand ACCESS Assessment and Data Analysis
- ☐ Expand CMAS Assessment and Data Analysis

Data Interpretation / NarrativeSummary of Body of Evidence:

ELD Programming & Student Goals

ELD Programming Information:
Co-taught classes with specific ELD support

ELD Programming Information - Additional:

☑ **Area of Focus - Listening Domain**

Key Uses Description - Listening Domain - SEMESTER 1:

Mid Year Review Date:

Key Uses Description - Listening Domain - SEMESTER 2:

Notes for Next Year:

Additional Key Uses Description - Listening Domain:

Goal Description - Listening Domain - SEMESTER 1:

Goal Description - Listening Domain - SEMESTER 2:

AdditionalGoal Description - Listening Domain :

Strategies/Interventions to achieve goal - Listening Domain:

Classroom Teacher will... - Listening Domain - SEMESTER 1:

Classroom Teacher will... - Listening Domain - SEMESTER 2:

Classroom Teacher will... - Listening Domain:

ESL Teacher will... - Listening Domain - SEMESTER 1:

ESL Teacher will... - Listening Domain - SEMESTER 2:

ESL Teacher will... - Listening Domain:

Family will... - Listening Domain - SEMESTER 1:

Family will... - Listening Domain - SEMESTER 2:

Family will... - Listening Domain:

Student will... - Listening Domain - SEMESTER 1:

Student will... - Listening Domain - SEMESTER 2:

Student will... - Listening Domain:

Review Date - Listening Domain: **Review Recommendation - Listening Domain:**

Goal Review Notes - Listening Domain:

☑ **Area of Focus - Speaking Domain**

Key Uses Description - Speaking Domain - SEMESTER 1:

Mid Year Review Date:

Key Uses Description - Speaking Domain - SEMESTER 2:

Notes for Next Year:

Additional Key Uses Description - Speaking Domain:

Goal Description - Speaking Domain - SEMESTER 1:

Goal Description - Speaking Domain - SEMESTER 2:

Additional Goal Description - Speaking Domain:

Strategies/Interventions to achieve goal - Speaking Domain:

Classroom Teacher will... - Speaking Domain - SEMESTER 1:

Classroom Teacher will... - Speaking Domain - SEMESTER 2:

Classroom Teacher will... - Speaking Domain:

ESL Teacher will... - Speaking Domain - SEMESTER 1:

ESL Teacher will... - Speaking Domain - SEMESTER 2:

ESL Teacher will... - Speaking Domain:

Family will... - Speaking Domain - SEMESTER 1:

Family will... - Speaking Domain - SEMESTER 2:

Family will... - Speaking Domain:

Student will... - Speaking Domain - SEMESTER 1:

Student will... - Speaking Domain - SEMESTER 2:

Student will... - Speaking Domain:

Review Date - Speaking Domain:

Review Recommendation - Speaking Domain:

Goal Review Notes - Speaking Domain:

☑ **Area of Focus - Reading Domain**

Key Uses Description - Reading Domain - SEMESTER 1:
Identifying main ideas in narrative and informational text

Mid Year Review Date:

Key Uses Description - Reading Domain - SEMESTER 2:
Summarizing information from multiple related sources

Notes for Next Year:

Additional Key Uses Description - Reading Domain:

Goal Description - Reading Domain - SEMESTER 1:

Goal Description - Reading Domain - SEMESTER 2:

Additional Goal Description - Reading Domain:

Strategies/Interventions to achieve goal - Reading Domain:

Classroom Teacher will... - Reading Domain - SEMESTER 1:
Check for understanding

Classroom Teacher will... - Reading Domain - SEMESTER 2:
Provide small group instruction

Classroom Teacher will... - Reading Domain:

ESL Teacher will... - Reading Domain - SEMESTER 1:
Frontload vocabulary and concepts

ESL Teacher will... - Reading Domain - SEMESTER 2:
Provide resources representing student cultures

ESL Teacher will... - Reading Domain:

Family will... - Reading Domain - SEMESTER 1:
Provide a quiet study area

Family will... - Reading Domain - SEMESTER 2:

Family will... - Reading Domain:

Student will... - Reading Domain - SEMESTER 1:
Read everyday

Student will... - Reading Domain - SEMESTER 2:

Student will... - Reading Domain:

Review Date - Reading Domain:

Review Recommendation - Reading Domain:

Goal Review Notes - Reading Domain:

☑ **Area of Focus - Writing Domain**

Key Uses Description - Writing Domain - SEMESTER 1:

Mid Year Review Date:

Key Uses Description - Writing Domain - SEMESTER 2:

Notes for Next Year:

Additional Key Uses Description - Writing Domain:

Goal Description - Writing Domain _ SEMESTER 1:

Goal Description - Writing Domain _ SEMESTER 2:

Additional Goal Description - Writing Domain:

Strategies/Interventions to achieve goal - Writing Domain:

Classroom Teacher will... - Writing Domain - SEMESTER 1:

Classroom Teacher will... - Writing Domain - SEMESTER 2:

Classroom Teacher will... - Writing Domain:

ESL Teacher will... - Writing Domain - SEMESTER 1:

ESL Teacher will... - Writing Domain - SEMESTER 2:

ESL Teacher will... - Writing Domain:

Family will... - Writing Domain - SEMESTER 1:

Family will... - Writing Domain - SEMESTER 2:

Family will... - Writing Domain:

Student will... - Writing Domain - SEMESTER 1:

Student will... - Writing Domain - SEMESTER 2:

Student will... - Writing Domain:

Review Date - Writing Domain:

Review Recommendation - Writing Domain:

Goal Review Notes - Writing Domain:

☑ **Area of Focus - Post Secondary/Workforce Goal**

Key Uses Description - Post Secondary/Workforce Goal:

Goal Description - Post Secondary/Workforce Goal:

Strategies/Interventions to achieve goal - Post Secondary/Workforce Goal:

Classroom Teacher will... - Post Secondary/Workforce Goal - SEMESTER 1:
Allow intentional use of native language

Classroom Teacher will... - Post Secondary/Workforce Goal - SEMESTER 2:

Classroom Teacher will... - Post Secondary/Workforce Goal:

ESL Teacher wil... - Post Secondary/Workforce Goal - SEMESTER 1:

ESL Teacher wil... - Post Secondary/Workforce Goal - SEMESTER 2:

ESL Teacher will... - Post Secondary/Workforce Goal:

Family will... - Post Secondary/Workforce Goal - SEMESTER 1:

Family will... - Post Secondary/Workforce Goal - SEMESTER 2:

Family will... - Post Secondary/Workforce Goal:

Student will... - Post Secondary/Workforce Goal - SEMESTER 1:
Go on family field trips

Student will... - Post Secondary/Workforce Goal - SEMESTER 2:

Student will... - Post Secondary/Workforce Goal:

Review Date - Post Secondary/Workforce Goal:

Review Recommendation - Post Secondary/Workforce Goal:

Goal Review Notes - Post Secondary/Workforce Goal:

Interpreter

Interpreter - Use of Interpreter #1

Date Interpreter Used:

Name of Interpreter:

Primary Reason for Interpreter:
Parent Teacher Conferences

Interpreter - Use of Interpreter #2

Date Interpreter Used: **Name of Interpreter:** **Primary Reason for Interpreter:**

Interpreter - Use of Interpreter #3

Date Interpreter Used: **Name of Interpreter:** **Primary Reason for Interpreter:**

Parent / Guardian Contact Log

Parent Contact - Parent Contact #1

Document communication regarding this ELDP here. It is advisable to keep a separate communication log for all other communication with parents and families.

Date of Parent Contact: **Type of parent Contact:** **Name of Interpreter:**

Parent Contact Notes:

Parent Contact - Parent Contact #2

Document communication regarding this ELDP here. It is advisable to keep a separate communication log for all other communication with parents and families.

Date of Parent Contact: **Type of parent Contact:** **Name of Interpreter:**

Parent Contact Notes:

Parent Contact - Parent Contact #3

Document communication regarding this ELDP here. It is advisable to keep a separate communication log for all other communication with parents and families.

Date of Parent Contact: **Type of parent Contact:** **Name of Interpreter:**

Parent Contact Notes:

Accommodations

☐ Expand Accommodations

Attachments

Does this plan have attachments?: * Attachments are located in the Student Profile.

ELP Plan Review & Next Steps

School Contact Person:	**School Contact Email:**

Confirmation: ID paperwork has been uploaded into Infinite Campus:

Parent / Guardian Signature with Date	*ESL / ELD Specialist Signature with Date*
Type Name Here:	**Type Name Here:**

Appendix H

Redesignation Criteria and Training Materials

Follow this link for the 2021-2022 End of Year Instructions. This document houses all of the required tasks for redesignation and for closing out the academic year. All redesignation guidance alings specifically with the CDE's expectations and guidance.

Training occurs using this document throughout the end of the year via the ELD Think Tank, ELD support sessions, and new ELD teacher trainings.

Appendix I

Registrar Training

See this LINK for the full presentation.

Appendix J

ACCESS for ELLs Training Materials and Schedule

ACCESS for ELLs training in DCSD takes place annually in late November or early December. ELD teachers in DCSD are the “school coordinators” of ACCESS for ELL training. All ELD teachers participate in the live ACCESS for ELLs annual training. Additionally, all test administrators in DCSD complete the required online training as indicated by the CDE.

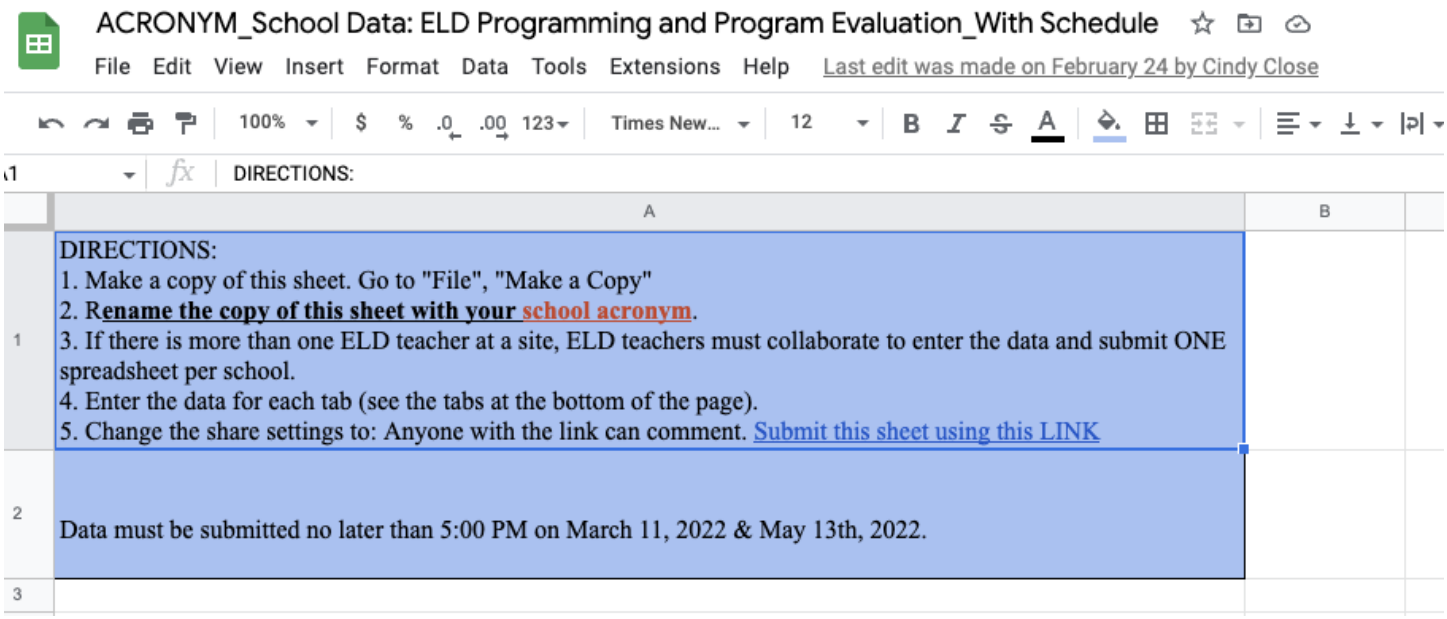
Follow this link for the ACCESS for ELLs training slides.

Appendix K

Progress Monitoring & Program Evaluation

See this LINK for progress monitoring and program evaluation.

SAMPLE



Appendix L

Family & Community Partnerships Plan

The DCSD is partnering with the CDE Family School and Community Partnership (FSCP) team to create a comprehensive and collaborative FSCP plan. The DCSD FSCP Collaborative will meet to work toward the following goals:

1. Explore the National PTA standards and the CDE FSCP Framework and User's Guide to create the foundation of our work as a tool for school improvement
2. Assess our current state of implementation of FSCP across the district and how this relates to school impromement
3. Align our FSCP practices to create opportunities for increased collaboration
4. Identify an element of the CDE FSCP rubric on which to focus based on the data and the initial assessment of our current practices
5. Identify effective practices to leverage FSCP as a school improvement tool, focusing and aligning our work to one element of the CDE FSCP rubric
6. Re-assess implementation using the CDE FSCP rubrics and user's guide to determine growth and next steps

Appendix M

A day in the Life of Multilingual Learners

Coming Soon!