

Buffalo Lake-Hector-Stewart District #2159

Buffalo Lake, MN 55314

P.O. Box 307

Hector, MN 55342

English Learner (EL) Plan of
Service and Procedure Manual
2021-2022



Revised 07/21/21

Buffalo Lake-Hector-Stewart District #2159
ENGLISH LEARNERS (EL) PROGRAM

The Mission of Buffalo Lake-Hector-Stewart (BLHS) Public Schools is to prepare students to be contributing members of a changing society through supportive and relevant educational strategies.

In addition to the Mission of BLHS, the Multilingual Department at BLHS is designed to be a research-based language program that provides students with both social and academic language instruction in reading, writing, speaking, and listening. The program is to provide language support to English Language Learners that will allow them to participate fully in academic classes taught in English.

Outcomes include:

- English learners will be able to communicate for social and instructional purposes within the school setting.
- English learners will communicate information, ideas, and concepts necessary for academic success in the following content areas: language arts, mathematics, science, and social studies.

Minnesota's Definition of an EL Student

As defined in the Minnesota Education for Limited English Proficiency Act (M.S.124D.59), EL students are students in grades Kindergarten through 12 who meet the following criteria:

1. The pupil, as declared by parent/guardian (1) first learned a language other than English, (2) comes from a home where the language usually spoken is other than English, or (3) usually speaks a language other than English; and
2. The pupil is determined by: developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English.

Minnesota's Definition of a SLIFE Student

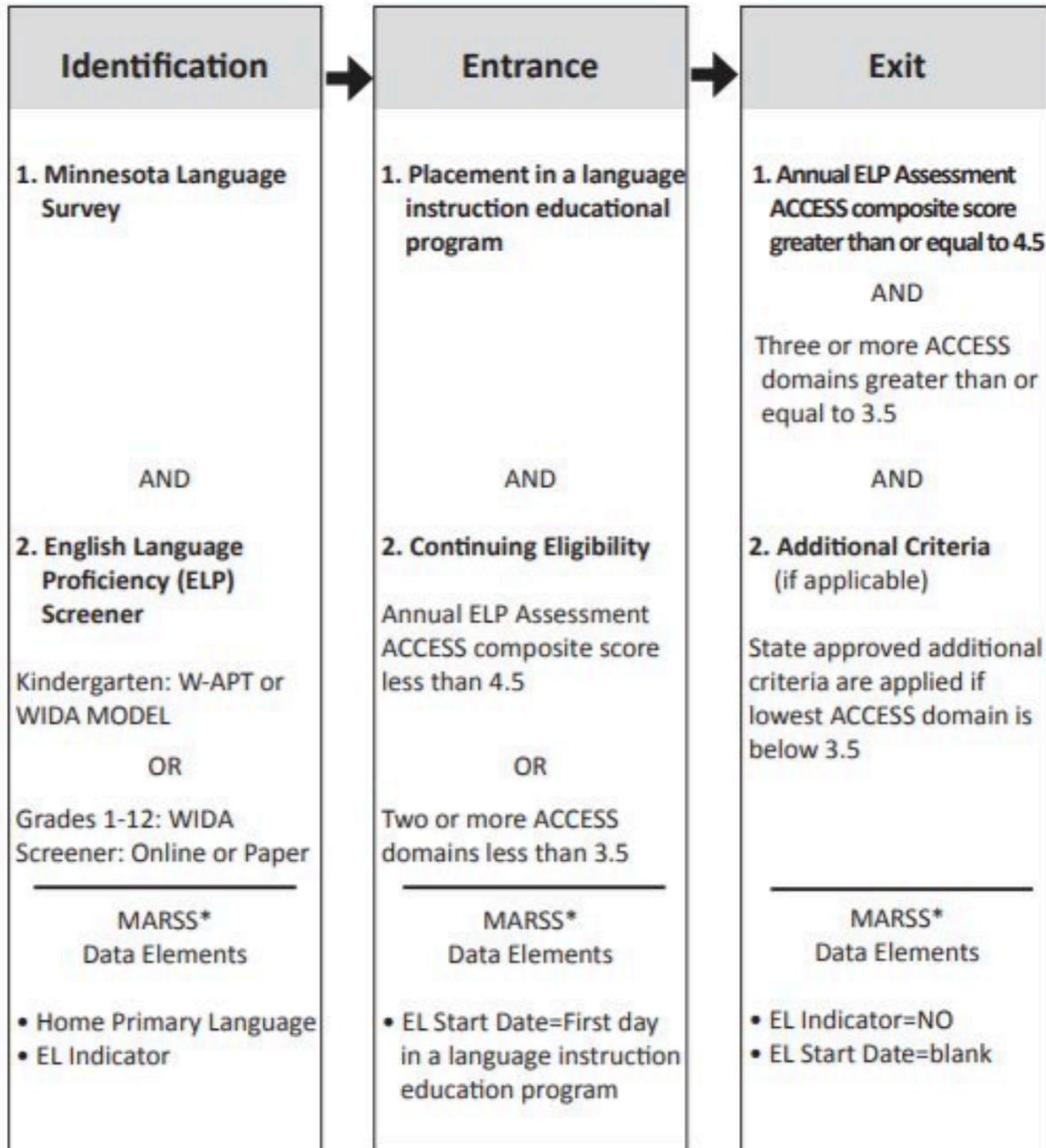
1. Students with limited interrupted formal education (SLIFE) make up an important subset of English learners. The Minnesota Learning English for Academic Proficiency and Success (LEAPS) Act (Minn. Stat. § 124D.59, Subd. 2a) defines SLIFE as an English learner with interrupted formal education who: Comes from a home where the language usually spoken is other than English, or
2. Who usually speaks a language other than English.
3. Enters school in the United States after grade 6.
4. Has at least two years less schooling than the English learner's peers.
5. Functions at least two years below expected grade level in reading and mathematics.
6. May be preliterate in the English learner's native language.

** Only 3 out of the 5 criteria now have to be met for a student to be classified as SLIFE, based on new law by MDE*

Minnesota Standardized English Learner Procedures



Identification, Entrance and Exit



*Minnesota Automated Reporting Student System

Updated July 2017

Multilingual Learner Identification Procedures

Step 1. Home Language Survey

A Home Language Survey will be completed by a parent or guardian of all new students at BLHS Schools with the Registration Office. If a language other than English is marked on the Home Language Survey, the students will be assessed for English Language Proficiency. The Registrar will clarify any differences in family response. **The original Home Language Survey will be placed in the students' Cumulative File. If a student is returning to BLHS, the school will follow the original home language survey.**

Step 2. Cumulative File Check

The EL teacher will check each student file to make note of previous English Learner Service. If a student has been enrolled in a different Multilingual Learner Program in a WIDA state, the results from the WIDA assessments should be used. If a student has been enrolled in a different Multilingual Learner Program that is NOT a WIDA state (*see Appendix for list of states*), then the student should be assessed for ELP status. If a student is new-to-country, every effort will be made to obtain past records from the student's home country school as well as interviews of the student and family in order to better understand past educational experiences. Students will be assigned a schedule based on the grade level, until the bilingual para contacts the previous school for transcript. Schedule will include electives and EL classes and can be modified once a transcript is received.

Step 3. Assessment of English Language Proficiency

Students will be assessed with one of the three approved screeners in Minnesota: the WIDA Screener and the Kindergarten MODEL. The purpose of these assessments is to accurately verify if the student has sufficient proficiency in English to meaningfully access the grade-level curriculum in English without ELD instruction and other support. **The original results of the English Language Proficiency Assessment will be placed in the students' Cumulative File.** Once a student has been identified as EL using one of the above screeners, the student will be given a diagnostic assessment by a content teacher/EL teacher to identify correct placement for services. The assessments could be written, verbal, or using STAR reading/math. This secondary assessment does not need to be placed into the student's CUM files.

A student will be identified as an English Learner if the student meets the criteria outlined in the chart below.

Timing	Kindergarten W-APT	Kindergarten MODEL	WIDA Screener (Grades 1-12)	WIDA Screener (Grades 1-12)
			Online	Paper
Pre-K and 1 st Semester Kindergarten	Combined Listening and Speaking domains, score must be greater than or equal to 28.	Composite Score greater than or equal to 5.0. All domains greater than or equal to 4.	Do not use	Do not use
2 nd Semester Kindergarten	Combined Listening and Speaking domains, score must be greater than or equal to 28. Reading score greater than or equal to 11. Writing score greater than or equal to 12.			
Grades 1-12	Do not use		Composite Score of 4.5 with no domain below a 4.0.	Composite Score of 4.5 with no domain below a 4.0

Step 4. Parent/Guardian Notification of English Learner Services

Minnesota requires that parents and guardians are notified within 10 calendar days of enrollment of a student in English Learner Services.

Title I of ESEA as amended by ESSA requires that parents and/or guardians of English Learners are notified annually within 30 calendar days after the beginning of the school year for enrollment of the student in English Learner Services, or within two weeks after the enrollment of the student in a program during the middle of the school year.

The notification letter must inform the parents that they have the right to visit the program, to request a conference to understand the program and to withdraw the child from the program.

If a parent/guardian withdraws a student from the English Learner program, they must complete the refusal form *each year*. There must be communication with parents to ensure that they understand their child will not receive services. **The signed refusal form is then filed in the students' cumulative file.**

If the English Learner services are refused, the student must remain classified as EL -Yes (LEP) in MARRS. The student will still be required to take the ACCESS test until a proficient score is met. EL staff will also work with the classroom teachers to provide differentiated lessons or strategies if needed to assist the student in his/her learning.

English Learner Entrance Procedures

Step 1. Placement of English Learners and SLIFE Students

Placement of English Learners are made as a team according to their WIDA Screener scores, past educational experiences, age, and need for English Learner services.

Placement of Students with Limited and Interrupted Formal Education (SLIFE students) are made according to age, past educational experiences, the WIDA Screener score, and need for English Learner services. In addition, an educational plan for SLIFE students will be developed to ensure a solid educational plan towards graduation.

Step 2: Continuing English Learner Eligibility

Student score on ACCESS 2.0 includes:

- • An overall composite score that is less than 4.5 **OR**
- • Two or more domain scores are below 3.5

The original results of the ACCESS 2.0 will be placed in the students' Cumulative File.

Based on the results of the ACCESS test, students will be placed based on the Placement Criteria outlined in Step 1 above.

English Learner Exit Procedures

Step 1: Exit and Reclassification is REQUIRED if

Student score on ACCESS 2.0 satisfies **both** of the following criteria:

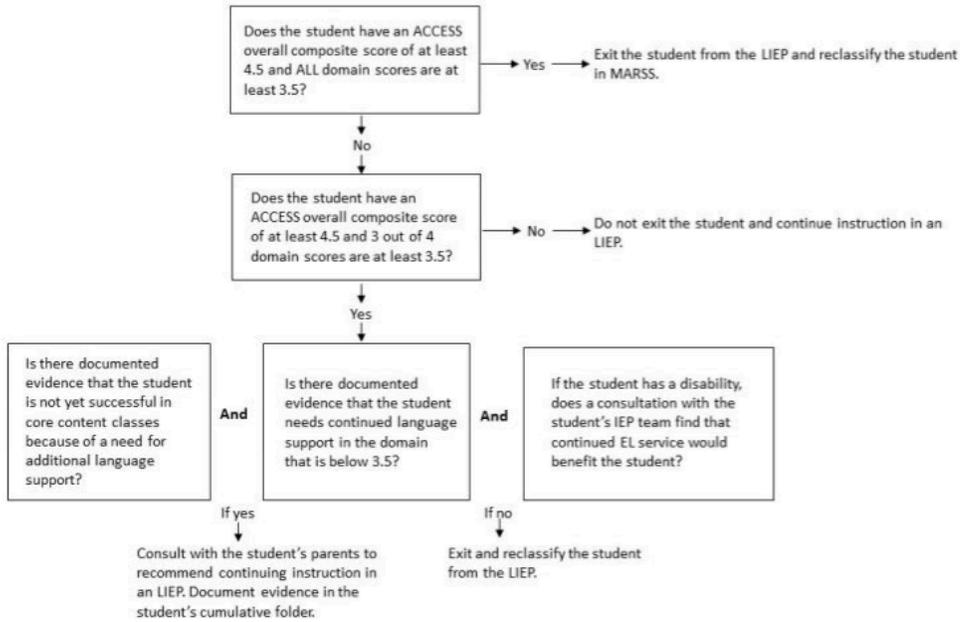
- • Overall composite score of 4.5 or higher **AND**
- • A score of 3.5 or higher in at least 3 of the four domains

When a student meets Exit criteria, the parent/guardian will be notified through a meeting, phone call, and/or letter mailed home. If the parent/guardian agrees with the Exit recommendation, they will sign the English Learner Exit form. **The original, signed copy of the English Learner Exit form will be placed in the student's Cumulative file.**

Step 2: Additional Criteria Applied to Determine Continuing or Exit Eligibility if Student score on ACCESS 2.0 satisfies **both** of the following criteria:

- • Overall composite score of 4.5 or higher **AND**
- • Only one domain score is below 3.5

Additional EL Exit Criteria Decision Tree



*If schools and districts are unable to or fail to document a continuing need for language support, they may not retain a student in an LIEP.

The following assessments may be used as a valid form of additional criteria: Writing Rubric for Minnesota Test of Emerging Academic English (TEAE) Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM)

Monitoring of Exited English Learners Procedures

After students have been exited an English Learner Program and have been reclassified as “EL-No”, the district must monitor their academic progress for **two years**. This monitor period ensures that the students have not been prematurely exited from English Learner services, any academic gaps incurred as a result of participating in the English Learner program have been remedied, and they are meaningfully participating in the standard program instruction comparable to their never-English Learner peers.

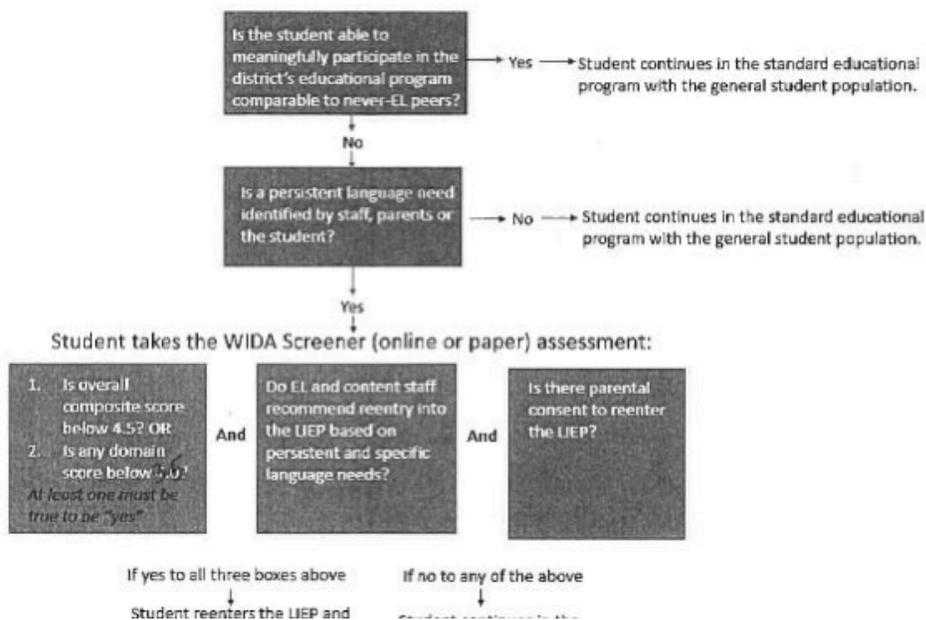
During the Monitoring period, the district needs to establish rigorous monitoring systems that include benchmarks for expected growth and take appropriate steps to assist students who are not adequately progressing toward those goals. The district should establish curriculum maps that ensure vertical alignment of standards and benchmarks across grades and proficiency levels. These curriculum maps create pathways that ensure access to the content and credit needed for graduation.

If BLHS school staff determine that a former English Learner needs to reenter the Multilingual Learner Program, they must classify the students as ‘EL-Yes’ in MARSS and document the reasons why the students are reentered into the program including:

- ● A qualifying WIDA screener score
- ● EL and Staff recommendations
- ● Parental consent
- ● Evidence of persistent and specific language needs

After each year, the original Monitor Forms and notes are placed in the student’s Cumulative file.

Decision Tree Regarding the Monitoring and Status of Former ELs



Services for English Learners

English Learner (EL) instruction means direct English Learner services will be delivered by a certified EL instructor either in a general education setting (co-teaching) or pull-out instruction or sheltered EL classes.

Descriptions of Services

Pull-Out: EL teacher instructs students in a separate classroom.

Co-Teaching: EL teacher and content area teacher instruct a content area together.

A co-teaching model may be implemented based on students' needs and tier. Co-teaching will follow the 'station teaching' model in small groups. The groups will be fluid based on teachers' assessments of needs and progress. The goal is to push-in services to EL students as well as providing more support to General Education teachers.

Sheltered: A content specialist works with a classroom of just EL students.

Additional Support:

Co-Planning: EL teacher and content area teacher will plan instruction and practice strategies for the content area to best meet the learning and instructional levels of the EL students

Standards and Curriculum

The EL program at BLHS is aligned with Minnesota's grade level English Language Arts standards and the English Language Development (ELD) standards and Can-Do Descriptors developed by WIDA.

The ELD Standards are as follows:

Standard 1- Social and Instructional Language

Standard 2- Language of Language Arts

Standard 3- Language of Mathematics

Standard 4 – Language of Science

Standard 5- Language of Social Studies

EL teachers will work with mainstream teachers to connect both the language of language learners as well as the content standards in the delivery of the curriculum. Portfolios will be kept for each English Learner as evidence of student growth over time. The ELD and content standards in our instruction through teacher created scope and sequences, curriculum maps, and collaboration with classroom teachers with identifying essential standards to be incorporated into our EL instruction. Through the Finish Line curriculum, the EL teachers will put the ELD Standards in place by levels throughout the school year so that each standard will be addressed by semester criteria.

Services for Special Education

English Learners may qualify for special education services by following the Special Education identification process. If a student is identified as needing services of special education, the Special Education case manager and the EL teacher will work together to provide the best plan of education for the student. EL students who are being identified as SPED, must demonstrate a disability in both languages, and not a result of being a culturally or linguistically diverse student. There will be a comparison to said student with like peers with similar background (culture and language). If as a team, the student's ability/achievement/behavior is significantly below that of a comparable peer, we can suspect disability (of course after a thorough background history/parent interview/teacher interview/cum review has taken place).

Paraprofessional Support

English Learners may also be provided additional academic support in the mainstream classrooms by Title III Paraprofessionals, Title I personnel, and/or special education programming depending upon student need. Multilingual Learner Paraprofessional support will be strategically implemented and used based on language need and level in a manner that still promotes and allows students to develop independent learning skills and habits.

Tiers and Bands of Service

EL students may be grouped according to grade levels.

Grade Level Bands
K
1
2-3
4-5
6-8
9-12

EL students are also identified by performance levels as follows:
Beginning, Intermediate and Advanced.

Performance Levels	W-APT or ACCESS Score
Beginning (Tier A)	0.0-2.4
Intermediate (Tier B)	2.5-4.4
Advanced (Tier C)	4.5-6.0

Guidelines for Daily English Learner Services

These are general guidelines. The actual amount of service a student is to receive will be based on recommendations by the EL teacher, general education teacher, counselor, and/or administrator.

Kindergarten: **LOW** – 45 minutes **MID** – 40 minutes **HIGH** – 30 minutes

Grade 1:

A – 45 minutes **B** – 40 minutes **C** – 30 minutes

Grades 2-3:

A – 60 minutes **B** – 40 minutes **C** – 30 minutes

Grades 4-5:

A – 60 minutes **B** – 40 minutes **C** – 30 minutes

Grades 6-8:

A – 60 minutes **B** – 45 minutes **C** – 45 minutes

Grades 9-12:

A – 138 minutes **B** – 45 minutes **C** – 45 minutes

Administrative Information

BLHS will make every effort to provide parents with materials and communication in their primary language. A list of available interpreters will be provided for all teachers and administrative assistants at the beginning of each school year. The list is also available through the Building and District Offices.

MARSS: When a student begins receiving service, a start date for English Learner Services should be entered in the student’s MARSS information. A start date for English Learner service must be entered in MARSS annually.

Reclassification of Exited Students as No Longer EL

Once a student has met the Exit criteria, he or she should be reclassified in MARSS as EL “No” – this change will take place in the **fall** of each school year. The change in status is to be completed by the building Registrar.

Annual Progress Evaluation

Each year all English Learner students will be evaluated for progress using the ACCESS assessment, MCA assessments, STAR math and reading assessments and classroom assessments. The results of these assessments will help determine progress and placement within the Multilingual Learner program. This information can also be used to meet exit criteria from the Multilingual Learner program.

Communication to Stakeholders

This manual and other EL services will be communicated to stakeholders in the following ways. An EL committee will be created to include a representation of all stakeholders. This committee will focus on reviewing the program components, student progress based on various levels of assessments, and collection of parent input. The focus group will also check to see how parents are viewing our program through parent surveys, parent nights, and conversations with parents.

Parents	Interpreters; Parent-Teacher Conferences; Parent Meetings; Family Night one in the fall and one in the spring. Phone Calls; Written Format; Quick Sheets in English and Spanish; BLHS & Teacher Websites
Teachers	New teachers will receive training on EL services and EL manual during the new teacher workshop each fall. There will also be annual EL training required by all certified staff.
Administrators	EL topics are discussed quarterly at administration meetings. The EL Manual is reviewed annually. Family Night.
Community Members	EL Manual will be placed on the school website page under district documents. Family Night.

BLHS's Distance Learning Language Instruction Educational Program Plan

For Elementary K-5

WIDA level 1-2.5: All EL students will receive core instruction from classroom teachers. EL teacher will make a "learner's choice" activity board with at least one activity from each of the domains (reading, writing, speaking, listening). The EL teacher will share this with classroom teachers to post on their platform. The EL teacher will talk with students once a week via phone call or text (to the parent's cell phone, google hangout, or Zoom).

WIDA level 2.6-3.5: All EL students receive core instruction from classroom teachers. EL teacher will make a video (screen casting) related to the ELA lesson. The video will provide academic reading and listening practice. Speaking and or writing activities will be assigned at the end of each video. The video will be linked to the classroom teacher's platform once a week. (google classroom 4th, Seesaw App: K-3rd).

WIDA level 3.6-4.5: Support for students will happen on accommodating assignments with gen. ed. teacher. Accommodations for assessments will be per classroom teacher's request. Students will be working on the four domains while completing their grade level practices and activities. Gen Ed teachers will work with the EL teacher when looking for ways to assist these students in practice.

*All videos for intermediate students will be accessible to all students. However, the targeted purpose is to meet the needs of specific language development focus for intermediate students.

For Secondary 6-12

EL teachers will hold two online meetings (zoom, google hangout, Schoology, etc.) a week for each group. Then post the recorded call to google classroom. All work will be assigned through google classroom and will be submitted to the EL teacher.

Additional ideas: (subject to change)

The first contact session will be to connect to grade- level skills which are posted on google classroom by content teacher. The meeting will incorporate listening, speaking, reading and writing domains. The second conference call will focus on reading strategies.

Support Staff

Bilingual paraprofessionals will be assigned to an EL family. Paras will be available for students to meet virtually (zoom or hangout) and act as tutors. Paras will also contact parents or guardians to offer them support during distance learning. Paras will be documenting these meetings to keep track of work and concepts being worked on. Any form of verbal communication between para and student will be structured around the practice guidelines of academic language. Paras will also have students practice the writing process based on academic Tier II and Tier III language when helping students write written responses for classroom work.

Mainstream ML Support

Mainstream teachers will be adding EL teachers and/paras to their google classroom or management system. This will allow access to assist in planning lessons for EL students. Mainstream teachers will also reach out to EL staff to work together in any planning. Mainstream teachers will also use SIOP resources as a way to build in background/prior knowledge in learning the skills and concepts. Mainstream teachers have access to correct placing of skills in reading, writing, listening and speaking for each identified EL student. They can use these current levels of performance when planning learning.

The EL teachers/paras will schedule meetings with classroom teachers to co-plan lessons and strategies for identified students based on current academic language levels. The EL teachers will also assist these teachers with including the four domains (listening, reading, speaking, and writing) in the learning process. The connection can be also through the school's PLC process and meetings.

Communicating with Multilingual/English Families

Paras and EL teachers will communicate with families at least on a weekly basis unless requested by families to be more often. These staff members will also meet virtually with students, whenever possible, to give support and act as a tutor if needed. These paras will also assist parents or students in any of the processes set up for distance learning or will help these families reach out to the appropriate contacts to find the answers. Communication will be delivered in home language for families who have requested for this support to be successful. During and after the distance learning period, parents will be surveyed about the process

APPENDIX

Minnesota Language Survey

Minnesota is home to speakers of more than 100 different languages. The ability to speak and understand multiple languages is valued. The information you provide will be used by the school district to see if your student is multilingual. In Minnesota, students who are multilingual may qualify for a Multilingual Seal upon further assessment. Additionally, the information you provide will determine if your student should take an English proficiency test. Based upon the results of the test, your student may be entitled to English language development instruction. **Access to instruction is required by federal and state law. As a parent or guardian, you have the right to decline English Learner instruction at any time.** Every enrolling student must be provided with the Minnesota Language Survey during enrollment. Information requested on this form is important to us to be able to serve your student. Your assistance in completing the Minnesota Language Survey is greatly appreciated.

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

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

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

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

* All data on this form is private. It will only be shared with district staff who need the information to best serve your student and for legally required reporting about home language and service eligibility to the Minnesota Department of Education. At the district and

Encuesta sobre los Idiomas de Minnesota

Minnesota es el hogar de hablantes de más de 100 idiomas diferentes. La capacidad de hablar y entender varios idiomas es valorada. La información que usted proporcione será utilizada por el distrito escolar para ver si su estudiante es multilingüe. En Minnesota, los estudiantes que son multilingües pueden calificar para un sello multilingüe tras una previa evaluación. Además, la información que usted provea determinará si su estudiante debe tomar una prueba de habilidad del idioma inglés. Basado en los resultados de la prueba, su estudiante puede tener derecho a instrucción de desarrollo del idioma inglés. **El acceso a la instrucción es requerido por la ley federal y estatal. Como padre o tutor, usted tiene el derecho de rechazar la instrucción de clases de Aprendiz de Inglés (English Learner) en cualquier momento.** Cada estudiante que se matricula debe recibir la Encuesta sobre los Idiomas de Minnesota durante la inscripción. La información solicitada en este formulario es importante para poder servir a su estudiante. Su ayuda para completar la Encuesta sobre los Idiomas de Minnesota es muy apreciada.

Información del estudiante	
Nombre completo del estudiante: (Apellido, Nombre, Segundo Nombre)	Fecha de nacimiento o identificación del estudiante:

	Marque la frase que mejor describe a su estudiante:	Indique el (los) idioma (s) aparte del inglés en el espacio provisto:
1. Mi estudiante primero aprendió:	<input type="checkbox"/> idioma(s) aparte del inglés. <input type="checkbox"/> inglés e idioma(s) aparte del inglés. <input type="checkbox"/> solo inglés.	
2. Mi estudiante habla:	<input type="checkbox"/> idioma(s) aparte del inglés. <input type="checkbox"/> inglés e idioma(s) aparte del inglés. <input type="checkbox"/> solo inglés.	
3. Mi estudiante entiende:	<input type="checkbox"/> idioma(s) aparte del inglés. <input type="checkbox"/> inglés e idioma(s) aparte del inglés. <input type="checkbox"/> solo inglés.	
4. Mi estudiante tiene una interacción consistente con:	<input type="checkbox"/> idioma(s) aparte del inglés. <input type="checkbox"/> inglés e idioma(s) aparte del inglés. <input type="checkbox"/> solo inglés.	

El uso del lenguaje por sí solo no identifica a su estudiante como aprendiz de inglés. Si se indica un idioma que no sea el inglés, se evaluará a su hijo para determinar el dominio del idioma inglés.

Información del padre/tutor	
Nombre del padre/tutor (en letra de imprenta):	
Firma del padre/tutor	Fecha:

* Todos los datos en este formulario son privados. Solo se compartirán con el personal del distrito que necesite dicha información para atender mejor

Buffalo Lk-Hector-Stewart Public Sc
English Learner Program Placement

English
English Learner Program Placement

Initial Placement Continuing Placement

Name of Student: _____ Date: _____
(mm/dd/yyyy)

School Location: _____

Dear Parent or Guardian:

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

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

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

Name: _____ Title: _____

Email: _____ Phone: _____

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

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

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

Buffalo Lk-Hector-Stewart Public Sc

English
English Learner Program Placement

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

(Test used to measure level of English proficiency)

(Test used to measure level of English proficiency)

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

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

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

(Test used to measure level of academic achievement)

(Test used to measure level of academic achievement)

Your student's Level of Academic Achievement is: _____

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

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

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

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

Name: _____ Title: _____

Email: _____ Phone: _____

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

English

English Learner Program
Placement

**Buffalo Lk-Hector-Stewart Public Sc
Description of Programs**

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

Your Child's Program:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: Yes No

English Language Used in Instruction: Yes No

Program Exit Criteria:

Description of Other Available English Learner Services:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: Yes No

English Language Used in Instruction: Yes No

Program Exit Criteria:

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

Buffalo Lk-Hector-Stewart Public Sc
Colocación en el Programa para alumnos de inglés

Colocación inicial Colocación continua

Nombre del/la alumno(a): _____ Fecha: _____
(mm/dd/aaaa)

Ubicación de la escuela: _____

Estimado padre/madre/tutor:

Se identificó a su hijo(a) como alumno(a) de inglés. Esta carta brinda información sobre su dominio de inglés. El dominio de un idioma es una estimación de la capacidad que tiene una persona para comprender y comunicarse en ese idioma o mediante el modo de comunicación que prefiera. La escuela ofrecerá servicios que ayudarán a su hijo(a) a dominar el inglés y a tener éxito en la escuela. Esta carta proporciona información sobre cómo decidimos que su hijo(a) es alumno(a) de inglés y otra información importante. Esta es la información que se incluye en la carta:

- El nivel de dominio de inglés de su hijo(a);
- El nivel de dominio necesario para ser considerado competente;
- Una estimación de cuánto tiempo debería tomarle a su hijo(a) lograr el dominio del inglés;
- El método de instrucción usado en los Servicios para alumnos de inglés (English Learner Services);
- Otros Servicios para alumnos de inglés que pueden estar disponibles para ayudar a su hijo(a);
- Información sobre la solicitud de otros servicios para ayudar a su hijo(a) a lograr el dominio del inglés;
- Información para rechazar los Servicios para alumnos de inglés que ofrecemos;
- En caso de estar disponible, información sobre el desempeño general de su hijo(a) en la escuela;
- Información sobre el porcentaje de alumnos de inglés que se gradúan de la escuela preparatoria, y
- Si su hijo(a) tiene una discapacidad, recibirá información sobre cómo los servicios para lograr el dominio del inglés ayudarán a cumplir con los objetivos educativos establecidos para su hijo(a).

Debemos darle esta información sobre su hijo(a). La ley educativa exige que le enviemos esta información y que nos aseguremos de que la comprende. Si necesita ayuda para comprender esta carta, comuníquese con:

Nombre: _____ Título: _____

Correo electrónico: _____ Teléfono: _____

¿Necesita un intérprete? Infórmenos y nos aseguraremos de contar con un profesional disponible.

Su hijo(a) recibirá instrucción de conformidad con los Servicios para alumnos de inglés de nuestro distrito escolar que son financiados por el Artículo I o el Artículo III de la ley educativa llamada Ley de Educación Primaria y Secundaria (Elementary and Secondary Education Act (ESEA)) en su versión vigente de 2015. A veces, los Artículos I y III pagan estos servicios.

Usted completó una encuesta de lengua materna e indicó que su hijo(a) habla otro idioma que no es inglés. Como su hijo(a) habla otro idioma que no es inglés, le realizamos una prueba de dominio de inglés. Según los resultados de esta prueba, su hijo(a) es elegible para recibir los Servicios para alumnos de inglés. La colocación en los Servicios para alumnos de inglés que se adaptan mejor a las necesidades de su hijo(a) se basan en 1) los resultados de esta prueba, 2) el desempeño de su hijo(a) en la escuela y 3) otra información educativa sobre su hijo(a). Los Servicios para alumnos de inglés elegidos están diseñados para ayudar a su hijo(a) a aprender inglés de modo que pueda cumplir con los estándares académicos, tenga éxito en la escuela y se gradúe de la preparatoria. El índice estimado de transición para finalizar los Servicios para alumnos de inglés es de _____ (*number of years*). El porcentaje de graduación de la escuela preparatoria de alumnos que reciben Servicios para alumnos de inglés es del _____ %. Si su hijo(a) tiene una discapacidad y participa en un Programa de educación individualizada (Individualized Education Program (IEP)), el desarrollo de su capacidad para escuchar, hablar, leer y escribir en inglés le ayudará a cumplir con los objetivos del IEP.

Buffalo Lk-Hector-Stewart Public Sc

Spanish
English Learner Program Placement

El nombre de la prueba de dominio de inglés que realizó su hijo(a) es:

- _____
(Prueba usada para medir el nivel de dominio del idioma inglés)
- _____
(Prueba usada para medir el nivel de dominio del idioma inglés)

El nivel de dominio del idioma inglés del/la alumno(a) es: _____ El puntaje más alto posible es: _____

El nivel necesario para lograr el dominio del idioma inglés y dejar los Servicios para alumnos de inglés es:

Si corresponde, se midió el nivel de rendimiento académico de su hijo(a) mediante las siguientes pruebas:

- _____
(Prueba usada para medir el nivel de rendimiento académico)
- _____
(Prueba usada para medir el nivel de rendimiento académico)

El nivel de rendimiento académico del/la alumno(a) es: _____

El método de instrucción usado en los Servicios para alumnos de inglés es:

- Bilingüe, que incluye programas de clases bilingües, inmersión bilingüe, transición bilingüe y de desarrollo bilingüe:** la instrucción se proporciona en inglés y en la lengua materna de su hijo(a).
- Lengua de herencia:** la instrucción se proporciona en la lengua materna, nativa o ancestral que también se utiliza para ayudar a su hijo(a) a lograr el dominio del inglés.
- Programa basado en contenidos para alumnos de inglés, Inglés como segunda lengua (English as a Second Language (ESL)) o Inglés en contexto (Sheltered English), lo que incluye instrucción de inglés en contexto, inmersión estructurada en el idioma inglés e instrucción académica especialmente diseñada dictada en inglés:** la instrucción se proporciona en inglés solamente y se adapta al nivel de inglés del/la alumno(a). Este método de instrucción se utiliza para que los alumnos de inglés puedan comprender la instrucción académica en inglés. Esto los ayudará a dominar el idioma y, al mismo tiempo, a tener éxito en las áreas de contenido.
- Alumnos de inglés o ESL que se retiran de la clase:** los alumnos salen de la clase donde solo se usa inglés durante el día para recibir instrucción para alumnos de inglés o ESL.
- Otro:** _____

- Los Servicios para alumnos de inglés de su hijo(a) no son el único Programa para el aprendizaje progresivo de inglés del distrito. Adjuntamos información adicional sobre los Servicios para alumnos de inglés de su hijo(a) y, en caso de estar disponibles, otros programas de idiomas del distrito.

Póngase en contacto con la persona que se menciona a continuación o con _____ si desea solicitar: (a) el retiro inmediato de su hijo(a) de los Servicios para alumnos de inglés del Artículo I, el Artículo III o ambos; (b) opciones disponibles para su hijo(a) si rechaza los Servicios para alumnos de inglés o desea otro método de instrucción, o (c) asistencia para seleccionar otros programas o métodos de instrucción del distrito, si estuvieran disponibles.

Nombre: _____ Título: _____

Correo electrónico: _____ Teléfono: _____

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

Buffalo Lk-Hector-Stewart Public Sc
Descripción de los programas

La meta de los Servicios para alumnos de inglés del distrito es ayudar a su hijo(a) a aprender inglés y alcanzar los estándares académicos con el fin de aprobar el año escolar y graduarse. Los Servicios para alumnos de inglés que se describen aquí se ofrecen a través del financiamiento de la ley ESEA del Artículo I, el Artículo III o ambos. Estos servicios se suman a los Programas para el aprendizaje progresivo de inglés de nuestro distrito. Cada programa está diseñado para ayudar a su hijo(a) a lograr el dominio del inglés y a tener éxito en la escuela. Nuestro personal identificó las fortalezas y necesidades educativas de su hijo(a), y seleccionó los métodos de instrucción que se describen a continuación. Se estima que su hijo(a) continuará en los Servicios para alumnos de inglés durante _____ años. Cuando su hijo(a) logre el dominio del inglés, se trasladará a un programa de día completo que no está diseñado para alumnos de inglés.

Programa de su hijo(a):

Método(s) de instrucción:

Contenido del programa para alcanzar el dominio de conformidad con los estándares del estado:

Lengua materna usada para la instrucción: Sí No

Inglés usado para la instrucción: Sí No

Criterios de finalización del programa:

Descripción de otros Servicios para alumnos de inglés disponibles:

Método(s) de instrucción:

Contenido del programa para alcanzar el dominio de conformidad con los estándares del estado:

Lengua materna usada para la instrucción: Sí No

Inglés usado para la instrucción: Sí No

Criterios de finalización del programa:

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

Buffalo Lk-Hector-Stewart Public Sc
Explanation of Consequences for Refusing English Learner Services

Date: _____
(mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III, or both.

Title VI of the Civil Rights Act and the U.S. Supreme Court case Lau v. Nichols ruling require schools and districts to provide services to English learner students to help them become proficient in English and succeed academically in school. Proficiency in a language is a measure of a person’s ability to understand and communicate in that language or in a person’s preferred mode of communication. Our school district provides programs and services designed to help increase your child’s level of English proficiency. Even if you do not want your child to participate in our district’s English Learner Services, the district is still required by Civil Rights law to provide services to your child that will help your child become proficient in English and succeed academically in school.

English Learner Services provided by Title I, Title III, or both are services that are provided to students learning English that are in addition to the district’s English Language Development Program. Refusing to allow your child to participate in these services will result in your child not being given all of the services our district provides to help your child become proficient in English and meet high academic grade level standards and graduation requirements.

If you refuse the English Learner Services our district provides, your child will still be required to take the annual test of English language proficiency. All English learner students are tested annually until they become proficient in English.

Refusing the district’s English Learner Services could result in your child taking longer to meet the requirements to become proficient in English than other students that do participate in these services. Refusing these programs could also delay your child’s ability to fully participate in educational programs offered by our district.

Sincerely,

Name

Title

Phone

Email

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

Buffalo Lk-Hector-Stewart Public Sc
Explicación de las consecuencias de rechazar los Servicios para alumnos de inglés

Fecha: _____
(mm/dd/aaaa)

Estimado padre/madre/tutor:

Ha indicado que desea rechazar los Servicios para alumnos de inglés (English Learner Services) para su hijo(a) del Artículo I, el Artículo III o ambos.

El Artículo VI de la Ley de Derechos Civiles (Civil Rights Act) y el fallo de la Corte Suprema de los Estados Unidos en el caso Lau v. Nichols exigen que las escuelas y los distritos les proporcionen servicios a los alumnos de inglés para ayudarles a lograr el dominio del idioma inglés y tener éxito académico en la escuela. El dominio de un idioma es una estimación de la capacidad que tiene una persona para comprender y comunicarse en ese idioma o mediante el modo de comunicación que prefiera. Nuestro distrito escolar proporciona programas y servicios diseñados para ayudar a mejorar el nivel de dominio del idioma inglés de su hijo(a). Incluso si no desea que su hijo(a) participe en nuestros Servicios para alumnos de inglés, en virtud de la ley de Derechos Civiles, el distrito debe proporcionarle servicios que le ayudarán a lograr el dominio del inglés y a tener éxito académico en la escuela.

Los Servicios para alumnos de inglés del Artículo I, el Artículo III o ambos son servicios que se proporcionan a alumnos que están aprendiendo inglés que se suman al Programa para el aprendizaje progresivo de inglés (English Language Development Program) del distrito. Si se niega a permitir que su hijo(a) participe en estos servicios, este(a) no tendrá acceso a todos los servicios que nuestro distrito proporciona para ayudar a que logre el dominio del inglés y cumpla con los altos estándares académicos de su nivel de grado y los requisitos de graduación.

Si rechaza los Servicios para alumnos de inglés que proporciona nuestro distrito, su hijo(a) igualmente deberá realizar la prueba anual de dominio del idioma inglés. Todos los alumnos de inglés son evaluados anualmente hasta que dominen el idioma.

Rechazar los Servicios para alumnos de inglés del distrito podría dar lugar a que su hijo(a) tardara más en cumplir con los requisitos para lograr el dominio del inglés que otros alumnos que sí participan en estos servicios. Rechazar estos programas también puede retrasar la capacidad de su hijo(a) para participar completamente en los programas educativos que ofrece nuestro distrito.

Atentamente,

Nombre

Título

Teléfono

Correo electrónico

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

Buffalo Lk-Hector-Stewart Public Sc
Request for Change in English Learner Program

English
Request for Change in English Learner Program

Date: _____
(mm/dd/yyyy)

Dear Parent or Guardian:

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

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

Thank you.

Request for Change in English Learner Program

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

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

Please place my child in the following program: _____

Parent or Guardian Signature

Date (mm/dd/yyyy)

Please Respond
in English

Buffalo Lk-Hector-Stewart Public Sc

Spanish
Request for Change in English
Learner Program

Solicitud de cambio en el Programa para alumnos de inglés

Fecha: _____
(mm/dd/aaaa)

Estimado padre/madre/tutor:

Ha indicado que desea rechazar los Servicios para alumnos de inglés (English Learner Services) para su hijo(a) que ofrece el Artículo I, el Artículo III o ambos. Si bien ofrecemos los Servicios para alumnos de inglés que consideramos son los más apropiados para el nivel de dominio del inglés de su hijo(a), usted tiene el derecho de rechazarlos. El dominio de un idioma es una estimación de la capacidad que tiene una persona para comprender y comunicarse en ese idioma o mediante el modo de comunicación que prefiera.

Si decide rechazar los Servicios para alumnos de inglés que ofrece el Artículo I, el Artículo III o ambos, complete y firme la parte inferior de este formulario y devuélvalo a la escuela de su hijo(a). Este formulario debe completarse cada año hasta que su hijo(a) logre el dominio del inglés.

Gracias.

Solicitud de cambio en el Programa para alumnos de inglés

Yo, _____ (*parent or guardian*) de _____ (*student*) he sido informado sobre mi derecho a rechazar los Servicios para alumnos de inglés. Se me ha informado de otros programas de idiomas o métodos de instrucción del distrito, si estuvieran disponibles, y solicito que se tomen las siguientes medidas:

- Deseo rechazar los Servicios para alumnos de inglés que ofrece el Artículo I, el Artículo III o ambos.
- Solicito que coloquen a mi hijo(a) en otro Servicio para alumnos de inglés o método de instrucción del Artículo I, el Artículo III o ambos, en caso de que estuvieran disponibles.

Solicito que se coloque a mi hijo(a) en el siguiente programa: _____

Firma del padre/madre o tutor

Fecha (mm/dd/aaaa)

**Buffalo Lk-Hector-Stewart Public Sc
English Learner Program Exit Letter**



Student Name: _____ Date: _____
(mm/dd/yyyy)

School: _____

Dear Parent or Guardian:

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

(Test used to measure level of English proficiency)

(Test used to measure level of English proficiency)

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

Your child will:

Continue to attend: _____ (name of school)

Be transferred to: _____ Beginning: _____
(name of school) (mmp/dd/yyyy)

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

Sincerely,

_____ Name

_____ Title

_____ Phone

_____ Email

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

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

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

Parent or Guardian Name: _____

Phone: _____ Email: _____

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

Buffalo Lk-Hector-Stewart Public Sc
Carta de finalización del Programa para alumnos de inglés

Spanish
English Learner Program Exit Letter

Nombre del/la alumno(a): _____ Fecha: _____
(mm/dd/aaaa)

Escuela: _____

Estimado padre/madre/tutor:

Los resultados de una evaluación reciente demuestran que su hijo(a) ha logrado un avance significativo en su capacidad para leer, escribir, hablar y escuchar en inglés. El dominio de un idioma es una estimación de la capacidad que tiene una persona para comprender y comunicarse en ese idioma o mediante el modo de comunicación que prefiera. Su hijo(a) realizó las siguientes pruebas del estado y del distrito:

- _____
(Prueba usada para medir el nivel de dominio del idioma inglés)
- _____
(Prueba usada para medir el nivel de dominio del idioma inglés)

Como resultado de su avance en el dominio del inglés, ya no participará en los Servicios para alumnos de inglés (English Learner Services) del Artículo I, el Artículo III o ambos del distrito escolar.

Su hijo(a):

- Continuará asistiendo a: _____ (name of school)
- Será transferido(a) a: _____ Fecha de inicio: _____
(nombre de la escuela) (mm/dd/aaaa)

Gracias por ayudar a su hijo(a) a finalizar los Servicios para alumnos de inglés. Si tiene alguna pregunta o inquietud, llame a la escuela o al maestro de su hijo(a). Se realizará un seguimiento del avance académico de su hijo(a) durante al menos cuatro años para garantizar que tenga éxito académico.

Atentamente,

_____	_____
Nombre	Título
_____	_____
Teléfono	Correo electrónico

Padre/madre o tutor: complete la siguiente sección y devuelva todo el formulario a la escuela de su hijo(a).

Acepto el plan de finalización de _____ (student name) de los Servicios para alumnos de inglés. Comprendo que ahora mi hijo(a) recibirá una educación sin apoyos para alumnos de inglés.

Firma del padre/madre o tutor: _____ Fecha: _____
(mm/dd/aaaa)

Nombre del padre/madre o tutor: _____

Teléfono: _____ Correo electrónico: _____

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

Two Year Monitoring Form

This student has reached a level of English language proficiency that indicates that he or she no longer needs English Learner services. The student has been exited from the Multilingual Learner program and will be monitored for **two years**. The English Learner teacher will work with the mainstream teachers, district assessment coordinator, and administrators to collect quarterly notes and data in order to monitor the students' progress in mainstream classes.

Student Name _____

Exit Date _____ **Year 1 Quarterly**

Monitor Notes of EL and Mainstream Teachers:

Concerns/Successes after Quarter 1 (Date _____):

Concerns/Successes after Quarter 2 (Date _____):

Concerns/Successes after Quarter 3 (Date _____):

Concerns/Successes after Quarter 4 (Date _____):

End of Year 1 Notes:

Grade

After year 1 of monitoring, _____ is performing _____

Year 1 Assessment History:

MCA Reading _____ MCA Math _____ MCA Science _____

STAR Math Fall _____ STAR Math Winter _____ STAR Math Spring _____

STAR Reading Fall _____ STAR Reading Winter _____ STAR Reading Spring _____

Year 2 Quarterly Monitor Notes of EL and Mainstream Teachers:

Concerns/Successes after Quarter 1 (Date _____):

Concerns/Successes after Quarter 2 (Date _____):

Concerns/Successes after Quarter 3 (Date _____):

Concerns/Successes after Quarter 4 (Date _____):

End of Year 2 Notes:

After year 1 of monitoring, _____ is performing _____

Year 2 Assessment History:

MCA Reading _____

STAR Math Fall _____

STAR Reading Fall _____

MCA Math _____

STAR Math Winter _____

STAR Reading Winter _____

MCA Science
STAR Math Spring
STAR Reading Spring

Final Monitor Decision:

_____ Student is done with the two-year monitoring process and has achieved a performance that is at grade and peer level.

_____ Student is done with the two-year monitoring process but has not achieved a performance at grade or peer level. The student will be considered for reentry into the Multilingual Learner Program. As a result, attached to this document are the data showing a need for reentry:

- * WIDA Screener Scores _____
- * EL and Staff Recommendations _____
- * Parental Consent _____
- * Evidence of persistent and specific language needs _____

Two Year Monitoring Form

Este estudiante ha alcanzado un nivel de inglés que indica que él o ella ya no necesita servicios de inglés. El estudiante ha sido salido del programa de inglés y se monitorearán durante **dos años**. El maestro/a de inglés trabajará con los profesores, coordinador de evaluación del distrito y los administradores para recoger datos y notas trimestrales para monitorear el progreso del estudiante en las clases.

Grado:

Nombre: _____

Fecha de salida _____

Año 1 Monitor trimestral notas de EL y los maestros:

Preocupaciones/éxitos después del primer trimestre (Fecha: _____):

Preocupaciones/éxitos después del segundo trimestre (Fecha: _____):

Preocupaciones/éxitos después del tercer trimestre (Fecha: _____):

Preocupaciones/éxitos después del cuarto trimestre (Fecha: _____):

*******Notas de Año 1:**

Después de año 1 de monitoreo, _____

Historia de la evaluación del año 1:

MCA Reading _____ STAR Math Fall _____ STAR

Reading Fall _____

MCA Math _____ STAR Math Winter _____ STAR Reading Winter _____

MCA Science STAR Math Spring

STAR Reading Spring

Año 2 Monitor trimestral notas de EL y los maestros:

Preocupaciones/éxitos después del primer trimestre (Fecha: _____):

Preocupaciones/éxitos después del segundo trimestre (Fecha: _____):

Preocupaciones/éxitos después del tercer trimestre (Fecha: _____):

Preocupaciones/éxitos después del cuarto trimestre (Fecha: _____):

Notas de Año 2:

Después de año 2 de monitoreo,

Historia de la evaluación del año 2:

MCA Reading _____

STAR Math Fall _____

STAR Reading Fall _____

MCA Math _____

STAR Math Winter _____

STAR Reading Winter _____

MCA Science

STAR Math Spring

STAR Reading Spring

Decisión final del Monitor:

_____ El estudiante se realiza con el proceso de seguimiento de dos años y ha logrado un rendimiento a nivel del grado.

_____ El estudiante se realiza con el proceso de seguimiento de dos años pero no ha logrado un rendimiento a nivel del grado. El estudiante se considerará para el reingreso en el programa de inglés del alumno. Como resultado, adjunto a este documento están los datos que muestra la necesidad de reingreso:

* WIDA Screener _____

* Recomendaciones de los maestros _____

* Consentimiento de los padres _____

* Las necesidades del idioma específicos _____

Students with Limited or Interrupted Formal Education (SLIFE) Pre-Screener

Directions: *The information below should be completed by school personnel after the Home Language Questionnaire (HLQ) has been completed, and prior to the parent(s)/student interview.*

Student's Name: _____ Date of Birth: _____ Gender: _____ District: _____ School: _____ _____ Date of Interview: _____ _____ Location of Interview: _____ Interviewer's Name: _____ _____ Who is being interviewed? <input type="checkbox"/> Student <input type="checkbox"/> Parent In what language is the interview being conducted: _____ Interpreter's Name: _____ Title: Other _____ <input type="checkbox"/>	Notes:
---	--------

If all five items are checked, then administer primary language Star assessments in Reading and Math.

1. Comes from a home where the language usually spoken is other than English, or usually speaks a language other than English.
2. Enters school in the United States after grade 6.
3. Has at least two years less schooling than the English learner's peers.
4. Functions at least two years below expected grade level in reading and mathematics. 5. May be preliterate in the English learner's native language
(MN Statue 124D.59 Subd. 2a)

(Adapted from Massachusetts Dept. of Education)

Students with Limited or Interrupted Formal Education (SLIFE) Pre-Screener

Directions: *The information below should be completed by school personnel after the Home Language Questionnaire (HLQ) has been completed, and prior to the parent(s)/student interview.*

Nombre del Estudiante: _____ Fecha de Nacimiento: _____ Género: _____ Distrito: _____ Escuela: _____ _____	Notas:
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Si las cinco cosas están marcados, administre los exámenes de Star Reading y Matemáticas en el primer idioma.

1. Viene de una casa donde se habla un idioma diferente al inglés, o generalmente habla un idioma diferente al inglés.
2. Entra la escuela después del seis grado.
3. Tiene dos años menos de la escuela en comparación a sus compañeros de inglés.
4. Funciona por lo menos dos años debajo del nivel del grado en lectura y matemáticas. 5. Puede ser pre-alfabetizado en el primer idioma del estudiante
- 6.

(MNStatue124D.59Subd.2a)

(Adapted from Massachusetts Dept. of Education)

Students with Limited or Interrupted Formal Education (SLIFE) Parent and/or Student Interview

Directions: *The following interview is to be conducted when developing the students learning plan. It should be completed with the students and, if applicable, the parent(s). It should not be conducted during the instructional school day. The interviewer should be a qualified professional who is proficient in English and in the student's home language, or the school should arrange for an interpreter to be present.*

Personal Information

1. Who raised you? Until what age?
2. Who do you live with now?
3. Who came with you to the U.S.?
4. Describe your country/home.

Prior School Practices

1. How old were you when you started school?
2. How many years did you attend school (list each year of schooling)? How many hours each day?
3. Where did you go to school?
4. What was your favorite subject? Did you always attend school? Are there times you did not attend school? Why?
6. When did you stop going to school? Date? Year?

Language Literacy/Numeracy/Technology Practices

1. Did you have books at school? What kind of books?
2. Do you like to read/write/draw?
3. What is your favorite book/magazine/website?
4. What do you use math for in your daily life? Do you like math? 5. Do you have a computer/cellphone?

Directions: *The following will help the educator place students in electives and programs.*

Outside Interests/Future Plans

1. What do you like to do outside of school (sports, music, art, work, cook, babysit)?
2. What are your goals as a student?
3. What would you like to do after high school? Go to college? Work?
4. Are you interested in attending clubs and/or playing as schoolsports afterschool?

(Adapted from Massachusetts Dept. of Education)

Students with Limited or Interrupted Formal Education (SLIFE) Parent and/or Student Interview

Directions: *The following interview is to be conducted when developing the students learning plan. It should be completed with the students and, if applicable, the parent(s). It should not be conducted during the instructional school day. The interviewer should be a qualified professional who is proficient in English and in the student's home language, or the school should arrange for an interpreter to be present.*

Información Personal

1. ¿Quién te crio? ¿Hasta qué edad? 2. ¿Con quié n vives ahora?
3. ¿Quién te acompaño a los Estados Unidos?
4. Describe tu casa/país:

La Escuela en tu País

1. ¿Cuántos años tenías cuando empezaste la escuela?
2. ¿Cuántos años asiste a la escuela? (hacer una lista de cada año escolar) ¿Cuántos horas cada día? ¿Dónde fuiste a la escuela?
3. ¿Cuál era tu clase favorito?
4. ¿Siempre asiste a la escuela? ¿Hay veces que no asistió a la escuela? ¿Por qué?
5. ¿Cuándo dejaste de asistir a la escuela? ¿Fecha/Año?

Idioma/Alfabetización/Matemáticas/Tecnología

1. ¿Tenías libros en la escuela? ¿Qué tipo de libros?
2. ¿Te gustaleer/escribir/dibujar?
3. ¿Cuál es to libro/revista/ sitio de web favorito?
4. ¿En tu vida diaria, cómo usas las matemáticas? ¿Te gusta matemáticas?
5. ¿Tienes unacomputadora/celular?

Direcciones: *Las preguntas siguientes ayudarán escoger programas y cursos electivos*

Actividades fuera de la Escuela/Planes para el Futuro

1. ¿Qué te gusta hacer fuera de la escuela (deportes, música, arte, trabajar, cocinar, etc.)?
2. ¿Como estudiante, cuál esontus metas?
3. ¿Qué te gustaría hacer después de la graduación? ¿Ir a la universidad? ¿Trabajar?
4. ¿Estás interesado en asistir a clubes o jugar un deporte de la escuela después de la escuela?

English

Decision to Place Child back into English Learner Program or Services

Buffalo Lk-Hector-Stewart Public Sc

Decision to Place Child back into English Learner Program or Services

Student Name: _____ Date: _____ (mm/dd/yyyy)

School: _____

Dear Parent or Guardian:

You informed your child’s school on _____ (mm/dd/yyyy) of your desire to refuse the English Learner program or services provided by Title I, Title III, or both.

We understand that you would like to change that decision and would now like to have your child placed back into the English learner program or services provided. The English learner services we provide are designed to help your child become proficient in English and succeed in school. Proficiency in a language is a measure of a person’s ability to understand and communicate in that language or in a person’s preferred mode of communication.

The method of instruction used in your child’s English Learner Services provided by Title I, Title III, or both is:

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

Additional information about the English learner programs marked above is attached.

- Please place my child back into all of the English learner programs and services offered to my child.
Please place my child back into some of the English learner programs or services offered to my child. Please place my child in the following program: _____

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

Parent or Guardian Name: _____

Phone: _____ Email: _____

Table with 5 columns: Student ID #, Dist. Student #, Grade Level, Student Name, Faculty Name; Faculty #, Birthdate, Home Phone, Home Language, First Date Student Attended School in the U.S.

Buffalo Lk-Hector-Stewart Public Sc

Decisión de volver a colocar a un/una alumno(a) en el Programa o los Servicios para alumnos de inglés

Nombre del/la alumno(a): _____ Fecha: _____
(mm/dd/aaaa)

Escuela: _____

Estimado padre/madre/tutor:

El _____ (mm/dd/yyyy), usted le informó a la escuela de su hijo(a) sobre su deseo de rechazar el programa o los servicios para alumnos de inglés del Artículo I, el Artículo III o ambos.

Comprendemos que querría cambiar esa decisión y que ahora preferiría que su hijo(a) volviera a ser colocado(a) en el programa o los servicios para alumnos de inglés que se proporcionan. Los servicios para alumnos de inglés que ofrecemos están diseñados para ayudar a su hijo(a) a lograr el dominio del inglés y a tener éxito en la escuela. El dominio de un idioma es una estimación de la capacidad que tiene una persona para comprender y comunicarse en ese idioma o mediante el modo de comunicación que prefiera.

El método de instrucción utilizado en los Servicios para alumnos de inglés (English Learner Services) del Artículo I, el Artículo III o ambos de su hijo(a) es:

- Bilingüe, que incluye programas de clases bilingües, inmersión bilingüe, transición bilingüe y de desarrollo bilingüe:** la instrucción se proporciona en inglés y en la lengua materna de su hijo(a).
- Lengua de herencia:** la instrucción se proporciona en la lengua materna, nativa o ancestral que también se utiliza para ayudar a su hijo(a) a lograr el dominio del inglés.
- Programa basado en contenidos para alumnos de inglés, Inglés como segunda lengua (English as a Second Language (ESL)) o Inglés en contexto (Sheltered English), lo que incluye instrucción de inglés en contexto, inmersión estructurada en el idioma inglés e instrucción académica especialmente diseñada dictada en inglés:** la instrucción se proporciona en inglés solamente y se adapta al nivel de inglés del/la alumno(a). Este método de instrucción se utiliza para que los alumnos de inglés puedan comprender la instrucción académica en inglés. Esto los ayudará a dominar el idioma y, al mismo tiempo, a tener éxito en las áreas de contenido.
- Alumnos de inglés o ESL que se retiran de la clase:** los alumnos salen de la clase donde solo se usa inglés durante el día para recibir instrucción para alumnos de inglés o ESL.
- Otro:** _____

Adjuntamos información adicional sobre los programas para alumnos de inglés que se describieron.

- Solicito que se coloque nuevamente a mi hijo(a) en todos los programas y servicios para alumnos de inglés que se le ofrecen.
- Solicito que se coloque nuevamente a mi hijo(a) en algunos de los programas o servicios para alumnos de inglés que se le ofrecen.
Solicito que se coloque a mi hijo(a) en el siguiente programa: _____

Firma del padre/madre o tutor: _____ Fecha: _____
(mm/dd/aaaa)

Nombre del padre/madre o tutor: _____

Teléfono: _____ Correo electrónico: _____

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

Buffalo Lk-Hector-Stewart Public Sc
Accountability and Reporting for English Learners
Information for Parents

Date: _____
(mm/dd/yyyy)

Dear Parent or Guardian:

Our school has standards that we are required to meet for each student group. This is called accountability, which is a measure of the success of our education programs. The English learner group is different than other groups because our goal is for English learners to exit the English learner group. Once an English learner becomes proficient in English, he or she is no longer considered an English learner. Proficiency in a language is a measure of a person’s ability to understand and communicate in that language or in a person’s preferred mode of communication. The Elementary and Secondary Education Act (ESEA) as amended (2015) has special rules about the English learner group. It allows English learners that have exited the English learner group to continue to be included in this group for up to four years for accountability and reporting purposes.

Including English learners that have exited the English learner group in accountability for four year helps schools by giving them credit for the success of their English learner programs. Accountability decisions can sometimes result in situations where schools are identified for support and improvement. If we do not include English learners that have exited the English learner group in accountability decisions, then it could result in our school being identified as in need of support and improvement. This could happen even when we are seeing positive results for English learner student achievement.

English learners that have exited the English learner group must also be included in reporting under Title III of the ESEA. This is done to track the academic progress of these students so that they can receive additional help if needed. Tracking and reporting the academic progress of English learners that have exited the English learner group helps to ensure that these students succeed academically.

As always, our goals are to provide the highest quality and best educational programs for all our students. If you have any questions please be contact your school.

Sincerely,

_____ Name

_____ Title

_____ Phone

_____ Email

Buffalo Lk-Hector-Stewart Public Sc
Responsabilidad e informes sobre alumnos de inglés
Información para padres

Fecha: _____
(mm/dd/aaaa)

Estimado padre/madre/tutor:

Nuestra escuela posee estándares con los que debemos cumplir para cada grupo de alumnos. Esto se denomina responsabilidad, que es una medición del éxito de nuestros programas educativos. El grupo de alumnos de inglés es diferente de otros grupos porque nuestra meta es que ellos abandonen el grupo. Una vez que un/una alumno(a) de inglés logra el dominio del idioma, ya no se lo(a) considera alumno(a) de inglés. El dominio de un idioma es una estimación de la capacidad que tiene una persona para comprender y comunicarse en ese idioma o mediante el modo de comunicación que prefiera. La Ley de Educación Primaria y Secundaria (Elementary and Secondary Education Act (ESEA)) en su versión vigente (2015) posee normas especiales sobre el grupo de alumnos de inglés. Les permite a los alumnos de inglés que han dejado ese grupo continuar siendo incluidos durante cuatro años como máximo para fines de responsabilidad y elaboración de informes.

Incluir dentro de esta responsabilidad durante cuatro años a los alumnos de inglés que han dejado el grupo ayuda a las escuelas otorgándoles reconocimiento por el éxito de estos programas. Las decisiones de responsabilidad a veces dan como resultado situaciones donde se identifica que las escuelas necesitan apoyo y mejoras. Si no incluimos a los alumnos de inglés que han dejado este grupo en las decisiones de responsabilidad, nuestra escuela podría ser identificada como una institución que necesita apoyo y mejoras. Esto podría ocurrir incluso cuando vemos resultados positivos en el rendimiento de los alumnos de inglés.

Los alumnos de inglés que han dejado este grupo también deben incluirse en los procesos de elaboración de informes del Artículo III de la ley ESEA. Esto se realiza para seguir el avance académico de los alumnos y para que puedan recibir ayuda adicional en caso de que la necesiten. El seguimiento y la elaboración de informes del avance académico de los alumnos de inglés que han dejado este grupo ayudan a que estos alumnos tengan éxito académico.

Como siempre, nuestro objetivo es brindar la máxima calidad y los mejores programas educativos a todos nuestros alumnos. Si tiene alguna pregunta, comuníquese con la escuela.

Atentamente,

Nombre

Título

Teléfono

Correo electrónico

Consortium Members

Select state education agency:

WIDA Consortium members are shown in **BLUE**. The striped states have adopted the WIDA English Language Development Standards but do not participate in other Consortium activities. **GREEN** listings indicate the adoption of the WIDA Spanish Language Development Standards. Many other schools nationally and internationally have adopted WIDA resources for use in their English language development programs. Click on a WIDA member or use the drop-down menu (above) for more information.

