



**GUNNISON
WATERSHED
SCHOOL DISTRICT**

**Culturally and Linguistically Diverse Education
(CLDE)
Guidebook**

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INTRODUCTION

The purpose of this CLDE Guidebook is to describe the Language Instruction Program for Multilingual Learners (ML) of the Gunnison Watershed School District. This program is designed to comply with federal civil rights laws and regulations related to the rights of national-origin minority students whose dominant language is other than English and who, because of their limited speaking, reading and/or writing skills, require support to participate meaningfully in the general curriculum programs of the district.

CLDE VISION

In order to ensure all students are successful, the Culturally and Linguistically Diverse Education (CLDE) Department collaborates and communicates with students, staff, families and community. All educators are teachers of language, empowering students by providing equitable access to consistent, high quality instruction in order to achieve social and academic excellence and become active members of our community. In GWSD we believe everyone benefits from being part of a diverse learning community and that partnerships between schools and families are critical to student success.

FEDERAL AND STATE REQUIREMENTS

The history of teaching students without English as their first language is rich with stories of how people immigrated to the USA and then became productive members of society. Unfortunately, there were times when people were not given every opportunity for success, and out of this came lawsuits, and thus new laws prohibiting discrimination in educational programs. Most notably the Title VI of the Civil Rights Act of 1964 prohibiting race, color and national origin discrimination. This civil rights law and a number of others represent a commitment to end discrimination in education. Below is a short summary of these: ([From CDE CLDE Guidelines 2.1](#))

- Title VI of the Civil Rights Act (1964) • Prohibits discrimination based on race, color or national origin • Students may not be excluded from any program or activity receiving federal financial assistance.
- Office for Civil Rights Memorandum (1970) • Requires districts, schools, and public charter schools to take affirmative steps to rectify language deficiencies • Prohibits assignment to special education classes based on English language skills • Requires parent notification of school activities • Forbids specialized programs for multilingual learners to operate as an educational dead-end or permanent track.
- Lau v. Nichols – 414 U.S 563 (1974): Supreme Court case which reaffirmed Title VI of the Civil Rights Act • A civil rights case was brought by Chinese American multilingual learners in San Francisco, California which claimed that lack of linguistically appropriate accommodations (e.g. educational instruction in English) effectively denied the students equal educational opportunities on the basis of their ethnicity, as required by Title VI of the Civil Rights Act of 1964. • The U.S. Supreme Court in 1974 ruled in favor of the students “There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”
- Equal Educational Opportunities Act of (1974) • Denial of equal educational opportunity

prohibited • Prohibits discrimination against faculty, staff and students, including racial segregation of students. • Requires districts, schools, and public charter schools to take action to overcome academic and linguistic changes to students' equal participation.

- The Lau Remedies (1975) • Specifies approved approaches, methods, and procedures for: Identifying and evaluating national origin minority students' English language skills. Districts, schools, and public charter schools required to: – Determine instructional English language development program – Decide when multilingual learners no longer need Language Instruction Educational Programs (LIEPs) – Determine the professional standards educators must meet to deliver the LIEP. barriers
- Castañeda v. Pickard (1981): Court case challenging a school district for not meeting Lau v. Nichols and the Equal Educational Opportunities Act • Roy Castañeda, father of two Mexican-American children, filed suit against the Raymondville Independent School District (RISD) in Texas arguing – that the district failed to establish sufficient bilingual education programs, which would have aided his children in overcoming the language barriers that prevented them from participating equally in the classroom.
- Plyler v. Doe: Right to Attend Free Public School (1982): The US Supreme Court struck down a state statute denying funding for education to unauthorized immigrant children and simultaneously struck down a municipal school district's attempt to charge unauthorized immigrants an annual \$1,000 tuition fee for each undocumented immigrant student to compensate for the lost state funding. As a result of Plyler ruling, public schools may not deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
- Every Student Succeeds Act: President Obama signed the Every Student Succeeds Act (ESSA) into law on December 10, 2015. This bipartisan measure reauthorizes the over 55-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students. ESSA includes provisions that will help to ensure success for students and schools.
www.cde.state.co.us/fedprograms/essa
- The English Language Proficiency Act (ELPA) is a state funded program that provides financial and technical assistance to districts implementing programs to serve the needs of multilingual learners. The state definition of "English learner," is derived from the 2014 Colorado Revised Statutes under the English Language Proficiency Act 22-24-103 (4) and is defined as "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." ELPA establishes that districts must provide an evidence-based English language proficiency, or English Language Development (ELD), program to assist ELs in acquiring English and achieving and maintaining grade-level performance in academic content areas.
- English Language Learner Count In 2021, Colorado HB21-268, otherwise known as the 2021-2022 School Finance Act, created a new factor in the school finance formula to allocate funds for identified English learners. This funding is in addition to ELPA Program funding. The Colorado legislature determined to apply the ELPA Professional Development and Student Support Programs
https://www.cde.state.co.us/cdefinance/auditunit_ell_count

IDENTIFY, ASSESS, PLACE, MONITOR AND EXIT MULTILINGUAL LEARNERS **(CDE Guidance)**

IDENTIFY AND ASSESS

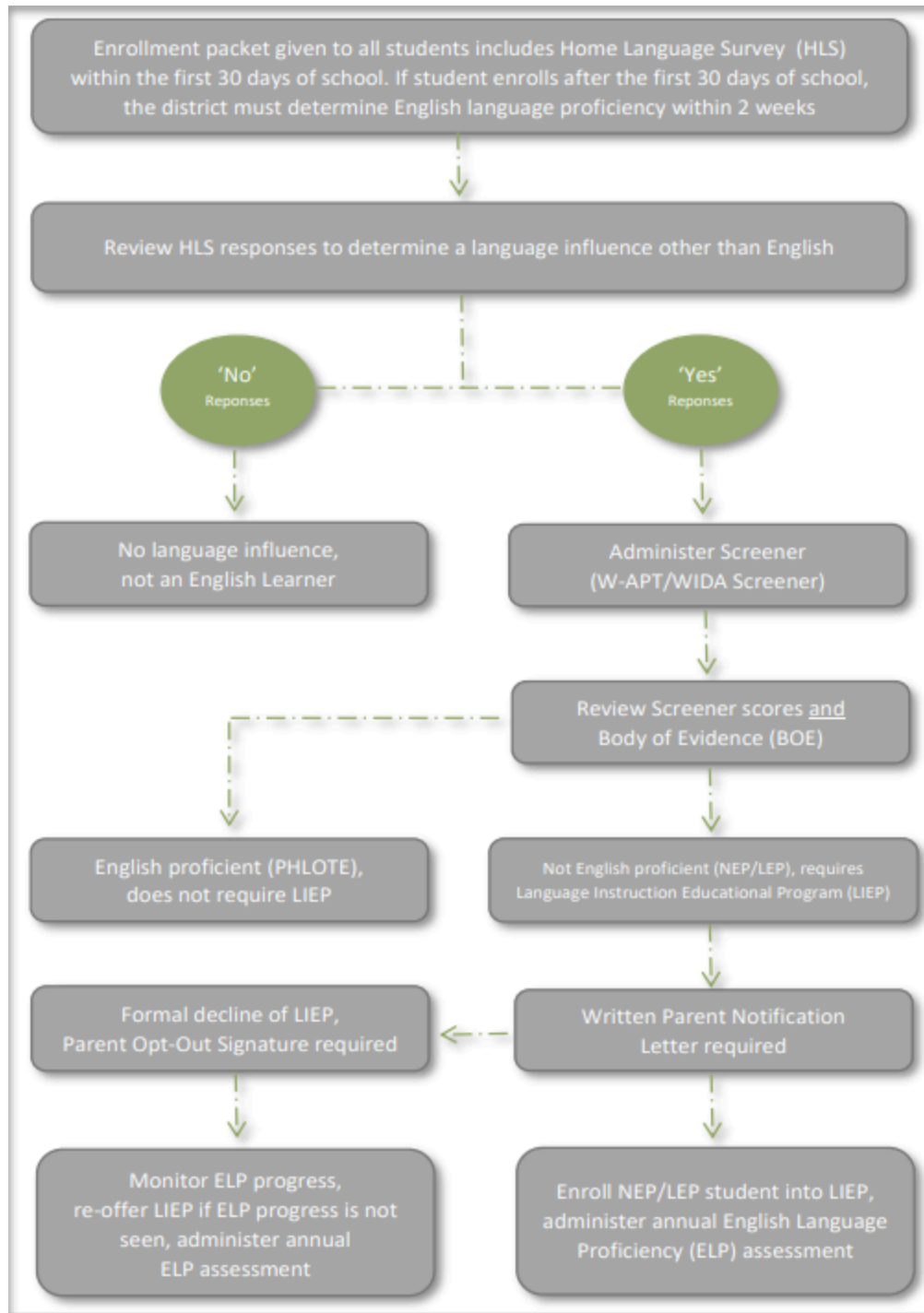
In accordance with state and federal law, and to protect the child's civil rights to an appropriate education, the Gunnison Watershed School District is committed to maintaining and strengthening its plan and program for the education of students who are linguistically diverse and who are identified as having a level of English language proficiency that requires language support to achieve standards in grade level content in English. In order to accomplish this objective, the school district will implement an equitable and systematic procedure to identify and serve all our Multilingual Learners (ML). The process will be as follows:

Step 1 - Identification of Students Primary or Home Language is Other Than English

All new students registered in the school district will be required to complete the Home Language Survey ([HLS](#)). A copy of the HLS will be submitted to the designated CLD teacher immediately and the original will be placed in the student's cumulative file. Registration is not complete unless all questions on the form are addressed. If any response on the HLS indicates the use of a language other than English by the student or another person in the home, further investigation must be conducted to determine the student's English language proficiency. The Home Language Survey (HLS) does not determine eligibility for CLD instruction; it is the first step in the required process for identification.

Step 2 - Assessment of English Language Proficiency

When HLS responses indicate that English is the only language used by the student and all individuals in the home, the student is considered an English only speaker. The building CLD teacher will administer the WIDA Screener to any student who is identified as having a primary or home language other than English within 30 days of the start of the school year or 2 weeks after the beginning of the school year to determine language proficiency. WIDA Screener and Screener for Kindergarten is used to assess English language proficiency of students who have a language influence other than English. Based on screening results and a Body of Evidence (BOE), each student will be identified as Non-English Proficient (NEP) or Limited English Proficient (LEP) or Primary Home Language Other Than English (PHLOTE). Program placement and instructional decisions will be based on the student's English language proficiency designation and the BOE. When parents/guardians answer "no" to all HLS questions and educators notice evidence of a primary or home language other than English, the student should be tested using a Screener. A parent may decline LIEP but cannot decline the multilingual learner designation if the district has made that decision based on state guidelines. If a student is identified as Non ML or identified as PHLOTE, they are not eligible for LIEP. Identified and confirmed Multilingual Learners (MLs) will be included in the district PowerSchool. Information will include the student's language background, language proficiency (NEP, LEP, PHLOTE), and the Language Instruction Program.



PLACEMENT

Students identified as MLs through Screener scores and a thorough review of a BOE must be placed in a research-or evidence-based LIEP. More information on the LIEPs offered in GWSD can be found in the next section. LIEP services will be determined based on individual student needs, assessment data, classroom teacher, and/or recommendations of the CLD team, parents and classroom teacher. CLD Teachers will send a written notification to parents of

students identified for Language Instruction Educational Program (LIEP) in a language and format that parents can understand within thirty days of the first day of school. If a student enrolls after the first 30 days of school, parent notification must be completed within two weeks.

REDESIGNATION TO TWO-YEAR MONITOR STATUS

Identified Multilingual Learners (ML's) are required by federal law to take the English Language Proficiency Assessment (ELP), WIDA ACCESS/Alternate ACCESS. This includes students whose parents choose to decline or opt-out of Language Instruction Educational Program (LIEP). When WIDA ACCESS Results are received, the CLDE Team will meet to look at students data and use this [Redesignation Checklist](#).

Kindergarten, 1st Semester (Administer Speaking and Listening Only)
NEP: 1.0, 1.5, 2.0
LEP: 2.5, 3.0, 3.5
Non ML/PHLOTE: > 4.0 Oral Language

Kindergarten, 2nd Semester - First Grade, 1st Semester (Administer All 4 Domains)
NEP: 1.0, 1.5, 2.0
LEP: 2.5, 3.0, 3.5
Non ML/PHLOTE: > 4.0

First Grade, 2nd Semester - 12th Grade
NEP: 1.0 – 2.4 (Overall)
LEP: 2.5 – 3.9 (Overall)
FEP M1: 4.0 Overall AND 4.0 Literacy

Pathway 1 - ML students whose score meets the ACCESS for ELLs Assessment criteria for English language proficiency (4.0 Overall and 4.0 Literacy) are eligible for redesignation. The CLD teacher will use the Body of Evidence on the [Redesignation Form](#) to determine if the student is ready to transition to Monitor Year 1. The CLDE team will look at the Body of Evidence - WIDA ACCESS, Dibels, iReady or NWEA Scores and a Grade Level Writing Sample and Rubric - and score them on the Redesignation form. Evidence to redesignate must show success in reading and writing through English Language Arts (ELA), science, social studies, and/or math as comparable to English proficient peers **AND** The student will be monitored for two years.

PATHWAY 1 ACCESS ASSESSMENT DATA		
ASSESSMENT CRITERIA	1a. Meet CDE criteria for demonstrating English Language Proficiency on ACCESS <ul style="list-style-type: none"> 4.0 Overall AND 4.0 Literacy 	1b. Meet <i>partial</i> CDE criteria by demonstrating English Language Proficiency on ACCESS for ELLs <ul style="list-style-type: none"> <4.0 Literacy OR <4.0 Overall Composite or no overall composite score reported* AND MUST INCLUDE <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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-ML/native English speaking peers AND INCLUDE <ul style="list-style-type: none"> 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-ML/native English speaking peers 	

Pathway 2 - ML students with disabilities whose score meets the Alternate ACCESS Assessment criteria for English language proficiency (P1 Overall and P1 Literacy) are eligible for redesignation. If the district determines that the student meets the standardized state Alternate ELP assessment criteria, two additional pieces of evidence must be collected to confirm or refute the student's ELP level:

1) At least one piece of local data that demonstrates adequate performance and/or proficiency in English. This should be reviewed in collaboration with ELD and special education specialists, and the data should be representative of multiple years of ELD and special education instruction and services which have been provided consistently in an integrated manner.

2) At least one piece of local data that demonstrates broad generalization of skills in English in the content areas of ELA, Science, Socials Studies, and/or Math. The student demonstrates sufficient English language to adequately understand and/or express themselves in one or all four domains (listening, speaking, reading, and writing). Skills demonstrated are reflective of the integration between language objectives and individualized goals for multilingual learners with a disability.

PATHWAY 2 ALTERNATE ACCESS ASSESSMENT DATA		
ASSESSMENT CRITERIA	2a. Meet CDE criteria for demonstrating English Language Proficiency on Alternate ACCESS <ul style="list-style-type: none"> • P1 Overall AND • P1 Literacy 	2b. Meet <i>partial</i> CDE criteria by demonstrating English Language Proficiency on ACCESS <ul style="list-style-type: none"> • <P1 Literacy* OR • <P1 Overall Composite or no overall composite score reported* AND MUST INCLUDE <ul style="list-style-type: none"> • One additional piece of evidence that demonstrates success in English as demonstrated through the CAS Extended Evidence Outcomes (EEOs) and/or CELF standard(s) in missing domain(s).
	AND MUST include additional data and pieces of evidence listed below	
BODY OF EVIDENCE	<ul style="list-style-type: none"> • 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. 	

Monitor students will no longer be required to take the WIDA ACCESS, however, will be considered “in program” for two more years. Annually, the CLD team will review student assessment results to determine monitoring status. In addition, classroom teachers and Special Service providers will fill out Monitor documentation forms on these students. Building principals will receive this list and ensure that each student is achieving academic success.

At the end of each school year, the CLD teachers will review evidence of academic progress. Monitor students who are not achieving academic success, barring attendance problems and/or motivational and behavioral issues, may be referred for re-entry to Language Instruction Educational Program (LIEP) through the district RtI process.

REDESIGNATION FROM TWO-YEAR MONITOR STATUS TO EXITED

Continuation in or exit from the Language Instruction Educational Program (LIEP), after the two year monitoring period, will be determined by a body of evidence that includes academic history, district, and state assessment results. It is the responsibility of the CLD team to review this body of evidence and make recommendations for exit from the Language Instruction Educational Program (LIEP). [Exiting Program Form](#)

COMMUNICATION TO FAMILIES

The parents of Multilingual Learners will be notified annually of their child's assessment of language proficiency and placement in the Language Instruction Educational Program (LIEP). If at any time the parent refuses the student's placement in the Language Instruction Educational Program (LIEP), the CLD staff will contact the parent to discuss the reasons for the refusal. Parents may decline a LIEP but cannot decline the Multilingual Learner (ML) designation if the district has made that decision based on state identification procedures.

Upon verification of refusal, an RtI plan for the student's success will be developed and reviewed yearly by the appropriate school's CLD team. The purpose of the RtI plan is to address the student's language acquisition strengths and concerns, literacy strengths and concerns, and goals for the student and, if needed, to develop additional interventions.

Refusal students will be assessed annually using the WIDA ACCESS assessment. Monitoring of success will take place throughout the school year. If at any time during the school year a child is determined to be at risk of failure due to limited English proficiency, the CLD team will communicate with the parent and re-evaluate the RTI plan.

COMPONENTS OF EFFECTIVE PROGRAMS AND INSTRUCTION FOR MULTILINGUAL LEARNERS

There are a variety of options for the delivery of Language Instruction Education Programs (LIEPs) for Multilingual Learners. School Districts are required to provide an adequate LIEP with appropriate instructional supports. The program configuration that serves as a framework for MLs in GWSD is an All-English Instruction Program - The entire instructional program for all students is delivered in English. The factors necessary for the delivery of instruction completely in English include:

- Direct English language and literacy instruction by certified CLD staff
- School-wide plan optimizing instruction for MLs embedded into staff development
- Identification of key concepts and vocabulary
- Widespread use of hands-on activities, visual aids and correct pacing
- Minimal use of lecture and use of sheltered English instruction
- Scaffolding lessons to achieve communicative competence
- A meaningful ELD element reflecting content area themes and literacy
- Students' primary language knowledge and learning is recognized and valued
- School or community resources that allow students to work with speakers of the native language
- Advocating that families use the primary language at home to aid in accessing underlying conceptual content knowledge

Program Models used in GWSD:

- Designated ELD Instruction ("Pull-out") - Students with a Language Proficiency of NEP (Non English Proficient) or LEP (Limited English Proficient) are given 30-50 min a day of Language and Literacy Instruction. ELD instruction should be taught by teachers with a CLD endorsement. Elementary ML Students are pulled out during a language block. Middle and High School ML Students have an English Language Development Class built into their bell schedule.

- Integrated ELD Instruction (“Push-in”) - Instruction is classroom based, delivered in English and adapted to the students’ proficiency level. Focus is on content area curriculum. It incorporates contextual clues such as gestures and visual aids into instruction, as well as attention to the language demands of the topics and activities. Content is delivered through a co-teaching model, with the classroom teacher and CLD teacher.
- Newcomer Program - The Newcomer Program is intended to support recently-arrived English learners during their first academic school years. The program provides specialized services that are geared toward supporting the specific academic needs of our Newcomer students. The Culturally & Linguistically Diverse Newcomer Teacher focuses on vocabulary and language functions, and grammar while developing reading, writing, listening and speaking skills. Newcomer students in grades 1st-5th grade have 1-2 pullout classes a week, and Newcomer Students in 6th-12th grades receive 1-2 class periods of targeted English Language Development daily. During the regular school day and core classes, the Newcomer Students receive the same quality education in all content areas as other students, but with support from the Culturally & Linguistically Diverse teacher and/or the CLD Educational Assistant. The CLD Teachers and Family Advocates may also provide wrap-around support and work with families and community partners to ensure that the student's needs are met.

Newcomer Students

Newcomers refers to K-12 students born outside the United States who have arrived in the country in the last three years and are still learning English. Newcomers can be any age and grade level, and older students may have some additional needs. The term newcomer families refers to the families or guardians of these students. Some newcomers may arrive in the United States voluntarily (e.g., to reunite with families or to work), while others are forced to leave their home countries due to violence or war (e.g., refugees). U.S. schools are essential civic institutions for welcoming all types of newcomers to the United States and can be well situated to address and mitigate challenges newcomers face, such as prejudices and xenophobia that lead to hostility and discrimination. School and district leaders have the important responsibility of countering this negativity by ensuring a safe, inclusive, and welcoming environment for newcomers.

Sheltered Instruction

Students are able to learn where they feel most comfortable. Teachers maximize opportunities for language use where ML’s emotional and social needs are being met in a safe and welcoming environment. Teachers create an environment of participation and acceptance. In order to make instruction more accessible to students of varying English proficiency levels, teachers adjust the language demands of lessons by using Sheltered Instruction strategies. These strategies include modifying speech rate and tone, posting Content Language Objectives (CLOs), chunking assignments, facilitating peer interaction, relating instruction to student experience, engineering text, modeling, graphic organizers, and cooperative work.

Grading Policies

Professional Development

It is the goal of GWSD and the CLDE Team to Improve and increase teachers' knowledge of how to best supports MLs Improve and increase teachers' understanding of how students learn and the teachers' ability to analyze student work and achievement, • Are an integral part of broad schoolwide and districtwide educational improvement plans, • Allow personalized plans for each educator to address their specific needs, as identified in observations or other feedback, and • Improve classroom management skills

Use of WIDA Standards and Assessments

The WIDA Philosophy articulates the foundational belief that Multilingual Learners bring a unique set of assets (linguistic, cultural, experiential, socialemotional) that have the potential to enrich the experiences of all learners and educators. As students learn additional languages, educators can draw on these assets for the benefit of both the learners themselves and for everyone in the community. By focusing on what Multilingual Learners can do, educators send a powerful message that culturally and linguistically diverse students contribute to the vibrancy of our school and community. The WIDA Screeners and ACCESS tests help us identify Multilingual students, guide instruction, class and program placement, and redesignate students.

Seal of Biliteracy

The Seal of Biliteracy is an award given by the district to recognize students who have attained proficiency in English and another world language by the time they graduate high school. It celebrates bilingualism and biliteracy as valuable skills, promoting language learning and cross-cultural understanding. Official recognition of the value of being bilingual will be through a notation on the students' diploma and GWSD transcript.

[Seal of Biliteracy](#) [El sello de bilingüismo](#)

MULTI-TIERED SYSTEM OF SUPPORTS, SPECIAL EDUCATION NEEDS AND GIFTED EDUCATION

MTSS for ALL students consists of three Tiers: Tier 1 - Universal Design for Learning, Tier 2 - Targeted Supports and Tier 3 - Intensive Supports and explains how ELs fit into the MTSS framework, with nice graphics. The MTSS system is used throughout the district, (the explanations given about Necessary Conditions Experience the Benefits of a Culturally and Linguistically Responsive MTSS system (page 97) might be very helpful for all teachers to become familiar with.)

*** I suggest using some of the graphics from this chapter in our guidebook. Page 98 discusses the factors that impact Multilingual Learners' Academic Progress, Linguistic Development and Response to Instruction and Intervention and shows the 7 factors that impact learning and behavior: (another nice graphic) Learning Environment, Oral and Language & Literacy, Physical

& Psychological, Cross Cultural, Academic Achievement & instruction, Personal & Family and Previous Schooling.

6.2 goes into great detail about MLs and Special Education. I believe that our guidebook should dedicate one section to this issue.

When considering Special Education and related services for ELLs an English Language Learner Plan should be developed in most circumstances. This will be at the discretion of the Special Services Director.

An ELL plan is a tier III intervention plan to support language development and to determine if an individual's students' lack of academic achievement is due to language acquisition or a disability. The ELL teacher is responsible for determining when a plan is needed and developing the plan.

Special Education Services

Appropriate referral, identification, and placement of learners who are Culturally and/or Linguistically Diverse are necessary to ensure students' civil rights as well as a free and appropriate public education aligned with the Individuals with Disabilities Education Act. ELD teachers and evaluation teams will appropriately determine when Multilingual Learners demonstrate academic deficits should be referred for a special education evaluation. LEP students may not be identified with a disability solely on the basis of limited English language proficiency. In addition, LEP students with disabilities will not be excluded from the opportunity to receive ELL support. Decisions for programming and services will be made on an individual basis and documented in the child's Individualized Education Plan (IEP).

Gifted and Talented Education Services

Multilingual Learners may not be denied access to Gifted and Talented (GT) program services on the basis of limited English proficiency. Students may qualify based on the Gifted and Talented Student Profile Traits. All students, including Non English Proficient (NEP) and Limited English Proficient (LEP) students, may be recognized by these traits:

- Performance, Achievement and/or Aptitude
- Creative Thinking
- Critical Thinking
- Inferential Thinking
- Communication Skills

CLD teachers will make recommendations to the GT teacher. The GT teacher will be responsible for formally identifying eligible students. Non-verbal assessment tools will be utilized to minimize language barriers. ML students qualifying for the Gifted and Talented Education Program will continue to receive CLD program services.

EVALUATING AND MANAGING PROGRAMS FOR MULTILINGUAL LEARNERS

The CLDE Team will evaluate the overall success of the district and individual site ELD programs annually through a review of student achievement and the site and district Unified Improvement Plans (UIP). Programs not meeting Annual Measurable Achievement Objectives (AMAOs) will be adapted in one or more of the following ways: method of delivery of services, program format, materials used, additional training for teachers, or changing or adding staff.

Academic Performance and Growth

- Equitable Grading Practices - focus on growth
- High expectations for students (college and career readiness)

Ratios? Number of CLD students to educators Teachers/Assistants

HIGHLY-QUALIFIED STAFF

All efforts will be made to fill positions with highly-qualified teachers in the area of Culturally and Linguistically Diverse Education or its equivalent. Teachers hired without such endorsement will have a maximum of three years to obtain the appropriate credentials per CDE. ELL teacher assignments will be determined annually based on district-wide student needs.

CLDE Educational Assistants

Educational assistants will be under the direct supervision of a certified classroom or ELL teacher. Educational assistants will work with English language learners to support the students' English language acquisition and achievement in academic content areas. In addition, classified staff will demonstrate English proficiency through passing the Work-Keys exam or demonstrating an Associate's degree or its equivalent.

Teach best practices for Classroom Aides to support students in
core classes...moving away from interpreting to supporting a
balance of language acquisition and content learning

Members of the ELL team may include, but are not limited to, content-area or general classroom teachers of English language learners (ELLs), specialists, school building administrators, Special Services program staff, and parents.

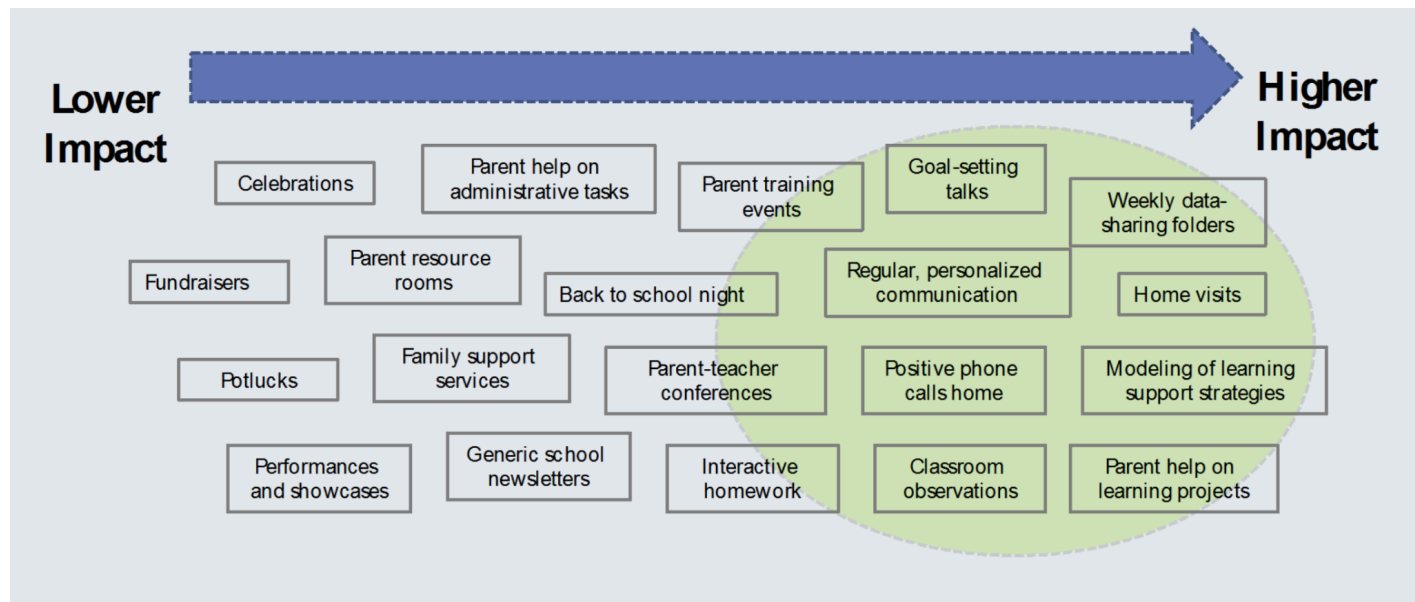
The duties of the ELL team are to:

- Ensure that systematic procedures and safeguards are in place related to the appropriateness of programs for ELLs;
- Ensure that all NEP and LEP students have updated RtI plans;
- Review the progress of ELLs in language acquisition and academic achievement on a spring-to-spring basis to determine continuation in the ELL program or their exit from the program;
- Review of students refusing ELL program services, review the RtI plan for each refusal student, and monitor their success throughout the school year;
- Make recommendations for students in exit-monitor status to return to ELL program services or to be referred to a school RtI process; and

- Assist the principal in evaluation of ELLs under consideration for retention**;

FAMILY AND COMMUNITY ENGAGEMENT

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. As a district we will make it a priority to connect with and empower the families of our multilingual learners. Below are a few examples of how to connect with families that research has shown have higher impacts on family engagement (The Flamboyant Foundation):



ChapteFamily and Community Engagement

- Parent Involvement in SAC (SAC stands for Site Accountability Committee and is composed of administrators, teachers, parents and community members. They meet about 4-6 times a school year and go over budgets, programs, curriculum, events, concerns, etc.), PTA, Board Meetings

We will strive to ensure that the makeup of various committees include families as team members, (SAC and PTA are examples) and represent diversity proportional to the population of our school.

- Empower families to advocate for students
- The Importance of Extracurricular Activities and Participation in Activities on early release Wednesdays

“Extracurricular activities increase every opportunity to broaden learning and knowledge based on real-world experience. Furthermore, extracurricular activities are linked to language learning since they create new experiences by interpreting various language abilities. When it comes to studying English as a second language, extracurricular activities are beneficial since they expose learners to the language in a real-world setting.”

(<https://scholarworks.calstate.edu>)

Administrators, teachers and CLDE staff will make an effort to reach out to families of our CLD students to encourage participation and to help with registration in an after school activity. We will ensure that this communication is in the families’ primary language.

- Expand partnerships with local groups for family advocacy
(medical, dental, housing, rec programs, mental health, etc.)

Families in our district will be given adequate and sustained assistance in connecting with community partners that can provide support. The assistance we provide to families will be differentiated to meet the needs of various groups of families.

GLOSSARY OF TERMS

Acronym	What it Stands For	Definition
BICS		
CALP	Cognitive-Academic Language Proficiency	refers to the aspects of language linked to the literacy and academic achievement necessary for success in the content-area classroom. These skills usually take five to seven years to fully develop in multilingual learners when there is pre-existing first language literacy.

CELP	Colorado English Language Proficiency Standards	
CLD	Culturally/Linguistically Diverse	A term used to identify children whose ethnic, cultural, social, and educational backgrounds differ from the mainstream and whose home or primary language is other than English; includes NEP, LEP, FEP, FELL and PHLOTE students.
CLOs	Content Language Objectives	
ELP	English Language Proficiency	
ELL	English language learner	Term previously used to designate Limited English Proficient (LEP) students, those students who are not fully proficient in English, speak a language other than English at home, and do not demonstrate the English language skills of comprehension, speaking, reading, and writing at a level that would place them in a mainstream, English-only class setting.
FEP	Fluent English Proficient	A student designated as is any English language learner who has reached a specific proficiency in English at a level that would place him/her in a mainstream, English-only class setting.
FELL	Former ELL	A student new to the district, has a Primary Home Language Other Than English, previously received language instruction education program services in a different district, and after initial screening and a review of a body of evidence is determined to be proficient in English.
HLS	Home Language Survey	the language questionnaire or checklist designed to elicit responses that would indicate the presence of a language other than English in the student's home environment.
LEP	Limited English Proficient	A student is an English language learner who is not fully proficient in English, speaks a language other than English at home, and does not demonstrate the English language skills of comprehension, speaking, reading,

		and writing at a level that would place him/her in a mainstream, English-only class setting.
LIEP		
ML	Multilingual Learners	
NEP	Non-English Proficient	A student is an English language learner who does not speak English and speaks a language other than English at home.
PHLOTE	Primary or Home Language Other Than English	the term used to designate those students who are new to the district and have been identified as having the ability to speak and/or comprehend as their first language a language other than English. The students are proficient in English and never received language instruction in an ELL program.
WIDA	World Class Instructional Design and Assessment	
WIDA ACCESS	Assessing Comprehension and Communication in English State-to-State for English language Learners	
WIDA Screener		English language proficiency assessment given to new students in Grades 1–12 to help educators identify whether they are English language learners (ELLs). It is a flexible, on-demand assessment that can be administered at any time during the school year. WIDA Screener is available in two formats – online (U.S. only) and paper (U.S. and International).

