

Granite School District
Department of Educational Equity
Service Plan for
English Language Students

Revised 2019

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INTRODUCTION

Our Vision

To institutionalize equity in order to provide a quality and excellent education for all culturally and linguistically diverse students.

Culturally Responsive Community and Classrooms

Granite School District is a culturally responsive community with culturally responsive classrooms. Department of Educational Equity provides educators with strategies and knowledge to increase academic achievement and build community in diverse classrooms.

The Alternative Language Program

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (Title VI of the Civil Rights Act of 1964)

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. (Lau v. Nichols, 1974)

As a result of Title VI and Lau v. Nichols, we follow the regulations of Title I, Title III and the Office of Civil Rights. In addition, each school complies with GSD's OCR plan.

Term 1 of the Agreement

A statement describing the Granite School District's (GSD) policy and specific goals for providing educational services to ELs at the elementary and secondary levels, grades kindergarten through 12.

TOPIC: MISSION STATEMENT

TASK DESCRIPTION: To state Granite School District, Department of Educational Equity's Mission Statement.

GRADES: K-12

TIMELINE: Ongoing

PERSON(S)

RESPONSIBLE: All GSD staff

PROCEDURE:

The mission statement of Granite School District (GSD) includes providing learners from linguistically and culturally diverse backgrounds with an equitable and appropriate education, so they have the opportunity to:

- Develop academic, vocational, and social skills, and
- Become successful and productive citizens in a global society.

In addition, the Team also developed the following statements of belief:

- a) We believe in trying new ideas based on nationally accepted research in the field.
- b) We believe linguistic and cultural diversity enhances the quality of life, and therefore language and culture should not limit educational opportunities.
- c) We believe educators should be skilled in making accommodations for the learning styles of culturally and linguistically diverse students.
- d) We believe every student can learn, through high expectations and behavior regardless of cultural and linguistic background.
- e) We believe everyone in the community, including those people from linguistically and culturally diverse backgrounds, should play an active role in the education process.
- f) We further believe that schools should include, encourage, and support the shared responsibility of those involved in the learning of linguistically and culturally diverse students.
- g) We believe people are responsible for and work best in an atmosphere of trust, communication, collaboration, and respect for cultural and linguistic diversity.
- h) We believe that school and community leaders must be sensitive to the issues and needs of culturally and linguistically diverse students.
- i) We believe in strengthening the partnership between the school and homes of ELs.

It is the goal of GSD that every student in GSD has:

1. A free and equitable education in practice as well as theory.
2. Dedicated teachers, administrators, guidance personnel and support staff who are not only highly qualified but also, who care about and like the students with whom they are working.
3. Properly prepared, unbiased, and appropriate texts, tests, and other educational materials.
4. Evaluation materials that are valid and appropriate in first and second languages; and that
 - a) have been specifically designed for the ELS student;
 - b) are properly administered, promptly scored, and interpreted by skilled personnel; and
 - c) have scores and interpretation of scores that are readily accessible and comprehensible to the student and parents or guardians.
5. Access to all special education services, including gifted and talented programs, where such services can be documented as being appropriate by properly certified and culturally sensitive student study teams.
6. A properly lighted, well-ventilated, clean classroom with adequate seating.
7. Sufficient school supplies, properly maintained school equipment, and a secure storage space for personal belongings.
8. Equal access to school breakfast and lunch programs, medical services (eye tests, immunizations, and so forth), and other basic needs necessary for healthy, meaningful participation in school life.
9. The opportunity to explore the possibilities of and to think positively about participation in all professional and business worlds, regardless of native language background or ethnicity.
10. One's feelings of self-worth not be measured by the quality and/or quantity of one's proficiency in English.

Granite School District began implementing the following Plan to provide educational opportunities and services for ELs in GSD in Spring 1997. Some of the areas listed in this Plan are already in place or were implemented in Fall 1996. District-wide implementation was made by June 30, 2000. GSD was removed from OCR review in 2004.

Granite School District's Plan contains, at minimum, the seventeen components that address educational services for ELs. There are seventeen terms, each term is stated on the page before the GSD's plan to meet the term.

Term 2 of the Agreement

The specific steps that the GSD will take, including time frames, to ensure that all students in GSD who's primary or home language is other than English (PHLOTE) are identified.

TOPIC: IDENTIFICATION

TASK DESCRIPTION: To identify students with primary or home language other than English (PHLOTE).

GRADES: K-12

TIMELINE: At time of student enrollment

PERSON(S)

RESPONSIBLE: Principal, Registrar, and ALP Lead Teacher

PROCEDURE:

The Registrar or other designee shall assist all new students and parents/guardians in completing the Home Language Survey (HLS) included on the school registration form. All items must be complete. The form should be signed by the parent/guardian. Included on this form are the following five language questions:

1. Which language does your student most frequently speak at home?
2. Which language do adults in your home most frequently use when speaking to your student?
3. Which language(s) does your student currently understand or speak?
4. What language do you prefer for school to home communication?
5. Does your family come from a refugee background?

A response of a language other than English to any one of the questions 1 through 4 or a yes response on question 5, identifies the student as one who's primary or home language is other than English (PHLOTE) and therefore a Bilingual/Language Classification Form (BLCF) must be completed for the student.

The Registrar or designee will complete Part One of the BLCF, the information will be taken from the HLS. The BLCF along with a copy of the registration form will then be given to the ALP Lead Teacher.

The ALP Lead Teacher is an ESL-endorsed teacher at the school who is designated by the principal as the person responsible for alternative language program documentation, to ensure paperwork is completed correctly and appropriately, administer WIDA assessments, to serve as the Department of Educational Equity (EdEq) liaison, and to be an advocate for English Learners (ELs) at their school.

The Registrar will scan a copy of the BLCF into Optiview, and the ALP Lead Teacher will send a copy of the BLCF to EdEq. See the PHLOTE Flow Chart.

Identification of PHLOTE students and referral for assessment must be completed within 30 days for students registered on the first day of the school, or 10 school days for those students entering after the beginning of the school year.

Teachers may also refer a student for WIDA placement assessment if they have a reason to believe the student has another language other than English in the home. The teacher must inform the ALP Lead Teacher and state the language reason. Such reasons could include:

- The use of a language other than English with peers;
- A sibling that lives with a student that has been identified as an EL;
- The use of a language other than English with parents, or
- The use of a language other than English when speaking or writing.

Teacher observation may not be used to exempt a PHLOTE student from assessment, but to have the student given a WIDA placement assessment to determine the student's English proficiency.

The ALP Lead Teacher shall maintain an accurate list of PHLOTE students in the school as students enter, withdraw from, and re-enter the school. Educational Equity will at various times through the year provide a current EL Roster.

Compliance with this Term of the Agreement will be monitored in accordance with procedures described in Term 13 of the Plan.

Term 3 of the Agreement

The specific steps that the GSD will take, including time frames, to assess the English-language proficiency of all PHLOTE students to determine which are ELs.

The WIDA levels of the students on the language assessment will guide the type of educational program(s) that GSD decides to implement for its ELs. At a minimum, assessment will be designed to determine whether PHLOTE students possess sufficient English-language skills to participate meaningfully in the regular educational environment. Granite School District will objectively determine whether PHLOTE students can speak, read, write, and comprehend English, if all four language skills are expected of their grade-level peers according to Utah State guidelines.

TOPIC: ASSESSMENT TO DETERMINE ENGLISH PROFICIENCY

TASK DESCRIPTION: To determine PHLOTE students' English proficiency in comprehension, speaking, reading, and writing.

GRADES: K-12

TIMELINE: Identification of PHLOTE students and referral for assessment must be completed within 30 days for students registered on the first day of the school, or 10 school days for those students entering after the beginning of the school year.

PERSON(S)
RESPONSIBLE: Principal and ALP Lead Teacher

PROCEDURE:
The WIDA Online Screener or W-APT will be used to assess English language. The WIDA tests are norm-referenced tests. Large numbers of students from across the United States, representing a broad range of ethnic backgrounds, socio-economic status and language ability were included in the pilot testing and norming of the WIDA tests. The results from the WIDA tests provide valid, reliable data that can be used to assess students' language abilities.

The WIDA test is used to designate students on a WIDA scale 1 to 6. Level 1 student is Entering, Level 2 student is Beginning, Level 3 student is Developing, Level 4 student is Expanding, and Level 5 or 6 student is considered competitive with their English Only peers and are exited from the ESL program and placed on monitor status. Kindergarten W-APT test is individually administered and grades 1st through 12th are given the Online Screener.

The WIDA Tests, ACCESS, Alternate, Online Screener, or W-APT provides a WIDA Level score in listening, speaking, reading and writing domains. Also provided is an Oral

Language Score (listening/speaking), a Literacy score (reading/writing), a Comprehension score (listening/writing) and an Overall Composite score (listening/ speaking/ reading/ writing).

The WIDA Online Screener is an individually administered test on the computer. The time it takes to administer the test will depend on the proficiency of the student tested. An average time would be 45 minutes for the complete test. The WIDA Online Screener can be administered in segments.

All WIDA language placement assessments will be completed by trained staff. The Department of EdEq will schedule training as needed.

The student's performance and WIDA level will be interpreted using the appropriate guidelines from the online scoring sheet. If a student receives an Overall Composite score of 1-4, that student will be designated as an EL and receive English Language Development (ELD) instruction. If a student receives an Overall Composite score of 5 or 6, that student will be designated as English proficient. Kindergarten students who are designated as English proficient will be monitored until they receive an Overall Composite score of 5 or 6 on the WIDA ACCESS.

Teacher or staff observation may not be used to override test results used in identifying the student as ELs.

All PHLOTE students who have been assessed and identified as ELs will be placed in the appropriate alternative language program and receive ELD instruction.

Assessment and placement information will be included on Part Two and Three of the BLCF. The Registrar will scan a copy into Optiview, and the ALP Lead Teacher will send a copy of the BLCF to EDEQ. See the PHLOTE Flow Chart.

Educational Equity will track school performance in identifying ELs in accordance with procedures in Term 13 Program Evaluation.

Granite School District will provide for proficiency testing when home language skills affect placement and other decisions. For example, before deciding SPED or G/T evaluation tests and methods or when interpreting SPED or G/T test results.

Term 4 of the Agreement

Procedures to establish and maintain a roster of ELs, by school, grade, and special program(s).

These procedures will be designed to ensure that each identified EL continues to be recognized as requiring appropriate services, despite changes in classroom assignments, school assignments, and special placements, as long as the student is an EL.

TOPIC: DOCUMENTATION ROSTER OF ELS AND SERVICES

TASK DESCRIPTION: To document the identification and assessment of all PHLOTE students and to document the placement, growth assessment, reclassification, monitoring, and follow-up activities that are completed for students developing proficiency in English.

GRADES: K-12

TIMELINE: To be established at the time of student enrollment and to be maintained continuously throughout the student's enrollment in the GSD.

PERSON(S)
RESPONSIBLE: Principal and ALP Lead Teacher

PROCEDURE:
A Documentation File will be established by the school Registrar or designee, for each student identified as PHLOTE and this file shall be scanned into Optiview within the student's cumulative folder.

As tasks are completed under Identification and Assessment, the necessary documents will be scanned into Optiview or entered into Discovery for the student.

The information that should be included entered at the school are the following:

- Parent Home Language Preferences, entered
- *Bilingual Classification Form (BLCF)*, scanned
- WIDA Online Screener or W-APT score sheets, scanned
- *Monitor Form*, scanned
- Yearly Parent Notification of Services with parent signatures, scanned
- *Exit Form* when student exits alternative language program, scanned
- *Monitor Action Plan*, scanned
- Yearly parent letter refusing services, scanned
- Teacher referral for language testing, scanned
- SPED referrals, scanned

- Gifted/Talented referrals, scanned

The ALP Lead Teacher will be responsible for verifying accuracy and sending the *BLCF* for each student to EdEq within seven days from completion of the initial WIDA placement assessment.

The EL Student Roster from the District database can identify PHLOTE students with the following information: Name, School, Grade, Home Language, Country of Birth, First Date Enrolled in U.S. Schools, Language Assessment Scores, Program Placement (ALP, Title I, SPED, etc.), monitor status, and exit status.

This EL Student Roster will be used to ensure on-going program planning, monitoring of schools, evaluation of programs, tracking of students' needs, and will help to track reporting data.

Term 5 of the Agreement

Procedures for the appropriate placement of ELs into alternative language programs.

These procedures will delineate the extent to which educational services will be provided to each category of ELs, based on educational need. For example, it is expected that students who speak no English will receive more intensive English-language assistance than students who speak some English.

These procedures will also ensure that ELs are not placed in special education classes because of their lack of English language skills. See Term 16.

TOPIC: PLACEMENT

TASK DESCRIPTION: To place students designated as ELs in a program of instruction.

GRADES: K-12

TIMELINE: Within five school days after designation as ELs.

PERSON(S)

RESPONSIBLE: Principal, ALP Lead Teacher, and Counselors

PROCEDURE:

All students identified as ELs will receive services designed to appropriately address their language acquisition and other content learning needs.

The level and amount of educational services will be provided by WIDA level and based on educational need. For example, WIDA Level 1- 2 students who speak little, or no English will receive more intensive English language assistance than WIDA Level 3- 4 students who speak some English.

The assessment team will use all available WIDA assessment data to determine placement.

The Department of EdEq designee will regularly monitor, at least once per month each school in the GSD to ensure that each student has been appropriately placed in ELD instruction. The Department of EdEq designee will also make appropriate recommendations of ELD instruction.

Parent refusal (Term 6), the size of a school's ELs population, and the nature and extent of some disabilities (Term 16) may affect the type of formal ELD instruction. Appropriate documentation of what type and duration of ELD instruction must be documented.

Student refusal to participate, unavailability of staff, scheduling conflicts, being served in SPED, and disciplinary action are not legitimate reasons for students not being placed in

ELD instruction. See Term 16 of the Plan for procedures that will ensure that ELs are not placed in SPED classes because of their lack of English language skills.

Parents will be notified yearly of placement in accordance with procedures detailed in Term 6.

Term 6 of the Agreement

Procedures to ensure that parents or guardians are informed of the purpose of the alternative language programs offered by GSD in an appropriate language and medium of communication.

TOPIC: PARENT NOTIFICATION OF STUDENT'S
PLACEMENT AND PROGRESS IN THE ALTERNATIVE LANGUAGE
PROGRAM

TASK DESCRIPTION: To notify the parents or legal guardians of a student's
placement in the alternative language program.

GRADES: K-12

TIMELINE: Written notification will be given to parents of their student's
placement in the program.

PERSON(S)
RESPONSIBLE: Principal and ALP Lead Teacher

PROCEDURE:

ELD instruction is designed to provide equal educational opportunities for students in GSD who are identified as ELs. Granite School District considers this program required. Teachers, student, or other school staff may not select to have a student removed from the program until that student has met all program exit criteria.

Parents will be notified annually about the student's placement in the ESL program and the student's language progress. The principal or designee will send the Parent Notification Letter to the parent or guardian. A signed copy of the notification will be scanned into Optiview. The notice will explain the purpose, benefits, options, GSD obligations and parent responsibilities with respect to the student's ELD instructional needs.

Where practicable, the Parent Notification Letter will be provided in the language preferred by the parents in Term 7. Schools will maintain a current list of translators who can explain notices. The assigned translator/interpreter will report back to the school the results of the interaction and the need for any further action.

Should the parent or guardian refuse the student's placement in ELD instruction, GSD is still obligated to ensure that the ELs' English language and academic needs are met. Parent refusal of ELD instruction must be received in writing. The refusal will be scanned into Optiview and a copy sent to EdEq. Parent refusals will be honored only during the current school year. Parents or guardians who continue refusal of ELD instruction and services must express this in writing each school year.

Term 7 of the Agreement

Procedures to ensure that parents or guardians of PHLOTE students are provided school notices and information that is given to other parents in a language the parents best understand.

TOPIC: NOTIFICATION OF PARENTS IN NATIVE LANGUAGE

TASK DESCRIPTION: To notify parents of school activities in a language that they can understand.

GRADES: K-12

TIMELINE: Translation of notices as needed during the school year.

PERSON(S)
RESPONSIBLE: Principal and Registrar

PROCEDURE:

At the time of the student's registration, parents are asked in what language they wish to receive school notices.

The Principal, ALP Lead Teacher, or designee will develop and maintain a list of parents needing oral or written translations. The Registrar will use this list to track that notices and ensure the appropriate language has been provided to the parents. Notices sent to all students, for example, field trip permission slips, activity notices, etc. will be translated at the school into the languages requested by parents. This list will be readily available and accessible to all staff. Names will be added to this list as needed.

As Spanish is the most commonly used language other than English, GSD's registration packet, student handbooks for elementary, junior high, and high school, which include all necessary school forms, selected GSD policy, procedures, activity and education program descriptions, report cards, and parents' rights information will be available in Spanish. Parents will be encouraged to contact the school for additional translation assistance.

The Principal, ALP Lead Teacher, or designee will develop a list of translators for the school. The list will show what each translator is able to do; language, oral and/or written, technical/simple; and how and when to contact the person. This list will be updated regularly.

Where practicable, the Principal will ensure that appropriate school translators, from the school's parent language list, participate in school wide meetings (PTA, open house, etc.) and one-on-one conferences.

Term 8 of the Agreement

Explanation of the alternative language programs and methods used to provide ELs with equal educational opportunities. Include:

- A. A written summary of the program, when the program will be implemented, and the specific grade levels at which the specific programs will be implemented;**
- B. A description of how these programs will assist ELs to become proficient in English.**
- C. How GSD will ensure that ELs, during or after participation in ELD instruction, have full access to the GSD's educational program. At a minimum, GSD will demonstrate that ELs have the opportunity to keep up with their age/grade peers in all aspects of the GSD's academic curriculum; and**
- D. How GSD will meet English language acquisition and other academic needs of ELs whose parents or guardians refuse placement in ELD instruction.**

TOPIC: ENGLISH LANGUAGE DEVELOPMENT INSTRUCTION

TASK DESCRIPTION: To implement ELD instruction for ELs which accomplishes the following objectives:

- to develop the English language proficiency of ELs,
- to enhance cognitive and academic achievement of ELs in content areas to meet grade level and graduation requirements,
- to provide on-going training for teachers in effective teaching strategies for instruction, and
- to enhance parental and community involvement in the student's educational experience.

GRADES: K-12

TIMELINE: On-going

**PERSON(S)
RESPONSIBLE:** Principal

PROCEDURE:
English Language Development instruction (ELD) program will be implemented at each school.

Granite School District's ELD instruction is a Structured Immersion Program where ELs are taught English and Language Arts by ESL endorsed teachers. Content subjects are taught by

teachers trained in Sheltered English strategies in classrooms with native English speakers. Additional intensive language interventions will require temporary grouping and increased ELD instruction.

Currently two types of alternative language programs are available in GSD. The selection of the type of program to be implemented in the school will depend upon the ELs home language and class placement.

- Dual Immersion program will be implemented for the student if they are enrolled in a class that teaches a Dual Immersion language in the student's home language.
- English as a Second Language (ESL) program will be implemented at each school that does not have a Dual Immersion program in the student's home language.

Principals and Counselors at individual secondary school sites will work with ELs at grades 7-12 to assure that each student is placed in the correct ESL class for the student's WIDA level and that the class meets all GSD and state requirements for high school graduation. See *Class Flow Chart*.

1. **English as a Second Language Program (ESL)** will be implemented at each school. The ESL program will consist of the following based on the WIDA proficiency level of the students. The program requires certified teachers with an ESL endorsement.

- K-6: WIDA level 1-4 daily instruction of no fewer than 45 minutes in ESL to include;
- a) Targeted ELD instruction in the domains of listening, speaking, reading, and writing to the student's individual WIDA levels.
 - b) On-going core assessments to determine the student's instructional needs.
 - c) The rest of the student's daily instruction in a class with English proficient students using sheltered strategies.

- 7-12: Daily instruction of no fewer than the following class periods of ESL instruction. See *Class Flow Chart*.
- a) WIDA level 1-3 one class period by WIDA level for ELD instruction.
 - b) WIDA level 1-3 one class period of ESL English.
 - c) WIDA level 1-2 one class period of ESL Social Studies.
 - d) WIDA level 4 one ESL core class period in the area of the student's greatest need.
 - e) WIDA level 1-4 the rest of the student's daily instruction in a class with English proficient students using sheltered strategies.

Teachers will need to continuously review students' English language proficiency as related to classroom work and adjust the strategies and levels of instruction in all core subjects to reflect the students' increasing ability to function in English.

2. **Dual Immersion Program** will be implemented for the student if they are enrolled in a class that teaches a Dual Immersion language in the student's home language. The program requires certified teachers with an endorsement for the dual language.

K-12: WIDA level 1-4 to include

- a) Dual language instruction in the student's home language.
- b) The rest of the student's daily instruction in a class with English proficient students using sheltered strategies.

Term 9 of the Agreement

Specific steps GSD will take to provide necessary and appropriate instructional materials in sufficient quantity to properly carry out the chosen program(s) for the instruction of ELs.

TOPIC: INSTRUCTIONAL MATERIALS AND RESOURCES

TASK DESCRIPTION: To provide ELs with sufficient amounts and types of materials and other resources in quality and usefulness to those provided to other students.

GRADES: K-12

TIMELINE: On-going

PERSON(S)
RESPONSIBLE: Principal and District Staff

PROCEDURE:

ELs will be provided instructional materials and resources that are equivalent to materials and resources provided for other students.

The GSD Curriculum and Instruction Division, in collaboration with EdEq, will review and recommend materials appropriate in level and scope to ensure ELs at varying WIDA levels have access to the content, curriculum, and instruction offered to other students.

Textbooks and other materials recommended by committee(s) will be appropriate to the ESL instructional model used at the school.

By Spring of each school year, principals will arrange to acquire materials in sufficient quantities to meet the English language acquisition and other academic content needs of projected numbers of ELs for the next school year. Schools are responsible for purchasing needed materials from their existing budgets.

Sufficient time at the beginning and throughout the school year will be set aside for training in the use of materials and resources.

Term 10 of the Agreement

To ensure that GSD has appropriate staffing to implement its program for ELs, GSD will provide, as part of its plan:

- A. The number, training, and qualifications of staff needed to implement the program;
- B. A process for evaluating instructors in ELD instruction to ensure that their classroom performance corresponds with the models and methods chosen by GSD;
- C. The number of staff and ESL classes needed to implement ELD instruction;
- D. Where qualified, trained staff are not available, GSD will make efforts to recruit and hire qualified, trained staff to implement the program selected on a permanent basis, including extending recruitment beyond GSD and its immediate locality, if necessary;
- E. Provide to existing staff a method to implement the program selected on a permanent basis; and
- F. GSD will take steps to ensure the availability of qualified, trained staff to implement the program selected on a permanent basis, if voluntary measures are not successful.

TOPIC: STAFFING

TASK DESCRIPTION: To ensure that GSD has adequate numbers of appropriately trained staff to implement its program.

GRADES: K-12

TIMELINE: On-going

PERSON(S)
RESPONSIBLE: Principal and Department of EdEq designee

PROCEDURE:
In order to meet the instructional needs of increasing numbers of culturally and linguistically diverse students, all GSD administrators, teachers, counselors and selected support staff will be trained in Sheltered Instruction strategies.

In order to meet the educational needs of increasing numbers of culturally and linguistically diverse student, all GSD administrators, teachers, counselors, and selected support staff will be trained in REACH.

Instructional staff of ELs must have proper certification, license, and endorsements. All ESL teachers must be highly qualified for their subject areas. All ESL endorsements will only be accepted from an accredited post-secondary institution.

Paraprofessionals must be highly qualified and trained in instruction for ELs. The majority of the paraprofessionals schedule must be working with students under the direction of an ESL endorsed teacher. The ALP lead teacher in consultation with the principal will determine specific responsibilities for the paraprofessional.

Granite School District will offer an ESL Endorsement Program in collaboration with an accredited University. All courses will meet requirements for the Utah State Office of Education ESL Endorsement.

Each school will have an ESL endorsed teacher who will serve as the ALP Lead Teacher. The ALP Lead Teacher is an ESL-endorsed teacher at the school who is designated by the principal as the person responsible for ALP documentation, to ensure paperwork is completed correctly and appropriately, administer WIDA assessments, to serve as the Department of EdEq liaison, and to be an advocate for ELs at their school.

Each elementary school will have a minimum of one ESL endorsed teacher per grade level. In addition, the ratio of ESL teachers must match the ESL population. Under no circumstances should a student be denied ELD instruction or placed in a class with larger than the allotted FTE numbers, due to lack of ESL endorsed teachers.

Secondary schools will have a minimum of four ESL endorsed teachers. One for ELD instruction, one for ESL English, one for ESL Social Studies and one teaching an ESL core class. If the teacher is highly qualified in the subject, they may teach more than one ESL class. The ratio of ESL teachers and classes offered must match the ESL population. Under no circumstances should a student be denied ELD instruction or placed in a class with larger than the allotted FTE numbers, due to lack of ESL endorsed teachers.

ESL endorsed teachers that teach ESL English, ELD instruction, and ESL Social Studies and must also be highly qualified in the subject area. If any other ESL subject area is offered by the school, the teacher must be ESL endorsed and highly qualified in the subject area.

On an annual basis EdEq in collaboration with other GSD departments will plan and implement, but not be limited to, the following types of training.

- WIDA Online Screener or W-APT Training (See term 3)
- Training for School Teams (i.e., SPED / GT / Assessment)
- Training in WIDA Standards
- Strategies for Teaching ELs
- ESL Endorsement Classes
- Training for ALP Lead Teachers
- Training for Paraprofessionals

- Training in SIOP strategies
- Training in REACH

Granite School District will continue to recruit locally, statewide, and nationally, qualified staff to implement the Plan and its programs.

Principals evaluate all classroom teachers at least annually through classroom observation to determine whether classroom teachers are using appropriate methods, materials, and instructional strategies. Evaluations will be conducted according to the GSD policies and procedures and will include sheltered strategies

Term 11 of the Agreement

The specific steps GSD will take, including timeframes, to provide the equipment and facilities necessary and appropriate to carry out properly its chosen program for the instruction of ELs.

TOPIC: EQUIPMENT AND FACILITIES

TASK DESCRIPTION: To provide ELs with sufficient amounts of equipment, facilities, and other resources in quality and usefulness as provided to other students.

GRADES: K-12

TIMELINE: On-going

PERSON(S)
RESPONSIBLE: Principal and GSD Staff

PROCEDURE:
ELs will be provided ELD instruction in facilities that are equivalent to facilities provided for other students.

Principals will follow GSD policy and procedures in requesting space and room adjustments as needed to provide adequate and appropriate facilities for ELs.

Principals will work collaboratively with school site committees in determining space and room needs. The school site committee will include input from the ALP Lead Teacher on the needs of ELs.

Term 12 of the Agreement

A description of the criteria that GSD will use to determine when an EL has obtained sufficient proficiency in English to reduce the amount of time spent in an alternative language program altogether. At a minimum, these criteria will ensure:

- A. That ELs have a realistic opportunity to exit the alternative language program;**
- B. That determination of English language proficiency is based on objective standards, for which GSD can explain why students meeting
 - a. those standards will be able to participate meaningfully in the regular**
 - b. classroom;****
- C. That students exiting the alternative language program can read, write, speak, and comprehend English well enough to participate meaningfully in the GSD's general program and commensurate with the native English speakers;**
- D. That the academic progress of students who exit from the alternative language program is formally reviewed periodically (i.e. for at least two years); and**
- E. That appropriate steps are taken to remediate language or academic
 - a. efficiencies identified in students who exit from alternative language**
 - b. programs, including re-entry into the alternative language program if**
 - c. necessary.****

TOPIC: Term 12-A REASSESSMENT FOR RECLASSIFICATION

TASK DESCRIPTION: To determine if an EL has developed the English language skills necessary to succeed in the English curricula.

GRADES: K-12

TIMELINE: Anytime

**PERSON(S)
RESPONSIBLE:** Principal, ALP Lead Teacher, and Assessment Team

PROCEDURE:

An EL shall be classified as fluent after a determination is made that the student has developed the speaking, listening, reading, and writing skills necessary to compete with their English only peers. This reassessment will be directed by the Team. The Team should be comprised of the ALP lead teacher, classroom teacher, or English teacher, counselor and principal. Review of student's fluency will be done at least once per year, anytime upon referral by teacher or parent, or when the student receives an WIDA Overall Composite score of 5 or 6.

Contact will be made with at least one parent or legal guardian by written communication or in person to inform them that the student is being considered for reclassification to exit status and placed on monitor services. The Team must meet to review WIDA data and provide input into the reclassification decision.

The Team will report the reclassification on an Exit Form. The team will sign and scan the completed form into Optiview.

TOPIC: Term 12-B – RECLASSIFICATION TO MONITORING

TASK DESCRIPTION: To determine that a student has been correctly reclassified as English Proficient.

GRADES: K-12

PERSON(S)
RESPONSIBLE: Principal, ALP Lead Teacher and Team

PROCEDURE:
For four years following reclassification, the Team will review a student’s progress yearly, to ascertain that the student is in fact succeeding in the assigned program of instruction.

If after reclassification to exit status, the student will be placed on four years of monitoring. The Team will meet yearly and completed the Monitoring Form by the end of the 1st Term. The Team will evaluate current data to determine if the student meets or is above grade level academic standards or benchmarks. Monitoring Form will be scanned into Optiview. See Exit and Monitoring Process.

If the student does not meet grade level academic standards or benchmarks the student will be placed on a Monitor Action Plan. The Monitor Action Plan must be completed by the end of the 1st Term and reviews in the 3rd Term. Student will be targeted support that may include but is not limited to having the student remain in ELD services, retesting to determine the student’s WIDA level, additional training for teachers and staff, and/or targeted ELD instruction in core content area. Monitor Action Plan will be scanned into Optiview and a copy sent to the Department of EdEq for review.

EdEq will also review each reclassified student’s progress to ascertain that the student is succeeding in the assigned program of instruction.

Term 13 of the Agreement

The specific steps GSD will take periodically, including time frames, to evaluate formally the effectiveness of its program for ELs. Granite School District will include formal evaluation of implementation of the components addressed in its Plan. Evaluations will also include comparative and analytical data showing such factors as whether current and/or former ELs are:

- A. Achieving established goals for ELs participation and achievement in GSD’s alternative language program(s).**
- B. Keeping up with their non- EL peers in the regular educational environment;**
- C. Able to participate successfully in essentially all aspects of the school’s curriculum without the use of simplified English materials; and**
- D. Being retained in grade, failing, or dropping out at rates similar to those of their non- EL peers.**

TOPIC: PROGRAM EVALUATION

TASK DESCRIPTION: To evaluate the effectiveness of the alternative language program.

GRADES: K-12

TIMELINE: Annually

PERSON(S)

RESPONSIBLE: Director for EdEq assisted by the Director for Assessment and Evaluation for GSD.

PROCEDURE:

The End of Year Evaluation will consist of three parts:

1. program implementation;
2. program self-evaluation; and
3. a comparative longitudinal study.

Part One, the Implementation Report, requires that each school complete and maintain an accurate student documentation file and provide any needed data to EdEq.

Part Two, the Program Self-Evaluation, requires that each school complete any required School Compliance Report no later than the end of the school year. Granite School District will also report the school level of compliance.

Working in collaboration with the GSD evaluator, EdEq staff will determine what data will be useful for assessment, collect that data from the schools, and analyze it to evaluate the appropriateness of the program. The cooperation of school site staff is crucial to the effectiveness of the evaluation process.

Part Three; the Longitudinal Study will be conducted annually to evaluate the effectiveness of the alternative language program.

Achievement and non-achievement data available from the previous school year will be used. Each year a data collection will include, but not limited to:

- Identification of all new students.
- English proficiency growth
- Individual student and school achievement data

Other indicators that may be used to evaluate program effectiveness; include attendance, dropout rates, referral to special programs, and State testing.

Granite School District has the following expectations in each of these areas:

- Attendance rates...equal to or greater than the non-EL.
- Dropout rates...equal to or less than non-EL.
- Referrals to SPED...proportional to non-EL.
- Gifted and Talented participation...proportional to non-EL.
- Graduation rates...equal to or greater than non-EL.

Term 14 of the Agreement

The specific steps that GSD will take to timely improve to modify its programs for ELs based on its program evaluations. Granite School District will appoint a person(s) responsible for ensuring that the evaluations' recommended modifications are implemented timely.

TOPIC: IMPROVEMENT OR MODIFICATION OF PROGRAM

TASK DESCRIPTION: To ensure that GSD will improve or modify its alternative language program based on program evaluations in a timely manner.

GRADES: K-12

TIMELINE: Annually

PERSON (S)

RESPONSIBLE: Director of Educational Equity

PROCEDURE:

Each year, GSD will produce written plans to modify its alternative language program, based on annual evaluations of program effectiveness and implementation.

The Department of EdEq will serve as the technical advisor and will be responsible for ensuring that all recommended modifications are implemented in timely manner.

Implementation schedules may vary, but changes will be communicated to school sites before the next school year begins.

Modification plans will provide for resource allocation and in-service training needed to implement the changes.

Term 15 of the Agreement

The specific steps that GSD will take, including timeframes, to ensure that ELs have equal and meaningful opportunities to participate in special opportunity programs, such as those for gifted and talented students.

TOPIC: ASSESSMENT OF ELS FOR ACCELERATED LEARNER PROGRAMS

TASK DESCRIPTION: To ensure that ELs have equal and meaningful opportunities to participate in special programs.

GRADES: K-12

TIMELINES: Assessment can occur anytime during the school year.

PERSON (S)

RESPONSIBLE: Principal and school-based Team

PROCEDURE:

Referral Procedures

1. **EL Identification.** All ELs shall be assessed using the procedure described in Term 3 Assessment. PHLOTE students who are identified at ELS will be served in the alternative language program.
2. **Monitoring Students' Progress.** Students enrolled in ELD instruction will be continually evaluated using cumulative GPA, CRT's and language proficiency assessments.
3. **Referral by Classroom Teacher.** If criterion reference measures indicate the student is learning at a more rapid rate than similarly situated students, and if a teacher suspects that the student may be gifted, then a referral for further evaluation will be completed. Teachers will be trained in recognizing characteristics of gifted students. Teachers will also be trained in cultural awareness and sensitivity through the REACH (Respecting Ethnic and Cultural Heritage) Program.
4. **Referral by Parents.** A parent may refer their student for further evaluation at any time during the year. Parents will be notified when the assessment for the program is scheduled by:
 - A letter sent home in the parents' preferred language;
 - A school newsletter, with attachments in the languages of the school community with instructions of whom to call should parents/guardians need additional translation help.

Under no circumstances will an EL student that qualifies for a gifted program be denied access to the program.

Pre-assessment Procedures:

1. **Pre-evaluation.** The Team will decide if any further assessment is recommended for each referred student. This will be based on the following:
 - Information given on the referral form;
 - Parent information on the Parent Referral Form;
 - Teacher Referral Form;
 - Other kinds of evidence, for example, CRT scores, portfolios, reading inventories, etc.

The Team will include the Access teacher, Access Facilitator, the ALP Lead Teacher, the homeroom teacher, and others who have knowledge about the student.

2. Outcomes

- If the student is an EL and recommended for Access assessment, the Access Assessment Team will follow the Access assessment procedures.
- If the student is an EL and not recommended for further Access testing, the Access Assessment Team may recommend accommodations for the student. Parents will be notified in their preferred language.

ASSESSMENT PROCEDURES:

1. **Prior notice and parents' consent.** Parents will be notified, in their preferred language, if the student is recommended for testing. The consent form will need to be signed and returned to the school before the test date. Copy of the form with signatures will be scanned into Optiview.
2. **Assessment for Access Program.** ELs recommended for testing will undergo an adapted evaluation which will include, but not be limited to:
 - Teacher observation of learning rates;
 - Peer comparisons;
 - Formal non-verbal instruments, such as Matrix Analogies;
 - Formal sub-tests of the Otis-Lennon Student Aptitude Test (OLSAT);
 - Teacher assessment forms;
 - Criterion Reference Tests; and
 - Other measures, as needed (i.e. portfolios, reading inventories, projects, etc.)

Eligibility Determination:

1. Upon completion of the adapted evaluation, an eligibility decision is made by the Access Assessment Team. This decision will be made by a team of persons who are knowledgeable about the student and in gifted identification procedures.

2. **Outcomes.**

- The student is EL and qualifies. The student will be placed in the Access Program at the school. Parents will be notified, in their preferred language. ALP Lead teachers and Access teachers will collaborate on any modifications to be made to teaching methods and materials to meet the needs of the gifted EL.
- The student is EL but does not qualify. The Access Assessment Team will provide accommodations for the student in the classroom. Where practicable, parents will be notified in their preferred language.

Honors and Advanced Placement:

Potential ELs for Advanced Placement and Honor classes must meet the pre-requisites for specific courses. The ALP Lead Teacher will collaborate with school counselors to recommend ELs for Honor and Advanced Placement courses. Under no circumstances will an EL student that qualifies for an Advanced Placement or Honor class be denied access to the program.

Term 16 of the Agreement

The specific steps that GSD will take, including timeframes, to ensure that PHLOTE students with disabilities are appropriately placed and provided with special education or related aids and services. Include:

- A. The criteria and procedures that GSD will use to ensure that PHLOTE students are not assigned to special education programs on the basis of criteria that measure and evaluate English language skills.**
- B. The criteria and procedures that GSD will use to ensure that ELs who are in need of special education or related aids and services are not restricted from receiving both special education and alternative language services concurrently as appropriate.**
- C. The procedures that ensure that parents and guardians whose primary language is other than English are identified and receive procedural safeguards and information regarding special education programs and rights in the language they best understand.**

TOPIC: ASSESSMENT OF SPECIAL EDUCATION LIMITED
ENGLISH PROFICIENT STUDENTS (SPEDLEP)

TASK DESCRIPTION: To ensure that PHLOTE students are not referred for a special education evaluation solely on the basis of their language proficiency.

GRADES: K-12

TIMELINE: Assessment can occur anytime during the school year.

PERSON (S)
RESPONSIBLE: Principal and Team

PROCEDURE:

Pre-referral Procedures:

Step 1: EL identification. All PHLOTE students shall be assessed using the procedures described under "Assessment" (see Term 3). If WIDA results are not available, WIDA placement testing must be conducted and ELs status determined within 10 school days. Each student will be classified according to their WIDA level.

Step 2 Monitoring student progress. Students enrolled in the alternative language program will be continually evaluated using criterion-referenced measures to monitor their progress in English language acquisition. The results of these measures must be scanned into Optiview and kept in the student's documentation file.

- Step 3 Documenting prereferral interventions.** If the criterion-referenced measures indicate the student is not making reasonable progress in his/her school program, as documented by the classroom teacher and ALP Lead Teacher, pre-referral interventions, accommodations, and adjustments must be attempted.
- a. A record of these interventions and their results must be attached to the Special Education *Limited English Proficiency (SPEDLEP) School Tracking Form* along with the completed *At-Risk Intervention Documentation form* and a copy scanned into the student's documentation folder.
 - b. Teacher Assistance Teams including the ALP Lead Teacher may be available to assist in developing and implementing pre-referral intervention plans. NOTE: Placement in the alternative language program or use of specific interventions under the direction of the ALP Lead Teacher may be included in the list of options to be considered.
 - c. The *At Risk Intervention Documentation form* must indicate the student's primary language and the primary home language.

2. Exemptions to the pre-referral interventions. Pre-referral procedures are not required under the following circumstances:

- a. The right of a parent to refer a student for an evaluation shall not be denied or delayed by the pre-referral procedures listed above.
- b. A student with a disability previously receiving Special Education services, transferring from another school district, state, or country, without Special Education records may be placed with the written consent and prior notice of the parent in an appropriate Special Education Program during the period of evaluation.
- c. If it is determined that a conventional language system is not an appropriate mode of communication for a student due to a disability, documentation for that decision must be included in the student's cum folder (i.e. deaf, severe hearing impairment, severe cognitive deficiency.).

Step 4 Referral for evaluation. If the interventions, accommodations, and adjustments indicate that the student is learning at a slower rate than similarly situated students, and if the classroom teacher and ALP Lead Teacher suspect that it could be a disability that is adversely affecting student performance, then a *Referral for Evaluation for Special Education Services Sped. 1 form* must be completed and submitted to the school site Student Services Team.

Step 5 and 6 Evaluation procedures, procedural safeguards, prior notice and consent for evaluation. The parent will receive notifications in their preferred language using one of the following procedures:

- a. written form sent home in their preferred language,
- b. provided to the parent by an interpreter trained in Special Education procedures and terminology.

The parent will also be informed in his/her preferred language that the form must be signed and returned to the school before any testing may be conducted. Written parental

consent consistent with IDEA regulations must be obtained before such an evaluation is initiated.

Evaluation

1. Once the signed *Prior Notice* and *Consent for Evaluation* form has been returned to the school, the school's Speech Language Pathologist (SLP) must complete an in-depth evaluation of English oral language proficiency.
 - a. This evaluation of English language proficiency must be conducted following the procedures on Step 6A of the *SPEDLEP School Tracking Form*.
 - b. If the results of the language testing indicate that the student is proficient in English, the regular evaluation process may proceed in English.
 - c. If it is determined that the student is proficient in English by the Team, despite a low language proficiency score, the reasons for the determination must be documented.
 - d. The ALP Lead Teacher will report and document the student's exit from EL status according to Term 12.

2. If it is determined that the student's English proficiency is limited in any way, the SPEDLEP Specialist will coordinate the development of an individualized students' evaluation through the Student Services Team following step 6C on the SPEDLEP School Tracking Form.
 - a. The ALP Lead Teacher must be included on this team.
 - b. The SPEDLEP Specialist is responsible to ensure that appropriate instruments are used to account for differences in language proficiency and cultural considerations.
 - c. Pre-referral information will be considered in the design of the evaluation plan.
 - d. Tests will be administered in the student's dominant language.
 - e. Non-verbal cognitive tests (e.g. CTONI) must be used when tests in the student's primary language are unavailable or inappropriate.
 - f. The use of an interpreter to translate a test from English into the student's primary language is discouraged. However, this procedure may be used:
 - g. to evaluate such capabilities as motor skills, visual acuity, or hearing ability.
 - h. to obtain objective but not standardized information to supplement other data. This information may not be used as the primary basis for qualifying for Special Education services. If test administration is modified in any way, the examiner must document the modifications on the protocol.
 - i. Listed in are the tests that may be used by the SPEDLEP Specialist in conducting the evaluation. The evaluation may also include information such as:
 - results of pre-referral interventions
 - non-verbal cognitive evaluation
 - parent interview and background history
 - academic testing
 - functional language evaluation conducted by SLP

- classroom observations
 - peer/siblings' comparisons
 - other objective, non-standardized measures
- j. SPEDLEP Evaluation Summary results will be attached to the Multidisciplinary Team Report and a copy scanned into Optiview.

Step 7 Eligibility determination. Upon completion of the evaluation, an eligibility decision is made by the Student Services Team. The SPEDLEP Specialist and the ALP Lead Teacher are members of the Team. This decision is made using the skilled professional judgment of a team of persons who have direct knowledge about the student; who have demonstrated skill in testing procedures, or who have specific training in alternative forms of evaluation procedures for language minority students.

The team decision is documented on the Multidisciplinary Team Report Sped 4 that indicates what data, tests, and methods of administration were used to evaluate the student. This Team report will be written and scanned into Optiview as permanent documentation.

Outcome:

- a. If the student is EL and qualifies for Special Education, an IEP must be developed and parent consent for placement obtained. Proceed to IEP and Placement below.
- b. If the student is EL and does not qualify for Special Education, the parents will receive prior notice of this decision in their preferred language.
 - 1) The evaluation results and the team's decision will be available to parents in their preferred language explained by a trained interpreter.
 - 2) If the student was previously enrolled in the ALP program, the student will continue in the program with accommodations or adjustments recommended by the Student Services Team.

IEP AND PLACEMENT

1. Procedural safeguards, Prior Notice, IEP and Placement Procedures will be explained in the parent's preferred language.
2. If the student qualifies for Special Education, an IEP must be developed and signed by an IEP team.
 - a. The ALP Lead Teacher must be a member of the IEP team and sign the IEP.
 - b. The IEP Team will determine and document on the IEP:
 - 1) What special education services will be needed; and,
 - 2) How the student will continue in the alternative language program. ELs determined to be eligible for Special Education will continue to receive ELD instruction. Participation in the ALP Program must be noted on the IEP.
 - 3) If it is determined that the student will not continue to receive ALP services and language is a barrier to learning, the IEP Team must document how the student will receive ELD instruction.

- c. When appropriate, 504 Accommodation Plan describing modifications in the ALP program may be developed in conjunction with the IEP.
 - 1) The student must qualify as a disabled person with a mental or physical impairment, which substantially impairs one or more of life's major activities, has a record of an impairment, or is regarded as having such an impairment. A language difference may not be considered a disability.
 - 2) The ALP Lead Teacher must be a part of this decision-making process.
 - 3) Student progress in the ALP program will continue to be documented by the ALP teacher.
 - d. SPEDLEP enrolled in self-contained classes will participate in the school's ALP unless the IEP finds that there are specific reasons that this dual placement would not be appropriate. The IEP must then specify how the student will receive ELD instruction.
 - e. For ELs enrolled in the Home/Hospital Program, the ALP Teacher will be assigned to monitor the student's progress and consult on language issues.
3. Parent consent for initial placement in Special Education must be obtained using the Consent for Initial Placement Form.

Additional Safeguards for PHLOTE Students and Parents

- 1. EdEq will maintain a list of PHLOTE students from the Home Language Survey on the Registration form. This list will be merged with the roster of students receiving SPED. The school will use this list to identify parents who require Special Education information in their preferred language and also, interpretation or translation assistance at IEP and placement meetings
- 2. School districts along the Wasatch Front will collaborate in the development of commonly used Special Education forms and in the translation of those forms into languages other than English.
- 3. The Special Education Department will recruit and train interpreters in languages other than English.
- 4. The primary home language for every student will be indicated on the Pre-referral form and the IEP form will alert the staff that specific accommodations may be required.
- 5. The Procedures Handbook in the Department of Special Education will include a description of the procedures for the evaluation, identification, placement, and the provision of FAPE to ELs with disabilities. This description will include an explicit statement that limited English proficiency is not a qualifying disability.

Other Considerations

- 1. District-based SPEDLEP Specialists will be designated by the Department of Special Education to provide to schools, detailed technical assistance and in-service in the procedures outlined above, coordinate the development of an alternative evaluation plan, interpret the results of such an alternative evaluation plan, and interpret the results of such an evaluation.

2. These individuals will have received training in language development, the delivery of sound ALP services to SPED ELs, the procedures for evaluating ELs for Special Education, and other issues that must be considered in the interpretation of evaluation data.
3. SPEDLEP specialists will provide general consultation and service coordination for students who are placed in self-contained classes, the Home/Hospital Program, or in alternative education programs (see e.1.d above).
4. Credentials documenting the qualifications of SPEDLEP specialists will be kept on file in the Department of Special Education.

Committees:

A director-level committee will be formed, on a permanent basis, to address district-wide systemic concerns facing SPEDLEP and other students whose needs are served by more than one special opportunity program. This committee will meet on a monthly basis to address cross-categorical issues and other concerns, such as staff training and IEP coordination, etc. (see Term 10).

A permanent assistance committee formed within the Department of Special Education to meet monthly to advise and support local school site teams in qualification and programming questions involving SPEDLEP; to monitor the need for data on SPED students, and to advise the department on policy and procedural concerns related to this population of students.

Term 17 of the Agreement

The specific steps GSD will take, including time frames, to ensure PHLOTE students already placed in special educational programs have not received this placement on the basis of criteria that essentially measure and evaluated English-language skills. Include:

- A. Identification and assessment of all PHLOTE students presently receiving special education or related aids and services to determine which students are ELs, in accordance with the procedures specified in the GSD's written plan for providing educational services to all ELs.**
- B. Diagnostic assessment and reevaluation of all special education ELs, in accordance with the procedures specified in the GSD's written plan for providing educational services to disabled PHLOTE students; and**
- C. Timely steps to integrate any ELs into the regular educational environment who are found not to qualify for special education, in accordance with the procedures specified in the GSD's written plan for providing educational services to disabled PHLOTE students.**

TOPIC: SPECIAL EDUCATION

TASK DESCRIPTION: To continually examine the current SPEDLEP student enrollment with regard to English proficiency, referral, evaluation, need for ALP services, and Special Education services.

GRADES: K-12

TIMELINE: On-going

PROCEDURE:

PHLOTE Identification. As part of the ESL Roster PHLOTE students who are currently enrolled in Special Education will be identified. English language proficiency in speaking, listening, reading, and writing will be evaluated (see Term A-16.A.1.)

EL Identification. The results of the language assessments will be reported to the Student Services Team in each school. Each team will be instructed to do the following:

1. Identify which SPEDLEP students are receiving ALP services in addition to their Special Education, and which are not.
2. Identify each confirmed EL who was placed in Special Education based on tests written in English, or for whom no consideration of language is documented.

3. For students who are ELs and dual enrolled, the ALP Lead Teacher will provide an evaluation of the progress being made by the students in the ALP program.
 - a. If it is determined that the student is making satisfactory progress in the acquisition of English language skills, the program may continue as currently constituted.
 - b. If it is determined that the student is not making satisfactory progress in the acquisition of English language skills, the team must determine if pre-referral interventions, accommodations, and/or adjustments must be attempted in the ALP program.
 - c. When adjustments have been exhausted, additional ALP-related supplementary aids and services may need to be considered so that the student can make appropriate progress in the ALP program.

4. For students who are not dual enrolled, the Student Services Team including the ALP Lead Teacher, must reconvene to review the results of that student's WIDA scores.
 - a. If the student is EL and the IEP does not specifically indicate that an ALP Program would be inappropriate, the team must consider enrolling the student in the school's ALP Program. The team must then determine if ALP-related supplementary aids, services, and/or accommodations will be necessary for participation in the ALP Program.
 - b. If it is determined that the student is English proficient with an WIDA Overall Composite score of 5 or 6, the Special Education program may continue as currently constituted. The results of the language assessment testing and other data used as the basis for this decision must be included in the student's Special Education folder.

Eligibility and placement. After language proficiency is determined, each identified student placed in Special Education based on written tests administered in English; or for whom no consideration of language is documented, must be fully reevaluated using the procedures indicated.

Term 18

The following task for Parent/Community Involvement is not a required Term of the Agreement; however, the Strategic Planning Team has included it as a needed component of the alternative language program.

TOPIC: PARENT AND COMMUNITY INVOLVEMENT

TASK DESCRIPTION: To assure that parents and community members have input in the services provided at the school.

GRADES: K-12

TIMELINE: On-going

PERSON (S)

RESPONSIBLE: Principal, PTA organizations, EdEq, and representatives of community-based organizations.

PROCEDURE:

Parents will be involved in the following:

- Identification of PHLOTE students,
- Assessment of SPEDLEP students,
- Notification of student's placement in alternative language program,
- Notification of parents in native language,
- Reassessment for Reclassification as FEP,
- Reassessment of SPEDLEP students, and
- Assessment of Gifted and Talented ELs.

The Principal will include parents on the School Site-Base Committee. The parents should be representative of the cultural diversity of the school population.

Parents and other language minority community members will be encouraged to apply for paraprofessional, aide, and tutor positions.

The Principal will include parents and other language minority community members as facilitators in cultural and ethnic workshops, assemblies, and classroom-related activities.

The Principal will develop a list of parent and language minority community volunteers to serve as translators and interpreters at the school site.

The Principal will work closely with the school parent-teacher-student associations (PTA, PTSA) and community-based organizations for increased involvement of parents of culturally diverse students in all activities of these parent associations.

Department of EdEq will continue to collaborate with business and community partnerships to develop a parent education center. This center will be available during both day and evening hours and will serve as a place where parents may come for translation services, school-related information or clarification, and other needs.