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List of Acronyms

ACCESS	An English language proficiency assessments developed by WIDA that is administered once per year to ALP students in January.
ALP	Alternative Language Program
Alpine	A web-based database that stores students' scores and plans.
BICS	Basic Interpersonal Communication Skills
BOCES	Board of Cooperative Educational Services
CALP	Cognitive Academic Language Proficiency
CDE	The Colorado Department of Education
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
FEP	Fluent-English Proficient
HLQ	Home Language Questionnaire
IEP	Individualized Education Plan
LEP	Limited-English Proficient
NEP	Non-English Proficient
PHLOTE	Primary Home Language Other Than English
PST	Problem Solving Team
READ	Colorado Reading To Ensure Academic Development Act
RFSD	Rocky Ford School District
RtI	Response to Intervention – a process for identifying if different strategies are successful in helping a student to increase their academic achievement or to behave according to social norms
SPED	Special Education
SpLA	Spanish Language Arts
TCL	Teacher Check-List
W-APT	The WIDA ACCESS Placement Test which is used as an initial screener to place students within the ALP program.
WIDA	An organization that provides standards and assessments for alternative language programs. It was named for the original three states that were part of its consortium: Wisconsin (WI), Delaware (D), and Arkansas (A)

Mission

The Alternative Language Program will assist all students in improving their English language proficiency including national origin minority students who are identified as English Language Learners.

Goals

ALP students will increase their academic achievement sufficiently to meaningfully access the District's regular education program.

●

ALP students will become proficient in comprehending, speaking, reading, and writing English.

●

ALP students will be prepared for a multicultural school, district, and community.

●

ALP students will develop literacy skills in all educational subjects.

●

The district will provide equitable services to ALP students so that ALP students can enjoy the same level of educational success as non-ALP students.

●

The district will foster and build a sense of community so that all students from different backgrounds get along well.

Alternative Language Program (ALP) Plan

Introduction

    A. The predominant language group for English Language Learners in Rocky Ford School District is Spanish. This plan is written with their needs in mind. When other languages appear in Rocky Ford School District, the plan is modified to appropriately meet their needs.

Identification

    A. Rocky Ford School District (RFSD) identifies students through the use of a Home Language Questionnaire that is written in English and Spanish to identify Primary or Home Language Other Than English (PHLOTE) students.

        1. The building secretary has parent fill out Home Language Questionnaire (HLQ) for every student at the time of enrollment and distributes copies to the ALP teacher, permanent record file, special education, and central office. For non-English speaking parents, Spanish forms are available and a qualified interpreter can be provided. Normally this occurs at the time of student enrollment, but must be completed within 5 days of enrollment.

        2. The secretary has a certified instructional staff member fill out Teacher Check List (TCL) **within 15 days of enrollment**. The Teacher Checklist is to verify identification of PHLOTE students.

        3. Any student who has a PHLOTE is identified for language proficiency assessment. Any response other than English on any of questions 1-5 on the HLQ will identify the student as PHLOTE. The building secretary makes the initial identification. Forms are then reviewed by the ALP teacher and the superintendent.

        4. When a returning student enters the district, the ALP teacher will update testing and placement as needed. **The HLQ is not redone if one is on file**.

    B. RFSD will provide training on the use, collection, and interpretation of the HLQ and TCL to staff responsible for the identification and assessment of PHLOTE students when staff turnover dictates the need. This training is initiated by the superintendent and reviewed annually with building secretaries and ALP teachers. This will be scheduled with other training for teachers new to the district each August.

    C. **All ALP plans will be entered into Alpine and parents will sign the plans. Same procedures as for READ plans.**

Assessment

    A. ALP teacher assigned to each school administers the WIDA-Access Placement Test screener (W-APT) (TBA 2017 CDE) to all identified PHLOTE students within 30 days of enrollment.

    B. Optional: ALP teacher assigned to each school administers the Woodcock-Munoz Language Proficiency assessment to all identified PHLOTE students within 30 days of enrollment.

C. If student is Non-English Proficient, the Spanish Woodcock-Munoz assessment will be given.
D. RFSD will provide training when staff turnover dictates the need on the administration of the Woodcock-Munoz assessment in accordance with the requirements of the publisher of the test.
E. Colorado Department of Education provides training on the W-APT annually, which our licensed ALP staff attends.

Placement

A. Assessment results and any other information in the **Body of Evidence** will determine placement. In the absence of any extenuating information in the Body of Evidence, the guidelines below determine placement. If extenuating information is present, the school Problem Solving Team (PST) will review the data and determine placement. PSTs address any student concerns from at risk, behavior, special education, academic, gifted and talented, and English language acquisition. From the PST process an individualized determination can be made as to the services and/or interventions needed to help the child. The ALP teacher and Coordinator will be included in decision making process for all ALP students.

B. Assessment results are reported as follows: (New screener 2017 CDE)

W-APT-Placement results are reported in the following manner:
NEP = 1.0-2.9
LEP = 3.0 – 4.9
FEP = 5.0 - 6.0 = No Placement

ACCESS -Proficiency results are reported in the following manner:
NEP = 1.0-2.9
LEP = 3.0 – 4.9
FEP = 5.0 - 6.0 = No Placement

Woodcock Munoz oral, reading and writing test results are reported in the following manner:
NEP = 1, 2
LEP = 3, 3-4
FEP = 4, 5

When using Woodcock-Munoz scores, RFSD will use the Overall Score.

C. English proficiency determines placement as follows:

English Proficiency	Classification	Services
W-APT = NEP LEP/Tier A, Tier B ACCESS = 1.0 – 2.9 Woodcock Munoz = 1, 2	Non-English Proficient (NEP)	ALP Pull out Class & Spanish Language Arts (K-6) Transitional (7-12) Spanish for Spanish Speakers
W-APT = LEP/ Tier C ACCESS= 3.0 – 4.9 Woodcock Munoz = 3, 3-4	Limited English Proficient (LEP)	Mainstreamed classes with consultation Content tutoring Language Enrichment
W-APT = FEP ACCESS = 5.0-6.0 Woodcock Munoz = 4, 5	Fluent English Proficient (FEP)	No ALP services Language Enrichment

D. Placement Form is filled out and given to the secretary, copy is forwarded to Central Office.
E. Folders with teaching strategies are given to teachers of identified students. Monitoring forms are placed in the folders as needed.
F. ALP parents will be notified of their child's placement in the program according to ESSA regulations and the accommodations students may receive. Included in this notification will be the right to refuse services.
   1. If services are refused, the parents must sign a Refusal of Service form which is kept in the student's permanent record folder. This is to include conference with ALP Teacher and Coordinator.
   2. If services are refused, an ALP plan will still be developed in Alpine for the student by ALP teacher, principal, and superintendent or ALP coordinator.
   3. Student will still be required to take ACCESS 2.0 Assessment from the state. These are reported to state and used for data purposes.

Program
   A. Goals:
      1. ALP students will increase their academic achievement sufficiently to meaningfully access the District's regular education program.
      2. ALP students will become proficient in comprehending, speaking, reading, and writing English.
      3. ALP students will be prepared for a multicultural school, district, and community.
      4. ALP students will develop literacy skills in all educational subjects.
      5. The district will provide equitable services to ALP students so that ALP students can enjoy the same level of educational success as non-ALP students.
      6. The district will foster and build a sense of community so that all students from different backgrounds get along well.

B. Rocky Ford School District has a transitional bilingual education program with emphasis on English as a Second Language component and a Spanish Language Arts component.

1. Transitional bilingual education: This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of this program is to facilitate the ALP students' transition to an all-English instruction program while receiving instruction in the native language to the extent necessary.

2. English as a Second Language (ESL): The main focus of this program is to teach students the English language including listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Classes may include students of different languages, all receiving intensive instruction. The language of instruction is mostly English, with little or no use of the ALP students' native language. ESL Pullout is used in the elementary setting. Students spend part of the day in a mainstreamed classroom and are 'Pulled out' for a portion of the day to receive instruction in English as a second language. ESL Class Period is generally used in secondary schools where students receive ESL instruction during a regular class period.

3. Spanish Language Arts (SpLA): This class teaches literacy skills in Spanish to native Spanish speakers who have learned very little of the grammar of their language. It is intended to teach the same skills as a typical English language-arts class to better prepare literate students. When students do not have a literacy background in their native language, it is more difficult for them to acquire literacy in a second language, namely English.

C. Non-English Speakers, those students who scored non-proficient on the ACCESS, and level 1 or 2 on the WM oral, or reading/writing tests will receive three components in their services.

1. Pull-out English as a Second Language services will occur for a class period where Basic Interpersonal Communication Skills (BICS) are taught. This will be intensive instruction in English through developmentally appropriate methods for second language learning and acquisition.

2. Spanish Language Arts will occur for a class period where reading and writing skills are taught. Students will continue receiving Spanish Language Arts until they can be successfully mainstreamed in English. Students whose primary language is other than Spanish will receive only ALP services.

3. Content tutoring will occur in the classroom on an as needed basis to support English language and conceptual development in the content areas.

D. Limited English Proficient Students, those who scored approaching proficient on ACCESS, and level 3, 3-4 on the WM oral, and reading/writing tests, will also receive three components in their services. These services are delivered in a

consultative manner; as the ALP teacher supports the classroom teacher by regularly discussing student needs either at weekly team planning meetings or specially scheduled meetings.

1. LEP students are mainstreamed into the regular classroom with ALP teacher consultation. Various services are offered to support student needs. (See table below.)
2. English Language Enrichment is offered to all students through intensive reading instruction, writing instruction, and vocabulary development. All content areas deliver English Language Enrichment through comprehensible input in the students' non-proficient language, English. The characteristics of the English Language Enrichment Program are:
   a The use of natural language instructional methods with content learning to support language and conceptual development.
   b The utilization of students' background and experiences in the instructional process.
   c A focus on cognitive academic language proficiency (CALP) in both oral and written English.
   d Use of conversational interaction methodologies that are interesting and relevant to the students.
   e Use of experiential and cooperative learning strategies.
   f Development of study skills.
3. Content tutoring will occur in the classroom on an as needed basis to support English language and conceptual development in the content areas.
4. RFSD has adopted a unique approach to enable ALP teachers to communicate with appropriate instructional staff at each building by implementing a collaborative approach that requires weekly dialogue, data monitoring, research, and instructional strategies to support ALP students and enable their academic success.

E. Both NEP and LEP services will be provided with the following views in mind:
1. Instructional staff ensures that instruction for English language acquisition and learning include effective strategies for second language development: e.g., wait time, intentionality, context-embeddedness, low anxiety, high frequency language, natural approach, etc.
2. Emphasis is on academic and non-academic self-concept development.
3. There is an emphasis on interaction between students and students, as well as between students and teachers.
4. ALP students will be instructed in a non-segregated manner in all service areas except for Spanish Language Arts and Spanish for Spanish Speakers.

NEP - Tier A & Tier B	LEP – Elementary	LEP – Secondary
Spanish Language Arts (Core Reading Program) ▪ Content Tutoring in classroom ▪ Orientation with tutor ▪ Interventions ▪ Translation of material sent home ▪ After School Programs ▪ Accommodations, as needed ▪ Weekly collaboration of ALP teacher and academic teacher. ▪ Secondary: Spanish for Spanish Speakers	**Mainstream into Regular Classroom** ▪ Content Tutoring in classroom ▪ English Language Enrichment (The following are programs/interventions available on an as needed basis.) ▪ Core Reading Program ▪ Alternative Core ▪ Interventions ▪ Diagnostic Testing ▪ After school programs ▪ Accommodations ▪ Weekly collaboration of ALP teacher and academic teacher.	**Mainstream into Regular Classroom** ▪ Content Tutoring in classroom ▪ English Language Enrichment (The following are programs/interventions available on an as needed basis.) ▪ Core Reading Program ▪ Alternative Core ▪ Strategic Reading (2nd Dose) ▪ Interventions ▪ Strategic Math (2nd Dose) ▪ Diagnostic Testing ▪ After school programs ▪ Accommodations ▪ Weekly collaboration of ALP teacher and academic teacher. Secondary: Spanish for Spanish Speakers

Accommodations:
▪ Read aloud only the directions.
▪ Read aloud only the directions in the student's native language.
▪ Oral presentations of test passages, item stems, and answer choices.
▪ Translated Oral Presentation of test passages, item stems, and answer choices in native language of the student.
▪ Student receives additional time to test beyond the time limits for any session.
▪ Student receives more, but shorter sessions with more "breaks" between.
▪ Student uses additional manipulatives for mathematics.
▪ Use of scribe to write oral responses or fill in bubbles in test book.
▪ Use of scribe to write oral responses to constructed-response items only.
▪ Use of scribe to write oral responses from a language other than English into the test book.

Staffing

A. Currently, three ALP teachers who are highly qualified according to state regulations are employed by the RFSD to deliver instruction. ALP teachers are required to be endorsed in one of the categories appropriate for alternative language programs such as English as a Second Language, Linguistically Diverse, and Linguistically Diverse: Bilingual, Bilingual Education or Bilingual-Bicultural Education.

B. Currently, paraprofessionals by ESSA requirements are employed by the RFSD to support our ALP program. The role of the paraprofessionals will be to:
   1. reinforce instruction through tutoring,
   2. assist ALP students in practicing functional English,
   3. support the ALP students through translation of instruction in content areas in regular classroom,
   4. Support the regular classroom teacher with home-school communications.
   5. Paraprofessionals work under the supervision of certified ALP teachers.

C. The District encourages all classified personnel to be proficient in Spanish. A pay incentive is in place for classified personnel who can pass the Riverside Publishing Company's language assessment *La Prueba de Realización* at the eighth grade level in reading and writing.

Reclassification/Monitoring/Exit

Annual meetings are held each spring, usually in May, to review each ALP student's achievement and to determine appropriate placement for the following year. A spreadsheet will be maintained by the Coordinator and updated by the ALP Teacher.

A. Annual Monitoring: All ALP students will be monitored for achievement in English Language proficiency and academic achievement annually. The ALP teacher, principal, and superintendent or superintendent's designee will meet to determine appropriate services to meet individual student needs. (See flow chart.)

B. Reclassification (Rcl): For a student to be reclassified as English language proficient, they must score at a language proficiency level overall composite score 5.0 – 6.0 on the annual ACCESS Proficiency exam which is administered on CDE assessment schedule. They must also score a 5.0 in the literacy component. They will be reclassified as FEP at the Annual meeting. A 5.0 overall proficiency may be used only if the student has scored Proficient on the State Test.

C. Monitoring: Students who are reclassified as FEP are monitored each quarter for two years. The monitoring ensures that the student is successful academically in the mainstreamed classroom. Students who are not progressing successfully will be provided services to remediate language or academic deficiencies identified. (See flow chart.) ALP teacher ensures that classroom teachers complete the monitoring forms. If any concerns are noted, ALP teacher will discuss the student's needs with principal and superintendent (or ALP coordinator).

D. Exit: When the student has been successfully monitored for two years, the student is then formally exited from the program. Group will consider the body of evidence from the Monitoring of Reclassified students form. This is done at the annual meeting in May

Program Evaluation

A. The District will collect longitudinal data on the performance of ALP students to determine program effectiveness. The superintendent will collect and analyze the data we have available on the ALP to include:
  1. Total PHLOTE population at each school;
  2. Total ALP student population at each school;
  3. Educational placement for ALP students in each school;
  4. Staffing needs, which includes the steps taken to hire, train or assign staff and professional development needs;
  5. Materials and resources needed for the program;
  6. The District's goals and objectives for the program, English proficiency, and academic performance of ALP students and former ALP students which includes the number of ALP students who achieve proficiency on the ACCESS and are able to exit the program;

7. Assessment results that the District collects on all students will be disaggregated to reveal ALP students' achievement;
8. Data to be analyzed will include a comparison of State Test scores, academic progress, graduation rates, retention rates, dropout rates, suspension and expulsion rates, attendance, and special education placement, between ALP students, former ALP students and non-ALP students.
B. In the fall, when prior year data is available, the District will evaluate the effectiveness of the program and services at least once every two years. The district will modify or improve its Alternative Language Program for ALP students as necessary, based on the results of its self-evaluations, to ensure meaningful educational opportunities for ALP students. The modifications will be implemented as soon as is practical, but no later than the next school year.

Special Education

Step	Task	Action Steps	Person(s) Responsible
1.	Home Language Questionnaire	Parent Completes Home Language Questionnaire At Time Of Registration (With ALP Staff)	Secretary
2.	Assess for language proficiency	W-APT (TBA CDE) Placement And Woodcock-Munoz As Needed Identification And Placement In Alternative Language Program ALP Provide Services On Universal Level Or Tier 1 On RtI Model	ALP staff
3.	Concern is expressed regarding the student's learning and/or behavior	Referral To Problem Solving Team (PST) PST Gathers The Following Information: Home Language Questionnaire And Primary Language Information Teacher Check List Family Interview (ALP Teacher) Student Interview Assessment Results Other Relevant Information That Forms The Body Of Evidence At PST meeting: Follows Problem-Solving Process Identifies Strengths, Concerns, Potential Causes, Potential Interventions Develop an intervention plan – targeted level or tier 2 on RtI model.	Classroom teacher, ALP teacher, principal, and/or parent PST (**ALP teacher must be involved in PST meeting)**
4.	Implement, Monitor, Evaluate PST intervention	Monitors/Evaluates Interventions And Documents Results/Outcomes. May Recommend/Request:	PST

		No Further Action (Interventions Were Successful) Additional Instructional Strategies (Revise Intervention Plan) Assessment/Consultation With Alp Teacher Or Sped Staff Referral To Special Education	
	plan		
5.	Conference	Hold Referral Conference/ Communicate With Parents In Parents' Preferred Language	PST Special Education Case Manager
6.	Special Education Assessment	Plan Non-Biased Special Education Assessment Diagnostic Reports Include: Student's Language Influence Formal Assessments Serve Only As Indicators Of How The Student Is Functioning. Methods And Materials That Minimize Cultural Bias E.G., Unit, Bilingual Psychologists, Spanish Normed Speech Test With Interpreter. Nonverbal test	Special Education Case Manager Santa Fe Trail BOCES
7.	Complete Assessments, Write Reports, and Hold Initial IEP Meeting	Complete Assessments And Reports Schedules Staffing Discuss Results With IEP Team Members Including Alp Representative, Parents, And Interpreter When Needed. Determines Special Education Eligibility If Qualifies For Special Education, IEP Is Developed To Include Goals And Objectives Determines Special Education Services As Well As How Alp Services Will Be Provided Since Students Are Entitled To Both Alp And Sped Services.	Special Education Team/IEP Team ALP teacher is required to be a member of the team.
8.	Services	Coordinate, Provide, And Monitor Services	SpEd Case Manager
9.	Follow Up	Annual & Triennial Reviews	SpEd Case Manager

Materials

    A. RFSD will purchase culturally and developmentally appropriate instructional and resource materials in English and Spanish. The Spanish instructional materials will consist of content relevant to basic instruction, e.g., reading, writing, math, science, social studies, as well as a variety of other developmentally appropriate Spanish, English and culturally relevant materials. RFSD will also purchase experiential and supplemental materials in English that are especially culturally relevant for the ALP students. Examples of materials to be purchased in English and Spanish include content textbooks, literature trade books, computer software language programs, media materials, and reference and library materials.

    B. School Libraries
All District libraries will allocate a portion of their budgets to purchase Spanish literature, referenced materials, and media that are developmentally and culturally appropriate. The allocation of library materials that are linguistically and culturally relevant will be proportional to the percent of ALP students enrolled in the respective schools. As of 2004, there are approximately 15% of our students identified in the ALP. Therefore, all district school libraries will allocate 15% of their budgets to purchase literature, reference materials, and media that are developmentally and culturally appropriate to support the Alternative Language Program.

    C. ELPA funds ($20,000) from the state will be utilized for program supplies and staff development in instructional methods. These funds may also be used for training for staff administering assessments and any training on the use, collection, and interpretation of the HLQ and TCL to staff responsible for the identification and assessment of PHLOTE students and training on the administration of the Woodcock-Munoz in accordance with the requirements of the publisher of the test when staff turnover dictates the need. Funds will be used for updating assessment materials as needed.

Communication

    A. The District will ensure that ALP parents are notified in a timely and effective manner of school activities that are called to the attention of other parents, including but not limited to, School Board meetings, in a language that they can understand.

        1. The District will have available documents translated into Spanish to include, but not be limited to, student/parent handbooks, discipline policies/ procedures, school calendars, lunch menus, forms, newsletters, notes, and documents. Group phone messages sent to parents

        2. The District will provide translators and/or interpreters for oral communication.

        3. The District will provide an interpreter to facilitate communication with parents and families.

    B. The District will identify the ALP parents who require translation or interpreter services and will provide, in a timely manner, appropriate staff members with the names of parents who require translation and interpreter services.

        1. The District will have the school secretary at each building prepare and distribute a list of parents requiring translation or interpreter services in

September of each school year. This list will be distributed to appropriate staff members.

C. The District will assess and evaluate the proficiency level of all persons who serve as interpreters and translators to ensure they are fully competent to provide interpretation and translation services.

    1. The District will continue to maintain a list of persons who have passed the Riverside Publishing Company's Spanish Language Proficiency assessment, La *Prueba de Realización*. Persons who have reached the eighth level are considered competent to provide interpretation and translation services.

D. The District will ensure that appropriate staff members know procedures for effectively communicating with parents who require translation and interpreter services, including listing or identifying qualified District translators and interpreters, the steps for obtaining qualified District translators and interpreters, how to ensure qualified District interpreters are available for meetings or calls to parents, how to access and obtain timely and accurate translations, and applicable record-keeping procedures.

    1. The list of proficient translators/interpreters is available, updated each fall after administering the assessment, and distributed to school principals.

    2. The steps for obtaining a qualified District translator/interpreter will be included in the annual communication (brochure) that parents of ALP students receive each fall.

    3. Building administrators will continue to ensure that qualified District interpreters are available for meetings or phone calls to parents.

    4. The District will continue to have Spanish language proficient staff available in each school to make timely and accurate translations.

    5. Front office secretaries will be given basic Spanish materials. This will help key employees communicate minimally until a translator is present.

E. For predominant language groups, the District will provide parents who require translation and interpreter services, to the extent feasible, with timely and accurate written translations of documents sent to other parents. For those languages that are less prominent or where translations are not feasible, the District will ensure that parents who require translation and interpreter services are advised, in a language that they understand, of the persons to contact in the district if they need assistance in understanding documents or communicating with District staff members.

    1. The District will continue to provide parents who require translation and interpreter services, to the extent feasible, with timely and accurate written translations of documents and real-time interpretation for parent/teacher conference.

    2. For those languages that are less prominent where translations, translators, and interpreters are not feasible, the District will continue to communicate with parents by the best means available. This may include, but not be limited to, computer driven translations and community members who can assist in communications.

Facilities and Segregation

A. The District shall ensure that ALP students consistently receive services in facilities where the learning environment is comparable to the learning environment enjoyed by non-ALP students.

Handbook

Handbook

Handbook

Alternative Language Program Model

The program will develop LITERACY IN ALL STUDENTS by building on a student's language base, as evident by a student's primary or first learned language.

Instruction is delivered according to a student's English language proficiency.

- Non-English Speakers
1. Pull out English as a Second Language model
2. Content tutoring
3. Spanish language arts – elementary; Spanish for Spanish Speakers – secondary

- Limited English Speakers
1. English Language Enrichment
2. Content tutoring in English

Identification

Step 1
Secretary has parent fill out Home Language Survey at time of enrollment.
Secretary has teacher fill out Teacher Check List immediately after enrollment.

Step 2
Administer W-APT screener (New Screener Coming in 2017 CDE)

If all categories on the HLQ are Spanish; test with both W-APT and Spanish Woodcock Munoz
Otherwise, test with WIDA-Access Placement Test screener (W-APT) only.
Kindergarten students are also tested with Woodcock Munoz, English.

Step 3
Assessment results and any other information in the Body of Evidence will determine placement.
In the absence of any extenuating information in the Body of Evidence, the guidelines below
determine placement. If extenuating information is present, the school Problem Solving Team
(PST) will review the data and determine placement. Problem Solving Teams address any
student concern from at risk, behavior, special education, academic, gifted and talented, and
English language acquisition. From the PST process an individualized determination can be
made as to the services and/or interventions needed to help the child. (ALP teacher/Coordinator
will be present in RtI or PST meetings)
Assessment Code:
        NEP = Non English Proficient
        LEP = Limited English Proficient
        FEP = Fluent English Proficient

	Elementary	**Secondary**
English proficiency of NEP	Self-contained Class Spanish Language Arts (This continues K-2) Tier A, Tier B	Self-contained Class Spanish for Spanish Speakers -- elective
Identified initially English Proficiency of LEP	Mainstreamed LEP Student Tier C	Mainstreamed LEP Student Spanish for Spanish Speakers -- elective
English Proficiency of FEP	No ALP Services/Mainstream	No ALP Services/Mainstream

Step 4
Placement Form is filled out and given to the secretary. Folders with teaching strategies are
given to teachers of identified students.

Step 5
Provide services and support

Step 6
Annual Monitor – every student in the program with an English proficiency of LEP or NEP is
'monitored' annually as well as students who are monitored year 1 and 2.

Annual Progress Monitoring/Exit Process

<u>Following Spring Testing</u>: Annual Monitoring forms are filled out which includes annual
ACCESS testing.

<u>May:</u>   Superintendent, Principal, and Alternative Language Program Teacher will meet to
discuss each student's progress and finalize placement for the next school year.

At the annual monitoring placement meeting, the student may be reclassified from program if:
1. Student scores at 5.0 or 6.0 on ACCESS and 5.0 on Literacy.
2. Superintendent, Principal, and ALP teacher agree.

If reclassified, the student is monitored for two years. Student may receive support services.
After two years of successful monitoring, the student is exited from the program.

<div align="center">**Paper Flow**</div>

As forms are complete, copies need to be distributed to: the classroom ALP teacher, the SPED teacher (if necessary), the cumulative folder, and Central Office.

Home Language Survey:
Secretary has this filled out at time of enrollment and distributes copies. ALP teacher will do this at Kindergarten Round-Up with parents, Secretary will distribute copies. ALP teacher will be responsible for this form at registration in August for any new students to district.

Teacher Check List:
Secretary has a teacher fill this out immediately after enrollment and distributes copies.

Placement Form:
ALP teacher fills out this form when initial testing is complete.

Annual Monitoring:
The ALP teacher fills out this form during April when we "monitor" every student in the program. The ALP Coordinator will maintain spreadsheet and the ALP teacher will update spreadsheet.

Reclassification:
This form is for the students who are reclassified as English language proficient, they must score at a language proficiency level overall composite score 5.0 – 6.0 on the annual ACCESS Proficiency exam which is administered on CDE assessment schedule. They will be reclassified as FEP at the Annual meeting. A 5.0 overall proficiency may be used only if the student has scored Proficient on the State Test.
        Year 1 – at the end of each quarter the teacher fills out this form and distributes copies
        Year 2 – at the end of each quarter the teacher fills out this form and distributes copies

Parent Refusal Form:
The ALP Coordinator and the ALP teacher will meet with parents. ALP coordinator fills out this form after discussing situation with parents. The ALP teacher will distribute the necessary copies. Even in cases where parents have refused services, students will still be required to take ACCESS assessment.

Paper Flow Chart

Form	Who and *When*	ALP Teachers Duties	Secretaries Duties
Home Language Questionnaire	All students at enrollment *Must be completed within 5 days of enrollment*.	Kindergarten Roundup with parent Registration Update Spread Sheet	Have form filled out. Distribute copies.
Teacher Check List	All students immediately after enrollment. *Must be completed within 15 days of enrollment.*	Update Spread Sheet	Have form filled out. Distribute copies.
Placement form	All Students who are A, B, C, on HLQ. *Must be completed within 15 days of enrollment.*	Test students. Fill out form and distribute copies. Update Spread Sheet	Send a copy to Central Office.
Annual Monitoring	All ALP students in *April*	Fill out form and distribute copies. Update Spread Sheet	Send a copy to Central Office.
Monitoring of Reclassified Students	For students who were reclassified by scoring 5.0-6.0 or above on the ACCESS *April*	Fill out form and distribute copies. Update Spread Sheet	Send a copy to Central Office.
Parent Refusal	For students who qualify for ALP but parents do not want them in the program. *Time of refusal*	Notify ALP Coordinator with teacher to discuss with parents. Coordinator fills out form and distributes copies. Update Spread Sheet	Send a copy to Central Office.
ALP Plan	The ALP teachers must update this plan by December of each year for all ALP students.	Team meeting. Fill out plan and distribute copies. Update Spread Sheet Complete the ALP plan in ALPINE	Send a copy to Central Office.

What the paraprofessional can do:

♦ Prepare student specific materials
♦ Reinforce lessons that were introduced by the teacher
♦ Translate short notes to parents
♦ Make phone calls or home visits when necessary
♦ Assist teacher at conference time
♦ Plan with the teacher
♦ Aid teacher in setting goals for ALP students
♦ Correct papers only with the teacher's assistance/supervision
♦ Model correct use of language
♦ Conference with children and respond to their work
♦ Literacy Interventions
♦ Test if trained and have passed appropriate Assessment test

What the paraprofessional should NOT do:

♦ Switch back and forth between the two languages
♦ Translate lessons or instructions for the teacher
♦ Translate text books into another language
♦ Write his/her own lesson plans
♦ Give students grades
♦ Prepare official documents

What the teacher can do:

♦ Accept responsibility for the success of ALL students
♦ Provide direct instruction with differentiation
♦ Prepare lessons; para may assist
♦ Prepare student materials; para may assist
♦ Correct papers; para may assist
♦ Communicate with parents; para may assist
♦ Set goals for LEP students; para may assist
♦ Demonstrate lessons for paras, especially if it has a process
♦ Model correct language
♦ SIOP Strategies
♦ Explicit and Systematic Instruction

What the teacher should NOT do:

♦ Have paraprofessionals grade papers alone or too often; Have her do clerical rather than work with students
♦ Expect paraprofessionals to work with LEP students in the hallway or in another room
♦ Expect paraprofessional to write his/her own lesson plans
♦ Leave all the instruction to the paraprofessional

What the ALP teacher can do:

♦ Teach English in the English as a Second Language class
♦ Teach Spanish in the Spanish Language Arts class
♦ <u>Collaborate with the classroom teacher</u> to support the ALP student in all subjects
♦ Monitor the mainstreamed and reclassified ALP students
♦ Test students for language proficiency
♦ Identify services for students in collaboration with principal and classroom teachers
♦ Participate in special education staffing meetings for ALP students
♦ Communicate with the parents
♦ Model correct language

What the ALP teacher should not do:

♦ Serve only as a tutor for other academic subjects
♦ Allow the class to be a 'study hall'.

Reasonable Accommodations for English Language Learners

The following list provides ideas for classroom, ALP teachers and regular classroom teachers to implement to assist English Language Learners who are experiencing difficulty in the classroom. The list is not exhaustive. Other ideas can be found on the Web, from books and journals and by asking your district's ALP support personnel for suggestions. In most cases, these efforts are temporary as the students develop in English language proficiency.

- Repeat, rephrase, reiterate, restate, reword
- Allow student to partner with English speaker
- Label items in the classroom

Provide CLOZE passages for the student from the text or from class notes

- Use videos and film when possible
- Allow oral assessment
- Use graphic organizers
- Use read-along cassettes and books
- Set up a listening station where the student can record his/her voice
- Use software
- Use jazz chants, choral reading, rhymes, drawing
- Accompany verbal directions with hand signals

Read instruction of assessment aloud, repeat, translate

- Allow student to use bilingual dictionary
- Modify assignment

- Introduce new words in context
- Use picture dictionaries
- Model, rather than correct, mispronounced words
- Use pre-reading strategies
- Total Physical Response (TPR)
- Stick to routines
- List and review instructions frequently
- Summarize often
- Have student keep journals of pictures and writing
- Use language experience approach – follow event with student dictation
- Use cooperative learning
- Allow extended time for testing
- Provide one-on-one testing setting
- Have familiar person administer test
- Shorten assignments
- Peer tutoring

Colorado Reading First Strategies

PHONEMIC AWARENESS AND PHONICS

Sound Tapping
Sound Counting Activities
Word Building With Tracker Mat
Folder Activities: Closed Syllable, Phoneme Sort, Syllable Scramble, Tic Tac Toe With Work Families
Flip Over Sounds (Phoneme Card Game With Dice)
Analysis Of Spelling Errors
Alphabetic Code
Number Of Sounds To Number Of Letters Chart
Alphabet Mat And Arc
Onset-Rhyme, Word Families, Rhyme Patterns
Word Building Activities (Making Words)
High Frequency Words
Scaffolding
Phoneme Search
Wheel Of Words
Buddy Word Sorts

FLUENCY

Rapid Automatic Naming
Speed Drills
Patterned Word Lists, Sight Word Drill
Alphabet Prosody (ABC? D. FG? Etc.
Phrase Reading
Guided Oral Reading
Repeated Readings
Echo Reading
Choral Reading
Readers' Theater
Computer Assisted Fluency Practice
Books On Tape
Monitoring And Self-Monitoring
Graphing

VOCABULARY

Connect Two (Before And After)
Modeling
Opportunities For Meaningful Talk
    Talking Heads
    Think, Pair, Share
Cooperative Learning Activities

Book Clubs And Literature Circles
    Author's Chair/Sharing
    Retelling
Read Alouds
Wide Reading
Word Rich Environment
Text Talk
Word Walls
Charts And Graphs
Labels
Poems, Songs And Stories
Listening Centers

Classroom Libraries
Level 2 Words
Instruction In Use Of Resources: Dictionaries, Thesaurus, Etc.
Context Cues
Morphemes
Adapted Freyer Model

COMPREHENSION

Prediction
Connections
Questions
Mental Pictures
Background Knowledge
Inference
Important Ideas
Summaries
Monitoring And Self-Monitoring
Fix-Ups
    Meaning Level
    Word Level (Unknown Word Strategies)
Quick Cloud, And Other Graphic Organizers
Reciprocal Teaching
Main Idea Map
Coding The Text
Story Mapping

Library

All District libraries will allocate 15% of their budgets to purchase Spanish literature, reference materials, and media that are developmentally and culturally appropriate. The schools will expend an amount beyond the proportion of LEP students in order to "catch up' through equitable means during the "catch up' period. During the permanent phase, allocation of library materials that are linguistically and culturally relevant will be proportional to the percent of LEP students enrolled in the respective schools.

Currently, all district school libraries will allocate 15% of their budgets to purchase literature, reference materials, and media that are developmentally and culturally appropriate to support the Alternative Language Program.

Topics/Content:
- Bilingual Books – text in English and another language
- Literature/stories in Spanish
- Material that introduces learners into an English speaking environment
- Multicultural themes
    o Addresses issues when two cultures meet
    o Resources for languages and cultures to help prepare for an integrated world.
    o Holidays, folktales, biographies from representative cultures around the world.
- Citizenship
- Teacher resource materials to support ALP program:
    o Vocabulary Building
    o Phonics
    o Pronunciation Products
    o Total Physical Response (TPR)
    o Conversation Products
    o Linguistics
    o Sheltered English Strategies

Money can be used for various materials such as:
- Books
- Videos
- Music/CD's/Tapes/CD Roms
- Books on tape, Living Books
- Dictionaries, encyclopedias, thesaurus
- Bilingual Dictionaries
- Computer Software
- Language activities and games
- AR tests only when it supports the books ordered with ALP money

Special Education Students/English Language Learners

Step	Task	Action Steps and Person(s) Responsible
1.	Complete Home Language Questionnaire	Secretary ALP teacher/Coordinator brings it to meeting.
2.	Assess Alternative Language Program (ALP)	ALP Staff – Provide Services

3.	Concern is expressed regarding the student's learning and/or behavior	Referral to Student Intervention Process (PST) – classroom teacher, ALP teachers, principal or parent
		PST gathers the following information:
		    Home Language Questionnaire
		    Family Interview (ALP teacher)
		    Other relevant information (test data, response to instructional techniques, etc.)
		
		PST develops an intervention plan. <u>ALP teacher must be involved in PST meeting.</u>

4.	Implement, Monitor, Evaluate PST intervention plan	PST monitors/evaluates interventions and documents results/outcomes.
		PST may recommend/request:
		    No further action (interventions were successful)
		    Additional instructional strategies (revise intervention plan)
		    Assessment/consultation with ALP Teacher or SpEd Staff
		    Referral to Special Education

5.	Hold Referral Conference/ Communicate with Parents in Parents' Preferred Language	PST Special Education Case Manager
6.	Plan Non-Biased Special Education Assessment	Special Education Case Manager Santa Fe Trail BOCES

7.	Complete Assessments, Write Reports, and Schedule Initial IEP Meeting	Special Education Team – complete assessments and reports
		    Schedules Staffing
		ALP Teacher
		    Determines if/how ALP services will be provided

8.	Hold Initial IEP Meeting	SpEd Team/Staffing Team
		    If parent advocate is needed, contact Title I Director
		    Develop IEP
		    Discusses results with teachers
		    If student qualifies for SpEd:
		        IEP team determines goals and objectives
		        IEP team determines appropriate services
		    Provide translator if parents speak Spanish

9.	Coordinate and Provide Services	SpEd Case Manager
10.	Annual & Triennial Reviews	SpEd Case Manager

Forms

Forms

Forms

ROCKY FORD SCHOOL DISTRICT R 2
Home Language Questionnaire

Student's Name: _____ Date: _____

School: _____ Grade: _____

Parent/Legal Guardian: _____

Address: _____

Country of Birth: _____ Date of Birth _____

Did your child attend school in another country? Yes   No   Entry date to USA: _____

If YES: How many years? _____   Which country? _____

Language used for instruction: _____

All students enrolled in our school district need to have their parent(s) or guardian(s) complete and sign this form. We value a student's ability to speak a language other than English and we encourage him/her to maintain those language skills. However, if students have difficulty speaking, reading or writing the English language, we want to help them improve their English language skills.

PLEASE ONLY MARK ONE IN EACH LINE: This will help us determine if the child should receive their instruction in SPANISH or English.

1.   What is the language used when the student first began to speak?
      _____English   _____Spanish   _____ Other _____

2.   What language does your child **speak** with you at home?
      _____English   _____Spanish   _____ Other _____

3.   What language do the adults in your home speak to each other on a **daily** basis?
      _____English   _____Spanish   _____ Other _____

4.   What language do you, the parent, prefer to speak and communicate in?
      _____English   _____Spanish   _____ Other _____

Parent Signature: _____

ALP Teacher/Staff: _____ date: _____

ROCKY FORD SCHOOL DISTRICT R2
Cuestionario De Lenguaje Del Hogar

El nombre del estudiante: _____ Fecha: _____

Escuela: _____ Grado: _____

Padres/Guardianes: _____

Dirección: _____

País de Nacimiento: _____ Fecha de Nacimiento: _____

¿Asistió su niño escuela en otro país? Sí   No   Si la respuesta es si: ¿Cuántos anos?_____

¿En que país? _____Fecha de entrada a los E. U. _____

Idioma o idiomas que se usaron para l instrucción: _____

Todos los alumnos registrados en nuestro distrito escolar necesitan que sus padre(s) o tutor(es completen y firmen este cuestionario. Nosotros voláramos la habilidad de un alumno de hablar otro idioma además Ingles y lo animamos que conserven estas habilidades. Sin embargo, si un alumno tiene dificultad en hablar, leer o escribir el idioma Ingles, nosotros queremos ayudarle mejorar sus habilidades en el idioma Ingles.

PORFAVOR INDICA NO MAS UNO POR CADA LINEA: La indicación nos ayuda identificar si su niño necesita instrucción en Español o Ingles.

1. ¿Qué idioma fue aprendido por su niño primero cuando el/ella comenzó a hablar?
    ____ Ingles   _____Español _____Otro idioma

2. ¿Que idioma habla su niño con ustedes en casa?
    ____ Ingles   _____Español _____Otro idioma

3. ¿Qué idioma habla los adultos con cada uno adulto en su casa diariamente?
    ____ Ingles   _____Español _____Otro idioma

4. ¿En que idioma prefiere usted, como padre, hablar y comunicar?
    ____ Ingles   _____Español _____Otro idioma

Firma del Padre o Guardián: _____

Firma de la Maestra de Programa Lenguaje: _____fecha: _____

Rocky Ford School District R 2
Teacher Checklist
(Teacher survey of student language must be filled in and returned within ten days of enrollment.)

Student Name: _____Grade:_____

School:_____Date:_____

Teacher's Name_____

        This form is to help determine the student's primary language. A comparison of a student's primary language skills to his/her English language skills provides useful information for placement in an alternative language program. In completing this form please consider the primary language the child **understands** and **speaks** at <u>home</u>, the primary language the child **understands** and **speaks** in the <u>classroom</u>, and the primary language the child **understands** and **speaks** out of the classroom but on the <u>school grounds</u>.

In the HOME
Based on your knowledge of the family and/or the home visit, what language is spoken in the home?

Circle one. If other is selected, please name the language.

English   Spanish   Other

The **CLASSROOM**
What language is spoken in the classroom?

English   Spanish   Other

On the **SCHOOL GROUNDS**: (Playground, hallway, lunch, etc.)
What language is spoken in casual conversation with other students?

English   Spanish   Other

_____ Date _____
Signature

ROCKY FORD SCHOOL DISTRICT R 2
Student Alternative Language Program Placement Form

Name: _____ Date: _____
School: _____Grade:_____

Home Language Survey:
    Date Given: _____
    PHLOTE   YES   NO
    Parent Preferred Language _____

Teacher Checklist:
    Date Given: _____

Lau Category: A B C D E   Tier A, B, C – For Testing ACCESS

W-APT Screener:
    Date Administered:_____
Overall Scores:

List/Spking	Reading	Writing

Optional:
Woodcock-Munoz Language Survey (English):
    Date Administered: BEA _____
    _____   OLA _____
                                   RWA _____

Optional:
Woodcock-Munoz Language Survey (Spanish):
(Given only if student is Lau A or B)
    Date Administered: BSA _____
    _____   OLA _____
                                   RWA _____

ALP Identification:
    YES   NO
    English Language Level   NEP   LEP   FEP

Placement in Alternative Language Programs:
_____ESL and Spanish Language Arts (Non-English Proficient) (LEP – Tier A, Tier B)

_____English Language Enrichment (Limited-English Proficient)

_____Individualized Placement (Limited-English Proficient)

Rocky Ford School District R 2 - Annual Monitoring

Student: _____ Grade: _____ NEP LEP (when entered)

School: WPS   JIS   RFJSH ALP Teacher: _____

IEP: yes   no   READ: yes   no   Parent Refusal   yes

Tier A (Beginning)   Tier B (Intermediate)   Tier C (Advanced)

Assessment		Assessment			Score		
GRADES		**State Test**		**NWEA**	**Percentile**		
Reading	A B C D F	A P PP U					
Language Arts	A B C D F	A P PP U					
Math	A B C D F	A P PP U					
Science	A B C D F						
Social Studies	A B C D F						
DIBELS	Fall		Winter		Spring		I S B
IDEL –Spanish							
W-APT- Screener	L	SP	R	W	OL	L	C	Overall	NEP LEP FEP
Woodcock Munoz, English (optional)			BEA	RW	OLA		
Woodcock Munoz, Spanish (optional)			BSA	RW	OLA		
ACCESS	**Scale Score (100-600)**	**Proficiency Level (1.0-2.9=NEP) (3.0-4.9=LEP)**					
Listening							
Speaking							
Reading							
Writing							
Oral Language							
Literacy							
Comprehension							
Overall Score							

Placement:		
Pullout	Mainstreamed – Elementary	Mainstreamed – Secondary
Spanish Language Arts (Core Reading Program) ESL classes Content Tutoring in classroom - Orientation with Tutor - Interventions - Accommodations	Mainstream into Regular Classroom Content Tutoring in classroom English Language Enrichment - Core Reading Program - Interventions - ESL Support - Diagnostic Assessments - After school programs - Accommodations	Mainstream into Regular Classroom Content Tutoring in classroom English Language Enrichment - Core Reading / Language Arts - Interventions - ESL Support - Diagnostic Assessments - After school programs - Accommodations

Reclassified to FEP = 5.0-6.0: Date:

Accommodations:
- Read aloud only the directions.
- Read aloud only the directions in the students native language.
- Oral presentation of test passages, item stems, and answer choices.
- Translated Oral Presentation of test passages, item stems, and answer choices in native language of the student.
- Student receives additional time to test beyond the time limits for any session.
- Student receives more, but shorter sessions with more "breaks" between.
- Student uses additional manipulatives for mathematics.
- Use of scribe to write oral responses or fill in bubbles in test book.
- Use of scribe to write oral responses to constructed-response items only.
- Use of scribe to write oral responses from a language other than English into the test book.

Principal _____ALP Teacher _____ _____

Superintendent _____ Date _____

ROCKY FORD SCHOOL DISTRICT R 2
Monitoring of Reclassified Students
Circle   Year 1   Year 2

Student: _____ Date: _____
School: WPS   JIS   JR/SRHS   Grade: _____   ALP Teacher: _____
Date of Reclassification: _____ READ: Yes   No   Tier A, Tier B, Tier C

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter

GRADES:
LA   A B C D F
 	
Reading A B C D F
 	
Math A B C D F
 	
Science   A B C D F
Attendance   Satisfactory
                  Unsatisfactory
	GRADES:
	LA A B C D F
	
	Reading A B C D F
	
	Math A B C D F
	
	Science A B C D F
	Attendance Satisfactory
	                  Unsatisfactory
		GRADES:
		LA A B C D F
		Reading A B C D F
		
		Math A B C D F
		
		Science A B C D F
		Attendance Satisfactory
		                  Unsatisfactory
			GRADES:
			LA A B C D F
			
			Reading A B C D F
			
			Math A B C D F
			
			Science A B C D F
			Attendance Satisfactory
			                  Unsatisfactory

STATE TEST: A P PP U			
NWEA: A P PP U	NWEA: A P PP U	NWEA: A P PP U	
DIBELS: B S I	DIBELS: B S I	DIBELS: B S I	
ACCESS:	Literacy	Overall:	
Teacher Comments:	Teacher Comments:	Teacher Comments:	Teacher Comments:
Recommendation: Continue in Mainstream Curriculum Yes No Re-enter ALP: Yes No	Recommendation: Continue in Mainstream Curriculum Yes No Re-enter ALP: Yes No	Recommendation: Continue in Mainstream Curriculum Yes No Re-enter ALP: Yes No	Recommendation: Continue in Mainstream Curriculum Yes No Re-enter ALP: Yes No
Reclassify to Year 2 Yes No		Exit after Year 2 Yes No	

Documulativeentation of attending after school tutoring if on "F" list

_____   _____   _____
Principal   ALP Teacher   Superintendent

ROCKY FORD SCHOOL DISTRICT R 2
Parent Refusal Form for Alternative Language Program Services

Student Name _____ Date _____

School _____ Grade _____

Father's/Guardian's Name _____

Mother's/Guardian's Name _____

Address _____

Telephone (Home) _____ (Work) _____

Student Language Status   Lau Category _____

WIDA-Access Placement Test (screener) (W-APT):   NEP   LEP   FEP
ACCESS – Assessing Comprehension Communication in English State to State:
Literacy score: _____
Overall score: _____

Woodcock-Munoz Language Survey (Optional):
English: BEA _____   OLA _____   RWA _____
Spanish: BEA _____   OLA _____   RWA _____

English Language Level: NEP   LEP

I fully understand my child's language status and program eligibility.
I have been fully informed, in a language I understand, of the benefits my child would receive in
the Alternative Language Program(s).   Initial_____

*I do NOT want my child, _____, to participate in the following Alternative
Language Programs* (please check all that apply):
_____ ESL + Tutoring/Translation/Interventions   _____ Language Arts Instruction in Spanish
_____ English Language Enrichment + Tutoring

_____   _____
Parent/Guardian Signature   Date
ALP Coordinator: _____   _____
ALP Teacher: _____   _____

DISTRITO ESCOLAR DE ROCKY FORD
Formulario de los Padres para rehusar a los servicios del Programa Alternativa de Lenguaje

nombre de estudiante _____fecha _____

escuela _____grado _____

nombre de Padre/Guardián _____

nombre de Madre/Guardián _____

domicilio _____

Teléfono (casa) _____ (empleo) _____

Estado de la lengua del estudiante   categoría LAU _____

Encuesta del lenguaje Woodcock-Munoz:

Inglés   BEA (Habilidad de Ingles Amplia) _____
                OLA (Habilidad de Lenguaje Oral) _____
                RWA (Habilidad de Escribir y Leer) _____

Español BSA _____   OLA _____   RWA _____

Elegibilidad del estudiante (tachen todos que apliquen):

_____ ESL + ayuda en clases / traducción

_____ Instrucción en artes del lenguaje en español

_____ Enriquecimiento del Inglés + ayuda en clases

No quiero que mi hijo/hija _____ participe in los programas alternativas de
Lenguaje que siguen (tachen los que apliquen).

Entiendo completamente el estado de lenguaje de mi hijo/hija, y el criterio para el programa.
Me han avisado en un idioma que yo entiendo, de los beneficios que mi hijo/hija recibirá en el programa
Alternativa de Lenguaje.

_____ ESL + ayuda en clases / traducción
_____ Instrucción en artes del Lenguaje en Español
_____ Enriquecimiento del Inglés y ayuda en clases

_____   _____
Firma de Padre/Guardián   fecha

ROCKY FORD SCHOOL DISTRICT
Enrollment Status Descriptors

	Full Service	Transitional	Meets District Exit Criteria (Language Proficiency and Academic Proficiency)	Reclassified
				Monitoring for 2 Years
Student Characteristics/ Descriptors	STAGES 1, 2, 3 Pre-production/Early Production/Speech Emergence	STAGE 4 Intermediate Fluency		Fluent
English Language Fluency Levels	English Fluency Levels: NEP Woodcock-Munoz 1, 2 ACCESS: 1.0-2.9	English Fluency Levels: LEP Woodcock-Munoz 3 (4)		English Fluency Levels: FEP Woodcock-Munoz 4, 5
Instructional Services	Receive/Participate in: ▪ Direct ESL Services ▪ Spanish Language Arts ▪ Participate in regular classes as much as possible ▪ If students began as NEP and have moved to LEP they will continue in Spanish Language Arts. (K-2)	Receive/Participate in: ▪ In-class support ▪ English Language Enrichment in classroom ▪ Content Tutoring		Receive/Participate in: ▪ No ESL staff support ▪ Full participation in district classes with same guidelines as general Ed students. ▪ Differentiated instruction as needed
General Achievement Levels	Reading, math and science will be below grade level	Reading, math and science near or at grade level		Reading, math and science at grade level.
Accommodations In assessment and delivery of instruction				Assess as general education students

NEP = Non English Proficient; LEP = Limited English Proficient; FEP = Fluent English Prof.

Stage of Language Acquisition
Individual Student Stage

| | Pre-Literacy | | Emerging Literacy | |
	Stage I	Stage II	Stage III	Stage IV
OFFICIAL NAME	Pre-production	Early production	Speech emergence	Intermediate fluency
OTHER NAMES	Pre-speech, Silent Period	Telegraphic Stage	Simple sentence stage	Bridging stage
VARIETY OF LANGUAGE	▪ Physical response only ▪ No speech production ▪ Minimal comprehension ▪ **Up to 500** receptive-word vocabulary	▪ One or two word responses ▪ Disconnected speech ▪ Very limited comprehension ▪ **Up to 1000** receptive/active word vocabulary	▪ Simple sentence responses ▪ Connected speech ▪ Fairly good comprehension ▪ **Up to 3000** receptive/active word vocabulary	▪ Simple/complex sentence responses ▪ Extended speech (discourse) ▪ Increased comprehension ▪ **Beyond 3000** receptive/active word vocabulary
STUDENT BEHAVIORS	▪ Produces no speech ▪ Indicates comprehension physically ▪ Comprehends key words only ▪ Depends heavily on context ▪ Responds by pantomiming, gesturing or drawing	▪ Produces words in isolation ▪ Indicates comprehension physically ▪ Verbalizes key words "heard" ▪ Depends heavily on context ▪ Responds with one to two word answers or in phrases ▪ Makes "errors of omission" ▪ Mispronounces words	▪ Produces whole sentences ▪ Makes basic grammatical errors ▪ Hears smaller elements of speech ▪ Shows good comprehension (given rich context) ▪ Functions on a social level ▪ Uses limited vocabulary	▪ Produces whole narration ▪ Makes complex grammatical errors ▪ Hears some subtle elements of speech ▪ Shows good comprehension (given some context) ▪ Functions somewhat on an academic level ▪ Uses an expanded vocabulary
TEACHER STRATEGIES	▪ Use commands to teach receptive language (TPR) ▪ Require physical response to check comprehension ▪ Ask student to show/draw answers to questions ▪ Ask yes/no questions ▪ Use manipulatives and props ▪ Show/write key words after oral presentation	▪ Continue to expand receptive language (TPR) ▪ Encourage all attempts to respond ▪ Ask students questions that require one to two word answers: Who? What? Where? When? Which one? ▪ Use concrete objects ▪ Display print to support oral presentation	▪ Expand receptive language through comprehensible input ▪ Engage student in producing language such as describing, retelling, comparing, contrasting, defining, summarizing, reporting ▪ Ask application questions: What do you do when . . . How do you react when . . . ▪ Incorporate more writing	▪ Develop cognitive academic language: oral and written ▪ Introduce figurative language ▪ Ask "why" questions soliciting opinion, judgment, predicting, hypothesis, inference, creation ▪ Engage student in higher-order thinking skills
TIME-LINE (RELATIVE)	▪ 2 weeks to 2 months	▪ 2-4 months	▪ 1-2 years	▪ 3-5 years to approach peer-appropriate proficiency
SUGGESTIED INSTRUCTION ALL PROGRAMS	▪ ESL (topic based) ▪ L1 instruction to access core curriculum	▪ ESL (topic based) ▪ L1 instruction to access core curriculum	▪ ESL (content and literature based) ▪ Sheltered and/or L1 instruction to access core curriculum	▪ Sheltered to access core curriculum and L1 literacy enrichment

Teacher: Date: Student:

Cross Referencing Language Proficiency Levels and
Reasonable Expectations of English Language Learners in Content Areas

	Beginner/ Stage 1	Intermediate/ Stage 2	Advanced/ Stage 3	Nearly Fluent/ Stage 4	Fluent/ Stage 5
MATH	Is aware of math concepts at his/her instructional level. Beginning to: understand basic numbers and facts at his/her instructional level and understand how to complete and turn in an assignment.	Is able to solve one-step problems with help at his/her level. Is learning math facts and beginning to apply them. Has some understanding of previously learned skills and is learning new concepts. Understand how to complete and turn in an assignment.	Is learning to solve problems using +, -, x, and ÷ which will require assistance at his/her level. Is able to: apply previously learned skills with review, learn and apply new skills with help, and solve story problems with assistance.	Is able to solve problems using +, -, x, ÷ with some assistance. With some assistance is able to: apply previously learned skills, learn and apply new skills, and solve story problems.	Is able to solve problems using +, -, x, and ÷ with little or no help. Is able to apply previously learned skills with minimal review. With minimal help, is able to: learn and apply new skills at grade level and solve multi-step story problems at his/her reading level.
SOCIAL STUDIES	Relies on hands-on visual instruction to retain basic facts. Shows knowledge of concepts through demonstration, drawing, and participation. Completes projects with teacher or peer group help. Attends to discussions for a short time.	Relies on verbal and visual instruction to retain limited facts. Is able to help with projects. Is tested only over basic facts. Needs to be drawn into class discussions for a short time. Demonstrates understanding of basic facts.	Relies mostly on verbal and visual instruction to learn the material. Testing situations are modified to test basic concepts. Able to complete modified projects with guidance and assistance. Beginning to pay attention to class discussion.	Understands some comprehensible parts of the textbook but relies mostly on verbal cues and study guides. Beginning to retain instructional information and can relate it in modified testing situations. Is able to complete projects with some assistance. Pays attention to class discussion with limited participation.	Can read comprehensible chunks of the textbook. Retains some facts from previous discussion and is experiencing success in modified testing situations. Is able to complete some "hands on" projects independently. Is attentive in class and participates in class discussions.
READING	Learning the conventions of printed material (top, bottom, left-right, etc.). Attends to stories that have meaning to listener. Learning letter/sound associations in context. Looks at books at his/her instructional level independently. Starts to identify words taught in context with repetition.	Reads words taught in context with repetition. Uses teacher assistance when selecting books. Demonstrates knowledge of vocabulary and skills at his/her instructional level. Comprehends material read at his/her instructional level. Demonstrates the recall of details and sequences stories at his/her instructional level.	Reads two or more grade levels below grade level peers. Selects independent reading material at his/her instructional level. Uses vocabulary and skills in context at his/her instructional level. Comprehends material read at his/her instructional level. Can recall details and sequence stories at his/her instructional level with assistance.	Reads two or more grade levels below grade level peers. Reads independently at his/her instructional level. Demonstrates knowledge of vocabulary and skills in context. Comprehends material read (with class discussions). Can recall details and sequence stories at his/her instructional level.	Reads closer to grade level. Reads independently at his/her instructional level. Demonstrates vocabulary and skills in context. Comprehends material read at his/her instructional level. Can recall details and sequence of a story, at his/her instructional level.
SCIENCE	Attends to class instruction. Participates in class work through drawing, demonstrating, and sharing. Helps with experiments. Completes modified assuagements with teacher and/or peer group help.	Is learning about the scientific method and is beginning to understand its focus. Completes modified homework assignments with help. Participates in classroom experiments with help. Beginning to provide feedback on the information taught at grade level.	Is able to apply the scientific method to modified assignments with assistance. Completes modified projects and homework with assistance. Participates in classroom experiments and discussion with assistance. Demonstrates knowledge in modified testing situations.	Is able to apply the scientific method to classroom assignments with some assistance. With some assistance, is able to complete projects and homework assigned and to participate in classroom experiments and discussion. Demonstrates knowledge in modified testing situations.	Is able to apply the scientific method to classroom assignments. Completes projects and homework assigned. Participates in classroom experiments and discussion. Applies knowledge in modified testing situations.
WRITING	Begins to understand writing left to right. Copies neatly and legibly with proper spacing. Starts to write what he/she can say.	Beginning to write simple sentences, using inventive spelling. Demonstrates very basic punctuation and capitalization. Copies neatly and legibly with proper spacing. Writes what he/she can say.	Beginning to compose simple sentences with correct word order and verb tense. Uses basic punctuation/capitalization with assistance. Writes neatly and legibly with proper spacing. Uses inventive spelling with some success. Tries staying on a topic and writes limited details supporting that topic, with assistance.	Able to compose a complete, simple sentence with few errors in word order and verb tense. Knows basic punctuation/capitalization and is beginning to apply them most of the time. Writes neatly and legibly with proper spacing. Able to use inventive spelling. Able to write using meaningful details in a logical sequence.	Able to compose a complete, simple sentence with correct word order and verb tense. Able to use correct punctuation and capitalization. Able to write neatly and legibly with proper spacing. Uses inventive spelling, but spells correctly commonly used words in the Dolch list. Writes about a topic using details in a logical sequence.

From: Policies for Limited English Proficient Students (L.E.P.), Western Hills AEA 12, spring 1999, and Iowa Dept. of Education Guidelines for Inclusion of ELL in District-Wide Assessment

Student: _____ LAU**: A   B   C   D   NEP   LEP**

School: <u>WPS, JIS, RF/JR/SRHS</u>   DOB: _____ GRADE: _____ School Year_____

Teacher: _____ALP Teacher: _____

Primary Language: _____ Date of Entry to ALP:

_____

READ: Yes   No   (Circle one) Pullout   or   Mainstream

Accommodations: After School tutoring:

WEEK OF..…	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Language Arts																		
Missing Assignments																		
Reading																		
Missing Assignments																		
Math																		
Missing Assignments																		
Science																		
Missing Assignments																		
Social Studies																		
Missing Assignments																		
ASSESSMENTS																		
DIBELS/ B, S, I																		
THEME TESTS/Total %																		
OTHER:																		

Key: Please place a percentage after your class or subject for nongraded classes use the following

+   Satisfactory   –   Unsatisfactory

√ for missing assignments

Rocky Ford School District
Alternative Language Program Checklist
(to be completed and updated by ALP Staff and placed in CUMULATIVE folder)

ALL STUDENTS

Student   _____

Date of Birth   _____
                   Date

Enrolled   _____   _____
                   Date   Grade

Home Language Questionnaire   _____ Tier A,   Tier B,   Tier C
                              Date

Teacher Checklist _____
                   Date

ALTERNATIVE LANGUAGE PROGRAM STUDENTS

Placement Form   _____
                   Date

Annual Monitoring (Enter ACCESS score **or** enter an X if student was not attending RFSD.)

	K	1	2	3	4	5	6	7	8	9	10	11	12
W-APT													
Literacy													
Overall													

Assessment for Reclassification   _____
                                  Date

Monitoring Year 1 1st 2nd 3rd 4th Quarter
                         Circle when placed in file.

Monitoring Year 2 1st 2nd 3rd 4th   Quarter
                         Circle when placed in file.

Exit Program   _____   _____
                   Date   Grade

ALP teacher/Coordinator will update spreadsheet from this document, copy it, and send it to the student's next building and email it electronically to the ALP teacher for that building.

ROCKY FORD SCHOOL DISTRICT
PHLOTE Status (RtI)

Student Name _____   Date: _____
Grade: _____   School: WPS   JIS   RFJSHS
DOB: _____   Date of Entry to R2: _____
ALP Teacher: _____   Teacher Representative: _____

HLQ Results: Tier A   Tier B   Tier C   **Primary Language**: English   Other
<u>LAU D -</u> Influence of another language but not their Primary Language

Language Used by Student:

School:	Playground		English	Other
	Classroom		English	Other
Home:	with Parent		English	Other
	with Siblings		English	Other

Language Used by Parent:

School	with Staff		English	Other
Home	with Child		English	Other

Previous Language of Instruction   English   Other

Classroom average: _____   GPA: _____   DIBELS: _____   NWEA: Reading: ____

PHLOTE determination:
_____
_____

If student is considered a LAU D with some influence of a second language, but primary language is English, they will be mainstreamed with accommodations. They will not be in Spanish Language Arts but will receive services, which will be determined by the RtI, Readiness, or Read Act Plans.

Accommodations & Services:

Content Tutoring: **Mainstream into the regular classroom with content tutoring in classroom and English language enrichment.**   (Circle what applies)

ESL   Math Interventions   Reading Interventions   Colorado Reading First Strategies

- In-class support
- English Language Enrichment in classroom
- Core Reading Program
- Alternative Core
- ESL Support
- Diagnostic Testing
- After school programs Tutoring
- Accommodations

Weekly collaboration of ALP teacher and academic teacher.

RtI Team Present:
Parent: _____   ALP teacher: _____
Principal: _____   BOCES: _____
SPED teacher _____   ALP Coordinator: _____
_____   _____
_____   _____
_____   _____
_____   _____

Alternative Language Program
Resources and Web Sites

Heartland English Language Learner/Diversity Web Page
www.aea11.k12.ia.us/curriculum/ELL/Tll.html

International Council for Exceptional Children
www.cec.sped.org/index.html

CEC Division for Culturally and Linguistically Diverse
http://ericps.crc.uiuc.edu/clas/

National Clearinghouse for ESL, literacy Education
www.cal.org/ncle/

TESL/TEFL/TESOL/ESL/EFL/ESOL Links
www.aitech.ac.jp/~iteslj/links/

Iowa Department of Education—Educating English Language Learners
www.state.ia.us/educate/publications/handbook.pdf

NABE: National Association for Bilingual Education
www.nabe.org/

TESOL: Teachers of English to Speakers of Other Languages
www.tesol.edu/index.html

CAL: Center for Applied Linguistics
www.cal.org/cal/html/toc.htm

CAL:ESL Standards for Pre K-112 Students
www.cal.org/public/ESLStds/

ESL Sites
www.plu.edu/~lrc/esl.html

CURRICULUM RESOURCES TIN ENGLISH AS A SECOND LANGUAGE

www.cln.org/subjects/esl_cur.html

English as Second Language (guide to over 700 sites)
http://esl.about.com/homework/esl/?once=true&

ESL On-Line Help Desk (Washington State University)
www.wsu.edu/~gordon/ESL/

Applied Linguistics WWW Virtual Library
http://alt.venus.co.uk/VL/AppLingBBK/VLESL.html

WWW Links for English as a Second Language
www.arc.sbc.edu/esllinks.html

Topics: Online Magazine for Learners of English
www.rice.edu/projects/topics/Electronic/Magazine.html

Library of Congress Country Studies
http://lcweb2.loc.gov/frd/cs/cshome/html

Culture Catalog
www.citylore.org/shop/

Transparent.com – The Internet Language Community
www.transparent.com/multilingual/index.htm

www.bilingual therapies.com