Culturally and Linguistically Diverse Education (CLDE) Handbook
2024-2025 SY

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CLDE Mission, Goals and Strategies

Mission:

The best choice to learn, work, and lead for culturally and linguistically diverse students, families, and staff.

Goals for the 2024-2025 SY:

➢ Goal #1: 60% of our in-program students will demonstrate 10 pts linguistic growth between the beginning of year and end of year in TELL or score "Advanced" proficiency level at the end of the year.

➢ Goal #2: The CLDE Department, in collaboration with zones and schools, will host family engagement events and activities once a month.

➢ Goal #3: By the end of the quarter, 80% of families will respond with a 4 or higher on a Likert scale involving parent engagement done through the CLDE Department's survey methodology.

➢ Goal #4: In order to build professional capacity across the district, the CLDE Department will provide professional learning opportunities that, when surveyed, 80% of participants score 7 or higher when asked "I have new materials or strategies to better serve my CLD students' needs after having taken this professional development."

Strategies to Hit Department Goals

Goal 1

➢ Ensure accurate data by assessing students in TELL within assessment windows
  ○ Assess new students in program with TELL within first two weeks
➢ Set goals and interventions for students that are behind linguistically
➢ Review and react to data through collaboration with the CLDE department, school leadership, and colleagues
➢ Have students take ownership of their data through goal-setting around TELL and ACCESS

Goal 2

➢ Give parents what they want and ask for, not what we think they need
➢ Leverage CLDE Community Liaisons, PEACE Committee, district departments and outside partners
➢ Home visits, with a priority on new students and experienced MLs
➢ Collaboration with building and zone events

Goal 3

➢ Make meaningful connections with all families through home visits, phone calls home, and other personalized interactions
➢ Simplify surveys and make it easy to access and complete
➢ Personalize survey experience to ensure we reach all families

Goal 4

➢ Collaborate with building and zone leadership to ensure that professional development offerings are aligned with work teachers are already doing
➢ Solicit feedback and respond to needs of the learner
➢ Support learning through impact/feedback loop

Overview of CLDE Program

D49 services over 54 different languages, with Spanish, Vietnamese, Tagalog, Ukrainian, Mandarin and Russian as our top 6 languages serviced. Our Culturally and Linguistically Diverse (CLD) population varies throughout the year.

High School and Middle School:
D49 offers separate, intensive, English instruction during the school day (CLDE 1 for NEP students, CLDE 2 for LEP students). Students and parents will also have the option of an additional CLDE Resource class that serves as a time to check-in, finish up homework/projects, and receive additional support for accessing grade-level curriculum and English language development.

Elementary School:
For the CLD students at the elementary level, D49 offers a variety of ways we service our CLD students depending on the building. Several schools offer 'pull out' services. This includes the CLDE teacher pulling out the CLD students during a scheduled time during the day (never during core instruction). This model provides instruction and content in English with minimal native language support. Instruction is tailored to the students' language level, supplementing the learning that takes place in the general classroom. By focusing on English acquisition and supplementing learning in the classroom, students will have access to grade-level curriculum and meet academic standards.

Another model of CLDE service offered is co-teaching. Co-teaching allows the MLs to remain in the classroom, have two certified adults teaching and provide direct support to a student's academic and linguistic needs. Additionally, both teachers benefit from learning from one another. The content teacher learns about meeting linguistic needs and the CLDE teacher learns more about the curriculum.

The last type of CLDE service we provide is 'push in'. This is different from co-teaching with the respect that the CLDE teacher is not directly teaching the group. He/She may be pulling a small group and/or offering support directly to the ML during the taught lesson.

Spanish Dual Language Immersion: Starting in the 2023-2024 school year, Stetson elementary will offer a Dual Language Immersion pathway for Kindergarten and 1st grade students. The goal is to develop bilingualism in MLs and English proficient students. Students from Spanish language backgrounds receive native language literacy development while also promoting cultural awareness and the value of knowing more than one language. Research suggests that students that are bilingual have increased academic achievement and marketable skills needed in a global economy.

Integrated Content Support: Utilized in many of the charter schools, this model emphasizes use of language when learning a new skill or concept. There is no direct instruction in language development. Rather, language is emphasized through activities in reading, writing, speaking, and listening.

Regardless of the model, CLDE instruction does not remove or replace students receiving core instruction.
More information on program models can be found in [Chapter 4 of CDE's ELD Guidebook](#)

Important Terminology

Multilingual Learner (ML)- A student who is acquiring another language in addition to the language they already possess. An asset-based approach to describing students who are federally referred to as English Language Learners (ELLs). As of 2022-2023, the preferred term for students. More information found in [CDE's Memorandum](#).

Culturally and Linguistically Diverse (CLD)- Commonly used to identify communities where English is not the primary language of communication, although some may be bilingual or monolingual English speakers.

Basic Interpersonal Communication Skills (BICS)-The basic language ability required for face-to-face communication, which is highly contextualized and often accompanied by gestures, is cognitively undemanding and relies on context to aid understanding. BICS is much more easily and quickly acquired than academic language, but is not sufficient to meet the cognitive and linguistic demands of an academic classroom.

Cognitive Academic Language Proficiency (CALP)- The language ability required for academic achievement in a context-reduced environment. Examples of context-reduced environments include classroom lectures and textbook reading assignments, where there are few environmental cues (facial expressions, gestures) that help students understand the content.

Dual Language Learner- A child who is learning a second language while continuing to develop his/her home language.

Dual Language Immersion- Also known as two-way immersion or two-way bilingual education, these programs are designed to serve both language minority and language majority students concurrently. Two language groups are put together and instruction is delivered through both languages. The goals of the program are for both groups to become biliterate, succeed academically, and develop cross-cultural understanding.

Limited English Proficient (LEP)- Limited English proficient is the term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms.

Non-English Proficient (NEP)- Used by the state of Colorado to indicate students at the lowest stages of language proficiency

Fluent English Proficient (FEP)- Used to describe students who have demonstrated proficiency in English and are now in the monitor years (MY) and exit years (EY) as required by federal law.

Primary Home Language Other Than English (PHLOTE)- Students who have a language background other than English but have demonstrated through the screening process that they are proficient in English.

Former English Language Learner (FELL)- A student who has demonstrated proficiency in English and has completed four years of monitoring to ensure they were not exited from services prematurely.

The CLDE Team

CLDE Team Contact
[CLDE Contact List - 2024-2025 SY](#)

CLDE Teacher Roles and Responsibilities
[Link to Job Description](#)

CLDE Paraeducator Roles and Responsibilities
[Link to Job Description](#)

District 49 CLDE Home Page
[CLDE Website](#)

Colorado Department of Education's Office of CLDE Home Page
[CDE CLDE Website](#)

CLDE Office - Roles and Responsibilities

Grant, CLDE Coordinator ([Clink Here for a Full Menu of Services](#))
- Ensures compliance with ESSA/TITLE III/ELPA/OCR/CDE/local policies and regulations in regard to
- the needs of D49 Multilingual Learners (MLs).
- Models and reviews CLDE Mission/Vision periodically.
- Provides professional development designed to meet the needs of MLs to principals, classroom teachers, CLDE staff, etc.
- Works collaboratively with district leadership, principals, CLDE Teachers, CLDE Coach/Specialist, classroom teachers to ensure the needs of MLs are met.
- Maintains, expends and monitors CLDE funds (Title III/ELPA/general funds) in accordance with established federal, state and local policies/procedures.
- Supports CLDE Technician with the maintenance of EL educational records (paper/electronic).
- Ensures all MLs have appropriate placement and each ML has an active ELP (English Language Plan).
- Supports and plans for MLs with various language extension opportunities - CLDE Summer Camp, READ Camp, GE Camp, etc
- Collaborates with various departments/programs to meet the needs of the MLs.
- Plans and facilitates CLDE Parent Engagement Quarterly Meetings.
- Prepares an annual staff allocation for CLDE, subject to approval by the Executive Director of Individualized Education.
- Conducts routine audits of school-based CLDE services/programing to ensure compliance.
- Serves as an advocate for the needs of the MLs in a professional and appropriate manner.

Ines, CLDE Instructional Coach ([Click Here for a Full Menu of Services](#))
- Models effective instructional strategies, provide on-going, research-based coaching and feedback to CLDE and General Education teachers.
- Partners with teachers to select strategies that support CLD student achievement.
- Facilitate and promote authentic collaboration between stakeholders for improving teaching and learning.
- Collaborates in the review and transformation of current practices on how services and instruction are delivered for CLD students.
- Conduct and/or facilitate professional development activities for district staff around effective instructional strategies.
- Analyze and disseminate student data to identify resources to meet CLD student needs
- Assist in planning and implementation of the district's English Language Proficiency Act (ELPA) and Title III activities, including differentiated instruction and continual progress monitoring that supports language acquisition and curricular success.
- Participate in district, regional, and state committees and professional learning communities related to improvement, curriculum, instruction and assessment of CLD students in language acquisition and content knowledge.

Karla, CLDE Technician ([Click Here for a Full Menu of Services](#))
- Administers WIDA Screener, other language assessments (WMLS) and other standardized tests, as needed.

- Maintains the student information systems for all English Learners (MLs). Ensures that all required documents have been uploaded.
- Procures interpreting/translating services for LEP parents as needed.
- Assists with coordination of WIDA ACCESS for MLs.
- Utilizes knowledge of administration, analyzing, and using the results of various student assessments.
- Assists in the development and submission to the Colorado Department of Education (CDE) a yearly count of all EL students assigned to the district and within state facilities for yearly funding.
- Orders supplies for all areas of the department.
- Assists with the organization/registration of special events.
- Helps parents, students and other school registrars with transcripts, records and questions.
- Assists in creating guidelines and spreadsheets for internal department audits.
- Assists with parent involvement.

Stephanie and Yudelki, CLDE Family Engagement and Community Liaisons ([Click Here for a Full Menu of Services](#))
- Schedules and facilitates activities to promote family engagement among culturally and linguistically diverse populations.
- Works in conjunction with the Culturally and Linguistically Diverse Education (CLDE) office, school, community, and parent groups in support of developing a district culture that encourages and embraces meaningful parent and family engagement.
- Establishes positive and supportive relationships with parents.
- Facilitates parent and family engagement events throughout the district (i.e. Title I parent nights, Parent Teacher Organization and School Accountability Committee) to ensure meaningful participation of limited English proficient families.
- Assists parent leadership teams in conducting an annual needs assessment, works with parents to develop a parent and community engagement plan, and evaluates the effectiveness of current strategies for increasing CLD family and community engagement.
- Maintains documentation for measuring progress toward parental and community engagement goals per district, state, and federal requirements, as appropriate.
- Conducts home visits with families to share information and disseminate resources.
- Assists with problem-solving to meet the needs of families in the district.
- Works with community organizations to increase family and community engagement.
- Consults with outside agencies to obtain needed support for families and students.
- Works collaboratively with other advocates and specialists at the district and school-level to implement best practices for CLD students in need.
- Assists in WIDA screening and district enrollment of CLD students and families.

CLDE IMPORTANT DATES 2024-2025

Google CLDE Calendar Link
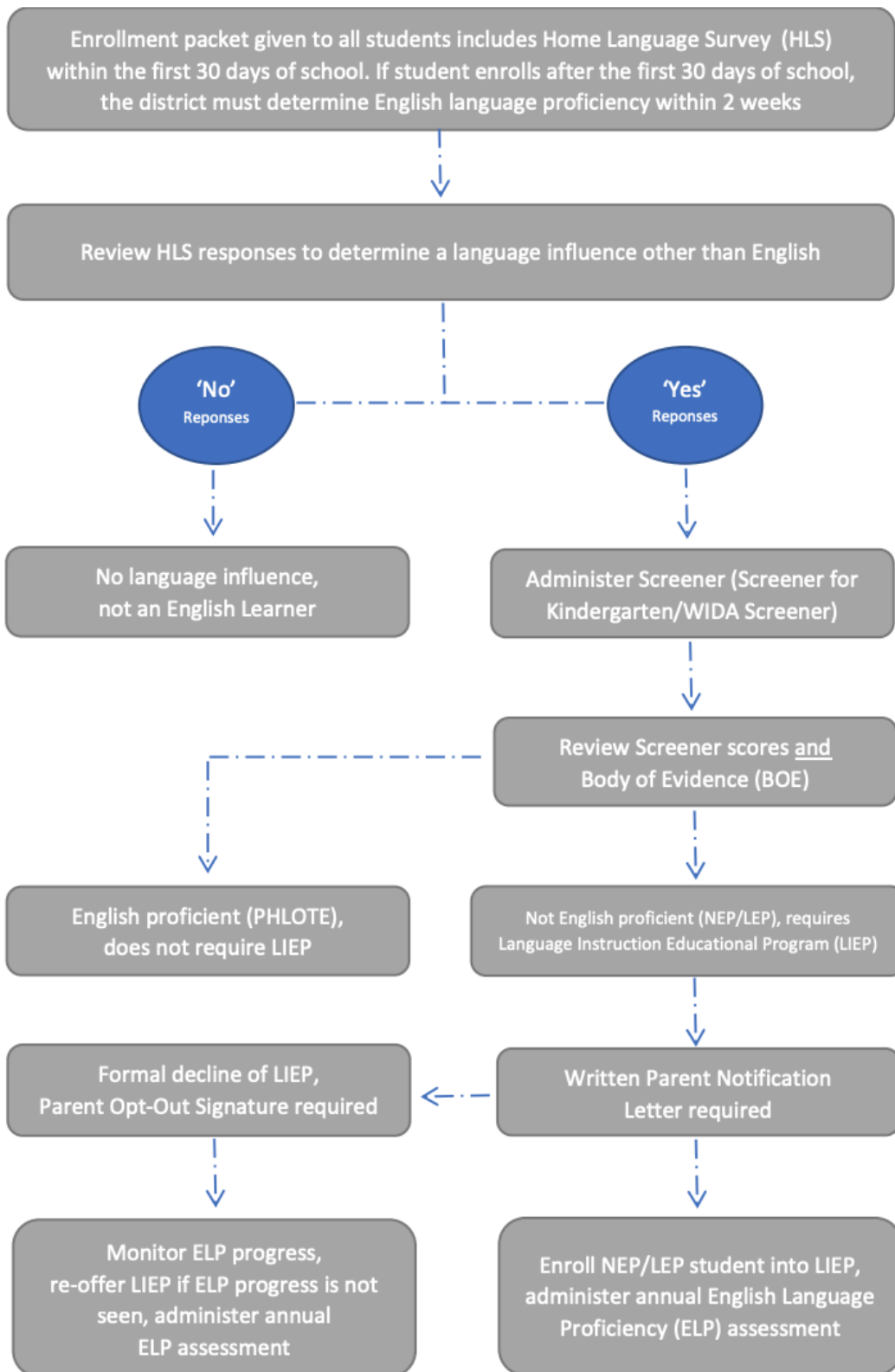
TELL Assessments
Link to TELL Proficiencies Aligned to WIDA Proficiency Levels

	Testing Window
BOY	August 5 - September 13, 2024 **(Newly enrolled students should be given BOY TELL up to February 7, 2025. All other newly enrolled students will take EOY TELL during the window)**
MOY *	December 2, 2024 - January 10, 2025 *(Shows as PM assessment in Pearson)*
EOY	April 7 - May 15, 2024

ACCESS 2.0 2023 Test Window

Date	Topic	Audience
Jul 29, 2024 8:00-3:30	CLDE Team Kickoff	CLDE teachers, paraeducators, and team members
Sept 16/Sept 26/Nov 20/Feb 27 8:00-3:30	CLDE Newcomer Series	CLDE teachers, CLDE paraeducators, and general education teachers with newcomer students
October 14-17	Fall Break Interventions	At-Risk CLDE students
Nov 8, 2024 10:00-3:30	CLDE Team Mtg	CLDE teachers, paraeducators, and team members
December 4, 2024 10AM-3:00PM	ACCESS Training	SACs, Test Administrators, CLDE Team
January 13 - February 14, 2025	ACCESS Assessment Window	SACs, Test Administrators, CLDE Team
March 6, 2025 8:00-3:30	CLDE Team Mtg	
May 7, 2025 8:00-3:30	CLDE Team Mtg	CLDE teachers, paraeducators, and team members
May 9th, 2025 8:00-3:00	Spring Newcomer Summit	All educators are welcome to attend
June 2024	CLDE Summer Intervention Begins	

ML Identification Process

Enrollment packet given to all students includes Home Language Survey (HLS) within the first 30 days of school. If student enrolls after the first 30 days of school, the district must determine English language proficiency within 2 weeks

↓

Review HLS responses to determine a language influence other than English

'No' Reponses

'Yes' Reponses

↓ (No)

No language influence, not an English Learner

↓ (Yes)

Administer Screener (Screener for Kindergarten/WIDA Screener)

↓

Review Screener scores and Body of Evidence (BOE)

↓

English proficient (PHLOTE), does not require LIEP

Not English proficient (NEP/LEP), requires Language Instruction Educational Program (LIEP)

↓

Written Parent Notification Letter required

← Formal decline of LIEP, Parent Opt-Out Signature required

↓

Monitor ELP progress, re-offer LIEP if ELP progress is not seen, administer annual ELP assessment

Enroll NEP/LEP student into LIEP, administer annual English Language Proficiency (ELP) assessment

District Visual Flowchart

Student Screened
- A CLDE team member completes the screening process of students having a language influence other than English

Email Confirmation
- CLDE team member emails teacher or teacher emails CLDE team for Kinder Screening results so BOE can be reviewed

Bodies of Evidence Reviewed
- Screening scores and additional bodies of evidence are reviewed

Coding
- Student is coded by CLDE Office. Coding takes 24 hours to reflect in Ellevation

Servicing
- Based on screening and BOE, student is scheduled for services (assumed acceptance)

Parent Notification
CLDE Department sends A/D form by October

First 30 Days of School- Screening
- Students are screened based on the Home Language Survey (HLS) results.
    - Priority is given to secondary students whose schedule is greatly impacted by the service model.
- CLDE teachers are asked to screen Kindergarten and 1st grade students during this time. In order to verify the HLS, we ask teachers to complete the [Family Interview of HLS](#) prior to Kinder screening.
- Teachers who administer the Kindergarten Screener are required to pass the WIDA Assessment Training annually, through the Secure Portal

First 30 Days of School- Bodies of Evidence (BOE) Review
- Once screener scores are obtained, BOE are gathered to confirm or refute results
- For Kindergarten students, BOE **must** include the [Family Interview of HLS](#)
    - Students who demonstrate NEP will be identified as early as possible in this stage so services can begin immediately
- For all other grades, preference is given to HL Questionnaire, previous identification, and other state/local assessments
    - CLDE Teachers are highly encouraged to conduct the HL Questionnaire to get to know their families
- Scan [WIDA Screener for Kindergarten Score Report](#) AND HLS Questionnaire to the CLDE Office (karla.palacios@d49.org)

First 30 Days of School- Notification and Servicing
- Once a screener score and BOE are reviewed and NEP/LEP status is confirmed by the CLDE Office, students will be coded in PowerSchool by the CLDE Office
- Ellevation will populate newly coded students nightly to school profiles
- Teachers will review the list daily. New students appear in the home dashboard under "Entered CLD/District within Last 90 Days" for quick reference. *Kinder students who were in PK will not appear in this field*
- Find students who are NEP or LEP in ML Status in the Student List View.
- A/D forms are no longer required to begin servicing students. Services can begin as students are identified and coded. **Recommend secondary teachers reach out to families to inform them of decisions before scheduling.**
- The CLDE Department will mail home A/D forms for all new students prior to the October 1 deadline. CLDE Department will communicate importance of form and information

After the First 30 Days
- HLS results for new enrollees are pulled weekly at the CLDE Office.
- Students are screened within 10 days
- BOE is reviewed and identification determination is made
- Students are coded in PowerSchool and an email is sent to the CLDE teacher
- CLDE Department prints Notification of Services letter for parents
- CLDE teacher TELL assesses student using BOY session (Students enrolled after February 7th will not be assessed with BOY TELL).

Assessment Scores for Placement in Services

WIDA Screener Cut Scores

Kindergarten: First Semester Administer Speaking and Listening Only	Kindergarten: Second Semester Administer Speaking, Listening, Reading, and Writing	First Grade First Semester Administer Listening, Speaking, Reading, and Writing
Scores from administration of only two domains: Oral Language Scores • NEP: 1.0, 1.5, 2.0 • LEP: 2.5, 3.0, 3.5 • Non-ML/PHLOTE: > 4.0	Scores from administration of all four domains: Overall Scores • NEP: 1.0, 1.5, 2.0 • LEP: 2.5, 3.0, 3.5 • Non-ML/PHLOTE: > 4.0	Scores from administration of all four domains: Overall Scores • NEP: 1.0, 1.5, 2.0 • LEP: 2.5, 3.0, 3.5 • Non-ML/PHLOTE: > 4.0

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

WIDA Screener scores and BOE should always be used when making initial identification and programming decisions.

ACCESS 2.0 Cut Scores

ACCESS 2.0 Proficiency Level Cut Point Guidelines	
• NEP: 1.0–2.4 (Overall) • LEP: 2.5–3.9 (Overall) • FEP M1: 4.0 Overall AND 4.0 Literacy	• NEP: 1.0–2.4 (Overall) • LEP: 2.5–3.9 (Overall) • FEP M1: 4.0 Overall AND 4.0 Literacy

Standardized Bodies of Evidence

The CLDE Department will use the following methods to determine English proficiency: COGNOS, previous ACCESS data, previous enrollment in CLD services, DIBELS, STAR assessments, TELL, observations, and the CLDE family interview. Determination is based on a standardized body of evidence **and** WIDA screener scores.

Screening Body of Evidence Name	Cut Score for English Language Proficiency
ACCESS	4.0 Overall and 4.0 in Literacy
DIBELS	Green or Blue on benchmark assessments
STAR Assessments	Approaching Expectations or Higher
TELL	High or Advanced on Overall TELL score

Best Practices for CLDE

Grade Placement of ML'S
The CLDE Department recommends age-appropriate grade placement for ML students. Placing a student in a grade that is not consistent with their age might be considered a violation of their Civil Rights because that decision is based on a variable such as a limited English proficiency, missing school records, national origin, or some other factor. It is important that when placing a student that all of their needs are considered, and not just their level of language proficiency. Parents should be included in all discussions regarding grade placement. At minimum, the following factors should be considered: birth year, comparable coursework, gaps in education, level of proficiency in native language, availability of assessments in native language, and an interview with the family to determine experiences and goals of the family and student.

Graduation Plans for Newcomers and MLs
Multilingual Learners bring a reservoir of content knowledge from their previous schooling. Adolescents' level of success or failure in school influences their self-confidence and attitude toward learning.Graduation rates among MLs is lower than typical students and their never-ELL peers. For the 2022-2023 SY, traditional schools graduated 79% of their ML population in District 49. Alternative Education Campuses, like GOAL and Patriot HS, graduated 59% of their ML population. Every effort should be made to ensure that students have a pathway to graduation while not diminishing their educational experience. CDE's ELD Guidebook offers practical approaches and pedagogical suggestions to increase the likelihood of success among ML students.

English Language Plans (ELPs)
English language plans are to be available to all stakeholders no later than October 2nd. Teachers should create ELPs in Ellevation (which creates goals based on language levels) and share them with teachers, parents, and other relevant stakeholders. Teachers are encouraged to develop goals specific to the student based on ACCESS/WIDA Screener assessments, academic progress, and teacher observations. Step-by-step instructions on how to create ELPs in Ellevation can be found here.

Required Elements of an English Language Plan
-Goals in listening, reading, writing, and speaking
-Assessment accommodations
-Classroom accommodations and, when appropriate, modifications
-Instructional Accommodations/Strategies appropriate to language proficiency level
-Explanation of services for students, especially those who are dual-identified (SpEd) and long-term MLs.

-Student's most recent WIDA ACCESS or WIDA Screener Scores**
-Signature lines for CLDE teacher and guardian of CLD student

Grading for MLs
It is good practice to have Newcomers (first year in-country) and NEP students graded on a pass/fail grading system in order to ensure that language is not a significant barrier to success. Grading practices should never supersede quality Tier I instruction with appropriate scaffolds and supports to make content comprehensible for students.

CLDE Classes and ELA Credits

CLDE classes were previously counted as English credits in some of our schools, lacking alignment to ELA standards (CLDE teachers primarily teach English Language Proficiency Standards with integration of ELA standards). In order to standardize procedures across the district, we offer the following guidance.
Unless students are NEP Newcomers, CLDE would count as an elective. Here are the basic outlines.

CLDE I-A= ELA credit bearing course for NEP newcomer (1st year in country) students
CLDE I-B= Elective credit bearing course for NEP students who are not newcomers
CLDE II- Elective credit for LEP students
CLDE Resource- Elective credit for NEP/LEP students

This in no way should penalize students for previously counted ELA credits in CLDE, nor prevent meaningful review of work done in CLDE courses to count towards bodies of evidence in Demonstration of Mastery in Communication. This also doesn't prevent teachers with their ELA endorsement creating English courses exclusively for CLD students in the future. We want to remain nimble and responsive to our CLD students' needs through possible model changes (eg Newcomer center-based programming where dually certified teachers teach content and language). If any clarification is needed, please contact the CLDE Coordinator.

Redesignation Process

District 49 follows CDE's guidance on redesignation. A detailed plan on how students can redesignate through the two state-approved pathways can be found here: https://www.cde.state.co.us/cde_english/redesignation

District 49 will continue to work with stakeholders to develop fair, appropriate local criteria for redesignation through the Redesignation Committee. Although Pathway 1 is the best method for redesignation, each individual student is unique and may require a different pathway to redesignation.

In general, a student is eligible to redesignate from LEP to FEP after meeting a 4.0 Overall and 4.0 in Literacy on the school year's ACCESS 2.0 assessment results. Students who meet these criteria will be listed by the CLDE Office. Afterwards, the CLDE Office and CLDE teacher will work to gather a body of evidence that demonstrates English proficiency in Reading **and** Writing as compared to their non-EL peers.

A copy of criteria for redesignation, current cut scores, and proficiency levels for bodies of evidence can be found here:
https://docs.google.com/document/d/1vcEB9gmSBJykmABLvzmHJy-jM-tp-1u-lEoXUd4mB4g/edit?usp=sharing

Exit Process

After redesignation, students go through a period of monitoring for four years. During that time, CLD teachers provide limited resource support to monitor year students, but generally, avoid any year-long pull out services unless there is evidence of language deficiencies that may inhibit access to the general education curriculum. Quarterly review of student academic performance (grade checks, consultation with the student, D49 Monitoring Form Surveys) ensures that students were not prematurely exited from services. A copy of the form and it's questions can be found here or in Ellevation:
https://drive.google.com/file/d/1nIQ5ux8TT3hBcd_2JFtqSjIylQjz8Nvh/view?usp=sharing

If a student was placed in exit status and it was determined that they required additional support, the CLDE Office would conduct another language assessment. If the assessment demonstrates a need to re-enter the program, parents would be sent a new acceptance/denial letter along with set criteria needed to demonstrate linguistic growth and, thus, return to exit status.

Denials

Denials make up 10% of our CLDE population. Although parents always have the right to deny services for any reason, this should be a decision that originates with a parent/guardian and **never** the recommendation of a District 49 or charter school employee. Per the CLDE Coordinator, all denials (excluding those done at the time of screening and program determination) should be forwarded to the CLDE office so a conference can occur. Schools that use Ellevation should complete the Notification of English Language Program Continuation with all students, including denials, annually to allow parents to make informed decisions regarding their students' English language development.

ACCESS On-Track Growth to Standard

Schools and districts with a count equal to or greater than 20 NEP/LEP students will begin to be evaluated on their ability to grow students linguistically according to a determined proficiency level trajectory.

For the 2022-2023 school year, the following data has been collected:

Reporting Organization	Grade Level	Percentage On-Track	Difference between State and District
Statewide	All	45.2%	NA
Statewide	Elementary	63.1%	NA
Statewide	Middle	20.4%	NA
Statewide	High	20.3%	NA
District-wide	All	36.4%	-8.8%
District-wide	Elementary	69%	+5.9%
District-wide	Middle	12.5%	-7.9%
District-wide	High	15.5%	-4.8%

For the 2023-2024 school year, the following data has been collected:

Reporting Organization	Grade Level	Percentage On-Track (Increase or Decrease from previous year)	Difference between State and District
Statewide	All	46.2% (1%)	NA
Statewide	Elementary	62.9% (0.2%)	NA
Statewide	Middle	25.6% (5.2%)	NA
Statewide	High	22.9% (2.6%)	NA
District-wide	All	39.9% (3.5%)	-6.3%
District-wide	Elementary	70.8% (1.8%)	+7.9%
District-wide	Middle	29.8% (17.3%)	+4.2%
District-wide	High*	18.1% (2.6%)	-4.8%

*High school on-track *without* GOAL Academy is 48%. GOAL Academy provides an important alternative education campus for students while also playing an outsized role in district data. More information on the Colorado Department of Education's ACCESS Growth to Standard metrics can be found here.

Interpreter/Translation Services

Interpreter Request

1. An interpreter must be requested and present for any behavioral and/or academic meetings in a language parents and/or students can understand.

2. Verify that the parent needs an interpreter

3. Verify the time and date of the meeting

4. Complete the Interpreter Request FORM at least 72 hours before the scheduled meeting

5. If any issues should arise with the interpreter please let the CLDE Office know

6. If you need anything else please contact Karla Palacios - CLDE Technician

Translation Request

1. Verify that the document you need translated are essential documents, such as:

   - registration and enrollment in school and school programs
   - grievance procedures and notices of nondiscrimination
   - language assistance programs
   - parent handbooks
   - report cards
   - gifted and talented programs

   - student discipline policies and procedures
   - magnet and charter schools
   - special education and related services
   - meetings to discuss special education
   - parent-teacher conferences
   - requests for parent permission for student participation in school activities

2. Make sure that the document that needs to be translated is in Word or PDF form.

3. Complete the Translation Request FORM

4. Please allow up to 2 weeks to get documents back from the translating company.

Language Link

Schools and departments have access to telephonic interpretation services through Language Link. Language Link is a 24-hour, on-demand telephonic language service available to district staff. The service can be used with limited

English proficient parents or students that are physically present or require a third-party call. School and department specific pins are available upon request to the CLDE Office.

Blackboard's Parent Link

District 49 utilizes Blackboard as its web provider. In addition to the translation of webpage features found when you click the **> TRANSLATE** button found at the bottom of D49's webpages, users with ParentLink accounts can send messages electronically to parents using a variety of delivery options in many of our common languages other than English. For instructions on how to send messages using ParentLink's translation features, check out this helpful [webpage](#).

Google Translate and Other Web-Based Applications

Google Translate, Chat GPT, Blackboard, and other web-based applications allow for quick and mostly accurate translation of materials. This is ideal for short, simplified messages that need to be shared with students and families in their native language. The ability to use technology in this way can make academic content, communication, and social situations accessible for our multilingual learners and their families. Additionally, Spanish has an accuracy of 90% [according to some of the research](#). However, caution should be used with regard to these applications. It is the department's strong recommendation that any web-based translation of impactful and important documents be reviewed by a qualified translator to ensure meaningful translation and communication. Furthermore, important documents that have legal implications should always be translated through a qualified translator using the Interpretation/Translation Request Form.

S'More, Class Dojo and Other Web Based Translations

Technology is making translation of documents much easier. Services like S'More and Class Dojo can translate messages to families. Please keep in mind that these translations are rarely automatic and require the user to understand how to enable translation features. It is recommended that schools and teachers demonstrate these

features to families early in the school year and as part of an orientation process for all new families. Information on how common translation features work on these platforms are found below.

Class Dojo-

https://classdojo.zendesk.com/hc/en-us/articles/204885716-How-Parents-Can-Translate-Posts-and-Messages#web

S'More- https://help.smore.com/article/611-translation-feature

Language Assistance Plan linked here

Accommodations/Exemptions for CLD Students on State Assessments

Students who have an English Language Plan can qualify for certain accommodations on state assessments. A link to the district's Accommodation Crosswalk can be found here: 24-25 Accommodations Crosswalk

All accommodations must be documented in an English language plan and discussed with the School Assessment Coordinator (SAC) prior to administering. Please have conversations with your SAC after you develop your language plans.

Students who are NEP Newcomers (less than one year in US schools) are exempt from CMAS ELA only. If students are native Spanish speakers and have received language arts instruction in Spanish during the current school year are required to take CSLA. If they are not Spanish speakers or have not received instruction in Spanish, they are exempt.

MTSS Considerations for CLD Students
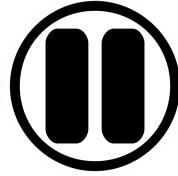
Please pause the MTSS process and consult CLDE teacher and/or CLDE leadership **if,**

-The student is a newcomer to the United States (less than one year)
-There is a lack of access to the general education curriculum (eg; pulled during math for CLD services and shows deficiencies in math)
-There is no documentation of appropriate supports for English language learners based on their language development stage

There are several manifestations that can be interpreted as a disability, but which may be explained because of a student's linguistic or cultural background. Here are some examples.
https://drive.google.com/file/d/16CUsWVrCOrkhfUuWP4oMT8ERkcOKeBTI/view?usp=sharing

Ensure, also, that scorers of assessments (eg DIBELS) are not penalizing students "for differences in pronunciation due to dialect, articulation delays or impairments, or speaking a first language other than English (*DIBELS Next Assessment Manual*, 2014).

After this is completed, ensure that interventions determined by the MTSS team are provided using ML based supports and strategies. Please reference the student's English language plan in Enrich and include a CLDE teacher in student interventions.

Resources/Articles

Dr. Cathleen Collier- Separating Differences from Disabilities
https://drive.google.com/drive/folders/1eQkqt5DQCYbGYriSpKVTeJ_wrJN1gnTG?usp=sharing

Colorin Colorado- MTSS and MLs
https://www.colorincolorado.org/article/helping-english-language-learners-succeed-multi-tiered-system-support-mts
s

Special Education and CLD Students

Students are not eligible for special education services merely because they are culturally and linguistically diverse (CLD). Safeguards must be followed to ensure that a student's linguistic and cultural traits are not misinterpreted as a disability. As the Special Education and CLDE teachers, you play an important role in preventing the over-identification of students in special education services. At the same time, students with a disability must receive services to address that disability. The process below is a collaboration between the Special Education Department and the CLDE Office. Additional information and resources can be found here: https://drive.google.com/file/d/1IQYF11qiuCGQwY9selNdZENCjW4B5ydI/view?usp=sharing

Assessment Procedures: RTI/MTSS should be the first stage of any possible Special Education referrals

1. When a student has been identified as a CLD student (or is suspected of having a second language) is referred for a Special Education evaluation, **ALL** parties (i.e., CLDE Teacher, Classroom Teacher, Support Staff, etc.) will be involved in the assessment, collection of data, and intervention process as well as all communication with parents.

2. In order to proceed with a special education evaluation for a student who presents gaps in English language acquisition, the CLD student's dominant language needs to be determined:

    ● For students whose home language is not English, the CLDE Office will determine the appropriate language assessment to administer by reviewing a body of evidence.

    ● If there is a language dominance other than English, the CLDE Office will consult with the Special Education department to arrange, when possible, for testing in the student's dominant language.

3. A member of the CLDE department will conduct an observation of the English Learner. The special education case manager will request this **at least** 3 weeks prior to the IEP meeting.

4. The evaluation report must include the English Language Assessments conducted,as well as other CLDE interventions, CLDE services (program model, additional coaching, etc.), and all classroom observations. **REMINDER**: This report will be requested and written at least 3 weeks prior to the IEP meeting.

5. Determination of Eligibility (DOE) Page: The IEP team will complete the DOE criteria related to the student's English language proficiency as appropriate and determine whether a student's educational concerns are due to a limited English proficiency.

6. If it is determined that the student's language proficiency impacts educational performance, then review guidance from CDE on CLDE Students and SLD.

7. The case manager must verify the Home Primary Language is correctly identified in the student's demographic information and Special Factors, when appropriate.

8. Parents are entitled to interpretation and translation services throughout the process. Language Link can be utilized for phone conversations with the parents and an interpreter must be requested through this interpretation and translation link. Please reach out to the CLDE team if you need any assistance.

9. During the IEP meeting, the CLDE teacher/staff will present the language and comparative CLDE information with parents and team.

10. Per House Bill 23-1263, the IEP team must verbally inform parents that they have the right to the finalized IEP in their native language. Upon confirmation that the final IEP is requested in their native language, the IEP team must immediately process the request to provide the translated IEP in a timely manner.

    ● A one page document indicating this right and documenting the parent's preference is included here.

REMINDER: CLDE teacher/staff must be present and sign the participant page at all CLD IEP meetings. The interpreter must sign as a participant as well.

CLDE specifics that are needed in the IEP:

It is the Special Education case manager's responsibility to initiate communication with the CLDE staff if an CLD student is being evaluated (or reevaluated) for special education services. They will also collaborate with the CLDE teacher to ensure the appropriate language accommodations are in place. Ensure the student's language needs are clearly identified in the IEP:

1. Student demographic information correctly identifies the home/primary.
2. Present Levels of Performance: include statements about the CLDE services and progress of the student in comparison to typical CLD peers.
3. Needs and Impact of Disability: include a statement concerning how the student's language may or may not impact the student's disability. **BE SPECIFIC.**
4. Consideration of Special Factors: if the student is receiving CLDE services or qualifies as an Multilingual Learner (ML), this box MUST be checked and a description of specific services must be included in the text box.

   Example: The STUDENT is currently receiving English Language Development from the CLDE teacher and paraeducator 5 days a week for 45 minutes -1 hour each day. The student receives vocabulary development, reading strategies and writing skills practice.

5. Assessment Participation: CLD students participate in ACCESS 2.0 or, if students qualify for Alternative Assessments, Alternative ACCESS. It is strongly recommended to complete the Alternative Assessment Worksheet prior to 3rd grade so that students who may qualify for Alternative ACCESS (administered to grades 1-12) benefit from the assessment.
   a. **REMEMBER: Service provided by the CLDE teacher and/or paraeducator are not documented on the Service Grid.**

6. Prior Written Notice of the IEP: Include a statement that a summary of the IEP can be made available in the native language of parents.
   a. For the 24-25 SY, please use the following links
      i. To request interpretation (oral), please use [this link](#)
      ii. To request translation (written), please use [this link](#)
      iii. A copy of the Translation of the IEP form can be found [here](#)

**For students who do not have direct CLDE services, please contact the CLDE teacher and/or CLDE Office for guidance on what's required for Sections Present Levels of Performance, Consideration of Special Factors, and Assessment Participation.

Preschool and MLs

Preschool students are not identified as Multilingual learners because the screener does not address PreK skills. However, the CLDE Office supports efforts to increase social and academic language skills with preschool children while also honoring a student's native language. Title III funds can support native language books, and the CLDE Department regularly collaborates with the Early Childhood Office to engage families and staff.

READ Act and MLs

Guidance from CDE on READ Act and MLs-
https://www.cde.state.co.us/coloradoliteracy/readactell_assessment-guidance

READ Plans:
22-7-1206. Reading to ensure academic development plan - contents - implementation. (1) (a) A TEACHER.... THE TEACHER AND ANY OTHER PERSONNEL SHALL CREATE THE PLAN IN COLLABORATION WITH THE STUDENT'S PARENT, IF POSSIBLE, AND AS SOON AS POSSIBLE AFTER THE STUDENT'S SIGNIFICANT READING DEFICIENCY IS IDENTIFIED...

If an ML student is identified with an SRD (Significant Reading Deficiency) the District 49 classroom teachers **and** CLDE personnel will **collaboratively** create the READ Plan together. The READ Plan will become a supporting document to be used for the delivery of appropriate instruction in the mainstream classroom and CLDE classroom as it contains linguistic components required to meet the needs of Multilingual Learners. ML students on a READ Plan must be provided an additional level of instructional support using state-approved intervention materials. Because the mainstream classroom teacher is providing the appropriate interventions and assessments in reading, the mainstream classroom teacher will manage the READ Plan.

Students who are classified as non-English proficient (NEP) and in their first year in a U.S. school **can** be exempted from SRD status based on local determination of need. When considering exemptions, consider the benefits of a READ plan (ie eligibility for ESY, additional services in reading) with potential costs.

Within the READ Act, students determined to have an SRD may be considered for retention or non-advancement. **English Learners are exempt** per 22-7-1207. Advancement-Decision – (2)(b) THE STUDENT IS A STUDENT WITH LIMITED ENGLISH PROFICIENCY, AS DEFINED IN SECTION 22-24-103, AND THE STUDENT'S SIGNIFICANT READING DEFICIENCY IS DUE PRIMARILY TO THE STUDENT'S LANGUAGE SKILLS.

Charter Schools and CLDE Supports

District 49 is proud of its portfolio of schools. The choices that our charter partners in the iConnect Zone play in providing different models of learning to meet the needs of students are what makes us unique. Charter schools are public schools and are still required to provide CLDE services to their students. Below is an overview of what the District's CLDE Department is obligated to provide to charter schools, what opportunities are available for collaboration, and what responsibilities are those of the charter school. **https://docs.google.com/document/d/1tKlzg8RxQV9eZXfeZ8ywrjqkPmzED5c_/edit?usp=sharing&ouid=104934007922244663960&rtpof=true&sd=true**

Other Program Supports

Tutoring Parameters
CLDE teachers and paraeducators can be approved to tutor identified CLD students before and after school. Training is done through the CLDE Office. A potential tutor must annually undergo training, receive administrative permission to work in the building with students during the designated hours, receive parent permission to tutor the student, and submit paperwork monthly required by the CLDE office.

Lexia
Lexia licenses, if not purchased at the school/zone level, can be made available for any NEP/LEP/MY student requiring additional support in literacy development. Lexia English is best utilized by NEP and low LEP students that need additional support in foundational skills in Speaking and Listening. Lexia Core 5 is available for all K-5 students and has native language supports available in many languages. Lexia Power Up supports students grades 6-12 in literacy development, grammar, and reading comprehension.

CLDE Team Professional Development
CLDE teachers, paraeducators, and district support team members are our most valuable asset in supporting CLD students and families. There are a number of professional learning and growth opportunities available to all team members that are highly encouraged. To back up this commitment, each CLDE team member is eligible to attend one in-person training/conference in-state and one in-person training/conference out of state. Due to budget constraints, out of state travel may be limited to every other year for CLDE staff, depending on department goals and strategic priorities. More opportunities may be provided depending on funding and department priorities. Please email Grant with any questions and to get registered. All staff interested in traveling must sign District 49's Travel Card User Agreement and complete training with District 49's Business Office or Karla Palacios. To support continuous learning, please complete the PD Note Catcher when you attend ELPA or Title funded events.

Requests for professional learning and travel can be found [here](#).

Home Visits
Home visits are a demonstrated effective practice to strengthen relationships between the school and families. Through home visits, teachers and administrators have noted increased motivation, performance, and attendance. Additionally, our CLDE Family Engagement and Community Liaisons utilize home visits to address the needs of families that go beyond (yet directly impact) academic achievement. In order to support this practice, the CLDE Office will compensate two educators per visit and support the purchase of any resources needed for the visit to be successful. Per *Parent Teacher Home Visit* training, compensation is for one hour per visit regardless of the length of time spent on the visit. Funding constraints allow for one visit per in program student (NEP→MY).
In order to qualify for extra duty compensation, a [Home Visit Google Form](#) must be completed to track not only the needs of the student and family, but to also support data analysis on the effectiveness of home visits and increase the practice across the district.

TESOL- Through our institutional membership bundle, the district has several registrations and discounts for the following professional development. Please check [tesol.org](#) for more information.
- ELT Leadership Management Certificate
- Leadership Development Certificate
- TESOL Advocacy & Policy Summit
- Preconvention Institutes
- Separating Difference from Disability with Students Learning English as an Additional Language
- Supporting English Language Learners With Exceptional Needs
- Self-Study Courses(available any time):
    - Fundamentals of TESOL
    - Teaching & Assessing Adult Learners
    - Teaching & Assessing Young Learners
- TESOL: Training for Trainers
- TESOL Certificate: Advanced Practitioner Program
- TESOL Press discounts (excludes journals)
- TESOL Resource Center

CLDE Resources

- [D49 Parent/Student Handbook](#)
- [Ellevation Login Home Page](#)
- [CDE English Learners Guidebook](#)
- [WIDA](#)- Seperate Logins for WIDA Secure Portal (trainings and resources) and WIDA AMS (assessment management system). Please contact Elsa Ortega to gain access to WIDA.
- [CLDE Family Interview](#)

- [CLDE Event Request Form](#)- Please use this form to help us support upcoming events that would utilize Title III or ELPA funds.

CLDE Curricular Resources:
- National Geographic
    - https://www.myngconnect.com/login/chooseMainUI.spr
- Lexia
    - staff login
        - www.mylexia.com
    - student login
        - https://www.lexiacore5.com (Lexia Core 5)
        - https://www.lexiapowerup.com/ (Lexia PowerUp)
        - https://english.lexialearning.com/ (Lexia English)
- CKLA and Language Studio
  Teachers have access to Language Studio, which is aligned with many elementary school's core curriculum. Please reach out to the Academic System Services @ academicsysadmin@d49.org or the CLDE department if you don't have electronic access or need additional resources.