

# **Plattsmouth Community School District**



## **English Language Learner (EL) Plan**

“Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”

Office for Civil Rights, May 25, 1970

## Memorandum

### Mission Statement

The mission of Plattsmouth Community Schools is: *Working together to achieve Academic success, respectful Behavior, and Career readiness in a Safe environment..* In support of that mission, the Plattsmouth Community School District will ensure that all English language learners enrolled in the district receive quality language support services. These services will allow students to use English to achieve the same educational standards set for all students in all content areas, to communicate in social setting and in socially and culturally appropriate ways, and to become active participants in the dimensions of civic life.

We seek to prepare limited English proficient (LEP) learners to engage in the district’s K-12 educational process by addressing their special language needs, building on their heritage, and encouraging the participation of their parents.

A second language is acquired in the same way that a first language is acquired – by the learner’s development of language relationships for the purpose of natural communication within a defined context. K-12 receptive and productive language skills grow out of activities planned to support the total development of the learners. Ultimately these skills will serve the learner not only in the school setting but also in the greater society.

We believe that family and community leaders should be involved in order to make education a cooperative effort between home and school. A cooperative effort among all staff must be developed to maximize assistance given to LEP students.

The role of the Plattsmouth EL personnel is to serve as cultural mediators and enable others to:

1. Understand how culture affects the teaching/learning process
2. Help students expand their knowledge of their own culture and develop an appreciation of differences in other
3. Create an atmosphere in the classroom in which cultural differences are respected and explored
4. Communicate that all cultures have their own integrity, validity, and coherence
5. Draw upon the cultural experiences of children and parents and include this authentic, relevant perspective in the curriculum
6. Adapt instructional practices to accommodate varied learning styles, build on students' strengths and avoid judgments that might negatively impact the achievement gains of students

Education 173 Online. Diversity in Today's Schools, online lecture 5. University of CA at Irvine.

Retrieved April 20, 2006 from <http://pact.gse.uci.edu/ed173online/notes/173unit5.html>

## Legal Foundation

The Plattsmouth Community School District is obligated to follow all federal and state guidelines in providing equal educational opportunities to all students. The force of legislation, judicial opinion, and administrative regulation protects the rights of this group of students to an equal education. Limited English Proficient (LEP) is the term used by the United States Department of Education (USDE) to describe students whose home-language background is other than English and whose English language skills are not sufficiently advanced for them to participate successfully in classrooms in which all academic instruction is provided in English. Numerous acts, laws, and court decisions have been written with the needs of LEP students in mind. These documents combine to create and clarify the current legal responsibilities of all United States school districts for the education of English language learners.

A number of documents detail the federal requirements for the education of LEP students. Brief summaries or excerpts from key documents are listed below.

### *Title VI, Civil Rights Act, 1964*

No person in the United States shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity receiving federal financial assistance from the Department of Health, Education, and Welfare.

### *May 25, 1970 Memorandum, Department of Health, Education, and Welfare*

This Memorandum interprets the Civil Rights Act of 1964. It concerns the responsibility of school districts to provide equal educational opportunity to national origin minority group students whose English language proficiency is limited. The following excerpts address specific major areas of concern with respect to compliance with Title VI and have the force of Law:

School districts have the responsibility to adequately notify national origin minority group parents of school activities that are called to the attention of other parents. Such notice, in order to be adequate, may have to be provided in a language other than English.

School districts must not assign national origin minority group students to special education on the basis of criteria that essentially measure or evaluate English language skills; nor may school districts deny national origin minority group children access to college preparation courses on a basis directly related to the failure of the school system to inculcate English language skills. Any ability grouping or tracking system employed by the school system to deal with the special language needs of national origin minority group children must be designated to meet such language skill needs as soon as possible and must not operate as an educational dead-end or permanent track.

#### *The Bilingual Education Act, 1968 (Amended in 1974 and 1978)*

In order to establish equal educational opportunity for all children, Congress declared that the policy of the United States would be as follows: (a) to encourage the establishment and operation, where appropriate, of educational programs that use Bilingual educational practices, techniques, and methods; and (b) for that purpose, to provide financial assistance to local education agencies, and to state education agencies for certain purposes.

#### *Equal Education Opportunities Act of 1974*

This law requires that students not be denied access to educational opportunities based on race, color, sex, or national origin. The need for agencies to address language barriers is discussed specifically.

#### *Lau v. Nichols, 1974*

This class action suit was brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. The Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking students.

#### *Castenada v. Pickard, 1981*

The major outcome of this case was a set of three guidelines to use to evaluate programming for English Language Learners (ELs):

- (1) Is the program theoretically sound or experimentally appropriate?
- (2) Is the program set up in a way that allows this theory to be put into practice?
- (3) Is the program regularly evaluated and adjusted to ensure that it is meeting the linguistic needs of the students it serves

#### *Phyller v. Doe, 1982*

In *Phylar v. Doe*, the United States Supreme Court held as unconstitutional the Texas law that allowed local education agencies to deny enrollment to children of undocumented immigrants. The ruling was based on the equal protection provision of the Fourteenth Amendment to the U.S. Constitution. Of particular concern to the Court was the fact that children were affected, rather than their parents. The Court believed that denying undocumented children access to education punished the children for their parents’ behavior. Such an action, the Court noted, did not square with basic ideas of justice.

*The No Child Left Behind Act of 2001 (NCLB) (a reauthorization of the Elementary and Secondary Education Act of 1965)*

Title I: Improving the Academic Achievement of the Disadvantaged  
This portion of NCLB mandates English language proficiency testing and academic achievement testing of ELs, setting requirements for the establishment of achievement objectives and a number of other educational reforms.

Title III: Language Instruction for Limited English Proficient and Immigrant Students  
This portion of NCLB mandates English language proficiency testing of ELs, discusses a number of issues related to programming for ELS, and outlines EL-specific parent notifications, in addition to addressing a number of other related issues.

# Educational Rationale

The legal rationale provides only part of the reason that special instructional programs for English language learners (ELs) are necessary. Equally important, if not more so, is the fact that these types of programs are consistent with best educational practices. Both research and experience have proven that such programs provide the most valuable educational opportunities for ELs.

Language learners progress through several stages. The amount of time a learner spends in each level varies greatly. The teacher’s role is to recognize the learner’s stage of language development and provide the learner support appropriate to the level.

# Stages of Language Acquisition

Stage	Student Behavior	Teacher Should
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<p><b>Stage 1</b> <b><u>Pre-Production</u></b></p> <p>☞Minimal comprehension</p> <p>☞No verbal production</p>	<p>Begins to listen attentively to an English speaker.</p> <p>Follows one-step directions.</p> <p>Responds with nods and gestures.</p> <p>Expresses needs in English with single words and gestures.</p> <p>Repeats English words and phrases.</p> <p>Echoes single words and/or short phrases.</p>	<ul style="list-style-type: none"> <li>✓ Encourage students to follow simple directions involving physical actions.</li> <li>✓ Encourage students to join in group songs, chants, recitations, and role-playing activities.</li> <li>✓ Assist in developing phonemic awareness.</li> <li>✓ Check comprehension frequently.</li> <li>✓ Maintain a consistent daily schedule with regular routines to facilitate comprehension.</li> <li>✓ Provide ample listening opportunities.</li> </ul> <p><b>More commands than questions:</b>  <b>Point to the _____.</b>  <b>Find the _____.</b>  <b>Touch the _____.</b></p>
<p><b>Stage 2</b> <b><u>Early Production</u></b></p> <p>☞Some comprehension</p> <p>☞One or two word responses</p>	<p>Begins to understand illustrated stories and classroom instruction.</p> <p>Follows simple two-step directions.</p> <p>Responds to greetings with single words and/or phrases.</p> <p>Begins to respond to simple questions with one-word answers.</p> <p>Begins to communicate using short phrases and simple language patterns.</p> <ul style="list-style-type: none"> <li>• Uses some vocabulary from various content areas.</li> <li>• Identifies people, places, and objects.</li> <li>• Lists, compares, and contrasts.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continue to provide listening opportunities with rich context.</li> <li>✓ Have students complete simple sentences with 1 or 2 word responses.</li> <li>✓ Do shared reading with props, building on students' prior knowledge.</li> <li>✓ Ask yes/no and Who? What? When? Where? questions.</li> <li>✓ Have students label, manipulate, and evaluate pictures and objects.</li> </ul> <p><b>One word response:</b>  <b>Is _____ wearing green? (yes or no)</b>  <b>What color is the giraffe?</b>  <b>Is this hot or cold? (either/or)</b></p>
<p><b>Stage 3</b> <b><u>Speech Emergence</u></b></p> <p>☞Good comprehension of contextualized information</p> <p>☞Enough proficiency to speak in simple sentences (with approximations)</p>	<p>Follows multi-step directions.</p> <p>Communicates using short phrases and simple sentences.</p> <p>Describes events, places, and people.</p> <p>Begins to use English in social situations.</p> <p>Begins to summarize information.</p> <ul style="list-style-type: none"> <li>• Begins to use and understand vocabulary, classroom, and content area language.</li> <li>• Writing may include loosely connected sentences, but there is evidence of fluency.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ask open-ended questions.</li> <li>✓ Continue to provide language opportunities with rich context.</li> <li>✓ Use predictable and patterned books for shared and guided reading.</li> <li>✓ Engage students in increasingly longer and deeper conversations.</li> <li>✓ Have students create books through language experience activities.</li> <li>✓ Support the use of content area themes with retELings and role-play.</li> <li>✓ Have students describe personal experiences.</li> </ul>

		<b>Phrases, extended response:</b> <b>How is the _____ today?</b> <b>How do you care for a _____?</b> <b>TEL me about your _____.</b> <b>What are you going to buy at the store?</b> <b>Are you _____?</b> <b>Did you _____?</b>
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Stage	Student Behavior	Teacher Should
<b>Stage 4</b> <b><u>Intermediate</u></b>  ☞ Very good comprehension of contextualized information  ☞ Proficiency to communicate well (with approximations)	Paraphrases oral information with approximations. Communicates effectively in most formal and informal settings. Contributes to group discussions, offers opinions and/or feedback during discussions. Begins to respond to more complex questions with greater detail. Begins to ask questions to clarify content and meaning. Begins to use more complex thoughts and ideas (e.g., hypothesis, synthesis, analysis, and evaluation) within an academic context. <ul style="list-style-type: none"> <li>• Vocabulary use and writing usually demonstrate understanding of audience and purpose.</li> <li>• Rephrases or clarifies content language.</li> </ul> <input checked="" type="checkbox"/> Begins to use correct verb tense to express present, past, and future.	<ul style="list-style-type: none"> <li>✓ Provide instruction that requires students to use academic language.</li> <li>✓ Utilize variety of genres.</li> <li>✓ Structure guided group discussions that promote student interactions.</li> <li>✓ Provide ample opportunities for developing oral language fluency (<i>Reader's Theater</i>).</li> </ul> <b>Encourage Independent Thinking:</b> <b>What do you think of the story? Why? How will it end?</b> <b>What would happen if _____?</b> <b>Which do you like best?</b> <b>Compare that with your _____.</b>
<b>Stage 5</b> <b><u>Advanced</u></b>  ☞ Near native speech  ☞ Very good comprehension (with some vocabulary gaps)	Paraphrases oral information independently. Communicates competently in social and academic settings. Contributes to group discussion with ideas and appropriate suggestions. Uses abstract and complex language to express ideas and opinions appropriate to age. <ul style="list-style-type: none"> <li>• Uses a wide range of classroom and content area language with native competence. Pronunciation, intonation, and grammar approximate that of native English speakers.</li> </ul> <input checked="" type="checkbox"/> Uses a wide range of language patterns.	<ul style="list-style-type: none"> <li>✓ Provide opportunities for further language enhancement and refinement.</li> <li>✓ Continue with complex and varied literacy tasks.</li> </ul> <b>Encourage responses reflective of higher-order thinking:</b> <b>Do you agree with _____?</b> <b>How would you decide about _____?</b> <b>What criteria would you use to assess _____?</b>

- Listening and Comprehension
- Oral Expression
- Oral/written Vocabulary
- Pronunciation and Fluency
- Grammar

Adapted by Cindy Segotta-Jones, Cartwright School District, Phoenix, Arizona from:

Bonnie Campbell Hill. *Developmental Continuums: A Framework for Literacy Instruction and Assessment K-8*  
 Stephen Krashen. *Stages of Language Acquisition*

## General Considerations

Educators should keep in mind certain general considerations when planning an educational program for ELs. These considerations are outlined below.

- **ELs need not give up their first language to learn a second language.**

On the contrary, the development and maintenance of skills and proficiency in the first language *enhance* acquisition of a second language. Compared to students who are not proficient in their first language, those who are first-language proficient will acquire English more easily and quickly, and will learn to read faster and more easily.

***It is, therefore, neither useful nor practical, and in many ways counterproductive, to discourage parents of ELs from speaking their first language with their children at home. Parents can provide much support in the first language and should be encouraged to speak and read to their children in any language that is comfortable for them to use.*** The school and parents together can plan for additional rich and pleasant experiences for ELs in English, both in and out of school.

- **Lack of English proficiency does not in itself qualify a student for Special Education services.**

A student who lacks English language skills is different from an individual with a language disorder. A student from another culture may have learning styles and concepts of appropriate school and classroom behavior that, while they may differ from the American mainstream perception of the same, may be appropriate to that student's cultural background and experiences. In the course of normal second language acquisition, a student may not be able to perceive or pronounce certain sounds that do not exist in his or her first language, or that are not used in the same position. Normal sound patterns and interference from the first language may lead students to fail to discriminate sounds in the second language. This is not learning, speech, or hearing disorder. In addition, a student may acquire oral and written skills in English at different rates. Oral fluency in English may not be an indication of the overall English language skills necessary for academic achievement. Therefore, before a student can be served in Special Education, he or she should be assessed in the first language to determine whether the suspected condition exists in the language and cultural context with which the student is most familiar and comfortable. A suspected speech disorder, for example, that does not appear in the first language can be assumed to be a natural characteristic of second-language acquisition. Consequently, the student should be referred for English as a second language instruction.



- **It may take a long time for a student to learn English well enough to participate fully in an all-English-language mainstream classroom.**

Researchers have concluded that it may take from three to ten years to master sophisticated English in the four skill areas (listening, speaking, reading, writing) required for full participation and learning in an academic setting (Cummins, 1991; Hakuta, Butler, & Witt, 2000; Thomas & Collier, 2002). The amount of time will vary with each student's background, age, experience, and first-language literacy, as well as with the amount of support provided by school and parents. It is important to note that the oral language needed for basic survival, while acquired relatively quickly (1 to 3 years), by itself is not sufficient for students to perform well in the classroom. Early acquisition of basic, predictable oral language—or even slang—may lead mainstream teachers to believe that an English language learner is reasonably proficient in English. Yet, the student actually may not know enough English to fully participate academically in an English-medium mainstream classroom.

## **Funding**

### **Local**

Local district funds

### **State**

State funding is available using the Limited English Proficiency Allowance in the state aid formula. A Limited English Proficiency Plan must document the funding certification.

### **Federal**

Federal funding is available in three major categories: Title I - Part A: Improving Basic Programs Operated by Local Educational Agencies and Part B: Student Reading Skills Improvement Grants; Title I - Part C: Education of Migratory Children; and Title III - Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act. Descriptions of these funding sources follow.

#### **Title I - Improving the Academic Achievement of the Disadvantaged - Part A: Improving Basic Programs Operated by Local Educational Agencies**

Limited English proficient (LEP) students are eligible for Title I services on the same basis as other children selected to receive them. In schools operating school wide programs in which the goal is to upgrade the instructional program in the entire school, all children—including LEP students—are intended to benefit from the program. Therefore, the needs of all students are to be taken into account in the program design. In targeted-assistance schools (schools not operating school-wide programs), LEP students are to be selected for services on the same basis as other children. That is to say, on the basis of multiple, education-related, objective criteria for determining which children are failing, or most at risk of failing, to meet the state's student performance standards. Through an application process, grant monies

are awarded to the local education agencies. Each agency must assure that the monies will be used to provide supplementary educational services to eligible children, pre-kindergarten through high school.

### **Title I - Improving the Academic Achievement of the Disadvantaged - Part C: Education of Migratory Children**

This program provides migratory children with appropriate educational services that address their special needs. It seeks to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school. A migratory child is a child who is—or whose parent, spouse, or guardian is—a migratory agricultural worker and who, in the preceding 36 months, in order to obtain temporary or seasonal employment in agricultural work, has moved from one school district to another.

The state education agency is directly responsible for administering the state's migrant education program

### **Title III - Language Instruction for Limited English Proficient and Immigrant Students - Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act**

Title III of the *No Child Left Behind Act* (NCLB) provides school districts (via Area Education Agencies) with services in order to implement language instruction educational programs designed to help EL students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. State educational agencies, local educational agencies, and schools are accountable for increasing the English proficiency and core academic content knowledge of EL students.

## **Plattsmouth Community School District EL Procedures and Program Description**

### **Today's English Language Learners:**

Since the late 1970's demographics and sociological factors have drastically influenced today's language minority population. The influx of immigrants and refugees continues to add zero speakers to the regular teacher's class list. And yet, since the late 1980's, there has been a new profile of the blended student that has emerged. This newest language learner presents a quandary of dilemmas for teachers and school districts. The blended language learner often comes from homes of heritage and generational language speakers. The form of English spoken and learned in these settings is often times a type of pidgin: Spanglish, Chinglish, etc. These learners become semi-lingual, which means they are not functioning with a full linguistic system either in their home language or in their English school language. Often times the problem the semi-lingual poses to districts is many of the difficulties these students' face with learning academic school English for reading and writing overlap with characteristics labeled as a learning disability. Thus, it becomes challenging for educational experts to discern the real cause of the semi-lingual child's learning problems. The following categories identify the three groups of English language learners who require services in today's public schools.

1. NEP (Non-English Proficient) and NES (Non-English Speaker) who are zero speaking new arrivals and who are immigrants, refugees, or migrants.

2. LEP (Limited English Proficient) and LES (Limited English Speaker) test scores indicate below grade level in an area of listening, speaking, reading, or writing. This student qualifies for service even if one of these areas is below age and grade level. Primary caretakers in the home are limited English speakers and are usually first generation U.S. citizens.

Note: Today's blended family has primary caretakers who are aunts, uncles, grandmothers, baby-sitters, boyfriends, girlfriends, partners, other siblings, and even foster siblings who speak another language or are limited English speakers.

3. FES (Fluent English Speaker) and are still LEP (Limited English Proficient) these students are *not* FEP (Fluent English Proficient). Here again, LEP refers to learners' academic English success. When a student is Fluent English Proficient he/she is at a monitored status and is preparing for mainstream coursework without any support services. The FES/LEP students' academic performance on proficiency tests is below age and grade level or they are receiving D's and F's in their core academic subjects. These students are trying to function with pidgin-like phonological, morphological, and syntactical systems. Their linguistic system has been passed down and survives as an inter-language in the child's home because it is mutually intelligible to all family participants. These students are heritage or generational speakers who have inherited a pidgin form of BICS from their grandparents and parents, many of whom have limited academic English (CALPS) because of their poor school experiences and lack of formal education (Cummins, 2001).

## **EL Program Values**

Plattsmouth community schools believes that all students:

1. Are respected in regard to their cultures, languages, physical appearances, manners of dress, families, and personal beliefs.
2. Can learn.
3. Deserve the opportunity to participate fully in school activities.
4. Receive instruction that is comprehensible and appropriate for their level of English language proficiency.

Plattsmouth Community Schools Goals

1. Individualized EL instruction which meets the aligned NE state standards and national TESOL standards
2. Endorsed EL certified staff at K-12 levels
3. Professional development opportunities for all staff members
4. Instruction which includes a wide variety of approaches and appropriate level materials
5. Consistent and quality EL instruction on a continual basis until the recipients are assessed to be proficient in their use of academic English language in the regular classroom
6. Appropriate and regular assessment in order to properly place the students, measure their progress, make adjustments in their instructional plans, and determine when the students are proficient enough to exit the program
7. Two years of monitored services which include input from the student, the students' parents', the EL staff, the regular classroom teacher, the building principal, and any Special Needs staff for which the child is eligible. This process will enable staff to determine an appropriate amount of instruction time, any need for Special Needs services, any social problems, or academic regression problems

8. Support and advocacy for students experiencing culture shock, perceived bias, or consideration for initiating the IDEA process
9. Schools with LEP or LM families support making contact, visits, and calls, counseling with families, translating communication between schools and families and by involving the primary care givers in the design and implementation of their child's EL instruction
10. Support to the EL student in the use of their native language and culture

### **EL Teacher Responsibilities**

1. Review all Home Language Surveys and identify students in need of assessment.
2. Provide the appropriate assessment in a timely manner.
3. Develop Individual Learning Plans for each EL student based on assessment data from relevant sources.
4. Communicate language goals and plans with parents and teachers in a timely manner and consistently throughout the year.
5. Collaborate with teachers to develop an instructional schedule that meets district requirements and student needs.
6. Implement the schedule with fidelity.
7. Plan and implement instructionally sound and relevant lessons that address learning goals and any other student needs.
8. Support classroom teachers as they work to address student needs.
9. Administer appropriate assessments (formative, ELPA 21) and monitor student progress.
10. Communicate student achievement data to teachers and parents.
11. Implement the district approved EL model and program with fidelity.

### **Classroom Arenas: Goals for Linguistic and Cultural differentiation**

1. **Language** Teacher language aims to promote comprehension, communication and clarity among students. In order to accomplish this, language is modified to include:
  - Clear articulation
  - Gestures and realia
  - Increase wait-time
  - Paraphrases, familiar examples, similes, cultural tie-ins
  - Rephrased idioms and figurative language
  - Direct sentence structure
  - Modeling of academic vocabulary
  - Demonstrations, translations and modeling of procedures

- Highlighting of essential concepts
  - Frequent comprehension checking
2. **Learning Environment** The aim is to create a learning environment which encourages students to use their abilities to the greatest extent possible, including taking risks and building knowledge and skills in what they perceive as a safe, flexible environment. It should be:
- **Student-centered-** focusing on the students' interests, cultures, input and ideas,
  - **Open and accepting-** permitting and encouraging acceptance of diverse people, cultures, languages, materials, and ideas
  - **Complex-** including a rich variety of resources, languages, technologies, ideas, methods and tasks
  - **Interactive-** encouraging movement and communication in a variety of settings
3. **Content** The content is what the teacher has planned for the students to know or be able to do at the end of the lesson. It includes facts, generalizations, understanding, LSRW skills, and attitudes about the topic. It should be diverse and efficiently organized. Content is:
- **Abstract-** broad concepts, generalizations, principles and understandings based upon standards
  - **Interrelated-** content concepts make connections in a variety of disciplines
  - **Varied-** content includes the study of diverse peoples from varied cultures, and how they have reacted to various opportunities and problems
  - **Ordered-** content is prioritized to ensure that all students will acquire the essential learning goals
4. **Process** The teaching/learning process is designed to help the learner make sense of the essential learning and skills for the subject. It includes activities that promote productive use of the new knowledge and development of new skills as well as creatively and higher-level cognitive skills. The process aims to:
- Provide **options** in the pace of the learning, language use, input, group interaction, choice of tasks, choices of products and accommodation of student learning style
  - Provide **differing levels of scaffolding** to accommodate student proficiencies
  - Involve **cognitive challenge** for all learners
  - Encourage **creative thinking** intuitive approaches, risk taking and imagination
  - Encourage **student reflection**

(adapted from *Reconcilable Differences? Standards-Based Teaching and Differentiation*, C.A. Tomlinson, *Educational Leadership*, vol.58, no.1, Sept 2000)

## Identification:

1. Student enrolls in the district and is placed in age/grade appropriate level.

At registration, **all** students new to the district are given a Home Language Survey in the appropriate language in the enrollment packet or by the enrolling personnel. The Home Language Survey is available at <http://www.transact.com>. A translator will be provided if available.

**TransACT:** Through NDE, each Nebraska school's membership is already paid. Transact.com provides all forms, from the home language survey to field trip permission slips, in multiple languages. These forms are legally valid.

2. Criteria used to refer student to the **English Language Learning Program (ELP)**:

- a. Home language survey indicates that:

1. The student's first language was other than English OR
2. The student understands a language other than English OR
3. The student's parents speak a language other than English at home or the student's language has been influenced by a language other than English by someone such as a grandparent, babysitter, or other adult OR
4. The student primarily speaks a language other than English at home OR
5. The student was placed in an ELP with another school AND

- b. Parent referral OR

- c. Classroom teacher referral based on assessments (grades, scores, student work, observational notes)  
OR

- d. Counselor or Dynamic Student Support System referral

3. Upon arrival, a student who has been in an ELP or bilingual program in his/her previous district will be temporarily placed in the ELP program at current district. Assessment of English language proficiency will occur within two weeks of the student's arrival.

### **Assessment for Potential ELP Placement**

1. All students referred will be initially assessed by a certified teacher using the ELPA21 Screener and informal assessments to determine their level of English language proficiency

#### **Scoring Scales and Entrance Criteria**

\*Monolingual and Bilingual students will qualify for EL services if any of their scores are assessed at a 2 or below in reading or writing, and a 3 or below in the oral component (listening and speaking). Bilingual students must be proficient in all language domains to not initially qualify for EL services.

After initial evaluation, EL students will continue to qualify for services unless determined that they have met the district's exit criteria.

All assessment results will be kept in the EL student file.

### **ELPA21 Assessment**

#### **Overview of the ELPA21 Assessment Program**

- The ELPA21 Dynamic Screener is the testing instrument used to identify those students in need of English learner program support as part of state entrance procedures.

- All identified English learners (ELs) take the annual ELPA21 Summative assessment in the spring. Scores are usually available in May.
- The assessments use innovative technologies to assess a student's language abilities in the four domains of listening, reading, speaking, and writing.
- In addition to the four domains, students receive an overall proficiency determination of Emerging, Progressing, or Proficient.
- Students determined Proficient on the screener are typically not identified for English language development services; students determined Proficient on the summative have demonstrated that they have the level of English necessary to access classroom content and may be exited from the EL program (reclassified and monitored). Exit criteria may vary by state but must include a proficient score on the summative assessment.

### What is ELPA21?

ELPA21 stands for English Language Proficiency Assessment for the 21st Century. ELPA21 has developed two assessments: the ELPA21 Dynamic Screener for identification purposes and the ELPA21 Summative for measuring progress year to year. Both are assessments of English language proficiency (ELP) and are designed to measure the specific language skills students need to interact with grade-level academic language courses and become college- and career-ready by 12th grade. ELPA21 is based on a set of English language proficiency standards that correspond to state content standards.

### Who takes the ELPA21 Dynamic Screener?

Potential English learners enrolling in Grades K–12 whose Home Language Survey (HLS) indicates a language other than English should take the ELPA21 Dynamic Screener.

### Who takes the ELPA21 Summative Assessment?

All students identified as English learners in Grades K–12 are required to participate in annual ELPA21 testing. Consistent with federal law, English learners with disabilities should have equal opportunities to learn English language skills and participate in ELPA21 testing. For more information on supporting students with disabilities, see the *ELPA21 Accessibility and Accommodations Manual*.

### What are Domain Profiles?

The domain profile is the combination of domain sub-test scores a student earns for each of the four language domain tests. For each of the four language domain sub-tests of listening, reading, speaking, and writing, student performance is classified into levels one to five (1–5), based on each domain scale score. The domain profile determines the overall proficiency level. Emphasizing students' domain profiles benefits educators in a couple ways. First, a student's domain profile distinguishes between students who may have the same overall score, but who differ in skills and needs. Second, the domain profile highlights the relationship between the domains in a way that the overall score does not.

## Profiles of Proficiency

Proficiency Determination	Definition	Profiles
Emerging	<p><i>ELPA21 Summative:</i> Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging are eligible for ongoing program support.</p> <p><i>ELPA21 Dynamic Screener:</i> Students are Emerging when they have not yet reached a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on the ELPA21 screener by scoring Level 1 or Level 2 in listening, reading, writing, and speaking. These students are eligible for English language development services.</p>	1s and 2s
Progressing	<p><i>ELPA21 Summative:</i> Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing are eligible for ongoing program support.</p> <p><i>ELPA21 Dynamic Screener:</i> Students are Progressing when, with support, they are approaching a level of English language skill necessary to produce, interpret, and collaborate on grade-level academic tasks in English. This is indicated on the ELPA21 screener by scoring at least one domain score above Level 2 and at least one domain score below Level 4. These students are eligible for English language development services.</p> <p><i>Note.</i> In the case of the Future Kindergarten screener, beginning with the school year 2021–22, a domain profile consisting of at least one</p>	<p>Combinations of domain profiles that are not solely 1s and 2s or 4s and 5s. Examples of Progressing Profiles: 2233, 3333, 3443, 1234, 4224, 2335</p>



	Level 2 domain result and at least one Level 3 domain result will be considered Progressing.	
Proficient	<p><i>ELPA21 Summative:</i> Students have attained a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Level 4 or higher in all domains. Once Proficient on ELPA21, students can be considered for reclassification.</p> <p><i>ELPA21 Dynamic Screener:</i> Students are Proficient when they demonstrate a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level academic tasks in English. This is indicated on the ELPA21 screener by scoring Level 4 or Level 5 in all domains. Proficient students are not identified as English learners and do not receive English language development services.</p> <p><i>Note.</i> In the case of the Future Kindergarten screener, beginning with the school year 2021–22, a domain profile of 3333 or higher will be considered Proficient.</p>	4s and 5s
Proficiency Not Determined	<i>ELPA21 Dynamic Screener Only:</i> Used when a test administrator determines that the student is unable or unwilling to participate. State policy determines whether or not a non-participant is eligible for English language development services.	Consult state policy

### **Initial EL Program (ELP) Placement**

All language minority students who are identified as LEP are assigned to an EL specialist who holds an EL certification. It is not legal to place and service an LEP student with a Para-professional or untrained personnel

unless a certified EL specialist supervises them. Final EL placement is made following formal evaluation, teacher feedback, and parent permission.

This placement provides curriculum and instruction that is aligned with the national and state TESOL standards. Placement of students into the program for language learners helps guarantee academic success by means of paralleling its curricular content with the Annual Measurable Achievement Outcomes (AMAO's) and the state standards and district essentials for core subject areas.

Through ongoing collaboration and communication, the placement into an EL program also guarantees that the EL specialist maintains equivalent academic expectations to those of the student's regular classroom teacher. The amount of daily instruction a student receives in a language learning program and the length of time a student remains in the program are determined by the proficiency level and linguistic needs of the LEP student upon entry into the program. Once a student reaches the status of a full time placement without language support in the regular classroom, the law requires the EL specialist to maintain two years of data, which monitors the learner's continued academic success in all their core subject areas. The language learner can return to the EL program at any time during these two years if he/she drops below a "C" average in any academic subject. (Language Minority Handbook, [www.dese.mo.gov](http://www.dese.mo.gov).)

After two years of monitoring, a student who no longer qualifies as a LEP is placed into a full mainstream status and becomes recognized by the district as an LM or language minority. A student who is legally mainstreamed means this student is a language learner who can function at the same age and grade level of his/her monolingual peers and should not require any additional support with Title I services or tutoring. Mainstream placement is the verification that this student can survive in the regular class with no additional support. Understanding ELPA21 Student Reports: A Quick Guide for Educators Overview of the ELPA21 Assessment Program • The ELPA21 Dynamic Screener is the testing instrument used to identify those students in need of English learner program support as part of state entrance procedures. • All identified English learners (ELs) take the annual ELPA21 Summative assessment in the spring. Scores are usually available in May. • The assessments use innovative technologies to assess a student's language abilities in the four domains of listening, reading, speaking, and writing. • In addition to the four domains, students receive an overall proficiency determination of Emerging, Progressing, or Proficient. • Students determined Proficient on the screener are typically not identified for English language development services; students determined Proficient on the summative have demonstrated that they have the level of English necessary to access classroom content and may be exited from the EL program (reclassified and monitored). Exit criteria may vary by state but must include a proficient score on the summative assessment. What is ELPA21? ELPA21 stands for English Language Proficiency Assessment for the 21st Century. ELPA21 has developed two assessments: the ELPA21 Dynamic Screener for identification purposes and the ELPA21 Summative for measuring progress year to year. Both are assessments of English language proficiency (ELP) and are designed to measure the specific language skills students need to interact with grade-level academic language courses and become college- and

career-ready by 12th grade. ELPA21 is based on a set of English language proficiency standards that correspond to state content standards. Who takes the ELPA21 Dynamic Screener? Potential English learners enrolling in Grades K–12 whose Home Language Survey (HLS) indicates a language other than English should take the ELPA21 Dynamic Screener. Who takes the ELPA21 Summative Assessment? All students identified as English learners in Grades K–12 are required to participate in annual ELPA21 testing. Consistent with federal law, English learners with disabilities should have equal opportunities to learn English language skills and participate in ELPA21 testing. For more information on supporting students with disabilities, see the ELPA21 Accessibility and Accommodations Manual.

All new LEP students must be placed at the age and grade level that is appropriate to their birth age and previous school experience. No child should receive retained placement if the child's academic failure is caused by interference from another linguistic system. LEP students may participate in every program for which they are eligible. Placement in one does not preclude placement in a second or third. Programs referred to include Special Education, EL, Gifted, Migrant Education, and Title I programs.

1. The EL teacher (or other designee) will review the test scores and criteria. The student will be placed in the ELP according to:
    - a. ELPA21 Screener scores
    - a. Other information such as prior education and social experiences, written recommendations/observations by current and previous instructional school staff
  2. Documents regarding ELP placement or continuation of placement will be sent to parents/guardians within the first 30 days of the school year in the parents' home language. If the student is new to the district after the start of the school year, parent notification will take place within two weeks of enrollment. The following documents will be sent to the parents/guardians in the language that the parents understand. These documents are available at <http://www.transact.com>
- Notification of Student Eligibility, Program Placement, and Description
- Parents/Student Rights –Section 504 Rehabilitation Act
3. In case of refusal of placement by parent/guardian, the Request for English Language Development program Withdrawal/Denial of Enrollment form must be signed by parent/guardian before services will be terminated. This document is available at <http://www.transact.com>

4. When a parent/guardian refuses the services, it will be the responsibility of the EL teacher and regular classroom teacher to monitor the academic progress of the student as the student is still identified as an EL and must still meet state requirements. Monitoring must be documented.

### **Continued Placement:**

As a new school year begins, students already placed in the ELP will continue services. The following documents must be sent to parent/guardian in home language within 30 days from the start of the school year:

- Notification of Student Eligibility, Program Placement, and Description

### **Exiting the Program**

As a new school year begins, students already placed in the ELP will continue services. The following documents must be sent to parent/guardian in home language within 30 days from the start of the school year:

### **Program Models**

The following program options can be used, but are not limited to:

- Monolingual and Bilingual: Instruction provided in English and the student's home language
- Transitional Bilingual: Instruction provided mostly or all in English adapted to student's level
- Content Based English Language Learner/English as a Second Language/Sheltered English Instruction: Instruction is provided in English only and adapted to student's level
- EL/ESL Pull-Out for Language Development: Students are pulled out of the general educational classroom for a portion of the day for EL/ESL instruction.
- Content Based English Language Learner/English as a Second Language/Sheltered English Instruction: Instruction is provided in English only and adapted to student's level AND, as needed, EL/ESL Pull-Out for Language Development: Students are pulled out of the general educational classroom for a portion of the day for EL/ESL instruction.
- ESL Class-Period: Students are enrolled in ESL during an ESL class period for direct instruction in content areas.
- ESL Resource-Center: This model pulls ELs from classrooms to come together to use the EL teacher as a resource to provide additional support to the mainstream curriculum and provide

- assistance with basic life skills.
- Push In Model: The EL teacher and/or additional staff are providing support within the mainstream classroom.

## **Program Structure**

The Plattsmouth EL program provides a “pull-out” program grades K-12 for all proficiency levels of NEP (Non English Proficient) and LEP (Limited English Proficient) students. These students receive “sheltered immersion” EL classes that focus on the individual students’ linguistic needs whether they are BICS for a Non-English speaker/Proficient student or CALPS for the Limited English Speaker/Proficient student and/or the Fluent English Speaker/Proficient student. These sheltered immersion classes provide a content language based curriculum appropriate to each student’s grade level. The sheltered immersion classes parallel their instruction with the regular classroom teacher’s material for language arts, science, social studies, math, and spELing.

The program can also provide “push-in” support. This occurs when a student is in need of regular classroom support. For example, if a student is failing math, the EL specialist could go into the math class and assist the student within the context of the regular classroom. The advantage of the “push-in” support is the fact that the EL specialist has the opportunity to see the English language learner in a general education class setting and observe areas in which the learner is having difficulty (e.g. the instructional language of the teacher, lexical items and vocabulary that are causing confusion, the pace and speed of the teacher and peer language in small group work, etc.) Observing these situations gives the specialist an opportunity to make suggestions to the classroom teacher how he/she can better accommodate their instruction and learning environment to help make the LEP students more successful in their classrooms.

EL “pull-out” or “push-in” time is planned around the student’s schedules allowing the students to participate in all special areas such as P.E., art, and music. When scheduling, the EL teacher gives special consideration to a LEP student who needs Title I services. Choices of times in both programs and the amount of services are negotiable and should be determined by what is best for the student and the district guidelines. Both services are most certainly the optimum choice if schedules can allow. However, if schedules do not permit both services, the EL schedule should take precedence. A LEP student diagnosed with special needs most certainly can, and should if appropriate, receive both services when possible. However, if scheduling only allows one service, SPED must become the child’s primary support.

## **Curriculum and Instruction**

The EL curriculum and instructional methods are based on the following researched based principles:

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10/5/2022

1. The instructional goals, activities, and objectives will meet the state and federal English Language Proficiency Standards as well as the state guidelines for grade level expectations in the core content area subjects.
2. High quality instruction is essential. The instruction is based on effective ESL learning strategies and methods found in the Cognitive Academic Language Learner Approach Handbook (CALLA) (See Appendix, Chamot & O'Mally) and the book, Classroom Instruction that works with English Language Learners such as: previewing, building background knowledge, developing comprehensible input, teaching self monitoring strategies, providing interaction and meaningful practice, assessing, and reflecting. Skill using activities are essential. These activities must incorporate listening, speaking, reading, and writing in a purposeful way. The activities should promote the Bloom's taxonomy of higher level thinking skills (See Appendix, Bloom's). The student will understand the goals and expectations of the lessons as well as essential learning strategies.
3. The SIOP model is a research-based and validated model of sheltered instruction that has proven effective in addressing the academic needs of English learners throughout the United States. The SIOP model consists of eight components and when used, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.  
Echevarria, J., Vogt, M. E., & Short, D. J. (2004). Making content comprehensible for English learners: The SIOP model. 2<sup>nd</sup> ed., Pearson Education, Inc. (pp. 12, 15, 22-30).
4. The most effective means for teaching beginning reading are those that combine extensive and varied exposure to meaningful print and explicit, systematic instruction in phonemic awareness and letter-sound correspondence (Cummins, 1996).
5. The EL students' cultures will be respected and drawn upon to develop background knowledge, to help solidify self-identity, and to help eliminate affective filters (Krashen, 1985).

The report of the National Literacy Panel on Language Minority Children and Youth has now been completed, and the Center for Applied Linguistics has contracted with Lawrence Erlbaum Associates, Inc. for its publication. The report, *Developing Literacy in Second-Language Learners: A Report of the National Literacy Panel on Language Minority-Children and Youth*, can be ordered from the publisher, Lawrence Erlbaum Associates, Inc.

## EL Curriculum

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10/5/2022

The EL program utilizes the district’s existing K-12 curriculum in establishing and monitoring student progress. The district’s researched-based reading and language arts program and professional development model are designed to improve reading and writing skills for all students. PCSD uses a Balanced Literacy approach with leveled reading materials. This approach has been shown to be successful with all levels of English Language Learners.

The EL program modifies the curriculum to the individual English Language Learner’s instructional level. However, this modification in no way means a “watered-downed, reduced, or over-simplified” curriculum. The academic expectations remain the same for the LEP student as it does for the mainstreamed student of the same age and grade level. These modifications include additional cultural and life skills, thematic studies, study skills, EL language units for pronunciation, idioms, vocabulary, building, and grammar.

Students at each level of proficiency will have an Individualize Language Plan that is created based on the ELPA21 data and aligned with district curriculum. This plan will articulate the skills that need to be addressed, how they will be addressed, and in what time frame. In this way, each child will have an individualized program based on need and focused on district standards of achievement.

## **Instruction: Teaching Strategies for EL Students**

The purpose of these teaching strategies is to enhance comprehension for EL students. Although the strategies provided here are effective for all learners, they are essential for English language learners. The PCSD is dedicated to ensuring that all teachers working with EL students are familiar with the learning needs of EL students and appropriate, strategies. The core district strategies are based on *Classroom Instruction that Works* (Marzano, Pickering, Pollock, 2001). This ASCD-published book presents nine categories of instructional strategies that are proven effective in maximizing student achievement. *Classroom Instruction that Works with English Language Learners*, by Dr. Jane Hill and Kathleen Flynn, applies the strategies *Classroom Instruction that Works* to reaching English language learners (ELs). Both books are instrumental in guiding the instructional choices of Plattsmouth EL specialists and classroom teachers. These strategies are summarized in the chart below.

### **Classroom Instruction that Works for English Language Learners by Jane Hill and Kathleen Flynn**

Strategy	EL Application
Identifying similarities and differences	
Summarizing and note taking	
Reinforcing effort and providing recognition	
Homework and practice	

Nonlinguistic representations	
Cooperative learning	
Setting objectives and providing feedback	
Generating and testing hypotheses	
Cues, questions, and advanced organizers	

### **Other Relevant Guideline/Strategies**

- Particularly for low or limited EL students, teachers should give directions or instructions slowly if needed, in fewer, simpler, or different words (adjusting and paraphrasing teacher speech).
- EL students will benefit from materials that support the content area or text. These supplements include pictures and drawings or other visuals, realistic and hands-on materials or props, word walls, teacher demonstrations and modeling of tasks, examples, trade books that relate to the text readings, teacher elaboration of student responses, peer tutoring or pair work, group responses (thumbs up/down or nod of the head), and graphic-organizers.
- Teachers should make connections to students' background knowledge or experiences before readings or new instruction.
- Teachers should also encourage predicting and linking to related literature.
- EL students will benefit from doing pre-writing such as brainstorming or outlining with drafts and editing practice.
- Teachers should continue building vocabulary with multiple exposures and ways for EL students to practice.
- In addition, categorizing words or phrases and teaching vocabulary with multiple meanings are additional teaching strategies.
- Finally, these EL students will also benefit from bilingual and/or picture dictionaries or native language texts as supplements.

### **Professional Development**

The PCSD will provide professional development for teachers working with EL students. The district is committed to providing professional development to all teachers.

Certified and endorsed EL teachers who work with EL students will be expected to participate in the following professional development opportunities:



1. Attend beginning of the year meetings with EL Teacher where the teacher will provide an overview of the program, strategies that are effective for EL students, and specific guidance for EL students in that grade level.
2. Read EL emails sent out by the Director of Instructional Services
3. Reference the EL Quick Guide and EL Quick Start Documents
4. If appropriate, attend a full day training session on working with non-English speakers.

Teachers working with EL students are required to be part of an EL professional learning community (PLC). This PLC will meet on a regular basis and will be invited to participate in professional development opportunities. Including:

- Reviewing the *Classroom Instruction that Works Strategies* book, integrate these strategies into their teaching plans, and provide evidence of student achievement and effective instruction.
- Reviewing the EL books studies
- Attending EL professional development days supported by ESU#3 and other ESUs

If, in unusual circumstances, a teacher who is not EL certified or endorsed provides EL specific instruction to students, he or she must receive annual professional development (Rule 15).

## **Role of the Mainstream Classroom Teacher**

The role of the mainstream classroom teacher is vital to the success of the EL student. Teachers must differentiate instruction to empower students to become active learners. Teachers should:

- Apply the understanding of the construct of language acquisition.
- Evaluate the EL's listening comprehension skills.
- Simplify instruction, not the concept.
- Work toward depth, not the broad topic in a clear, concise manner, eliminating all peripheral, nonessential information.
- Use effective instructional strategies (e.g. graphic organizers, presenting content area vocabulary and concepts using regalia, picture files, and hands-on activities and other *Classroom Instruction that Works* strategies).
- Examine the EL's background and learn how the student's past experiences will affect learning. The impact of a student's background on learning will depend on his previous schooling, home languages and cultures, and the concepts important to those cultures.
- Understand that EL students may not have had experience with all of the concepts being taught in American schools. For example, concepts such as freedom and democracy, perceptions of time, and right to privacy may be different or non-existent in many cultures.
- Build background knowledge before teaching a lesson.
- Reference the [EL Quick Reference Guide for Teachers](#) and [EL Quick Start](#)

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10/5/2022

## **Essential Materials**

- District curricular materials
- Imagine Learning
- National Geographic Reach
- Carousel (Newcomers)
- The IDEA and National Geographic Inside programs (secondary students)
- Picture and dual language dictionaries
- Read 180 (Scholastic)

## **Possible Materials**

- READ 180 by Scholastic, Inc.
- Leveled Literacy Intervention (LLI) by The Ohio State University
- Reading A-Z
- Rigby PM Benchmark kit
- The Student Applications Book by Houghton Mifflin
- Solving Common Writing Problems by S. Hamilton
- Eye on Editing 1 and 2 by Joyce S. Cain
- What A Life! Stories of Amazing People by Milada Broukal
- Reading for Real (high intermediate and advanced) by Manuele Costantino & Toni Dobbs
- English in My Pocket by Rigby

## **EL Specific Ongoing Assessment and Evaluation**

There will be an on-going evaluation of EL student progress.

- The EL teacher and classroom teacher(s) will collect data such as student work, anecdotal records or monitoring notes, grades, and assessment scores.
- The EL teacher and classroom teacher(s) will communicate regularly about the data. Together the teachers will determine the next instructional steps to be taken.
- ELPA21 (English Language Development Assessment) will be given yearly (Spring to Spring). The ELPA21 will be sent from NDE.

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10/5/2022

- Informal Assessment for beginning level EL student will be accomplished by means of a locally devised checklist of basic English vocabulary and basic communication skills (BICS). This is a basic skills mastery checklist that can be administered by the EL instructor. Progressive mastery of the skills listed as well as progress in the regular classroom work is monitored continuously. The basic skills mastery checklist is shared with the classroom teacher. The teacher will maintain the checklist in the student's portfolio along with samples of the teacher administered quizzes, worksheets, and classroom projects.

## **District and State Assessment**

By law, EL students must be assessed on the regular state academic core content standards and included as a group in the state's AYP calculations. Both state and federal laws require the inclusion of all students in the local and state assessment process.

### **District Assessments**

These district assessments are used with general education students and should be used, when appropriate, with EL students.

- NWEA Measures of Academic Testing for reading, math, language arts, and science
- DRA2 Assessments (elementary reading)
- AIMSWeb Assessment (Universal Screener K-2)
- Grade-level common assessments
- Subject-area common assessments

### **State Wide Assessments**

The Nebraska Department of Education recognizes that student populations in Nebraska school districts are becoming increasingly diverse.

*NSCAS-G Reading*— The Nebraska State Assessment in Reading is designed to assess student comprehension and vocabulary. It is given in grades 3-8 and 11. A Spanish version of the assessment questions is available.

*NSCAS-G-Math* - The Nebraska State Assessment in Math is designed to assess math standards using problem solving. It is given in grades 3-8 and 11.

*NSCAS-Science* - The Nebraska State Assessment in Science is designed to assess general science knowledge as well as science processes. It is given in grades 5, 8, and 11.

## Accommodations

Accommodations of English language learners ideally should help students demonstrate their content knowledge through a variety of methods. These accommodations are to remove language barriers. Accommodations do NOT change the expectation, the grade level, or the content of the standards being measured by the assessments.

Type of Accommodation	Standard Administration Allowable Accommodations
Changes in timing or scheduling of the assessment	<ul style="list-style-type: none"><li>- Extended test time</li><li>- Frequent breaks</li><li>- Test schedule extended</li><li>- Test administered at time of day most beneficial to student</li><li>- Test administered in another location or by another examiner</li></ul>
Changes in how the assessments and instructions are presented	<ul style="list-style-type: none"><li>- Directions repeated in English</li><li>- Directions are read aloud</li><li>- Audio-taped directions provided in English or in native language</li><li>- Directions translated into native language</li><li>- Both oral and written directions in English provided</li><li>- Test items read aloud in English (except for reading tests)</li><li>- Test items read aloud in simplified/sheltered English (except for reading tests)</li><li>- Bilingual word lists, customized dictionaries provided</li><li>- Side-by-side bilingual versions of the test provided</li></ul>
Changes in how the student responds	<ul style="list-style-type: none"><li>- Oral or written response in native language translated into English</li><li>- Test taker verifies understanding of directions</li><li>- On the state writing test, a student may respond in the native language for the first three years in a district (as provided by NCLB). The tests are scored locally in this case.</li></ul>

## **Optional Assessments**

Optional assessments should only be administered to EL students who are considered pre-functional (Level 1) or beginners (Level 2) who are in their first three years in a Nebraska school. Students who are considered intermediate (Level 3) and advanced (Level 4) should take regular assessments. -On the state writing test, a student may respond in the native language for the first three years in a district (as provided by NCLB). The tests are scored locally in this case. Alternative assessments must be at the same grade level as the grade level standards being assessed. No out of grade level assessments are allowed.

The types of alternative assessment methods that can be used with EL students to meet state or local standards include the following possibilities:

- Portfolio collections of student work
- Performance assessments
- Classroom assessments
- District checklists
- Written response to the Statewide Writing Assessment in the student's native language. (Scoring must be done locally; bilingual dictionaries may not be used.
- All alternative assessment methods must meet Nebraska's Six Quality Assessment Criterion.

## **Recently Arrived LEP Students**

Recently arrived limited English proficient (LEP) students are defined as a student with limited English proficiency who has attended schools in the US for less than twelve months. This includes only schools in the 50 States and the District of Columbia. The district may exempt a recently arrived LEP student from reading/language arts assessment for 12 months. A district MUST assess the mathematics achievement of a recently arrived LEP student.

## **Determining Eligibility for Accommodations, Alternative Assessments, or Exemption**

Students are placed at a designated level of English proficiency according to district policies and procedures.

Pre-functional (Level 1) and Beginners (Level 2)

Students placed in EL Levels 1 and 2 who have been in a Nebraska school for three years or less, may participate in an alternative assessment. The EL teacher will make this determination. All students participate in math assessments (including NWEA MAP and NeSA-Math).

Intermediate (Level 3) and Advanced (Level 4)

Students placed in EL Levels 3 and 4 will participate in standard assessments with or without accommodations based on the judgment of the EL teacher.

Advanced (Level 5)

Students placed in EL Level 5 will participate in standard assessments without accommodations.

### **Documentation**

If a student is eligible for an alternate assessment, accommodations, or exemptions, it must be recorded on the Individualized Learning Plan.

### **Exiting Criteria**

The EL teacher and classroom teacher(s) will consider the following criteria when exiting a student from the EL program.

#### **Exit Criteria may include the following documentation:**

A student should be considered for exit if they meet Nebraska Rule 15 criteria listed below.

In order for a kindergarten through 2nd grade student to exit, the student must

- Have a composite score of proficient on the annual English-language proficiency assessment, AND

In order for a student in 3rd through 12th grade to exit, the student must

- Have a composite score of proficient on the annual English-language proficiency assessment, OR

The district may recommend that a student with verified disabilities exit the language instruction educational program if a designated committee documents the student's educational needs are not affected by his or her degree of proficiency in the English language. The committee must:

- Be knowledgeable of the language and educational needs of the student
- Include at least one member of the student's IEP team
- Maintain documentation that the student's educational needs are not affected by his or her degree of proficiency in the English language

Students who do not qualify to exit remain in the current program. Students who exit the EL program must be monitored for two years.

After two years of monitoring, a student who no longer qualifies as LEP, is placed into a full mainstream status and becomes recognized by the district as an LM or language minority. A student who is legally mainstreamed means this student is a language learner who can function at the same age and grade level of his/her monolingual peers and should not require any additional support with Title I services or tutoring. Mainstream placement is the verification that this student can survive in the regular class with no additional support. (See Appendix for Identification Flow Chart)

## **Monitoring of EL Students**

After students exit the program, they will be on monitor status for four years. All core teachers will complete the district monitor form. The EL Director will review the forms and ensure students who have exited the program are not being hindered by their language skills.

- Year 1 and Year 2: Complete monitor form each school quarter
- Year 3: Complete monitor form each semester
- Year 4: Complete monitor form at the end of each year

Evidence of monitoring includes but is not limited to assessment scores, report cards, attendance records, discipline records, and teacher monitoring notes. Students who do not exhibit passing grades each semester will be referred back to the EL Team for consideration of re-entry.

- a. Students may re-enter the EL program if the EL Team determines this would be necessary.
- b. Students may receive assistance, without formal re-entry, if the assistance needed is related to access to resources or help with problem solving, and is limited in frequency and duration.

Throughout each term, the EL specialist does a check with the teacher and/or a Infinite search of the monitored student's grades at the end of each quarter. If the monitored student begins to fail in any core subject, he/she can return to the EL classroom. Any monitored student who experiences difficulties with grade level work, the EL instructor will indicate the grades and problems observed and contact the legal guardians. The EL specialist meets and discusses with the parent/guardian the desire to have their child reclassified for active EL services. Classroom teachers are then notified about the parent's decision to reclassify and the child's "re-entry" into the EL program. The coordinator changes the student's status from monitored back to serviced LEP on the district census. A LEP child can be legally mainstreamed if they maintain a "C" or above for two years in the regular classroom.

If at quarter, the student's grades are "C" and above in all areas, and if the teachers indicate that the student is participating fully in class, the EL teacher will re-evaluate the students progress. If there is indication of grade level or competency in each area, a letter will be sent to notify the parents or guardian to call the EL teacher if they have any concerns. The letter will also assure them that the student will be monitored for two years and

that should the student experience difficulties later, the student may be reclassified for active services again. Thus, a student can go on monitor status at the end of any quarter.

## **Program Evaluation**

EL must be assessed and reported on the state content standards for AYP and language acquisition skills. The program will be reviewed yearly in relation to progress of children attaining English proficiency (ELPA21), student achievement reported on NWEA, NSCAS, and formative assessments as well as success in the district's overall educational program (e.g., grades, test scores, teacher observation, annual program evaluation surveys provided to teachers, students, parents, etc.).

An LEP team, including the Director of Instructional Services, the EL specialists, teacher representatives, and building administrators will complete an annual review. In order to identify program strengths and areas of need and to create a plan for improving the program, the committee will review the following:

- The review of student data (NSCAS, ELPA21, attendance, graduation rates, etc.) in order to provide:
  - The identification of students who have met and not met goals,
  - Adjustments to student ELPs,
- The review of teacher input on support, scheduling, and program effectiveness.
- Review Rule 15 Documentation

A written report will be created by the Director of Instructional Services and the EL specialists and shared with the committee members and the Superintendent by August of the next school year.

## **EL Transition Schedule from Middle to High School**

One EL specialist works with preK-8<sup>th</sup> grade students. Another, works closely with high school students. In order to facilitate the transition between the buildings, the following schedule was adopted.

1. EL middle school teacher will inform the director of EL and the high school ESL teacher, principal, vice principal, and guidance counselors of students entering the high school by the end of February.
2. EL middle school teacher will schedule a meeting with the EL director, H.S EL teacher, and other pertinent parties to discuss incoming H.S. EL student needs by the end of April.



The Middle School EL teacher will provide the following documentation at the meeting.

1. Copies of the EL entrance exam
  2. Copies of LAS Links Benchmark testing
  3. Copies of current ELP plans
  4. Copies of current passport information
  5. Copies of current ELPA21 Scores
3. Director of EL will forward results of spring ELPA21 testing to middle and high school EL teachers when results become available.
  4. Quarterly meeting will be held between the EL coordinator, High school EL teacher, para-educators, and student(s).

These items will be discussed during the meeting

1. Review students grades
  2. Review of student(s)s behavior
  3. Discuss social and emotions needs of student(s)
  4. Goals and progress
5. High school EL teacher will forward copies of high school EL student reports to (MichELe Knight or current EL coordinator?) to be filed in students permanent file and end of school year.

These reports shall include:

1. Copies of current ELP plan
2. Copies of current passport information
3. Copies of progress monitoring sheets
4. Copies of other materials pertinent to show EL growth.

### **Research Base**

According to the American Institutes for Research and WestEd, “there’s no one path to academic excELence, several critical factors do contribute to success for English language learners. These include staff capacity to address EL student’ linguistic and cognitive needs; schoolwide focus on English language development and standards-based instruction; shared priorities and expectations; and systematic ongoing assessment with use of data to guide instruction” (NWREL, 2006).

The attributes that are characteristic of an effective EL program have been identified by researchers and are listed below.

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10/5/2022

Supportive whole-school contexts (Lucas, Henz, & Donato, 1990; Tikunoff et al., 1991).

High expectations for language minority students, as evidenced by active learning environments that are academically challenging (Collier, 1992; Lucas, Henze, & Donato, 1990; Pease-Alvarez, Garcia, & Espinosa, 1991).

Intensive staff development programs designed to assist ALL teachers (not just ESL or bilingual education teachers) in providing effective instruction to language minority students (Lucas, Henze, & Donato, 1990; Tikunoff et al., 1991).

Expert instructional leaders and teachers (Lucas, Henze, and Donato, 1990; Pease-Alvarez, Garcia, & Espinosa, 1991; Tikunoff et al., 1991).

Emphasis on functional communication between teacher and students and among fellow students (Garcia, 1991).

Organization of the instruction of basic skills and academic content around thematic units (Garcia, 1991).

Frequent student interaction through the use of collaborative learning techniques (Garcia, 1991).

Teachers with a high commitment to the educational success of all their students (Garcia, 1991).

Principals supportive of their instructional staff and of teacher autonomy while maintaining an awareness of district policies on curriculum and academic accountability (Garcia, 1991).

Involvement of majority and minority parents in formal parent support activities (Garcia, 1991).

According to Cummins (1980;1981;1996) there are 2 kinds of English proficiency that ESL students must learn. The first is basic interpersonal conversational skills (BICS) and the other is cognitive academic language proficiency (CALP). BICS is the social language that students need to carry on everyday conversations. CALPS is the English language students need to understand written texts in the content areas such as math, science, and social studies (ITESL, 2008). One researched based program model that meets these needs is Content Based ESL.

“Content-based instruction is consistent with the theory that language structure and language in general are acquired through comprehension, that is, when students understand messages (Krashen, 1985). According to Krashen, the only path to second language acquisition is through comprehensible input, not conscious grammar

learning based on form-focused instruction. English learners in content-based ESL classes naturally and incidentally acquire English and its structure because they comprehend the language expressed in content-related concepts (Academic Exchange Quarterly).

Pedagogical Reasons for Content Based ESL instruction include:

The fact that students are learning authentic content can be highly motivating, especially for older students who will appreciate the fact that what they are learning in ESL class is relevant to their academic success and will make them better prepared to handle class work in the mainstream (Wiesen, 2001).

The reading included in content-based ESL instruction will help students acquire technical vocabulary unique to content areas, as well as the grammar used in academic language (Chamot & O'Malley, 1994).

Content-area reading and class discussions will provide background knowledge that English learners often lack in content areas, and that knowledge will make mainstream classes more comprehensible (Brown, 2004a).

The content presented in content-based ESL instruction is cognitively demanding, and the higher-order thinking and problem-solving nature of content-based ESL instruction will result in cognitive growth, which is an additional benefit beyond linguistic development (Chamot & O'Malley, 1994).

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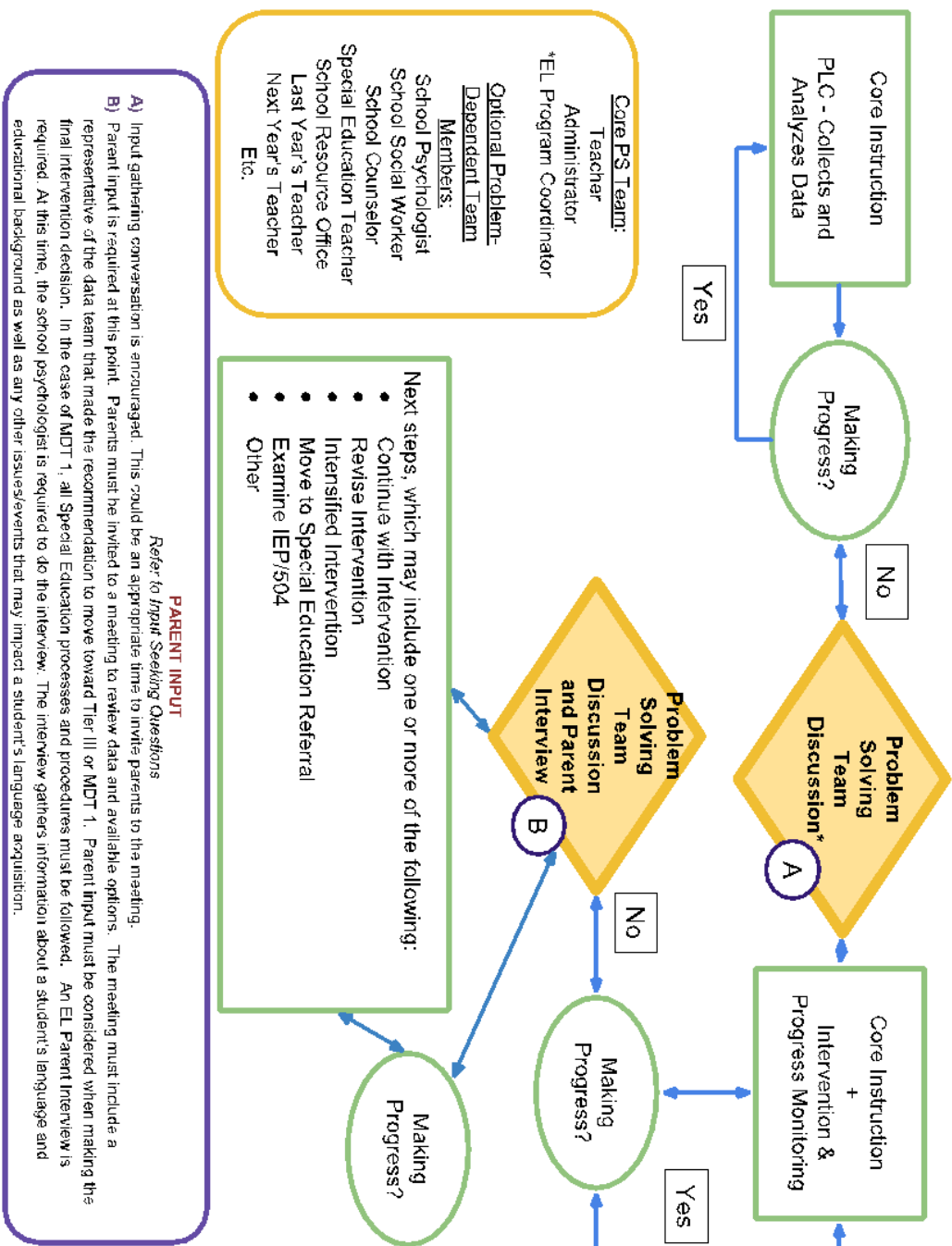
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## APPENDIX



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### ASSIGNMENTS

- Limit the amount of content a student is required to understand
- Highlight key vocabulary
- Reduce the number of tasks a student needs to complete
- Pre-teach and model expectations

### ASSESSMENTS

- Limit the amount of content
- Give extended time
- Reduce the writing required or give the test orally
- Use pictures to assess vocabulary
- Limit answer choices
- Provide study guides if appropriate
- Allow bilingual dictionaries

### ASK FOR HELP!!

- Cherie Larson  
clarson@pcsd.org
- Cynthia Duechting  
cduechting@pcsd.org

### YOU MAKE A DIFFERENCE!

Thanks for all you do!  
Working in partnership to ensure Academic achievement, responsible Behavior and Civic engagement

## EL Quick Start

PLATTSMOUTH COMMUNITY  
SCHOOL DISTRICT

### MAKING CONNECTIONS

#### YOU ARE THE KEY

##### Creating a Welcoming Environment

- Ask and learn how to pronounce the student's name
- Find a buddy for the student
- Frequently touch base with the student communicating verbally and nonverbally that you care and are interested in getting to know him/her

### WORKING WITH PARENTS/GUARDIANS

##### Consistent Communication is Important

- Sign up for ClassDojo or use another translation tool to communicate with the family
- Schedule a translator for face-to-face conversations
- Send home materials in the family's language

### IN THE CLASSROOM

#### EVERYTHING THEY SEE AND HEAR MAKES A DIFFERENCE

They are learning even when you don't speak their language. 30-40% of all words in English have a related word in Spanish.

Many EL Programs do not have multi-lingual staff.

- Use tools that offer a combination of visuals and language to explain concepts
- Pictures, videos, models, etc. are very helpful
- Kahn Academy has lessons in other languages
- Picture dictionaries are available to students
- See if Imagine Learning is appropriate

### INSTRUCTIONAL STRATEGIES

#### Scaffold and Chunk Instruction

- Use many visuals and demonstrations
- Use graphic organizers with key words provided
- Simplify your vocabulary; repeat and rephrase
- Use cooperative learning
- Allow wait time

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## **APPENDIX I C**

### **Paraprofessional Job Description**

**Position Title:**                      **Paraeducator**

**Qualifications:**

1. Proficiency in keyboarding
2. Working knowledge of basic office procedures and the operation of common office equipment and machines
3. Ability to positively interact with students and staff
4. Knowledge of:
  - Child growth and development
  - English usage, grammar, spelling, punctuation, and vocabulary
5. Ability to:
  - Assist with supervising learning activities
  - Work independently and take initiative within program guidelines
  - Understand and carry out oral and written instructions
  - Establish and maintain cooperative working relationship with E.S.L. students, parents, and staff

**Reports to:**

Principal and teachers in assigned area, Assistant Director of Special Education.

**Position Goal:**

Under supervision of a certificated teacher, will supervise and assist in the instruction of E.S.L. students, assist in the preparation and assembling of teaching materials, and perform other related work as required.

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### **Performance Responsibilities:**

#### **ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:**

1. Assist teachers in the conduct of lessons and other classroom activities; assists in writing of lesson plans; administer placement assessments and post tests; maintain student records and files; assist in developing Individual Learning Plans (ILP'S); arrange for primary language or initial English testing and may administer the district writing assessment; coordinate learning activities with classroom teacher; maintain liaison with parents
2. Tutor students and work with student groups under teacher direction; present subject matter to students, utilizing variety of methods and techniques
3. Supervise students in multiple school settings; assist in maintaining order among students in the classroom and on school grounds
4. Work with instructional materials and incorporate appropriate instructional activities; prepare for, assist with, and clean up after various classroom projects; assist teachers in the supervision of students; assist in the preparation of graphic and written teaching materials; operate audio-visual equipment; grade papers, operate duplicating equipment, and keep records as directed by the teacher; attend to students' physical needs in the classroom
5. Assist in maintaining inventory of books and teaching aids; may perform a variety of tasks for many teachers; order and distribute supplies as instructed; may assist with programs, equipment and materials to meet the needs of exceptional students; help individual students with specific problems
6. Supervise bus, cafeteria and/or yard duty, and perform other related work as required

### **Terms of Employment:**

Salary and work year to be determined annually by the School Board.

### **Evaluation:**

Performance of this job will be evaluated annually by an administrator and the supervising teacher.

# APPENDIX PART II

## **List of Required Forms**

- a. Home Language Survey
  - A1. English
  - A2. Spanish
- b. Consent for Testing
  - B1. English
  - B2. Spanish
- c. Notification of Student Eligibility, Program Placement, and Description
  - B1. English
  - B2. Spanish
- d. Parent Rights
  - C1. English
  - C2. Spanish
- e. Request for English Language Development Program Withdrawal/Denial of Enrollment (should parents refuse ELP placement)

**APPENDIX A**  
**HOME LANGUAGE SURVEY**  
**English and Spanish**

**Home Language Survey**

Student Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_ Gender: \_\_Male \_\_Female

Parent/GuardianName: \_\_\_\_\_

Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Work Telephone: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**Please Circle One:**

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1. What language did your child first learn to speak?

Spanish Japanese Russian Portuguese Other: \_\_\_\_\_

2. What language is spoken most often by your child?

Spanish Japanese Russian Portuguese Other: \_\_\_\_\_

3. What language does your child most frequently use at home?

Spanish Japanese Russian Portuguese Other: \_\_\_\_\_

Please Respond  
in English

Nebraska Department of Education  
HOME LANGUAGE SURVEY

English  
Home Language Survey

Date \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Child's Name \_\_\_\_\_  
First Name Middle Initial Last Name

Parent or Guardian's Name \_\_\_\_\_  
First Name Middle Initial Last Name

Address \_\_\_\_\_  
Street City State Zip

Phone Number \_\_\_\_\_  
Home Work

1. Child's date of birth: \_\_\_\_\_ (Month/Date/Year)  
Was your child born in the United States? ☐ Yes ☐ No  
If yes, in which state? \_\_\_\_\_  
If no, in what other country? \_\_\_\_\_  
If no, date child entered the United States: \_\_\_\_\_ (Month/Date/Year)
2. Has your child attended any school in the United States for any three years during their lifetime? ☐ Yes ☐ No  
If yes, please provide school name(s), state, and dates attended:  
Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_  
Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_  
Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_
3. What is the language most frequently spoken at home? \_\_\_\_\_
4. If available, in what language would you prefer to receive communication from the school? \_\_\_\_\_
5. Please check if your child is:  
A. ☐ Native American Indian C. ☐ Native Pacific Islander  
B. ☐ Alaska Native D. ☐ Native U.S. Virgin Islander
6. Is your child's first-learned or home language anything other than English? ☐ Yes ☐ No

If you responded "Yes" to question number 6 above, please answer the following questions:

7. In what country did your child most recently reside? \_\_\_\_\_
8. Which language did your child learn when he/she first began to talk? \_\_\_\_\_
9. What language does your child most frequently speak at home? \_\_\_\_\_
10. What language do you most frequently speak to your child? (Father) \_\_\_\_\_  
(Mother) \_\_\_\_\_
11. Please describe the language understood by your child. (Check only one)  
A. ☐ Understands only the home language and no English.  
B. ☐ Understands mostly the home language and some English.  
C. ☐ Understands the home language and English equally.  
D. ☐ Understands mostly English and some of the home language.  
E. ☐ Understands only English.

\_\_\_\_\_  
Parent or Guardian's Signature

\_\_\_\_\_  
Date

agement.

OFFICE USE ONLY

Student ID #	Date Distributed	Date Received	

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Por favor responda  
en inglés

Nebraska Department of Education  
ENCUESTA DE IDIOMA DOMESTICO

Spanish  
Home Language Survey

Fecha \_\_\_\_\_ Escuela \_\_\_\_\_ Grado \_\_\_\_\_

Nombre del menor \_\_\_\_\_

Primer nombre Inicial del segundo nombre Apellido

Nombre del padre o apoderado \_\_\_\_\_

Primer nombre Inicial del segundo nombre Apellido

Dirección \_\_\_\_\_

Calle Ciudad Estado Código postal

Número de teléfono \_\_\_\_\_

Hogar Trabajo

1. Fecha de nacimiento del menor \_\_\_\_\_ (Mes/Día/Año)

¿Nació su hijo/a en Estados Unidos?

☐ Sí ☐ No

De ser así, ¿en qué estado?

De no ser así, ¿en qué país?

Si no, fecha en que el menor ingresó a Estados Unidos:

\_\_\_\_\_ (Mes/Día/Año)

2. ¿Ha asistido su hijo/a a alguna escuela de Estados Unidos durante tres años cualesquiera de su vida?

☐ Sí ☐ No

Si la respuesta es afirmativa, indique el nombre de la escuela (o escuelas), estado, y fechas de asistencia:

Nombre de la escuela \_\_\_\_\_ Estado \_\_\_\_\_ Fechas de asistencia \_\_\_\_\_

Nombre de la escuela \_\_\_\_\_ Estado \_\_\_\_\_ Fechas de asistencia \_\_\_\_\_

Nombre de la escuela \_\_\_\_\_ Estado \_\_\_\_\_ Fechas de asistencia \_\_\_\_\_

3. ¿Cuál es el idioma que se habla con más frecuencia en el hogar?

\_\_\_\_\_

4. Si hay a disposición, ¿en qué idioma le gustaría recibir la comunicación de la escuela?

\_\_\_\_\_

5. Marque si su hijo(a) es:

A. ☐ Indio americano nativo

B. ☐ Nativo de Alaska

C. ☐ Nativo de las islas del Pacífico

D. ☐ Nativo de las Islas Virgenes de EE.UU.

6. ¿Es el idioma primario de su hijo(a) o el que se habla en el hogar distinto al inglés?

☐ Sí ☐ No

Si su respuesta a la pregunta 6 es "Sí", responda las siguientes preguntas:

7. ¿En qué país vivió su hijo/a más recientemente?

\_\_\_\_\_

8. ¿Qué idioma aprendió su hijo(a) cuando recién comenzó a hablar?

\_\_\_\_\_

9. ¿Qué idioma habla en casa su hijo(a) con más frecuencia?

\_\_\_\_\_

10. ¿En qué idioma le habla con más frecuencia a su hijo(a)?

(Padre)

\_\_\_\_\_

(Madre)

\_\_\_\_\_

11. Describa el idioma que su hijo(a) entiende. (Marque sólo uno)

A. ☐ Entiende solamente el idioma del hogar y no inglés.

B. ☐ Entiende mayormente el idioma del hogar y algo de inglés.

C. ☐ Entiende el idioma del hogar y el inglés por igual.

D. ☐ Entiende inglés mayormente y algo del idioma del hogar.

E. ☐ Entiende inglés solamente.

Firma del padre o tutor

Fecha

OFFICE USE ONLY

Student ID #	Date Distributed	Date Received	
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agement.

**APPENDIX B**  
**CONSENT FOR TESTING**  
**English and Spanish**

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10/5/2022

**Plattsmouth City School District 13**  
**Parent Consent for**  
**English Language Assessment and Evaluation**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_

Dear Parent/Guardian:

We are requesting your consent to assess and evaluate your child's English language skills in the following areas:

- ☐ listening and understanding
- ☐ speaking
- ☐ reading
- ☐ writing
- ☐ other: \_\_\_\_\_

After the assessment is completed, a decision will be made regarding your child's eligibility and need for an English language development program. You will be notified in writing about any recommended changes in your child's instructional program at school.

Please complete the lower portion of this form return the entire form to:

School Name: \_\_\_\_\_ Attention: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Thank you for your interest and involvement in your child's education. Please contact me if you have any questions about this form or the assessment and evaluation of your child.

Sincerely,

_____ Name	_____ Title
_____ Telephone Number	_____ Email Address

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

**Written Parental Consent for English Language Assessment and Evaluation**

I understand the school is asking my consent to conduct an assessment and evaluation of my child's English skills to determine their eligibility and need for an English language development program.

- ☐ Yes, I give my consent for the proposed English language assessment and evaluation.
- ☐ No, I do not consent to the proposed English language assessment and evaluation of my child.
- ☐ I would like to discuss the proposed assessment and evaluation of my child prior to giving my consent.

Name of Parent/Guardian: \_\_\_\_\_ Signature: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

OFFICE USE ONLY			
Student ID #	Date Received	Student ID#	

ment.

Por favor responda  
en inglés

**Plattsmouth City School District 13**  
**Consentimiento de los padres para**  
**Evaluación sobre idioma inglés**

**Spanish**  
Parent Consent for English Language  
Assessment and Evaluation

Nombre del alumno: \_\_\_\_\_ Fecha: \_\_\_\_\_

Escuela: \_\_\_\_\_

Estimado padre/madre/apoderado:

Solicitamos su consentimiento para evaluar las habilidades del idioma inglés de su hijo en cuanto a las siguientes áreas:

- ☐ comprensión oral  
☐ conversación  
☐ lectura  
☐ escritura  
☐ Otro: \_\_\_\_\_

Una vez finalizada la evaluación, se tomará una decisión sobre la calificación de su hijo y la necesidad de un programa de desarrollo del idioma inglés. Se le notificará por escrito sobre cualquier cambio recomendado en el programa de instrucción escolar de su hijo.

Complete la parte inferior de este formulario y devuélvalo completo a:

Nombre de la escuela: \_\_\_\_\_ Atención: \_\_\_\_\_

Dirección: \_\_\_\_\_ Ciudad: \_\_\_\_\_ Estado: \_\_\_\_\_ Código postal: \_\_\_\_\_

Gracias por su interés y participación en la educación de su hijo. Comuníquese conmigo si tiene consultas sobre este formulario o la evaluación de su hijo.

Atentamente,

_____ Nombre	_____ Cargo
_____ Número telefónico	_____ Dirección de correo electrónico

***Padre/madre/apoderado: Por favor complete la siguiente sección y devuelva todo el formulario a la escuela de su hijo.***

Consentimiento por escrito de los padres para una evaluación sobre el idioma inglés

Comprendo que la escuela me solicita mi consentimiento para realizar una evaluación de las habilidades en inglés de mi hijo a fin de determinar si califica y necesita un programa de desarrollo del idioma inglés.

- ☐ Sí, doy mi consentimiento para la evaluación sobre el idioma inglés propuesta.  
☐ No, no doy mi consentimiento para la evaluación sobre el idioma inglés propuesta para mi hijo.  
☐ Me gustaría discutir la evaluación propuesta para mi hijo antes de dar mi consentimiento.

Nombre del padre/madre/apoderado: \_\_\_\_\_ Firma: \_\_\_\_\_

Número telefónico: \_\_\_\_\_ Dirección de correo electrónico: \_\_\_\_\_

agement.

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	

## **APPENDIX C**

### **Notification of Student Eligibility, Program Placement, and Description**

#### **English and Spanish**

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*10/5/2022*

### Plattsmouth City School District 13

#### Notification of English Language Development Program Placement

☐ Initial Placement ☐ Continuing Placement

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

School Location: \_\_\_\_\_

Dear Parents:

Based on your child's English proficiency test scores and level of academic achievement, we are pleased to inform you that your child will receive instruction in our district's English language development program. The goal of our English language development program is to help your child learn English so that she/he will be able to meet age appropriate academic standards for grade promotion and graduation. The high school graduation rate for students participating in a English language development program is \_\_\_\_\_. If your child has a disability and an Individualized Education Program (IEP), improvement in his/her ability to speak and write in English will help meet the objectives of their IEP. Although you may request to have your child exit the English language development program at any time, students normally participate for a period of \_\_\_\_ to \_\_\_\_ years.

Your child's level of English proficiency was measured using the following test(s):

- ☐ \_\_\_\_\_  
(Test used to measure level of English proficiency)
- ☐ \_\_\_\_\_  
(Test used to measure level of English proficiency)
- ☐ \_\_\_\_\_  
(Test used to measure level of English proficiency)

Level of English Proficiency: \_\_\_\_\_

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

- ☐ \_\_\_\_\_  
(Test used to measure level of academic achievement)
- ☐ \_\_\_\_\_  
(Test used to measure level of academic achievement)
- ☐ \_\_\_\_\_  
(Test used to measure level of academic achievement)

Level of Academic Achievement: \_\_\_\_\_

The method of instruction used in your child's English language development program is:

- \_\_\_\_\_ **Bilingual:** Instruction provided in both English and your child's home language
- \_\_\_\_\_ **Transitional Bilingual:** Instruction provided mostly or all in English adapted to student's level
- \_\_\_\_\_ **Content-based English Language Learner (ELL)/English as a Second Language (ESL):** Instruction is provided in English only and adapted to student's level
- \_\_\_\_\_ **Pull-out ELL/ESL:** Student leaves his/her English-only classroom during the day for ELL/ESL instruction
- \_\_\_\_\_ **Other:** \_\_\_\_\_

Your child's program \_\_\_\_\_ is \_\_\_\_\_ is not the district's only English language development program. Additional information about your child's program and other district language programs, if available, is attached.

Please contact the person below or \_\_\_\_\_ if you would like to request: (a) immediate removal of your child from the English language development program; (b) options available for your child if you decline enrollment or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

agement.

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

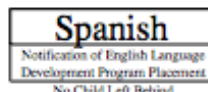
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10/5/2022

# Plattsmouth City School District 13

Notificación de asignación al programa de desarrollo del inglés

☐ Asignación inicial ☐ Continuación de asignación



Nombre del estudiante: \_\_\_\_\_ Fecha: \_\_\_\_\_

Ubicación de la escuela: \_\_\_\_\_

Estimados padres:

Según los puntajes en las pruebas de aptitud en inglés y el nivel de rendimiento académico de su hijo/a, nos complace informarle que su hijo/a recibirá instrucción en el programa de desarrollo del inglés del distrito. La meta del programa de desarrollo del inglés es ayudar a que su hijo/a aprenda inglés a fin de que pueda cumplir los criterios académicos pertinentes para su edad, y así pasar de curso y graduarse. El porcentaje de graduación de estudiantes de secundaria que participa en el programa de desarrollo del idioma inglés es \_\_\_\_%. Si su hijo(a) tiene alguna discapacidad y está en un Programa de Educación Personalizada (IEP), un mejoramiento en su capacidad para hablar y escribir en inglés le ayudará a cumplir los objetivos de su programa IEP. Si bien usted puede solicitar que su hijo salga del programa de desarrollo del idioma inglés en cualquier momento, los estudiantes normalmente participan por un período de \_\_\_\_ a \_\_\_\_ años.

Se utilizaron las siguientes pruebas para medir el nivel de aptitud en inglés de su hijo/a:

- ☐ \_\_\_\_\_  
(Test used to measure level of English proficiency)
- ☐ \_\_\_\_\_  
(Test used to measure level of English proficiency)
- ☐ \_\_\_\_\_  
(Test used to measure level of English proficiency)

Nivel de aptitud en inglés: \_\_\_\_\_

Si corresponde, se utilizaron las siguientes pruebas para medir el nivel de rendimiento académico de su hijo/a:

- ☐ \_\_\_\_\_  
(Test used to measure level of academic achievement)
- ☐ \_\_\_\_\_  
(Test used to measure level of academic achievement)
- ☐ \_\_\_\_\_  
(Test used to measure level of academic achievement)

Nivel de rendimiento académico: \_\_\_\_\_

El método de instrucción que se utilizará en el programa de desarrollo del inglés de su hijo/a será:

- \_\_\_\_ **Bilingüe:** Instrucción proporcionada tanto en inglés como en el idioma del hogar de su hijo/a
- \_\_\_\_ **Bilingüe de transición:** Instrucción proporcionada principal o totalmente en inglés, adaptada al nivel del estudiante
- \_\_\_\_ **Enseñanza en inglés basada en contenidos (ELL - English Language Learner)/Inglés como segundo idioma (ESL - English as a Second Language):** La instrucción sólo se entrega en inglés y se adapta al nivel del estudiante
- \_\_\_\_ **ELL/ESL parcial:** Durante el día el estudiante sale de su sala de clases en la que sólo se habla inglés para recibir instrucción mediante el programa ELL/ESL.
- \_\_\_\_ **Otro:** \_\_\_\_\_

El programa de su hijo/a \_\_\_\_\_ es \_\_\_\_\_ no es el único programa de desarrollo del inglés del distrito. Se adjunta información adicional sobre el programa de su hijo/a y sobre otros programas de inglés del distrito, si estuviesen disponibles.

Por favor comuníquense con la persona que se indica a continuación o con \_\_\_\_\_ si desean solicitar: (a) el retiro inmediato de su hijo/a del programa de desarrollo del inglés; (b) las opciones disponibles para su hijo/a en caso que ustedes no acepten la inscripción en el programa o deseen otro método de instrucción; o (c) ayuda para seleccionar otros programas o métodos de instrucción del distrito, si estuviesen disponibles.

Nombre: \_\_\_\_\_ Cargo: \_\_\_\_\_

Número telefónico: \_\_\_\_\_ Dirección de correo electrónico: \_\_\_\_\_

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OFFICE USE ONLY				
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**APPENDIX D**  
**PARENT RIGHTS**  
**English and Spanish**

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10/5/2022

## **Plattsmouth City School District 13**

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### **Parent/Student Rights in Identification, Evaluation & Placement Section 504 of the Rehabilitation Act of 1973**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

#### **You have the right to:**

- Have your child take part in and receive benefits from public education programs without discrimination because of a disabling condition.
- Have the district advise you of your rights under federal law.
- Receive notice with respect to identification, evaluation, or placement of your child.
- Have your child receive a free and appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
- Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
- Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.
- Have evaluation, educational, and placement decisions made based upon a variety of information sources and by persons who know the student, the evaluation data, and placement options.
- Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
- Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
- Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement.
- Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
- Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records.
- Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time and advise you of the right to a hearing.
- Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. You and your child may take part in the hearing and be represented by an attorney.
- Seek reimbursement of reasonable attorney fees if you are successful on your claim.
- File a local grievance or citizen complaint with \_\_\_\_\_ and/or the Office of Civil Rights (OCR).

FOR ADDITIONAL INFORMATION REGARDING SECTION 504, PLEASE CONTACT YOUR BUILDING PRINCIPAL OR THE STUDENT SERVICES OFFICE AT: \_\_\_\_\_(phone).

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**Derechos de los padres/alumnos en relación con la identificación, evaluación y asignación**

**Sección 504 de la ley de rehabilitación de 1973**

A continuación se describen los derechos que otorgan las leyes federales a los alumnos con discapacidades. El propósito de la ley es mantenerlo a usted plenamente informado sobre las decisiones relacionadas con su hijo y sobre sus derechos si no está de acuerdo con alguna de estas decisiones.

**Usted tiene derecho a:**

- Que su hijo participe y reciba los beneficios de programas de educación pública sin discriminación alguna por su discapacidad.
- Que el distrito escolar le informe sobre sus derechos establecidos en las leyes federales.
- Que se le avise sobre la evaluación, identificación o asignación de su hijo.
- Que su hijo reciba gratuitamente educación pública pertinente. Esto incluye el derecho a ser educado con alumnos no discapacitados hasta donde sea posible. También incluye el derecho a que el distrito escolar otorgue facilidades razonables para que su hijo tenga igualdad de oportunidades de participar en la escuela y en actividades escolares.
- Que su hijo reciba servicios e instrucción en dependencias comparables con los de los alumnos sin discapacidades.
- Que su hijo reciba educación especial y servicios relacionados si se determina que califica según la ley de educación para personas con discapacidad y la sección 504 de la ley de rehabilitación.
- Que las decisiones sobre la evaluación, identificación y asignación de su hijo se basen en diversas fuentes de información, y que sean tomadas por personas que conozcan al alumno, los datos de evaluación y las opciones de asignación.
- Que se proporcione transporte hacia y desde un entorno educativo alternativo a un costo no superior al que correspondería si el alumno fuese asignado a un programa operado por el distrito.
- Que su hijo tenga una oportunidad igualitaria de participar en las actividades no académicas y extracurriculares que ofrece el distrito.
- Examinar todos los antecedentes relevantes relacionados con las decisiones sobre la identificación, evaluación, programa educativo y asignación de su hijo.
- Obtener copias de los antecedentes escolares a un costo razonable a menos que dicho costo le impida acceder a los antecedentes.
- Recibir una respuesta del distrito escolar a solicitudes razonables de explicaciones e interpretaciones sobre los antecedentes de su hijo.
- Solicitar la enmienda de los antecedentes escolares de su hijo si hubiera motivos razonables para creer que son inexactos, engañosos o que vulneran los derechos de privacidad de su hijo. Si el distrito escolar deniega esta solicitud de enmienda, le notificará de ello en forma oportuna y le aconsejará sobre su derecho a una audiencia.
- Solicitar mediación o una audiencia imparcial de debido proceso sobre decisiones o acciones relacionadas con la identificación, evaluación, programa educativo o asignación de su hijo. Usted y su hijo pueden participar en la audiencia y ser representados por un abogado.
- Intentar obtener un reembolso por honorarios razonables de abogado si su demanda tiene éxito.
- Presentar una queja o denuncia civil ante \_\_\_\_\_ y/o la Oficina de Derechos Civiles (OCR).

PARA OBTENER INFORMACIÓN ADICIONAL SOBRE LA SECCIÓN 504, POR FAVOR COMUNÍQUESE CON EL DIRECTOR DE SU ESCUELA O LA OFICINA DE SERVICIOS ESTUDIANTILES AL:

(teléfono).

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**APPENDIX E**  
**REQUEST FOR ENGLISH LANGUAGE DEVELOPMENT PROGRAM WITHDRAWAL/DENIAL  
OF ENROLLMENT**

**English and Spanish**

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*10/5/2022*

**Plattsmouth City School District 13**  
**Request for English Language Development**  
**Program Withdrawal/Denial of Enrollment**

Date: \_\_\_\_\_

Dear Parents:

You have indicated that you do not want your child enrolled in an English language development program or that you would like a change in your student's English language development program or placement. Although we are offering a program we feel is the most appropriate for your child's level of English proficiency, you have the right to (a) request removal of your child from the program, (b) decline to enroll your child in such a program, or (c) choose another program or method of instruction, if available.

If you have chosen (a), (b) or (c) listed in the previous paragraph, please complete and sign the bottom of this form and return it to your child's school.

Thank you.

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**Plattsmouth City School District 13**  
**Request for English Language Development**  
**Program Withdrawal/Denial of Enrollment**

I, \_\_\_\_\_ (parent/guardian) of \_\_\_\_\_ (student) have been informed of my right to decline to have my child enrolled in the English language development program offered by the school or district. I have been informed of other district language programs or methods of instruction, if available, and request the following action be taken on behalf of my child:

- \_\_\_\_\_ Do not enroll my child in an English language development program.
- \_\_\_\_\_ Withdraw my child from the program offered by the school.
- \_\_\_\_\_ Enroll my child in another program or method of instruction, if available.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

*agement.*

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10/5/2022



**Plattsmouth City School District 13**  
**Solicitud para el retiro del programa de desarrollo**  
**del idioma inglés/Denegación de inscripción**

Fecha: \_\_\_\_\_

Estimados padres:

Usted ha indicado que no desea que inscribamos a su hijo(a) en un programa de desarrollo del idioma inglés o que desea cambiar el programa de desarrollo del idioma inglés o la asignación de su hijo(a). A pesar de que creemos que estamos ofreciendo el programa más adecuado para el nivel de aptitud en inglés de su hijo/a, ustedes tienen el derecho de (a) solicitar el retiro de su hijo/a del programa, (b) no aceptar inscribir a su hijo/a en el programa, o (c) escoger otro programa o método de instrucción, si estuviese disponible.

Si ustedes han optado por las alternativas (a), (b) o (c) descritas en el párrafo anterior, por favor llenen y firmen la parte inferior de este formulario y devuélvanlo a la escuela de su hijo/a.

Gracias.

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**Plattsmouth City School District 13**  
**Solicitud para el retiro del programa de desarrollo**  
**del idioma inglés/Denegación de inscripción**

Yo, \_\_\_\_\_ (parent/guardian) de \_\_\_\_\_ (student) he sido informado sobre mi derecho de no aceptar que mi hijo/a sea inscrito en el programa de desarrollo del inglés que ofrece la escuela o el distrito. Se me ha informado sobre otros programas o métodos de instrucción de inglés del distrito, si estuvieran disponibles, y solicito que se tome la siguiente determinación con respecto a mi hijo/a:

- \_\_\_\_\_ No inscriban a mi hijo(a) en un programa de desarrollo del idioma inglés.
- \_\_\_\_\_ Retiro de mi hijo/a del programa ofrecido por la escuela
- \_\_\_\_\_ Inscripción de mi hijo/a en otro programa o método de instrucción, si estuviese disponible

\_\_\_\_\_  
Firma del padre o madre/apoderado

\_\_\_\_\_  
Fecha

agement.

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



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