# Jennifer Covington

# Superintendent of Schools



**ALS Plan**

Table of Contents

[Mission Statement 4](#_Toc515972018)

State and Federal Laws and Guidelines……………………………………………………………………….…………………………………….……………..5

[Key Terminology 7](#_Toc515972020)

[Process Overview 8](#_Toc515972021)

ALS identification Flow Chart……………………………………………………………….……………………………………………….…….……………….9-10

Identification procedure……………..……………………………………………………………………………………………………….…………………………11

[Home Language Survey 12](#_Toc515972024)

[Initial Assessment……………………………………………………………………………………………………………………………………………..13](#_Toc515972025)-14

[Parent/Guardian Notification Procedure………………………………………………………………………………………………………………………..16](#_Toc515972026)

Key to placement and required services…………..…………………………………………………………………………………………….………………17

Parent Right to Refuse ALS Services Guidance document…………………………………..……………………………………….………………….19

[Refusal of ALS Services Procedure 20](#_Toc515972027)

[Program Placement Models……………………………………………………………………………………………………………………………………….21](#_Toc515972029)-22

Individualized Language Development Plan (ILDP) explanation………………………………………….…………………………………….…….23

ILDP Elementary……………………………………………………………………………………………………………………………………….…………...24-25

ILDP Secondary………………………………………………………………………………………………………………………………………………………26-27

[Special Education and ALS Procedure……..…………………………………………………….……………………………………………………..……28](#_Toc515972031)-29

[Transition to Monitor Status Guidance Document……………………………………………………………………………..…….……………………30](#_Toc515972032)

Exit from direct ALS Services: Criteria for Exit, Monitor Procedure, Completion of ELP monitoring-Closing Record……..31

Reclassification Procedure…………………………………………………………………………………………………………………………………………..32

Required Documentation in Monitor Student's File…………………………………………………………….……………………….....………....32

ALS Student Folder Required Documentation………………………………………………………………………………………………………………..33

[ALS Guide for Regular Education Teachers…………………………………………………………………………………………………………………34](#_Toc515972037)-35

Individual Student Score Notes-support doc. to discuss Access………………………………………………………………………………………36

[Job Description………………………………………………………………………………………………………………………………………………………….37](#_Toc515972038)-38

[Refugee Information and Resources………………………………………………………………………………………………………………………….39](#_Toc515972039)-40

ALS Program Evaluation Procedure……………………………………………………………………………………………………………………………41-42

School Program Evaluation………………………………………………………………………………………………………………………………………….43

[School Administrator Evaluation Checklist……………………………………………………………………………………………………………..44](#_Toc515972043)-45

[District ALS Yearly Checklist 46](#_Toc515972044)

New E.L.L. Student Guide- Expectations and Strategies…………………………………………………………………….....……………………47-51

Murray City School District ALS Department Forms:

Teacher Language Observation Form……………………………………………………………………………………………………………………….…52

Parent Notification and consent for ALS: Elementary, Secondary, students with IEP's........................................…...53-60

Parent/Guardian Refusal of Services …………………………………………………………………………………………………….……………………61

Rubric for Exit from ALS……………………………………………………………………………………………………………………………………………….62

Parent/ Guardian Notification of student Monitor Status………………………………………………………………………………………..….63

ELL Student Monitoring Form……………………………………………………………………………………………………………………………………..64

Closing ALS Record………………………………………………………………………………………………………………………………………………………65

Parent/Guardian Reinstatement Request for ALS…………………………………….………………………………………………………………….66

WIDA Screener & Access Projected Exit Dates………………………………………………………………………………………………………..67-68

Refugee Parent/ Guardian release of student records……………………………………………………………………………………..…….69-70

# Mission Statement

The mission of the Murray City School District ALS program is to ensure that each second language learner develops linguistically, academically, and cognitively within a socially and culturally supportive environment.

* Supports a student's linguistic development.

A student's acquisition of language includes oral (listening, speaking) and written (reading, writing) language developed through explicit instruction.

* Ensures a student's academic development.

A student's academic development includes access to on level content area with consideration to scaffolding, according to each student's individual needs.

* Fosters a student's cognitive development.

A student's cognitive development includes the power to create meaning, to construct new understanding or interpretation, and to engage in abstract thought.

* Values a student's social and cultural experiences.

A student's construction of meaning and acquisition of language includes the social and cultural context of his/her experiences in their home, school, community, and the broader society.

##### State and Federal Laws and Guidelines

**Title VI of the Civil Rights Act of 1964** which states, *"No person shall, on the basis of race, color, or national origin, be excluded from participation in the educational program offered by the school district.”*

**Lau** vs. **Nichols**

A 1974 United States Supreme Court case in which the Court held that *"students who understand little or no English are denied equal opportunities when English is the sole medium of instruction and there are no systematic efforts to teach that language to non-English speaking children or language assistance to enable them to participate in the instructional program of the district.*"

**Equal Education Opportunities Act of 1974**

This civil rights statute prohibits states from denying equal education opportunity to an individual on account of, *''his or her race, color, sex, or national origin.* “It specifically prohibits states from, *"denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”*

**Casteñeda Standards**

A case in the 5th Circuit Court of Appeals (Casteñeda vs. Pickard, 1981) wherein the following standards for programs serving language minority students were developed.

*Theory: must be based in "a sound educational theory.”*

*Practice: must be “implemented effectively."*

*Results: program evaluation and modification*

**OCR Policy**

*The program must ensure that EL students are provided the opportunity to learn English in a timely manner, and have meaningful access to the district's educational program. The following* *components are essential:*

*Identification*

*Assessment*

*Placement and Program Participation*

*Transition and Exit*

*Monitoring*

*Program Evaluation*

### National Association for Bilingual Education Principles

**Appropriate Services**

LEP children must be provided with the opportunity to keep up with instruction in content areas such as math, science, and reading while they are learning English.

**Well Trained Teachers**

LEP children must be taught by teachers who are qualified to address their specified needs. Teachers must be trained in second language learning to help LEP children achieve high standards.

**Flexibility in Program Design**

Children learn at different rates and many require extra academic support to help them achieve to high standards. Educational reform must allow for local flexibility in program design.

**Increased and Targeted Investment**

To provide the best possible services to LEP students, funding must be targeted to programs that demonstrate the highest quality and need.

**Accountability and Appropriate Testing**

LEP students must be included in accountability systems, and tests must be administered in an appropriate manner that yields accurate and valid results.

**Parental Involvement**

Parents of LEP students must be allowed to take an informed role in their children's education.

**Technical Assistance**

Technical assistance must be increased and include an emphasis on serving LEP children.

**Bilingualism**

Children of all language backgrounds must be offered the opportunity to learn more than one language.

## **Key Terminology**

**ESL** - English as a Second Language

**ALS**- Alternative Language Services

**ESOL** - English to Speakers of Other Languages

**TESOL** - Teachers of English to Speakers of Other Languages

**LEP-** Limited English Proficient

**ELP-** English Language Proficiency

**ELL** - English Language Learner

**EL-** English Learner

**ML-**Multilingual Learner

**BICS** - Basic Interpersonal Communication Skills *(social language)*

**CALPS** - Cognitive Academic Language Proficiency Skills *(classroom and academic language)*

**OCR** - Office of Civil Rights

**PHLOTE** - Primary Home Language Other Than English. A sheet filled out by parents at the time of registration, assisted by the school secretary or other school personnel helping with registration. Can also be included on the school's registration form.

**LEP** **Categories** –

1= Entering

2= Beginning

3= Developing

4= Expanding

5 or 6= Bridging or Expanding (Fluent - Exited from direct services. Monitor status for 4 years before being exited from all ESL services)

**Structured English Immersion** - a program with the goal of acquisition of the English language enabling an ELL student to succeed in an English-only mainstream classroom. All instruction is in English. Teachers have specialized training in meeting the needs of ELL students, possessing either a Bilingual Education or ESL Endorsement.

**Dual Immersion** -a program whose goal is the acquisition of English and the maintenance of the child's first language. Students who participate in this program receive instruction in English and in their first language from certified, endorsed teachers.

**TELL** -Teaching English Language Learners

**ACCESS 2.0-** Statewide assessment administered to all EL students yearly until they score fluent.

**WIDA Screener**- Screening instrument used to access language proficiency of students new to the district

**W-APT**- WIDA Access Placement Test (kindergarten and 1st semester 1st grade only)

# Process Overview

# (See flowchart on following page)

* **ELL pullout programs cannot be in place of an elective or recess. If the pullout is during English, the student must receive core English instruction. ALS classes for students must teach the specific curriculum for that grade or it will be considered an elective course.**

# The assigned teacher is the individual responsible for differentiating and meeting the needs of all ELL learners. All other programs and resources are merely extensions to that teacher, not a replacement



ALS Identification Flow chart

Parent/Guardian fills out Home Language Survey (HLS)

Home Language Survey is reviewed by trained staff: Principal/ Secretary/ ALS Coordinator

***Stop***

Student is not an ELL

Parent/Guardian indicate a language other than English in the home

**No** - A second language ***is not*** indicated on HLS

Student may be an ELL. English Language Proficiency Screener is administered ***IF*** the student is new to the Country, entering kindergarten, or previous *current* ALS records cannot be obtained.

Yes

Is student proficient in English?

Student does not need EL services

[Parent/Guardian notification of student placement](file:///S:\District%20Share\ESL\ESL\Updated%20ESL%20forms%202018\Parent-Guardian%20notification%20of%20student%20placement) is sent home

Yes

No

Does parent accept services?

LEA must provide alternative services.

No

[ILDP](file:///S:\District%20Share\ESL\ESL\Updated%20ESL%20forms%202018\ILDP%20updated%202018) implemented

[Student monitor forms](file:///S:\District%20Share\ESL\ESL\Updated%20ESL%20forms%202018\ELL%20student%20monitor%20form-new.docx) filled out 2x yearly until English proficiency is attained

Yes

[Refusal of EL services](file:///S:\District%20Share\ESL\ESL\Updated%20ESL%20forms%202018\Refusal%20of%20services.docx) valid for 1 year only. Subsequent years of refusal require a new form for each year. Student is still assessed annually.

Student is placed in English language development program

ELL’s levels 1-3 receive pull-out or push-in services

ELL’s level 4 remain in the classroom. Teacher ensures ELD goals are met. [ILDP](file:///S:\District%20Share\ESL\ESL\Updated%20ESL%20forms%202018\ILDP%20updated%202018) implemented

Student is placed in English language development program

ELL’s level’s 1-3 receive pull-out or push-in services

ELL’s level 4 remain in the classroom. Teacher ensures ELD goals are met.  [ILDP](file:///S:\District%20Share\ESL\ESL\Updated%20ESL%20forms%202018\ILDP%20updated%202018) implemented

Does student receive Special Education Services?

Proceed to annual assessment

No

Yes

ESL services are provided at an alternate time unless ELD services are specifically being met within the students IEP

**OR**

Special Education/ALS team has met, evaluated the student’s language skills and specific accommodations needed and determined the students’ needs are best met through Special Education Services. [***Special Education-ESL Parent /Guardian letter sent home.***](file:///S:\District%20Share\ESL\ESL\Updated%20ESL%20forms%202018\Parent-Guardian%20notification%20of%20student%20placement\Special%20Education%20Placement%20Letter.docx)

EL student takes annual state Language assessment

Does student reach 5-Bridging on language assessment?

Student exits direct ESL services: [monitored](file:///S:\District%20Share\ESL\ESL\Updated%20ESL%20forms%202018\ELL%20student%20monitor%20form-new.docx) for 4 years. [Exit rubric](file:///S:\District%20Share\ESL\ESL\Updated%20ESL%20forms%202018\Rubric%20for%20Exit%20from%20ESL%20services) and [ILDP](file:///S:\District%20Share\ESL\ESL\Updated%20ESL%20forms%202018\ILDP%20updated%202018) required. ILDP updated annually

Yes

Is student continuing to make academic progress?

No

Yes

No

Student continues in EL program

Interventions or [reclassification](file:///S:\District%20Share\ESL\ESL\Updated%20ESL%20forms%202018\English%20Language%20Development%20Program-reinstatement.docx) required

Student no longer receives services and is considered fluent.

End of identification and placement process

**IDENTIFICATION**

The Murray City School District is determined to identify students with a primary or home language other than English. The timeline to do so occurs at registration under the direction of the school secretary and/or personnel helping with registration.

**Procedure:**

The local school is responsible for initially identifying all students with a primary or home language other than English upon their enrollment. Additional questions on the Home Language Survey (HLS) regarding a student’s language exposure and background help ensure ELs are not missed or inaccurate reporting of a student’s English abilities. Upon completion of registration and the HLS form, if the parent/guardian has indicated a language other than English is spoken in the home, the ALS coordinator is notified. This applies only to students registering in Murray City School District for the first time. HLS forms do not need to be completed by those who have indicated another language is spoken in the home if that language is not used to the extent that it would create a language barrier for the student; i.e. in the case of a father or mother who lived, for a time, in a foreign country and speak the language of that country, but seldom if ever use that language in the home. HLS forms do not need to be completed by students transferring within the district. They also do not need to be completed if all HLS information is included on the school's registration form.

After completing the information on the HLS form, the school secretary should send a copy to the school's ALS testing staff. Following the assessment procedure, a copy of the HLS form should be placed in the student's cumulative folder. In the case of a possible LEP student not having completed a HLS, teachers or other school personnel may refer students to the district ALS director, using the Teacher Language Observation Form on page 47 of this handbook, and request assistance in determining the student’s status.

HLS forms are available in English but interpretation can be requested if needed.

## **Home Language Survey**

Online Registration-

Added- Clarification for reason for collection of Home Language information

Added- Purpose

Parents/ Guardians/ Family Members

School Responsibility

**Purpose**

Identifies a student whose home language is not English; and,

Identifies a student who will be tested on the skills of listening, speaking, reading and writing in English because another language is spoke

**Parents/ Guardians/ Family Members**

The English Proficiency test determines if your student needs a language support services program along with the regular…

Your child is entitled to these language support services as a Civil Right

**School Responsibilities**

At registration Utah uses a standard form of the Home Language Survey (HLS) that identifies a student with a language other than English……

Where a non-English language is dominant.

Students must be tested for services within 30 days of registration or within two weeks of entry to school, if during the year

**This information cannot be used for immigration matters or reported to immigration authorities**

Choose a language

Choose a language

Choose a language

Choose a language

What language does your child currently understand or speak?

Which language does your child most frequently speak at home?

Which language do adults in your home most frequently use when speaking with your child?

What language do you prefer for school-to-home information?

# Initial Assessment

The Murray City School District will determine the English proficiency, and linguistic and cultural factors, which may impact the academic performance of PHLOTE students. This will be completed within 30 school days after receiving the initial HLS identification at the beginning of the school or within 14 days during the school year. It will be the responsibility of the local ESL staff to complete.

**Procedure:**

Upon completion of registration and the HLS form, if the parent/guardian has indicated a language other than English is spoken in the home, the ALS coordinator is notified through a potential screening report.

The following steps are then followed:

1. HLS is reviewed on the student’s registration page by trained staff.

2. English Language Proficiency Screener is administered ***IF*** the student is new to the Country, entering kindergarten, or previous *current* ALS records cannot be obtained.

* This test is not meant to determine the student’s overall language proficiency, but merely to make an initial placement assessment of the student’s listening, speaking, reading, writing, and comprehension skills.

3. If student is *not* EL proficient- parent notification of student’s placement level is sent home.

4. If parent/ guardian accepts services than student is placed in an English Language Development program.

Students are assessed within 30 school days after HLS identification using the WIDA Screener.

The annual assessment instrument chosen to evaluate the student's academic English language skills is the WIDA Consortium’s ACCESS for ELLs (ACCESS) assessment. This research-based instrument has been designed specifically to test and provide an English language proficiency level in the areas of speaking, listening, reading, writing and comprehension. The ACCESS classifies students as Entering, Beginning, Developing, Expanding, and Fluent. Students are assessed annually in all modalities until they score as Fluent on the ACCESS. Students are considered LEP if they score as Entering, Beginning, Developing, or Expanding. They then qualify to receive English language services. Students are assessed yearly by trained ESL staff to monitor their English proficiency and academic progress. Students are classified according to the following descriptors:

**LEP Categories -**

**Entering (1) Level:** The student has limited or no understanding of oral or written English, and therefore will be participating by listening. The student may demonstrate comprehension by using a few isolated words or expressions of speech. The student typically draws, copies, or responds verbally in his/her native language to simple commands, statements, and questions. The student may begin to understand language in the realm of basic communication. Reading and writing are significantly below grade level. The student is identified at the 1 level on the ACCESS 2.0.

**Beginning (2) Level:** The student understands and responds to basic social conventions, simple questions, simple directions, and appropriate-level text. In general, the student speaks, reads, and writes using single phrases or sentences with support. The student may begin to use minimal academic vocabulary with support and participate in classroom routines. The student is identified at the 2 level on the ACCESS 2.0.

**Developing (3) Level:** The student understands and speaks conversational and academic English with decreasing hesitancy and difficulty. The student is developing reading comprehension and writing skills with support. The student's English literacy skills allow for demonstration of academic knowledge. The student reads and writes independently for personal and academic purposes, with some persistent errors. The student is identified at the 3 level on the ACCESS 2.0. The student may be monitored using an Individualized Language Development Plan or may receive services.

**Expanding (4) Level:** The student understands and speaks conversational and academic English language. The student demonstrates reading comprehension and writing skills, but may need continued support when engaged in complex academic tasks that require increasingly academic language. The student may be monitored using an Individualized Language Development Plan or may receive services.

**Fluent with Monitoring (F) Level**: The student is identified at the 5 or 6 level on the ACCESS. The student is exited from the ELL program, having achieved fluency, and is monitored for four years after exit. For the purpose of calculating AYP, the student scores are counted in the ELL subgroup for four years after exit. The student no longer receives federal funds. During the four year monitoring period, the school may reevaluate student to change proficiency level as appropriate. At the conclusion of the four years, the F designation is removed.

**W-APT or WIDA Screener Scores to Determine Placement**

Students are tested and assessed in grades kindergarten and 1st grade 1st semester on the W-APT. Students are given scores in reading, writing, speaking, and listening. These individual scores are computed into an overall score. Literacy scores, reading and writing are weighted more heavily than speaking and listening. If a student’s overall score is between 1 and 4, the student will be identified as EL and receive ESL services. Students in grades 1st- 12th who score a level 5 or 6 on the WIDA Screener will be deemed not ELL. First semester Kindergarten students who score a level 5 or 6 on the W-APT will be put on monitor status due to the insufficient data received from Beginning of year ESL testing.

**WIDA Screener Scores to Determine Placement**

Students are tested and assessed in grades 1st grade 2nd semester through 12th grade on the WIDA Screener. Students are given scores in reading, writing, speaking, and listening. These individual scores are computed into an overall score. Literacy scores, reading and writing are weighted more heavily than speaking and listening. If a student’s overall score is between 1 and 4, the student will be identified as EL and receive ESL services.

Since WIDA has not developed a conversion chart for the kindergarten W-APT, the following guidelines (see chart, next page) will be used in identifying EL students in kindergarten and at the beginning of first grade.

|  |  |  |
| --- | --- | --- |
| **Kindergarten W-APT** | | |
| Listening and Speaking | | |
| **Raw Score** | **Conversion** | **Oral Proficiency Score** |
| 0-10 | 1 | Low |
| 11-14 | 2 | Mid |
| 15-18 | 3 | Mid |
| 19-28 | 4 | High |
| 29-30 | 5 | Exceptional |
| Reading Conversion Table | | |
| **Raw Score** | **Conversion** | **Skills Description** |
| 0-2 | 1 | No demonstrated ability |
| 3-5 | 2 | Can match simple pictures to each other |
| 6-10 | 2 | Can recognize letters |
| 11-12 | 3 | Can recognize words |
| 13 | 4 | Can read simple phrases |
| 14-15 | 5 | Can read simple sentences |
| Writing Conversion Table | | |
| **Raw Score** | **Conversion** | **Skills Description** |
| 0-3 | 1 | No ability |
| 4-7 | 2 | Can copy letters |
| 8-11 | 2 | Can complete simple words with initial letter |
| 12-14 | 3 | Can write simple words |
| 15-16 | 4 | Can write simple phrases |
| 17-18 | 5 | Can write simple sentences |

# 

# Parent/Guardian Notification

The Murray City School District will notify parent/guardian of a student's placement in an alternative language program. Letters will be mailed to the student's home or sent home with the student upon determination of a student's eligibility for English language services. This will be done by the local ALS staff.

**Procedure:**

After the W-APT or WIDA Screener has been administered and the student has qualified for English language services, written notification will be sent home informing the parent(s)/guardian. The letter is available in Arabic, Chinese, English, Portuguese, Spanish, and Vietnamese. An ESL staff member will complete the letter and mail or send home with the student. Parents/Guardians are encouraged to contact the school or the ALS Department for answers to any questions. A parent/guardian may refuse EL services. A written notification to the local ALS Department is required annually. A form is available for a parent/guardian to use in this process. This refusal may limit the student from being pulled out for an English Language Development Program, but an ILDP will be put in place and the student will be monitored regularly to ensure the student does not fall behind. The student will continue to receive regular classroom instruction that supports acquisition of the English language. Lessons will be taught using strategies that support ELLs.

Parent/Guardian notification of services forms on pages 48 through 55 of this handbook



**Key to Placement and Required Services for English Language Learners**

|  |  |  |
| --- | --- | --- |
| **WIDA English Language Development Standards** | | **MCSD Required Services** |
| **WIDA Screener LEP Level**  **(Placement test is an interim level until WIDA Access is given)** | **Brief Description** | **Required Services** |
| **Level 1** | Entering: Limited to no understanding of English. Pictorial or graphic representation of the language of content areas. | All grades  1 period a day of English Language Development or;  25-30 minutes daily of para pull-out services  WIDA tested annually |
| **Level 2** | Emerging: Identifies common school language and basic instructions. Follows simple directions. General language related to the content areas. | All grades  1 period a day of English Language Development or;  25-30 minutes daily of para pull-out services  WIDA tested annually |
| **Level 3** | Developing: Understands and uses more abstract, academic, and formal language and literacy skill. General and some specific language of the content areas. | All grades  1 period a day of English Language Development or;  25-30 minutes daily of para pull-out services  WIDA tested annually |
| **Level 4** | Expanding: Specific and some technical language of the content areas. Can understand more complex concepts. Approaching grade level proficiency | All grades  Assigned classroom teacher has the primary responsibility for the EL student and ensuring continued academic success.  Class period or 30 minute para pull-out may be an option  ILDP required  WIDA tested annually |
| **Level 5/6** | Near or on level with non-EL peers in speech, listening, reading, and writing in grade level content. | All grades  Student is exited from direct EL services  ILDP required annually  Exit Rubric required  Monitor documentation for four years |
| **O** | Opted-Out/ Refusal:  See documentation, ILDP and testing requirements on pages 23, 32,33 of ALS handbook | All grades  No direct services  ILDP annually until proficient on WIDA Access  Monitoring documentation required  WIDA tested annually until proficient on assessment |
| **N** | Deemed not EL- Based on HLS and/or student testing fluent or parent indicated that student is English only | Student is served in mainstream classroom and is not considered an English Learner |
|  | | |

**Parental Right to Refuse Alternative Language Services**

**Guidance Document**

Refusal of English Language Development (ELD) programs and/or services indicates an ***informed, voluntary* *decision* by** the parent to not have the child placed in any separate, specialized ALS service or instructional program. A “waiver” indicates a desire by the parent to waive the child from participation in all or some of the English Language Development programs or services offered by the school.

This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction.

***LEAs, Administration, faculty or staff may not recommend that a parent opt a child out of EL programs or services for any reason.***

***LEAs must:***

* inform parents within 30 days of the beginning of the school year or 14 calendar days within the school year of their child’s EL identified status in the parents’ preferred language
* describe in sufficient detail to the parents the ALS program recommended for their child and the advantages to their child in terms of English Language Acquisition and academic success
* inform parents of their right to decline ALS programs or services in whole or in part, and supply the parents with the state-required Refusal of English Language Services Parental Waiver Form
* ensure that parents do not opt their children out of any ALS programs or services based on schedule conflicts with other programs (such as special education programs)
* annually test opt-out ELs with the state-required WIDA ACCESS for ELs 2.0 test until the student attains English proficiency by meeting the state exit criteria and is reclassified non-EL status
* maintain the student’s EL status on all reporting even though the student’s parents declined services
* Provide English Language Development instruction within the general education content area instruction to meet the needs of the opt-out EL student.
* Notify parents if their child is struggling in general education classes and recommend the ALS program and services again.
* Present the ALS reinstatement form to parents who wish to opt their child back into the school’s ALS programs and services.

# 

# Refusal of ALS Services Procedure

# This procedure must be followed for all EL students who are opting out of direct ALS services

1. The building principal, vice principal, ALS director or coordinator arranges a conference with the parents and grade level teacher.
2. *The benefits of ALS are discussed:*
   * The classroom teacher is certified by the state and helps EL students acquire English in the areas of listening, speaking, reading and writing.
   * The home culture is appreciated, and the U.S. culture is explained.
   * Students are placed in ALS classes and/or provided services that best match their knowledge of English.
   * Students attend grade level/content and ALS classes that help to ensure they reach the academic standards for grade promotion and graduation.
   * Academic status is constantly reviewed by the ALS staff and classroom teachers.
   * The school work may be adapted to help the students understand both concepts, ideas, processes, and products presented in English.
3. The ILDP is discussed, if one has been completed, and a copy is attached to the Refusal Form.
4. File one copy of the signed Refusal of ALS Service and ILDP in the student's file.
5. Send a copy of the Refusal Form to the ALS Coordinator
6. The above procedure is followed annually until the child is Fully English Proficient (FEP).
7. Parents and Faculty sign Refusal of ALS Service Form (page 51 of this handbook)

# 

# Program Placement Models

The Murray City School District will ensure that all LEP students will be placed in an educational program, which will best meet his/her language and content area needs. This will be provided following identification, assessment and parent notification. The local principal will work with the school ESL staff to ensure this happens.

**Murray City School District ALS Model**

The District has selected an ALS Education Model that includes group and/or individualized instruction with specifically designed methodology for the acquisition of English. The goal of the program is to maintain appropriate language proficiency and academic achievement. All subjects, including literacy, are taught in English. Where possible, a certificated, ESL endorsed teacher will provide direct services to all LEP students in active status. The ALS teacher(s) in a school will also provide support, as needed, to other teachers interacting with the LEP students.

School time allotted for the English language program will vary with each LEP student's needs. In most cases, a student with ''No English Proficiency" will be instructed a minimum of 30 minutes each school day, and a student who is fluent in English will not be assisted unless he/she is referred for help in a specific curricular area. In addition to the direct instruction, all elementary students receive targeted literacy instruction. Limited students may also be enrolled in a program with a Para educator provided at each elementary school. Secondary students will be placed in ESL classes specific to their language acquisition needs. Some secondary schools are also providing transition classes for students before they go back to the regular classroom setting. New teachers are also participating in the district's Entry Years Enhancement program and are encouraged to enroll in ESL endorsement classes if they are not currently endorsed.

Recognizing the diversity that exists among the school populations throughout the District, the ALS Department supports the development and continuation of a site-based service plan for ESL education at individual schools.

**ELEMENTARY**

One of the following modes, or a combination of component parts, will be used to provide LEP students with the best possible instruction to meet their individual needs in learning English and in the content areas.

* **Model A - A school-wide ALS program**

This alternative language program will have a minimum of one (1) licensed, ESL endorsed teacher for each grade level. LEP students will be assigned to the appropriate grade level in a licensed, ESL endorsed teacher's classroom for direct ESL services.

* **Model B – An elementary ALS Para-educator program**

This alternative language program will have trained para-educators who work with individuals and small groups as an additional support for the regular program. This instruction may be provided in the licensed, ESL endorsed teacher's classroom or on a pullout basis based on the age, fluency level, and individual needs of the LEP student.

**DUAL IMMERSION *I* HORIZON ELEMENTARY ONLY**

Selected LEP student will receive direct ESL services through placement in a classroom with a licensed, ELS endorsed teacher in the Dual Immersion program. A licensed ESL/Bilingual endorsed teacher will provide direct instruction in Spanish language acquisition for students enrolled in the Dual Immersion program. Students in the dual immersion program receive half of their instruction in English and half in Spanish.

**ESL CLASSES *I* SECONDARY**

## Secondary schools offer direct services to LEP students in ESL classrooms where LEP students learn English.

**INDIVIDUALIZED LANGUAGE DEVELOPMENT PLAN**

Elementary and secondary schools with ten (10) or fewer LEP students or students whose parents have refused direct services may provide services by implementing an Individualized Language Development Plan (ILDP) developed to provide appropriate English language acquisition and maintain academic achievement. The ILDP is also used as a monitoring form for students who have scored as "Fluent" on the ACCESS test but have not yet passed the state's LA SAGE assessment. The ILDP is filled out by the student's regular classroom teacher and is based on current methods and strategies selected to guide the individual child's language acquisition and academic achievement. The ILDP will specify objectives and methods the teacher will implement to assist the LEP student to overcome language acquisition barriers and academic deficiencies. The ILDP will be developed, reviewed, and revised annually.

The ESL teacher(s) will provide advice and assistance on appropriate strategies, methods, materials, assessments, and other services to teachers of LEP students who are served through an ILDP.

The State Core Curriculum defines the skills the students should be taught at each grade level. The curriculum goals are the same for the LEP students as for the non-LEP students, but the instruction is modified to meet their individual needs. LEP students must have materials and supplies to ensure that they are achieving academic skills at their own level.

**ADDITIONAL PROGRAMS AVAILABLE TO LEP STUDENTS**

In addition to ESL education programs, LEP and former LEP students may participate in other school and district programs for which they meet the program specific criteria. These include gifted education, special education, Title l, and other available programs.

**Individualized Language Development Plan – ILDP Elementary**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | | | | **Date:** | | | | | |
| **Teacher:** | | | | | | | | **School:** | | | | | |
| **ESL Endorsed: Yes NO** | | | | | | | | **District: Murray City School District** | | | | | |
| ***English Language Proficiency Level:*** | | | |  | **1= entering, 2=beginning, 3= developing (+ ILDP if not receiving pullout services),**  **4= expanding +ILDP** | | | | | | | | |
| ***WIDA Access Overall Scale Score (100-***  ***600)*** | | | |  | **5-6=monitored ILDP + *monitor form 2x / year for 4 yrs.*** | | | | | | | | |
| **English Proficiency level per Domain** | | | | | | | | | | | | | |
| ***Speaking*** | | ***Listening*** |  | ***Reading*** |  | ***Writing*** |  | ***Oral***  ***Language*** |  | ***Literacy*** |  | ***Comp -***  ***rehension*** |  |
| ***Services:*** | | | | | | | | * ***Federal law requires that teachers of second language students provide accommodations and modifications to enable students to succeed in the classroom. The assigned teacher has the primary responsibility for ELL students. Paras and programs are supplemental to the teacher.*** * ***Teacher/ Parent and student must set goals together to ensure continued progress toward grade level content standards*** | | | | | |
| **1a- What supports will be *used* to help my student maintain progress?** | | | | | | | |
| **x** | Teacher Differentiation & Accommodations (\*required) | | | | | | |
|  | Teacher uses SIOP strategies | | | | | | |
|  | Imagine Learning | | | | | | |
|  | Other: Language is being serviced through IEP Goals | | | | | | |
|  | Other: | | | | | | |
| **1b- What supports will be *available* to student to accomplish learning tasks**  **appropriate to grade level content standards?** | | | | | | | |
| 1 |  | | | | | | |
| 2 |  | | | | | | |
| 3 |  | | | | | | |
| **2** | **Language Goals** | | | ***These goals must be specific to this student and not generic or general instruction already received.*** | | | | | | | | | |
| **Goal** | | | | | | | **Strategy** | | | | | | |
| Reading: | | | | | | |  | | | | | | |
| Writing: | | | | | | |  | | | | | | |
| Speaking: | | | | | | |  | | | | | | |
| Listening: | | | | | | |  | | | | | | |
| Vocabulary: | | | | | | |  | | | | | | |
| ***ACCOMMODATIONS:*** For a student to receive an accommodation on state testing, those same accommodations must have been implemented during the  school year. Please check the accommodations required to enable the above student to access his/her education. These are not all inclusive. | | | | | | | | | | | | | |
| **Assessment** | | **Check all that apply** | | | | | **Instruction** | | **Check all that apply** | | | | |
| **1** | Give Tests Orally | | | | | | **1** | Give instructions/directions in writing and orally | | | | | |
| **2** | Give Instructions/directions in writing and orally | | | | | | **2** | Highlight key vocabulary | | | | | |
| **3** | Allow use of bilingual dictionary | | | | | | **3** | For each questions, indicate page number in textbook where answer is found | | | | | |
| **4** | Provide summaries of text or study guides of particular chapters | | | | | | **4** | Rephrase questions, direction, and explanations | | | | | |
| **5** | Other: | | | | | | **5** | Other: | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Accommodations continued from previous page** | | | | |
| **Class Work/Homework** | | **Check all that apply** | **Class Work/Homework (cont.)** | |
| **1** | Assign a peer tutor (same language or English) | | **12** | Provide hands-on activities and explanations |
| **2** | Shorten reading assignments | | **13** | Allow extended time to answer questions, and permit drawing, as an option. |
| **3** | Highlight key vocabulary | | **14** | Accept participation at any level |
| **4** | Reduce amount of work required | | **15** | Use of translation dictionaries to locate words in native language |
| **5** | Use group projects rather than individual work | | **16** | Use Graphic organizers |
| **6** | Provide study guides, outlines, or word banks | | **17** | Use visuals/pictures throughout lesson, unit/ assignment |
| **7** | Allow extended time for assignment | | **18** | Keep portfolio of work as a form of assignment |
| **8** | project completion | | **19** | Other: |
| **9** | Use books on tape/CD | |
| **10** | Use reduced text, so that print is not dense | |
| **11** | Adapt homework to reflect language proficiency | |
|  | | | | |
| Principal Signature: | | | | |
| Teacher Signature: | | | | |
| ALS staff Signature: | | | | |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | | | | **Date:** | | | | | |
| **Teacher:** | | | | | | | | **School:** | | | | | |
| **ESL Endorsed: Yes NO** | | | | | | | | **District: Murray City School District** | | | | | |
| ***English Language Proficiency Level:*** | | | |  | **1= entering, 2=beginning, 3= developing (+ ILDP if not receiving pullout services),**  **4= expanding +ILDP** | | | | | | | | |
| ***WIDA Access Overall Scale Score (100-***  ***600)*** | | | |  | **5-6=monitored ILDP + *monitor form 2x / year for 4 yrs.*** | | | | | | | | |
| **English Proficiency level per Domain** | | | | | | | | | | | | | |
| ***Speaking*** | | ***Listening*** |  | ***Reading*** |  | ***Writing*** |  | ***Oral***  ***Language*** |  | ***Literacy*** |  | ***Comp -***  ***rehension*** |  |
| **Services:** | | | | | | | | * ***Federal law requires that teachers of second language students provide accommodations and modifications to enable students to succeed in the classroom. The assigned teacher has the primary responsibility for ELL students. Paras and programs are supplemental to the teacher.*** * ***Teacher/ Parent and student must set goals together to ensure continued progress toward grade level content standards*** | | | | | |
| **1a- What supports will be *used* to help my student maintain progress?** | | | | | | | |
| **x** | Teacher Differentiation & Accommodations (\*required) | | | | | | |
|  | Teacher uses SIOP strategies | | | | | | |
|  | Imagine Learning | | | | | | |
|  | Other: Language is being serviced through IEP Goals | | | | | | |
|  | Other: | | | | | | |
| **1b- What supports will be *available* to student to accomplish learning tasks**  **appropriate to grade level content standards?** | | | | | | | |
| 1 |  | | | | | | |
| 2 |  | | | | | | |
| 3 |  | | | | | | |
| **2** | **Language Goals** | | | ***These goals must be specific to this student and not generic or general instruction already received.*** | | | | | | | | | |
| **Goal** | | | | | | | **Strategy** | | | | | | |
| Reading: | | | | | | |  | | | | | | |
| Writing: | | | | | | |  | | | | | | |
| Speaking: | | | | | | |  | | | | | | |
| Listening: | | | | | | |  | | | | | | |
| Vocabulary: | | | | | | |  | | | | | | |
| ***ACCOMMODATIONS:*** For a student to receive an accommodation on state testing, those same accommodations must have been implemented during the  school year. Please check the accommodations required to enable the above student to access his/her education. These are not all inclusive. | | | | | | | | | | | | | |
| **Assessment** | | **check all that apply** | | | | | **Instruction** | | **Check all that apply** | | | | |
| **1** | Give Tests Orally | | | | | | **1** | Give instructions/directions in writing and orally | | | | | |
| **2** | Give Instructions/directions in writing and orally | | | | | | **2** | Highlight key vocabulary | | | | | |
| **3** | Allow use of bilingual dictionary | | | | | | **3** | For each questions, indicate page number in textbook where answer  is found | | | | | |
| **4** | Provide summaries of text or study guides of particular chapters | | | | | | **4** | Rephrase questions, direction, and explanations | | | | | |
| **5** | Other: | | | | | | **5** | Other: | | | | | |

**Individualized Language Development Plan – ILDP Secondary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Accommodations continued from previous page** | | | | |
| **Class Work/Homework** | | **Check all that apply** | **Class Work/Homework (cont.)** | |
| **1** | Assign a peer tutor (same language or English) | | **12** | Provide hands-on activities and explanations |
| **2** | Shorten reading assignments | | **13** | Allow extended time to answer questions, and permit drawing, as an option. |
| **3** | Highlight key vocabulary | | **14** | Accept participation at any level |
| **4** | Reduce amount of work required | | **15** | Use of translation dictionaries to locate words in native language |
| **5** | Use group projects rather than individual work | | **16** | Use Graphic organizers |
| **6** | Provide study guides, outlines, or word banks | | **17** | Use visuals/pictures throughout lesson, unit/ assignment |
| **7** | Allow extended time for assignment | | **18** | Keep portfolio of work as a form of assignment |
| **8** | project completion | | **19** | Other: |
| **9** | Use books on tape/CD | |
| **10** | Use reduced text, so that print is not dense | |
| **11** | Adapt homework to reflect language proficiency | |
| **For Secondary Monitor Students** | | | | |
| **3** | **What goals or interests does your student have for College or Career?** | | | |
|  | | | | |
| **Additional education opportunities** | | | | |
| **3a** | **In what opportunities has your student already participated?** (E.g. college bound classes, music, art, enrichment, extracurricular activities) | | | |
|  | | | | |
| **Parent/Guardian Signature:** | | | | |
| **School Team Designee:** | | | | |
| **ALS staff Signature:** | | | | |

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# Special Education and ALS

The Murray City School District will ensure that ethnically and linguistically diverse students are appropriately identified and served in Special Education programs. This will be an ongoing process under the direction of school staff.

**Procedures:**

Determining whether or not an LEP student's difficulties in the classroom are the result of a disability or resultant from challenges typical of second language acquisition or other factors is not an easy determination to make. These guidelines are intended to provide direction in the use of appropriate tools and procedures to eliminate possible factors and determine other causal factors for a student's disability. We have a responsibility to locate and serve students with disabilities and at the same time provide accurate assessments which would not incorrectly classify a student as disabled whose difficulties are the result of factors associated with second language acquisition, previous schooling, primary language literacy, or cultural differences.

The Special Education referral process for LEP students is the same as that for native English speakers with the following exceptions:

1. **Pre-referral Interventions and Data Collection:**
   1. ACCESS administered within the last year by ESL staff: Information is available in the cumulative folder.
2. Home Language Survey (HLS) conducted by ALS staff. Information is available in the cumulative folder.
3. Special Education Parent Survey.

4. Follow-up on any medical conditions, i.e., hearing, vision, etc.

5. Review of any existing records, i.e., grades, tests, etc.

1. Inclusion in an ALS program.
2. Collaboration with ALS personnel
3. Implementation of instructional strategies and modifications for an appropriate length of time including parent involvement and follow-up at home.
4. Observations in ALS and non-ALS settings.
5. Work samples comparing similar and dissimilar students.
6. **Referral**

Referral procedures would be followed as with any other student referred, i.e., referral completed with Initial Problem Solving Form and interventions documented, reviewed by school support team and/or district ELL support team and appropriate action determined.

1. **Assessment**
   1. Notice of and Consent for Evaluation provided to parent in native language, if possible.
   2. Disclaimers
   3. Medical, Vision, and Hearing
   4. Developmental: Information for Parent Survey
   5. Instructional: History of school attendance, success or failure, success of siblings, involvement in alternative or special programs.
   6. Environmental: Socio-economic status, number of moves, number of schools attended.
   7. Behavioral/Emotional: Observations and instruments as with non-LEP students.
   8. Assessment of Linguistic Proficiency:

The District will be looking into appropriate testing tools, such as the Woodcock Language Proficiency Battery in English and Spanish to establish CALP levels in both languages. Bilingual Verbal Abilities Test (BVAT), or the Woodcock-Munoz Language Survey (WMLS), and for younger students the Expressive One Word Picture Vocabulary Test-4 (EOWPVT-4) Spanish-Bilingual, and Expressive Vocabulary Test-2 (EVT-2) English and Spanish are helpful. Currently results of the W-APT and ACCESS will be used in assessing proficiency.

* 1. Speech and Language:

Assessment should be administered by a clinician qualified in bilingual assessment.

1. Articulation must be tested in the student's native language.
2. Language Deficiency should not be tested unless the student has had at least two full years in school, and is not showing improvement in the yearly ACCESS testing conducted by ESL staff. In rare situations, the student may be tested with less than two full years if obvious circumstances exist. This information is found in the red ALS folder in the student's cumulative folder.
   1. Intellectual Assessment:

Selection of instruments to measure intellectual ability should be based on CALP level of the student in his/her primary and secondary languages. Nonverbal IQ assessments will be default.

* 1. Adaptive Behavior:

For ID qualification the Adaptive Behavior Assessment Systems (ABAS-2) is currently used in English and Spanish.

**IV. IEP Process**

Follow procedures as outlined in the State Special Education Rules. In addition, qualified translators and personnel knowledgeable in information to be communicated should be in attendance at the IEP meetings. Forms should be provided in the parent's primary language, if possible. Caution should also be taken with regards to confidentiality when using interpreters.

Testing in Spanish should be referred to a qualified bilingual examiner or administered as per standardized procedures outlined by the manufacturer. English testing will be done by qualified personnel.

Students with obvious special needs can be referred at any time.

# Transition to Monitor Status

**GUIDANCE DOCUMENT**

* Exit from direct ALS services- monitor status
* Exit from ALS- Closing Record
* ALS Reclassification
* LEAs must document that an EL has demonstrated English proficiency using WIDA Access 2.0 – an ELP assessment that tests all four language domains.
* LEAs must monitor an ELs' progress toward established benchmarks for expected growth in ELP and the grade-level content areas. Assistance must be provided for students who are not making timely progress towards those goals.
* Additional objective criteria related to English proficiency to decide if an EL who scores proficient on the ELP assessment is ready to exit EL services. However, these additional criteria may not substitute for a proficient score on a valid and reliable ELP assessment.
* Students exiting from EL status must be monitored for at least four years, to ensure that:

1. They have not been prematurely exited;
2. Any academic deficits incurred as a result of participating in the EL program have been remedied;
3. They are meaningfully participating in the standard curriculum of instruction comparable to their never- EL peers.

* After students have exited an EL program, LEAs must monitor their academic progress for at least four years. If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, LEAs should re-test the student’s ELP with a valid, reliable, and grade-appropriate ELP test to see if the student must be offered additional language assistance services.
* If the student is reentered into EL services, the LEA should document the reasons why and the parent's consent to reentry.
* All ELs, including those who have opted out of EL programs and services, must be monitored for progress in achieving ELP and acquiring content knowledge.
* Students who are identified as ELs but have opted-out of direct services must be **tested** annually using the WIDA Access 2.0 assessment until they test ELP.
* Students who are identified as ELs but have opted-out of direct ALS services must be **monitored** until they test ELP on the WIDA Access 2.0 annual test.

The Murray City School District will modify an LEP student's classification from active/direct services to monitor status when specific criteria have been achieved. Monitoring status will continue for Four years. It is the responsibility of the local ESL staff to monitor all qualifying students.

A change of status (active to monitor, and monitor to exit) will be marked and dated on the district monitor/exit form, entered in the district database and maintained in the student ESL folder within the student's cumulative folder.

# Exit from direct ALS services

# Criteria for exit:

1. Each identified LEP student will be tested once each year using the ACCESS 2.0 assessment.
2. Students receive a composite score of 5 on the assessment
3. Exit rubric is completed showing sufficient data to support exiting from direct ALS services
4. LEP students will then be re-classified as Fluent and begin the monitor process.

**Monitor Procedure:**

1. Teacher/ student/parent conference is initiated to discuss the necessary support for the student's ability to make continuous progress
2. Complete ILDP with parent input.
3. The student is monitored twice annually for four years. Classroom teachers of elementary students and English teachers at the secondary level will complete the Monitoring Report twice yearly
4. If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need
5. The student will be referred to a school team where all options will be considered including re-testing ELP level and returning to direct services
6. Parent communication is initiated to make parent/guardian aware of the student’s grades, monitor report, and teacher concern.
7. With parent consent, students ELP level will be re-tested with a valid, reliable, and grade-appropriate ELP test to see if the student must be offered additional language assistance services.
8. It is the responsibility of the local ALS staff to monitor all qualifying students and maintain appropriate paperwork showing continued progress

**Completion of ELP four year monitoring period- Closing ALS Record**

1. Parent/ guardian notification letter of exit from ALS program- Closing ALS record
2. Completion of four-year monitor sticker on the front of the red file
3. File must be archived for four years after closing of record

# Reclassification Procedure:

If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need:

1. The student will be referred to a school team where all options will be considered including re-testing ELP level and returning to direct services
2. School team will initiate Parent/ Guardian communication and make parent/guardian aware of the student’s grades, monitor report and teacher concern.
3. With parent consent, students ELP level will be re-tested with a valid, reliable, and grade-appropriate ELP test to see if the student must be offered additional language assistance services.
4. ALS staff will communicate test results with parent/guardian and school team
5. If Parent/ Guardian would like their student back in direct services a Parent/Guardian Reinstatement Request Form will be completed
6. All documentation regarding students ELP level and reasons for concern will be kept in ALS file.

**Required documentation in Monitor student’s file:**

**To be updated annually for four years**

1. Parent/Guardian notification of letter with initial screener data for entrance into direct services;
2. Exit Rubric with written recommendations for continuous support for English Learners who have exited direct ALS services
3. Parent/Guardian notification of exit from direct ALS services
4. Individualized Language Development Plan (ILDP) updated annually;
5. All assessment data which includes the Individual student report for longitudinal data and yearly goals for growth in ELP as well as end of level academic reports in ELA, Mathematics, and Science;
6. Monitoring data that includes both grade reports and annual proficiency on academic content assessments as well as any interim progress reports or parent notifications that are updated annually for four years;
7. Copy of parent/guardian refusal of services (if applicable)
8. Parent/ guardian notification letter of exit from ALS program- Closing ALS record

# ALS Student Folder Required Documentation

An ALS folder will be maintained for each student who qualifies for ESL services. All ESL information will be kept in a folder within the student's cumulative folder. The following information will be kept in the student's ESL folder:

* Copy of HLS form
* Parent Notification Letter with the initial WIDA Screener data for entrance into services;
* Yearly parent notification of continued services with most current WIDA Access score
* Current year and previous years Individual WIDA Access Test results
* All assessment data which includes the Individual Student Report for longitudinal data and yearly goals for growth in ELP as well as end of level academic reports in English, Mathematics, and Science;
* Copy of standard parent refusal of services (if applicable);
* Copy of parent notification of exit from direct EL services with an amended individualized instruction plan;
* Monitoring data including grade reports, annual proficiency scores on academic content assessments as well as interim progress reports or parent notifications that are updated annually for four years; and,
* The exit rubric with written recommendations for continuous support for academic achievement.
* All Reclassification documentation ( if applicable)
* Closing of ALS record at the end of the four year monitoring period
* Any other information pertaining to ALS

***This folder needs to be archived for FOUR years after student has exited the ESL program****.*

# 

# ALS Guide for Regular Education Teachers

Adapted from:

Utah State Office of Education ELL Strategies and Resources

Bloomington [Minnesota] School District ESL Guide

<http://www.bloomington.k12.mn.us/departments/student_services/esl/strategies/modific.html>

The following suggestions have been adapted and condensed from the two web sites listed above. Please visit these and other related sites for more information on teaching Limited English Proficiency (LEP) students in the mainstream classroom. Note that the preferred usage is ESL for the class and LEP for the student, though many sources still use ESL for both.

General

Modifying instruction and assessment is critical to LEP students' success. However, modifying instruction doesn't necessarily mean creating a second lesson plan or curriculum; it's more a question of changing some of the ways you do things. Most of your native English-speaking students can benefit from modifications as well. You will probably have to change very little about your lessons to make them accessible to the LEP students in your class. Don't think of the modifications as something that will slow you down or hold back other students. Instead look on them as an opportunity to enrich your work and make it comprehensible to the whole class. And modifying class work or homework tasks to fit LEP students' capabilities doesn't mean expecting less from them. It just means giving them realistic tasks to complete that increase their chances for success.

**Instruction/Homework-20 Simple Strategies that Work!**

1. Simplify the language of instruction, not the concept being taught. Use simple sentence structure and high frequency words. Avoid complex sentences, passive tense, and negative phrasing in questions such as "except" and "which answer is not...?"
2. Give LEP students less to do than the mainstream students. For example, if an assignment is to complete 10 tasks, only assign the LEP students five.
3. Give simple instructions.
4. Present ideas in step-by-step form wherever possible.
5. Encourage students to participate in class.
6. Provide extra practice opportunities.
7. Simplify complex questions.
8. Include a visual when giving directions.
9. Repeat, reword, and clarify often.
10. Use gestures.
11. Ask about their cultures and have them be the "experts" on something (although be careful not to put reticent students “on the spot").
12. Be patient and understanding of their language needs. Remember that LEP students may not have previous experience learning concepts being taught in our school system. Many concepts may be completely new to them or different from what they have experienced in their own cultures.
13. Concentrate on teaching key aspects of a topic. Eliminate nonessential information. Content area texts are generally too dense for LEP students to comprehend.
14. Present content area vocabulary and concepts using real objects, pictures, and hands-on activities.
15. Provide students with a list of key vocabulary words from a chapter. They can find the words in bilingual dictionaries.
16. Directly teach learning strategies. Show students how to organize information, how to determine the main idea and supporting details in a story, and how to sequence and summarize the story events.
17. If the reading level is too complex, have students look at visuals in the text and think about the pictures. Students can write about what they see in the pictures using English or their native language. A bilingual dictionary can be used to help students write words for the things they see in the pictures.
18. Use cooperative learning groups within the content area classroom. This allows LEP students to be active members of the group.
19. Have an ESL "buddy" talk to his/her partner about the pictures in the chapter and point out key vocabulary.
20. Select an illustrated paragraph that is an important part of the chapter. Have the students read the section several times with the support of the ESL buddy. The students can look up new words in the dictionary and write the meanings. They can copy the paragraph into their notebooks. The ESL buddy can check for comprehension by asking "yes/no" questions and questions requiring a one-word answer.

Assessment

* + Assess LEP students on their effort to understand the content area material at their current level of language ability. Are students trying to participate in class? Are they making progress?
  + Remember that for LEP students, mainstream assessments test students' language ability. The tests do not necessarily show the students' true knowledge and comprehension of the topic being assessed.
  + Standardized tests or even teacher-created tests can’t always measure LEP students' progress accurately or authentically. Instead, assess LEP students by what they can do at any point in time, keeping in mind what they could not do earlier. Have they shown progress? Have they sincerely made an effort to learn? Have they demonstrated their learning?
  + Generally, you will want to give LEP students objective tests, such as matching and multiple choice, with simplified instructions and fewer questions than the regular test. They will usually need more time to complete the tests.
  + You may want to start an ESL folder, in which you keep modified tests and assignments that may be used from year to year.
  + See the ESLP Modifications sheet for more on test modifications.

**Individual Student Score Notes for** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (student name)

**Purpose:** This document is intended to support educators as they prepare to discuss \_\_\_\_\_\_Access scores for ELL’s 2.0 score reports with students and their parent/guardian. To support meaningful communication with families of language learners, we encourage planning in advance for assistance with scheduling an interpreter.

Here are some important things to share and discuss regarding your student’s English language development:

|  |  |
| --- | --- |
| **Linguistic Strengths** | **What can the student do in English and in other languages?** |
| Observed in school |  |
| Test scores tell us |  |

|  |  |
| --- | --- |
| **Areas of focus** | **What aspects of language is the student still working to develop?** |
| Observed in school |  |
| Test scores tell us |  |
| What I am doing/will do to support these areas in school |  |
| What parent/ guardian / family members are doing/can do to support the student outside of school |  |

**Talking points for conversations with Student’s, Parent/Guardian, Families**

|  |
| --- |
| **Information to share** |
| * Define what it means to be an English Learner. Go over the student’s Linguistic strengths, areas of focus, and test scores * Explain the goals of the language support program * Discuss the purpose of the Access for ELLs 2.0 * Describe how you and other educators use the score * List scores needed to exit the program and additional criteria |
| **Questions to ask** |
| * How does the student use language outside of school? * What support do you think would help you/your child the most? * Do you have any questions about Access for ELLs 2.0 or its scores |
| **Notes from our conversation** |

# Job Description- To be revised and updated. New copy will be placed in plan upon completion of revision.

Class Title: Teaching Assistant III/Para-educator Class Code: 415-b

Division: Instruction Effective Date: 7/02

Department: Teaching Support Last Revised: 07/10

Job Summary

Identifies and works with Limited English Proficient (LEP) students to learn English communication skills in speaking, listening, reading and writing. Correlates at least monthly with the student’s classroom teacher to discuss appropriate teaching/learning interventions, ESOL activities and student needs/progress.

SUPERVISION

Works under the close to general supervision of the school principal and/or assigned licensed educator.

ESSENTIAL FUNCTIONS (Performs Some or All of the Following)

* Administers and scores Placement and English Language Proficiency tests.
* Monitors exited student performance through contact with content/classroom teacher.
* Maintains and updates student ESL files
* Teaches students in both small groups and individually, as directed by supervisor.
* Works with students to acquire English proficiency, as directed by supervisor.
* Under the direction of the supervisor, helps arrange and organize instructional materials and resources for classroom activities.
* Provides an appropriate communication link between the school and the families of LEP students.
* Participates in district and school in-service training programs.
* Monitors ESL students prior to exiting.
* Performs related duties as required.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

* **LANGUAGE SKILLS:** Ability to read, comprehend and write instructions and correspondence in English. Ability to effectively present information in both one-on-one and small group instructional patterns.
* **REASONING ABILITY:** Ability to apply common sense understanding and to carry out detailed, but uninvolved written or oral instructions. Ability to deal with problems.
* **OTHER SKILLS AND ABILITIES:** Ability to operate a computer and related software. Ability to speak, read, comprehend and write English with acceptable fluency. Ability to develop effective working relationships with students, staff and the school community—including parents. Ability to communicate clearly and concisely, both orally and in writing.
* **DECISION MAKING:** Requires some decision making skills. Disciplinary discretion regarding academic assignments given students. Some decision making skills when supervising small groups of students and in classroom settings.
* **INTERACTION WITH OTHER PEOPLE:** Has usual routine and cooperative contact with students, teachers, principals and parents. However, some interactions require a degree of skill in conflict management.
* **WORKING CONDITIONS:** Work is subject to frequent interruptions and noise. Work is subject to minimal hazards.
* **PHYSICAL DEMANDS:** Incumbent is regularly required to stand, talk and listen. Frequently required to walk and sit. Must frequently lift and/or move up to 30 pounds. Specific vision abilities required by this job include close vision to read typed materials and good peripheral vision to supervise students.

MINIMUM EXPERIENCE REQUIREMENTS:

**One year prior experience** in working as an ESL tutor or teacher is preferred. Applicants must have good references as to interpersonal relations, work habits, trustworthiness and attitudes—especially regarding diverse populations.

*Note: Job starts at lane 7 step 1 on the classified salary scale. Those with a Bachelor’s Degree OR 8 years similar experience begins on step 3.*

# Refugee Information and Resources

A refugee is a person who is outside his/her country and is unable or unwilling to return to that country because of a well-founded fear that she/he will be persecuted because of race, religion, nationality, political opinion or membership in a particular social group.

In the Federal Fiscal Year 2009, the most common refugee populations resettled by the U.S. included the following:

**Bhutanese**

Beginning in the 1890's, Nepali-speaking people were brought to southern Bhutan to create farmlands to provide food for the rest of the country. In the 1980's, the government began to enact oppressive integration policies toward these Nepali-speaking Bhutanese, who were tortured if they opposed the regime. Beginning in 1990, thousands of Nepali-speaking Bhutanese were forced to flee to refugee camps in neighboring Nepal, where many have lived for the past 15 to 20 years. As of 2008, many of these refugees have found a new home in the U.S.

**Burmese**

Located in Southeast Asia, Burma is one of the poorest countries in the world. For the past five decades, Burma has been in the midst of a political and armed conflict, which has forced millions of Burmese to flee their homeland. Many of those who have fled are ethnic minorities, including the Karen, Karenni, and Chin. Hundreds of thousands of these refugees have settled in refugee camps in Thailand and Malaysia and some are now being resettled in the U.S.

**Burundians**

Civil war erupted in Burundi, a small East African nation, during the mid-twentieth century when it gained independence from Belgium. In 1972, hundreds of thousands of Burundians, primarily of Hutu ethnicity, were killed as the result of a campaign of violence by the Tutsi-dominated government. Thousands more fled to refugee camps in Tanzania and other neighboring countries. Many of the Burundian refugees currently being resettled in the U.S. have lived in these refugee camps in Tanzania since 1972, while others have lived in the camps since events in the 1990s.

**Iraqis**

Violence triggered by the war in Iraq has prompted one of the fastest-growing refugee crises in the world. Over the past few years, millions of Iraqis have fled to neighboring countries like Jordan and Syria to escape the fighting. Now many Iraqis are being resettled in the U.S.

**Somalis**

Civil war and clan warfare erupted in Somalia in 1991, which resulted in the collapse of the Somali government. The country was left in anarchy and the economic and education systems were devastated. Many Somalis fled their country at that time, only to spend many years in refugee camps in neighboring countries. Since 1991, it is estimated that over 100,000 Somali refugees have resettled to the U.S.

Asian Association of Utah <http://aau-slc.org/>

International Rescue Committee <http://www.rescue.org/>

Bridging Refugee Youth & Children's Services <http://www.brycs.org/>

State of Utah Refugee Office <http://slco.org/crd/refugees/refugees.html>

Immigration and Refugee Resettlement Assistance <http://www.ccsutah.org/programs/immigration-and-refugee-resettlement>

# ALS Program Evaluation

The Murray City School District will complete an annual evaluation of Murray City School District's Alternative Language Services Program and to make modifications and adjustments where needed. This will be under the direction of the ALS director.

**Procedure:**

The Murray City School District will conduct an annual evaluation of the district's ESL Program. Academic and non-academic indicators will be used to measure the success of the ESL program.

**Academic Indicators**

Academic achievement will be measured the same as No Child Left Behind, the adequate yearly progress in the following three areas:

1. The percentage of limited English proficient students who have attained English proficiency by the end of the school year.
2. The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment.
3. The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment.

**Non-Academic Indicators**

The percentage of LEP students will be similar/proportional to non-LEP students in the following:

l. School attendance

1. Dropout rates
2. Special Education Services
3. Retention rates

**Program Effectiveness**

Evaluation of program effectiveness will determine if the program is satisfying established goals for student achievement in the ESL program. The review will include, but not be limited, to the following:

*Identification:*

The district will conduct a spot audit of student cum folders to verify accuracy and use of the district's HLS form. Modifications and corrections will be made within thirty (30) days.

*Assessment:*

The district will conduct a spot audit of student cum folders to determine if students are timely evaluated in speaking, reading, writing and comprehending English prior to program placement and within thirty (30) days of enrollment. If assessment is not completed within the time specified, schools will be given two (2) weeks to complete assessment.

*Placement and Participation:*

Schools will be reviewed to determine whether all LEP students are receiving program services from qualified staff and placed according to the district's ALS plan.

*Staff Qualifications:*

Schools will be reviewed to determine whether the school has sufficient numbers of qualified staff to appropriately implement the services models for LEP students and whether staff is adequately implementing required instructional techniques and curriculum to address the needs of LEP students.

*Monitoring and Exiting:*

The district will conduct a spot audit of student cum folders to determine if students are being monitored and exited according to district guidelines. Students are to be monitored twice during the school year for four years. Upon completion of 4 years of monitoring and showing continued academic achievement, student will be exited completely and ALS record closed.

*Service Components:*

The district will conduct an annual review of program components with school administrators. A checklist will be completed and returned to the district ALS director at the end of each school year. Program modifications should be implemented at the beginning of the next school year.

## **ALS Program Evaluation**

## **School: Date:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Key Component** | **Yes** | **No** |
| **Identification** | A Home Language Survey is completed by all students? |  |  |
| Students who indicate a second language are given the WIDA Screener within 30 days? |  |  |
| Students who qualify are served within 10 days of qualification? |  |  |
| Is there an ESL folder for each qualifying student? |  |  |
| Does the ESL folder contain all required information? |  |  |
| **Placement** | Parents are notified of placement results? |  |  |
| Copies of parental notification are kept in the ESL folder? |  |  |
| All ELL students receive appropriate instruction for their level? |  |  |
| All ELL’s who have opted- out of direct ESL services;   * Monitored twice annually? * Continue to be monitored for progress until student has tested English proficient on the annual WIDA assessment? * Have an ILDP that is updated annually to ensure progress is being made? |  |  |
| ELL’s exited from direct ESL services:   * Students are monitored twice annually for four years? * ILDP is updated annually for four years during a parent/student/teacher conference? |  |  |
| **Access** | Test scores show ELL students are demonstrating academic growth comparable to other populations? |  |  |
| Appropriate core curriculum instructional materials are being taught? |  |  |
| Pre-emergent, Emergent, and Intermediate students are taught core curriculum by ESL endorsed teachers? |  |  |
| **Do the following meet the needs of the EL students at the school?** | | **Yes** | **No** |
| **Staffing model used by school?** | Describe:  **Elementary:**  Grade level ESL endorsed Teachers:  ESL para(s):  **Secondary:**  ESL Teacher or point person for parent communication:  ESL Para(s):  Designated Administrator:  Designated Counselor(s): |  |  |
| **Instructional materials and programs used for ELL students?** | Describe: |  |  |

Evaluated by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## **School Administrator Evaluation Checklist**

**IDENTIFICATION**

* Is a HLS\* form completed for each qualifying student upon registration?
* Is the country of origin indicated?
* Is the "Date first enrolled in a U.S. school" recorded?
* Is an ESL folder created for each qualifying student?

**ASSESSMENT**

* Is a language proficiency test administered to each identified student within 30 days of registration? (Summer registrants will be tested at the beginning of the school year.)
* Is testing information promptly sent to the ALS Director?
* Is the classroom teacher notified of the student's LEP designation?

**PARENT NOTIFICATION**

* Are parents of a limited English proficient child notified of ALS placement within 30 days of the beginning of the school?
* If enrolled during school, within the first 2 weeks?
* Is the letter sent in an appropriate language, if available?

**PLACEMENT/PARTICIPATION**

* Are qualified students placed in an appropriate program?

**MONITORING AND EXITING**

* Are students who have achieved a level of fluent in speaking, listening, reading, writing, and comprehension on the English language proficiency test being monitored twice yearly for 4 years?
* Has a monitoring/exiting form been completed and included in the student's ALS folder?
* Are former LEP students using the same course materials as their classmates? If not, please indicate materials used or modifications made.

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

**STAFFING**

* Does your school reflect an accepting attitude of diversity? Yes No
* Do you watch for elements of effective ESL teaching strategies during Yes No observations?
* Have you encouraged your teachers to get endorsed? Yes No
* What percentage of your faculty is fully endorsed? (Please circle) Yes No

10 25 50 75 100

* How many teachers are currently attending endorsement classes?

**STUDENT PERFORMANCE**

* Is your school's program helping LEP student learn English Yes No

(Listening, speaking, reading, and writing)?

If yes, how do you know?

If no, what modifications are you implementing?

* Are students enrolled in the Dual Immersion program (Horizon Yes No

only) making adequate progress towards Spanish proficiency?

If yes, how do you know?

If no, what modifications are you implementing?

The Administrator Checklist should be filled out in the spring of each school year and **returned to the ALS Director by June 15th.**

I have reviewed this document and verify that the information is correct.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Principal Date

# District ALS Yearly Checklist

July

* Contact IRC, CCS and AAU regarding parent assistance registration night.
* Prepare and distribute Flyers/ Mailers for registration night.

August

* Review Exit data
* Registration Info to secretaries & principals
* Hire and Train Paras
* Review potential screenings list. Have paras identify students to be screened
* Submit Title III Application/Plan
* Submit Immigration plan

September

* Updated list of enrolled EL Students with levels/scores
* Update SIS-(screener file and ACCESS for Oct. 1 count)
* Make sure accommodations in place for ALS students

October

* Contact interpreters for PT Conferences
* Form for schools for interpreter requests

December

* ALS Para get together
* Order ACCESS tests

January

* Prepare for ACCESS
* Train Paras for ACCESS
* ACCESS testing (Weeks 3-4)

February

* ACCESS Testing (Weeks 1-4)

April

* End of Year testing

May

* End of Year testing

June

* Update master list of ESL endorsed teachers
* Update master student list
* Verify Immigrant status (SIS)
* Verify year-end data (SIS)
* Prepare Title III Application/plan

Monthly

* Meet with principals
* Visit schools
* ELL Coordinators Meeting

Other items to do

* Regular para training
* Quarterly reports from teachers on progress

**New ELL student guide**

**Expectations and strategies**

|  |  |
| --- | --- |
| First entered U.S |  |
| English Proficiency Level |  |
| Educational background |  |

**Check all that apply**

|  |  |
| --- | --- |
| grade level proficient in native language | grade level proficient in English |
| limited education in native language | limited education in English |
| interrupted education in native language | interrupted education in English |
| no education in native language | no education in English |

|  |  |  |  |
| --- | --- | --- | --- |
| **ESL student guide and strategies** | | | |
| **stage I** |  | **approximate time frame** |  |
| Pre-production- known as the silent period- new to the English Language "newcomer" |  | 0-6 months depending on student |  |
| may have up to 500 words in receptive vocabulary but are not yet speaking |  | may benefit from a "buddy" who speaks their language |  |
|  |  |  |  |
| **characteristics** |  | **helpful prompts/ strategies** |  |
| ● student does not verbalize |  | ● show me…. |  |
| ● nods "yes" and "no" |  | ● circle the…. |  |
| ● draws and points |  | ● where is… |  |
| ● student learns by listening |  | ● who has… |  |
| ● may be able to copy words from board or a partner |  | ● Use: pictures, gestures, learning partner |  |
| ● may offer one word responses |  |  |  |
| \*\*\*The school day may be exhausting for newcomers. They may become overwhelmed listening to the English Language all day. | | | |

New ELL Student guide

Expectations and Strategies

To be filled out by ALS staff, attached to most current assessment/level data, & given to classroom teacher

|  |  |
| --- | --- |
| First Entered U.S |  |
| English Proficiency Level |  |
| Educational background |  |

**Check all that apply to student**

|  |  |
| --- | --- |
| Grade level proficient in native language | Grade level proficient in English |
| Limited education in native language | Limited education in English |
| Interrupted education in native language | Interrupted education in English |
| No education in native language | No education in English |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ESL student guide and strategies** | | | | | | | | |
| **Stage II** | | | **approximate time frame** | | | | | |
| Early Production | | | 6 months - 1 year | | | | | |
| developing receptive and active vocabulary of about 1000 words | | |  | | | | | |
|  |  |  |  |  |  |  |  |
| **characteristics** | | | **helpful prompts/ strategies** | | | | | |
| ● Limited comprehension |  |  | ● ask yes/no and either/or questions | | | | | |
| ● one or two word sentences |  |  | ● who…? | | | | | |
| ● uses keywords and familiar phrases |  |  | ● what…? | | | | | |
| ● uses present tense verbs |  |  | ● how many…? | | | | | |
| ● chunks of language not always used correctly |  |  | ● use graphic organizers/charts/graphs | | | | | |
| ● off topic responses - many errors in grammar and word choice |  |  | ● foster writing in English through labeling and short sentences | | | | | |

**New ELL student guide**

**Expectations and strategies**

**To be filled out by ALS staff, attached to most current assessment/level data, & given to classroom teacher**

|  |  |
| --- | --- |
| First entered U.S |  |
| English Proficiency Level |  |
| Educational background |  |

**Check all that apply**

|  |  |
| --- | --- |
| grade level proficient in native language | grade level proficient in English |
| limited education in native language | limited education in English |
| interrupted education in native language | interrupted education in English |
| no education in native language | no education in English |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ESL student guide and strategies** | | | | | | | | | | |
| **Stage III** | | | | | | **approximate time frame** | | | | |
| speech emergence | | | | | | 1-3 years | | | | |
| developed a vocabulary of about 3000 words | | | | | |  | | | | |
|  |  |  |  |  |  |  |  |  |  |  |
| **characteristics** | | | | | | **helpful prompts/strategies** | | | | |
| ● will communicate with simple phrases and sentences | | | | | | ● why….? | | | | |
| ● communication may or may not be grammatically correct | | | | | | ● how..? | | | | |
| ● frequently misunderstands jokes | | | | | | ● explain……questions requiring phrase or short sentence answers | | | | |
| ● good comprehension | | | | | | ● continue to support with pictures | | | | |
| ● understands two step directions and explanations | | | | | |  | | | | |
|  |  |  |  |  |  |  |  |  |  |  |
| \*\*\*\*Dialogue journals (conversations between teacher and student) are very helpful. Student can write about topics that interest them and proceed at their own level and pace. | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |

**New ELL student guide**

**Expectations and strategies**

**To be filled out by ALS staff, attached to most current assessment/level data, & given to classroom teacher**

|  |  |
| --- | --- |
| First entered U.S |  |
| English Proficiency Level |  |
| Educational background |  |

**Check all that apply**

|  |  |
| --- | --- |
| grade level proficient in native language | grade level proficient in English |
| limited education in native language | limited education in English |
| interrupted education in native language | interrupted education in English |
| no education in native language | no education in English |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ESL student guide and strategies** | | | | | | | | | | |
| **stage IV** | | | | | | **approximate time frame** | | | | |
| intermediate fluency | | | | | | 3-5 years | | | | |
| vocabulary of about 6000 active words | | | | | |  | | | | |
|  |  |  |  |  |  |  |  |  |  |  |
| **characteristics** | | | | | | **helpful prompts/strategies** | | | | |
| ● approaching grade level native-like listening comprehension skill | | | | | | ● what would happen if…? | | | | |
| ● makes few grammatical errors when speaking will continue to have grammatical errors in writing | | | | | | ● why do you think….? | | | | |
| ● needs very little support to fully participate in grade level classes | | | | | | ● questions requiring more than a sentence response | | | | |
| ● can understand more complex concepts | | | | | | ● prompt to use more complex vocabulary | | | | |
| ● can make inferences | | | | | |  | | | | |
| ● may be able to work in grade level math and science | | | | | |  |  |  |  |  |
| ● approaching grade level reading skill | | | | | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| \*\*\*\*\*monitoring student progress is essential during this stage\*\*\*\*\* | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |

**New ELL student guide**

**Expectations and strategies**

**To be filled out by ALS staff, attached to most current assessment/level data, & given to classroom teacher**

|  |  |
| --- | --- |
| First entered U.S |  |
| English Proficiency Level |  |
| Educational background |  |

**Check all that apply**

|  |  |
| --- | --- |
| grade level proficient in native language | grade level proficient in English |
| limited education in native language | limited education in English |
| interrupted education in native language | interrupted education in English |
| no education in native language | no education in English |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ESL student guide and strategies** | | | | | | | | | | |
| **stage V** | | | | | | **approximate time frame** | | | | |
| advanced fluency | | | | | | 5 -7 years | | | | |
| near native ability in content learning | | | | | | it can take 4-10 years to achieve cognitive academic language proficiency in a second language | | | | |
|  |  |  |  |  |  |  |  |  |  |  |
| **characteristics** | | | | | | **helpful prompts/ strategies** | | | | |
| ● typically exited from ESL support program | | | | | | ● decide if…. | | | | |
| ● near native level of speech, listening, reading, and writing in grade level content | | | | | | ● at the beginning of this stage continued support from teacher will be needed especially in content areas such as history/social studies and writing | | | | |
| ● can express and defend points of view | | | | | | ● continue to encourage the use of more academically challenging vocabulary | | | | |
| ● can draw conclusions from oral information | | | | | |  | | | | |
| ● can draw conclusions from explicit and implicit text | | | | | |  | | | | |
|  | | | | | |  | | | | |

****

Murray City School District

ALS Department

**Teacher Language Observation Form**

### This form should be submitted to the ALS teacher at your building to refer for screening any student having difficulty, academically or socially, due to a home language other than English.

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**Check all that apply:**

\_\_\_\_\_\_\_\_\_ I have observed this student speaking a language other than English in the classroom, cafeteria, halls, playground, and/or in the other school situations.

\_\_\_\_\_\_\_\_ This student indicates that his/her home language is a language other than English.

\_\_\_\_\_\_\_\_ Conversations with a parent/guardian indicate that a language other than English is probably spoken in the home.

\_\_\_\_\_\_\_\_ This student demonstrates academic difficulty in understanding and/or producing spoken and written English, which may be due to a home language other than English.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# School Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jennifer Covington

Superintendent of Schools

# Initial Placement

# Continued Placement

# Murray City School District

# Parent Notification and Consent Form (Elementary Schools)

# For Student Placement in English Language Learner (ELL) Program

# 

**To the parent or guardian of: Student #**

Your student has been identified as an English learner based on the screening assessment for initial placement or by the end-of-year WIDA English Language Proficiency Assessment. WIDA assessments measure academic English Language Proficiency in the areas of reading, writing, speaking, and listening along five levels; from Level 1 Entering to Level 5 Bridging. The results of this assessment show that your child’s English language proficiency is level \_\_\_\_\_\_\_\_.

*Based on these results, your child has been placed in the following program:*

**Elementary English learner (EL) with limited English language proficiency and assigned to the English as a Second Language (ESL) Program.**

Elementary English as a Second Language Program (ESL): Students who score limited English proficiency will receive at least \_\_\_\_\_ minutes, four times a week of English Language Development (ELD) time in reading, writing, speaking and listening using WIDA ELD standards.

This program includes sheltered instruction teaching strategies used to differentiate for each student’s level of English language proficiency.

**School Responsibilities for English Language Services for your student:**

1. The school will provide quality English language services program for your student until they are identified as English Proficient;

2. The school will provide English Language Instruction by a qualified teacher who is endorsed or certified to teach English learners,

3. The school will test your student each year for English language proficiency to support academic achievement in Math, English and Science,

4. The school will provide Special Education Services, if necessary, as aligned to English language services.

***As a parent you have the right to refuse ESL direct services; however, we must monitor your student’s progress by administering an end of year assessment and placing your child on an Individualized Language Development Plan (ILDP). The ILDP identifies academic language goals and monitors progress toward academic achievement and language proficiency. Refusal of services procedure must be followed by trained ESL staff including***

***1. Reaching out to parent/guardian to describe in sufficient detail the ESL program recommended for your student and the advantages to their student in terms of English language acquisition and academic success.***

***2. Having an additional refusal of services formed signed once step one is complete***

**Parent/Guardian/Family Members:** If you are **REFUSING** the English language services program provided by your school, please initial the four statements below and return to your student’s school

\_\_\_\_\_\_\_\_\_\_ I know my students English language level (see above)

\_\_\_\_\_\_\_\_\_\_ I know that the school offers an English Language Services Program.

\_\_\_\_\_\_\_\_\_\_ I know that my student will be tested every year until my student is both proficient in English and is successful in Math, English, and Science.

\_\_\_\_\_\_\_\_\_\_ I **DO NOT** want my student to be in the English language services provided by the school.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Parent/Guardian Signature Student Name Date*

**Continued on back**

The expectations for the English language learners (ELs) are to fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and to graduate from high school at the same rate as mainstream students. The teachers of special education ELs will meet with the special education personnel to ensure that the objectives of the Individual Education Plans are incorporated into classroom instruction.

**Exit Criteria**

A student must meet the following criteria to achieve English language proficiency and exit the program: an English language proficiency level of 5 or higher in the WIDA ACCESS for ELLs, or upon graduation from high school.

**The expected exit date from the program for your student is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

If you would like more information about the programs or instruction, please contact:

Your students’ school at 801-264-74\_\_\_\_\_

**Or**

Cris Westerfield - ALS Coordinator

Murray City School District

[cwesterfield@murrayschools.org](mailto:cwesterfield@murrayschools.org)

801-264-7434 ext.6121

Sincerely,

Robin Williams

ALS Director, Murray City School District

# School Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jennifer Covington

Superintendent of Schools

# Initial Placement

# Continued Placement

# Murray City School District

# Parent Notification and Consent Form (Elementary Schools)

# For Student Placement in English Language Learner (ELL) Program/ Dual Immersion

**To the parent or guardian of: Student #**

Your student has been identified as an English learner based on the screening assessment for initial placement or by the end-of-year WIDA English Language Proficiency Assessment. WIDA assessments measure academic English Language Proficiency in the areas of reading, writing, speaking, and listening along five levels; from Level 1 Entering to Level 5 Bridging. The results of this assessment show that your child’s English language proficiency is level \_\_\_\_\_\_\_\_.

*Based on these results, your child has been placed in the following program:*

**English learner (EL) with limited English language proficiency and assigned to a Dual Language Immersion Program.**

Dual Language Immersion Program: Students in the program will receive about 50% of their instruction in English and 50% in Spanish. Students who score limited English proficiency will receive

at least \_\_\_\_\_ minutes, four times a week of English Language Development.

This program includes sheltered instruction teaching strategies used to differentiate for each student’s level of English language proficiency.

**School Responsibilities for English Language Services for your student:**

1. The school will provide quality English language services program for your student until they are identified as English Proficient;

2. The school will provide English Language Instruction by a qualified teacher who is endorsed or certified to teach English learners,

3. The school will test your student each year for English language proficiency to support academic achievement in Math, English and Science,

4. The school will provide Special Education Services, if necessary, as aligned to English language services.

***As a parent you have the right to refuse ESL direct services; however, we must monitor your student’s progress by administering an end of year assessment and placing your child on an Individualized Language Development Plan (ILDP). The ILDP identifies academic language goals and monitors progress toward academic achievement and language proficiency. Refusal of services procedure must be followed by trained ESL staff including***

***1. Reaching out to parent/guardian to describe in sufficient detail the ESL program recommended for your student and the advantages to their student in terms of English language acquisition and academic success.***

***2. Having an additional refusal of services formed signed once step one is*** *complete*

**Parent/Guardian/Family Members:** If you are **REFUSING** the English language services program provided by your school, please initial the four statements below and return to your student’s school

\_\_\_\_\_\_\_\_\_\_ I know my students English language level (see above)

\_\_\_\_\_\_\_\_\_\_ I know that the school offers an English Language Services Program.

\_\_\_\_\_\_\_\_\_\_ I know that my student will be tested every year until my student is both proficient in English and is successful in Math, English, and Science.

\_\_\_\_\_\_\_\_\_\_ I **DO NOT** want my student to be in the English language services provided by the school.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Parent/Guardian Signature Student Name Date*

**Continue on back**

The expectations for the English language learners (ELs) are to fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and to graduate from high school at the same rate as mainstream students. The teachers of special education ELs will meet with the special education personnel to ensure that the objectives of the Individual Education Plans are incorporated into classroom instruction.

**Exit Criteria**

A student must meet the following criteria to achieve English language proficiency and exit the program: an English language proficiency level of 5 or higher in the WIDA ACCESS for ELLs, or upon graduation from high school.

**The expected exit date from the program for your student is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

If you would like more information about the programs or instruction, please contact:

Your students’ school at 801-264-74\_\_\_\_\_

**Or**

Cris Westerfield - ALS Coordinator

Murray City School District

[cwesterfield@murrayschools.org](mailto:cwesterfield@murrayschools.org)

801-264-7434 ext.6121

Sincerely,

Robin Williams

ALS Director, Murray City School District

# School Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jennifer Covington

Superintendent of Schools

# Initial Placement

# Continued Placement

# 

# Murray City School District

# Parent Notification and Consent Form (Secondary Schools)

# For Student Placement in English Language Learner (ELL) Program

# 

**To the parent or guardian of: Student #**

Your student has been identified as an English learner based on the screening assessment for initial placement or by the end-of-year WIDA English Language Proficiency Assessment. WIDA assessments measure academic English Language Proficiency in the areas of reading, writing, speaking, and listening along five levels; from Level 1 Entering to Level 5 Bridging. The results of this assessment show that your child’s English language proficiency is level \_\_\_\_\_\_\_\_.

*Based on these results, your child has been placed in the following program:*

**Secondary** **English learner (EL)** with **limited English language proficiency** and assigned to English as a Second Language (ESL) Program.

* **Secondary English as a Second Language Program (ESL):** Students who score **limited English proficiency** are placed in ESL class/classes designed to give support in core content areas as well as reading, writing, speaking and listening. ESL instruction will be provided by ESL endorsed teachers using WIDA ELD standards.

This program includes sheltered instruction teaching strategies used to differentiate for each student’s level of English language proficiency.

**School Responsibilities for English Language Services for your student:**

1. The school will provide quality English language services program for your student until they are identified as English Proficient;

2. The school will provide English Language Instruction by a qualified teacher who is endorsed or certified to teach English learners,

3. The school will test your student each year for English language proficiency to support academic achievement in Math, English and Science,

4. The school will provide Special Education Services, if necessary, as aligned to English language services.

***As a parent you have the right to refuse ESL direct services; however, we must monitor your student’s progress by administering an end of year assessment and placing your child on an Individualized Language Development Plan (ILDP). The ILDP identifies academic language goals and monitors progress toward academic achievement and language proficiency. Refusal of services procedure must be followed by trained ESL staff including***

***1. Reaching out to parent/guardian to describe in sufficient detail the ESL program recommended for your student and the advantages to their student in terms of English language acquisition and academic success.***

***2. Having an additional refusal of services formed signed once step one is complete***

**Parent/Guardian/Family Members:** If you are **REFUSING** the English language services program provided by your school, please initial the four statements below and return to your student’s school

\_\_\_\_\_\_\_\_\_\_ I know my students English language level (see above)

\_\_\_\_\_\_\_\_\_\_ I know that the school offers an English Language Services Program.

\_\_\_\_\_\_\_\_\_\_ I know that my student will be tested every year until my student is both proficient in English and is successful in Math, English, and Science.

\_\_\_\_\_\_\_\_\_\_ I **DO NOT** want my student to be in the English language services provided by the school.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Parent/Guardian Signature Student Name Date*

**Continued on back**

The expectations for the English language learners (ELs) are to fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and to graduate from high school at the same rate as mainstream students. The teachers of special education ELs will meet with the special education personnel to ensure that the objectives of the Individual Education Plans are incorporated into classroom instruction.

**Exit Criteria**

A student must meet the following criteria to achieve English language proficiency and exit the program: an English language proficiency level of 5 or higher in the WIDA ACCESS for ELLs, or upon graduation from high school.

**The expected exit date from the program for your student is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The expected graduation date for your student is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

If you would like more information about the programs or instruction, please contact:

Your students’ school at 801-264-74\_\_\_\_\_

**Or**

Cris Westerfield - ALS Coordinator

Murray City School District

[cwesterfield@murrayschools.org](mailto:cwesterfield@murrayschools.org)

801-264-7434 ext.6118

Sincerely,

Robin Williams

ALS Director, Murray City School District

# School Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jennifer Covington

Superintendent of Schools

# Initial Placement

# Continued Placement

# Murray City School District

# Parent Notification and Consent Form

# For Student Placement in English Language Learner Program

# 

**To the parent or guardian of: Student #**

Your student has been identified as an English learner based on the screening assessment for initial placement or by the end-of-year WIDA English Language Proficiency Assessment. WIDA assessments measure academic English Language Proficiency in the areas of reading, writing, speaking, and listening along five levels; from Level 1 Entering to Level 5 Bridging. The results of this assessment show that your child’s English language proficiency is level \_\_\_\_\_\_\_\_.

*Because your child has qualified for special education, your child’s English language services will be included in the IEP.*

All programs include sheltered instruction teaching strategies used to differentiate for each student’s level of English language proficiency.

**School Responsibilities for English Language Services for your student:**

1. The school will provide quality English language services program for your student until they are identified as English Proficient;

2. The school will provide English Language Instruction by a qualified teacher who is endorsed or certified to teach English learners,

3. The school will test your student each year for English language proficiency to support academic achievement in Math, English and Science,

4. The school will provide Special Education Services, if necessary, as aligned to English language services.

***As a parent you have the right to refuse ESL direct services; however, we must monitor your student’s progress by administering an end of year assessment and placing your child on an Individualized Language Development Plan (ILDP). The ILDP identifies academic language goals and monitors progress toward academic achievement and language proficiency. Refusal of services procedure must be followed by trained ESL staff including***

***1. Reaching out to parent/guardian to describe in sufficient detail the ESL program recommended for your student and the advantages to their student in terms of English language acquisition and academic success.***

***2. Having an additional refusal of services formed signed once step one is complete***

**Parent/Guardian/Family Members:** If you are **REFUSING** the English language services program provided by your school, please initial the four statements below and return to your student’s school

\_\_\_\_\_\_\_\_\_\_ I know my students English language level (see above)

\_\_\_\_\_\_\_\_\_\_ I know that the school offers an English Language Services Program.

\_\_\_\_\_\_\_\_\_\_ I know that my student will be tested every year until my student is both proficient in English and is successful in Math, English, and Science.

\_\_\_\_\_\_\_\_\_\_ I **DO NOT** want my student to be in the English language services provided by the school.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Parent/Guardian Signature Student Name Date*

**Continued on back**

The expectations for the English language learners (ELs) are to fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and to graduate from high school at the same rate as mainstream students. The teachers of special education ELs will meet with the special education personnel to ensure that the objectives of the Individual Education Plans are incorporated into classroom instruction.

**Exit Criteria**

A student must meet the following criteria to achieve English language proficiency and exit the program: an English language proficiency level of 5 or higher in the WIDA ACCESS for ELLs, or upon graduation from high school.

**The expected exit date from the program for your student is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The expected graduation date for your student is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

If you would like more information about the programs or instruction, please contact:

Your students’ school at 801-264-74\_\_\_\_\_

**Or**

Cris Westerfield - ALS Coordinator

Murray City School District

[cwesterfield@murrayschools.org](mailto:cwesterfield@murrayschools.org)

801-264-7434 ext.6118

Sincerely,

Robin Williams

ALS Director, Murray City School District

|  |
| --- |
| School Year\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

# Jennifer Covington

# Superintendent of Schools

Murray City School District

**Parent/ Guardian Refusal of English Language Services**

I understand that my student is eligible for English Language services; however, I would like to refuse these services at this time. I also understand that in the future if my student is still eligible, I can request that my student is placed back in the ALS program. In addition, I understand my student will be monitored and supported using an Individualized Language Development Plan (ILDP). I recognize that the State of Utah’s annual ALS assessment, WIDA Access, will be administered to my student annually until my students’ English language proficiency is a level 5.

Refusing services does not negate the district’s responsibility to ensure that your students English Language Development and academic needs are met.

**By My signature below I acknowledge that I have read the above and fully understand:**

* My student will continue to be assessed using the WIDA Access until his/her score is a 5.
* My student will be supported by an Individualized Language Development Plan (ILDP).
* This refusal of services is valid only for the current year, and I must request to renew it in subsequent school years.
* If my student is eligible, I can request that my student be placed back in the ALS program.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID #: \_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/ Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ALS Staff Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  |
| --- |
| School Year\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Jennifer Covington**

Superintendent of Schools

Rubric for Exit from Alternative Language Services Program

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

*PURPOSE:* When a student achieves a level 5 on the WIDA composite, the student is recognized as English proficient on the annual English Language Proficiency Test.

However, to exit the Language Services Program, there must be a School Team Meeting with the student and the Parent or Guardian to determine whether the student can achieve academic growth in English Language Arts, Mathematics, and Science without the established Language Services Program.

***Based on samples of student work please assess the student’s capacity on the rubric below:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | (3) Competent | (2) Skillful | (1) Approaching | NA |
| Maintain progress when assignments use academic language & vocabulary in specific content areas. |  |  |  |  |
| Accomplish learning tasks appropriate to grade level content standards, through both productive and receptive language functions, that is speaking and writing; listening and reading. |  |  |  |  |
| Show skills of self-regulation and prosocial behaviors. |  |  |  |  |
| Perform well in a range of early college courses/ and or challenging classes. |  |  |  |  |

Please check one of the following:

\_\_\_\_\_\_\_The student **will not be exited** from the Language Services Program until the student achieves sufficient gains on the annual English Language Proficiency assessment, specifically in reading and writing.

\_\_\_\_\_\_\_The student **will be exited** from the Language Services Program and be monitored for the next 4 years to ensure continued progress in achieving academic success in the content areas of Mathematics, Language Arts, and Science.

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Team Designee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



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# Jennifer Covington

# Superintendent of Schools

Murray City School District

Parent/Guardian Notification of Exit from ALS Program- Monitoring Status

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Dear Parent/Guardian:

We are excited to tell you about your student’s progress. Your student has demonstrated academic English Language Proficiency on the WIDA ACCESS by scoring an English language proficiency level of 5 (Bridging) or Level 6 (Reaching) and has passed the State Language Arts SAGE Assessment. This means that he/she will no longer need ALS support and is sufficiently proficient in English to meaningfully participate in all content areas (mathematics, science, social studies, etc.).

**Your student’s academic progress will continue to be monitored for four years.** In the event that your student needs additional support, a team of educators will determine a plan of action that will best support your student. All options will be considered, including returning your student to ESL services, if needed.

WIDA Access, administered in the spring of \_\_\_\_\_\_\_\_\_, determined your student’s language proficiency level to be a \_\_\_\_\_\_\_\_\_\_.

Language Arts SAGE Assessment score \_\_\_\_\_\_\_\_, administered in the spring of \_\_\_\_\_\_\_\_\_\_\_\_.

Current academic year of Monitoring Status:

□ Year 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

□ Year 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

□ Year 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

□ Year 4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***If you have any questions or concerns, please contact:***

Cris Westerfield

ALS Coordinator

Murray City School District

Murray, Utah

[cwesterfield@murrayschools.org](mailto:cwesterfield@murrayschools.org)

801-264-7434 ext. 6118

Sincerely,

Robin Williams

ALS Director

Murray City School District

Jennifer Covington

Academic School Year: **20\_\_\_\_\_\_- 20\_\_\_\_\_\_**

\_\_\_

Superintendent of Schools

Murray City School District

**ELL Student Monitoring Form**

**Semester 1\_\_\_\_\_Semester 2\_\_\_\_\_**

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Current School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Monitor year 1**\_\_\_\_ **Monitor year 2**\_\_\_\_ **Monitor year 3**\_\_\_\_ **Monitor year 4** \_\_\_\_

**Opt-Out Monitor**\_\_\_\_

The above named student is classified as a Former-English Language Learner or as an ELL Opt Out. In an effort to make sure that this student receives needed support and to comply with federal law, which requires continued monitoring, the following questions below need to be answered. Please return this form no later than\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **Classroom and Academic Observation** (as appropriate for grade level)

|  |  |  |
| --- | --- | --- |
| Mark **Y**= Yes **N**= No **W**= with assistance Semester | 1 | 2 |
| 1. **Student can grasp the main idea of a lesson** |  |  |
| 1. **Requests help when needed** |  |  |
| 1. **Contributes to classroom discussions** |  |  |
| 1. **Frequently needs oral information repeated or expanded** |  |  |
| 1. **Can verbalize understanding/knowledge** |  |  |
| 1. **Can follow written directions to a satisfactory level** |  |  |
| 1. **Produces acceptable written work** |  |  |
| 1. **Performs satisfactorily on exams** |  |  |
| 1. **Completes homework and assignments in a timely manner** |  |  |

1. **Attendance**: Student is: □ chronically absent □ occasionally absent □ seldom/never absent
2. **Comments** on learning academic content and/or reading/ writing/ speaking and listening:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Jennifer Covington**

Superintendent of Schools

Academic School Year:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# 

# Murray City School District

# Parent/Guardian Notification of Exit from ALS program- Closing ALS Record

# Dear Parent or Guardian of: Student ID # \_\_\_\_\_\_\_\_\_\_

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

# Your Student has met the requirements to exit the Alternative Language Services (ALS) Program. He/She has demonstrated proficiency on the WIDA Access test, which measures progress in English language acquisition and has completed four years of monitoring.

# At this time we are closing your students ALS record. If you have any questions or concerns, please contact:

**Students School @ 801-264-74\_\_\_\_\_\_**

Or

Cris Westerfield - ALS Coordinator

Murray City School District

[cwesterfield@murrayschools.org](mailto:cwesterfield@murrayschools.org)

801-264-7434 ext. 6118

# 

Sincerely,

Robin Williams

ALS Director

Murray City School District

****

Academic School Year:

20\_\_\_\_\_ - 20\_\_\_\_\_

**Jennifer Covington**

Superintendent of Schools

**Murray City School District**

**English Language Development Program**

**Parental/Guardian Reinstatement Request Form**

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

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reviewed my students’ academic progress and English Language Proficiency level to date, and wish to…

\_\_\_\_ have my student participate in **all** of the ALS programs and services offered to my student

\_\_\_\_ have my student participate in **some** of the ALS programs and/or particular EL services offered to my student.

I wish to include my student’s participation in (list program/services)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

WIDA SCREENER & ACCESS

PROJECTED DATE OF EXIT

FROM ASSESSMENT SCORES DURING

2018-2019 School Year

|  |  |
| --- | --- |
| Composite Score of 1.0 – 2.0 | 2024 |
| Composite Score of 2.1 - 2.9 | 2023 |
| Composite Score of 3.0 – 3.7 | 2022 |
| Composite Score of 3.8 – 4.5 | 2021 |
| Composite Score of 4.6 – 4.9 | 2020 |
|  |  |
| \*\*\*\*\*\* **If student will graduate before the projected exit date, adjust exit date to match graduation year** | |

WIDA SCREENER & ACCESS

PROJECTED DATE OF EXIT

FROM ASSESSMENT SCORES DURING

2019-2020 School Year

|  |  |
| --- | --- |
| Composite Score of 1.0 – 2.0 | 2025 |
| Composite Score of 2.1 - 2.9 | 2024 |
| Composite Score of 3.0 – 3.7 | 2023 |
| Composite Score of 3.8 – 4.5 | 2022 |
| Composite Score of 4.6 – 4.9 | 2021 |
|  |  |
| \*\*\*\*\*\* **If student will graduate before the projected exit date, adjust exit date to match graduation year** | |

WIDA SCREENER & ACCESS

PROJECTED DATE OF EXIT

FROM ASSESSMENT SCORES DURING

2020-2021 School Year

|  |  |
| --- | --- |
| Composite Score of 1.0 – 2.0 | 2026 |
| Composite Score of 2.1 - 2.9 | 2025 |
| Composite Score of 3.0 – 3.7 | 2024 |
| Composite Score of 3.8 – 4.5 | 2023 |
| Composite Score of 4.6 – 4.9 | 2022 |
|  |  |
| \*\*\*\*\*\* **If student will graduate before the projected exit date, adjust exit date to match graduation year** | |

WIDA SCREENER & ACCESS

PROJECTED DATE OF EXIT

FROM ASSESSMENT SCORES DURING

2021-2022 School Year

|  |  |
| --- | --- |
| Composite Score of 1.0 – 2.0 | 2027 |
| Composite Score of 2.1 - 2.9 | 2026 |
| Composite Score of 3.0 – 3.7 | 2025 |
| Composite Score of 3.8 – 4.5 | 2024 |
| Composite Score of 4.6 – 4.9 | 2023 |
|  |  |
| **\*\*\*\*\*\* If student will graduate before the projected exit date, adjust exit date to match graduation year** | |

WIDA SCREENER & ACCESS

PROJECTED DATE OF EXIT

FROM ASSESSMENT SCORES DURING

2023-2024 School Year

|  |  |
| --- | --- |
| Composite Score of 1.0 – 2.0 | 2028 |
| Composite Score of 2.1 - 2.9 | 2027 |
| Composite Score of 3.0 – 3.7 | 2026 |
| Composite Score of 3.8 – 4.5 | 2025 |
| Composite Score of 4.6 – 4.9 | 2024 |
|  |  |
| \*\*\*\*\*\* **If student will graduate before the projected exit date, adjust exit date to match graduation year** | |

Caseworker Case # Agency\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Consent Form

Request for Release of Student Records

Your student, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, receives education

support services from one or more organizations (International Rescue Committee, Catholic Community Services, Refugee and Immigrant Center – Asian Association of Utah, etc.), that partner with the Murray City School District to promote the success and academic achievement of your child.

These agencies partner with the school district and work together at the request of the leadership of your school or your student's school.

In order to implement effective strategies and programs that help youth and adults achieve academic goals, these agencies will likely require access to personally identifiable academic student data including grades, test scores, progress reports, attendance records, discipline records, graduation records, student ID number, and registration records. Indeed, it may be necessary to share records, information, or data gathered or learned by these agencies with school officials such as teachers, principals, and guidance counselors.

The Family Education Rights and Privacy Act (FERPA) protects students and parents by prohibiting third parties, including the agencies identified above, from accessing student records, information, or data without express authorization from the student, or from a parent or guardian if the student is under 18. Exceptions to this general rule exist in cases where information is being requested by school officials with legitimate educational interests, in health and safety emergencies, pursuant to a lawfully issued subpoena, and in some other cases.

The purpose for accessing or sharing records, information, or data related to you or your student is to better provide supplemental education services. Accessing or sharing records, information, or data will be done with the express purpose of promoting your student's, academic success and achievement and to increase the effectiveness of the services being offered by these agencies. No records, information, or data will be used for any other purpose.

By signing below, you provide express written consent and authorization for the disclosure of education records, information, or data from your education institution or data regarding your student from the school district to any of these agencies. You also consent to and authorize the disclosure of records, information and data about your student gathered by these agencies to school officials.

Records and information from records will not be disclosed or released to anyone other than those that have partnered with the Murray City School District.

This Consent will remain in effect until and unless it is revoked by the parent, guardian or adult 18 years or older who signed it, or if signed by a parent or guardian, at the time the student turns 18. Parents, guardians, and adults 18 years or older have the right to revoke this consent and authorization at any time if said individuals do not want records, information, or data shared with a particular entity, or if the individuals believe the sharing of records, information, or data is not in their best interest or that of their student. They also have the right to obtain copies of any information about said individual that is disclosed under this consent form

I have read the above and consent to the agencies listed previously as serving students residi ng in the Murray City School District, area to have access to my records, information, or data or that of my child/student.

Parent or Guardian

Parent/Guardian Name (print) Today's Date

Parent/Guardian Signature Student's First and Last Name (print)

Parent/Guardian Email Address (print) Student ID

Name of School Student Date of Birth

Adult Student (complete only if f you are completing this Waiver for yourself and are an adult student)

Adult Student First and Last Name (print) Today's Date

Adult Student Signature

Adult Student Email Address Adult Student's Date of Birth

If you worked with an Interpreter on this Waiver, please put the Interpreter's Name Above

With questions about this Waiver, please call the Murray City School District @ 801-264-7400.