

**PLATTE COUNTY SCHOOL DISTRICT #2**  
**English as Second Language Students**

**Identification/Assessment/Individualized Programming/Exit Guidelines**  
**Notice To Parents**

It is the purpose of these guidelines to establish appropriate program placement for each second language learning student based on facts and data. Individual needs of each second language learner will be assessed within these guidelines and specific interventions will be developed in order to establish an educational environment which is conducive to the academic success of the child.

Definition: Second language learners are those students with a primary language other than English who are: (a) limited or non-English speaking, and/or (b) achieving below grade level.

**Identification Process:**

1. The primary screen for second language learners Platte County School District #2 will be the home Language Survey questions on the district student registration form. Home language surveys are kept in each student's Cumulative File.

Requests for formal screening may be made to the Building Intervention Team by a teacher, parent, or administrator of the district (with or without corroboration of the home Language Survey).

2. Once a student is identified as "possible" second language learner (using the screening tool or recommendation of the BIT), a formal language assessment will be given.

3. Parents may refuse any or all interventions. They must put refusal in writing and submit to the District. They may file a formal complaint with the district if they feel the program is not being delivered as planned. The complaint will follow district procedures.

**Assessment:** Using Ballard & Tighe's IDEA Proficiency Tests (IPTs) and other data gathered, second language learners will be classified into one of the following five language categories (this classification will be done by the BIT):

1. Monolingual speaker of the language other than English (speaks the language other than English exclusively).

2. Predominately speaks the language other than English (speaks mostly the language other than English, but speaks some English).

3. Bilingual (speaks both the language other than English and English with equal ease).
4. Predominately speaks English (speaks mostly English, but speaks some of the language other than English).
5. Monolingual speaker of English (speaks English exclusively).

**Individualized Programming:** Based on this classification the Building Intervention Team (BIT) will meet to develop individualized instructional programming which at minimum will include monitoring the child's educational progress by the classroom teacher. Additional intervention options may include, but are not limited to: pullout instruction, sheltered instruction with the classroom, and small group or individual language acquisition activities.

Throughout the child's second language program ongoing assessment will be used to measure mastery of the objectives of the curriculum and educational fluency. This may include teacher-made tests, tests available in the curriculum materials, standards assessments, teacher observation, portfolios, skills checklists, homework assignments, norm referenced tests and other appropriate data. Students are responsible for all applicable state and local standards and benchmarks.

**Exit:** Second language learners will exit the program when they reach the appropriate level of proficiency in English on the IDEA Proficiency Test. The BIT team may also consider other predictive data which show that the student is ready to make the transition in to English and will educationally succeed in the content areas and the educational program in which he/she is to be placed. All decisions for exit from the second language learner program will be made by the BIT.

**Notice to Parents:** The district notifies parents of the identification of students as English Language Learners (ELL) and the placement of these students in the ELL services provided by the district using the TransAct form that are provided through the subscription that the State purchases for the districts.

**Teacher Fluency Policy:** Platte County School District #2 Certifies that all teachers working in the instruction of English language proficiency are fluent in English by the following:

For those staff working in language instruction who were born in the US or other English speaking country, who report that their first language is English the District certifies English fluency by the teacher providing at least two of the following:

A birth certificate, High School diploma from a school where the language of instruction is English, or a College degree from a college or university where the language of instruction is English, or teacher certification in the US.

For those staff working in language instruction whose first language is not English, the District certifies English fluency by the teacher providing at least one of the following:

A proficient level score on the TOEFL exam or similar English Language Fluency exam, a college degree from an English speaking university, or some similar documentation showing successful education in an English speaking college or university.

**Referral for Special Education:** Language deficit due to English as a Second Language is not, in itself, a disabling condition. If, after screening using IDEA Proficiency Test and classroom documentation of appropriate interventions in the general education classroom over a significant period of time, the BIT may refer the student for additional testing. The following information should be gathered prior to referral:

1. Testing student in native language (if possible). A testing plan will be developed in which tests and evaluation procedures will be selected and administered so as not to be racially or culturally discriminatory (PL 94-142, section 612); and tests will be administered in the child's native language when appropriate.

2. Reviewing all available school records.

3. Checking student's hearing and vision.

4. Collection and evaluation of student information. If a language other than English is spoken in the home, additional information should be gathered, including the cross-cultural parent interview in the native language (if possible).

5. Eliminating typical second language acquisition processes and effects of acculturation as probable causes of student's school performance.

Placement decisions will be made based on test data by the IEP team. If the student is qualified as a special education student an Individualized Education Plan (IEP) will be developed according to the district policy and WDE regulations.

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