

English Language Learner Policies, Procedures and Forms

Purpose: *As a dual-language public charter school, Raíces recognizes its responsibility for honoring the protections of English Learners (EL) under the Title VI of the 1964 Civil Rights Act and under the Equal Educational Opportunities Act of 1974 (EEOA). The Raíces policy codifies how identifying, serving and monitoring the proficiency of English Learners (EL) will take place. This policy ensure Raíces fulfills its mission to support students in becoming biliterate and bilingual in English/Spanish.*

Policy and Procedures: Raíces del Saber Xinachtli Community school complies with federal and state laws and regulations to address language barriers so that EL students may participate meaningfully in schools' educational programs. Raíces will identify students who are English Learners, provide appropriate supports to develop their English language proficiency, monitor progress in listening, reading, writing and speaking English and notify parents. Raíces will follow all state requirements test administration and documentation.

1. **Identification of English Learners-**As part of the registration process, the parents of all kindergarten students will complete a Language Usage Survey (LUS). All Kindergarten students whose families identify another language (other than English) is used at home, on the LUS, will be administered the WIDA-APT as a screening tool. Results from the screener will be used to identify students as EL when they fall below the cut point set by the New Mexico Public Education Department (NMPED). A student may be identified as FEP (Initially Fluent English Proficient), Current EL Student or RFEP.

If a student enters Raíces at some other grade level (1-5), then screening information from the previous school will be used. Raíces will not collect the LUS from families nor administer the WIDA-APT to students that have previously completed it. LUS and WIDA-APT will be filed in the student cum folders.

2. **Assessment of ELs-** All English Learner (EL) students at Raíces will be assessed once a year at mid-year on their English Language Proficiency using WIDA ACCESS 2.0. EL students will take annual assessments until they reach an overall composite score of 5.0 or higher, at which point the student is no longer classified as an EL.
3. **Program Placement and Ongoing Monitoring-**Students who are identified as EL receive instruction tailored to their needs at Raíces. Raíces places students appropriately in accordance with the LUS process map (see below), respecting parent decision for opt-out when applicable. Raíces monitors the progress of all current ELs whether parents have opted out of the school's recommended program placement or not.

4. **Parental Notification**— Parents of EL-identified students receive annual notification of participation in a language instruction educational program. In compliance with Title III of the ESEA, Raices will provide annual notice to parents not later than 30 days after the beginning of the school year (for children identified before the beginning of the year) or within the first two weeks of a child being placed in a language instruction program.

5. **Identification and Follow up of exited students**- A student must score a 5.0 Composite score on the ACCESS for ELLs to exit the program and be classified as RFEP. After scoring proficient, Reclassified (RFEP) students shall no longer take the ACCESS for ELLs assessment. Raices will monitor the academic progress of students who have exited EL status (RFEP) for least two years, d to ensure that they have not been prematurely exited and that they are meaningfully participating in the standard educational programs comparable to their never-EL peers.

6. **Professional Development**- Raices provides professional development to teachers in support of ELs. This includes regular PD and follow-up training in order to effectively implement the EL program or service.

7. **Program Evaluation**- Raices conducts an annual evaluation of their Bilingual Program and the services provided to ELs for continuous improvement purposes.

LANGUAGE USAGE SURVEY

FOR SCHOOL USE ONLY	School: RAICES DEL SABER XINACHTLI COMMUNITY SCHOOL
NEW MEXICO PUBLIC EDUCATION DEPARTMENT LANGUAGE USAGE SURVEY ~for parent or guardian to complete~	
<p>The purpose of this survey is to ensure that your child receives the highest quality education and services to which he or she is entitled. The information you provide will be used only to assist the school in making program decisions. You will complete this form only once in your child's educational career.</p>	

Student's Name:	Date of Birth:	Grade Level:	
Answer each question by marking either the YES or NO box.		YES	NO
1. Does the student use a language(s) other than English with his/her family and friends?			
2. Do you use a language(s) other than English with the student?			
3. Does the student understand when someone communicates with him/her in a language other than English?			
4. Does the student read in a language(s) other than English?			
5. Does the student write in a language(s) other than English?			
6. Does the student interpret for you or anyone else in a language(s) other than English?			
7. If you answered YES on one or more of questions 1-6, what language(s) other than English does the student use most frequently at home? Choose up to three.			
<input type="checkbox"/> American Sign Language (ASL) <input type="checkbox"/> Arabic <input type="checkbox"/> Cantonese <input type="checkbox"/> Diné <input type="checkbox"/> French <input type="checkbox"/> Greek <input type="checkbox"/> Hmong <input type="checkbox"/> Jicarilla Apache <input type="checkbox"/> Italian	<input type="checkbox"/> Keres <input type="checkbox"/> Khmer <input type="checkbox"/> Korean <input type="checkbox"/> Mescalero Apache <input type="checkbox"/> Mandarin <input type="checkbox"/> Portuguese <input type="checkbox"/> Russian <input type="checkbox"/> Somali <input type="checkbox"/> Spanish	<input type="checkbox"/> Tiwa <input type="checkbox"/> Tewa <input type="checkbox"/> Towa <input type="checkbox"/> Vietnamese <input type="checkbox"/> Zuni <input type="checkbox"/> Other <hr style="width: 50px; margin-left: 0;"/>	
OTHER QUESTIONS			

<p>8. Is the student transferring from another state, district, or school? If yes, please provide location and name of school:</p>		
<p>9. Has the student received schooling/education in a language(s) other than English? If YES, which language(s)?</p>		
<p>10. In what language do you prefer to receive communication from the school?</p>		
<p>11. In what language would you prefer to communicate with school staff?</p>		
<p>12. Is there anything else we should know about how to best serve your child?</p>		
<p>Signature of Parent or Guardian:</p>		<p>Date:</p>
<p>Translator:</p>	<p>Language:</p>	<p>Date:</p>

Sólo para uso del escuela:		School: RAICES DEL SABER XINACHTLI COMMUNITY SCHOOL	
<p>ENCUESTA DEL USO DEL IDIOMA</p> <p>DEPARTAMENTO DE EDUCACIÓN PÚBLICA DE NUEVO MÉXICO</p> <p>~ padres o tutores deben llenar~</p>			
<p>El propósito de esta encuesta es asegurar que su hijo/hija reciba una educación de la más alta calidad y los servicios que tiene el derecho de recibir. La información que usted proporcione será utilizada solamente para ayudar a la escuela a tomar decisiones programáticas. Responderá a este formulario solamente una vez en la trayectoria de educación de su hijo/hija.</p>			
Nombre del estudiante:		Fecha de nacimiento:	
		Nivel/ Grado:	
Responda a cada pregunta marcando la casilla bajo SÍ o NO		SI	NO
1. ¿Usa el/a estudiante otro idioma(s) además del inglés con su familia o sus amigos?			
2. ¿Usa usted otro idioma(s) además del inglés con el estudiante?			
3. ¿Comprende el estudiante cuando alguien se comunica con él o ella en un idioma además del inglés?			
4. ¿Lee el/a estudiante en otro idioma(s) además del inglés?			
5. ¿Escribe el estudiante en otro idioma(s) además del inglés?			
6. ¿Le interpreta o traduce el estudiante a usted o a alguna otra persona en otro idioma(s) además del inglés?			

7. ¿Si respondió **SÍ** a una o más de las preguntas 1-6, ¿cuále(s) idiomas además del inglés usa el estudiante con más frecuencia en casa? Escoja hasta tres:

<input type="checkbox"/> Árabe <input type="checkbox"/> cantonés <input type="checkbox"/> diné <input type="checkbox"/> español <input type="checkbox"/> francés <input type="checkbox"/> griego <input type="checkbox"/> hmong <input type="checkbox"/> italiano <input type="checkbox"/> jemer	<input type="checkbox"/> Jicarilla apache <input type="checkbox"/> keres <input type="checkbox"/> coreano <input type="checkbox"/> lengua de señas americana (ASL) <input type="checkbox"/> mandarín <input type="checkbox"/> mescalero apache <input type="checkbox"/> portugués <input type="checkbox"/> ruso <input type="checkbox"/> somali	<input type="checkbox"/> tewa <input type="checkbox"/> tiwa <input type="checkbox"/> towa <input type="checkbox"/> vietnamés <input type="checkbox"/> zuni <input type="checkbox"/> Otros _____
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OTRAS PREGUNTAS

8. ¿Se traslada el estudiante de otro estado, distrito o escuela?

Si este es su caso, favor de proveer la ubicación y el nombre de la escuela:

9. ¿Ha recibido el estudiante instrucción escolar en otro(s) idioma(s) además del inglés? ¿Si la respuesta es sí, cuál idioma(s)?

10. ¿En cuál idioma prefiere recibir información de la escuela?

11. ¿En cuál idioma prefiere comunicarse con los empleados de la escuela?

12. ¿Hay algo más que deberíamos saber para servir mejor a su hija/hijo?

Firma del padre o tutor:

Fecha:

Traductor/intérprete:

Idioma:

Fecha:

PARENT NOTIFICATION LETTERS

Dear Parent,

When you enrolled your child in school this year, you noted on the Language Usage Survey (LUS) that your child understands/speaks a language other than English. Based on the responses, the law requires us to test your child's English language proficiency to determine if s/he is legally entitled to English language support services. We used the English language proficiency screener [insert W-APT for kindergarten or WIDA Screener Online for grades 1-12] results to determine the best English learner (EL) language support services for your child. We are required to inform you of the test results, our program recommendation, and all of the program and service options available for your child. That information appears below.

Based on your child's [insert name of English language proficiency screener used] results, your child qualifies for an EL program and/or language support service. English language development instruction is instrumental in increasing a student's English language proficiency and ability to acquire grade-level academic content. This support is included in the 90:10 bilingual immersion program all students participate in at Raíces.

1. Your child's English language proficiency assessment scores for this school year and the proficiency level score are as follows:

Domain	Level/Score
Listening	
Speaking	
Reading	
Writing	
Overall (composite)	

1. Your child's EL program and/or language support service will entail the following types of instruction:
[insert available EL programs and/or language support services here]

2. The overall goal of the EL program and/or language support service is for students to become fully proficient in English and to meet grade-level state academic achievement standards. In New Mexico a student who has an overall score of 5.0 or higher on the annual ACCESS for ELLs© assessment is considered English language proficient.
3. If your child has an Individualized Education Program (IEP), the EL program and/or language support service will assist in meeting the IEP goals in the following ways: [Insert description here]

As mentioned, we highly recommend that your child participate in, and receive the benefits from, this EL program and/or language support service. However, you have the right to decline your child's participation in — opt your child out of — specific EL language support services. Please contact the school at [Insert telephone number] or contact your child's teacher if you would like to schedule a parent conference to discuss options for your child or if you wish to opt your child out of specific EL language support services.

Sincerely,

Raices Principal

Estimado Padre,

Cuando matriculó a su hijo en la escuela este año, indicó en la Encuesta del Uso del Idioma (LUS por sus siglas en inglés) que él o ella entiende/habla otro idioma además del inglés. Basado en sus respuestas, la ley requiere que sea evaluada la competencia en inglés de su hija/hijo para determinar si él/ella legalmente tiene el derecho de recibir servicios de apoyo de idioma para el inglés. Utilizamos la evaluación lingüística/idiomática [insertar W-APT para kínder o WIDA Screener Online para los grados 1-12] para determinar cuál es el mejor programa para estudiantes que están aprendiendo inglés (EL por sus siglas en inglés) y/o servicio de apoyo de idioma. Estamos obligados a informarle acerca de los resultados de la evaluación, nuestra recomendación de un programa, y todas las opciones de programas y servicios disponibles para su hija/hijo. Esta información aparece abajo.

Basado en los resultados de la evaluación lingüística/idiomática [insertar el nombre de la evaluación de competencia del inglés utilizada] , su hija/hijo califica para un Programa EL y/o servicio de apoyo de idioma. La instrucción en el desarrollo del idioma inglés es fundamental para aumentar la competencia en inglés de un estudiante y su habilidad para adquirir el contenido académico de su nivel escolar. Le recomendamos ampliamente que su hija/hijo participe y reciba los beneficios de un Programa EL y/o servicios de apoyo de idioma.

1. Los resultados de la evaluación del idioma inglés de su hijo/a para este año escolar y los niveles de competencia son los siguientes:

Domain	Nivel/Calificación
Escuchar	
Hablar	
Lectura	
Escritura	
Total (compuesto)	

3. El Programa EL y/o servicios de apoyo de idioma para su hija/hijo incluirá los siguientes tipos de instrucción: [Indique aquí los Programas EL y/o servicios de apoyo de idioma disponibles.]
4. La meta general del Programa EL y/o servicios de apoyo de idioma es que el estudiante llegue a ser completamente competente en inglés y que domine los estándares de aptitud académica estatales de su nivel escolar tan pronto sea posible. En Nuevo México un estudiante que obtiene 41 Serving English Learners LCB Technical Assistance Manual un total (compuesto) de 5.0 o más alto en la prueba anual ACCESS for ELLs® se considera competente en inglés.
5. Si su hija/hijo tiene un plan de educación individualizada (IEP por sus siglas en inglés), el Programa EL y/o servicios de apoyo de idioma ayudará en obtener las metas del IEP de la siguiente manera: [Describa aquí.]

Como se mencionó anteriormente, recomendamos altamente que su hija/hijo participe y reciba los beneficios de este programa y/o servicios de apoyo de idioma. Sin embargo, usted tiene el derecho de rehusar la participación de – optar por retirar a –su hija/hijo en el Programa EL o servicios de apoyo de idioma. Favor de ponerse en contacto con la escuela en [Indique aquí el número telefónico de la escuela] o ponerse en contacto con la maestra/el maestro de su hija/hijo si desea hacer una cita para una conferencia de padre y maestro para hablar sobre las opciones para su hija/hijo o si desea optar a su hijo/hija del programa EL o servicios de apoyo de idioma. Atentamente, Director/a del Título III

Parental Notification Regarding Continuation of English Language Education

School Year _____

Dear Parent/Guardians of _____:

When your child enrolled in our school, you noted on the Home Language Survey (or the Language Usage Survey) that s/he may use a language other than English. Based on this response, the law requires us to test your child's English language proficiency to determine if he is legally entitled to English Learner support services. We used the W-APT language screener results to determine the best education programs for your child. We are required to inform you of the test results, our program recommendation, and all the placement options available for your child. We have also listed the information the state of New Mexico requires us to use to decide when a student is ready to exit the English learner program.

Your child's EL programs and services include the following type of instruction:

Sheltered Instruction or Content-Based Instruction: Sheltered Instruction and Content-Based Instruction are approaches for teaching English language learners (ELLs) using specific strategies to make academic subjects comprehensible and accessible while promoting the students' English language development. At Raíces, these additional supports for language development will occur in the regular classroom.

The overall goal of the EL program is for students to become fully proficient with academic skills in listening, reading, writing, speaking in English. The exit criteria in New Mexico is achieving a composite score of 5.0 or greater on the ACCESS for ELLs/ACCESS English Language Proficiency assessment (which we administer in the spring). Based on last year's test score, your child has continued to receive the benefits from this program. However, you have the right to decline your child's participation in/ or opt out of EL services. Please contact_____(school personnel)_____if you would like to schedule a meeting to discuss this.

Sincerely,

Raices principal

LANGUAGE USAGE PROCESS FLOW CHART

