



**Indiana
Department of Education**

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Enrollment Steps for English Learners (ELs)

Office of English Learning and
Migrant Education

Enrollment Steps

- Use the following steps to help you correctly identify, assess, and service your English Learners (ELs)

1. Home Language Survey

[Webinar for Secretary/Front Office Staff](#)

2. LAS Links Placement

3. Determine type of English language development services

4. Annual Parent Notification

5. Individual Learning Plan

6. Begin providing federally required English language development services

7. Monitoring (Level 5)

8. Cumulative Folder

[Webinar for Staff Working with ELs](#)

EL Guidebook

- Please use the EL Guidebook, located [here](#), for further explanation and guidance for each of the enrollment and identification steps

Any Questions?

Please feel free to contact the
Office of English Learning
and Migrant Education

317-232-0555

rdavidson@doe.in.gov

nwilliamson@doe.in.gov

Learning Connection Communities:

IDOE – Title III and NESP (English Learners)

IDOE – LAS Links Assessment- Administrators



**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

English Learner Guidebook

2013-2014

Indiana Department of Education
Office of English Learning & Migrant Education

Home Language Survey (HLS)

The Civil Rights Act of 1964, Title VI, Language Minority Compliance Procedures, requires school districts and charter schools to determine the language(s) spoken in each student's home in order to identify their specific language needs. This information is essential in order for schools to provide meaningful instruction for all students as outlined Plyler v. Doe, 457 U.S. 202 (1982).

The purpose of this survey is to determine the primary or home language of the student. The HLS must be given to all students enrolled in the school district / charter school. The HLS is administered once, upon initial enrollment in Indiana, and remains in the student's cumulative file.

Please note that the answers to the survey below are student-specific. If a language other than English is recorded for ANY of the survey questions below, the LAS Links placement test will be administered to determine whether or not the student will qualify for additional English language development support.

Please answer the following questions regarding the language spoken by the student:

1. What is the native language of the **student**? _____
2. What language(s) is spoken most often by the **student**? _____
3. What language(s) is spoken by the **student** in the home? _____

Student Name: _____

Grade: _____

Parent/Guardian Name: _____

Parent/Guardian

Signature: _____ **Date:** _____

By signing here, you certify that responses to the three questions above are specific to your student. You understand that if a language other than English has been identified, your student will be tested to determine if they qualify for English language development services, to help them become fluent in English. If entered into the English language development program, your student will be entitled to services as an English learner and will be tested annually to determine their English language proficiency.

For School Use Only:

School personnel who administered and explained the HLS and the placement of a student into an English language development program if a language other than English was indicated:

Name: _____

Date: _____

HLS Frequently Asked Questions

The “Provision of an Equal Education Opportunity to Limited-English Proficient Students” (OCR, August 2000) and Title I, Section 1111(b)(6) of No Child Left Behind (NCLB) requires each state to “identify the languages other than English that are present in “a participating school population...” Indiana has chosen to do this through the administration of the Home Language Survey (HLS). The HLS is a student-specific questionnaire to determine the primary or home language of a student. Below are the three student-specific questions that are required to be asked on the HLS:

1. What is the native language of the student?
2. What language(s) is spoken most often by the student?
3. What language(s) is spoken by the student in the home?

If a language other than English is indicated for any of the three questions, the LAS Links Placement Assessment should be administered to determine whether or not the student qualifies for English language development support.

The FAQ below is a guidance document that is to be used as a resource

1. Q. Should my school corporation give out a HLS to every new student that enrolls in my school corporation?

No. The HLS is a document that should only be filled out **once** in a student’s educational career. If the student is enrolling in school for the first time ever, then a HLS should be given to complete. If the student is enrolling in your school corporation from a school within Indiana, then the **original HLS** must be obtained (*refer to question 7 on what to do when a student moves to your corporation from outside of Indiana*).

2. Q. When filling out the HLS, a parent marked “English/Spanish” for one or more of the responses- What should we do?

If the parent marked multiple languages for one or more of the responses, it is important first to ensure that the HLS was explained properly to the parent. If the parent was aware of what the HLS was, then proceed with testing. If the HLS was not explained to the parent, it is important that its purpose is explained.

3. Q. A parent marked a language other than English on the HLS, but now would like to re-complete the survey so that it indicates all “English”- can the HLS be re-completed?

No. The HLS is a document that should only ever be filled out once. A parent cannot “go back” and change their original answers that they indicated. It is important that a school corporation properly explain the purpose of the HLS in order to ensure that the parent is aware of what occurs when a language other than English is marked.

4. Q. There is a student that is enrolling in school for the first time. Our corporation has administered the HLS and the parents have indicated a language other than English, what should we do?

If a language other than English has been indicated on the HLS, a LAS Links Placement Assessment should be administered to determine the student’s language proficiency. If a student scores Not Proficient (NP) or Approaching Proficiency (AP) on the LAS Links Placement Assessment, they should be entered in to an English language development program.

5. Q. I have given the student the initial placement assessment and they have scored Fluent English Proficient (FEP), is there anything further that I need to do?

No. If a student's placement assessment indicates that they are FEP, the student does not need to be in an English language development program.

6. Q. Our school corporation received a student from a different school within Indiana. Do we issue a new HLS?

You should not administer a new HLS. When a student arrives at your school from a different school within Indiana, your school corporation must look in the student's cumulative folder to find the original HLS. Whatever is indicated on the original HLS is what you must go by. If a language other than English was indicated, there should be documentation of a student's LAS Links Annual Assessment in the student's cumulative folder and the student's instructional program should follow accordingly.

7. Q. Our school corporation received a student from outside of Indiana. Should we give them a new HLS?

Yes. Indiana does not accept an HLS from outside of Indiana. If you have a student that moves to your corporation from outside Indiana, a new HLS should be administered.

8. Q. Our school corporation has a student that attended an Indiana school, moved out of state, and then returned to Indiana. What should we do?

A student's cumulative folder follows a student wherever they go. The current school corporation should attempt to contact the previous school where the student attended outside of Indiana to obtain the cumulative folder. Once received, the school corporation should look for the original HLS that was given to the student **from the Indiana school corporation where the student originally attended.** The school corporation must abide by whatever is on the original HLS from the school that the student attended while in Indiana.

9. Q. What if the cumulative folder was not transferred with the student when they moved to our corporation?

If the cumulative folder was not transferred with the student when they moved to your school corporation, every effort necessary should be made to obtain the HLS from the previous school corporation. The Office of English Learning and Migrant Education (OEL & ME) recommends that a school secretary contact the previous school to ask if they can send or fax the HLS. If the student has identified a language other than English on the HLS, the school corporation should also request copies of the student's LAS Links Annual Assessments.

10. Q. What if my school corporation has tried to contact the student's previous school to obtain the HLS, but they will not respond to repeated requests?

If your school corporation has tried multiple times to contact the student's previous school corporation, but they will not provide you with the HLS, as a last resort you may administer a new HLS. However, multiple attempts should be made to obtain the original HLS. If you must administer a new HLS, proper documentation indicating dates and times that attempts were made to obtain the HLS should be placed in the student's cumulative folder.

11. Q. If we have documentation of a student’s LAS Links Annual Assessment from their previous school, should we still give them a placement assessment?

No. If you have documentation from the previous school year indicating the student’s LAS Links Annual Assessment results, you do not have to administer a LAS Links Placement Assessment. Instead, the school corporation should use the results of the student’s LAS Links Annual Assessment to appropriately place the student into an English language development program.

12. Q. Our HLS is currently in our registration packet- should it be there?

The OEL & ME highly recommends that the HLS is **not** in your registration packet. Again, the HLS should only ever be administered once. Therefore, the HLS should not be available in the registration packet that a parent fills out when they enroll their child at your school corporation. The HLS should be given to the parent as a separate document that is thoroughly explained to them so they understand its purpose. Additionally, the HLS should only be given to those parents who: a) are enrolling their student for the first time in school or, b) the school corporation is unable to obtain the original HLS from the student’s cumulative folder (*refer to question 10*).

13. Q. Our school corporation has given out a HLS every year and/or anytime a student has enrolled at our corporation. We now realize this is incorrect. How do we fix this problem?

The distribution of a HLS to students every year and/or anytime a student enrolls at your corporation should be stopped immediately. Any personnel in your school corporation responsible for administering the HLS should be notified of the correct procedures for distributing a HLS.

14. Q. What is the school’s responsibility when a LEP student leaves our corporation?

When a LEP student transfers from your corporation to another corporation, it is your school corporation’s responsibility to ensure that the following items are in the student’s cumulative folder to be transferred:

- HLS;
- Individual Learning Plan (ILP);
- A copy of the Parent Notification letter that indicates the student’s score on the LAS Links Placement Assessment and/or LAS Links Annual Assessment and their placement in a English language development program;
- Copy of a student’s LAS Links student proficiency report;
- ISTEP+ scores; Exiting/Monitoring documents for students in the two-year monitoring period (if applicable); and
- Copy of a parent’s refusal of services (if applicable).

15. Q. Should the HLS be kept in a student’s cumulative folder if the parent answered English to all three questions?

Yes. The HLS must be kept in every student’s cumulative folder. Under no circumstance should it be thrown away. Section 1111 (b) (6) states: “Each State plan shall identify the language other than English that are present in a participating school population...” The HLS has been adopted by the State of Indiana for determining any student that speaks a language(s) other than English. It is important that this document is retained as proof that a school corporation has identified any student that speaks a language other than English. Additionally, if a student transfers from one school corporation to another within Indiana, the receiving school corporation is required to use the original HLS to determine placement in a English language development program.

Initial Enrollment (i.e. KDG Students) and Out of State Transfer Students

Initial Home Language Survey

A Home Language Survey should be provided to parents for completion, ensuring that the purpose of the HLS is clearly explained.

HLS Indicates a Language Other Than English

The student should be administered the preLAS 2000 (KDG) or LAS Links Placement Test to determine English proficiency
** A copy of the original HLS should be placed in student's cumulative folder*

HLS Indicates All English

The student should not be given the LAS Links Placement Assessment and nothing further should be done. Report as FEP until graduation on DOE-LM.
**A copy of the original HLS should be placed in the student's cumulative folder*

Student Scores "NP" or "AP" on LAS Links Placement Test

If student scores "NP" or "AP" on the LAS Links Placement Test, the student is considered Limited English Proficient (LEP) and must begin receiving federally required English language development and will be annually assessed.

Student Scores "P" on LAS Links Placement Test

If student scores "P" on the LAS Links Placement Test, nothing further should be done. The student is not considered LEP. Report as FEP until graduation on DOE-LM

Student Identified as LEP

An ILP should be created for any student that has been identified as LEP (*by scoring "NP" or "AP" on the LAS Links Test*). The ILP should document accommodations or strategies that the student is able to use both in the classroom and on state assessments.

Students identified as Limited English Proficient by the LAS Links placement test will be annually assessed until they receive two consecutive Level 5 (FEP) scores.

Transfer Students from Another Indiana School Corporation (at any point in their education)

1. Check the student's cumulative folder for the original HLS
- OR
2. If the original HLS cannot be located, call the student's previous school to obtain the original HLS.

Original HLS Indicates a Language Other Than English

The previous Indiana school was required to have already administered the LAS Links placement assessment. Check the cumulative folder for the assessment results. ** A copy of the original HLS should be placed in student's cumulative folder.*

HLS Indicates All English

The student should not be given the LAS Links Placement Assessment and nothing further should be done. Report as FEP until graduation on DOE-LM.

**A copy of the original HLS should be placed in the student's cumulative folder*

Student Scored "NP" or "AP" on LAS Links Placement Test

If student scored "NP" or "AP" on the LAS Links Placement Test, the student is considered Limited English Proficient (LEP), must begin receiving federally required English language development, and will be annually assessed. Check for annual assessment scores, if available.

Student Scores "P" on LAS Links Placement Test

If student scores "P" on the LAS Links Placement Test, nothing further should be done. The student is not considered LEP. Report as FEP until graduation on DOE-LM

Student Identified as LEP

An ILP should be created for any student that has been identified as LEP (*by scoring "NP" or "AP" on the LAS Links placement or Levels 1-4 on the annual assessment*). The ILP needs to document accommodations or strategies that the student is able to use both in the classroom and on state assessments.

1. *If original HLS cannot be obtained from student's previous school, administer a new HLS to the student. Documentation must be kept indicating the dates and times calls were made to the student's previous school in order to obtain the original HLS.*
2. *Students identified as Limited English Proficient by the LAS Links placement test or annual assessment will be annually assessed until they receive two consecutive Level 5 (FEP) scores.*

LAS Links

Indiana Language Acquisition Assessment System (ILAAS)

The Purpose of LAS Links

CTB/McGraw-Hill's LAS Links© assessments are used in Indiana to determine a student's level of English proficiency. The placement test, administered upon the student's arrival in the United States, is used to determine appropriate services for the student. The annual assessment, administered during the January/February testing window, determines the student's current level of English proficiency and is used for accountability purposes.

Structure of LAS Links

Testing personnel should note the following regarding the administration of LAS Links Assessments:

1. LAS Links consists of two assessments: a placement test and an annual assessment.
2. **The results from the placement test and placement in the language instruction program must be communicated to parents within 30 days at the start of the school year and within two weeks of arrival later in the school year.** Placement tests are scored locally. Training for administration and scoring of the placement tests is offered in August. Additional information regarding training is available in the IDOE-LAS Links Assessment – Administrators Community in Learning Connection. Placement tests may be ordered from the CTB/Indiana Help Desk by calling 800-282-1132, Option 4.
3. The annual LAS Links assessment is administered in late winter each school year, preceding the Applied Skills ISTEP+ assessment window. This assessment is given to students classified as Levels 1-4 and to students who have NOT received a level five classification for two consecutive data points. For the annual assessment, the speaking portion is scored locally. The other portions are submitted to CTB for scoring. Training is offered in January for the administration and scoring of the annual assessment. The results from the annual LAS Links assessment must be communicated to parents within 30 days at the start of the school year or within 2 weeks of enrollment if the child enrolls later in the year.
4. Both placement tests and annual assessments are offered by grade span. Pre-LAS 2000 is the placement test offered for Kindergarten students.
5. Both assessments are designed to evaluate students on listening, speaking, reading, writing, and comprehension. The placement test is used for identification and placement into English language development services; the annual LAS Links assessment is used for measuring annual growth and for program exit.
6. For newly arrived LEP students in their first year of U.S. schooling, for one time only, the annual LAS Links assessment may be substituted for the English/Language Arts portion of the ISTEP+ assessment utilizing Federal Flexibility. This is a corporation-wide decision, and the names of students must be submitted to the Indiana Department of Education in May.

LAS Links Frequently Asked Questions

1. Q. Who is assessed with the LAS Links?

All students with a language other than English identified on their original Home Language Survey are assessed for their proficiency in listening, speaking, reading and writing. This is not an arbitrary assessment done at the time of enrollment, but a formal assessment with the same instrument used statewide.

2. Q. What is the purpose of the LAS Links?

The LAS-Links assesses children on a continuum of levels 1-5 in listening, speaking, reading and writing. It is done upon enrollment and every year thereafter. Measurement of a child's English proficiency is tracked to determine the pace of English progression. School corporations will be measured to ensure adequate English progression is being made with our EL population.

3. Q. Who assesses the child?

The licensed EL program staff trained in the use of the LAS-Links tool will administer it to any newly enrolled students in Indiana who have a home language other than English. The assessment is to be administered only by personnel who hold a license granted by the Indiana Department of Education. The license must be an instructional, administrative, or school services license. Personnel not properly trained and certified (e.g., teacher's aides, secretaries, or substitute teachers who do not hold one of the above mentioned licenses) may ONLY serve as proctors, NOT as test examiners. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a test examiner.

4. Q. When is the LAS Links administered?

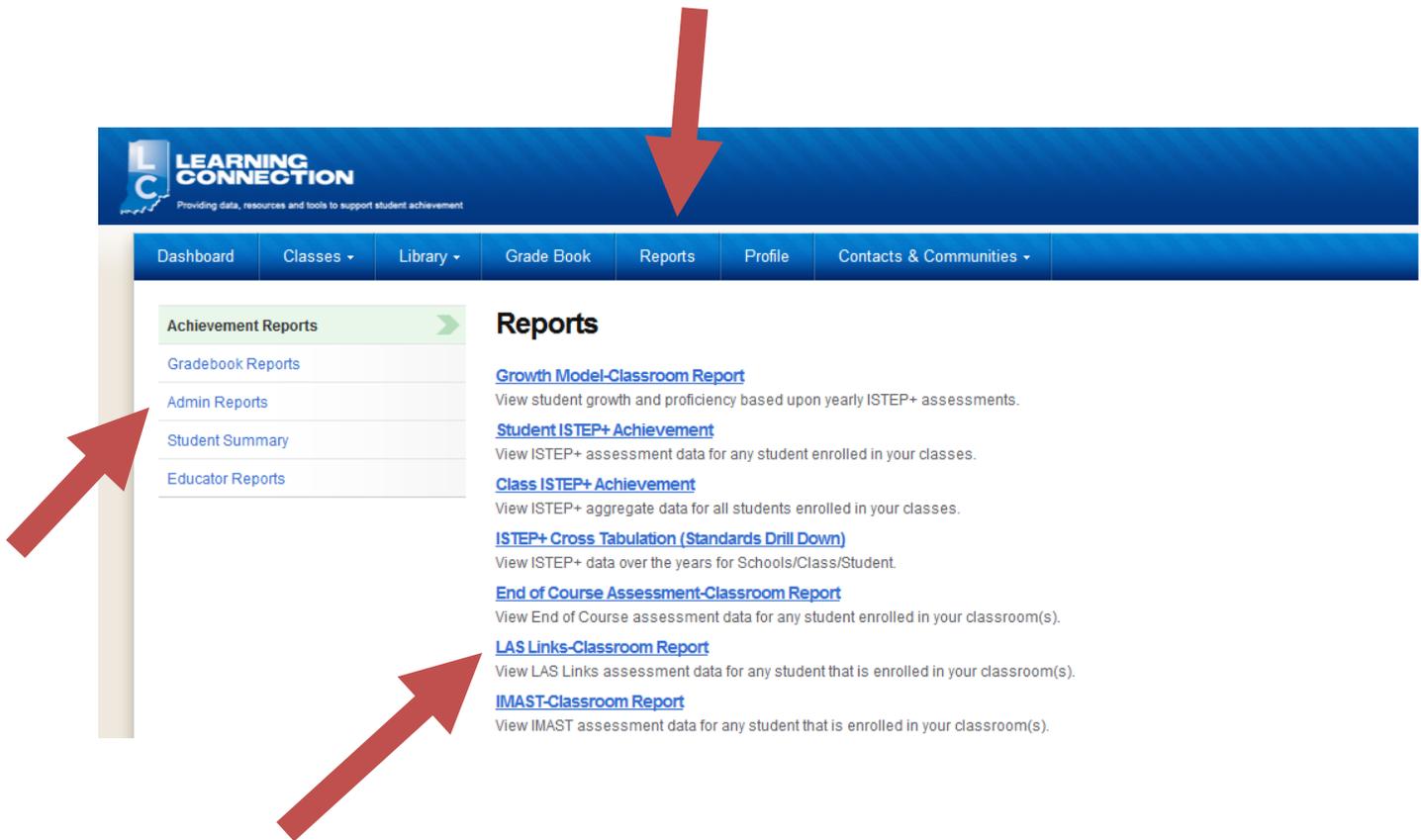
The LAS Links is administered in January and February of each school year by a licensed certified teacher. Testing windows are adjusted as deemed necessary by the Indiana Department of Education.

5. Q. How can I obtain an individual student's LAS Links report?

a) If your school administered the LAS Links annual assessment for the specific student in the previous year's January/February window, then your school will receive a paper copy of the results to place in the cumulative file and a copy to send home with parents. You can also obtain a digital copy via the Learning Connection (see step B below)

b) If the student is transferring from an Indiana school (or for existing ELs already in your school), you can obtain the previous LAS Links results via the [Learning Connection](#). Once you sign in, find the "Reports" tab near the top of the screen. Then find "Las Links Classroom Report". If you have administrator rights to your school, then you can also click on "Admin Reports" at the left side of the screen. Please note that the transferring student's registration at your school will have to be reported to the IDOE in the real time submission prior to you being able to look up any data in the Learning Connection. Schools submit their real time data weekly.

c) If the student is transferring from an out-of-state school, Indiana does not accept other states' Home Language Surveys or English proficiency assessments. You will administer a new HLS, and if it shows a language other than English for any of the questions, then administer a LAS Links placement test.



LAS LINKS MANDATORY SCREENER (administered by licensed EL staff)

1. Required within 30 days of arrival for a new enrollees (i.e KDG) or out-of-state student who stated a language other than language on the HLS . If the student enrolls later in the year, then the screener will be administered within 2 weeks of enrollment.
 - If a student is transferring from an Indiana school, the school needs to obtain the original Home Language Survey from the previous Indiana school. If the original HLS has a language identified other than English, contact the previous school to obtain the placement or annual LAS Links assessment score from the prior school year.

2. Helps identify initial language level and course placement

STATE MANDATED LAS LINKS Annual Assessment (administered by EL licensed staff)

1. Required for all students annually that are limited English proficient (Levels 1-4, first year Level 5s)
2. Assesses language level and academic language growth from year to year

[Insert School Corporation Letterhead]
Annual Parent Notification

Last Name		First Name	
School		Grade	

[Insert Date]

Dear Parent/Legal Guardian:

We are sending this letter to inform you of your child’s identification as an English learner (EL) and of his/her placement into an English language development program for the **[insert year]** school year. We are following the federal law as required of all school corporations:

- (1) To identify limited English proficient (LEP) students;
- (2) To assess students’ progress in learning English; and
- (3) To provide students with services to increase their English proficiency and academic achievement

Name	Description	Placement
Sheltered English/ Content-Based English	The goal is proficiency in English while focusing on learning content knowledge and skills in an all-English setting. Instruction is provided in English only and is adapted to a student’s proficiency in English. Instruction is supported by visual aids and support (as available) in the student’s native language.	
Structured Immersion	The goal is fluency in English and typically serves only ELs in the classroom. All instruction is in English but has been adjusted to the student’s proficiency level so that subject matter is comprehensible.	
Pull-out English Language Development (ELD)	The goal is to develop fluency in English. Students leave the mainstream classroom part of the day to receive ELD instruction.	
Push-in English Language Development (ELD)	The goal is to develop fluency in English. Students are served in the mainstream classroom, receiving instruction in English and native language support if needed.	
Transitional Bilingual Education	The goal is to develop English proficiency skills as soon as possible, without delaying learning of academic core content. Instruction begins in the student’s native language but rapidly moves to English. Students are typically transitioned into mainstream classrooms with their English-speaking peers as soon as possible.	
Other	[Insert description, including content, instructional goals, and the use of English in instruction]	
Not Applicable	Written confirmation has been received from the parent indicating the parent wishes to deny English language development instruction for their child	

To identify students that are ELs and the educational services they will need, we use the Home Language Survey (HLS) and LAS Links Assessment. The LAS Links Assessment measures students’ English abilities in listening, speaking, reading, and writing. Your child’s **overall** English language proficiency score on his/her LAS Links Assessment was:

Level 1 Beginner	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Advanced

Your child will participate in a program to help him/her attain English proficiency in listening, speaking, reading and writing, succeed in academics and meet graduation requirements. The following table identifies the method(s) of instruction that will be used with your child: **[Put "x" in placement for this child; Delete programs that you do not use/offer]**

**Descriptors taken from: http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf*

In order to exit the English language development program your child must obtain two overall consecutive level 5's (Fluent) on the LAS Links Assessment. After exiting from the program, your child's academic progress will continue to be monitored for two years. While the rate of attaining English language proficiency varies greatly from student to student, research has shown that it typically takes 5-7 years to attain English proficiency and exit from English language development services. Indiana's expected rate of graduation is currently 96%.

If your child has been identified with a disability in which they also require an Individual Education Plan (IEP), the English language development program will be used in coordination with your child's existing IEP.

As a parent, you have the right to:

- (1) Remove your child from the English language development program; and
- (2) Decline your child's participation in the program or choose another program or method of instruction

If you decide to not have your child participate in the English language development program, he/she will still be required to complete the LAS Links Assessment under federal law. If you have any questions about the placement of your child for this school year, please contact **[Insert Name, Title]** at **[Insert Phone Number]**.

Sincerely,

[Insert Director's Name, Title]

Individual Learning Plan (ILP)

The ILP is a specialized plan for each identified Limited English Proficient (LEP) student that details strategies, accommodations, modifications and goals to be implemented daily in the classroom in order to help LEP students be successful

ILP Specifics

- The ILP is a locally-developed form that is recommended to be created by the student's classroom teacher(s) in conjunction with the school's EL teacher (if applicable) or another designee
- All LEP students (levels 1-4 or "NP"/ "AP") must have an ILP
- The ILP should be shared with the student to ensure the student understands what they are entitled to
- Teachers and other staff members that work with an LEP student must be given a copy of the ILP and are required to implement the ILP within their classroom on a daily basis

Of what Should the ILP Consist?

The state does not require a specific form that must be used; rather, schools retain the local responsibility to create an ILP based on their students' needs. However, recommendations to include in an ILP are as follows:

- General information about the student (name, grade, age, school year)
- LAS Links Placement Test proficiency level
- Annual LAS Links proficiency level, with sub-group levels in Listening, Speaking, Reading and Writing
- State and local assessment information
- The language instruction program being used for the student to help them attain English language proficiency
- Strategies, accommodations, and modifications for the student to be implemented in all classes
- Strategies and accommodations for state assessments
- Goals for the student (quarterly, semester, year-end)

State Assessments and Accommodations

- Limited English Proficient (LEP) students are eligible to receive accommodations on state assessments; however, in order to do so, the accommodation must be marked on the student's ILP
- Only state-approved accommodations can be used with LEP students on state assessments
- School corporations should refer to the *Indiana Assessment Program Manual* for a list of state-approved accommodations for use with their LEP students on state assessments

How to Use the ILP

The Individual Learning Plan is an official document with a plethora of information to aid educators in identifying an English Learner's English proficiency level and the more appropriate modifications and adaptations in the classroom.

At the beginning of each school year OR when a new EL arrives, the EL teacher should create the ILP in conjunction with the mainstream and/or content area teacher. It is the responsibility of the mainstream and/or content area teacher to ensure that the ILP is followed when the EL is in their class.

Some helpful tips and hints when utilizing the ILP:

- It is imperative to look at each of the domains (listening, speaking, reading, writing) to see the level in each specific domain. This information is essential in understanding and interpreting data to drive instruction. For example: A child may be an overall 3 but a 1 in reading. This information will help when differentiating instruction and determining appropriate accommodations.
- One of the most important pieces of information on the ILP is the section regarding modifications and adaptations that a student should receive while in mainstream settings. These modifications and adaptations should *always* be followed.
- If a teacher has difficulty in ensuring that the ILP is followed, they should check with the EL teacher or administrator to find ways that they can work collaboratively to ensure fidelity to the document.

In addition to keeping a copy of the ILP in the cumulative folder, additional copies should be kept by all personnel working with the ELs. If your district maintains a separate EL folder system with just LEP information, keep a copy of the ILP in this folder as well. Digital copies of Individual Learning Plans offer an easy way to share information with all school personnel.

An example of an ILP can be found on the following page.

Individual Learning Plan (ILP) for English Learners

Name: _____ D.O.B. _____ Gender: _____ School ID: _____
 School: _____ Grade: _____ Entered U.S. Schools: _____
 Primary Language: _____ Secondary Language(s): _____

Program Status: EL Classes _____ Newcomer _____ Intervention _____ Push-In _____ Regular Ed. _____ SIOP _____

Spring LAS Links Scores (1-5): **Date:** _____ **OVERALL:** _____

Score Type	Score	Proficiency Level	Score Type	Score	Proficiency Level
Speaking			Writing		
Listening			Oral		
Reading			Comprehension		

Previous LAS Links Score: Date: _____ Score: _____

LAS Links Placement: Date: _____ Score: _____ NP _____ AP _____ P _____
 State proficiency level: _____ *See reverse side for definitions. Note date of designation*

Additional Assessments/Background Information:

Can read/write in Native Language? Yes _____ No _____ Attended school in home country? Yes _____ No _____
 Retained? School year: _____ IEP _____ 504 _____ Speech _____ G/T _____ LTELL _____

ISTEP+ and ECA Results

Date	LA	Math

ECA

Date	Eng 10	Date	Algebra I	Date	Biology

Other: (AIMSweb, Lexile, IREAD3, DRA, Native Lang., etc.): _____

State Testing Accommodations:

- _____ Extended Time (one and a half or double time)
- _____ Small group testing by a familiar teacher
- _____ Approved word-to-word dictionaries (if literate in native language)
- _____ Math/Science/Social Studies items and answers read verbatim
- _____ Read test/assignment directions and questions

Mainstream Modifications / Adaptations:

Note: These are some modifications that can be made for EL students, however, teachers should be differentiating their instruction and utilizing ELP standards so all students can be successful.

PACING:

- _____ Extend time requirements
- _____ Omit assignments
- _____ Other: _____

ENVIRONMENT:

- _____ Assign preferential seating
- _____ Assign peer buddy
- _____ Other: _____

TESTING:

- _____ Allow student to answer orally
- _____ Use multiple-choice
- _____ Read test to student
- _____ Modify format
- _____ Shorten test length

GRADING:

- _____ Use S's and U's
- _____ Other: _____

ASSIGNMENTS:

- _____ Lower reading level
- _____ Shorten assignments
- _____ Read directions to students
- _____ Modify Homework

MATERIALS:

- _____ Use supplementary materials
- _____ Bilingual/Picture dictionaries/electronic translators
- _____ Use visuals/realia/picture files

PRESENTATION OF SUBJECT MATERIAL:

- _____ Use individual/small group instruction
- _____ Simplify language
- _____ Use manipulatives
- _____ Pre-teach vocabulary/key concepts
- _____ Use body movements and gestures
- _____ Plan for cooperative learning
- _____ Use graphic organizers
- _____ Choose 5 key concepts/limit amount of information

COMMENTS:

ENL Teacher Signature Date Classroom Teacher Signature Date

Cumulative Folder Guidance Specific to LEP Students

Cumulative folders are legal and confidential student education records. Cumulative folders and all information contained therein are only allowed by law to be viewed by school officials for whom the viewing of the record is required to fulfill his/her professional responsibility. Parents may request in writing to view their child's records and students over the age of 18 may request in writing to view their own records. (20 U.S.C. § 1232g (b); 34 CFR subpart D)

School staff must take care when working with cumulative folders to keep all information intact, confidential, and safe.

Please use the following checklist to ensure that information specific to limited English proficient (LEP) students is included in the cumulative folder. Update all information in cumulative folders at the end of each school year or when a student transfers to another school or school district.

- Home Language Survey
- Individual Learning Plan: a document that includes at least
 - ✓ the student's language level
 - ✓ a list of the accommodations and modifications that should be made for the student in all of their classes and on standardized examinations
 - ✓ An overview of the services being provided to the student
- A copy of the parent notification letter that indicates the student's score on the LAS Placement/Annual Test and their placement in a program aimed at helping Limited English Proficient students become Fluent English Proficient.
- A copy of LAS LINKS student proficiency report: student proficiency reports should remain in the cumulative folder for at least two years.
- ISTEP + scores
- Exiting/Monitoring documents for students in the two-year monitoring period
- If the parents refuse services, a copy of that document should be included in the cumulative folder
- A log of updates, this should include the date and the name of the person who updated the folder

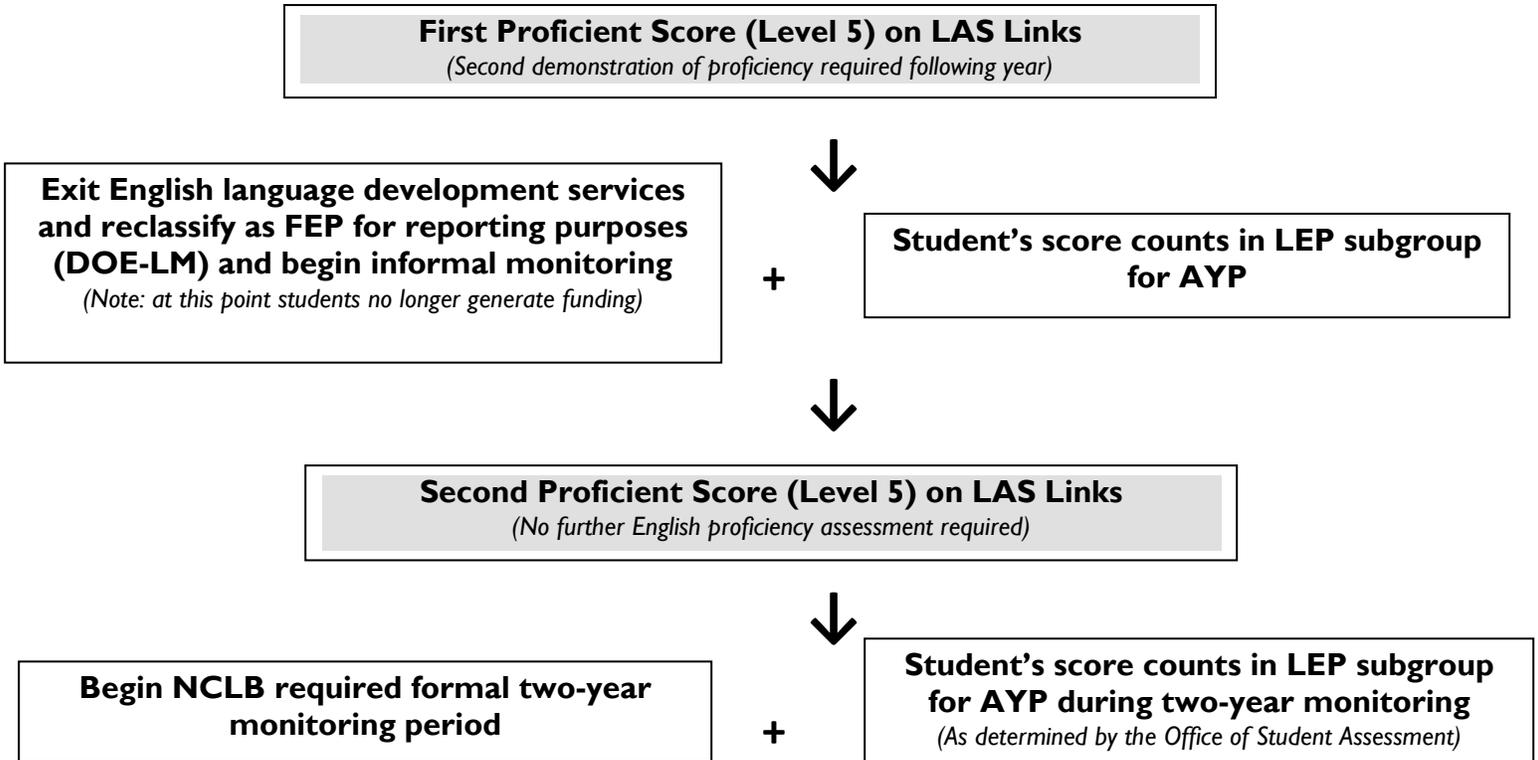
For Migrant Students, also include:

- A record of any PASS or GED course work
- A copy of the student's Certificate of Eligibility (COE) and/or work survey

Exiting From Services, AYP, and Monitoring

Proficiency in English for limited English proficient (LEP) students is based on attaining an Overall score of Level 5 on the summative, Spring LAS Links English Proficiency Assessment twice consecutively. Newly enrolled students testing at Level 5 on the initial LAS Links Placement Test do not enter the language instruction program and are not subject to exiting criteria. Exiting students from instructional services, AYP calculations for the LEP sub-group, and the monitoring of academic progress are outlined below.

Exiting from Services and AYP:



Monitoring:

Example:	
Spring 2011:	1st Overall Level 5 score (FEP status on DOE-LM and exit services)
Spring 2012:	2nd Overall Level 5 score (No further LAS Links assessment)
SY 2012-13:	Monitoring Year 1 (No LAS Links in Spring 13)
SY 2013-14:	Monitoring Year 2 (No LAS Links in Spring 14)

Exiting from English language development services must ensure that:

- ♦ former LEP students who have been reclassified as fluent English proficient (FEP) will have full access to mainstream curriculum, *and*
- ♦ monitoring of students' academic progress will occur for two years.

The formal two-year monitoring period begins when a student attains proficiency (Overall score of Level 5) on the LAS Links English Proficiency Assessment for the second consecutive time. During this two-year period, exited students are still entitled to access all services provided through the district's language development program, if needed.

