

## APPENDIX A

# Norwalk School District

## HOME LANGUAGE SURVEY

Student Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_ Sex: ☐ Male ☐ Female

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

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

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

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

1. Was your child born in the United States? ☐ Yes ☐ No  
If yes, in which state? \_\_\_\_\_  
If no, in what other country? \_\_\_\_\_
2. Has your child attended any school in the United States for any three years during their lifetime? ☐ Yes ☐ No  
If yes, please provide school name(s), state, and dates attended:  
Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_  
Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_  
Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_
3. What language is spoken by you and your family most of the time at home? \_\_\_\_\_
4. If available, in what language would you prefer to receive communication from the school? \_\_\_\_\_

5. Is your child's first-learned or home language anything other than English? ☐ Yes ☐ No

**If you responded "Yes" to question number 5 above, please answer the following questions:**

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

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

\_\_\_\_\_  
Date

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	

## Norwalk School District

### Student Race and Ethnicity Reporting

Student Name: \_\_\_\_\_ Date Form Completed: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ ☐ Male ☐ Female

Person Completing This Form: ☐ Parent/Guardian ☐ Student ☐ Other: \_\_\_\_\_

The U.S. Department of Education has implemented new standards for school districts to report student race and ethnicity. Your answers to the following will be held strictly confidential and data will be used only in the aggregate.

1. Is your child of Hispanic, Latino, or Spanish ethnicity: ☐ Yes ☐ No  
Includes persons of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.

If you answered "Yes" to question #1, you may also check one or more of the racial categories in question #2. If you answered "No", please check one or more of the following racial categories.

2. Racial Categories:

- ☐ American Indian or Alaska Native  
Origins in any of the original peoples of North, Central, and South America who maintain a tribal affiliation or community attachment.
- ☐ Asian  
Origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent for example Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Philippine Islands, Thailand, and Vietnam.
- ☐ Black or African American  
Origins in any of the black racial groups of Africa
- ☐ Native Hawaiian or Other Pacific Islander  
Origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- ☐ White  
Origins in any of the original peoples of Europe, the Middle East, or North Africa.

Please complete the entire form and return it to:

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

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

## APPENDIX B

## Districtwide Screening Data

Depending on the student's age and grade level a variety of formal and informal assessment tools are used to determine a student's literacy and math instructional levels. See table below for additional screening information.

Grade level	Assessment	Person Administering
<b>PK</b>	Gold Assessment	Classroom teacher
<b>K-1</b>	FastBridge early Reading subtests FastBridge early Math subtests	Classroom teacher
<b>2-3</b>	FastBridge CBM, aReading FastBridge CBM Math, aMath ISASP	Classroom teacher
<b>4-5</b>	FastBridge CBM, aReading FastBridge aMath ISASP	Classroom teacher
<b>6</b>	FastBridge CBM, aReading FastBridge aMath Writing Benchmark Algebra Readiness ISASP	ELA Teacher Math Teacher
<b>7</b>	FastBridge CBM, aReading FastBridge aMath Science Reasoning ISASP	ELA Teacher Math Teacher
<b>8-9</b>	ACT Aspire ISASP	ELA Teacher Math Teacher
<b>10</b>	ACT Aspire ISASP ALEKS Math Placement	Classroom teacher Advocates
<b>11</b>	ACT ISASP ALEKS Math Placement	Classroom teacher Advocates
<b>12</b>	ALEKS Math Placement Graduation Portfolio	Classroom teacher Advocates

## APPENDIX C

Please Respond  
in English

English

Determination of Student Eligibility  
for Program Placement

**Norwalk School District**  
**Determination of Student Eligibility for Program Placement**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_  
(mm/dd/yyyy)

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

Dear Parent or Guardian:

You completed a Home Language Survey when your child registered for school. On that form you indicated that a language other than English is spoken by your child or in the home. Based on this information, the school gave your child a test to determine his or her eligibility for placement in English Learner Services provided by funding from Title I, Title III, or both.

We used \_\_\_\_\_ (name of test) to test your child's English language abilities in:

- ☐ speaking    ☐ reading    ☐ writing    ☐ listening
- ☐ and we used other information, such as 1) previous education and social experiences, 2) written recommendations and observations by school staff that teach your child, 3) an Eligibility Placement Committee meeting, 4) mastery of basic skills in English and their home language, 5) grades from current or previous years, or a combination of these.

Based on your child's results we:

- ☐ recommend that your child be placed in English Learner Services provided by Title I, Title III, or both if both are available.
- ☐ do not recommend English Learner Services provided by Title I or Title III for your child because your child does not qualify for these services.

If your child is placed in English Learner Services, we feel these services will help your child do well in school and meet graduation requirements. Please sign below where indicated and return this notice to your child's school.

Thank you for your interest in the quality of your child's education. Please contact us if you have any questions or if you do not wish to have your child placed in the program.

_____	_____
Name	Title
_____	_____
Phone	Email Address

Eligibility Placement Committee (if applicable):

Name: _____	Signature: _____	Title: _____	Date: _____ (mm/dd/yyyy)
Name: _____	Signature: _____	Title: _____	Date: _____ (mm/dd/yyyy)
Name: _____	Signature: _____	Title: _____	Date: _____ (mm/dd/yyyy)
Name: _____	Signature: _____	Title: _____	Date: _____ (mm/dd/yyyy)

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

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

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

## APPENDIX D



**Norwalk School District**  
**English Learner Program Placement**

**English**

English Learner Program  
Placement

☐ Initial Placement    ☐ Continuing Placement

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

(mm/dd/yyyy)

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

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English Learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

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

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is \_\_\_\_\_ (number of years). The high school graduation rate for students receiving English Learner Services is \_\_\_\_\_. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

# Norwalk School District

## English

English Learner Program  
Placement

The name of the English proficiency test your child took is:

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

Your student's Level of English Proficiency is: \_\_\_\_\_ The highest score possible is: \_\_\_\_\_

The level needed to be proficient in English and exit English Learner Services is: \_\_\_\_\_

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

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

Your student's Level of Academic Achievement is: \_\_\_\_\_

The method of instruction used in your child's English Learner Services is:

- ☐ **Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's home language.
- ☐ **Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- ☐ **Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- ☐ **Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- ☐ **Other:** \_\_\_\_\_

- ☐ Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or \_\_\_\_\_ if you would like to request: (a) immediate removal of your child from the English Learner Services provided by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

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

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

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

## Norwalk School District Description of Programs

### English

English Learner Program  
Placement

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district's English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for \_\_\_\_\_ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program:

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Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

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Description of Other Available English Learner Services:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

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

## APPENDIX E

**Norwalk School District**  
**Request for Change in English Learner Program**

<b>English</b>
Request for Change in English Learner Program

Date: \_\_\_\_\_  
(mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III or both. Although we are offering English Learner Services we feel are the most appropriate for your child's level of English proficiency, you have the right to refuse these English Learner Services for your child. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication.

If you decide to refuse the English Learner Services provided by Title I, Title III, or both, please complete and sign the bottom of this form and return it to your child's school. This form must be completed every year until your child becomes proficient in English.

Thank you.

**Request for Change in English Learner Program**

I, \_\_\_\_\_ (*parent or guardian*) of \_\_\_\_\_ (*student*) have been informed of my right to refuse English Learner Services. I have been informed of other district language programs or methods of instruction, if available, and request the following action:

- ☐ I want to refuse the English Learner Services provided by Title I, Title III, or both.
- ☐ Please place my child in another English Learner Service or method of instruction provided by Title I, Title III, or both if available.

Please place my child in the following program: \_\_\_\_\_

\_\_\_\_\_  
Parent or Guardian Signature

\_\_\_\_\_  
Date (mm/dd/yyyy)

## APPENDIX F

# Instructional and Assessment Strategies for ELLs

## Instructional Strategies for ELLs

- Create a welcoming classroom environment for all students by representing the culture of each of your students, using pictures, souvenirs, etc.
- Learn key words and phrases in your ELL's first languages in order to build a relationship with them and to create a welcoming environment.
- Create access to the curriculum for ELLs by using pictures, diagrams, models, demonstrations, graphic organizers, nonverbal communication, videos, etc.
- Apply the same academic core content standards that are used for the learning of non-ELL students to the learning of ELL students.
- Throughout your classroom teach your ELLs social and content/academic language in an explicit and continuous way. Use visual and contextual examples to aid in this teaching.
- Inform your students of your daily objectives for each lesson both in relation to content and language.
- Differentiate instruction and assignments/assessments to the language proficiency levels of each ELL student.
- Ensure that directions given in class are clear and that each student understands them with the same clarity.
- Give both oral and written directions simultaneously.
- Draw on ELLs' backgrounds and prior experiences in order to foster rapid learning in both the content and language realms.
- Activate ELLs' interests and prior knowledge as they relate to the content you are teaching.
- Honor your ELLs' first language and cultures in your classroom.
- When it is possible, try to use a student's first language in order to support their learning in a specific content area.
- Teach cross-linguistic features, (e.g. cognates, etc.) to expand student language ability.
- Involve ELLs' families in school activities in order to support student achievement.
- Communicate with families in a language that they understand best.
- Support the development and maintenance of literacy in ELLs' first languages to enhance their acquisition of English.
- Offer access to multicultural and first language books.
- Offer access to high-quality, age-appropriate and visually supported lower level reading books that are still aligned with core curriculum.
- Facilitate multiple, regular and consistent opportunities for ELLs to interact with native speakers through cooperative learning activities and heterogeneous grouping.
- Embed the development of higher-order thinking throughout instruction.
- Make an abstract concept comprehensible by first demonstrating with a concrete application or example.
- Focus error correction on specific, level-appropriate aspects of language.
- Scaffold ELLs learning by facilitating tutoring by other students or volunteers.
- Create an environment that is print-rich and that uses word, language and concept walls that include pictorial support.
- Socialize students into their new culture by explicitly guiding them in norms of behavior, speech conventions and nonverbal communication.
- Include appropriately identified ELLs in gifted and talented programming across proficiency levels.
- Take steps to ensure that ELLs across proficiency levels have equal access to and participation in extracurricular activities.

## Assessment Strategies for ELLs

- Ensure the academic assessment targets the same academic content standards for all students.
- Consider students' language proficiency levels, and differentiate assessments/assignments accordingly.
- Ensure that directions are clear; confirm that students understand them.
- Differentiate standards-based scoring rubrics according to students' language proficiency levels.
- Share differentiated rubrics with students at the time the assessment/assignments are given.
- Utilize the same supports used in instruction (e.g. pictures, charts, graphs) when assessing students.
- Encourage students to demonstrate content knowledge, skills and abilities, regardless of level of language proficiency, by using a variety of differentiated performance-based and authentic assessments (e.g. demonstrations, dioramas, models).
- Allow ELLs to exercise personal choice in assignments when appropriate and allow them to apply their background knowledge in order to enhance motivation.
- If a traditional assessment must be used, focus on the essential learning when creating them; create tests that are aligned with content objective, are of reasonable length and are matched to the linguistic levels of students.
- Use a variety of assessment procedures to obtain an accurate picture of what student know and can do in content areas.
- Focus on error correction on specific, level-appropriate aspects of language.
- When grading, avoid comparing students with each other; grade ELLs according to predetermined standards that are aligned with students' language proficiency levels.
- Provide students with as much time as they need to complete assessments, unless it is one that measures speed.
- Employ appropriate language-related accommodations for classroom and large-scale assessments, in accordance with students' English proficiency levels.
- For large-scale standardized achievement tests, use only accommodations consistently used in the classroom and approved by the test developers.
- Explicitly prepare students with background knowledge and test-taking strategies needed for participating in classroom and large-scale standardized testing.
- Ensure the appropriate assessment tools and procedures are used to identify ELLs for special education services if indicated.

Source:

Fairbairn, Shelley, and Stephaney Jones-Vo. *Differentiating Instruction and Assessment for English Language Learners: A Guide for K/12 Teachers*. Philadelphia: Caslon Pub., 2010. Print.



## APPENDIX G

**Norwalk School District**  
**English Learner Program Exit Letter**

<b>English</b>
English Learner Program Exit Letter

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(mm/dd/yyyy)

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

Dear Parent or Guardian:

Your child's results on a recent English proficiency test show that your child has made significant improvement in his or her ability to read, write, speak and listen in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Your child was tested with the following state and district test(s):

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

As a result of your child's improvement in English language proficiency, he or she will no longer participate in the school district's English Learner Services provided by Title I, Title III, or both.

Your child will:

- ☐ Continue to attend: \_\_\_\_\_ (name of school)
- ☐ Be transferred to: \_\_\_\_\_ Beginning: \_\_\_\_\_  
(name of school) (mm/dd/yyyy)

Thank you for your help as your child exits English Learner Services. If you have any questions or concerns, please call your child's school or teacher. Your child's academic progress will be tracked for at least four years to ensure that he or she is succeeding academically.

Sincerely,

_____	_____
Name	Title
_____	_____
Phone	Email

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

I agree with the plan to exit \_\_\_\_\_ (student name) from English Learner Services. I understand that he or she will now receive an education without English Learner supports.

Parent or Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(mm/dd/yyyy)

Parent or Guardian Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

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

## APPENDIX H

**Norwalk School District**  
**Explanation of Consequences for Refusing English Learner Services**Date: \_\_\_\_\_  
(mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III, or both.

Title VI of the Civil Rights Act and the U.S. Supreme Court case *Lau v. Nichols* ruling require schools and districts to provide services to English learner students to help them become proficient in English and succeed academically in school. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Our school district provides programs and services designed to help increase your child's level of English proficiency. Even if you do not want your child to participate in our district's English Learner Services, the district is still required by Civil Rights law to provide services to your child that will help your child become proficient in English and succeed academically in school.

English Learner Services provided by Title I, Title III, or both are services that are provided to students learning English that are in addition to the district's English Language Development Program. Refusing to allow your child to participate in these services will result in your child not being given all of the services our district provides to help your child become proficient in English and meet high academic grade level standards and graduation requirements.

If you refuse the English Learner Services our district provides, your child will still be required to take the annual test of English language proficiency. All English learner students are tested annually until they become proficient in English.

Refusing the district's English Learner Services could result in your child taking longer to meet the requirements to become proficient in English than other students that do participate in these services. Refusing these programs could also delay your child's ability to fully participate in educational programs offered by our district.

Sincerely,

\_\_\_\_\_  
Name\_\_\_\_\_  
Title\_\_\_\_\_  
Phone\_\_\_\_\_  
Email

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

## APPENDIX I

## RECOMMENDED SERVICES PER ELPA21 SCORE

ELPA21 Score	Frequency/Minutes (recommended)	Services and Setting
1	<i>Elementary:</i> 5 times per week (150 minutes) <i>MS/EV/HS:</i> 2 periods a day (3-4 periods for newcomers)	Half of their service time will be in a co-teaching setting so the EL teacher can observe how the student is performing as well as model good EL strategies for the classroom teacher
2 or 3	<i>Elementary:</i> 3 to 5 times per week (90 to 150 minutes) <i>MS/EV/HS:</i> 1 to 2 periods	
4 or 5	<i>Elementary:</i> 3 to 5 times per week (60 to 150 minutes per week) <i>MS/EV/HS:</i> 1 time daily	<i>Elementary:</i> may only be in a co-teaching setting. <i>Secondary:</i> likely need pullout services providing pre-teaching of terms and concepts and tutoring and grammar instruction

## APPENDIX J

## **STAFF RESPONSIBILITIES**

### ***EL Teacher Responsibilities***

- Assess ELs to determine the eligibility, placement, on-going services and/or exit from the program.
- Provide formal language instruction (speaking, listening, reading, and writing).
- Promote pride in English language learners' cultural and linguistic backgrounds.
- Support ELs' academic learning in content areas.
- Collaborate and coordinate instruction and student needs with building administrators, counselors and mainstream teachers.
- Maintain a student roster and send information to the Director of Student Services.
- Assist in determining if an EL is entitled to other programs and/or services within the school (i.e. Talented and Gifted, Special Education).
- Involve the ELs' families and the community in the educational process.
- Provide administrators, classroom teachers and EL associates professional development in the area of English language learning through one-on-one information updates, co-teaching, emails, and building and district level professional development opportunities.

### ***Bilingual Associate Responsibilities***

Norwalk Community School District is committed to providing the necessary services to help EL students achieve academic success. When appropriate and needed, the district will employ bilingual associates to provide the necessary interpretation to facilitate communication and ensure understanding. When it is determined that a bilingual associate is needed, the following job descriptions will be used:

- Provide language interpretation and translation.
- Assist in involving the ELs' families and the community in the educational process.
- Act as a liaison between home and school.
- Assist school personnel to understand cultural/behavioral issues.
- Collaborate with the other staff to ensure the academic success of ELs.
- Assist in providing formal language instruction (speaking, listening, reading, writing, and comprehension).
- Promote pride in ELs' cultural and linguistic backgrounds.
- Assist in providing support for ELs' academic learning in content areas.



### ***Classroom Teacher's Responsibilities***

- Educate ELs to the same rigorous standards as all students in the district.
- Provide ELs with appropriate accommodations.
- Collaborate with EL teacher for delivery of services through professional learning communities (PLCs), joint planning, reverse collaboration, literacy meetings, and/or common planning.
- Promote pride in ELs' cultural and linguistic backgrounds.
- Assist in determining if an EL is entitled to services within the school (i.e. EL, Talented and Gifted, Special Education).
- Involve the ELs' families and the community in the educational process.
- Participate in professional development as it pertains to ELs.

## APPENDIX K

### ***Teacher / Student ratios***

The district will develop, implement, and review on an annual basis, a staffing plan designed to effectively carry out the district's EL program. The plan will consider:

- The number of students anticipated to be eligible for EL program in the upcoming year, and estimated enrollment thereafter.
- The student-to-teacher ratio for EL instruction, taking into consideration the expected levels of services needed, in accordance with accepted educational practice.

### **Recommended EL Program teacher-to-student ratios**

- ESL Teacher max. = 100 contact points

<b>Contact point formula</b>	
<b>Language category</b>	<b>Student Contact Points</b>
No or limited literacy in L1 or students with limited or formal education (SLIFE)	1 extra point per student
Pre-Production, Early Production or Beginning Fluency (Level 1-2)	3 points times number of students
Intermediate Fluency (Level 3-4)	2 points times number of students
Advanced Fluency (Level 5)	1 point times number of students
Waiver	0 contact points
Exited	0 contact points
For every period or class an EL teacher co-teaches	5 additional contact points per class/period
Buildings served**	5 points per building (Secondary building counts as one building)
<b>TOTAL</b>	

## APPENDIX L

### ***ELs in Private Schools***

Norwalk School District will provide equitable and timely English language services to EL students attending Main Street Montessori and Middle School, which is currently the only private school within district boundaries. This school has agreed to contact NCSD if, and when, any EL students enroll at their private school.

All families enrolling children in private schools will complete a Home Language Survey. If the response on the Home Language Survey indicates a language other than English in the student's background, the private school will make the initial contact with the student's parent and explain the process of ELL identification, placement, services and yearly assessment. Once this is done, the private school will contact the NCSD Director of Student Services to begin the process of identification and placement.

## APPENDIX M

## **Glossary**

### **Accommodation**

Adapting language (spoken or written) to make it understandable for second language learners. When assessing, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment.

### **Co-teaching**

A model of an ESL teacher and a classroom teacher sharing responsibility for teaching some or all the students assigned to a classroom. Teachers share the responsibilities for planning, instruction, and evaluation of students.

### **Differentiated instruction**

A way of addressing the needs of a range of learners within a classroom setting where generally, everyone is involved in working on the same concept, but some aspect of instruction is different for one or more students. Instruction can be differentiated through content, process, products, and/or pacing. Generally, differentiation uses a variety of techniques that include visuals, manipulative material, and technology.

### **ELDP**

English Language Development Program refers to the program the district offers to provide services to ELL students.

### **ELL**

English language learners (ELLs) are students whose first language is not English and who are in the process of learning English.

### **ESOL**

English Speakers of Other Languages (ESOL) is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language but may also include content instruction and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program.

### **Inclusion**

A model of educating English language learners in the regular classroom for all or part of the school day. An English as a Second Language teacher meets regularly with classroom teachers to provide indirect support in the form of guidance in planning lessons to include differentiated instruction, to suggest accommodations for individual English language learners, and to monitor student progress. The English as a Second Language teacher can also provide direct support to English language learners in the form of a push-in model or co-teaching. Inclusion assures that students have access to core curriculum and equal opportunity to participate in district programs and activities.

### **Linguistics**

The science of language, including phonetics, phonology, morphology, syntax, semantics, and pragmatics:

- Phonetics - the study of speech sounds in their physical aspects
- Phonology - the study of speech sounds in their cognitive aspects

- Morphology - the study of the formation of words
- Syntax - the study of the formation of sentences
- Semantics the study of meaning
- Pragmatics - the study of language use.

### **LEP**

Limited English proficient (LEP) is the term used by the federal government, most states and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. Increasingly, English language learner (ELL) is used in place of LEP.

### **Pull-out ESL**

A program in which English language learners are "pulled out" of regular, mainstream classrooms for specialized instruction in English as a Second Language.

### **Push-in ESL**

Push-in model is a form of direct support provided by an English as a Second Language teacher that goes into the regular classroom to periodically support small groups of students in areas of need.

### **Sheltered English Instruction**

An instructional approach used to make academic instruction in English comprehensible to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from English as a Second Language in that the focus is not the English language but rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

### **TESOL**

Teachers of English to Speakers of Other Languages (TESOL) is a professional association of teachers, administrators, researchers, and others concerned with strengthening of instruction and research in the teaching of English to speakers of other languages and dialects.



## APPENDIX N

## **Additional References and Acknowledgement**

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