

English Language Support Services Identification Procedure

For Use During Extended School Closures



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OVERVIEW

This document provides guidance on how local educational agencies (LEAs) may enroll a student into a Language Instruction Educational Program prior to being formally screened on-site. The guidance within the English Language Support Services Identification Procedure – For Use During Extended School Closures is only intended for use during periods of extended school closures. The temporary procedures outlined within this document may not replace the formal EL identification process, which must happen once schools are reopened. Provisional English learners must complete a formal screening of a child’s English language proficiency using either the Kindergarten WIDA ACCESS Placement test (K W-APT) or WIDA Screener upon school reopening to verify English support services eligibility. The official identification date will be recorded in the English Learner Management System once the student completes the formal screener process.

Identifying students for English language support services is a matter of equity. States, LEAs, and schools have clear obligations outlined under Every Student Succeeds Act (ESSA) to identify qualifying students for English language support services. Any student whose primary home language is a language other than English and who has not yet reached Idaho’s English language proficiency exit criteria, has a right to participate in English language support services. Supports need to be in place throughout the school day to ensure access to academic content.

LEAs must continue to identify a student's primary language, and the home language, of all newly enrolled student to Idaho using Idaho’s approved Home Language Survey (HLS). This temporary document is intended to provide guidance for using the HLS, a family interview, and options LEAs have to gain insight on a student’s English language skills. With this information LEAs will be able to make an informed decision on whether to provide English language support services prior to the reopening the child’s school and the administration of a formal screener. Provisional EL identification must take place within 30 calendar days from the child’s enrollment date.

Temporary EL programming:

- 1) provides communication in a language that families understand;
- 2) provides instruction that has been intentionally created to support ELs to increase their proficiency of English via English language development (ELD) instruction; and
- 3) provides meaningful access to core content area instruction.

SECTION ONE: ENGLISH LEARNER SUPPORT SERVICES IDENTIFICATION PROCEDURE – FOR USE DURING EXTENDED SCHOOL CLOSURES

Follow the steps below to identify a provisional English learner for English language support services prior to being formally screened at a school site. This procedure should be followed when it is not possible to administer either the WIDA Screener or Kindergarten W-APT.

1. Step One: Check English Learner Management System for EL Status

- 1.1 If the child has an EL status (L1, LE, EW) within ELMS, **place child into English language support services.**
- 1.2 If the child has an exited EL status (X1, X2, X3, X4, FL) within ELMS, **do not place child into English language support services.**
- 1.3 If the child does not have an EL status within ELMS, **proceed to Step Two.**

2. Step Two: Check Cumulative File for Previous EL History

- 2.1 If cumulative file has screener scores from a WIDA member state indicating the child did not screen-out, enter the information into ELMS. **Place the child into English language support services.**
- 2.2 If cumulative file has screener scores from a WIDA member state and has an exit date with ACCESS score documentation indicating proficiency, **complete a ‘Status Change Based on Out-of-State Records Appeal’ within ELMS. Do not place child into English language support services.**
- 2.3 If cumulative file has ACCESS scores indicating the child has reached proficiency, **complete a ‘Status Change Based on Out-of-State Records Appeal’ within ELMS. Do not place student into English language support services.**
- 2.4 If cumulative file has proficiency scores from a non-member WIDA state (either screener or summative assessment) which indicate the child has an EL status, **submit an ‘Other Appeal’ with the dates completed. Proceed to Step Three.**
- 2.5 If LEA does not have the child’s cumulative file **OR** does not have previous EL information, **proceed to Step Three.**

3. Step Three: Review Home Language Survey Responses

- 3.1 If the HLS indicates only English, the student is not eligible for English language support services. **Do not place student into English language support services.**
- 3.2 If the HLS indicates a language other than English for any response, **proceed to Step Four.**

4. Step Four: Conduct Family Interview

4.1 Contact the parent/guardian either by phone or virtually to collect and record information on their child's typical language use. **Reference Appendix A 'Family Directed Interview Questions', for a list of interview questions.**

4.1.2 If after multiple attempts, the parent/guardian cannot be reached to conduct the family interview, the school must decide on whether to provide the child with English language support services based on all information collected (HLS, cumulative file, etc.). **Proceed to Step Eight.**

5. Step Five: Review Family Interview Responses

Based on the answers given during the parent/guardian interview, determine if the child's language other than English is dominant and may impact access to grade-level content in English.

5.1 If the school team concludes the child's dominant language is a language other than English, **proceed to Step Six.**

5.2 If the school team concludes the child's other language assets do not impact their ability to access grade-level content in English do not place child into English language support services. **School must screen the child once school reopens with either the Kindergarten W-APT or WIDA Screener.**

Note: If a student enrolls with an IEP or 504 plan, enrollment personnel must coordinate with special education staff to complete the English language support services identification procedure. This procedure must be completed with appropriate accommodations and the results must be interpreted in consultation with Special Education personnel.

To provide more flexibility on how LEAs collect and make a determination to place students into English support services, the SDE is providing two options to collect information of a child's English language skills. LEAs should select the best option based on student safety, availability of resources, and individual student need.

6. Step Six. Screen the Student using One of the Two Remote Options

Option	1: Administer the WIDA Remote Screener	2: Conduct a Remote Student Interview
Background	<p>Before the WIDA Remote Screener can be administered, the district/charter school test coordinator or test administrator will need to schedule a time to conduct the WIDA Remote Screener with the family. In addition, if an interpreter is needed to communicate the purpose of the test and/or to answer parent/guardian questions, this support will need to be planned for prior to the screener administration.</p> <p>It is necessary that provisional ELs have the required WIDA Remote Screener print materials and have access to a phone prior to starting the test. It is up to the district/charter to devise a procedure to get the paper material to the family and student. Instructions on how to administer the WIDA Remote Screener can be found in the WIDA Secure Portal under the WIDA Remote Screener tile.</p>	<p>The Remote Student Interview can be administered directly after the Family Interview, if the child is available or at a different time depending on individual schedules. In addition, if an interpreter is needed to communicate the purpose of the test and/or to answer parent/guardian questions, this support will need to be planned for prior to the Remote Student Interview administration.</p> <p>It is necessary that provisional ELs have access to a phone prior to starting the interview. If possible have the student use an application that allows for video call capabilities.</p>
6.1	Based on the grade level of the provisional EL, complete the appropriate WIDA Remote Screener (Phone, Skype, Zoom, GoTo Meeting).	Complete a remote interview with child (Phone, Skype, Zoom, GoTo Meeting). Reference Appendix C: ‘Student Directed Interview Questions’
6.2	Score the WIDA Remote Screener using WIDA Rubric found within the WIDA Remote Screener Test Administration Manual . Record the child’s results using the WIDA Remote Screener Scoring Sheet Appendix B. Proceed to Step Seven, Option 1	Review student responses using the appropriate grade level Interaction, Listening, and Speaking Language Use Inventory Rubric. Appendix D: Kindergarten, Appendix E: Grade 1, Appendix F: Grades 2-3, Appendix G: Grades 4-12. Proceed to Step Seven, Option 2

7. Step Seven. Determine Placement into English Language Services

Option	1: After Administering the WIDA Remote Screener	2: After Conducting a Remote Student Interview
7.1	Based on the child’s WIDA Remote Screener performance determine whether to place student in English language support services (refer to the WIDA Remote Screener Scoring Sheet in Step 6.2, Option 1). Proceed to Step Eight.	Based on the child’s remote interview responses/English language use inventory, family interview, HLS and cumulative file, determine whether to place student in English language support services. Proceed to Step Eight.

8. Step Eight: Parent Notification Letter

8.1 Notify the parent/guardian of the district's decision to provide/not to provide English language support services (See Appendix H & I: 'Parent Notification Letter'), **proceed to Step Nine.**

9. Step Nine: Record District Decision within ELMS

9.1 Record district decision regarding pre-placement into English language support services within ELMS in the 'Notes' section under 'actions' column.

9.1.1 Placement into English Language Support Services

Upon enrollment [date of student enrollment] a language other than English was identified on the HLS. In accordance with the English Learner Support Services Identification Procedure – For Use During Extended School Closures guidance document, [name of person who performed family and student questioning] interviewed [parent/guardian name] and administered the [WIDA Remote Screener/ student remote Interview] to [student name] to gather more information on the child's typical language use and to gauge the child's language use ability. On [completion date of WIDA Screener/student remote interview], [name of student] completed the [WIDA Remote Screener/student remote interview] via [phone/Zoom/GoTo Meeting/Skype]. Based on the child's responses on the [WIDA Remote Screener/ student remote interview], the district decided to place the student into LIEP services until a complete assessment of all language domains can be completed using either the K W-APT or WIDA Screener on-site. The parent notification letter was sent on [date].

9.1.2 No Placement into English Language Support Services

Upon enrollment [date of student enrollment] a language other than English was identified on the HLS. In accordance with the English Learner Support Services Identification Procedure – For Use During Extended School Closures guidance document, [name of person who performed family and student questioning] interviewed [parent/guardian name] and administered the [WIDA Remote Screener/ student remote interview] to [student name] to gather more information on the child's typical language use and to gauge the child's language use ability. On [completion date of WIDA Screener/student remote interview], [name of student] completed the [WIDA Remote Screener/student remote interview] via [phone/Zoom/GoTo Meeting/Skype]. Based on the child's responses on the [WIDA Remote Screener/ student remote interview], the district decided **NOT** to place the student into LIEP services until a complete assessment of all language domains can be completed using either the K W-APT or WIDA Screener on-site. The parent notification letter was sent on [date].

10. STEP TEN: FILE DOCUMENTS WITHIN STUDENT CUMULATIVE FILE

10.1 **Option 1:** Place both the WIDA Remote Screener Score Sheet or the and the completed family interview questionnaire into child's cumulative file.

10.1 Option 2: Place family/student interview responses and language use rubric results into child's cumulative file.

11. STEP ELEVEN: PLACE STUDENT INTO LIEP SERVICES

10.1 Place student into LEIP services until a formal screener can be completed. Example: LEAs can flag child for LIEP services within the district/charter SIS/LMS.

Note: All students for whom English language support service decisions are made, regardless of the decision, must be formally screened once LEA schools reopen.

APPENDIX A: FAMILY DIRECTED INTERVIEW QUESTIONS

Date of Enrollment:

Date of Birth:

Parent/Guardian Interviewed:

Interview Date:

Student Last Name:

Student First Name:

Student EDUID:

Student District ID #:

Parent/Guardian Directed Questions

The family interview should be conducted by trained district staff and may require the assistance of an interpreter.

1. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
 YES NO Declined to answer
2. When at home, how often does this student hear a language other than English?
 Always Occasionally Never Declined to answer
3. When at home, how often does this student speak a language other than English?
 Always Occasionally Never Declined to answer
4. When interacting with their parents or guardians, how often does this student hear a language other than English?
 Always Occasionally Never Declined to answer
5. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?
 Always Occasionally Never Declined to answer
6. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?
 Always Occasionally Never Declined to answer

APPENDIX B: WIDA REMOTE SCREENER SCORE SHEET



WIDA™

REMOTE SCREENER

Provisional English Language Proficiency Assessment

Test Administration Date: / /

Test Administrator:

Student:

Date of Birth: / / Grade: Home Language:

School:

District: State:

State Student ID:

Student Strengths	Additional Observations

- Check one box**
- The student is a newcomer or beginner and is identified as an English learner.
 - The student demonstrates a developing level of English language proficiency, but not in a way that clearly supports an identification decision. Additional in-person screening is necessary to determine the student's English learner status.
 - The student is fluent or highly proficient (equivalent to a monolingual English peer) and is not identified as an English learner.

WIDA Remote Screener supports the identification of English learners in a time of school closures. This tool does not offer the depth or breadth of information provided by the in-person administration of a longer screener. Information gathered with this screening tool can supplement parent interviews or home language surveys to support a decision about a student's English learner status. WIDA strongly recommends that identification decisions are revisited and informed by teacher recommendations after students return to school.

APPENDIX C: STUDENT DIRECTED REMOTE INTERVIEW QUESTIONS

Interview questions directed at the provisional EL should resemble varying levels of difficulty meant to elicit a student’s ability to comprehend and produce a response to determine whether the child would be able to access grade-level content. Below are *examples* of questions at various levels of difficulty, but interviewers must tailor the interaction as necessary based on the apparent proficiency of the student and their age.

- I. Start with questions at low levels of difficulty and increase in difficulty.
 - a. Examples of Low-level questions:
 - i. “What is your name?”
 - ii. “How old are you?”
 - iii. “What do you like to do?”
 - b. Examples of Moderate-level questions:
 - i. “What do you like about Saturday and Sunday?”
 - ii. “What kind of food do you like?”
 - iii. “Tell me about your favorite (sports team, video game, toy, or hobby)?”
 - iv. “What would you like to do when you graduate from high school/grow up?”
 - c. Examples High-level questions:
 - i. “What is your favorite subject in school and why?”
 - ii. “Pretend you are trying to convince me why I should like your favorite (sports team, video game, toy, or hobby).”
 - iii. “Describe your favorite teacher/friend/family member for me.”
 - iv. “Describe a job that you think is useful for society and why.”
 - v. “Compare two sports/books/countries. Describe two aspects on how they are similar and two aspects on how they are different.”
- II. Stop at the level where a student has difficulty responding.
- III. If the student has difficulty responding at a particular level, then ask a question or two from the previous level to end on a positive note.

APPENDIX D: KINDERGARTEN INTERACTION, LISTENING, AND SPEAKING LANGUAGE USE INVENTORY - RUBRIC

Student Name:

EDUID #:

Evaluator's Name:

Date of Interview:

	LOW	MODERATE	HIGH
Interaction	Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures. <input type="checkbox"/>	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression. <input type="checkbox"/>	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers. <input type="checkbox"/>
Listening	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics. <input type="checkbox"/>	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos. <input type="checkbox"/>	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. <input type="checkbox"/>
Speaking	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics. <input type="checkbox"/>	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics. <input type="checkbox"/>	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary. <input type="checkbox"/>

Note: Generally, a student who easily communicates at a "High Level" is NOT likely to qualify for EL status.

APPENDIX E: GRADE ONE INTERACTION, LISTENING, AND SPEAKING LANGUAGE USE INVENTORY - RUBRIC

Student Name:

EDUID #:

Evaluator's Name:

Date of Interview:

	LOW	MODERATE	HIGH
Interaction	<p>Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures. <input type="checkbox"/></p>	<p>Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression. <input type="checkbox"/></p>	<p>Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers. <input type="checkbox"/></p>
Listening	<p>Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics. <input type="checkbox"/></p>	<p>Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos. <input type="checkbox"/></p>	<p>Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. <input type="checkbox"/></p>
Speaking	<p>Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics. <input type="checkbox"/></p>	<p>Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics. <input type="checkbox"/></p>	<p>Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary. <input type="checkbox"/></p>

Note: Generally, a student who easily communicates at a "High Level" is NOT likely to qualify for EL status.

APPENDIX F: GRADE 2 – 3 INTERACTION, LISTENING, AND SPEAKING LANGUAGE USE INVENTORY - RUBRIC

Student Name:

EDUID #:

Evaluator's Name:

Date of Interview:

	LOW	MODERATE	HIGH
Interaction	Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures. <input type="checkbox"/>	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression. <input type="checkbox"/>	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers. <input type="checkbox"/>
Listening	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics. <input type="checkbox"/>	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos. <input type="checkbox"/>	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. <input type="checkbox"/>
Speaking	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics with little to no content-specific vocabulary. <input type="checkbox"/>	Can use a series of connected phrases and short, simple sentences to talk in simple terms and some content-specific vocabulary about familiar and academic topics. <input type="checkbox"/>	Can present clear, expanded discourse about a familiar or academic topic using content-specific vocabulary. <input type="checkbox"/>

Note: Generally, a student who easily communicates at a "High Level" is NOT likely to qualify for EL status.

APPENDIX G: GRADE 4 – 12 INTERACTION, LISTENING, AND SPEAKING LANGUAGE USE INVENTORY - RUBRIC

Student Name:

EDUID #:

Evaluator's Name:

Date of Interview:

	LOW	MODERATE	HIGH
Interaction	<p>Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures. <input type="checkbox"/></p>	<p>Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression. <input type="checkbox"/></p>	<p>Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers. <input type="checkbox"/></p>
Listening	<p>Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics. <input type="checkbox"/></p>	<p>Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos. <input type="checkbox"/></p>	<p>Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. <input type="checkbox"/></p>
Speaking	<p>Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics. <input type="checkbox"/></p>	<p>Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans. <input type="checkbox"/></p>	<p>Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion. <input type="checkbox"/></p>

Note: Generally, a student who easily communicates at a "High Level" is NOT likely to qualify for EL status.

APPENDIX H: PARENT NOTIFICATION LETTER

[District/Charter Letterhead]

Parent Notification Letter of Language Instruction Educational Program (LIEP) Services

For: [Student Name]

Dear Parent/Guardian,

Upon enrollment, a language other than English was noted on your student's Home Language Survey (HLS). Traditionally, if a language other than English was identified on the HLS, a child would be given one of two screeners to determine eligibility for English language support services. Due to current extended school closures, we were unable to administer a complete English language proficiency screener (WIDA Screener or Kindergarten W-APT).

In lieu of administering either the WIDA Screener or Kindergarten W-APT, we completed both a family interview and administered [a Remote Student Interview / WIDA Remote Screener] on [date]. This was done to collect further information to gauge your child's level of English language proficiency.

Multiple attempts were made to gather more information about your child's language use. These attempts were made on [date], [date], and [date]. In lieu of not being able to administer the WIDA Remote screener and not being able to reach you, we used all the information available to use to decide on whether to provide English language support services to your child.

Based on the information collected, your child was:

Identified for placement into English language support services.

Not identified for placement into English language support services.

Once schools reopen, your child will complete either the WIDA Screener or Kindergarten W-APT screener to verify eligibility for English language services.

Parents/Guardians have the right to decline English language support services. Please contact [EL Coordinator or School Contact Person] if you wish to decline your child's participation in English language support services.

[District/Charter] Language Instruction Educational Program (LIEP) Description and Goals

The goal of [District/Charter Name]'s LIEP for English learners (EL) is to provide effective language development instruction for students to become fully proficient in the English language. In addition, students will have an English language proficiency level that is sufficient to meet the challenging state academic content standards that all children are expected to meet.

Based on your child's [remote interview/WIDA Remote Screener results] and resulting level of language use [he/she] shall receive instruction in our –

- [Insert name, description of LIEP, methods of instruction, and the type of language supports offered].
- [How will the LIEP meet educational strengths and needs of the child and help the child achieve English language proficiency, and meet academic standards?]

EL Students with Disabilities

If your child is a student with a disability who requires an Individualized Education Plan (IEP) or a 504 Plan, the language instruction education program will be utilized in coordination with your child's existing plan to meet their annual goals.

Questions or Concerns

If you have any concerns about the services provided to your child or would like to learn about other LIEP support service options available, please do not hesitate to contact [EL Coordinator or School Contact Person].

Thank you,

APPENDIX I: PARENT NOTIFICATION LETTER (SPANISH VERSION)

[District/Charter Letterhead]

Carta de Notificación a los Padres de los Servicios Preferentes del Programa Educativo de Instrucción del Idioma (LIEP- por sus siglas en inglés) : [Student Name]

Estimado Padre/Tutor,

Al momento de inscribir a su hijo, se anotó un idioma distinto al inglés en la Encuesta de Idioma en el Hogar (HLS-por sus siglas en inglés). Normalmente, cuando se identifica un idioma distinto al inglés en la HLS, se completa un cuestionario estandarizado con su hijo para determinar su elegibilidad para los servicios de apoyo en el idioma inglés. Debido a que actualmente se ha prolongado el cierre de las escuelas, no podremos administrar el cuestionario estandarizado del dominio del idioma inglés. En lugar de administrar el cuestionario estandarizado, se llevó a cabo una entrevista con la familia y el niño para recopilar más información que ayude a determinar el dominio y el nivel de uso del idioma inglés de su hijo. En base a las entrevistas realizadas, su hijo:

Fue Identificado para recibir los servicios de apoyo preferente del idioma inglés.

No fue identificado para recibir los servicios de apoyo preferente del idioma inglés.

Una vez que las escuelas abran de nuevo, su hijo tendrá que completar un cuestionario estandarizado para verificar su elegibilidad para los servicios del idioma inglés, aunque no haya sido asignado a recibir los servicios de apoyo preferente del idioma inglés.

Los padres/tutores tienen el derecho de rechazar los servicios de apoyo preferente en el idioma inglés. Por favor, comuníquese con [EL Coordinator or School Contact Person] si usted no desea que su hijo participe en los servicios de apoyo preferente en el idioma inglés

[District/Charter] Descripción y Objetivos del Programa Educativo de Instrucción del Idioma (LIEP-por sus siglas en inglés)

El objetivo del programa LIEP de [District/Charter Name] para los alumnos aprendiendo inglés (EL-por sus siglas en inglés) es proporcionar una instrucción eficaz de desarrollo del idioma para que todos los alumnos que están aprendiendo inglés (EL) adquieran un dominio pleno del idioma inglés y logren un vocabulario adecuado para cumplir con las mismas rigurosas normas estatales de contenido académico que se espera cumplan todos los niños.

En base a la entrevista de su hijo y el resultado del nivel de uso del idioma, él/ella recibirá instrucción en nuestro –

- [Insert name, description of LIEP, methods of instruction, and the type of language supports offered].

- [How will the LIEP meet educational strengths and needs of the child and help the child achieve English language proficiency, and meet academic standards?]

Alumnos EL con Discapacidades

Si su hijo es un estudiante con una discapacidad que requiera un Plan de Educación Individualizado (IEP-por sus siglas en inglés) o un plan 504, el Programa Educativo de Instrucción del Idioma será utilizado en coordinación con el plan vigente de su hijo para cumplir con las metas anuales de él/ella.

Preguntas o Preocupaciones

Si tiene alguna preocupación sobre los servicios que se le ofrecen a su hijo o si le gustaría informarse sobre otras opciones disponibles de los servicios de apoyo del Programa Educativo de Instrucción del Idioma (LIEP), no dude en comunicarse con [EL Coordinator or School Contact Person].

Gracias,