PORTLAND PUBLIC SCHOOLS

Multilingual Handbook of Policies & Procedures Regarding the Education of English Language Learners (ELLs)

Portland Public Schools
Multilingual & Multicultural Center

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www.portlandschools.org/schools/multilingual/index.html
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Portland Public Schools

PREFACE

Portland Public Schools
Multilingual and Multicultural Center

Purpose
Portland Public Schools Multilingual & Multicultural Center is committed to providing appropriate curricular, instructional, and other related services to ensure that all English Language Learners (ELLs) acquire the skills needed to participate effectively in the district’s educational programs and succeed in their postsecondary endeavors. To this end, the Multilingual & Multicultural Center oversees the implementation of the district’s English Language Development (ELD) programming. Our goal is to prepare students to meet the challenges of a changing world by providing a rigorous learning environment that focuses on academic achievement, language development, and cross-cultural support. We strive to create a positive school climate that enhances the student’s self-esteem and fosters a deep appreciation and understanding of all cultures. We follow the framework of rigor, relevance, and relationships—three elements proven to promote academic success and college readiness among all students, but especially critical in raising aspirations among minority students. As educating English Language Learners is the responsibility of all PPS staff, we provide staff development on cultural and linguistic diversity and second language acquisition strategies and methodologies. Lastly, we actively promote parental involvement as an integral part of a student’s education.

History
Portland Public Schools’ educational program for English Language Learners (ELLs) began in 1980 with approximately fifty K-12 students from Cambodia, Laos, and Vietnam. In 1996, due to our growing number of students, the office expanded to include centralized intake for the district and became known as the Multilingual & Multicultural Center. Over the years, Portland’s multilingual community has grown exponentially and become increasingly more diverse. Currently, the district has over 1,800 students who come from homes where approximately 60 different languages are spoken. These students represent about 25% of Portland Public Schools’ total enrollment. Close to 1,600 of these students receive ELD programming.

For current demographic information, please visit the Multilingual and Multicultural Center’s website at:
http://www.portlandschools.org/schools/multilingual/about/demographics.html.
Our Work
To respond to the ever-changing ethnic demographics in Portland Public Schools, the Multilingual and Multicultural Center offers a variety of programs to support refugee and immigrant students, the educational staff working with them, and their parents. The Center’s programs and services include:

- Staff development for Portland Public Schools’ educational and support staff, as well as staff from community-based organizations serving New Americans on issues pertinent to the successful education of refugee and immigrant children;
- Parent outreach and training to assist parents who are newcomers to the United States in understanding the culture of U.S. schools, the parental role in education, and socio-cultural issues facing refugee and immigrant families;
- Extended learning time, e.g., summer school or school vacation weeks for refugee and immigrant students who are struggling to meet educational standards;
- Make It Happen! – a program to help raise academic aspirations of English language learners and prepare them for college;
- Translation and interpretation services for families who need language access;
- Coordination of student intake, registration, health screening, and English language assessment of multilingual students new to the district;
- Caring Across Communities – a program to increase access to mental health services among refugee children, youth, and their families by offering cultural competency training for school-based social workers, guidance counselors, community mental health providers, clinicians, and other service providers.

Overview of Handbook
This handbook of policies and procedures is divided into the following eight sections:

1. Detailed Table of Contents and Preface;
2. District Lau Plan, which details the procedural requirements and services provided to ELLs as required by federal and state laws, regulations and guidelines;
3. Protocols and procedures for requesting translation and interpretation;
4. ACCESS testing protocols and procedures;
5. Descriptions of ELL support programs and professional development opportunities;
6. Job description of the ELL teacher;
7. Glossary of Terms;
8. Commonly used forms for photocopying.
PORTLAND PUBLIC SCHOOLS
MULTILINGUAL & MULTICULTURAL CENTER

District Lau Plan

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Multilingual & Multicultural Center

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www.portlandschools.org/schools/multilingual/index.html

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I. INTRODUCTION

English Language Learners (ELLs) are a richly heterogeneous group bringing a wide variety of life situations and a wide range of educational experiences. The paths they take to acquire a new language and to adjust to their new cultural environment are varied and in keeping with their unique needs and experiences. Within the safe and welcoming school environment, administrators and teachers are given rare opportunities to tap the rich resource of knowledge and perspectives that ELLs bring to school, and which, in turn, enrich the learning of all students in the classroom. The role of the school and teachers is critical in supporting students’ identity development as learners, and in helping students shape a vision of the future in which they will take their place in a global economy. The Portland Public School system is committed to providing appropriate placement, along with curricular, instructional, and other related services to ensure that ELLs are able to participate effectively in the schools’ educational programs.

To accomplish this, the Portland Public Schools’ LAU Plan, details the procedural requirements and services provided to ELLs, including identification, assessment, placement, and exit from English Language Development (ELD) programming, and pre-referral procedures to ensure appropriate identification of ELLs requiring special education and gifted and talented services.

I.A Responsibility for Lau Plan Implementation

The Superintendent has designated the Director of Portland Public Schools’ Multilingual and Multicultural Center as having overall responsibility for the district’s compliance with federal and state laws, regulations and guidance regarding the education of ELLs by:

- Overseeing the implementation of the district’s Lau Plan;
- Developing appropriate programming to assist ELLs in acquiring English language skills and achieving the Learning Results content standards;
- Overseeing initial school registration, health screening, language assessment, and placement for all students with limited English language proficiency;
- Offering training and support for teachers and other educational support personnel;
- Providing professional development programs focused on educating linguistically and culturally diverse students;
- Coordinating the delivery of federal and state assessments to determine ELLs’ progress;
- Consulting with Multilingual Evaluation Team (MET) as needed;
- Monitoring program effectiveness with the Lau Advisory Committee;
- Overseeing compliance with recordkeeping requirements;
- Providing translation and interpretation services of school related activities; and
- Implementing parent outreach programs to involve multilingual parents in the district’s education activities and programs.
II. IDENTIFICATION AND INITIAL PLACEMENT OF ELLS

II.A General Procedures for Registration and Screening

An English Language Learner (ELL) is a student whose primary or home language is other than English and who lacks the necessary academic English language skills to perform at grade level in one or more of the skill areas of listening, speaking, reading or writing. Schools are required to identify students who have limited English proficiency and develop appropriate programming for them.

1. The Multilingual Intake Center is a family-friendly center created to assist families with school registration, language assessment, and program eligibility for all ELLs. Parents registering their children at the Intake Center first complete a Home Language Survey (See Appendix A).

2. Parents registering their children at neighborhood schools are also asked to complete a Home Language Survey. This survey identifies students whose first language is not English. If the answer to any of the questions on the survey indicates a language other than English, the school contacts the Multilingual Intake Center to make an appointment for registration and language screening.

3. Multilingual Intake Center staff, with the assistance of an interpreter as needed or requested, complete the forms necessary for registration (See Appendix B).

4. Trained personnel use multi-criteria assessments to identify a student’s eligibility for English Language Development (ELD) programming. Objective, standardized measures of English proficiency and achievement testing are used, as well as information from less formal assessments, as follows:

   - W-APT
   - Language Assessment Scales (LAS)
   - SRI Reading Assessment
   - Home Language Survey
   - Parent and/or student interviews
   - Review of academic performance, student works and education records

5. Following registration and assessment at the Multilingual Intake Center, parents are notified of ELD programming eligibility within 30 days as required by the No Child Left Behind Act using the ELD Initial Program Eligibility form (See Appendix C). Decisions regarding ELD programming implementation are made by the school.

6. Multilingual Intake Center staff contact the designated receiving school at the elementary, middle, or high school level. An appointment is made with the receiving school for entry.
7. A student, who is recommended for placement in elementary and middle school ELD programming, attends the appropriate neighborhood school. A high school student recommended for placement in ELD programming may choose which district high school to attend, but may also be assigned to the Intensive Literacy Academy for initial programming.

8. If at any point the parents decline program recommendations, the parent must sign a Decline ELD Program form (See Appendix D). Notifications are translated/interpreted into major languages.

9. A language minority student who has not been previously identified as eligible for ELD programming but who is experiencing difficulties in a classroom in any Portland School, may be tested at any time to determine eligibility. Requests may be made by parents or school staff.

II.B Grade Placement Guidelines

The student ages listed below guide placement of all students in the Portland Public Schools in conjunction with other relevant factors including English proficiency level and prior education.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>5 years old by October 15 of that year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(This is the minimum age requirement established by Maine law.)</td>
</tr>
<tr>
<td>Grade 1</td>
<td>6 or 7 years old</td>
</tr>
<tr>
<td></td>
<td>(Developmental readiness and prior schooling experiences are considered in the placement decision.)</td>
</tr>
<tr>
<td>Middle School, Grade 6</td>
<td>11 or 12 years old</td>
</tr>
<tr>
<td>High School, Grade 9</td>
<td>14 or 15 years old</td>
</tr>
<tr>
<td></td>
<td>A student who has reached the age of 20 before July 1 may not enroll in high school in accordance with Maine law. Any request for an exception to the age limit must be made by the Superintendent on a case-by-case basis to the Commissioner of Education.</td>
</tr>
</tbody>
</table>
III. Defining and Measuring English Language Proficiency

The English language proficiency and academic achievement of ELLs is monitored using multi-criteria assessments. One of these assessments is the ACCESS for ELLs®, an English language proficiency test administered annually in Maine to all ELLs from kindergarten through grade 12. ACCESS for ELLs® meets the federal requirements of assessing ELLs’ proficiency levels and provides reliable, valid, and useful information on the proficiency levels and progress of ELLs in acquiring academic English. ACCESS for ELLs® English language proficiency standards are aligned with Maine’s Learning Results academic content standards and are a requirement in Maine’s Comprehensive Assessment System (MeCAS).

1. State law requires that the ACCESS for ELLs® only be administered by an individual trained in its administration.

2. This test was developed based on the English Language Proficiency Standards as developed by WIDA (World-Class Instructional Design and Assessment) within five grade clusters. These are:
   - Kindergarten
   - Grades 1-2
   - Grades 3-5
   - Grades 6-8
   - Grades 9-12

3. ACCESS for ELLs® assesses the domains of Speaking, Listening, Reading, Writing, and Comprehension skills of English language learners in Math, Language Arts, Social Studies, Science, and Social and Instructional language. It identifies five levels of English language proficiency (See Appendix E):
   - Level 1 - Entering
   - Level 2 - Beginning
   - Level 3 - Developing
   - Level 4 - Expanding
   - Level 5 - Bridging
   - Level 6 - Attained

4. In the State of Maine a student whose composite score [35% reading, 35% writing, 15% speaking, and 15% listening] is below Level 6.0, is classified as an English Language Learner (LEP is the federal term) and is eligible for ELD programming.

5. A student receiving a composite level of 6.0 on a Tier C test will be exited from ELD Programming, be classified as FLEP (Former Limited English Proficient), and will no longer take ACCESS for ELLs®. The Multilingual Evaluation Team will monitor a student’s academic progress for two years to ensure that he/she is continuing to be successful without ELD programming.

6. Under Title III the district is responsible for meeting three Annual Measurable Achievement Objectives (AMAOs) based on a student’s composite score [35% reading, 35% writing, 15% speaking, and 15% listening]. (See Appendix F)
   - AMAO I : Making progress in proficiency
   - AMAO II : Attaining proficiency
   - AMAO III : Adequate Yearly Progress (AYP) for ELLs
IV. English Language Development Programming K-12

IV.A Monitoring Student Progress and Responding to Student Needs

Learning a new language for school (academic language proficiency) involves taking many steps along the language acquisition continuum. The length of time to develop the level of proficiency in English that supports academic success will vary from student to student. Because the district is held accountable for how long a student requires ELD programming, all teachers share the responsibility for supporting the English language proficiency of ELLs and for communicating with parents about academic achievement. The overall focus of ELD programming is for ELLs to reach parity with native English-speaking peers. Because students spend a portion or all of their day in general education classrooms, ESOL teachers work together with general education teachers under the guidance of a Multilingual Evaluation Team (MET) to develop and implement Structured English Immersion (SEI) instructional strategies that facilitate the development of English language proficiency.

1. Each district school has a MET process. Membership on the team is fluid and its composition depends on the activities that must be accomplished by the team. The MET will include an ESL endorsed personnel and may include a representation of the following: classroom/content-area teacher, ESOL teacher, literacy specialist, parent, social worker, school counselor, and administrator or designee. A school-based student assistance team responsible for Response to Intervention (RtI) may share some of the responsibility of the MET as long as a certified teacher/administrator/specialist with ESL endorsement is a member of that team. A specific person should have the overall responsibility for the MET. The MET responsibilities include:

   a. making ELD programming decisions for newly registered ELL students
   b. monitoring individual student academic language acquisition and academic achievement, and recommending interventions and ELD programming
   c. discussing student achievement patterns and the overall effectiveness of ELD programming
   d. tracking progress of students whose parents have declined ELD programming
   e. discussing transition of students from grade 5 to grade 6 and grade 8 to grade 9, before class schedules are constructed

2. Once a student is identified as eligible for ELD programming, the MET makes ELD programming recommendations within 30 days in compliance with parent notification and involvement requirements using the MET ELD Programming form (See Appendix G).

3. For students currently enrolled in school, parents shall be notified of their child's ELD programming annually using the MET ELD Programming form (See Appendix G) and Continued ELD Program Eligibility form (See Appendix H).
as required by the No Child Left Behind Act. School MET teams are responsible for notifying parents of ELD programming and the Multilingual Center is responsible for notifying parents of continued ELD program eligibility.

4. Parents shall be invited to attend and participate in all MET meetings pertaining to their child. Parents have a right to decline any program changes. If a parent declines ELD programming, the school still must provide meaningful education (See Appendix I: Administrative Letters 18 & 19). Parent notices and information will be provided in the major languages. In addition, an interpreter will be provided to assist parents in communicating with school staff and at MET meetings to discuss the student’s programming and progress in attaining English proficiency. Any staff member who works with an ELL, a parent, or the student, may request a MET meeting at any time to assess student progress by completing a MET Referral Form (See Appendix J).

5. Individual student instruction is modified or accommodated as necessary, and the supports to be provided change as language proficiency increases. The kinds of support required for one subject may be different from the kinds of support required for other subjects. Additionally, students may not require support in all subject areas at any given time. When making program decisions the MET uses current and historical qualitative and quantitative data including:

- ACCESS for ELLs™
- District-approved Curriculum-Based Measurements
- Assessments of general and emotional readiness, as measured by daily classroom performance, attendance, behavior, and mastery of basic learning strategies
- Standardized District Writing prompts
- Common Performance Indicators (WIDA English Language Proficiency Standards)
- Educational Background
- Classroom grades and academic performance
- Assessments in Maine’s Comprehensive Assessment System (MeCAS)

6. All MET meetings about individual student programming must be documented using appropriate forms and documentation placed in the student’s cumulative file.

7. A language minority student who is experiencing classroom difficulties may be tested for English language proficiency at any time during the school year. Test results will be reviewed by the MET and recommendations will be made.

**IV.B English Language Development (ELD) Program**

ELD programming provides ELLs with access to the general education curriculum through a continuum of instructional options. Information gathered from parents, academic records, and assessments informs programming placement in age-appropriate classrooms and determines the amount and type of language instruction
and/or programming. Program oversight is provided by a certified teacher with ESL endorsement as required by state and federal laws. Program oversight can be provided by a specialist or an administrator with teacher certification and ESL endorsement. Program delivery is provided by a team of educators which may include an ESOL teacher, a general education teacher, a native language facilitator/educational technician, or a volunteer, depending on individual student needs as determined by a Multilingual Evaluation Team (See Appendix K: ELD Program Definitions and Goals).

<table>
<thead>
<tr>
<th>ACCESS for ELLs™ Proficiency Levels (Composite Score)</th>
<th>Recommended ELD Program Placement (K-12)</th>
<th>Recommended level of language support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 – Entering</td>
<td>Intensive English Language Development (IELD)</td>
<td>Overseen by an ESL endorsed teacher, ESL endorsed specialist or ESL endorsed administrator;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provided by a team of educators, and;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Determined and monitored by the Multilingual Evaluation Team (MET)</td>
</tr>
<tr>
<td>Level 2 – Beginning</td>
<td>Intensive Literacy Academy (ILA) (Grades 9-12)</td>
<td>3-4 hours per day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language programming may include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elementary:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• IELD instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In class academic language support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Middle School:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• One or more IELD class periods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sheltered English Content Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In class academic language support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High School:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Intensive Literacy Academy (ILA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• One or more IELD class periods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sheltered English Content Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In class academic language support</td>
</tr>
<tr>
<td>Level 3 – Developing</td>
<td>Cognitive Academic Language Support (CALS)</td>
<td>1-2 hours per day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language programming may be a combination of Level 2 – 4 services based on student need</td>
</tr>
<tr>
<td>Level 4 – Expanding</td>
<td>Cognitive Academic Language Support (CALS)</td>
<td>2-3 hours per week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language programming may include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Specialized CALS for areas of need</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(reading, writing, vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>development, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In class academic language support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Academic tutoring as needed</td>
</tr>
<tr>
<td>Level 5 – Bridging</td>
<td>Cognitive Academic Language Support (CALS)</td>
<td></td>
</tr>
<tr>
<td>Level 6 – Attained No longer assessed on ACCESS for ELLs™</td>
<td>Officially exited from LEP designation and coded FLEP</td>
<td>• Differentiated instruction as needed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Academic progress Monitored for two</td>
</tr>
<tr>
<td></td>
<td></td>
<td>years by MET. Eligible for re-entry into ELD Programming</td>
</tr>
</tbody>
</table>
IV.C Accommodations for Assessment in MeCAS

The district adheres to the NCLB requirement that all students with limited English language proficiency participate in Maine’s Comprehensive Assessment System (MeCAS); however, test scores of ELLs who have lived in the United States for less than one year prior to taking these assessments are not counted for performance on Annual Yearly Progress (AYP). The district also observes the use of Maine Department of Education-approved accommodations for ELLs taking these state-wide mandated assessments and national assessments.

IV.D Record-Keeping and Parent Notification

1. The following documents will be placed in a student’s cumulative file:
   a. Intake forms (See Appendix B)
   b. Parental notification of Initial ELD Program Eligibility (See Appendix C) completed and sent to parents by the Multilingual Center
   c. Annual ACCESS testing results
   d. Annual letter of Continued ELD Program Eligibility (See Appendix H) and MET ELD Programming Form (See Appendix G)
   e. Decline ELD Program form (See Appendix D)

2. In accordance with Federal guidelines, parents are notified of ACCESS test results and eligibility for ELD Programming on an annual basis. Notifications are translated into major languages and sent to parents. Parents also receive translated notification in major languages of educational programs and activities provided to other parents. The district, in agreement with the Office of Civil Rights, translates important documents such as report cards and student handbook, in a language other than English spoken by at least 50 students.

IV.E Periodic Program Evaluation

Using the English Language Learners (ELL) District Self-Study Guide (See Appendix L), a review of district ELD programming and services are completed every three years by the Multilingual Center in the context of current law (See Appendix M). Results are used to improve programming so that the needs of ELLs are met. The director of the Multilingual and Multicultural Center will oversee the district’s ELD Program Evaluation with input and guidance from the district’s Lau Advisory Committee. The Lau Advisory Committee includes at least one representative from each school in the district. Membership on the committee will represent parents and school staff in various roles such as ELL teachers, content-area teachers, general education teachers, special education teachers, and administrators. The Committee will meet at least two times a year. Reports on the program are made to the Superintendent and/or School Committee.
V. SPECIAL NEEDS PLACEMENT

ELLs may be intellectually gifted, have a learning disability or a behavioral disorder, or multiple exceptionalities like any other student. Determining special needs programming is a complex process. The screening and diagnosing of at-risk ELL students is part of the Portland Public Schools RtI Process. The ELD Program includes a number of pre-referral steps to determine whether there exist temporary learning and behavior characteristics shared by students with disabilities and ELL students, or whether referral to special education is warranted.

Limited English proficiency is not a disability and is not covered by IDEA or Maine special education regulations. ELLs should not be placed in any special education program unless exceptionality is well-documented (including assessment of a student’s native language skills). To assist in determining the appropriateness of a referral to special education or gifted and talented programs, the district’s established pre-referral process for interventions will be followed, independent of the ELL identification. The process documents approaches utilized to provide positive supports for a student’s learning.
HOME LANGUAGE SURVEY

STUDENT'S NAME __________________________________________ SCHOOL ____________________________
GRADE __________ TOWN ____________________________________ DATE ____________________________

Directions:
• For Question 1, circle the name of the language.
• For Questions 2-5, write the name(s) of the language(s) that apply in the space provided.
Please do not leave any question unanswered.

1. What language do you MOST OFTEN use when speaking to your child?
   English  Vietnamese  Spanish
   French  Arabic  American Sign
   Passamaquoddy  Khmer  Somali

   Other (specify) _______________________

2. What language did your child FIRST learn to speak? ______________________

3. What language does your child MOST OFTEN use when speaking to brothers, sisters, and other children at home? ______________________

4. What language does your child MOST OFTEN use when speaking to you and other adults in the home? (grandparents, aunts, uncles) ______________________

5. What language does your child MOST OFTEN use when speaking with friends or neighbors OUTSIDE the home? ______________________

TO THE TEACHER:
(1) If you have observed this student use a language other than English, please indicate other language here: ______________________

(2) Was the child's first language development interrupted at some point in time due to adoption, relocation of family or similar event that might suggest second language usage?
   _____Yes   _____No
SCHOOL REGISTRATION FORMS COMPLETED AT MULTILINGUAL INTAKE CENTER

When registering a new student at the ML Intake Center, we complete the following forms with the help of an interpreter, if needed:

1) Portland School Department Application for Enrollment in Portland Schools-Transfer Student
2) Portland Public Schools Pupil Information and Emergency Form*
3) Home Language Survey
4) Portland Public Schools Student Web Publishing Permission
5) Portland Public Schools Media Opt Out Form (included only if refusing)
6) Student Record Card (PPS 125)
7) Free and Reduced Price School Meal Application (we send this form directly to Central Kitchen)
8) Maine Migrant Education Eligibility Survey (we send this form directly to Central Office)
9) Portland Public Schools Transfer of Pupil Records Form (we fax this form to prior schools)
10) English Language Fluency Assessment and Placement Form*
11) Initial Eligibility Determination-Parental Notification Form (NCLB requirement)
12) ML Intake Center-Family & Educational History Interview Form*
13) Proof of residency form (only when needed, if family is living with others)
14) Maine Department of Education Permanent Individual Student Health Record

All original documents are sent to schools (other than those sent directly to Central Kitchen or Central Office—noted above). Additionally, the intake center maintains records of all students registered.
### FAMILY HISTORY

<table>
<thead>
<tr>
<th>Date of Intake:</th>
<th>Interviewer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
<td>DOB:</td>
</tr>
<tr>
<td>Age:</td>
<td>Gender:</td>
</tr>
<tr>
<td>Address:</td>
<td>Phone:</td>
</tr>
</tbody>
</table>

**Student accompanied by:**

**Date of Arrival in the U.S.:**

**Date First Attended US Schools:**

**Student’s language(s):**

**Parents’/Guardians’ Language(s):**

**Interview Interpreter/Language:**

<table>
<thead>
<tr>
<th>People in Household:</th>
<th>School:</th>
<th>Relationship/Age:</th>
<th>Birthplace:</th>
</tr>
</thead>
</table>

**When did the family move to Portland?**

**Where was the family before moving to Portland?**

**Why did you decide to move to Portland?**

**Was there a particular reason why the family left its homeland?**

### Parent Information (Circle):

<table>
<thead>
<tr>
<th>Both Parents are:</th>
<th>Living</th>
<th>Father Deceased</th>
<th>Mother Deceased</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents are:</td>
<td>Married</td>
<td>Separated</td>
<td>Divorced</td>
</tr>
</tbody>
</table>

**Additional information, if necessary.**

- Does parent wish to volunteer in his/her child’s (children’s) classroom?
  - No, not at this time.
  - Yes, please contact as needed.
# Student's Educational History

## Languages

<table>
<thead>
<tr>
<th></th>
<th>Speak/Understand</th>
<th>Read</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's dominant language as reported by parent:</td>
<td>Quality of pronunciation &amp; articulation in dominant language:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What language is used most often at home with family?</td>
<td>What language is used most often with friends?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How old were you (student) when you first started to learn English?</td>
<td>How much education have you (student) had in English? Please explain:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many students were in your class?</td>
<td>What was the last grade you attended in school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have there been any interruptions in student's education? Explain including date last attended school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has student ever received Special Education Services?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has student ever been suspended or expelled?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many years of schooling have you had in total?</td>
<td>Native Country: United States: Total:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## School Location Duration Language of Instruction

<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
<th>Duration</th>
<th>Language of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you attend:</td>
<td>Head Start:</td>
<td>Preschool:</td>
<td>None attended:</td>
</tr>
<tr>
<td>Do you have a computer at home?</td>
<td>Do you have Internet Access?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Strengths:</td>
<td>Special interests and abilities—music, art, sports, academics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Concerns/Chronic Illnesses:</td>
<td>Social/Behavioral Concerns (self-reported):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has parent noticed any developmental delays regarding speech/language and/or motor functioning?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dietary Restrictions/Eating Habits:</td>
<td>Other Important Info:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Aspirations:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTERPRETATION NEEDED (PARENT CONFERENCES, PHONE CALLS)?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>TRANSLATED DOCUMENTS NEEDED?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Mother's years of schooling:</td>
<td>Father's years of schooling:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td>Staff Completing Pre-referral:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student’s Name:</td>
<td>School:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of Birth:</td>
<td>Grade:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date Entered US:</td>
<td>Length of Time in US:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age Upon Entry into US:</td>
<td>Current Curriculum Placement:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Country of Birth:</td>
<td>Native Language:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Language Spoken in Home:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry ESL Test Results:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interim ESL Test Results (ACCESS, other):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date and Results of Latest Vision Test:</td>
<td>Glasses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date and Results of Latest Hearing Test:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Health**

Does the student have allergies, asthma, or other chronic health problems? If yes, please explain.

Does the student have chronic pain anywhere in his/her body?

Does the student experience frequent headaches?

Has the student experienced a traumatic event (death of a family member, war, refugee resettlement, etc). If yes, please explain.

Does the student have any dietary restrictions? If yes, please explain.

Has student ever suffered a traumatic brain injury (i.e. fell down stairs, car accident, loss of consciousness, etc)? If yes, please explain.

Is the student currently taking any medications daily? If yes, what?
<table>
<thead>
<tr>
<th>Family History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are parents of child married, separated or divorced?</td>
</tr>
<tr>
<td>Do both parents live in the home?</td>
</tr>
<tr>
<td>If divorced, does child live with mother or father? Does child regularly see other parent?</td>
</tr>
<tr>
<td>Does child live with a guardian? If so, who?</td>
</tr>
<tr>
<td>How many siblings does the child have? Place of child in family?</td>
</tr>
<tr>
<td>Has the child ever been separated from parents / family for an extended period of time? If yes, please explain.</td>
</tr>
<tr>
<td>Has the child lived in a refugee camp? If so, for how long?</td>
</tr>
<tr>
<td>Father's level of education:</td>
</tr>
<tr>
<td>Mother's level of education:</td>
</tr>
<tr>
<td>Father's occupation:</td>
</tr>
<tr>
<td>Mother's occupation:</td>
</tr>
<tr>
<td>Is there any family history of special education/learning difficulties?</td>
</tr>
<tr>
<td>How would you describe your child's behavior at home? Does he/she follow directions well? Is he/she respectful of your parental authority?</td>
</tr>
<tr>
<td>Do any other children in the family exhibit the same or similar behaviors / learning difficulties as the student in the report?</td>
</tr>
<tr>
<td>Has the child's development been slower than other siblings?</td>
</tr>
</tbody>
</table>
**Educational History (Intake Form)**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the student attended school in another country? If yes, which country and for how long?</td>
<td></td>
</tr>
<tr>
<td>What was the language of instruction?</td>
<td></td>
</tr>
<tr>
<td>What was the average class size?</td>
<td></td>
</tr>
<tr>
<td>Did the student study English in his/her native country? If so, provide details?</td>
<td></td>
</tr>
<tr>
<td>Can the student read/write in his/her native language?</td>
<td></td>
</tr>
<tr>
<td>Can the student read/write in his/her second language (other than English)?</td>
<td></td>
</tr>
<tr>
<td>Can the student read/write in English? At what grade level?</td>
<td></td>
</tr>
</tbody>
</table>

**Developmental History/Issues**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>At what age did your child learn to walk?</td>
<td></td>
</tr>
<tr>
<td>Did/does your child have any difficulty walking?</td>
<td></td>
</tr>
<tr>
<td>Did your son/daughter develop similarly to his/her siblings? Explain.</td>
<td></td>
</tr>
<tr>
<td>At what age did child/student learn to speak?</td>
<td></td>
</tr>
<tr>
<td>Did/does child/student have any difficulty speaking (pronunciation, articulation)?</td>
<td></td>
</tr>
<tr>
<td>Is the student progressing in the language acquisition process at a similar pace / rate to his/her peers of similar linguistic / cultural background? If not, please explain and provide documentation.</td>
<td></td>
</tr>
<tr>
<td>Are there marked deficits in vocabulary?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PARENT (Native Language)</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Communication difficulties at home/school?</td>
<td></td>
</tr>
<tr>
<td>Communication difficulties at home/school when interacting with peers from a similar background?</td>
<td></td>
</tr>
<tr>
<td>Did/does child/student have difficulty remembering new concepts? Poor comprehension?</td>
<td></td>
</tr>
<tr>
<td>Does child/student have difficulty conveying thoughts/feelings?</td>
<td></td>
</tr>
<tr>
<td>Organization, structure, and sequence in spoken and written language?</td>
<td></td>
</tr>
<tr>
<td>Slow academic achievement despite adequate English language proficiency program. Explain.</td>
<td></td>
</tr>
<tr>
<td>Does child/student rely heavily on gestures rather than speech?</td>
<td></td>
</tr>
<tr>
<td>Does child/student show inordinate slowness in responding to questions?</td>
<td></td>
</tr>
<tr>
<td>Does child/student seem confused often?</td>
<td></td>
</tr>
<tr>
<td>Does child/student have difficulty paying attention?</td>
<td></td>
</tr>
<tr>
<td>Does child/student need frequent repetition and/or prompts during instruction?</td>
<td></td>
</tr>
<tr>
<td>Does child/student require a more structured program of instruction than peers?</td>
<td></td>
</tr>
<tr>
<td>Does child/student have difficulty using appropriate grammar and sentence structure?</td>
<td></td>
</tr>
<tr>
<td>Does child/student have difficulty using specific/precise vocabulary (uses stuff, things, you know, like, etc?</td>
<td></td>
</tr>
<tr>
<td>Does child student often interrupt, digress, go off topic during conversation and/or is unable to take turns when conversing?</td>
<td></td>
</tr>
<tr>
<td>Does child/student show overall communication skills that are substantially poorer than those of siblings/peers?</td>
<td></td>
</tr>
</tbody>
</table>
English Language Development Program for English Language Learners (ELLs)
Initial Eligibility Parental Notification

To the Parents of: __________________________ Date: ________________

School: ___________________ Grade:____ Date of Birth:__________ Student ID#:___________

Portland Public Schools provides English Language Development (ELD) programming for English language learners to support their access to general education curriculum, which is designed to meet age-appropriate State and local academic standards for grade promotion and graduation.

Based on English language fluency test scores and review of school records, we have determined your child’s eligibility. Further assessment and programming decisions will be completed at your child’s school.

___ Eligible for participation in English Language Development (ELD) programming
___ English Language Development (ELD) programming is not recommended at this time.
___ Other _______________________________________

This recommendation is based on the following criteria as marked below:

1. ____ WIDA-ACCESS Placement Test (W-APT) Score: ___________________
2. ____ Prior education and social experience
3. ____ Other tests
   Test: ________________________ Score: ____________________
   Test: ________________________ Score: ____________________
   Test: ________________________ Score: ____________________

If you have any questions, please call
The Multilingual Intake Center at 874-8135.

Original: Student Cumulative Folder
Copy 1: Parent
Copy 2: Multilingual and Multicultural Center

Last updated 4/27/10
DECLINE ENGLISH LANGUAGE DEVELOPMENT PROGRAM FORM

I, ___________________________________, decline English Language Development (ELD) programming for my son/daughter __________________________, although I understand that his/her English language proficiency test scores indicate that he/she would benefit from this program. I also understand that I can at any time request a review of this decision.

_________________________ ____________________________
SIGNATURE DATE

Translation services were offered to me. Yes/No ______________________ INITIALS

I accepted translation services. Yes/No ______________________ INITIALS

School Personnel Present:

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION/SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:

Original: Student Cumulative Folder
Copy 1: Parent
Copy 2: Multilingual and Multicultural Center

Last updated 4/27/10
# WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

| 6- Reaching | • specialized or technical language reflective of the content areas at grade level  
|            | • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
|            | • oral or written communication in English comparable to English-proficient peers |
| 5- Bridging | • specialized or technical language of the content areas  
|            | • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports  
|            | • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material |
| 4- Expanding | • specific and some technical language of the content areas  
|            | • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs  
|            | • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support |
| 3- Developing | • general and some specific language of the content areas  
|            | • expanded sentences in oral interaction or written paragraphs  
|            | • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| 2- Beginning | • general language related to the content areas  
|            | • phrases or short sentences  
|            | • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support |
| 1- Entering | • pictorial or graphic representation of the language of the content areas  
|            | • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support  
|            | • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support |
Annual Measurable Achievement Objectives (AMAOs) Summary

AMAO I: Making progress in proficiency (AMAO that evaluates annual increase in the number of percentage of children making progress in learning English (P.L. 107-110, Title III, Part A, Subpart 2, §3122(a)(#)(A)(i)).

- Are ELLs progressing toward proficiency?
- One out of three ELLs move 0.5 (scaled score)
- Weighted system that accounts for amount of progress an ELL student makes over time
- Missing or invalid data has negative impact

<table>
<thead>
<tr>
<th>Code Used for AMAO I Calculation</th>
<th>Length of Time as ELL (years administered ACCESS)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0-2 years</td>
<td>Short-term</td>
</tr>
<tr>
<td>1</td>
<td>3-4 years</td>
<td>Typical</td>
</tr>
<tr>
<td>2</td>
<td>5 or more years</td>
<td>Long-term</td>
</tr>
<tr>
<td>3</td>
<td>Data missing or invalid</td>
<td>Unknown</td>
</tr>
</tbody>
</table>

AMAO II: Attaining proficiency (AMAO that evaluates annual increase in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency consistent with Section 1111(b)(7) of NCLB (P.L. 107-110, Title III, Part A, Subpart 2, §3122(a)(3)(A)(ii)).

- Are ELLs attaining proficiency?
- Number of ELLs with composite score level (5-6)
- Threshold targets established for the baseline year (6.67%) and increased by 2.87% each subsequent year. [2008 (15.3%) 2009 (18.2%) 2010 (21.0%)]

AMAO III: Adequate Yearly Progress (AYP) for ELLs (AMAO that measures adequate yearly progress for limited English proficient children (LEP/ELL) as described in the Section 1111 (b)(2)(B) of NCLB (P.L. 107-110, Title III, Part A, subpart 2, §3122(a)(3)(A)(iii)).

- Are ELLs making AYP?
- AYP data for reading and mathematics used to determine if district made AYP in ELL subgroup (participation and proficiency)
- AMAO III is not met when the only sub-group that doesn’t make AYP is ELL
### Multilingual Evaluation Team (MET) ELD Programming Form

<table>
<thead>
<tr>
<th>Student:</th>
<th>ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Grade:</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

**Team Members Present** (type or write names):
- [ ] Administrator:
- [ ] Counselor/Social Worker:
- [ ] General Ed. Teacher:
- [ ] ESOL Teacher:
- [ ] Parent/Guardian:
- [ ] Interpreter:
- [ ] Other:

---

**Recommended level of language support based on ELD program placement guidelines based on multiple measures** (Check all programming options that apply)

**Program Placement for school year 20____ to 20____**:  
- [ ] Intensive English Language Development (IELD)  
- [ ] Intensive Literacy Academy (ILA) (grade 9-12)  
- [ ] Cognitive Academic Language Support (CALS)  
- [ ] Monitor Year 1  
- [ ] Monitor Year 2

<table>
<thead>
<tr>
<th>Support</th>
<th>_ hours per _</th>
<th>Provided by:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- [ ] Sheltered Language Instruction
- [ ] Sheltered math
- [ ] Sheltered science
- [ ] Sheltered social studies
- [ ] Sheltered language arts

**Reading**
- [ ] Read 180
- [ ] System 44
- [ ] Other:

**Writing**
- [ ] Other:

**Academic Support Period**

**In class academic language support**

**Tutoring:**

---

**Support _ hours per _ Provided by:**

- [ ] Structured English Immersion (SEI) provided by general education teachers

**Lesson Preparation**
- Clearly defined content and language objectives for students
- Use of a variety of techniques to make content concepts clear
- Understand levels of language proficiency (Can Do Descriptors)

**Build Background Knowledge**
- Make clear links between student’s past learning and new concepts
- Emphasize academic vocabulary (e.g., word sorts)

**Comprehensible Input**
- Use a variety of techniques to make content concepts clear to various language proficiency levels (e.g., visuals, demos, film clips, modeling)

**Strategies**
- Provide multiple opportunities for students to practice and use strategies (e.g., reciprocal teaching, pre-during-post reading)
- Consistently use scaffolding techniques throughout a lesson (e.g., think-aloud, partnering)
- Employ a variety of question types (Bloom’s taxonomy)

**Interaction**
- Provide frequent opportunities for interaction and discussion for “oral rehearsal”
- Use various grouping structures
- Consistently afford sufficient wait time

**Assessment**
- Comprehensive review of vocabulary and key concepts
- Regularly give descriptive feedback
Parental Notification

I understand that after using multiple criteria, it is recommended that my child participate in ELD programming. School personnel have discussed this recommendation with me and I understand the following:

1. My child will participate in the ELD programming, which helps him/her learn English and other academic skills by improving reading, writing, and oral language skills.

2. Teacher(s) will discuss my child’s progress with me throughout the school year.

3. Any information about my child’s progress will be made available to me upon request.

4. I am free to visit my child’s class by appointment.

5. If, at any time, I have questions about ELD programming, I will be able to contact the principal at the school.

6. I will be invited to participate in any meetings regarding changes to my child’s ELD programming.

7. My child will be given the ACCESS for ELLs ® annually to determine his/her progress in English acquisition. I will receive notification of test scores. Once my child is considered a fluent English speaker (ACCESS composite level 6), he/she will be exited from ELD programming. My child’s progress will be monitored, and if he/she continues to need support, assistance will be provided.

8. I have the right to refuse ELD programming at any time.
English Language Development Program for English Language Learners (ELLs)  
Continued Eligibility Parental Notification

Portland Public Schools provides English Language Development (ELD) programming for English language learners to support their access to general education curriculum, which is designed to meet age-appropriate State and local academic standards for grade promotion and graduation.

Your child’s English academic language proficiency is assessed annually on the ACCESS for ELLs® to determine his/her continued eligibility for Portland’s ELD Programs. Parents have the right to decline ELD programming at any time during the school year. Parents/guardians must sign a “Decline ELD Program Form,” available at the student’s school.

The following decision was made based on your child’s ACCESS for ELLs® score. Please refer to the attached parent report for test score details.

_____ Continued participation in English Language Development (ELD) programming

_____ Exit from English Language Development (ELD) programming.  
(Attained level 6 on composite score)

If you have any questions, please contact your child’s school.

Original: Student Cumulative Folder
Copy 1: Parent
Copy 2: Multilingual and Multicultural Center

Last Updated 4/27/10
Legal Requirements to Provide English as a Second Language (ESL) Services to English Language Learners

ADMINISTRATIVE LETTER: 19 POLICY CODE: IHBE

TO: Superintendents of Schools  FROM: Susan A. Gendron, Commissioner  DATE: September 19, 2008
RE: Legal Requirements to Provide English as a Second Language (ESL) Services to English Language Learners

The purpose of this letter is to clarify the requirements by law of providing an English Language Learner with ESL services.

Identification of English Language Learners Each School Administrative Unit (SAU) must have, as part of its enrollment packet, a Home Language Survey to be given to all newly enrolled students to aid in the identification of possible English Language Learners.

Federal law requires an English Language Learner to receive ESL services. When a student has been identified as a possible English Language Learner, that student must be administered the W-APT™ (WIDA.ACCESS Placement Test™) or a similar assessment as outlined in the SAU’s Lau Plan in order to place the student in appropriate ESL services. Maine requires the education program of an English Language Learner to be overseen by a Maine ESL endorsed teacher. Federal law further requires the education of all English Language Learners to be designed, overseen and implemented by an ESL endorsed teacher. Only an ESL endorsed teacher meets the legal requirement to provide ESL services to English language learners.

Exit Criteria from ESL Services Board adopted SAU Lau Plans, which have been a State requirement since 2003, must stipulate the exit criteria for its ESL program, which may have additional requirements, but at a minimum the criteria must include a Level 6 Composite Score on the ACCESS for ELLs®. Federal law requires that states define English language proficiency and that all English Language Learners who do not meet that definition be provided ESL services. Maine currently defines English language proficiency as attaining a Level 6 composite score on the State’s English language proficient assessment ACCESS for ELLs®. Federal law further requires that any English Language Learner who has met proficiency must be monitored for 2 years in order to ensure the academic success of that student.

Annual Assessment of English Language Learners’ English Language Proficiency The ACCESS for ELLs® is a federally and state-required annual assessment for all English Language Learners and participation is a component of No Child Left Behind (NCLB) accountability. Failure of all English Language Learners to participate in the annual administration of the
ACCESS for ELLs® may affect NCLB Title IA funding. If a student is identified as an English Language Learner, then that student must be administered the ACCESS for ELLs® annually until that student attains the State’s definition of English language proficient, which is currently defined as a Level 6 Composite score on the ACCESS for ELLs®.

Administration of the ACCESS for ELLs® State law requires that the ACCESS for ELLs® only be administered by an individual trained in its administration. The current State policy is to allow educators other than ESL endorsed teachers to administer the ACCESS for ELLs®, so long as those educators are trained and certified to administer the ACCESS for ELLs®. However, the allowance of educators other than ESL endorsed teachers to administer the ACCESS for ELLs® must not be interpreted to mean that educators other than ESL endorsed teachers are also allowed to develop or be responsible for the development, oversight and administration of an ESL program for any English language learner. Rights of ELLs The Civil Rights Act of 1964 remains the foundation of the legal rights of an English Language Learners. “No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” (42 U.S.C. 2000d)

This has been interpreted by courts as requiring a qualified ESL teacher to be provided to English Language Learners to ensure they are not excluded from participation in meaningful education.

In addition, an Office for Civil Rights Memorandum of 1991 requires a qualified ESL endorsed teacher for English Language Learners, in order that they are not relegated to second-class status by allowing a teacher without formal qualifications to teach them while requiring teachers of non-English Language Learners to meet formal qualifications (See 34 Code of Federal Regulations C.F.R. Section 100.3 (b)(ii)).

If you have any questions, would like further information or need technical assistance on crafting a Lau Plan, please contact Nancy Mullins, Director of ESL/Bilingual Programs, at 207-624-6788 or nancy.mullins@maine.gov.
Clarification: When Parents Decline English as a Second Language (ESL) Services for English Language Learners

ADMINISTRATIVE LETTER: 18 POLICY CODE: IHBE

TO: Superintendents of Schools FROM: Susan A. Gendron, Commissioner DATE: September 19, 2008 RE: Clarification: When Parents Decline English as a Second Language (ESL) Services for English Language Learners

The purpose of this letter is to clarify the requirements for serving an English Language Learner, even if parents decline ESL services.

Federal law requires that an English Language Learner receives ESL services. Federal law requires that states define English language proficiency and provide ESL services to all who do not meet that definition. Maine currently defines English language proficiency as attaining a Level 6 composite score on the State’s English language proficiency assessment ACCESS for ELLs®. If a parent refuses ESL services, meaningful education must still be provided. When a parent refuses ESL services, the parent’s refusal of ESL services must be documented, but it does not release the school or School Administrative Unit (SAU) from its responsibility of providing meaningful education to the English Language Learner. If parental refusal of ESL services denies an English Language Learner access to a meaningful education, this violates the English Language Learner’s rights. A parent cannot refuse “education” and if an English Language Learner cannot access education without ESL services, then the school/SAU must support the academic learning of the English Language Learner. If an ESL program is necessary in order to ensure academic progress for the English Language Learner, then ESL services must be provided.

Rights of ELLs The Civil Rights Act of 1964 remains the foundation of the legal rights of an English Language Learner. “No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” (42 U.S.C. 2000d)

This has been interpreted by courts as requiring a qualified ESL teacher to be provided to English Language Learners to ensure that they are not excluded from participation in meaningful education.

In addition, an Office for Civil Rights Memorandum of 1991 requires a qualified ESL endorsed teacher for English Language Learners, in order that
they are not relegated to second-class status by allowing a teacher without formal qualifications to teach them while requiring teachers of non-English Language Learners to meet formal qualifications (See 34 Code of Federal Regulations C.F.R. Section 100.3 (b)(ii)).

Schools/SAUs do not need parental permission to test a student. If a parent refuses to allow a student to participate in a State assessment, refer to the superintendent’s/SAU’s/school’s policy on procedures to follow when a parent refuses to allow a child to participate in a State assessment. The ACCESS for ELLs® is a federally and state-required annual assessment and participation is a component of No Child Left Behind (NCLB) accountability. Failure of English Language Learners to participate in the annual administration of the ACCESS for ELLs® may affect NCLB Title IA funding. Even if a parent has refused ESL services, if that student has been identified as an English Language Learner, then that student must be administered the ACCESS for ELLs® annually until that student attains the State’s definition of English language proficient, which is currently defined as a Level 6 Composite score on the ACCESS for ELLs®.

If you have any questions or would like further information, please contact Nancy Mullins, Director of ESL/Bilingual Programs, at 207-624-6788 or nancy.mullins@maine.gov .
# Multilingual Evaluation Team (MET) Referral Form

<table>
<thead>
<tr>
<th>Student:</th>
<th>ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Grade:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Team Members Present** (type or write names):
- ☐ Administrator:
- ☐ Counselor/Social Worker:
- ☐ General Ed. Teacher:
- ☐ ESOL Teacher:
- ☐ Parent/Guardian:
- ☐ Interpreter:
- ☐ Other:

**Reason for referral:**

<table>
<thead>
<tr>
<th>Summary of discussion:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Decision and follow-up:</th>
</tr>
</thead>
</table>

**Parental participation and notification of referral:**
- ☐ In person
- ☐ phone call
- ☐ written summary

---

Original: Student Cumulative Folder  
Copy 1: Parent  
Copy 2: Multilingual and Multicultural Center  
Copy 3: ESOL and General Education teachers
ELD Program Definitions and Goals

**Intensive English Language Development (K-12 ACCESS levels 1-2):** Instruction that focuses on basic conversational fluency and literacy skills, including pronunciation, phonemic awareness, vocabulary and grammar, in all language domains (speaking, listening, reading and writing) associated with school and community life. The goals of the program are to accelerate the acquisition of English for students by focusing on foundational language proficiency skills in all language domains needed to participate and make progress in mainstream content classes, and to provide cross-cultural information and strategies for success in negotiating the American school system.

**Intensive Literacy Academy (9-12 ACCESS levels 1-2):** This program is for select high school students who have had limited opportunities to develop language and literacy skills because schooling in their countries of origin has been severely disrupted or unavailable. The goal of this specialized language program is to accelerate the acquisition of early literacy skills in English.

**Cognitive Academic Language Support (K-12 ACCESS levels 3-5):** Instruction that focuses on the language proficiency skills associated with academic content and abstract language abilities, such as analysis, synthesis and evaluation, in all language domains (speaking, listening, reading and writing) required for academic discourse. The goals of the program are to accelerate the acquisition of English and academic content for students in the areas of language arts, math, science and social studies in order to meet grade level expectations, and to provide cross-cultural information and strategies for success in negotiating the American school system.
ENGLISH LANGUAGE LEARNERS (ELL)

DISTRICT SELF-STUDY GUIDE

This Guide is designed to provide the district/building with a comprehensive overview of its practices and procedures. Please mark the answer by each statement that best describes your school district. In this district self-study guide, the term English Language Learners (ELLs) will be used instead of Limited English Proficiency (LEP). For definitions of terms please see attachments.

IDENTIFICATION

1. The district has a procedure to identify all students who have a primary or home language other than English. Please attach a copy of the procedures.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

2. District staff is knowledgeable of the procedures for identifying students who have a primary language other than English.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

3. School/district staff that works directly with parents and students in the identification of students, who have a primary or home language other than English, speak and understand the appropriate language(s).

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

4. Documentation regarding each student’s primary or home language is maintained in student’s file.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

ASSESSMENT AND EVALUATION

5. The district assesses on a yearly basis the English language proficiency of all students identified as having a primary or home language other than English in the four language areas (oral/speaking, reading, writing, and listening).

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

6. The district conducts language proficiency assessments for students who have a primary or home language other than English, using:

- 6a. Formal assessments (e.g., tests).
  Name of test(s) used:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

- 6b. Informal assessments (e.g., teacher interviews, observations).

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

7. Students who have a primary or home language other than English are assessed for language proficiency in their primary or home language.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

8. The district has developed procedures to determine the effectiveness of its informal assessment procedures. Please attach a copy of it.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

9. The district has determined the level of English-language proficiency at which students are considered English proficient. Please attach copy of description.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

10. The district assesses ELL academic skills in relation to their grade or age level.

Name(s) of instrument(s) used to assess ELL academic skills:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

11. ELL who have been in the U.S. for 3 consecutive years are tested in English in reading/language arts.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

12. The district assesses ELL in the language and form most likely to yield accurate and reliable results.

Language(s) used:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

13. The district uses the “Guidelines for the Inclusion of English Language Learners in Your District-wide Assessment Program” or similar documents to guide decision-making.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
### 13a. Total number of ELL included in your district-wide assessment

### 13b. Number of ELL included in the district-wide assessment with

- NO accommodations
- With accommodations

Please attach documentation on accommodations used.

### 13c. Number of ELL NOT included in your district-wide assessment.

### 14. The district has established qualifications for individuals who administer language or academic assessments to ELL.
Yes  No

### PROGRAM (e.g., ESL, Bilingual, etc.)

<table>
<thead>
<tr>
<th>15.</th>
<th>Programs are available for ELL at each grade level.</th>
<th>Yes  No</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>There are no substantial delays (e.g., more than 30 days) in placing ELL into an appropriate educational program.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>17.</td>
<td>There is coordination of curriculum between teachers for ELL and teachers in the regular program.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>18.</td>
<td>ELL in the high school program earn credits toward graduation.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>19.</td>
<td>Instructional materials are adequate to meet the English language and academic needs of ELL.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>20.</td>
<td>Parents are involved in the process of placing ELL in an appropriate educational program</td>
<td>Yes  No</td>
</tr>
<tr>
<td>21.</td>
<td>The district has a system to evaluate the success of their ELL program.</td>
<td>Please attach a copy of the description of the evaluation plan. Yes  No</td>
</tr>
</tbody>
</table>

Please attach a description of the evaluation plan.

### STAFF

| 22. | Label the program(s) at each level or attach a copy of description. |

<table>
<thead>
<tr>
<th>Level</th>
<th>Program (See definitions)</th>
<th>Teachers with ESL endorsement</th>
<th>Paraprofessionals/aides</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 23. The district has established qualifications for teachers who teach ELL.
Yes  No

### 24. The district has established qualifications that the teachers’ aides and/or paraprofessionals must meet.
Yes  No

### 25. The district has teachers with ESL endorsement to teach ELL.
Yes  No

25a. Number of ELL

### 26. The district provides high-quality professional development to classroom teachers and other district personnel.
Yes  No

26a. Number of mainstream teachers that participated.

26b. Number of ESL teachers that participated.

26c. Number of paraprofessionals/teacher aides that participated

### 27. The district provides training for interpreters and translators.
Yes  No

### 28. Professional development activities are designed to improve instruction and assessment of ELL; enhance teachers’ ability to understand and use curricula, assessment measures, and instructional strategies for ELL; are based on scientifically based research; and are of sufficient intensity and duration to have a lasting impact on teachers’ performance.
Yes  No

### 29. Teachers of ELL are fluent in English and, when appropriate, in any other language(s) used for instruction, including having written and oral communication skills.
Yes  No

### 30. The district has provided training to staff who administer, evaluate, and interpret the results of the assessment methods used.
Yes  No
## EXIT CRITERIA

31. The district has established an exit criterion.  
**Please attach a description of it.**

<table>
<thead>
<tr>
<th>How many ELL exit the program after:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>31a. less than 1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31b. 1 to 3 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31c. 3 to 5 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31d. 5 years or more</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

32. The exit criteria ensures that ELL can:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>32a. <strong>Speak English</strong> sufficiently well to participate in the district’s general educational program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32b. <strong>Read English</strong> sufficiently well to participate in the district’s general educational program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32c. <strong>Write English</strong> sufficiently well to participate in the district’s general educational program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32d. <strong>Comprehend English</strong> sufficiently well to participate (meaningfully) in the district’s general educational program.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

33. The district monitors the academic progress of ELL who have exited the program.  
**Please attach a copy of procedures.**

34. The school district determines whether ELL are performing at a level comparable to their English-speaking peers?  
**Please attach documentation** (e.g., disaggregated results from ITP)

35. The district has established procedures for responding to deficient academic performance of ELL.  
**Please attach a copy of procedures.**

36. ELL re-enter the alternative language program if they experience academic difficulties in the regular program.  
**Please describe under what conditions.**

37. Achievements, honors, awards, or other special recognition rates of ELL are similar to those of their peers.  

<table>
<thead>
<tr>
<th>Achievement &amp; Recognition Rate</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>37a. Percent of English-monolingual students in Talented and Gifted programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37b. Percent of ELL in Talented and Gifted programs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## PROGRAM EVALUATION

38. The district conducts a formal evaluation of its program for ELL to determine its effectiveness.  
**Please attach a copy of the report.**

39. The district disaggregates data of ELL.

<table>
<thead>
<tr>
<th>Data Disaggregated</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>39a. grade retention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39b. graduation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39c. dropout rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39d. gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39e. English proficiency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39f. economically disadvantaged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39g. ITBS/ITED achievement levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39h. multiple measures of academic achievement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Please attach copies of disaggregated data**

## EQUITABLE ACCESS

40. The quality of **facilities and services** available to ELL are comparable to those available to all other students.

41. The quality and quantity of **instructional materials** in the program are comparable to the instructional materials provided to all other students.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>42. ELL participate in classes, activities, and assemblies with all the other students</td>
<td>Yes No</td>
</tr>
<tr>
<td>43. ELL have access to the full school curriculum (both required and elective courses, including vocational education) while they are participating in the language program.</td>
<td>Yes No</td>
</tr>
<tr>
<td>44. Counseling services provided to ELL are comparable to those available to all other students.</td>
<td>Yes No</td>
</tr>
<tr>
<td>45. ELL have opportunities for full participation in special opportunity programs, (e.g., Gifted &amp; Talented, Advanced Classes, Title I, Special Education programs, etc.)</td>
<td>Yes No</td>
</tr>
<tr>
<td>46. ELL are not segregated while taking their classes</td>
<td>Yes No</td>
</tr>
<tr>
<td>47. In general, ELL are integrated in classes such as P.E. music, arts, etc.</td>
<td>Yes No</td>
</tr>
</tbody>
</table>

**SPECIAL EDUCATION**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>48. The district utilizes procedures for identifying ELL who may be in need of special education services.</td>
<td>Yes No</td>
</tr>
<tr>
<td>Please attach copy.</td>
<td></td>
</tr>
<tr>
<td>49. The district’s procedures for identifying and assessing ELL for special education takes into account language and cultural differences. Please attach copy.</td>
<td>Yes No</td>
</tr>
<tr>
<td>50. Testing instruments used to assess ELL for special education placement are valid and reliable for these specific students.</td>
<td>Yes No</td>
</tr>
<tr>
<td>51. Persons who administer special education assessment tests to ELL are specially trained in administering the tests.</td>
<td>Yes No</td>
</tr>
<tr>
<td>52. Staff who conducts special education assessments for ELL are fluent in the student’s primary language.</td>
<td>Yes No</td>
</tr>
<tr>
<td>53. The instructional program for ELL in special education takes into account the student’s language needs.</td>
<td>Yes No</td>
</tr>
<tr>
<td>54. The district ensures coordination between the regular and the special education programs in meeting the particular needs of ELL who are in special education.</td>
<td>Yes No</td>
</tr>
<tr>
<td>55. The district identifies and places all ELL who need special education services in a timely manner.</td>
<td>Yes No</td>
</tr>
<tr>
<td>56. The parents or guardians of special education ELL are notified of their rights and responsibilities in a language they can best understand.</td>
<td>Yes No</td>
</tr>
</tbody>
</table>

**NOTICES TO PARENTS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>57. The district communicates with parents/guardians of students with a primary home language other than English, in a meaningful way (a form that parents can understand). For example, school forms are translated. Please attach copies of translated forms.</td>
<td>Yes No</td>
</tr>
<tr>
<td>58. Parents of ELL are notified no later than 30 days after the beginning of the school year of their child identification, participation, and students and parental rights.</td>
<td>Yes No</td>
</tr>
<tr>
<td>59. The district uses interpreters or translators to assist in communicating with parents/guardians who do not speak English.</td>
<td>Yes No</td>
</tr>
<tr>
<td>60. Parents/guardians of ELL are well informed of the district’s special educational programs.</td>
<td>Yes No</td>
</tr>
</tbody>
</table>

This self-study is based on data from ________________ academic year.
District or Building: ____________________________
Address: _______________________________________
______________________________________________
______________________________________________
Administrator: ____________________________ Date ____________
Completed by: ____________________________ Title: ____________________________
Phone #: ____________________________ E-mail: ____________________________
Please add comments as needed.
Legal References Related to the Education of ELLs

Federal Legislation

**No Child Left Behind (NCLB) Act of 2001** provides for strong accountability for the education of all children and for certain provisions specific to limited English proficient students, especially under Titles I and III of the Act. NCLB also provides funds to states and local schools and universities to carry out the intent of the Act.


**Title VI of the Civil Rights Act of 1964** prohibits discrimination on the basis of national origin (and other civil rights).


**Equal Education Opportunities Act of 1974** requires schools to "take appropriate steps" to ensure equal access as stipulated in the Lau opinion below.

- [http://www.law.cornell.edu/topics/education.html](http://www.law.cornell.edu/topics/education.html) (full text)

Court Decisions

**Lau vs. Nichols (1974)** ruled that providing the same access to curriculum, instruction, and materials for students of limited English proficiency as is provided to English dominant students is not in effect equitable.

**Plyler vs. Doe (1981)** ruled that all students in public schools must be appropriately served, including any students who may not be documented as legal immigrants.

**Castañeda vs. Pickard (1981)** case precedent requires schools to use a three-pronged approach to assure that they are following the spirit of the above decisions vis-à-vis: a practice grounded in sound educational theory; effective implementation of an appropriate program; assurance that the program is working through an evaluation and subsequent program modification to meet this requirement.

**Office of Civil Rights Policy Update on Schools' Obligations Toward National Origin Minority Students With Limited English Proficiency (1991)** adopted the three prongs of Castañoeda above and required that all language minority students be assessed for fluency, that parents be provided school information in a language they understand, and that instruction to limited English proficient students be carried out by qualified staff.


INTERPRETATION AND TRANSLATION

- Portland Public Schools NEPN/NSBA Code: IHBEC-R
- Requesting an Interpreter
- Requesting the Translation of a Document
- Scheduling Parent-Teacher Conferences Requiring an Interpreter
Portland Public Schools

PORTLAND PUBLIC SCHOOLS NEPN/NSBA Code: IHBEC-R

Interpreter and Translation Services for Speakers of Languages Other than English Procedures

Adopted: April 3, 2002
Revised: ________

Portland Public Schools recognizes the special needs of members of linguistic and cultural minority groups who are limited English proficient (LEP). In order to ensure equal access to public education, Portland Public Schools is committed to providing access to interpreter and translation services during school hours for all students and/or family members who have legal access to the student(s) and who need such services for school business.

Procedure for Assessing Need and Providing Interpreter and Translation Services

A. Assessment. During the Multilingual Intake Center process, staff with ESL endorsement will ascertain whether a student and/or family member has limited English proficiency and, if so, the primary language spoken.

B. Recording. The primary language of each LEP student and family member shall be recorded in the student's cumulative folder.

C. Informed Right to Interpreter Services in the Native Language. When a student or a family member living with the student is identified as being LEP, staff will inform the person of his/her right to have a language interpreter at no cost in the circumstances referred to in paragraph E. below.

D. Family Members or Friends as Interpreters. Students or their family members may use other adult family members or adult friends as interpreters if they are willing and able to provide effective communication and will respect confidentiality. They, however, will first be offered access to interpreter services provided by the school at no cost. If they decline such service, it will be documented in the student's file. Minors will not be used as interpreters.

E. Usual Circumstances Requiring Interpreter Services. Interpreter services will be provided for effective communication in connection with school matters, such as parent/teacher conferences, disciplinary conferences, and PET meetings. Upon request, school notifications and documents will be made available through tape recordings or verbal interpretation.

F. Translated Communications. Translation services will be provided for effective communication in connection with school matters, such as special education forms,
Portland Public Schools

student handbooks, extracurricular tryout notices, school-based health center permission forms, field trip permission forms, notices relating to health and safety matters, and report cards. Communications will be translated into major languages, i.e., those spoken by 50 or more students currently enrolled in Portland Public Schools. Notices of emergency matters relating to the schools that are broadcast on Channel 3 will also be translated into these languages. Minors will not be used as translators.

G. Availability of Interpreters and Translators

1. Schools should first use their own bilingual/multilingual staff members for interpreting and translating.
2. In cases where the language needed is not available, schools should contact the Office of Multilingual and Multicultural Programs to request these services.
3. If it is an emergency situation and an appropriate interpreter cannot be found, schools should then use the designated telephone interpreter service.

H. Monitoring. Portland Public Schools will review current LEP student enrollment figures at least on an annual basis.
The District policy on Interpreter and Translation Services for Speakers of Languages Other Than English Procedures (IHBECL-R) stipulates that ESL endorsed Multilingual and Multicultural Center staff will ascertain English language proficiency and primary language at intake. The primary language of each LEP student and parent or guardian will be recorded in the student’s cum folder and on Infinite Campus. The family will be informed of their right to an interpreter at no cost to them for school matters such as parent/teacher conferences, disciplinary matters, and IEP meetings, as well as their right to translation of written communications such as special education forms, student handbooks, extracurricular try-out notices, school-based health center permission forms, field trip permission forms, notices relating to health and safety matters, and report cards.

Requesting an Interpreter
The Multilingual and Multicultural Center provides Parent/Community Specialists and Native Language Facilitators, as well as outside contractors, as interpreters for the district. However, schools should first use their own Bilingual Educational Technicians (Native Language Facilitators) before requesting an interpreter from the Multilingual Center. Other adult family members or friends may be used to interpret if the family wishes but minors are not to be used as interpreters, as this puts too much of a burden on children and upsets the power-balance between parent and child while making the child the gate-keeper of important information. In serious matters that involve health, safety, or legal matters, it is recommended to use an interpreter provided by the Multilingual Center rather than a family friend or relative.

Requests should be made by e-mail to Jeanna Best (bestj@portlandschools.org) and copied to Margie MacDonald (macdo@portlandschools.org) with the subject line for Interpreter Requests reading “[Language] Interpreter Request for [School] on [month, day].”

Interpreter Requests should contain the following information:
- Language needed:
- Service needed: (phone call, IEP meeting, etc.)
- Date needed:
- Location: (school, office, building, room#)
- Student name:
- Student ID#:
- Parent names and telephone numbers:
- Do parents need to be notified of this appointment?
- Purpose of meeting or call home:
- School contact: (name/telephone/e-mail)
- Additional important information:
Requesting the Translation of a Document

Translated documents will be regularly provided in major languages (those with 50 or more students currently enrolled in the Portland Schools). These will include special education forms, student handbooks, extra-curricular try-out notices, school-based health center forms, field trip permission forms, notices relating to health and safety, and report cards. Emergency notices will be placed on Channel 3 in major languages. Translation for other languages will be arranged upon request.

Requests should be made by e-mail to Jeanna Best (bestj@portlandschools.org) and copied to Margie MacDonald (macdom@portlandschools.org). Be sure to attach the document(s).

The email subject line for all translation requests should read: “Translation Request: [Document Title]”. The body of the e-mail should be brief and contain the following information:

- Document name:
- Language(s) needed:
- Date needed:
- Name of school or agency requesting translations:
- School/agency contact: (name/telephone/e-mail)
- Additional important information:

Scheduling Parent-Teacher Conferences Requiring an Interpreter

For fall and spring Parent/Teacher conferences which require interpreter services, a different request format will be used. Because so many interpreters will be needed to cover conferences throughout the district, schools are asked to stagger their conference days for those needing interpreters. A master schedule of conference days will be kept at the Multilingual Center and schools will be assigned a date on a first come-first served basis. Each school will be required to have a Conference Coordinator, to whom specific procedures will be provided.

Conference Coordinators will:

1. Need to be identified by your school in September of each year so that the “rights” to the Commonfile can be assigned by the Information Technology Department;
2. Identify students whose parents need an interpreter by using Infinite Campus and information from school secretaries and teachers;
3. Coordinate an interpreter conference schedule for their school which will be interactive on the Commonfile, with assistance from Jeanna Best at the Multilingual Center;
4. Schedule all students/teachers on the Commonfile Conference Calendar keeping in mind that most languages only have one interpreter in the district and they must be staggered throughout the schedule, attempting to schedule siblings in adjacent time blocks.

Once this schedule has been entered into the Commonfile by the school’s Conference Coordinator, the following tasks will be done by MLC staff:

1. Jeanna Best will assign interpreters for each session and enter their names into the Commonfile Conference Calendar;
2. Interpreters will call families to notify them of conference date/time.
Teachers will:

1. E-mail any changes by teachers, parents, or school to the school’s Conference Coordinator who will e-mail changes to Jeanna. Jeanna will enter the change in the Commonfile Conference Calendar in order to keep all parties informed;
2. Send home the notification of the conference date/time in English along with a translated statement to be provided in major languages by the Multilingual Center, saying “This is confirmation of your Parent/Teacher Conference date and time”.

ACCESS TESTING

- ACCESS Testing Timeline
- Tier Placement Protocol
- Tier Recommendations
- Training for Test Administrators
- Testing Overview
- Information for Testing Coordinators
- Test Administration
- After Testing
Pursuant to the federal NCLB of 2001, all schools are required to annually assess in the language domains of reading, writing, speaking and listening the English language proficiency (ELP) of English language learners (ELLs) in kindergarten through grade 12 using a standards-based ELP assessment that is common throughout the state. Maine requires that the ACCESS for ELLs™ be administered annually to all K-12 ELLs enrolled in Maine schools. Following is an overview of the testing cycle and responsibilities of schools and the Multilingual and Multicultural Center.

### October

<table>
<thead>
<tr>
<th>Multilingual Staff</th>
<th>School Administrator/ACCESS coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Staff verifies student data in Infinite Campus by 10/1.</td>
<td>• Schools identify ACCESS testing coordinators.</td>
</tr>
<tr>
<td>• Staff generates ELL student testing rosters for each school by 10/1.</td>
<td>• Schools verify testing rosters and make tier recommendations by 10/15 (see tier recommendation guidelines) and return to Multilingual Center (MLC).</td>
</tr>
<tr>
<td>• State orders Pre-ID labels by mid-October.</td>
<td></td>
</tr>
<tr>
<td>• Staff orders ACCESS tests from MetriTech by 10/22.</td>
<td></td>
</tr>
<tr>
<td>• Staff organizes group training and speaking training for the administration of the ACCESS.</td>
<td>• In order to administer the ACCESS for ELLs™, one must be trained in its administration. The school is responsible for making sure that school staff are trained to administer the group sections (listening, reading, and writing) of the test. The Multilingual Center will provide training for staff that has not yet received training. The administration of the speaking section of the test is done by district-trained speaking administrators.</td>
</tr>
</tbody>
</table>

### November

<table>
<thead>
<tr>
<th>Multilingual Staff</th>
<th>School Administrator/ACCESS coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Staff conducts ACCESS for ELLs™ trainings (group and speaking).</td>
<td>• Schools coordinate testing schedule with MLC.</td>
</tr>
<tr>
<td>• Staff receives ACCESS test materials from MetriTech 11/20 and organizes and distributes testing materials for schools including student roster spreadsheet.</td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Multilingual Staff</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>December</strong> (Test Window Begins 12/1)</td>
<td>• Staff coordinates Speaking testers.</td>
</tr>
<tr>
<td></td>
<td>• Staff coordinates ACCESS at Intake Center until testing window closes.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>January</strong> (Test Window Ends 1/31)</td>
<td>• Staff coordinates Speaking testers.</td>
</tr>
<tr>
<td></td>
<td>• Staff coordinates ACCESS at Intake Center until testing window closes.</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>February</strong></td>
<td>• Staff packs and ships ALL testing materials to Metritech 2/11.</td>
</tr>
<tr>
<td><strong>April</strong></td>
<td>• Metritech ships ACCESS testing reports to districts the week of April vacation.</td>
</tr>
<tr>
<td></td>
<td>• Staff sends ACCESS spreadsheet to school staff.</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td>• Staff sends elementary Parent Reports to parents via schools.</td>
</tr>
<tr>
<td></td>
<td>• Staff mails secondary Parent Reports to parents.</td>
</tr>
<tr>
<td></td>
<td>• Staff sends Teacher Report to schools.</td>
</tr>
<tr>
<td></td>
<td>• For students attaining a composite level 6, staff changes student status from 03 (LEP) to 05 (FLEP).</td>
</tr>
</tbody>
</table>
Tier Placement Protocol for ACCESS for ELLs®

Each tier is only able to discriminate performance on its portion of the proficiency scale, so to make sure the whole ACCESS for ELLs® test works as intended, it is necessary to place each student into the tier that best matches his or her proficiency level. The decision as to where the student currently falls on the scale is best made by the student’s teachers, based on the information they have about the student’s language proficiency, including performance on some other language tests, such as the WIDA-ACCESS Placement Test (W-APT)™.

**TIER A** is most appropriate for English language learners who:
- have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR
- currently receive literacy instruction ONLY in their native language, OR
- have recently tested at the lowest level of English language proficiency

**TIER B** is most appropriate for English language learners who:
- have language proficiency and some, but not extensive, academic language proficiency in English, OR
- have acquired some literacy in English, though have not yet reached grade level literacy

**TIER C** is most appropriate for English language learners who:
- are approaching grade level in literacy and academic language proficiency in the core content areas, OR
- will likely meet the state’s exit criteria for support services by the end of the academic year
**Portland Public Schools**

**Tier Recommendations**
School Administrators and ACCESS testing coordinators will receive the following e-mail with a spreadsheet attachment.

We are ordering test booklets for the ACCESS for ELLs™ for the ____ school year. Attached is a spreadsheet that identifies all ELLs in your school who will be participating in testing. If you believe that there are students who should be added to or removed from this list, please notify _______.

We are asking that you make Tier recommendations for students participating in ACCESS by _______. On the spreadsheet we have included, where applicable, last year's test scores, Tiers and Sped status. When making a Tier recommendation, please consider the WIDA placement guide, last year’s test scores, classroom performance, and cluster placement. Only students in Tier C have the opportunity to attain a composite level 6.

**Training for Test Administrators**
All staff administering the ACCESS for ELLs™ must be trained and demonstrate participation in training. The Multilingual and Multicultural Center will provide necessary training.

- All test administrators must have a WIDA account. To create a new account, visit www.wida.us and click the “Login” button in top right corner of the page. To access the account creator, please enter the following information:
  - Username: maine
  - Password: lobster
  (Note: both must be entered in all lower case letters)

- At this point, you may proceed to enter your personal information. Once you have submitted the form, the account will be activated. You will receive an email containing your login information, but you may login right away without having received the email. If you do not see the message, please check your spam or junk folders and/or check with a technical coordinator to be certain that your system is not blocking messages from help@wida.us.

**ACCESS for ELLs® Testing Overview**
The ACCESS for ELLs® is an English language proficiency test administered annually in Maine to all ELLs from kindergarten through grade 12. ACCESS for ELLs® meets the federal requirements of assessing ELLs’ proficiency levels and provides reliable, valid, and useful information on the proficiency levels and progress of ELLs in acquiring academic English. ACCESS for ELL’s stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. ACCESS for ELLs® English language proficiency standards are aligned with Maine’s Learning Results academic content standards and are a requirement in Maine’s Comprehensive Assessment System (MeCAS).

1. State law requires that the ACCESS for ELLs® be administered only by an individual trained in its administration.
2. This test was developed based on the English Language Proficiency Standards as developed by WIDA (World-Class Instructional Design and Assessment) within five grade clusters. These are:
   Kindergarten
   Grades 1-2
   Grades 3-5
   Grades 6-8
   Grades 9-12

3. ACCESS for ELLs® assesses the domains of Speaking, Listening, Reading, Writing, and Comprehension skills of English language learners in Math, Language Arts, Social Studies, Science, and Social and Instructional language. It identifies five levels of English language proficiency (See Appendix E):
   - Level 1 - Entering
   - Level 2 - Beginning
   - Level 3 - Developing
   - Level 4 - Expanding
   - Level 5 - Bridging
   - Level 6 - Reaching

4. In the State of Maine a student whose composite score [35% reading, 35% writing, 15% speaking, and 15% listening] is below Level 6.0, is classified as an English Language Learner (LEP is the federal term) and is eligible for ELD programming.

5. A student receiving a composite level of 6.0 on a Tier C test will be exited from ELD Programming, be classified as FLEP (Former Limited English Proficient), and will no longer take ACCESS for ELLs®. The Multilingual Evaluation Team will monitor a student’s academic progress for the next two years to ensure that he/she is continuing to be successful without ELD programming.

**Information for Testing Coordinators**

This information is a summary of information found in the District and School Test Administration Manual. Please address specific questions to the ACCESS Testing Coordinator at the Multilingual and Multicultural Center.

- All the test materials must be kept secure and confidential. No materials may be duplicated, and no specific information may be shared with students prior to or after testing.
- Listening, Reading, and Writing tests can be group-administered and are centrally scored. The Speaking Test is an individually-administered, adaptive test that is scored by the test administrator.
- Students must use a number 2 pencil.
- All students who are entered in Infinite Campus prior to October will have a Pre-ID label. Affix the Pre-ID label to the appropriate test. If a student doesn’t have a Pre-ID label, then bubble in the student’s name and correct information for that student on the front and back covers.
No student should be given a test booklet with another student’s pre-ID label attached. Crossing out the information on the pre-ID does not change the information on the label.

Test Administration

- Based on analyzing various testing structures at Portland Public Schools over the last couple of years, testing is most reliable when following the recommended session structures:
  
  Approximate group testing times are: Session 1 (75 minutes) = Listening (25 minutes) and Reading (35 minutes); Session 2 (75 minutes) = Writing (60 Minutes). The extra 15 minutes for each session is to convene students and distribute/collection materials.

- The speaking test averages 15 minutes. Anyone who administers the speaking test must have successfully completed the Speaking Module of the online ACCESS for ELLs Test Administration Training.

- Schedule only one tier (A, B, or C) and up to 22 students to a single test session group. WIDA recommends that younger and lower-proficiency students be tested in smaller groups and if possible by grade level as well as tier. Testing seems to be more efficient and least disruptive if schools can be flexible and test all ELL students within 1-2 weeks. See schedule samples in Test Administration Manual.

- There are accommodations available for students who are eligible for accommodations on other assessments in MeCAS. For specific accommodations, refer to the test accommodations checklist in Test Administration Manual.

- Set up the testing room in advance with the necessary booklets, pencils, timer, and administrator’s guide. Arrange the correct number of desk in rows, facing forward, and have a Do Not Disturb sign on the door.

- For the speaking test, a quiet room with a rectangular table, so the administrator can sit at a right angle to the student, is needed.

- Students must use only a number 2 pencil.

- Students should completely fill in the circles indicating their answers.

- Students should not make marks in the test booklets other than in the specified places because stray marks could cause errors in scoring the test booklets.

- Have students go back through the test to be certain that all of the pages have been completed.

- Please keep track of students who may have missed a testing session, so that make-up testers can be assigned. Please keep track of students who refuse testing.

After Testing

- Check the test booklets to be sure that the student information section has a pre-ID label. If not, the student demographic information must be completed and all the boxes must be completely filled in.

- Return all of the test booklets, manuals, and other papers to the Multilingual Center in the original boxes. Please organize the booklets according to Tiers.
ELL SUPPORT PROGRAMS

- Professional Development
- Pathways to ESL Endorsement
- Multilingual Academic Summer School
- Technology-based Support Programs
- Make It Happen!
- Multilingual Parent Network
PROFESSIONAL DEVELOPMENT

Professional Development Offerings
The Multilingual and Multicultural center offers a variety of in-service professional development opportunities for Portland Public Schools’ faculty and staff throughout the academic year. The goal of these professional development offerings is to raise staff knowledge and skills in educating culturally and linguistically diverse students. Offerings include:

- Monthly language and culture workshops that provide in-service experiences pertaining to a range of issues including writing, differentiation, mainstreaming, classroom instruction, diversity, reading, characteristics of ELL success in school, aspects of culture and language and second language acquisition;
- School-based staff training that addresses topics of concern in individual elementary, middle and high schools on issues relevant to curriculum, instruction and assessment of ELLs as well as language and culture;
- ELL Endorsement Cohort, a program designed for Portland Public Schools’ certified teachers who are interested in obtaining an endorsement in ESL, levels K-12. Professional teacher certification as well as completed coursework in ESL instruction in five areas is a pathway to Maine state endorsement in ESL. The district partners with the University of Southern Maine in offering these courses to fulfill Maine state endorsement requirements. The five courses are: EDU 558 Content-Based Curriculum for English Language Learners; EDU 561 Aspects of the English Language; EDU 562 Linguistic and Cultural Diversity in the Classroom; EDU 563 ESL Language Testing and Assessment; EDU 559 Aspects of Literacy for Multilingual Learners;
- Professional development offerings for district ELL teachers;
- Professional development blog at http://blogs.portlandschools.org/downsm/.

The Multicultural Resource Library
A special collection of books, materials and videos in 24 different languages appropriate for a range of ages and levels of reading fluency, the collection includes sections on Native American, African-American, women, and immigrant/refugee populations new to Portland, as well as instructional books and professional materials related to cross-cultural understanding and teaching of English language learners. Books and materials are available on loan to staff, parents, and other community members.
Pathways to ESL Endorsement

Eligibility for Endorsement 660: English as a Second Language can be established by completing one of the three pathways. The complete text of the three pathways can be found at [http://www.maine.gov/education/esl/endorsements.htm](http://www.maine.gov/education/esl/endorsements.htm)

These are some of the specifics of 2 of the 3 pathways in which the requirements can be met in the State of Maine.

1) Pathway 1(a): Only USM currently offers a “Maine program approved for the education of English as Second Language teachers”. This is from the USM course catalogue.

- EDU 559 Aspects of Reading for Multilingual Learners*
- EDU 561 Aspects of the English Language*
- EDU 562 Linguistic and Cultural Diversity in the Classroom*
- EDU 563 ESL Language Testing and Assessment*
- EDU 558: Content Based Curriculum for English Language Learners*

*State endorsement in ESL requires professional teacher certification as well as coursework in ESL instruction.

2) Pathway 2 (c): Even though specific ESL courses are not identified to meet the minimum 15 semester hours (five 3-credit courses), the following courses are strongly recommended in the following areas of **Assessment, Curriculum, Methods, Applied Linguistics, and Multiculturalism**. The reason for this recommendation is that ALL Pathways require a “Passed content area assessment, in accordance with Me. Dept. of Ed Reg. 013,” which means passing the Praxis II exam in ESL content area. Both Project Opportunity (UMaine) and USM offer courses in the 5 areas.

Project Opportunity sponsors a Praxis II® Two Hour Preparation Workshop biannually (once in the fall and spring).

3) USM and UMaine offer ESL courses approved by the State of Maine Certification Office. If you would like to take a course offered through another institution, it is important to check with the Certification Office (624-6603) to ensure that the course will be accepted for endorsement eligibility. They have approved courses from other institutions in the past.

For more on courses and programs connected with Project Opportunity (UMaine): for more information and programs connected with USM contact:

Shelly V. Chasse-Johndro, M.Ed.
Project Coordinator for Project Opportunity
York Village, Building #4, Room 206
Orono, ME 04469-5715 USA
General Office Tel #: (207) 581-3847
Fax #: (207) 581-9375
[http://www2.umaine.edu/projectopportunity](http://www2.umaine.edu/projectopportunity)

Andrea J. Stairs, Ph.D.
Assistant Professor, Literacy Education
Department of Professional Education
University of Southern Maine
221 Bailey Hall
37 College Avenue
Gorham, ME 04038
MULTILINGUAL ACADEMIC SUMMER SCHOOL

The Multilingual Academic Summer School offers classes for English language learners for a month during the summer school vacation. Focused on academic English in reading, writing, listening, speaking and math, the four weeks of study:

- prevents language and skill loss over the summer;
- solidifies academic gains made during the school year; and
- promotes the development of new and expanded skills.

Programs at all levels operate 4 hours per day, 5 days a week for one month. High school-aged students can choose to take both math and English for a total of 4 hours or just math or English for a two-hour period daily. All levels include Read 180, a technology-based approach to reading, vocabulary development, and increased comprehension for students with a reading level of grade 3 and up. In addition, the elementary program offers field trips to promote language experience. Space is limited and students selected for the summer program are eligible to attend for free. Applications are made available at the March teacher conferences until mid-May. Selections are based on ACCESS scores and teacher recommendation.
Academic Summer School

For Elementary School
Multilingual and Multicultural Center
Portland Public Schools

Elementary Academic Summer School focusing on reading, writing, and mathematics.

LOCATION: TBD
DATES: July (4 weeks)
GRADES: K-5
TIME: 8:30 a.m. - 12:30 p.m.

Complete and return registration form to classroom teacher by __________
Students will be selected according to academic need.
Parent will be notified by mail if child has been accepted.
Space is limited.
Bus transportation is provided.

If you have questions, call the Multilingual Center at 874-8135.
Elementary Registration Form

RETURN THIS FORM TO YOUR CHILD’S TEACHER

___ I give permission for my son/daughter to attend Multilingual Academic Summer School.

___ My son/daughter ______________________ has permission to participate in field trips.

(Name)

Student’s Name ___________________________________ M_______F_______

Parent’s Name __________________________________________ Phone__________

Address _______________________________________________ Zip Code__________

School ________________________ Current Grade _______ Teacher___________

Signature of Parent __________________________________________ Date___________

Print Parent Name __________________________________________________

For Teacher

PPS I.D.# __________________________
Access Score: _____________________
Home language: ____________________
Middle School Academic Summer School focusing on reading, writing, and mathematics.

LOCATION: TBD
DATES: July (4 weeks)
GRADES: 6-8
TIME: 9:30 a.m. - 1:30 p.m.

Complete and return registration form to classroom teacher by __________
Students will be selected according to academic need.
Parent will be notified by mail if child has been accepted.
Space is limited.
Bus transportation is provided.

If you have questions, call the Multilingual Center at 874-8135.
Middle School Registration Form

RETURN THIS FORM TO YOUR CHILD’S TEACHER

___ I give permission for my son/daughter to attend Multilingual Academic Summer School.

___ My son/daughter ______________________ has permission to participate in field trips.

(Name)

Student’s Name ____________________________ M ______ F ________

Parent’s Name _______________________________ Phone _____________

Address __________________________________________ Zip Code ______

School_____________________________ Current Grade________ Teacher__________

Signature of Parent ___________________________________ Date ____________

Print Parent Name ____________________________________________________________________

For Teacher

PPS I.D.# _____________________________

Access Score: ______________________

Home language: ____________________
High School Academic Summer School focusing on reading, writing, and mathematics

LOCATION: TBD
DATES: July (4 weeks)
GRADES: 9-11
TIME: 8:00 a.m. - 10:00 a.m. and 10:00 a.m. - 12 noon
COST: $10 each class

Complete and return registration form to classroom teacher by __________
Students must register in advance.
Space is limited.

If you have questions, call the Multilingual Center at 874-8135.
High School Registration Form

RETURN THIS FORM TO YOUR TEACHER BY: ________

___ I give permission for my son/daughter to attend Multilingual Academic Summer School.

___ My son/daughter ______________________ has permission to participate in field trips.

(Name)

Student’s Name ___________________________ M____ F______

Parent’s Name ____________________________ Phone___________

Address ______________________________________ Zip Code__________

School_____________________________Current Grade______Teacher_________

Signature of Parent ____________________________ Date____________

Print Parent Name _________________________________________________

For Teacher

PPS I.D.# ________________________________
Access Score: __________________________
Home language: ________________________
TECHNOLOGY-BASED SUPPORT PROGRAMS

Read 180
Read 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. The instructional model begins and ends with whole-group teacher-directed instruction. Between whole-group sessions, students break into small groups that rotate among three stations: individualized small group instruction, independent reading of Read 180 paperbacks and audio books, and computer-based reading and spelling practice. Read 180 is currently in use in more than 6,000 classrooms nationwide, and is one of the most thoroughly researched and documented reading intervention programs.

System 44
System 44, designed for beginning readers who are not yet ready for Read 180, helps students understand that the English language is a finite system of 44 sounds and 26 letters. An initial computer-based screening places students at the appropriate level. Adaptive phonics instruction collects data on student performance and ensures that students are working on the skills they need to master.

iSucceed Math
iSucceed MATH is a data-driven math intervention program for students who have not yet mastered the fundamentals in mathematics from the early grades. An innovative system combining technology and print, this web-based program incorporates the best practices of teacher-directed group instruction, interactive courseware, active practice with games, fact fluency, and one-on-one tutoring. Providing age-appropriate, individualized instruction specifically designed for closing gaps in conceptual understanding, iSucceed MATH teaches foundational concepts and skills and is organized in five volumes: Place Value and Basic Number Skills; Decimals, Fractions, and other Rational Numbers; Ratio, Rates, and Percents; Expressions and Equations; Measurement and Geometry.

ELL Tech Zone
For news and instructions pertaining to the use of these programs, as well as other information regarding the use of technology with English language learners, please visit our technology blog at: http://blogs.portlandschools.org/fordm/.
MAKE IT HAPPEN!

Make it Happen! Believe, Achieve, Succeed is a program for English Language Learners (ELLs) in Grades 6-12 who, based on set criteria, have been identified as needing personalized academic and social support to ensure their success in school. Our target students come from countries all over the globe such as Cambodia, China, Democratic Republic of Congo, El Salvador, Mexico, Serbia, Somalia, Sudan, Sweden, and Vietnam. Volunteer academic coaches work with individual students to provide extended learning time through homework support, building academic language fluency in all language domains—listening, speaking, reading, and writing—and engaging in activities that promote critical thinking, goal-setting, and organizational skills. Specific skills that pose challenges for students are identified using multiple points of data including ACCESS for ELLs, MEA, NWEA, class grades, and teacher observation.

The program utilizes the framework of rigor (habits of work), relevance (habits of mind), and relationships (habits of heart) – elements proven to promote healthy social development, academic success, and college readiness.

The Make It Happen! Academic Coaching team members have a genuine desire to be part of young peoples’ lives by helping them pursue their interests, succeed in school, and achieve their goals. Coaches dedicate 1-2 hours of time per week working with their assigned student, both in face-to-face sessions and online. Coaching sessions may take place during school hours or after school. Volunteer orientation and training are provided on an ongoing basis.

For additional information, please visit: http://www.portlandschools.org/schools/multilingual/Volunteer/makeithappen.html
MULTILINGUAL PARENT NETWORK

The Multilingual Parent Network (MPN) provides important information to Limited English-speaking parents about important and timely topics, such as school news and programs, parenting, acculturation issues, health and safety issues, and U.S. law and culture. Interpreters are provided for major language groups and any other language which is requested. Parents and school staff can initiate a request for information on relevant topics. Meetings are held approximately once a month and include a variety of topics and activities. See a sample of past workshops below:

Drug and Alcohol Abuse: Beginning a Conversation with Parents
Detective Gerard Brady of the Cumberland County Jail will present on this important topic to refugee and immigrant parents to build awareness of signs and symptoms of drug use and abuse.

Immigration Law Update: What Do Parents Need to Know and Do?
Beth Stickney, from Immigrant Legal Advocacy Project, informs immigrant and refugee Parents about changes in immigration laws and answers questions about legal and safety issues and procedures for family reunification and citizenship.

Children Experiencing Trauma: How Parents and Caregivers Can Help
Presented by the Children’s Initiative, this interactive session will discuss methods for identifying and working with children and youth who have experienced trauma.

Bilingual and Bicultural Community Helpers Talk to Parents
Parent Community Specialists, City Health Outreach Workers, and Community Counseling Case Managers address concerns of Immigrant and Refugee parents about their children.

Who Am I?: A Celebration of Literacy and Culture
Student art and literacy exhibit for Parents and students.

Interpreters provided for Acholi, Arabic, Khmer, Somali, Spanish, and Vietnamese. Other languages available upon request.
ESOL TEACHER JOB DESCRIPTION

- To provide and support rigorous and appropriate instruction aligned with the WIDA English Language Proficiency Standards, Maine State Learning Results, and Portland Public School curriculum so that all English language learners (ELLs) at ACCESS proficiency levels 1-6 meet grade level expectations;

- To collaborate with general education teachers of ELLs to enhance acquisition of English in all language domains necessary to participate and make progress in general education content classes;

- To adjust levels of support provided to ELLs as the needs of the population change in order to provide a comprehensive instructional program;

- To work with staff members to support the school’s relationship with ELLs and their families, especially with respect to cultural and language differences, and to promote positive relationships by providing cross-cultural information;

- To implement procedures of the ELL program as prescribed in the Lau Plan in order to be in compliance with the law and school policies;

- To maintain appropriate and required documentation on assigned ELLs;

- To manage student data and documentation from formative and summative assessments, and use data from these assessments to identify educational goals for students;

- To make recommendations about appropriate accommodations for state, district, and school assessments through the Multilingual Evaluation Team and Student Assistance Team meetings and help communicate those recommendations to parents and staff;

- To serve as a consultant for purposes of referrals to other programs such as Title 1, Special Education, Gifted and Talented and others to meet student needs;

- To participate in staff development meetings at the school and district level, including district level Multilingual meetings, in order to be connected to and knowledgeable of current research, practices and procedures; and

- To provide on-going staff development as necessary and/or requested on second language acquisition and acculturation, sheltered instruction, and effective practices in teaching ELLs.
GLOSSARY OF TERMS

ACCESS for ELLs™ – English language proficiency testing used by the State of Maine and about half the other States in the nation to meet NCLB requirements to measure ELL progress in speaking, listening, reading, writing, and comprehension skills in academic English.

AMAO – Annual Measure of Achievable Objectives. The district is required by Title III of the No Child Left Behind Act (NCLB) to establish *annual measurable achievement objectives* (AMAOs) for the English language acquisition and academic achievement of limited English proficient (LEP) students.

Asylee – A person seeking refuge in a foreign country out of fear of political persecution or the prospect of such persecution in his home country, i.e., a person seeking political asylum.

Balanced Bilingual – A student who is equally proficient in English and the first language.

BICS – Basic Interpersonal Communication Skills. BICS refers to the development of conversational English. Students acquire BICS through day-to-day interactions with native English speakers. It typically takes six months to one year for students to develop very basic conversational skills.

CALP – Cognitive/Academic Language Proficiency. The development of academic English language proficiency required to succeed in mainstream academic classes takes much longer to achieve than conversational English. It takes an average of 5-7 years, and sometimes up to 10 years, for a student to achieve a level of cognitive/academic English which will lead to academic success in the mainstream.

CLD – Culturally and Linguistically Diverse. Term seen in Special Education.

Content-Based ESL Instruction – Integration of English language learning with content learning to give the LEP student the skills needed for success in the mainstream.

ELD – English Language Development.

ELL – English Language Learner.

ESL – English as a Second Language. Refers to programs and classes to teach students English as a second or additional language.

ESOL – English to Speakers of Other Languages. This term acknowledges the fact that many learners may have acquired more than one language prior to acquiring English.
Exit – When a student meets all of the criteria required by the standards in Maine (scoring 6.0 composite on ACCESS), he/she may exit the program.

Generation 1.5 – The term 1.5 generation or 1.5G refers to people who immigrate to a new country before or during their early teens.

Home Language Survey – A federally mandated form which must be completed for ALL students entering all public schools in the United States. (See appendix page)

Immigrant – A person who is not a refugee and has legally emigrated from another country by his/her own choice. Immigrants to the USA are permanent legal residents and are issued an I-94 (green) card.

L1 – Language 1. A person’s first or primary language.

L2 – Language 2. The second language a student is learning, such as English.

Language Minority Students – Students who come from homes where a language other than English is spoken; students whose native language is not English; students who are American Indian or Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; students who answer in a language other than English to any one of the five questions on the Home Language Survey.

LAS – Language Assessment Scales. A language assessment battery used to help determine initial placement recommendation.

Lau Plan – Following the 1974 Lau v. Nichols Supreme Court decision, all school systems are required to have procedures for identifying language minority students; assessing their English language proficiency; providing appropriate language support services; determining criteria for exit from language support services; and evaluating effectiveness of the language support program as a whole and as it affects individual students.

LEP – Limited English Proficient. Refers to a student with limited understanding or use of written and spoken English; a learner who is still developing competence in using English. The federal government uses the term LEP, while EL or ELL is more commonly used.

Mainstream – In an ESL or multilingual program, mainstreaming refers to the process of moving from a multilingual program class into general education programming according to criteria established in the LAU Plan.

Monitor – Students who exit from the ELL program must be monitored to ensure continued academic progress.

Primary, Native or Home Language – The language primarily spoken in the home, and which the student may or may not continue to use during the acquisition of English.
**Refugee** – A person who has been forced out of his/her native country because of political, ethnic, or religious persecution. Refugees arrive in the U.S. with an I-94 card.

**Silent Period** – While learning a new language, a student may go through a “silent period” of several weeks or months during which time he/she may be focusing on listening comprehension, and thus may not speak.

**SIOP** – Sheltered Instruction Observation Protocol. A scientifically validated model of sheltered instruction designed to make grade-level academic content understandable for English learners while at the same time developing English language proficiency. The protocol and lesson planning guide ensure that teachers are consistently implementing practices known to be effective for English learners.

**Title III** – A Federal Program under NCLB which provides discretionary funds to public schools for LEP students.
FORMS FOR PHOTOCOPYING

- Home Language Survey
- Intake Forms
- Initial ELD Program Eligibility
- Decline ELD Program Form
- MET ELD Programming Form
- Continued ELD Program Eligibility
- MET Referral Form
HOME LANGUAGE SURVEY

STUDENT’S NAME ______________________________________SCHOOL____________________
GRADE __________ TOWN__________________________DATE____________________

Directions:
 For Question 1, circle the name of the language.
 For Questions 2-5, write the name(s) of the language(s) that apply in the space provided.
Please do not leave any question unanswered.

1. What language do you MOST OFTEN use when speaking to your child?
   English Vietnamese Spanish
   French Arabic American Sign
   Passamaquoddy Khmer Somali
   Other (specify) _______________________

2. What language did your child FIRST learn to speak? _______________________

3. What language does your child MOST OFTEN use when speaking to brothers, sisters, and other children at home? _______________________

4. What language does your child MOST OFTEN use when speaking to you and other adults in the home? (grandparents, aunts, uncles) _______________________

5. What language does your child MOST OFTEN use when speaking with friends or neighbors OUTSIDE the home? _______________________

TO THE TEACHER:
(1) If you have observed this student use a language other than English, please indicate other language here: _______________________
(2) Was the child’s first language development interrupted at some point in time due to adoption, relocation of family or similar event that might suggest second language usage?
   ____Yes   ____No
SCHOOL REGISTRATION FORMS COMPLETED
AT MULTILINGUAL INTAKE CENTER

When registering a new student at the ML Intake Center, we complete the following forms with the help of an interpreter, if needed:

1) Portland School Department Application for Enrollment in Portland Schools-Transfer Student
2) Portland Public Schools Pupil Information and Emergency Form*
3) Home Language Survey
4) Portland Public Schools Student Web Publishing Permission
5) Portland Public Schools Media Opt Out Form (included only if refusing)
6) Student Record Card (PPS 125)
7) Free and Reduced Price School Meal Application (we send this form directly to Central Kitchen)
8) Maine Migrant Education Eligibility Survey (we send this form directly to Central Office)
9) Portland Public Schools Transfer of Pupil Records Form (we fax this form to prior schools)
10) English Language Fluency Assessment and Placement Form*
11) Initial Eligibility Determination-Parental Notification Form (NCLB requirement)
12) ML Intake Center-Family & Educational History Interview Form*
13) Proof of residency form (only when needed, if family is living with others)
14) Maine Department of Education Permanent Individual Student Health Record

All original documents are sent to schools (other than those sent directly to Central Kitchen or Central Office—noted above). Additionally, the intake center maintains records of all students registered.
**FAMILY HISTORY**

<table>
<thead>
<tr>
<th>Date of Intake:</th>
<th>Interviewer:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name</strong>:</td>
<td><strong>DOB</strong>:</td>
</tr>
<tr>
<td><strong>Address</strong>:</td>
<td><strong>Phone</strong>:</td>
</tr>
<tr>
<td><strong>Student accompanied by</strong>:</td>
<td></td>
</tr>
<tr>
<td><strong>Date of Arrival in the U.S.</strong>:</td>
<td><strong>Date First Attended US Schools</strong>:</td>
</tr>
<tr>
<td><strong>Student’s language(s)</strong>:</td>
<td><strong>Parents'/Guardians’ Language(s)</strong>:</td>
</tr>
<tr>
<td><strong>Interview Interpreter/Language</strong>:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People in Household:</th>
<th>School:</th>
<th>Relationship/Age:</th>
<th>Birthplace:</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**When did the family move to Portland?**

**Where was the family before moving to Portland?**

**Why did you decide to move to Portland?**

**Was there a particular reason why the family left its homeland?**

**Parent Information (Circle):**

<table>
<thead>
<tr>
<th>Both Parents are:</th>
<th>Living</th>
<th>Father Deceased</th>
<th>Mother Deceased</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parents are</strong>:</td>
<td>Married</td>
<td>Separated</td>
<td>Divorced</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Widowed</td>
<td></td>
</tr>
</tbody>
</table>

**Additional information, if necessary.**

**Does parent wish to volunteer in his/her child’s (children’s) classroom?**

- No, not at this time.
- Yes, please contact as needed.
<table>
<thead>
<tr>
<th>STUDENT'S EDUCATIONAL HISTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANGUAGES</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Student's dominant language as reported by parent:

Quality of pronunciation & articulation in dominant language:

What language is used most often at home with family?
What language is used most often with friends?

How old were you (student) when you first started to learn English?
How many students were in your class?
How many years have you received English as a Second Language (ESL) services?

What was the last grade you attended in school?

Have there been any interruptions in student's education? Explain including date last attended school.

Has student ever received Special Education Services?

Has student ever been suspended or expelled?

How many years of schooling have you had in total?
Native Country: United States: Total:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>LOCATION</th>
<th>DURATION</th>
<th>LANGUAGE OF INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Did you attend: Head Start: Preschool: None attended:

Do you have a computer at home? Do you have Internet Access?

Email:

Student Strengths: Special interests and abilities—music, art, sports, academics:

Health Concerns/Chronic Illnesses: Social/Behavioral Concerns (self-reported):

Home:
School:

Has parent noticed any developmental delays regarding speech/language and/or motor functioning?

Dietary Restrictions/Eating Habits: Other Important Info:
Career Aspirations:

INTERPRETATION NEEDED (PARENT CONFERENCES, PHONE CALLS)?

YES NO

TRANSLATED DOCUMENTS NEEDED?

YES NO

Mother's years of schooling: Father's years of schooling:
<table>
<thead>
<tr>
<th>Date:</th>
<th>Staff Completing Pre-referral:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name:</td>
<td>School:</td>
</tr>
<tr>
<td>Date of Birth:</td>
<td>Grade:</td>
</tr>
<tr>
<td>Date Entered US:</td>
<td>Length of Time in US:</td>
</tr>
<tr>
<td>Age Upon Entry into US:</td>
<td>Current Curriculum Placement:</td>
</tr>
<tr>
<td>Country of Birth:</td>
<td>Native Language:</td>
</tr>
<tr>
<td>Primary Language Spoken in Home:</td>
<td></td>
</tr>
<tr>
<td>Entry ESL Test Results:</td>
<td></td>
</tr>
<tr>
<td>Interim ESL Test Results (ACCESS, other):</td>
<td></td>
</tr>
<tr>
<td>Date and Results of Latest Vision Test:</td>
<td>Glasses:</td>
</tr>
<tr>
<td>Date and Results of Latest Hearing Test:</td>
<td></td>
</tr>
</tbody>
</table>

**Health**

- Does the student have allergies, asthma, or other chronic health problems? *If yes, please explain.*
- Does the student have chronic pain anywhere in his/her body?
- Does the student experience frequent headaches?
- Has the student experienced a traumatic event (death of a family member, war, refugee resettlement, etc)? *If yes, please explain.*
- Does the student have any dietary restrictions? *If yes, please explain.*
- Has student ever suffered a traumatic brain injury (i.e. fell down stairs, car accident, loss of consciousness, etc.)? *If yes, please explain.*
- Is the student currently taking any medications daily? *If yes, what?*
### Family History

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are parents of child married, separated or divorced?</td>
<td></td>
</tr>
<tr>
<td>Do both parents live in the home?</td>
<td></td>
</tr>
<tr>
<td>If divorced, does child live with mother or father? Does child regularly see other parent?</td>
<td></td>
</tr>
<tr>
<td>Does child live with a guardian? If so, who?</td>
<td></td>
</tr>
<tr>
<td>How many siblings does the child have? Place of child in family?</td>
<td></td>
</tr>
<tr>
<td>Has the child ever been separated from parents / family for an extended period of time? If yes, please explain.</td>
<td></td>
</tr>
<tr>
<td>Has the child lived in a refugee camp? If so, for how long?</td>
<td></td>
</tr>
<tr>
<td>Father's level of education:</td>
<td></td>
</tr>
<tr>
<td>Mother's level of education:</td>
<td></td>
</tr>
<tr>
<td>Father's occupation:</td>
<td></td>
</tr>
<tr>
<td>Mother's occupation:</td>
<td></td>
</tr>
<tr>
<td>Is there any family history of special education/learning difficulties?</td>
<td></td>
</tr>
<tr>
<td>How would you describe your child's behavior at home? Does he/she follow directions well? Is he/she respectful of your parental authority?</td>
<td></td>
</tr>
<tr>
<td>Do any other children in the family exhibit the same or similar behaviors / learning difficulties as the student in the report?</td>
<td></td>
</tr>
<tr>
<td>Has the child's development been slower than other siblings?</td>
<td></td>
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</tbody>
</table>
# Educational History (Intake Form)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the student attended school in another country? If yes, which country and for how long?</td>
<td></td>
</tr>
<tr>
<td>What was the language of instruction?</td>
<td></td>
</tr>
<tr>
<td>What was the average class size?</td>
<td></td>
</tr>
<tr>
<td>Did the student study English in his/her native country? If so, provide details?</td>
<td></td>
</tr>
<tr>
<td>Can the student read/write in his/her native language?</td>
<td></td>
</tr>
<tr>
<td>Can the student read/write in his/her second language (other than English)?</td>
<td></td>
</tr>
<tr>
<td>Can the student read/write in English? At what grade level?</td>
<td></td>
</tr>
</tbody>
</table>

# Developmental History/Issues

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>At what age did your child learn to walk?</td>
<td></td>
</tr>
<tr>
<td>Did/does your child have any difficulty walking?</td>
<td></td>
</tr>
<tr>
<td>Did your son/daughter develop similarly to his/her siblings? Explain.</td>
<td></td>
</tr>
<tr>
<td>At what age did child/student learn to speak?</td>
<td></td>
</tr>
<tr>
<td>Did/does child/student have any difficulty speaking (pronunciation, articulation)?</td>
<td></td>
</tr>
<tr>
<td>Is the student progressing in the language acquisition process at a similar pace / rate to his/her peers of similar linguistic / cultural background? If not, please explain and provide documentation.</td>
<td></td>
</tr>
<tr>
<td>Are there marked deficits in vocabulary?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>PARENT (Native Language)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Communication difficulties at home/school?</td>
<td></td>
</tr>
<tr>
<td>Communication difficulties at home/school when interacting with peers from a similar background?</td>
<td></td>
</tr>
<tr>
<td>Did/does child/student have difficulty remembering new concepts? Poor comprehension?</td>
<td></td>
</tr>
<tr>
<td>Does child/student have difficulty conveying thoughts/feelings?</td>
<td></td>
</tr>
<tr>
<td>Organization, structure, and sequence in spoken and written language?</td>
<td></td>
</tr>
<tr>
<td>Slow academic achievement despite adequate English language proficiency program. Explain.</td>
<td></td>
</tr>
<tr>
<td>Does child/student rely heavily on gestures rather than speech?</td>
<td></td>
</tr>
<tr>
<td>Does child/student show inordinate slowness in responding to questions?</td>
<td></td>
</tr>
<tr>
<td>Does child/student seem confused often?</td>
<td></td>
</tr>
<tr>
<td>Does child/student have difficulty paying attention?</td>
<td></td>
</tr>
<tr>
<td>Does child/student need frequent repetition and/or prompts during instruction?</td>
<td></td>
</tr>
<tr>
<td>Does child/student require a more structured program of instruction than peers?</td>
<td></td>
</tr>
<tr>
<td>Does child/student have difficulty using appropriate grammar and sentence structure?</td>
<td></td>
</tr>
<tr>
<td>Does child/student have difficulty using specific/precise vocabulary (uses stuff, things, you know, like, etc?)</td>
<td></td>
</tr>
<tr>
<td>Does child/student often interrupt, digress, go off topic during conversation and/or is unable to take turns when conversing?</td>
<td></td>
</tr>
<tr>
<td>Does child/student show overall communication skills that are substantially poorer than those of siblings/peers?</td>
<td></td>
</tr>
</tbody>
</table>
English Language Development Program for English Language Learners (ELLs)
Initial Eligibility Parental Notification

To the Parents of: __________________________________________ Date: _________________

School: ____________________ Grade:____ Date of Birth:__________ Student ID#:___________

Portland Public Schools provides English Language Development (ELD) programming for English language
learners to support their access to general education curriculum, which is designed to meet age-
appropriate State and local academic standards for grade promotion and graduation.

Based on English language fluency test scores and review of school records, we have determined your
child’s eligibility. Further assessment and programming decisions will be completed at your child’s school.

___ Eligible for participation in English Language Development (ELD) programming
___ English Language Development (ELD) programming is not recommended at this time.
___ Other __________________________________________

This recommendation is based on the following criteria as marked below:

1. ____ WIDA-ACCESS Placement Test (W-APT) Score: ____________________
2. ____ Prior education and social experience
3. ____ Other tests Test: ________________________ Score: ____________________

If you have any questions, please call
The Multilingual Intake Center at 874-8135.

Original: Student Cumulative Folder
Copy 1: Parent
Copy 2: Multilingual and Multicultural Center

Last updated 4/27/10
DECLINE ENGLISH LANGUAGE DEVELOPMENT
PROGRAM FORM

I, ___________________________________, decline English Language
PARENT/GUARDIAN
Development (ELD) programming for my son/daughter __________________________.
PRINT NAME
although I understand that his/her English language proficiency test scores indicate that
he/she would benefit from this program. I also understand that I can at any time request a
review of this decision.

__________________________________________  ________________
SIGNATURE       DATE

Translation services were offered to me.         Yes/No _____________________
INITIALS
I accepted translation services.               Yes/No ______________________
INITIALS

TRANSLATION SERVICES
__________________________________________________________
School Personnel Present:

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION/SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:

Original: Student Cumulative Folder
Copy 1: Parent
Copy 2: Multilingual and Multicultural Center

Last updated 4/27/10
Multilingual Evaluation Team (MET) ELD Programming Form

<table>
<thead>
<tr>
<th>Student:</th>
<th>ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Grade:</td>
</tr>
</tbody>
</table>

**Team Members Present (type or write names):**
- Administrator:
- Counselor/Social Worker:
- General Ed. Teacher:
- ESOL Teacher:
- Parent/Guardian:
- Interpreter:
- Other:

---

**Recommended level of language support based on ELD program placement guidelines based on multiple measures** (Check all programming options that apply)

**Program Placement for school year 20____ to 20____:**
- Intensive English Language Development (IELD)
- Intensive Literacy Academy (ILA) (grade 9-12)
- Cognitive Academic Language Support (CALS)
- Monitor Year 1
- Monitor Year 2

**Support**

<table>
<thead>
<tr>
<th>Support</th>
<th>hours per</th>
<th>Provided by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheltered Language Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheltered math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheltered science</td>
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<td>Sheltered social studies</td>
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<tr>
<td>Sheltered language arts</td>
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</tbody>
</table>

**Reading**

- Read 180
- System 44
- Other:

**Writing**

- Other:

**Academic Support Period**

- In class academic language support

**Tutoring:**

- Other:

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**Structured English Immersion (SEI) provided by general education teachers**

**Lesson Preparation**
- Clearly defined content and language objectives for students
- Use of a variety of techniques to make content concepts clear
- Understand levels of language proficiency (Can Do Descriptors)

**Build Background Knowledge**
- Make clear links between student’s past learning and new concepts
- Emphasize academic vocabulary (e.g., word sorts)

**Comprehensible Input**
- Use a variety of techniques to make content concepts clear to various language proficiency levels (e.g., visuals, demos, film clips, modeling)

**Strategies**
- Provide multiple opportunities for students to practice and use strategies (e.g., reciprocal teaching, pre-during-post reading)
- Consistently use scaffolding techniques throughout a lesson (e.g., think-aloud, partnering)
- Employ a variety of question types (Bloom’s taxonomy)

**Interaction**
- Provide frequent opportunities for interaction and discussion for “oral rehearsal”
- Use various grouping structures
- Consistently afford sufficient wait time

**Assessment**
- Comprehensive review of vocabulary and key concepts
- Regularly give descriptive feedback

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Original: Student Cumulative Folder
Copy 1: Parent; Copy 2: Multilingual and Multicultural Center; Copy 3: ESOL and General Education teachers
Parental Notification

I understand that after using multiple criteria, it is recommended that my child participate in ELD programming. School personnel have discussed this recommendation with me and I understand the following:

1. My child will participate in the ELD programming, which helps him/her learn English and other academic skills by improving reading, writing, and oral language skills.

2. Teacher(s) will discuss my child’s progress with me throughout the school year.

3. Any information about my child’s progress will be made available to me upon request.

4. I am free to visit my child’s class by appointment.

5. If, at any time, I have questions about ELD programming, I will be able to contact the principal at the school.

6. I will be invited to participate in any meetings regarding changes to my child’s ELD programming.

7. My child will be given the ACCESS for ELLs ® annually to determine his/her progress in English acquisition. I will receive notification of test scores. Once my child is considered a fluent English speaker (ACCESS composite level 6), he/she will be exited from ELD programming. My child’s progress will be monitored, and if he/she continues to need support, assistance will be provided.

8. I have the right to refuse ELD programming at any time.
English Language Development Program for English Language Learners (ELLs)
Continued Eligibility Parental Notification

Portland Public Schools provides English Language Development (ELD) programming for English language learners to support their access to general education curriculum, which is designed to meet age-appropriate State and local academic standards for grade promotion and graduation.

Your child’s English academic language proficiency is assessed annually on the ACCESS for ELLs® to determine his/her continued eligibility for Portland’s ELD Programs. Parents have the right to decline ELD programming at any time during the school year. Parents/guardians must sign a “Decline ELD Program Form,” available at the student’s school.

The following decision was made based on your child’s ACCESS for ELLs® score. Please refer to the attached parent report for test score details.

_____ Continued participation in English Language Development (ELD) programming

_____ Exit from English Language Development (ELD) programming.
   (Attained level 6 on composite score)

If you have any questions, please contact your child’s school.

Original: Student Cumulative Folder
Copy 1: Parent
Copy 2: Multilingual and Multicultural Center

Last Updated 4/27/10
# Multilingual Evaluation Team (MET) Referral Form

<table>
<thead>
<tr>
<th>Student:</th>
<th>ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Grade:</td>
</tr>
</tbody>
</table>

**Team Members Present** (type or write names):
- Administrator:
- Counselor/Social Worker:
- General Ed. Teacher:
- ESOL Teacher:
- Parent/Guardian:
- Interpreter:
- Other:

Reason for referral:

Summary of discussion:

Decision and follow-up:

Parental participation and notification of referral:  
- [ ] In person  
- [ ] phone call  
- [ ] written summary  

Original: Student Cumulative Folder  
Copy 1: Parent  
Copy 2: Multilingual and Multicultural Center  
Copy 3: ESOL and General Education teachers