

CHAPTER **ONE**

Identification, Assessment and Placement



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Initial Identification, Assessment, and Program Placement

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Step 1: Registration, including completion of the Home Language Survey

Step 2: English Language Proficiency Assessment

Step 3: Primary Language Assessment

Step 4: Parent Notification of Results and Placement

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Step 1: Registration, including completion of the Home Language Survey

Parents go to the school site in order to register for school. At the school, parents complete a Home Language Survey, as required by state law. This survey is completed the first time the parent enrolls the child in the district, and the results are maintained thereafter.

If the answers to items 1, 2, and 3 are “English”, the child is classified as English Only (EO). The parent is notified of the result and given an explanation of the options open to the student. These options for English Only students include Mainstream English, and Dual Language Immersion. The child will be placed in the program type that the parent requests (in the case of a request for an alternative to the mainstream program, the placement will occur if space is available). Detailed descriptions of these programs are provided in Chapter 2.



If any of Items 1, 2 or 3 on this survey are answered with a language other than English, the child is tested for English proficiency with the CELDT.

Step 2: English Language Proficiency Assessment

State regulations require that all students whose Home Language Survey indicates that a language other than English is used at home complete English language proficiency testing within 30 calendar days of initial enrollment. However, in HUSD this testing will be accomplished as soon as possible, preferably within a day or two (see below for Kindergarten registration, which is an exception to this timeline).

Figure 1.1: Initial Language Proficiency Assessment, Identification and Placement Process

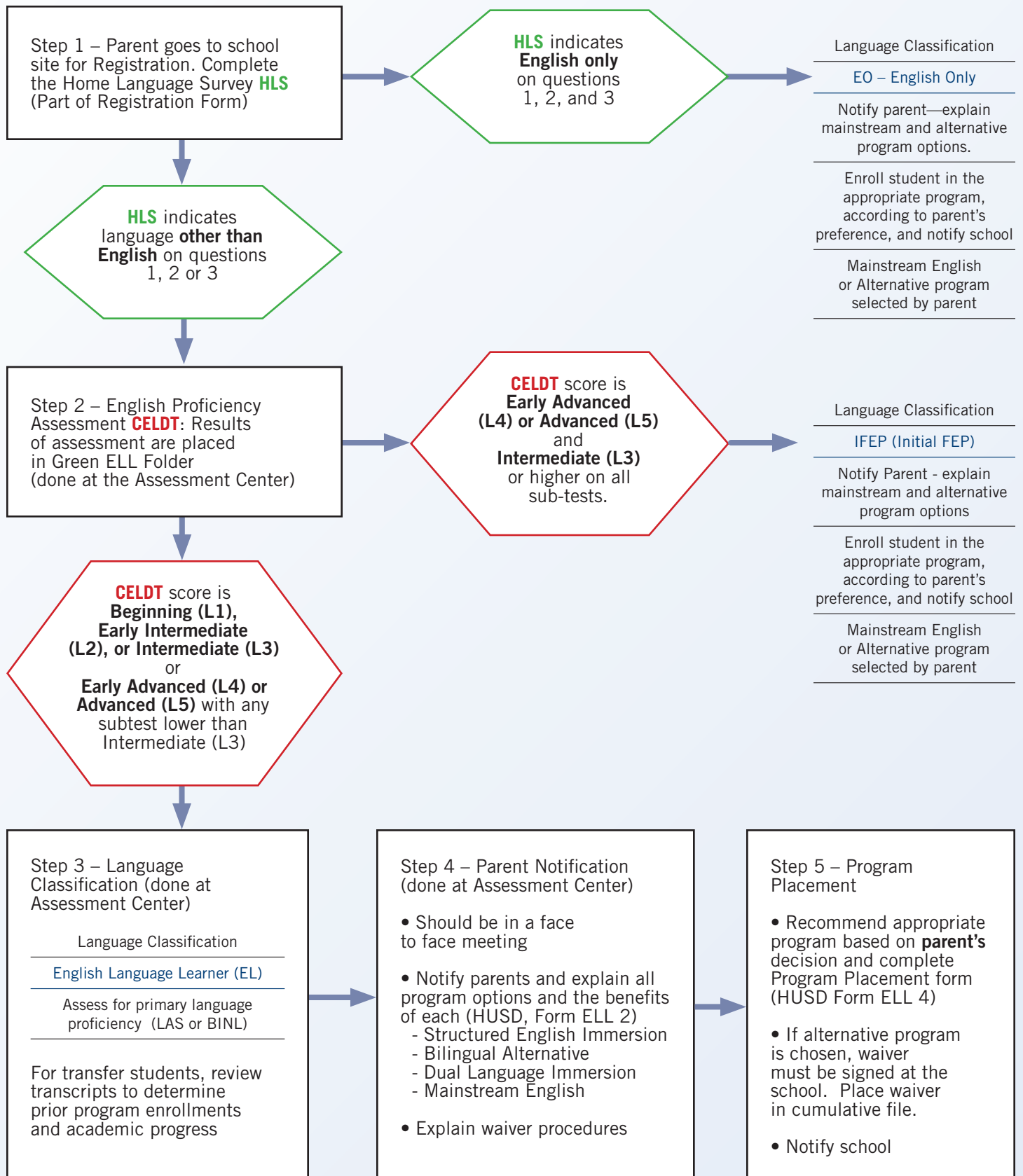


Figure 1.2: Initial Primary Language Assessments by Grade Level

Grades	Initial Primary Language Assessments	Languages
K – 1st	Pre-LAS	Spanish
1st – 12th	Language Assessment Scales (LAS)	Spanish
K – 12th	Bilingual Inventory of Natural Language (BINL)	Languages other than Spanish
1st – 12th	District Math Placement Test (6th – 12th math assessment used for preliminary placement)	25 languages other than Spanish
3rd – 12th	HUSD Informal Reading & Writing Assessment	Languages other than Spanish

Communication

Results of the primary language assessments are communicated to the parents via the Parent Notification of Primary Language Testing form.

Parents will be notified via the Primary Language Testing Exemption form if testing is not available in the student's primary language.

This testing is done by trained personnel at the Student Information and Assessment Center (SIAC), as soon as possible after the student is registered but within a week. The goal is to make the enrollment and initial assessment process as convenient for parent and child as possible.

The assessment used to determine initial English proficiency is the California English Language Development Test (CELDT). The CELDT is a standardized language proficiency test designed to measure the English fluency of non-native speakers. Figure 1.1 shows the areas that are assessed.

The child receives a score on each part of the test taken (Listening/Speaking, Reading, Writing) as well as an overall score. The score types used include: raw score, scale score and proficiency level. A preliminary score is calculated at the enrollment center for the purposes of placement and program options. These preliminary results and program options are communicated to the school site and the parent via the Preliminary

Program Placement Form. The results are also forwarded for official scoring by the test publisher, Educational Testing Service (ETS). These official results override the informal scoring in those cases where the scores differ. CELDT results and the Preliminary Program Placement form are stored in the green ELL folder inside the student's cumulative folder, and in the district's database for future use in monitoring student progress and program evaluation.

On the basis of the English language assessment, students are classified as either Initially Fluent English Proficient (IFEP) or English Language Learner (ELL). The parents of IFEP students are informed of the results and given the program options: Mainstream English, Bilingual Alternative, or Dual Language Immersion (see Chapter 2 for descriptions). Placement is made based on the parent's preference, as with EOs. English Language Learners proceed to primary language assessment (Step 3).

Step 3: Primary Language Assessment

An initial assessment of the ELL's primary language is conducted as soon as possible after the completion of English language assessment, but no later than 90 calendar days after the date of registration. Primary language assessment is conducted at the district Student Information and Assessment Center by a trained person fluent in the student's primary language.

Results of the primary language assessments are communicated to the parents via the Parent Notification of Primary Language Testing form (Form ELL 4). Parents will be notified via the Primary Language Testing Exemption form if testing is not available in the student's primary language. The results of the primary language assessments are placed in the student's ELL green folder and entered in the district database. The results of this testing are used to evaluate students' literacy development in the primary language and to make program recommendations.

Step 4: Parent Notification of Results and Placement

Upon completion of the testing, parents are notified of the results and given a description of the available program options, as well as the benefits of each option. This preliminary notification should take place in a face-to-face meeting at the Student Information and Assessment Center.

The results of the Home Language Survey and the language assessments (and, in



the case of transfer students, the results of a review of transcripts and previous program placement noted in the registration form) are used to define the options open to students for program placement. The options for EO and IFEP students were presented earlier in this chapter (Step 1 for EOs and Step 2 for IFEPs).

The options for English Language Learners:

- Structured English Immersion (SEI) Program
- Mainstream English Program
- Bilingual Alternative Program (Spanish-English)
- Dual Language Immersion Program (Spanish-English)

(see Chapter 2 for detailed descriptions)

Parental Notification Process Summary

Should be in a face to face meeting

Notify parents and explain all program options and the benefits of each (HUSD, ELL 3)

Options: Structured English Immersion (SEI), Bilingual Alternative, Dual Language Immersion (DLI), and Mainstream English

Explain waiver procedures

The process will include determination of the most appropriate ELL program for the student. This is determined in the following manner:

Determine whether the student is reasonably fluent in English.

The criteria for reasonable fluency in English are the same as the criteria for “Probably English Proficient” in the CELDT Scoring Guide. They include:

1. Student’s overall proficiency level is Early Advanced or higher, and
2. Each skill area proficiency level is Intermediate or higher.

If the child is reasonably fluent in English by these criteria, a placement in a Mainstream English Program is recommended, including additional support services that are appropriate. In this case, the child continues in that placement until reclassified. Support services in the mainstream program must include one or more of the following, as needed:

- Content instruction using SDAIE techniques
- Specialized instruction by a Reading or Literacy Specialist
- English Language Development
- Participation in Benchmark, Strategic or Intensive interventions
- Primary language instruction/support
- Before and/or after school intervention programs

- Tutoring
- ELL Summer Academy
- Other appropriate services

If a child is not reasonably fluent in English by the above criteria, then a placement in a Structured English Immersion (SEI) Program is recommended. In SEI, the instruction is nearly all in English, with the primary language used to support the

Parental Choices

Parents may choose to opt out of a program for the student but cannot opt out of ELL services provided to the student.



child’s learning as necessary. The types of support services listed in the previous paragraph are also provided as needed.

At the time of the parental notification, all placement options are explained to all parents of ELLs. The benefits of each option are included in this explanation. The parent’s right to a waiver is explained. By completing a waiver, the parent may elect to have the child participate in a Bilingual Alternative Program or a Dual Language Immersion (Spanish-English) program. These program alternatives are explained in detail in Chapter 2 and the waiver procedures are explained in Chapter

5. In addition, a parent might, through a separate exemption process, elect to have a child placed in a mainstream program. The district will honor the parent's informed preference to opt their child out of the Structured English Immersion Program and the parent must sign the Structured English Immersion Program Exemption Form. (Form ELL 6) Parents may choose to opt out of a program for the student but cannot opt out of ELL services provided to the student (i.e. ELD instruction, CELDT testing, intervention, catch up plan, etc.)

Step 5: Program Placement

Once the program options and recommended placement have been explained, an appropriate program is assigned to the student based on the parent's decision. If the parent selects an alternative program, then the parent must complete and file a Parental Exception Waiver request at the child's school site, where assistance is provided in filling out the form.

See Chapter 5 for a description of the parental exception waiver process and description of approval and denial of waiver. After the parent has made an informed choice, the Program Placement Notification form is completed and signed by parent and Principal or certificated designee.

The Program Placement Notification form is placed into the student's green ELL folder.

Legislative Restrictions on Enrollment in Alternative Programs

According to California's Ed Code (305, 306, 310, 311, 48985), the following types of ELL students under 10 years old must be placed in a mainstream or SEI program for at least 30 days before a parent's request for an alternative program can be honored:

- a. Students in a California school for the first time:
 - New Kindergartners
 - Transfers from out of state
 - Students entering a US school for the first time
- b. Students transferring from another California school who have not completed the 30-day requirement in another school

All other ELLs, including those who have completed the 30-day requirement in another school, may enter an alternative program immediately.

Once the CELDT results have been received from the test publisher, the parent is notified in writing via the Initial CELDT Results Parent Notification Form (Form ELL 7) and receives the CELDT

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Legislative Restrictions on Enrollment in Alternative Programs

Annual Kindergarten Registration, Assessment and Placement

Program Placement for Transfer Students

Training for Staff and Administrators on Initial Identification, Placement and Parental Rights/ Informed Consent



Annual Kindergarten Registration, Assessment and Placement

Because of the large number of new Kindergarteners that must be assessed and placed at the beginning of each school year, a special process is used for handling this group.

1. Kindergarten pre-registration begins in February of the school year preceding the child's entrance into Kindergarten. However, CELDT testing, by state mandate, may not begin until July. When the parent pre-registers the child, the Home Language Survey is completed. If the HLS indicates a language other than English is spoken, the student is given a testing appointment at the Assessment Center.
2. Official registration and assessment begins in mid-August, for the traditional school year and mid- July for the year round schools. A team of district staff trained in CELDT and primary language assessment procedures is assembled at the Assessment Center.
3. Assessment results are processed as quickly as possible and parents notified of the results and the recommended placement for the child. The procedures described above are used regarding determination of the placement, notification of the parents, review of and assistance in completion of the waiver process, and placement into the selected program. Group meetings will be arranged for orienting parents to the program options and explanation of the waiver process, whenever appropriate.
4. Once the assessments are completed, children are provided instructional programs that are overwhelmingly in English for the mandatory 30 calendar days. Every English Learner under 10 years of age must initially be placed in a class room taught overwhelmingly in English for not less than 30 calendar days beginning the first day of instruction. This is a one-time requirement.

Information Parent brochure by the home school. This written notification is in English and in the student's primary language. A copy of this notification is placed in the student's green ELL folder in the cumulative folder. The student's green ELL folder must contain any primary language test results, a copy of CELDT results, and (for students who have opted for an alternative program) a copy of the Parental Exception Waiver form.

Annually, English Language Learners will be tested with the CELDT until reclassification. Once the CELDT results are received from the test publisher, parents will receive the Annual CELDT Results Parent Notification Form and the CELDT Information Parent brochure mailed by the district Assessment Department.

Transfer Students

1. Transfers between district schools.

Schools make intradistrict transfers through the Child Welfare and Attendance Office. Intradistrict transfer forms are sent to the Child Welfare and Attendance Office, and all data regarding the student's ELL assessment history – current scores, current placement, records of academic progress, and interventions -- are sent to the receiving school.

The ELL Specialist and site principal at the receiving school are responsible for reviewing the student's transcripts and records (including information in the district's database system) and ensuring that the student is properly placed in the appropriate type of program, as specified in the student's current records.

2. Transfers from other California schools.

Students transferring into the district from another district within the state typically have records of a Home Language Survey and initial language status (EO, IFEP, ELL), and scores on the mandated assessments.

These students do not need to go through the HUSD initial identification process. Records are obtained from the previous school/district, and entered into the district's record keeping system by the office manager. If these records are not available within ten days, English and primary language assessments proceed and the identification/notification/placement process is implemented per the above description. The student's transcripts are reviewed to determine prior placements and academic history.

3. Transfers from out of state, other countries or private schools.

Students entering HUSD who are new to the state or from another country follow the language assessment, classification and placement process described above. The date they enrolled in the district is entered into their records as the date they first enrolled in a California school and the date they first enrolled in a US school.

Transcripts are reviewed to determine the student's prior placements and academic history. This procedure also applies to students transferring from private schools.

This training is especially important for certificated personnel such as the site administrator, counselors, and the ELL specialist who will do the placement.

Training for Staff and Administrators on Initial Identification, Placement and Parental Rights/Informed Consent

The district provides ongoing training for administrators and staff on procedures relating to initial identification, placement, parental rights and informed consent, including the waiver process. The persons to be trained include the Assessment Center staff members, the school principals and office staff members, ELL Specialists, teachers, paraeducators, and other staff as necessary. In order to ensure consistency, the training gives special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and enabled to take an active role in the process of deciding on an appropriate program for their child.