Wasatch School District’s ELL Program Flow Chart
Services to Limited English Proficient (LEP) Students

-Step 1-
Student Language Identification
Includes ALL Students

Home Language Survey PHLOTE
(Primary Home Language Other Than English)

Registration Questions:
1. Is a native language other than English used in the home?
2. Did the student first learn to speak a language other than English?
3. What language is spoken most by the student?
4. Is a language other than English preferred for school-to-home communication?

-NO!
Only English is Used in the home
Student does not qualify for the ELL Program

-Step 2-
Student Language Assessment
Evidence of Linguistic Function

Assessment for Placement

-YES

(N) Non-English Proficient
(L) Limited English Proficient
(F) Fluent—English Proficient

Teacher Conference and Parent Notification

ANNUAL RE-TESTING

If student tests as FLUENT, monitor status should be determined.

-Step 3-
Student Placement
Available Student Service Patterns

1. Pullout ESL with ESL endorsed teacher
2. ESL classes with certified ESL endorsed teacher
3. Sheltered classroom with ESL endorsed teacher
4. Mainstream –no ESL services except monitoring
5. Special programs for qualifying students.
6. Two-way dual immersion classrooms for native Spanish speakers.

-Step 4-
Exit Criteria
Including Monitoring

Following the two-year monitoring period, the ELL teachers, counselors, and administrators reviews the ELL’s portfolio/red folder to assess whether criteria for the monitoring has been met.

MONITORING
ELL students are monitored each semester for 2 years after the ELL program. Evidence and documentation of continuing English proficiency must be shown during that time through:
1. Standardized Assessments
2. Classroom Performance

EXIT FROM SERVICES
If the student passes UALPA with a score of 5-Bridging, he or she will be exited from ELL services and placed on two-year monitor status.

Student Tests “FLUENT” on UALPA.
(F) Fluent English Proficient