THE ELA HANDBOOK FOR SCHOOLS
AN INTERACTIVE GUIDE TO PROGRAMS, INSTRUCTION AND SUPPORT FOR ENGLISH LEARNERS IN DPS SCHOOLS

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Guide to Interactive PDF Features

Text in dark blue links to additional information on external websites.

The document icon indicates a link to expanded information within this document.

Questions or Comments About the Handbook?
Contact Aaron Langton, aaron.langton@dpsk12.org
In today’s interconnected global economy, a truly world class education increasingly means learning to speak, read and write in English as well as other languages. Preparing all students for the demands of colleges and careers now means that students must have the ability to understand diverse perspectives and communicate with people from other cultures.

DPS’ English Learners bring these diverse perspectives and heritage languages to our classrooms. When they can participate meaningfully and equally, their contributions benefit all students. DPS’ English Language Acquisition programs give English Learners the skills they need to bring these assets to the classroom and succeed in school and beyond. Over the past three school years, English Learners who successfully exit ELA program services have had higher graduation rates and lower dropout rates than all other DPS students.

To achieve success for all of our diverse students, school leaders, support staff and teachers all need to have an understanding of the programs, services and supports available to English Learners. This handbook provides key information for all schools with ELA programs, rather than a comprehensive list of requirements for each school. You can find more information by clicking on the links throughout the handbook.

We hope you find this handbook to be a useful resource in your work with English Learners. Thank you for all you do for all our students.

Every Child Succeeds.
In DPS, that includes students who speak one or more of 180 languages.

These English Learners make up more than 37% of our enrolled students.
(Data: 2017 October count)

How to find ELA information and resources
We’ve redesigned our ELA websites based on your feedback to make it easier for our audiences to find the information they need. When you visit ela.dpsk12.org, you’ll find information and resources for parents, students and the community.

DPS educators looking for ELA resources can click on DPS Employees on the main menu to go directly to our site on The Commons to find complete resources for principals, teachers, secretaries and ISA teams.
All Schools:

- Provide instruction to EL students with qualified or on track teachers in every classroom.
- Monitor teachers' ELA qualification progress towards on track or fully qualified.
- Ensure that appropriate teachers are designated ELA-E or ELA-S as required by program model through the Principal Portal / ELA Designation Website.

Teacher Designation

ALL newly hired teachers must have an ELA designation.

All newly hired teachers are automatically designated ELA-T, and must complete Basic ELA training. Depending on your school’s ELA program, you may need to designate teachers ELA-E and/or ELA-S.

Basic ELA training consists of the qualification requirements for ELA-T. **ALL teachers must complete this training, regardless of their designation.** ELA-E and ELA-S teachers must complete additional training.

What should I designate my staff?

Before deciding how each teacher will be designated, review the needs of your EL student population (classroom makeup) along with students’ PPF selections.

Librarians, physical education, music and art teachers are not required to be designated.

Click here for a full list of teacher designations by classroom and associated qualifications, including special education, gifted & talented, and counselors.

Teacher Qualification Extensions and Waivers

In some situations, teachers who are required to obtain ELA-E or ELA-S qualifications may request a waiver of all or part of the required ELA advanced training.

For complete information about the situations for which waivers may be requested, please see the Teacher Qualification web page.

Questions? ELA_WaiverRequest@dpsk12.org
Teacher Qualification

Why do teachers have to be ELA Qualified?

DPS is the largest school district in Colorado, with more than 91,000 students. 45% of these students are English Learners. As educators in DPS, we value our diverse student body and the unique contribution of every student.

The ELA teacher qualification requirement is grounded in our DPS value of Equity. ELA courses help teachers make sure that every student in their classrooms may actively participate. DPS believes that bilingualism and biliteracy are assets that will better prepare students for success in college and future careers.

Teacher Qualifications

ELA-T
The basic level of ELA teacher qualification. Prepares all DPS teachers to support English Learners in their classrooms.

ELA-E
Requires advanced coursework. All teachers at program schools in ELA classrooms that do not require Spanish language skills should be designated ELA-E.

ELA-S
Teachers who teach in Spanish language classrooms should be designated ELA-S. Requires the same qualification coursework as ELA-E, but must demonstrate proficiency in speaking, understanding, reading, and writing Spanish by passing the Spanish Language Proficiency Exam.

Resources:
- Register for ELA Teacher Qualification courses here
- ELA Teacher Qualification Worksheets
- ELA Teacher Qualification Timelines

Training & Professional Development for Office Support Professionals

The Denver Context (online video)
ELA Resources for Office Support Professionals
ELA page on Office Professional Portal
School Designations

School designations are determined by the number of English Learners enrolled. The services schools provide to English Learners depend on the school designation.

It’s important for school staff to understand their school’s program in order to help parents choose the best program for their children.

ELA PROGRAM TYPES

Elementary
- ELs < 15
- ELs < 15

Secondary
- Non-Program Schools
  - ELA-T teachers
- Program Schools
  - 15-59 ELs
  - 15-99 ELs
  - ELs ≥ 60
  - ELs ≥ 100

Additional Resources
- Request a personalized ELA program brochure for your school

All Schools:
- Oversee registration of ELs and meet with all parents who have questions about ELA Program options
- Ensure that every student has a completed Home Language Questionnaire (HLQ) on file
- Provide parents with all District essential documents and communication in their native language to ensure understanding of options for EL students

ELA ZONE SCHOOLS

If a students’ parents/guardians want their children to have access to ELA program services not offered at your school, they may choose to enroll their child at an ELA Zone School. EL students are eligible for transportation to their nearest ELA Zone School and cannot be turned down for enrollment. If ELA-E program services are requested and not available at the student’s home school, ELA-E zone schools are: Elementary - Place Bridge Academy, Isabella Bird Middle - Merrill High - South

If TNLI program services are requested and not available at the student’s home school, please refer to the following:
- List of TNLI Zone Schools and corresponding feeder schools
- TNLI Zone School Maps: K-5, 6-8, 9-12

NEWCOMER CENTERS

Newcomer Centers serve English Learners identified as having limited or interrupted education, as well as minimal literacy skills in both their native languages and English. Students in Newcomer Centers are served for one or two semesters to prepare them for participation in an ELA program.

Click here for more information about Newcomer Centers
Identifying English Learners begins at registration. It is critical that each student complete a Home Language Questionnaire (HLQ) and that information is entered correctly in Infinite Campus.

**All Schools:**
- Designate at least one administrator or designee to oversee registration of ELs and meet with all parents with questions about their program options.
- Inform parents of [zone school options](#) available for ELA Programs not available at your school.
- Communicate with zone school principals about families from your school who are interested in attending the zone school.

**Additional Resources**
- [Home Language Questionnaire (HLQ)](#)
- [Parent Permission Form (PPF)](#)
- [Procedure memos for HLQ and PPF](#)
- [Multilingual Document Repository](#) (Includes translated HLQ and PPF forms)

### Principal Checklist for Student Registration

**Before Registration**
- Meet with administrative team and office staff to develop a plan to implement the ELA registration process.
- Identify ELA registration point person and educators on school faculty who have instructional expertise and are knowledgeable about ELA academic options. These faculty members will be available to assist parents with questions about academic options, including Zone School and Newcomer Center options.
- ALL registration staff must read the [ELA Parent Brochure](#).
- ALL registration staff must view the [ELA Parent Options video](#).

**During/After Registration**
- At time of registration, parents/guardians of new DPS students receive Home Language Questionnaires.
- If parents select a language other than English to any question on the Home Language Questionnaire, parents receive the ELA Parent Brochure and the Parent Permission Form (PPF). Secretary records HLQ information in Infinite Campus and scans and uploads the completed form.
- Parents view the [ELA Options video](#) before completing the Parent Permission Form. Have computer or television set up ready for parent viewing.
- ELA registration point person answers parents’ questions and reviews option selected by parents. Have a list of educators in the school with instructional expertise who are knowledgeable about the ELA academic options to answer parents’ questions.
- The ELA registration point person should help connect parents to [ELA Zone Schools](#) and provide referrals to [Newcomer Centers](#) where appropriate.
- Parents complete the PPF. Secretary records the PPF information in Infinite Campus and scans and uploads the completed PPF.
- At registration, parents may only select Option 1 or 2 on the Parent Permission Form (PPF).
- Waiver of ELA services (PPF3) is available only after a student has been assessed with the W-APT test, assessment results are mailed to the home, and parents confer with classroom teacher or an administrator. Only then can parents opt their child out of ELA program services.
All schools are required to provide English Language Development for all English Learners. ELD strategies are for EL students in all Supported English Content Instruction classes. ELD is both a separate class period and an expectation in every supported content area.

Schools also provide native language supports when appropriate, including ELA-E and mainstream classrooms—(i.e., curricular resources in the native language; paraprofessional support; preview/review in native language; appropriate strategies to support transition to English for ELs).

Additional Resources

- ELD Resources
- Resources for Teachers
- Language Allocation Guidelines ECE-5
- Language Allocation Guidelines 6-12

For TNLI Programs: Strategic Use of Two Languages

1. Learn the Concepts
Students learn concepts in Spanish. Teachers choose the theme and accompanying big idea drawn from the content standards. Teachers initiate lessons in Spanish and develop new concepts using authentic tasks for reading and writing.

2. The Bridge
Students compare the concepts in two languages. Once the students have learned and expressed the curricular language and concepts, the relevant words and phrases are written side by side in Spanish and English. Students and teachers engage in contrastive analysis.

3. Extension
Students engage in extension activities in English using listening, speaking, reading and writing. Taking the key concepts and language identified in the Bridge, they apply their learning from one language to another.

DPS Seal of Biliteracy: Recognizing Mastery of Multiple Languages

In 2015, DPS established the Seal of Biliteracy, an award given in recognition of students who have attained proficiency in two or more languages by high school graduation. The Seal appears on the transcript and diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions. It’s for all students, not just English learners. Your school can help spread the word about this prestigious honor by encouraging students who speak multiple languages to learn more about the Seal, and by recognizing students at high schools who have earned the Seal. Complete information is available at sealofbiliteracy.dpsk12.org.
All schools with ELA program services must organize and maintain ELA Parent Advisory Committees (ELA PACs). Through the ELA PAC, schools build partnerships with parents to support a positive school culture and climate.

The ELA District-wide Parent Advisory Committee (ELA DAC) meets monthly to provide parents with opportunities to learn about issues pertinent to English learners. All parents of English learners are invited to participate in ELA DAC meetings.

**What does a PAC do?**
- Provides ELA Program information
- Increases communication between ELA parents, the school, and the district
- Reviews implementation of the ELA program with parents
- Listens to parent concerns and addresses issues.
- Asks parents to generate topics of interest for DAC meetings
- Maintains, posts and translate agendas, invitations and sign-in sheets
- Provides essential information to parents in languages and modes they understand

**What does the DAC do?**
- Provides input regarding DPS’ efforts to increase parental involvement in activities sponsored by the ELA program
- Discusses the structure and operation of school-based PACs
- Helps parents understand ELA program services and provides the opportunity for parents to discuss concerns about the program
- Provides an annual training program for parents regarding their rights and responsibilities in connection with the ELA program
- Reports at least once annually on its activities to the Board of Education
- Reviews and comments on student assessment results made available for each school

More information is available on the ELA website
The ISA Team focuses on the achievement of ELs to ensure that ELs are acquiring English and academic proficiency at a rate equal to their native English speaking peers. The ISA Team at each school provides a foundation for the school's accountability for identifying and serving all ELs.

**All Schools:**
- Organize an Instructional Services Advisory Team (ISA Team) with scheduled meetings at least every 6 weeks
- Maintain records--including agendas, minutes, data and reports--used to inform ISA Team decisions.
- Ensure that all ISA Team members complete the annual required training

**Instructional Services Advisory (ISA) Teams**

**Additional Resources**
- ISA Team Handbook
- Complete resources for ISA Teams

**ISA Team Minimum Requirements**

**ELA Program Schools**
- Principal or administrator designee
- 2 ELA teachers; 1 must be fully qualified ELA-S or ELA-E
- One team member must be designated as the primary contact between school and ELA department

**Non-Program Schools**
- Principal or administrator designee
- 2 ELA teachers; 1 must be fully qualified ELA-T
- One team member must be designated as the primary contact between school and ELA department

**ISA Team Key Functions**
- Identify and correct EL identification and placement issues
- Ensure collaboration with Special Education team to address the language needs of ELs identified as Students with Disabilities (SWDs)
- Review English language proficiency and academic progress of all ELs (including those who have declined services)
- Monitor ELs in need of intervention to address instructional needs
- Recommend placement, ELA program, and services for ELs (program entry, eligibility, redesignation, monitoring of redesignated students and re-entry)
- Communicate with parents regarding ELA program decisions and/or concerns
- Use a body of evidence to support decision making
- Continue to monitor students for two years after redesignation--use body of evidence to determine if student is making appropriate progress or needs to return to ELA program services

» [ISA Team Resources on the Commons](#)
Teacher Designation Requirements by Classroom

Designate teachers and check current designations here

Elementary TNLI Program

<table>
<thead>
<tr>
<th>ELA-S Classrooms</th>
<th>ELA-S/E Classrooms</th>
<th>ELA-E Classrooms</th>
<th>ESL Resource Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-S</td>
<td>ELA-S/E</td>
<td>ELA-E</td>
<td>ELA-E Resource</td>
</tr>
</tbody>
</table>

Secondary TNLI Program

<table>
<thead>
<tr>
<th>ELA-S Core Content</th>
<th>ELA-S/E Core Content</th>
<th>ELA-E Core Content</th>
<th>ELD Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-S</td>
<td>ELA-S/E</td>
<td>ELA-S</td>
<td>Secondary ELD Teacher*</td>
</tr>
</tbody>
</table>

Elementary ESL Resource Program

<table>
<thead>
<tr>
<th>ELA-E Classrooms</th>
<th>ESL Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-E</td>
<td>ESL Resource or ESL Resource Spanish Qualified</td>
</tr>
</tbody>
</table>

Secondary ELA-E Program

<table>
<thead>
<tr>
<th>ELA-E Core Content</th>
<th>ELD Courses</th>
<th>Mainstream Core Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-E</td>
<td>Secondary ELD Teacher*</td>
<td>ELA-T</td>
</tr>
</tbody>
</table>

* In addition to the ELA teacher qualification requirements, ELD teachers must also be Highly Qualified to teach English Language Arts

Other Staffing Designation and Qualification Requirements

Elementary ESL Resource teachers are required to be designated ELA-E Resource and complete ELA-E qualification.

Elementary ESL Resource-Spanish Qualified teachers are required to be designated ELA-S Resource and complete ELA-S qualification.

Secondary Resource teachers are required to be designated Secondary ELA-S Teacher and complete ELA-S qualification.

Secondary ELD teachers are required to be designated Secondary ELD Teacher, complete ELA-E qualification and be highly qualified in Language Arts.

Counselors at TNLI program middle and high schools are required to be designated ELA-S Counselor and pass all portions of the Spanish Language Proficiency (SLP) exam.

Mild-Moderate special education teachers (not teacher of record – push in/pull out support) in ELA program schools who teach English Learners are required to be designated Special Education (Mild-Moderate) and complete ELA qualification. Best Practice for these teachers calls for designating the teacher according to the PPF needs of the ELL students.

Center Placement teachers and Mild Moderate teachers who are the teacher of record in ELA program schools and teach English Learners are required to be designated Special Education Teacher and complete ELA qualification. Best Practice for these classrooms calls for teachers and/or paras being able to service ELs according to their PPF.

Gifted and Talented teachers (teacher of record): in ELA program schools who teach English Learners are required to be designated Gifted and Talented Teacher and complete ELA qualification. Best Practice for these teachers calls for designating the teacher according to the PPF needs of the ELL students.

Librarians, physical education, music and art teachers need not be further designated.
## ELA Program Descriptions

<table>
<thead>
<tr>
<th>ELA Program Model</th>
<th>Description</th>
<th>Principal Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary TNLI</strong></td>
<td>• Spanish core content instruction • Supported English content instruction • English Language Development • Transition from Spanish to English instruction</td>
<td>• Ensure HLQs are on file for all students. • Ensure parent choice (PPF) matches student placement. • Designate classroom teachers per school ELA program needs. • Ensure that ELs who speak languages other than Spanish are not placed in S or E/S classrooms • Ensure that no students with disabilities who are native English speakers or ELs who speak languages other than Spanish are placed in S or E/S classrooms • Nominate ISA team members and establish monthly ISA team meetings • Establish monthly PAC meetings. • Identify DAC representative. • Review ELL lists to ensure proper placement of students at a minimum of 96%. • Establish L1 instruction with Spanish materials. • Ensure a minimum of 45 minutes of daily ELD instruction.</td>
</tr>
<tr>
<td><strong>Elementary ESL Resource</strong></td>
<td>• Supported English content instruction • English Language Development “Pull-out” • Pull-out services provided by ESL Resource teacher</td>
<td>• Ensure HLQs are on file for all students. • Ensure parent choice (PPF) matches student placement. • Designate classroom teachers per school ELA program needs. • Nominate ISA team members and establish monthly ISA team meetings • Establish monthly PAC meetings. • Identify DAC representative. • Review ELL lists to ensure proper placement of students at a minimum of 96%. • Ensure a minimum of 45 minutes of daily ELD instruction.</td>
</tr>
<tr>
<td><strong>Elementary ESL Resource—Spanish Qualified</strong></td>
<td>• Supported English content instruction • English Language Development “Pull-out” • Pull-out services provided by ESL Resource teacher who has passed the Spanish Language Proficiency exam</td>
<td>• Ensure HLQs are on file for all students. • Ensure parent choice (PPF) matches student placement. • Designate classroom teachers per school ELA program needs. • Nominate ISA team members and establish monthly ISA team meetings • Establish monthly PAC meetings. • Identify DAC representative. • Review ELL lists to ensure proper placement of students at a minimum of 96%. • Ensure a minimum of 45 minutes of daily ELD instruction.</td>
</tr>
</tbody>
</table>
### ELA Program Descriptions, continued

<table>
<thead>
<tr>
<th>ELA Program Model</th>
<th>Description</th>
<th>Principal Responsibilities</th>
</tr>
</thead>
</table>
| **Elementary TNLI and ESL Resource** | • Spanish speakers may choose to receive TNLI program services or ESL Resource program services  
  • Non-Spanish speakers receive ESL Resource program services | • Ensure parent choice (PPF) matches student placement.  
  • Designate classroom teachers per school ELA program needs.  
  • Nominate ISA team members and establish monthly ISA team meetings  
  • Establish monthly PAC meetings.  
  • Identify DAC representative.  
  • Review ELL lists to ensure proper placement of students at a minimum of 96%.  
  • Ensure that no students with disabilities who are native English speakers or ELs who speak languages other than Spanish are placed in S or E/S classrooms  
  • Establish L1 instruction with Spanish materials (TNLI).  
  • Ensure a minimum of 45 minutes of daily ELD instruction. |
| **Secondary TNLI**                | • Spanish core content instruction  
  • Supported English content instruction  
  • English Language Development  
  • Transition from Spanish to English instruction | • Ensure HLQs are on file for all students.  
  • Ensure parent choice (PPF) matches student placement.  
  • Designate core content teachers per school ELA program needs.  
  • Nominate ISA team members and establish monthly ISA team meetings  
  • Establish monthly PAC meetings.  
  • Identify DAC representative.  
  • Review ELL lists to ensure proper placement of students at a minimum of 96%.  
  • Establish L1 support with Spanish materials.  
  • Ensure a minimum of two 45-minute periods of daily instruction – one period of ELD and one of English Language Arts |
| **Secondary ELA-E**               | • Supported English content instruction  
  • English Language Development | • Ensure HLQs are on file for all students.  
  • Ensure parent choice (PPF) matches student placement.  
  • Designate core content teachers per school ELA program needs.  
  • Nominate ISA team members and establish monthly ISA team meetings  
  • Establish monthly PAC meetings.  
  • Identify DAC representative.  
  • Review ELL lists to ensure proper placement of students at a minimum of 96%.  
  • Ensure a minimum of two 45-minute periods of daily instruction – one period of ELD and one of English Language Arts |
| **Secondary ELA-E & Spanish Resource** | • Supported English content instruction  
  • English Language Development  
  • Native language core content support for Spanish speakers at beginning levels of English proficiency | • Same as above |
## ELA Program Descriptions, continued

<table>
<thead>
<tr>
<th>ELA Program Model</th>
<th>Description</th>
<th>Principal Responsibilities</th>
</tr>
</thead>
</table>
| **Elementary Newcomer Center** | Newcomer Centers are designed for eligible school students who are new to Denver Public Schools. Newcomer Centers serve English language learners identified as having limited or interrupted education as well as minimal literacy skills in both their native languages and English. | • Ensure HLQs are on file for all students.  
• Ensure parent choice (PPF) matches student placement.  
• Designate classroom teachers per school ELA program needs.  
• Nominate ISA team members and establish monthly ISA team meetings  
• Establish monthly PAC meetings.  
• Identify DAC representative.  
• Review ELL lists to ensure proper placement of students at a minimum of 96%.  
• Establish L1 support with Spanish materials.  
• Ensure a minimum of 45 minutes of daily ELD instruction.  
• Designate Newcomer Center ELA-E teachers.  
• Provide native language tutors as appropriate |
| **Secondary Newcomer Center** | Newcomer Centers are designed for eligible students who are new to Denver Public Schools. Newcomer Centers serve English language learners identified as having limited or interrupted education as well as minimal literacy skills in both their native languages and English. | • Ensure HLQs are on file for all students.  
• Ensure parent choice (PPF) matches student placement.  
• Designate core content teachers per school ELA program needs.  
• Nominate ISA team members and establish monthly ISA team meetings  
• Establish monthly PAC meetings.  
• Identify DAC representative.  
• Review ELL lists to ensure proper placement of students at a minimum of 96%.  
• Establish L1 support with Spanish materials.  
• Ensure a minimum of two 45-minute periods of daily instruction - one period of ELD and one of English Language Arts  
• Designate Newcomer Center ELA-E teachers. |
Overview of Registration & Provisional Identification and Placement & Assessment

**Parents/Guardians**
- New Student Registration Packet is submitted
  - 1. ELA Brochure provided in native language to P/G
  - 2. ELA Video provided to P/G
  - 3. Administrator or designee available for any ELA questions
  - 4. PPF provided to P/G for completion

**School Staff**
- Administrator/designee available at Registration
  - Coordinate with SAL to schedule WIDA Screener or W-APT assessment for student
    - YES
      - Student takes assessment, and assessment is scored
        - Administrator answers ESSA or assessment questions; opportunity for parent to opt-out of ELA Services, if desired
      - NO
        - Student is placed in ELA services according to PPF selection
    - NO
      - School requests PPF3 from ELA, conducts meeting with student’s teacher, parent and an Administrator, to discuss student’s progress and assessment scores

**Office Support**
- Reviews Pg. 1 (HLQ); checks for completion and signature
  - At least one question on HLQ ≠ English
    - NO
      - Student set up for transportation if needed
    - YES
      - Proceed with Registration in IC
        - 1. Complete “School Use” box in HLQ
        - 2. Scan/Upload HLQ onto IC
        - 3. Enter HLQ responses in IC.
  - Proceed with Registration in IC
    - 1. Complete “School Use” box in HLQ & PPF
    - 2. Review both forms for proper completion
    - 3. Scan/Upload both forms onto IC
    - 4. Enter responses from both forms in IC

**Other Departments**
- Student Registration Flowchart

*Translation Services available throughout Registration process*
Overview of Redesignation Process

ELA Program Monitoring Tools: ELP Assessment and Body of Evidence

Student demonstrates English & Content proficiency?

YES
Redesignation

NO

Meaningful & Equal participation in mainstream (Monitoring Tools: State Assessment and Body of Evidence)?

YES

Monitoring Year 1

NO

Monitoring Year 2

Meaningful & Equal participation in mainstream (Monitoring Tools: State Assessment and Body of Evidence)?

YES

Monitoring Year 2

NO

Monitoring Year 1

Meaningful & Equal participation in mainstream (Monitoring Tools: State Assessment and Body of Evidence)?

YES

Exit

NO
Re-Enter ELA Program

Additional Information

For more information, please see the ISA Team Guidebook

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