Core Purpose of the Bozeman Public School District:
Bozeman Public Schools exist to provide an outstanding education that inspires and ensures high achievement so every student can succeed and make a difference in a rapidly changing world community.

Core Values of the Bozeman Public School District:

- High Student Achievement: We are committed to ensuring that all students achieve at high levels.
- Committed, Quality Staff: We employ and retain well-qualified and talented staff members who demonstrate a commitment to the core purpose of the District.
- Community and Family Engagement: We believe that parents and the community are essential contributors in the achievement of our goals.
- Climate: We operate in a climate of respect, honesty and hard work, recognizing the need to be adaptable and open to change.
- Fiscal Responsibility: We are fiscally responsible in the management and expenditure of all District resources.
- Decision Making: We rely on best practices research to guide our decision-making.

For more information, please contact Ellen Guettler, English Learner Coordinator/Teacher, at 600-7026.

Bozeman School District #7

The English Learner program of the Bozeman Public Schools serves culturally and linguistically diverse students whose native language is not English.
### Identification Criteria

**If a student:**
- Was not born in the United States;
  - AND/OR
- Whose native language or language of impact is a language other than English;
- OR
- Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
- AND
- Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
  - The ability to meet the State’s proficient level of achievement on State assessments;
  - AND/OR
- The ability to successfully achieve in classrooms where the language of instruction is English;
- AND/OR
- The opportunity to fully participate fully in our society.

Then the student qualifies to be referred for EL supports and services.

### Referral Process

Qualifying students’ teachers, psychologists, or counselors are required to complete the “Referral for Student Intervention (MTSS)” form on School Stream.

The MTSS form is then routed to the student’s principal—who is responsible for coordinating a tracking system for all referrals (Gifted, EL, Reading/Math Interventions, Behavior).

### Evaluation

EL staff will evaluate the student using one or more of the following tools:
- The Woodcock-Munoz test,
- The WiDA W-APT test,
- Language & educational history interviews, and/or other appropriate curriculum-based measures.

### Progress Monitoring

EL staff will monitor the student’s progress throughout participation via EL services and supports.

The District will monitor student’s progress by administering an annual WiDA examination. If student’s WiDA scores meet state benchmarks for English language proficiency, the student will be considered for exit from EL programs and supports.

**Next Steps**

If warranted, continue MTSS/Intervention to determine need for additional evaluation of a suspected disability.

If evaluation is warranted-
- A collaborative evaluation team comprised of parents, general education, special education, and EL staff will, in a culturally and linguistically sensitive manner, consider the following factors to determine if a disability is present:
  - home language,
  - current L1/L2 proficiency and their impact on standardized assessments,
  - level of academic support, and/or
  - attendance.

### Exit Process

In order to determine if the student has attained sustained adequate progress in language acquisition, the District will take into account the following measures:

1. (At a minimum, an overall score of 5.0 along with a rating of 4.0 in literacy reading and writing) on the ACCESS English Language Proficiency Assessment;
2. Input from additional measures of reading, writing, or language development available from school assessments.

Students who have attained sustained adequate progress shall continue to be monitored for two years following their exit from EL programs and supports through an annual WiDA examination.

**Students who have attained sustained adequate progress in language acquisition shall continue to be monitored for two years following their exit from EL programs and supports through an annual WiDA examination.**