

## 6.014.01 - Emerging Signers Program Procedure

### Scope

This procedure applies to all Clerc Center employees and contracted service providers

### Procedure

Implementation of the Emerging Signers Program (ESP) guidelines involves the following procedural steps:

1. The enrollment coordinator reviews application and application documents and flags those students who may benefit from ESP. Criteria that might result in a file being flagged include, but are not limited, to:
  - An answer of “No” to the “Does your child know ASL?” question on the application.
  - Application indicates that the student uses ASL 50% of the time or less at school or at home.
    - If a student has spent a year or more at another school for deaf students with an ASL signing environment, it can be assumed that the student is not in need of the ESP.
2. Once a student is admitted, the enrollment coordinator will confirm with the ESP coordinator/interpreting coordinator that the student has enrolled.
3. The ESP coordinator and/or interpreting coordinator reviews the application and may gather any additional information from school professionals or service providers about the student’s ASL skills and/or language needs, including but not limited, to:
  - The student’s education placement history
  - Type(s) of school previously attended
  - Length of placement in each environment
  - Audiogram assessment by the school audiologist to determine information about the student’s access to spoken language
  - Test scores to determine information about reading level and access to written English
  - Information directly from the student/student’s parent/guardian about the student’s background, abilities, or clarification about the percentage of time the student uses ASL
4. Once this information is gathered, the ESP coordinator and/or the interpreter coordinator will consult with each other and, if needed, other school professionals and service providers, on the appropriate services and accommodations to be provided for the

student, including counseling services and direct ASL instruction. These accommodations are incorporated into the student's IEP.

5. The ESP coordinator and/or interpreting coordinator will meet individually with each student and his/her parents/guardians to explain the Emerging Signers Program and what is specifically being offered to the student, and to assess/confirm that the student will need services. This generally happens during the student's intake meeting, phone calls with parents/guardians, or during student registration (MSSD).
6. The ESP coordinator and interpreter coordinator will attend the intake meetings for all emerging signers, if possible. At the IEP meeting, the ESP will again be reviewed with the family and the IEP team. It will be documented in the IEP that this was discussed.
7. After the student has enrolled, the ESP coordinator and the interpreter coordinator will consult with each other to ensure that appropriate services are in place for the student.
8. Collaboratively, the student's teachers, interpreters, lead interpreter, and ESP coordinator should document their observations about the student's abilities and progress and share them with the IEP team, specifically:
  - a. The student's interpreters should document their observations about the student's progress, changes in needs, and observed demonstration of language acquisition in the interpreter notebook.
  - b. The student's teachers should document their observations.
  - c. The interpreting coordinator and/or the ESP lead interpreter will observe the student in each class at least once a month.
9. The ESP coordinator, interpreter coordinator, and IEP team should ask the student about his/her progress and preferences for support.
10. The interpreting coordinator and/or the ESP lead interpreter will collaborate with the interpreting team to make accommodations to the interpreting support. For example, these accommodation modifications could include:
  - a. Interpreting only for certain people in the room (i.e. only the teacher or only the students)
  - b. Consecutive interpreting (allowing the student to watch an entire message in ASL before interpreting it into English)
  - c. Not interpreting for one on one or small group conversations
  - d. The interpreter leaving the room for all independent work times
  - e. The interpreter arriving to class late or leaving class early
  - f. Interpreting only when the student asks for clarification

11. All changes to classroom support will be communicated to the entire IEP team and documented in the IEP.
12. Due to the large number of emerging signers enrolled each year, every effort should be made to place students in the same classes or flex groupings, if appropriate for grade level and placement testing results.

## **Related Policy, Guidelines, Procedure, and/or Form**

### **Guidelines**

6.014 – Emerging Signers Program -

<http://www.gallaudet.edu/documents/clerc/handbook/6.014-EmergingSignersProgram.pdf>

*Refer Questions To:*      *ESP Coordinator*

*Approved By:*              *Senior Leadership Team*

*Approved Date:*          *August 4, 2015*

*Effective Date:*          *August 17, 2015*

*Review Date:*             *August 2016*

*Change History  
Dates:*

*Document Address:*      *<http://www.gallaudet.edu/documents/clerc/handbook/6.014.01-EmergingSignersProgramProcedures.pdf>*