

ENGLISH LEARNERS IDENTIFICATION & PROCEDURES DOCUMENT

The student enrollment form asks the following appropriate questions needed to identify a student as a Language Learner:

1. What is the primary language used in the home, regardless of the language spoken by the student?
2. What is the language most often spoken by the student?
3. What is the language that the student first acquired?

If the answer to any of the questions is anything other than English, the following steps will be taken:

- The WIDA Screener or Kindergarten W-APT Screener will be administered within 14 calendar days by DeAnne Burch (burchdeanne@gmail.com), Part-Time EL Instructor, who is certified to administer the screeners. In the event of the absence of DeAnne Burch, Trisha Young, Data Mgmt/Testing Coordinator (tyoung@gilesk12.net), also certified, will administer the screener assessment(s). If the parents are unable to communicate with you in English, or if you encounter difficulties with the registration process due to foreign birth certificates or unusual residency issues please contact the EL instructor.
- Depending on the student's ELP level, a Foreign Language Teacher on staff with the district may be utilized to provide language intervention, as appropriate.
- A student who is identified as an EL student by the screener, will be placed in the appropriate programs and services including LIEP (Language Instructional Education Program) services within 30 calendar days at the beginning of the school year or within 14 calendar days after the school year begins.
- The ACCESS for ELLS 2.0 Online Assessment will be given to all identified English Learners each spring during the assessment window. (DeAnne Burch and Trisha Young are both certified to administer the ACCESS for ELLs 2.0 Online 1-12).
- Coding of all newly identified ELs, as well as previously identified and formerly ELs, in the Student Information System will be entered and monitored to ensure proper reporting in State reports and state and federal student assessments by Trisha Young, the Division Director of Testing and Data Mgmt & Testing Coordinator.
- The Parent Notification Letter, with opt out instructions, will be sent home if the student is found eligible. If parents elect to opt their student out of any EL services, the student's academic progress will be monitored using SB-20b in the event placement is elected in the future.
- Program Goals:
 - a. To accurately identify and assess all students who qualify for English language services.
 - b. To provide educational services to ELs in accordance with state and federal regulations.
 - c. To advance ELs in language proficiency towards the required level for exit from services.
 - d. To ensure that English Learners actively participate in their own educational experience.
 - e. To monitor student progress and report student achievements to parents/ guardians and classroom teachers.
 - f. To facilitate communication between the school and non-English speaking parents.
 - g. To accurately maintain EL student and division records.
 - h. To assist classroom teachers and other school personnel with appropriate materials, strategies and training to address the individual needs of their English learners.
 - i. To monitor the effectiveness of EL program services using appropriate evaluative measures.

EL Programs:

- Classroom teachers of ELs will use in-class instruction with additional resources and supports to meet the needs and to increase the English proficiency of ELs. Appropriate additional instructional resources will be distributed to the student's teachers as needed. EL students will be mainstreamed and have access to all programs available to all students. The delivery of instruction depends on the proficiency levels of the students. EL staff will provide assistance to classroom teachers and other school personnel with appropriate materials, strategies and training to address the individual needs of their English learners. The EL part-time Instructor collaborates with classroom teacher(s) on a regular basis to assist teacher in planning instruction for the EL students in classroom. The EL Instructor will model strategies, present demonstration lessons, provide resources, and monitor EL student achievement.
- Depending on the student's ELP level, the part-time EL Instructor may use a pull-out model with students, as needed and as appropriate for language and vocabulary intervention.

EL Grade Placement:

- Placement will be considered on an individual basis. School systems in other countries may follow different age/grade level placement guidelines. Other countries may also follow a different academic school calendar. Content covered may also vary widely by grade level (particularly math). The student's age, maturity, physical size, and parent recommendation or consent will all be considered. A student who speaks no English or lacks the skills necessary to meet grade level requirements may be considered for placement in a lower grade. This should be discussed among the classroom teacher, the EL teacher, the parents, the School Counselor and the principal after a period of observation.
- **Elementary/Middle:** Students who reach age 5 by September 30 should be placed in kindergarten. Students who reach age 6 by September 30 should be placed in first grade unless there is a strong reason to assign to kindergarten, such as lack of any school experience or marked immaturity. This should be determined by the classroom teacher, the EL teacher, the School Counselor and the principal. Students who reach age 12 by September 30 should be enrolled in middle school, regardless of previous schooling or English language proficiency, unless there is a strong reason to assign to a lower grade level.
- **High School:** Students who reach age 15 by September 30 should be enrolled in high school, regardless of previous schooling or English language proficiency. **Grade placement is made at the time of registration by the school principal in consultation with a School Counselor. Evidence of earned credits will govern the grade placement of a high school level student.**
 - a. **Students without Transcripts:** Most students who arrive with no transcripts are placed in 9th grade. This placement is reviewed if transcripts are subsequently received and evaluated. Based upon other factors grade placement may vary based on the information provided to the school principal.
 - b. **Students with Transcripts** The Principal and the Guidance Department will review all transcripts and place the student according to the number of credits earned. Consultation with the Title III Coordinator is often utilized during the registration process if needed.

Providing Language Assistance to Parents

In the event that a parent needs language assistance during the enrollment process or at any other time, the following steps will be taken:

1. If the parent's language is Spanish, a High School Spanish Teacher will be asked to provide assistance.
2. If the parent's language is other than Spanish, Language Line will be immediately contacted to provide assistance.
3. Please visit form SB-20a for a current list of families requesting language assistance located on the shared google drive and folder of in-county School Board forms.