****

[DISTRICT NAME]

English learner district procedures

School Year: [XXXX-XXXX]

Revision Date: [MM/DD/YYYY]

Overview

**District and Schools’ Civil Rights Obligations to English Learner Students and Limited English Proficient Parents**

Under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs. Responsibilities of districts and schools include the following:

* Identifying and Assessing All Potential EL Students
* Providing Language Assistance to EL Students
* Monitoring and Exiting EL Students from EL Programs and Services
* Ensuring Meaningful Communication with Limited English Proficient Parents

**Definition of an English** **learner** *[§8101 (20)]*

The term “English Learner,” when used with respect to an individual, means an individual:

1. who is aged 3 through 21;
2. who is enrolled or preparing to enroll in an elementary school or secondary school;
3. (i) who was not born in the United states or whose native language is a language other than English;
	1. (I) who is a Native American or Alaska Native, or a native resident of the outlying areas (Virgin Islands, Guam, American Samoa, or Northern Mariana Islands); and
		1. who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
	2. 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
4. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
	1. the ability to meet the challenging State academic standards;
	2. the ability to successfully achieve in classrooms where the language of instruction is English; or
	3. the opportunity to participate fully in society.

Procedures

# Identifying Potential English Learners

[District Name] identifies (within 30 days of the beginning of the school year or within 2 weeks if student enrolls after beginning of school year) EL students in need of language assistance services.

1. A home language survey (HLS) is completed by the parents.
2. If a response other than English is indicated on the HLS, the student is advanced to a State-approved screener assessment.
	1. A Language Observation Checklist (LOC-A) may be used by the teacher if there is an indication the Home Language Survey does not accurately reflect the student’s language background.

\*Attach a copy of the Home Language Survey to be used.

# Determining Which Students are English Learners

[District Name] assesses all potential ELs with a State-approved screener assessment to determine if they are in fact ELs.

For students in Kindergarten, our district uses the [**Choose an item**].

For students in grades 1 through 12, our district uses the **[Choose an item].**

# Informing Parents of their Child’s Identification

[District Name] ensures that schools annually inform parents and guardians in a timely manner, and in an understandable format, their child’s ELP level and EL program options.

1. Once students are identified as an EL, parents are notified within 30 days of the start of the school year.
	1. For students that enroll after the start of the school year, parents are notified within two weeks.
2. Notification letters address the following:
	1. the reasons for the identification and need for placement;
	2. the child’s level of English proficiency, how it was assessed, and the level of academic achievement;
	3. the method of instruction used and other programs available including how such programs differ;
	4. how the program selected will meet the educational needs of the child;
	5. how the program will help the child learn English and meet age appropriate academic achievement standards;
	6. the specific exit requirements of the program and the expected rate of transition from such program or graduation rate if from a secondary school;
	7. how the program meets the objectives of the EL of a child with a disability; and
	8. information pertaining to parental rights including written guidance detailing the right of parents to have their child removed from the program, to decline enrollment in a program or choose another program, and to receive assistance in selecting a program.

The district ensures that parent notification letters are available to parents in an understandable format and language by *Describe district procedures for ensuring notifications are available in an understandable format*.

\*Attach a sample notification letter.

# Providing English Learners with a Language Assistance Program

[District Name] offers EL services and programs until ELs are proficient in English and can participate meaningfully in educational programs without EL support.

[District Name] provides/will provide the following EL programs:

[ ]  Sheltered English instruction

[ ]  Sheltered Instruction Observational Protocol (SIOP)

[ ]  Structured English immersion (SEI)

[ ]  Content-based English as a second language (ESL) program (or Push-in ESL)

[ ]  Pull-out English as a Second Language (ESL) or English language development (ELD)

[ ]  Two-way immersion program or Two-way bilingual program

[ ]  Heritage language program or Indigenous language program

[ ]  Developmental bilingual program

[ ]  Transitional bilingual program

[ ]  Other (Describe) *Describe*

# Tracking the Progress of English Learners

[District Name] annually assesses, between February 1 and March 31, each EL student’s oral language, reading and writing skills using the State-approved English language proficiency assessment, ACCESS for ELLs or for students with significant cognitive disabilities, the Alternate ACCESS for ELLs.

*Describe district procedures for assessing all students*

# Monitoring English Learner Progress in Core Content Areas

[District Name] annually assesses all ELs in grades 3-10 on the statewide standards-based assessments.

*Describe district procedures for assessing all ELs on standards-based assessments*

# Exiting English Learners

[District Name] exits eligible EL students from a Language Instruction Education Program (LIEP) within the school year they have met the following exit criteria on ACCESS for ELLs:

1. a composite score of 4.5 or higher;
2. a score of 4.0 or higher in each tested domain – reading, speaking, and listening; and
3. a score of 3.8 or higher in the writing domain.

# Monitoring Former English Learners

[District Name] monitors the academic progress of each student who was identified as an EL for four years after the student is no longer identified as an EL.

[District Name] uses the following data to monitor former ELs:

[ ]  MAP scores

[ ]  AimsWeb scores

[ ]  PEAKS scores

[ ]  Alaska Science Assessment scores

[ ]  Student grades

[ ]  District-determined local criteria: *Describe*

# Re-Identifying Former English Learners

[District Name] makes recommendations for re-identification, not less than one semester after exiting EL status, for those students in monitoring who exhibit academic difficulties attributed to a “persistent language barrier”. After recommendation, the student is advanced to a State-approved screener assessment to determine English language proficiency levels.

[District Name] uses the following data to determine recommendation for re-identification:

[ ]  MAP scores

[ ]  AimsWeb scores

[ ]  PEAKS scores

[ ]  Alaska Science Assessment scores

[ ]  Student grades

[ ]  Teacher recommendation

These procedures were adopted by the [District Name] on [Date] and will be in effect for the period of [School Year]**.**

*Printed Name of Superintendent*

*Signature of Superintendent Date*