

# PROVISIONAL ENGLISH LEARNER IDENTIFICATION DURING SCHOOL CLOSURES



A GUIDE FOR DISTRICTS AND SCHOOLS IN DETERMINING ENGLISH LEARNER (EL) ELIGIBILITY FOR SERVICES WHEN FACE-TO-FACE SCREENING IS NOT POSSIBLE DUE TO CIRCUMSTANCES SURROUNDING COVID-19. VISIT US AT [EDUCATION.ALASKA.GOV/ESEA/TITLEIII-A](https://education.alaska.gov/eSEA/TITLEIII-A)

## 1. HOME LANGUAGE SURVEY

Administer the [Home Language Survey \(HLS\)](#) to all students. Consider offering the HLS in an electronic format so that parents can complete it remotely.

## 2. VERIFY DEFINITION

If a language other than English is listed on the HLS, verify that the student falls into **ONE OR MORE** of the following categories:

- an individual not born in the United States or whose native language is a language other than English;
- an American Indian, Alaska Native, or native resident of the outlying areas, 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
- an individual 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;

## 3. SCREEN

### A. FACE-TO FACE SCREENING

If the student falls into one, or more, of the categories in step 2, and face-to-face screening is possible, administer an approved screener assessment: Kindergarten W-APT, WIDA Screener (grades 1-12), WIDA MODEL (grades K-12). If they do not fall into one of the categories, skip to step 4. If the student meets eligibility score requirements, they are identified as an English learner, are eligible for services, and must take the annual English language proficiency assessment, ACCESS for ELLs, each spring. Refer to the eligibility score requirements on pages 6-7 of the [EL Student Identification guide](#).

### B. REMOTE SCREENING

If face-to-face screening is not possible, students that fall into one, or more, of the categories in step 2 must be provisionally screened. Districts and schools should attempt to gather information about the student's academic English proficiency through conversation with the student, and family. Consider using one of the following provisional screening tools:

- [Assessing Language Proficiency during Extended School Closures](#) from the Council of the Great City Schools
- [WIDA Remote Screener](#)

#### **4. DOCUMENT**

Maintain all documentation related to identification in the student's file. This includes a copy of the HLS (for all students, whether or not they have been identified as an EL), the LOC-A as applicable, communications with the student's family as applicable, any additional information collected for provisional identification, and screener results.

#### **5. PARENT NOTIFICATION**

Required parent notifications must be sent to all parents of any students both formally and provisionally identified. Even during school closures, districts are required to identify ELs within 30 days of enrollment. For students who enroll after the beginning of the school year, districts must send the required parent notice within two weeks of formal or provisional identification. Parent notification requirements for provisional identifications may be delivered over the phone until complete, formal screening is possible.

#### **6. FOLLOW UP WITH ALL PROVISIONALLY IDENTIFIED ELS**

All students provisionally identified as English learners must be formally identified using an approved screener (step 3.A.) once face-to-face screening is possible. For the 20-21 school year, based on flexibilities provided by the US Department of Education, Alaska is allowing ACCESS for ELLs to act as an approved formal screener.