

# **Regional English Learner Program Handbook**

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For further information regarding the Regional English Learner Program contact:

Megann Lawhon

Regional EL Coach

270 E. Bridge

Blackfoot, ID 83221

(208) 220-1072

\* This document is subject to change as a result of policy changes at the State and Federal level.

\* All information obtained from [wida.us](http://wida.us) was used with permission from WIDA.

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# Introduction

## Overview

The English Learner (EL) program is set forth by the Elementary and Secondary Education Act (ESEA) of 1965 which was reauthorized by No Child Left Behind (NCLB) in 2001. Both were more recently amended by the Every Student Succeeds Act (ESSA) of 2015.

The purpose of this handbook is to inform staff about policies and procedures pertaining to English Learners. It contains state-specific information set out by the Idaho State Department of Education as well as federal information set forth by ESEA and ESSA. Furthermore, there is important information set forth by the WIDA Consortium.

This handbook is not meant to supplant any guidance provided by the Federal Government or the Idaho State Department of Education. It is also a living document and is subject to revision as a result of any federal or state changes in regulations.

## Legislation and Federal Programs

A number of different court cases, legislation, and federal programs provide rules and regulations for the English Learner program.

The following provides select cases, laws, and programs:<sup>1</sup>

- *Office of English Language Acquisition*
- *ESSA (2015)*
- *National Origin Equity and Desegregation Assistance*
- *U.S. Constitution Amendment 14 (1868)*
- *Brown v. Board of Education 1954*
- *Civil Rights Act 1964*
- *Title VI of Civil Rights Act*
- *Elementary and Secondary Education act of 1965 (ESEA) - 1968 Title VII*
- *U.S. Department of Health, Education and Welfare Memorandum May 25, 1970*
- *Lau v. Nichols (1975)*
- *Doe v. Plyler (1982)*
- *Equal Educational Opportunities Act (1974)*
- *Serna v. Portales (1974)*
- *Cintron v. Brentwood (1978)*
- *Rios v. Reed (1978)*
- *Castaneda v. Pichard (1981)*
- *Keyes v. School District #1 (1983)*
- *Gomez v. Illinois (1987)*
- *Office for Civil Rights*

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<sup>1</sup> If viewing this document in digital format, clicking on each bullet point will open up a link in a separate web browser.

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# English Learner Program

## Purpose

Regulations for the English Learner program fall under Title III of the ESEA legislation and can also be cited as the English Language Acquisition, Language Enhancement, and Academic Achievement Act which states that the purpose of this program is to:

- Help ELs attain English proficiency and academic English proficiency
- Help ELs succeed in all academic subjects and meet the same standards of non-ELs
- Help teachers, principals, and other staff establish, implement, and sustain "effective language instruction educational programs designed to assist in teaching English Learners".
- Assist with the development of teacher and staff capabilities
- Promote family and community involvement in the education of ELs.<sup>2</sup>

## Definition

The definition of English Learner refers to an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
- (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- (II) 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

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<sup>2</sup> ESEA Sec. 3102(1-5)

- (iii) 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
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
  - (i) the ability to meet the challenging State academic standards;
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.<sup>3</sup>

It is important to note that the term English Learner has replaced the term Limited English Proficient, or LEP, used under the NCLB legislation. Other terms used to describe either the program or a student within the program are ELL or ESL.

## **English Language Proficiency Standards**

Under the Elementary and Secondary Education Act, each state must include in their State plan how they have adopted the English Language Proficiency Standards derived from the four (4) domains: speaking, listening, reading, and writing.

Proficiency levels of ELs must also be addressed and both standards and proficiency levels must be aligned with the state's academic standards.<sup>4</sup>

Before a student is placed into the English Learner program, certain steps must be taken by a school district in order to meet federal laws and agency regulations.

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<sup>3</sup> (ESEA Section 8101(20))

<sup>4</sup> Sec. 1111 (a)(6)(1)(F)(i-iii)



## Identification

Identifying English Learners begins with issuing a Home Language Survey to parents or guardians at registration.

### Home Language Survey<sup>5</sup>

The Home Language Survey is part of the registration packet for students and includes the following information:

- Language(s) spoken in the home
- Language(s) spoken most frequently by the student
- Language the student learned first
- Language(s) spoken most frequently to and by parent(s)
- Language parents want school information sent to them in

A copy of this document must be placed in the student's cumulative file.

If the student's Home Language Survey indicates that a language other than English is spoken in the home, the student will need to be screened provided the scores are not found in the English Learner Management System. Program placement will then be determined based on screener score.<sup>6</sup>

## Parent Notification<sup>7</sup>

Schools are required to notify parents within thirty (30) days of the beginning of the school year that their student has been identified as an English Learner.

This notification should include:

- The reason the student was identified (ie. Home Language Survey)

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<sup>5</sup>See APPENDIX B for Idaho State Department of Education Home Language Survey in both English and Spanish.

<sup>6</sup>See WIDA subheading for more information regarding English Learner program screening.

<sup>7</sup>See APPENDIX B for Idaho SDE Parent Notification Letter in English and Spanish.

- The level of proficiency and how the proficiency levels were assessed (WIDA Screener or W-APT).
- The program's methods of instruction for EL students
- The plan for that program to meet the educational needs of the student and also his or her strengths
- Specific ways the program will help their child attain age-appropriate language skills and academic achievement
- The specific exit requirements for the program according to the Idaho State Department of Education
- The expected rate of graduation for EL students
- Information regarding the parent's rights
- Parent's right to decline the student's enrollment in the program<sup>8</sup>

Parent notification should be given to them in a language they can understand to a practicable extent.

### **English Learner Students with Disabilities**

In the case of a student who has qualified for the English Learner program and also has a disability, a parent must receive notice of how the program will meet their child's language needs as well as the accommodations set out in their Individualized Education Plan (IEP). This notification is in accordance with section 614(d) of the Individuals with Disabilities Education Act (IDEA).<sup>9</sup>

### **School Year Notification**

If a student registers for school after the beginning of the academic school year, parent notification must be given within two (2) weeks of the student's placement in the EL program.<sup>10</sup>

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<sup>8</sup> [20 U.S.C. 6312 Sec. 1112 (e)(3)(A)(i-viii)]

<sup>9</sup> 20 U.S.C. 6312 Sec. 1112 (e)(3)(A)(vii)]

<sup>10</sup> [20 U.S.C. 6312 Sec. 1112 (e)(3)(B)]

### **Parent Waived Services**

Parents are within their rights to waive EL program services for their child or children. However, students with waived EL services are still subject to English language proficiency testing during the spring of the academic school year.

Students whose parents have chosen to waive services must have a signed copy of the service waiver form in their cumulative file.<sup>11</sup>

## **Education Learning Plan (ELP)**

Students in the EL program are required to have an ELP in their cumulative files for the duration of their program eligibility. A digital file may be kept in a secure database in addition to the hard copy file.

Teachers and other staff working with an EL student should be made aware of the accommodations a student needs in his or her regular classroom instruction, during tests, and during program services. The accommodations must be used on a regular basis for the student.

When a student takes a standardized test, the accommodations present in the ELP must be given provided they do not interfere with the integrity of the test. If no documentation exists for a student's accommodations, that student may not receive those accommodations for testing (ie. SBAC, WIDA, etc.).

The student's ELP should contain the following information:

- District Information
- Student Information
- LEP/EL Qualifier (WIDA ACCESS Scores)
- Assessment Participation
- Instructional Program(s)
- Language Goals and Benchmarks
- Criteria for Exiting Program

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<sup>11</sup> [20 U.S.C. 6312 Sec. 1112 (e)(3)(A)(i-viii)]

- Other Considerations
- Documentation of Student ELP meetings and team members

The Idaho State Department of Education contains a downloadable ELP for districts to use in their EL programs.<sup>12</sup>

## English Learners and Assessments

For EL students, state-mandated academic assessments can prove difficult to comprehend as they struggle to learn English. Limited English language skills do not necessarily mean limited content knowledge skills. ESSA sets forth specific guidelines for state assessments and how English Learners are to be evaluated.

ELs are to be accommodated to a reasonable extent and even administered tests in their own language in order to determine “what such students know and can do in academic content areas, until such students have achieved English language proficiency”.<sup>13</sup> These native language tests will be administered only to students who have been in the United States for less than 12 months.

The language accommodations are available through the test administered by the state of Idaho. Administering any WIDA test in a language other than English, however, is not allowed as the ACCESS for ELLs 2.0 determines a student’s skill level in the English language.

## Transfers

The transfer process for ELs is important because EL students have lower levels of high school graduation compared to their non-EL counterparts. Transferring school districts could present a possible problem in terms of losing vital academic information.

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<sup>12</sup> See Appendix B for Idaho State Department of Education’s ELP format.

<sup>13</sup> [Sec. 1111(2)(B)(2)(v)(cc)(iii)]

## **Monitoring**

Students who have exited the English Learner program must still be monitored for two (2) years after achieving proficient scores. A student who has been exited for one (1) year from the program will be marked as X1 and a student who has been exited for two (2) years from the program will be marked as X2.

The English Learner Management System contains information from students who have been exited for three (3) years and marks them as X3 and students who have been exited for four (4) years and marks them as X4.

EL staff should monitor a student's grades and test scores in content area classes to determine whether they need further support.<sup>15</sup>

### **Reentry into the program**

Students are rarely readmitted into the EL program once they have exited. Receiving a score on the language assessment high enough to exit will usually indicate that a student will not need to reenter a program and will only need to be monitored.

If a student returns to his or her home country for a number of years and exhibit lower English proficiency, a reevaluation will be made by school and district personnel on a case-by-case basis.

## **Parent and Family Involvement**

Parent and family involvement is a mandatory part of receiving Title III funds. Parent outreach for EL students should be informative and help parents understand:

- How they can be involved in their children's education
- How they can help assist their children reach English proficiency
- How they can help their children gain a well-rounded education and meet state proficiency expectations

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<sup>15</sup> See Appendix B for Idaho State Department of Education's Monitoring form.

Regular meetings must be held as a form of outreach for parents of EL students “for the purpose of formulating and responding to recommendations from parents”.<sup>16</sup>

Sufficient notice should be given to parents prior to meetings and must be provided in an “understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand”.<sup>17</sup>

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<sup>16</sup> Sec. 1112(e)(4).[(ii)].

<sup>17</sup> 20 U.S.C. 6312 Section 1112. (e)(3)(C)(i-ii)]

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# WIDA

The state of Idaho, among 39 other states in the United States, belongs to the WIDA Consortium. WIDA stands for World-class Instructional Design and Assessment and is the organization that developed the language screening assessment that Idaho uses for EL program placement.

The Mission, Vision, and Values of the company are as follows:

## *Mission*

WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.

## *Vision*

To be the most trusted and valued resource in supporting the education of language learners.

## *Values*

- **Innovation:** Drawing upon research and practice to create the best resources for children, youth and educators.
- **Service:** Exceeding expectations with trusted and knowledgeable support of our clients and stakeholders.
- **Can Do Philosophy:** Recognizing and building upon the assets, contributions, and potential of culturally and linguistically diverse children and youth.
- **Collaboration:** Facilitating interaction among educators, state and local educational agencies, researchers, policy-makers, and experts worldwide.
- **Social Justice:** Challenging linguistic discrimination, cultural biases, and racism in education.<sup>18</sup>

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<sup>18</sup> <https://www.wida.us/aboutus/mission.aspx>

## **Screener**

Before students are placed into the English Learner program, they must be screened for English language proficiency. The screener is administered by a teacher or other staff member who has been trained and certified.

The screener is administered to students in grades 1 - 12. Students in grades 1 - 3 are administered the WIDA Screener via a paper test. Students grades 4 - 12 are administered a test online through the DRC Insight portal. The test administrator scores the Speaking test while the DRC scores the Listening, Reading, and Writing test domains.

## **W-APT**

W-APT stands for WIDA ACCESS Placement test and is the assessment used to screen kindergarten students. During the first semester of the school year, first grade students are also screened using the W-APT assessment.

The W-APT is administered one-on-one by a well-trained staff member and scored by hand by the test administrator.

## **ACCESS for ELLs 2.0**

The WIDA ACCESS for ELLs 2.0 is the summative assessment administered in the spring of a school calendar year for all students who are in the English Learner program. All students who are in the program *must* take the assessment, regardless of whether or not a parent or guardian chose to waive services.

Students in the EL program are to take the ACCESS for ELLs 2.0 assessment every spring until their individual domain scores and comp scores indicate that they have reached a score high enough to exit the program. Students with a score of 4.0 or higher in each domain level (Listening, Speaking, Reading, and Writing) and a composite score of 5.0 or higher are able to exit the program.



## **Alternate ACCESS for ELLs 2.0**

The Alternate ACCESS for ELLs 2.0 is the summative assessment administered to students who have cognitive disabilities. WIDA indicates that it is for the 1% with severe cognitive disabilities.

Any student who is administered the Alternate ACCESS for ELLs 2.0 must also be taking the alternate ISAT assessment. This test is administered in paper format and in an individualized setting.

### **Prior to Testing:**

- Have training and certification complete
- Download or print off script from [wida.us](http://wida.us) website and become familiar with the contents
- Have the script, a "do not disturb" sign, and a testing schedule to place outside the testing room
- Ensure student(s) has a working headset and device
- Make sure Accommodations have been added to the DRC via the WIDA AMS portal.
- Know how to change information on DRC such as fixing a student's name, state ID number, or date of birth to make sure their information is correct. This information is necessary to ensure that the student gets the correct score and is not
- Any accommodations present in a student's ELP that are being utilized in class or group sessions must also be added into the DRC system provided they don't interfere with the integrity of the test.

### **Training and Certification**

Staff members who will be administering a test, whether the test is the screener, the W-APT, Online ACCESS for ELLs 2.0, Alternate ACCESS for ELLs 2.0, or the Kindergarten ACCESS will need to complete online training for each specific test.

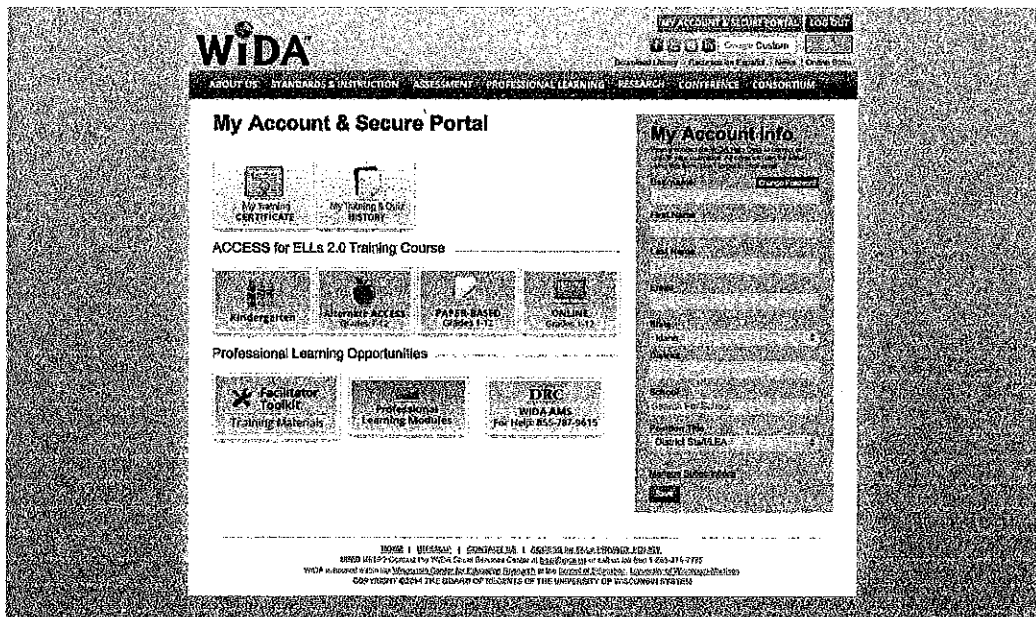
In order to gain access to the WIDA secure portal, a District Coordinator or Test Coordinator must log in to make each staff member an account. All staff members who wish to have ac-

cess to the WIDA secure portal must first sign the Non-Disclosure and User Agreement (NDUA) in order to complete training and certification.

Training videos and information can be accessed on the wida.us website via the WIDA Secure Portal.

The WIDA Secure Portal also contains test information such as:

- A user's Training Certificate
- Training and Quiz History
- The Facilitator Toolkit
- Professional Learning Modules
- Direct link to DRC WIDA AMS



WIDA Secure Portal

## Data Recognition Corporation (DRC)

The Data Recognition Corporation (DRC) is a partner company to the WIDA Consortium. Districts use the DRC website to upload students, download testing the testing portal, order materials, administer assessments, and receive score reports.

## WIDA AMS

WIDA AMS is the secure portal hosted by the DRC through which district test coordinators, technology coordinators, and test administrators can access information regarding online WIDA assessments.

District test coordinators are able to upload all EL students into the system prior to testing. Materials are also ordered through the AMS and additional materials ordering is completed once the window is opened.

Test administrators can upload any accommodations for students prior to testing and can use the system to monitor tests while they are in session.

Score reports are also accessed through the WIDA AMS after testing is completed at the end of the calendar year.

**Welcome to the WIDA Assessment Management System (AMS)!**

This website supports your preparation for and administration of ACCESS for ELLs 2.0, suite of assessments and WIDA Screener Online.

**Logging into AMS**

To access AMS, log in using your username (email address) and password. If you do not know your username or password use the forgot username or password link.

**Support**

Please contact DRC Customer Service at [WIDA@drcassessment.com](mailto:WIDA@drcassessment.com) or 1-866-787-9016 for the following:

- All WIDA AMS functionality
- Materials receipt, inventory, and return
- Labeling of test booklets
- Installation, functionality, and troubleshooting of INSIGHT and Testing Site Manager (TSM)
- Preparing paper test materials
- ACCESS for ELLs 2.0 suite of assessments and WIDA Screener data and reporting

For any other questions, please contact the WIDA Client Services Center who will route your inquiry to the appropriate personnel helpdesk at 1-866-276-7736.

For answers to the most common questions about testing, please see the [FAQs on the WIDA website](#).

**Public Test Resources**

- The [Test Blueprint](#) is a series of videos that explain how students will use the online test and interact with the test platform.
- The [Sample Items](#) provide students, parents, and educators with a better understanding of the ACCESS for ELLs 2.0 Online assessment that is based on the WIDA English Language Development (ELD) Standards. There are not items that will appear on the operational test, but they provide a close proximity to the items that students will see on the test. To access and view the Sample Items, a Chrome browser must be used.
- The [Test Practice Items](#) are designed to allow students to acclimate to the assessment online and to experiment with the features available to them during the actual assessment. The above link provides access to the Test Practice Items for ACCESS for ELLs 2.0 Online and WIDA Screener Online. To access and view the Test Practice Items, a Chrome browser must be used.

DRC System Single User License: [https://www.drcassessment.com/WIDA](#)  
DRC System Single User License requires Internet connectivity or proxy and updates.

ACCESS for ELLs 2.0 and WIDA Screener are products of the State of Michigan of the University of Wisconsin-Eau Claire.

WIDA AMS

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# Appendices

## A: Glossary of Terms

**Data Recognition Corporation (DRC):** The corporation in partnership with the WIDA Consortium that provides the portal through which the WIDA assessments are administered.

**Education Learning Plan:** The Education Learning Plan (ELP) is a document detailing an EL student's test scores, accommodations,

**Elementary and Secondary Education Act (ESEA):** Legislation setting up the

**English Learner (EL):** The term English Learner is used to denote a student in the EL program

The term and acronym is also used to describe the program itself.

**English Learner Management System (ELMS):** ELMS is a database developed by the Idaho State Department of Education to provide school districts with

**ELL:** English Language Learner

**ESL:** English as a Second Language

**Every Student Succeeds Act (ESSA):** The Every Student Succeeds Act of 2015 is legislation passed under the Obama Administration

**L1:** A student who has been in the United States less than 12 months. This student will take alternate state assessments in his or her native language with the exception of the WIDA assessments.

**Office of Civil Rights (OCR):** The Office of Civil Rights is an agency operating under the Department of Education that regulates educational agencies in regards to civil rights laws.

**Office of English Language Acquisition (OELA):** A government agency operating under the Federal Department of Education

**WIDA AMS:** The portal run by the DRC where districts and schools administer the WIDA assessments.

**WIDA Consortium:** The consortium that develops the English Language Proficiency Assessments for 39 states in the United States.

**X1:** A student who has been exited from the EL program for one year and is in monitoring status.

**X2:** A student who has been exited from the EL program for two years and is in monitoring status.

## B: Documents and Forms<sup>19</sup>

### Home Language Survey

**Appendix A Sample Home Language Survey\***

Name of Student: Last  First  Middle  Gender: M / F

Date of Entry from School:  District:

School:  Grade:

To ensure that all students make the best transition and that language needs are met, the Office for Civil Rights and the Idaho State Department of Education require that school districts receive and disseminate a student's home language. If a student speaks a language other than English, a language assessment will be administered. If the student qualifies for additional English language development services, you will be notified prior to program placement. The first step in this process is the Home Language Survey. Please check all that apply.

1. What is the primary language spoken in the home?	2. Is any language other than English spoken in the home?	3. Which language does your child most often use?	4. What language do you use to speak with your child?	5. What language does your child use to speak with others?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parent/Childcare Signature: \_\_\_\_\_ Date: \_\_\_\_\_

SDE Home Language Survey

**Ejemplo-Encuesta Sobre el Idioma del Hogar y la Movilidad de la Familia**

Nombre del estudiante: Apellido  Primer Nombre  Sexo: M / F

Fecha de entrada a la escuela:  Distrito:

Fecha de matriculación:  Grado:

Para asegurar que todos los estudiantes hagan la mejor transición y que sus necesidades del idioma sean atendidas, la Oficina de los Derechos Civiles y el Departamento de Educación del Estado de Idaho requieren que los distritos reciban e informen a los padres acerca de la proficiencia del idioma de sus estudiantes. Si un estudiante habla un idioma además del inglés, una evaluación del idioma será administrada. Si se determina que el estudiante necesita servicios adicionales para el desarrollo del idioma, le notificaremos antes de iniciar su educación en el idioma de inglés. El primer paso en este proceso es la encuesta sobre el idioma del hogar. Por favor marque todas las que apliquen.

1. ¿Cuál es el primer idioma hablado en el hogar?	2. ¿Hay otro idioma además del inglés hablado en el hogar?	3. ¿Cuál idioma es el más usado con frecuencia?	4. ¿Con qué idioma habla usted con su hijo/a?	5. ¿Con qué idioma habla su hijo/a con los demás?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Nombre del Padre o Cuidador: \_\_\_\_\_ Fecha: \_\_\_\_\_

SDE Home Language Survey in Spanish.

<sup>19</sup> If viewing this document in digital format, clicking on the subheading will open up a link in a separate web browser. Each document can be downloaded from the Idaho State Department of Education website.

# Education Learning Plan

**Appendix D: Educational Learning Plan**  
**Educational Learning Plan (ELP) & Supports for English Learners**  
**for ISAT ELA/MATH (by Smarter Balanced) & ISAT Science**  
Revised 10/15/14 (SDE 002A) - 11/15

**A. District and School Information** **School Year:** \_\_\_\_\_ **Date:** \_\_\_\_\_

District Name: \_\_\_\_\_  
 School Name: \_\_\_\_\_  
 ELA Team Contact Name: \_\_\_\_\_ District and name here School staff name here

**B. Student Information**

Student Name: \_\_\_\_\_ Gender: \_\_\_\_\_  
 State Student ID Number: \_\_\_\_\_ County of Origin: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Native Language: \_\_\_\_\_

**C. EL Qualifiers & Academic Progress**

Home Language Survey: \_\_\_\_\_  
 District Language Survey and/or ACCESS EL: \_\_\_\_\_  
 CW-APP Language Survey: \_\_\_\_\_  
 Composite Proficiency Level (CPL): \_\_\_\_\_

Statewide Assessments - Score (include most recent score): \_\_\_\_\_  
 Classroom Grading (include most recent grade): \_\_\_\_\_  
 Language Arts/Reading: \_\_\_\_\_  
 Math: \_\_\_\_\_  
 Science: \_\_\_\_\_  
 Social Studies: \_\_\_\_\_  
 Other: \_\_\_\_\_

**D. Participation in Assessments**

State of Classroom Testing Supports: \_\_\_\_\_  
 State Testing Methods: \_\_\_\_\_

**E. Instructional Program**

Program Model: \_\_\_\_\_  
 Frequency of Instruction: \_\_\_\_\_  
 Supports: \_\_\_\_\_  
 Other: \_\_\_\_\_

**F. Language Goals and Benchmarks**

WAFI: \_\_\_\_\_  
 ACCESS EL: \_\_\_\_\_

Language Goals: \_\_\_\_\_  
 Benchmarks: \_\_\_\_\_

**G. Criteria for Eligible EL program**

Criteria for one of the following:  
 1. Score on ACCESS for ELs at Level 1 or below on all domains.  
 2. Score on CW-APP Language Survey at Level 1 or below on all domains.  
 3. Score on ISAT Science at Level 1 or below on all domains.

**H. Other Considerations**

Other: \_\_\_\_\_

**I. Responsibilities of Student, ELP Team, and School**

Student: \_\_\_\_\_  
 ELP Team: \_\_\_\_\_  
 School: \_\_\_\_\_

## SDE Education Learning Plan

**Plan Educativo de Aprendizaje (ELP) y**  
**Smarter-Balanced Acreditación de Exámenes Para Estudiantes con Inglés Limitado (EL)**  
Revisado 10/15/14 (SDE 002A) - 11/15

**A. Información del Distrito y la Escuela** **Año Escolar:** \_\_\_\_\_ **Fecha:** \_\_\_\_\_

District Name: \_\_\_\_\_  
 School Name: \_\_\_\_\_  
 EL Team Contact Name: \_\_\_\_\_

**B. Información del Estudiante**

Student Name: \_\_\_\_\_  
 State Student ID #: \_\_\_\_\_  
 Grade: \_\_\_\_\_

**C. EL Cualificación y Progreso Académico**

Home Language Survey: \_\_\_\_\_  
 District Language Survey and/or ACCESS EL: \_\_\_\_\_  
 CW-APP Language Survey: \_\_\_\_\_  
 Proficiency Level (CPL): \_\_\_\_\_

**D. Participación en Exámenes**

State of Classroom Testing Supports: \_\_\_\_\_  
 State Testing Methods: \_\_\_\_\_

**E. Programa de Instrucción**

Program Model: \_\_\_\_\_  
 Frequency of Instruction: \_\_\_\_\_  
 Supports: \_\_\_\_\_  
 Other: \_\_\_\_\_

**F. Metas Lingüísticas y Benchmarks**

WAFI: \_\_\_\_\_  
 ACCESS EL: \_\_\_\_\_

Language Goals: \_\_\_\_\_  
 Benchmarks: \_\_\_\_\_

**G. Criterios para Elegible del Programa**

Criterios para uno de los siguientes:  
 1. Puntaje en ACCESS for ELs en Nivel 1 o inferior en todas las áreas.  
 2. Puntaje en CW-APP Language Survey en Nivel 1 o inferior en todas las áreas.  
 3. Puntaje en ISAT Science en Nivel 1 o inferior en todas las áreas.

**H. Otras Consideraciones**

Otras: \_\_\_\_\_

**I. Responsabilidades del Estudiante, ELP Team, y Escuela**

Estudiante: \_\_\_\_\_  
 ELP Team: \_\_\_\_\_  
 Escuela: \_\_\_\_\_

## SDE Education Learning Plan in Spanish

## Opt-out Form/ Service Waiver Form

**INSTRUCIONES PARA EL PADRE**  
**Parent Waiver for Non-Participation in**  
**English Language Development Program or Services**

Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_  
 School: \_\_\_\_\_ Current Teacher: \_\_\_\_\_  
 ACCESS 2.0 CE: \_\_\_\_\_ Date: \_\_\_\_\_

Parents/guardians have the right to decline EL services, but does not remove any EL designation or the federal requirement of having their annually assessed for English Language Proficiency. A Waiver of EL Services form must be signed, dated, and filed yearly in the student's EL enrollment folder.

As the parent/guardian of the child named above I hereby request that he/she be withdrawn from the English language development program and/or services to which he/she has been assigned. By initiating below I acknowledge that I understand the following:

(Parent Initials) \_\_\_\_\_ My child has been identified as an English learner  
 (Parent Initials) \_\_\_\_\_ The district provides specialized instructional services for English learners  
 (Parent Initials) \_\_\_\_\_ My child has been placed in a program consisting English language development

I request by signing below that my child not participate in these services. However, I request that he/she be placed in an alternative program whenever these services are not provided. I understand that my child will not receive English language development instruction or any assistance in his/her primary language. I understand that lack of EL English proficiency can be a barrier to academic achievement.

I also understand that my child's teacher may continue to provide instruction designed to improve English proficiency and that this instruction may be provided together with other students who do not possess full English proficiency.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 District's Signature of Approval: \_\_\_\_\_ Date: \_\_\_\_\_  
 District Office Signature of Approval: \_\_\_\_\_ Date: \_\_\_\_\_

**Consentation Notes:**

I have signed this waiver to opt-out of the specific EL program available to me. I believe the parents understand the consequences I have provided. I have informed them that they can change their mind at any time.

Name: \_\_\_\_\_

SDE Service Waiver

**INSTRUCIONES PARA EL PADRE**  
**PETICIÓN DE LOS PADRES PARA LA NO PARTICIPACIÓN EN**  
**LOS PROGRAMAS/SERVICIOS DE DESARROLLO DEL IDIOMA**  
**INGLÉS**

Nombre del Estudiante: \_\_\_\_\_ Grado: \_\_\_\_\_  
 Escuela: \_\_\_\_\_ Maestro (a) actual: \_\_\_\_\_  
 Calificación en el ACCESS 2.0: \_\_\_\_\_ Fecha: \_\_\_\_\_

Como padre/guardián del niño(a) mencionado más arriba. Yo, por la presente peticiono que el (ella) sea retirado(a) del programa y/o servicios de desarrollo del idioma inglés, al cual el (ella) ha sido asignado. Es de mi conocimiento que al poner mis iniciales más abajo, Yo entiendo lo siguiente:

(Iniciales de padre) \_\_\_\_\_ Mi hijo(a) ha sido identificado como un aprendiz del idioma inglés  
 (Iniciales de padre) \_\_\_\_\_ El distrito es el provee servicios con instrucciones especiales para los aprendices del idioma inglés  
 (Iniciales de padre) \_\_\_\_\_ Mi niño(a) ha sido colocado en un programa que consiste desarrollo en el idioma inglés

Yo, al firmar más abajo, solicito que mi hijo(a) no participe con estos servicios. Sin embargo, solicito que el (ella) sea colocado en un programa o estado de clase alternativo en donde estos servicios no sean proveídos. Yo entiendo que mi niño(a) no recibirá instrucción para el desarrollo del idioma inglés o ninguna otra asistencia en su idioma primario. Yo entiendo que la carencia de la habilidad máxima en el inglés, puede ser una barrera en la asistencia académica.

Yo también entiendo que el maestro de mi hijo puede continuar impartiendo la instrucción designada para mejorar la habilidad en el idioma inglés y que esta instrucción puede ser provista junto con otros estudiantes que no son plenamente competentes en el idioma inglés.

Parent Signature: \_\_\_\_\_ Fecha: \_\_\_\_\_  
 District's Signature of Approval: \_\_\_\_\_ Fecha: \_\_\_\_\_  
 District Office Signature of Approval: \_\_\_\_\_ Fecha: \_\_\_\_\_

**Notas de consentimiento:**

He firmado el presente documento para optar de los servicios de desarrollo del idioma inglés que me han sido asignados. Entiendo que los padres entienden la información que he proporcionado. Se ha informado que pueden cambiar su decisión en cualquier momento.

Nombre: \_\_\_\_\_

SDE Service Waiver Spanish

## Parent Notification Letter

Appendix 57 Sample Parent Notification Letter(s)

For English Learner's Name  
 English Language Proficiency  
 Initial or Continuity Identification

Upon enrollment, a language other than English was noted on your child's Home Language Survey. As required by Office for Child Rights and Title VI, Part A, the school division, must assess the English language proficiency of your child.

Once a student qualifies and enters the English Language Development (ELD) program, an annual assessment determines a student's English language development and proficiency.

**English Language Proficiency Assessment Results**  
 Your child has been re-assessed  
 Idaho's English Language Proficiency (ELP) placement assessment (WAPT)

OR  
 Idaho's ELP annual assessment (ACCESS for ELLs 1.0)

Based on his/her WAPT OR ACCESS overall ELP composite level of [Insert Grade Adjusted Composite English Level], he/she has been reclassified at the following level:  
 Level 1: Entering     Level 2: Emerging     Level 3: Developing  
 Level 4: Expanding     Level 5: Bridging

**Program Description and Goals for English Language Learners**  
 The goal of the program for English language learners is to provide instruction so that all students can become fully proficient in English and meet the new challenging state academic content and standards as all other children are expected to meet.

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, your child shall receive instruction in our district's [insert name a description of Language Instruction Educational Program].

Our district will use the assessment results to tailor instruction to meet the linguistic and academic strengths and needs of your child.

SDE Parent Notification Letter

**(DISTRITO/CANTON DE LA ESCUELA)**  
**Notificación a los Padres del Programa Educativo de la**  
**Enseñanza de Idioma (LEP) - Idioma en Inglés Excluido**  
 Para [Nombre del Estudiante]

Estimado Padre/Madre,

Al inscribirse su hijo(a), se notó que el idioma de origen del niño(a) en la Encuesta de Idioma en el Hogar (ELH) no es Inglés; esto significa que el niño(a) es un aprendiz del idioma inglés y como tal requiere la Instrucción de Desarrollo del Idioma (LEP) y el programa Title VI, Parte A. Una vez que el niño(a) sea asignado al Programa Educativo de Enseñanza de Idioma (LEP) y el idioma en Inglés Excluido, se notificará una evaluación anual del idioma inglés para determinar el nivel de dominio en el idioma inglés de su estudiante. Este programa Title VI y Título VI requiere que nuestro distrito evalúe la habilidad que muestra su hijo(a) en el idioma inglés al momento de inscribirse. La base de los resultados de la evaluación anual ACCESS 2.0 de dominio del idioma inglés, no tiene los niveles de dominio del programa, y no califica para los servicios EL. Debido a que ha cumplido los requisitos de idioma para ser excluido de los servicios de dominio del idioma inglés.

**Criterios para ser Excluido de la Instrucción de Desarrollo del Idioma Inglés de Idaho para el Año Escolar 2017-2018**

A fin de que un estudiante sea excluido del programa LEIP del distrito y ya no sea asignado como un aprendiz del idioma inglés (ELL), el niño debe cumplir los siguientes requisitos en la evaluación anual de Dominio del Idioma Inglés ACCESS 2.0.

Puntuaje Compuesto de 5.0 o superior,  
 Y  
 Al menos un puntaje en el 4.0 en CABA (ámbito matemático, habla, lectura y escritura).

Los resultados ACCESS 2.0 de su estudiante del (FFY)1A:

Clasificación	Clasificación	Clasificación	Clasificación	Clasificación
Clasificación 4.0	Clasificación 4.0	Clasificación 4.0	Clasificación 4.0	Clasificación 4.0

El puntaje de su estudiante en el idioma inglés es: \_\_\_\_\_

Gracias por su participación en el programa EL.

Atentamente,  
 [Coordinador del Programa EL]

SDE Parent Notification Letter Spanish

## Monitoring Form

**Appendix E. Student (Quarterly/Semester) Monitoring Status Review**

<b>Date</b>	<b>Classroom Goals</b> Language Arts _____ Reading _____ Math _____ Science _____ Social Studies _____ Other _____	<b>Review Notes</b>
<b>Date</b>	<b>Classroom Goals</b> Language Arts _____ Reading _____ Math _____ Science _____ Social Studies _____ Other _____	<b>Review Notes</b>
<b>Date</b>	<b>Classroom Goals</b> Language Arts _____ Reading _____ Math _____ Science _____ Social Studies _____ Other _____	<b>Review Notes</b>

**Linguistic Goals for Students**

Language Domain	Two Can Do Descriptors for Each Domain	Date to be Completed
Speaking	Listening	
	Speaking	
Writing	Reading	
	Writing	

**Other Considerations**  
Other factors that may affect student's academic achievement by the student, the school, or the district.

**Monitoring Team Members (Name and Position)**  
Also include Parent/Guardian, Teacher, or Parent of Year, Principal, District ELL Coordinator

Date	Name/Position	Signature

SDE District and School Monitoring Form

## Exit Form

**DISTRICT NAME, LETTER/HEAD**  
**English Learner Program (EL) Exit Form**

This form is used for exiting a student from the district's English Language Development (ELD) program. Please complete the following to document and place in the student's cumulative folder.

<b>Student Name</b>		<b>Grade</b>	
<b>Teacher</b>		<b>Classroom</b>	

**Student Exit Criteria**

Composite ELA	AND	All Four (4) in E-ACE domains (Listening, Speaking, Reading, and Writing)

<b>Exit Date</b>		<b>Exit Score</b>	
<b>Exit Reason</b>		<b>Exit Status</b>	

Academic students must be monitored for 2 years. Observed students are coded as X1 for the first year and X2 for the second year of monitoring years. After 2 years, the student is considered deenrolled as (ELAP).

Signature of District Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of School Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent: \_\_\_\_\_ Date: \_\_\_\_\_

SDE District and School Exit Form



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## Resources

### Contact Information

**SDE English Learner and Migrant Education**  
(208) 332-6800

**US Department of Education**

1-800-USA-LEARN (1-800-872-5327)

**WIDA**

866-276-7735

[help@wida.us](mailto:help@wida.us)

**DRC**

855-787-9615

[WIDA@datarecognitioncorp.com](mailto:WIDA@datarecognitioncorp.com)