



English Learners in Idaho: Identification and Screening



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Identification & Screening Mini-Manual

The mini-manuals are designed to be practical guides that should be downloaded and used in tandem with the Idaho State EL & Title III website. Each mini-manual provides information regarding specific topics and concludes with Idaho SDE resource links and frequently asked questions. These mini-manuals are designed to be “smart”, so look for hyperlinks that will forward you to other mini-manuals, training videos, websites, and appendices.

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English Learner Defined

The first step in providing services to English Learners (ELs) is to identify students registering for school who may qualify for placement into an English Language Development (ELD) program. An EL student in Idaho is classified according to the Federal government definition as described in ESEA Section 3201(5). An English Learner student is classified as one:

- 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 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-**
 - (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 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 achieve successfully in classrooms where the language of instruction is English; **-OR-**
 - (iii.) the opportunity to participate fully in society.

Must meet either i, ii, or iii

Must meet either part i, ii, or iii

If part ii, then must meet both pieces I and II

Identification of Native American Students

All procedures for ELs apply if the Native American student's Home Language Survey indicates that a language other than English is spoken in the home. Native American students can be considered for English language services, **but should not be identified solely on the basis of being Native American.**

Home Language Survey (HLS)

Office for Civil Rights requires that districts "identify EL students in need of language assistance services in a timely manner". Most districts administer a HLS to all students registering for enrollment in their district to meet this requirement of identifying potential English learners.

On May 06, 2011, the Office for Civil Rights released a "Dear Colleague" Letter to help districts/schools eliminate any possible "chilling effect" on enrollment. For example, questions regarding immigration status (e.g., country of origin, date of US entry, years of U.S. schooling, etc...) and questions regarding pre-determining educational services (e.g., Has your child taken ESL courses?, etc...) may cause parents/adults to associate the survey with a determination of citizenship. Office for Civil Rights is clear about removing or revising practices and policies that cause a "chilling effect". [Idaho's statewide HLS, in English and Spanish, can be found in Appendix A.](#) This sample survey can be downloaded and put on district/charter personalized letterhead, but should maintain, at a minimum, the eight (8) questions written in the sample.

Districts should communicate clearly with parents to assure that answers given on the HLS are accurate and reflect the possible influence of other language(s) on the child. Many factors can contribute to misleading data given on a HLS (i.e. parents may think English is the “right” answer; not understanding the intent of the HLS and reporting languages their child is exposed to through studies or television). If the data seems incorrect or is unclear, district may choose to contact the parent/guardian for clarification on the information provided in the HLS and make appropriate changes with a note (initialed and dated) of the personal conversation.

The [EL Programming Flowchart \(Appendix B\)](#) can be used along with the [“Decision to Assess Matrix” \(Appendix C\)](#) as tools to assist when evaluating a student’s HLS to determine whether a student should be screened for English language proficiency on the WIDA ACCESS Placement Test (W-APT).

Using ELMS to Determine Eligibility

Prior to administering the W-APT district EL personnel should access the English Learner Management System (ELMS) to determine whether the student has already been given the W-APT in a previous district or has already been qualified for an ELD program in a previous Idaho district. More information about how to access the ELMS can be found in the Data Reporting Mini-Manual section.

If ELMS or a cumulative file check concludes that the student has either screened out of ELD programming or has been exited previously the student

- Cannot be tested again for ELP unless there has been a significant gap since the student was exited and there are considerable language concerns (e.g. student moved back to home country),
OR
- Cannot be qualified for ELD program and services,
AND
- English Learner status should be updated in district SIS to reflect their current status.

District personnel assigned to the ELMS.Editor role (ISEE Admin Tool User) are able to access this database and find student profiles. Please see the [ELMS User Guide and Manual](#) on the SDE resources page for more information about how to find student profiles in ELMS to determine previous English language proficiency assessment history.

Screening for English Language Proficiency

The next step in the Identification process, after administering the Home Language Survey (HLS), is to determine whether the student meets the definition of an English Learner. The HLS is a tool to identify potential students for assessment of language proficiency and program placement. If student records are available, they may be used to help determine whether the student has exhibited the “ability to successfully achieve in classrooms where the language of instruction is English” (third criteria of EL definition). Student cumulative records should also be examined to determine whether the student was previously identified and/or receiving EL services from their sending district. If the student’s sending district administered any WIDA Assessments (W-APT, MODEL, ACCESS, ACCESS 2.0, Alternate ACCESS) then the receiving district does not need to administer any screening assessments. The receiving district would place the student into the district ELD program, and continue/begin services as necessary.

WIDA ACCESS Placement Test (W-APT) and WIDA Online Screener

Once a student has been identified through a HLS as a potential EL student, districts are required to assess for English language proficiency. Students in Kindergarten and first semester 1st grade must be screened with the W-APT tool. Students from second semester 1st through 12th grade must be screened with the WIDA Online Screener. First semester is defined as from the school year start date through December 31, and second semester is defined as January 1 through the end of the school year.

W-APT and WIDA Online Screener are to be used only as an identification test only and is intended to be used to identify students who should be placed into a district LIEP. It is not intended to be used as a diagnostic or progress monitoring assessment tool.

Grade	Screener Assessment to Administer
Kindergarten	Kindergarten W-APT <ul style="list-style-type: none"> • Free to download online at www.wida.us • Must be printed out and administered 1-on-1 • All domains are scored locally
First Semester* 1 st grade	
Second Semester** 1 st grade	WIDA Online Screener <ul style="list-style-type: none"> • Free online • Administered through the INSIGHT Browser in conjunction with WIDA-AMS • Reading and Listening scored through INSIGHT system, speaking and writing are scored locally
2 nd – 12 th grade	

*First semester lasts from start of school year through December 31.

**Second semester lasts from January 1 through the end of the school year.

Individuals responsible for administering these assessments must be certified through the WIDA secure portal in order to administer the screener assessment(s). Please contact WIDA's client services, or your district testing coordinator for assistance with obtaining an account. District Testing Coordinators are responsible for managing accounts and permissions for district personnel who are administering assessments.

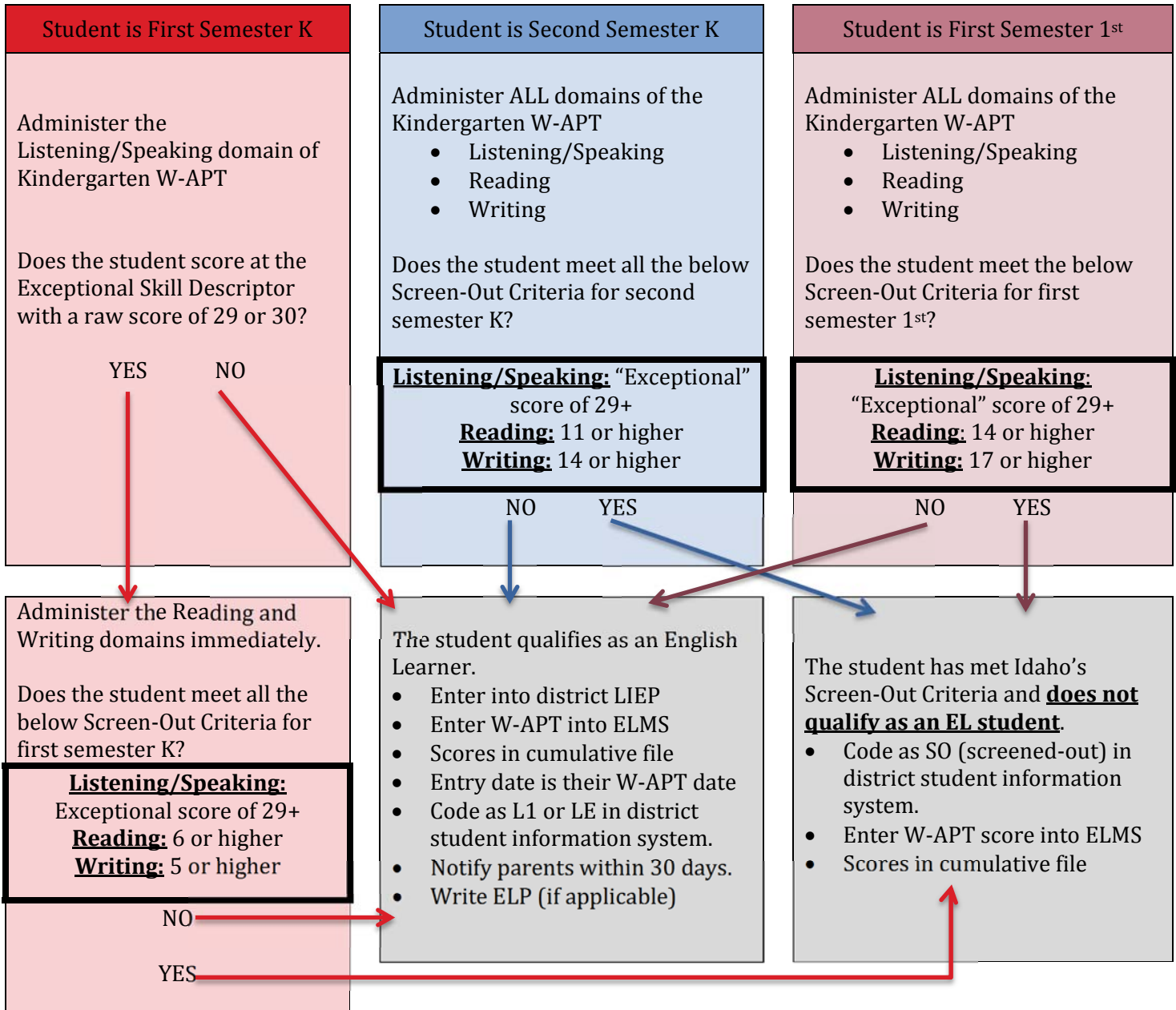
WIDA Client Services
 (866) 276-7735
 help@wida.us
 <http://www.wida.us>

Kindergarten W-APT Administration and Screen-Out Criteria

For Kindergarten students enrolling in the first semester, as defined above, only administer the Listening and Speaking domains of the Kindergarten W-APT. The purpose behind only administering half of the assessment is due to Kindergarten students not having exposure to reading and writing instruction yet and therefore should not be assessed for language proficiency in such domains. The exception to this rule is in the case where a Kindergarten student scores at the exceptional score descriptor in Listening/Speaking that the district immediately follows up with the Reading and Writing domains to determine whether the Kindergarten student can meet Screen Out criteria.

For Kindergarten student enrolling in the second semester, as defined above, and for first semester 1st graders, administer all four domains of the W-APT assessment (listening, speaking, reading, writing).

Kindergarten -WAPT Flowchart



Grades 1-12 WIDA Online Screener Administration and Screen-Out Criteria

For all other grade levels (second semester 1st through 12th grade) administer the WIDA Online Screener Assessment. WIDA Online Screener Assessment is a clustered assessment, like ACCESS 2.0.



The WIDA Online Screener can be administered in a group setting with multiple clusters being assessed simultaneously. Approximate administration time is 60-90 minutes for WIDA Online Screener. Technology

requirements for WIDA Online Screener Assessment are the same as for ACCESS 2.0 (for detailed information see Assessment of “English Learners Mini-Manual” and/or www.wida.us and/or www.wida-ams.us)

Students take this screener assessment entirely online through the INSIGHT browser and WIDA AMS. The computer browser will automatically score the listening and reading domains but the listening and writing domains must be scored locally by a WIDA Online Screener Assessment Administrator who has received certification to do so. If the student scores at or above Idaho’s Screen-Out Criteria (see chart below) the student **does not qualify as an EL student** and should be coded as SO (screened out) in district student information system and their WIDA Online Screener score uploaded into the ELMS.

Idaho’s Screen-Out Criteria for Grades 1-12

Composite Proficiency Level of **5.0 (or higher)**

AND

At least a **4.0** in **EACH** domain of Listening, Speaking, Reading, and Writing

All students qualifying as an English learner must be placed in a district LEIP that is “effective” in increasing English language proficiency in conjunction with student academic achievement in the core subject areas. Additional information on LIEPs can be found in the “Language Instruction Educational Programs (LIEP) and Staffing Mini-Manual”.

Program Placement

Schools must provide high-quality language instructional educational programs that are educationally sound and effective in increasing English proficiency and student academic achievement in the core academic subjects. For more detailed information regarding types of Language Instruction Educational Programs and how to appropriately staff such programs, see the “Language Instruction Educational Programs (LIEP) and Staffing Mini-Manual”.

Please Note: The intensity of language services may vary based on the individual needs of the student as measured by the W-APT or WIDA Online Screener. For example, a first semester Kindergarten student at higher levels of language proficiency may be better served with language development supports within the general education classroom.

Parental Notification of Entrance and Identification

Districts/charters are required to notify parents of EL students of their child’s placement, continuation, or exit from an EL program. If the student does not qualify (screened out) the district is not obligated to inform the parents.

If the student’s W-APT/WIDA Online Screener score qualifies them for participation in the district’s language instructional education program, then a letter must go home—in a language understandable to the parents (to the extent practicable) indicating that their child was identified as needing specific English language development services. Parents must be given an opportunity to waive any English language development services but not annual assessment. See [Idaho’s Parent Notification Letter \(Appendix D\)](#).

Title III Requirement for Parental Notification (ESEA Section 1112(e)(3))

- Parental Notification Must Include -

Parents must be informed annually regarding their child's placement in a LIEP within 30 calendar days after the beginning of the school year or within the first two weeks of placement in the LIEP for students who enroll after the start of the school year. The letter must include the following required elements:

- The reason for EL identification;
- The child's current level of English language proficiency, how it was assessed, and the status of the child's academic achievement;
- Type of LIEP the child is being placed into and other available district LEIP options;
- How the program will meet the educational needs of the child;
- Exit requirements, expected graduation rate, and expected rate of transition to a classroom not tailored for EL students;
- In the case of a child with a disability, how the LIEP meets the goals in the child's Individual Education Plan (IEP); and
- Information for parents on how to withdraw their child from the district LIEP services or to choose another program or method of instruction.

The notice and information must be provided, to the extent practicable, in a uniform format that is in a language understandable by the parents. (ESEA Section 1112(e)(4)).

Parental Waiver of EL Services

Districts are required to inform parents that they have the right to waive the services of a district LIEP for the child (ESEA 1112(e)(3)(A)(viii)). Under Title VI and EEOA a parent's decision to opt out of a program for ELS must be knowing and voluntary, and an LEA may not recommend that parent decline all or some of the services within a program for any reason. It is recommended that the school discuss the benefits of EL instruction and address any misconceptions or questions parents/guardians may have about the program.

It must be clear that the parental waiver of EL services **does not exempt the child from annual ACCESS 2.0 assessment or the removal of any EL designation**. Students whose parents waived services are still required to be assessed for annual English language proficiency along with ALL district EL students (ESEA Section 1111(b)(2)(G)). District assessment policies, if they include the right to opt a child out of assessments, does not override or diminish the district's obligation to assess 100% of the ELs in their district on the annual ELP assessment.

Parental waiver of services form must be completed, signed, and filed in the student's cumulative file once per year. This is to ensure that parents have the opportunity to change their mind about their child's educational services for language development.

Note, however that if an EL is not participating in the LIEP, the district still has an obligation under Title VI and EEOA to provide the student with access to its educational programs. The English language needs and other academic needs of such an EL student still must be met.

Identification Post-Enrollment

States are required to establish "procedures for the timely identification of English learners after the initial identification period for students who were enrolled at that time but were not previously identified". This allows

districts to make changes to a child's original Home Language Survey in the event that weeks into the school year it is revealed that a student does speak another language in the home and could be a potential EL student.

Scenario: A student has a Home Language Survey that indicates English spoken at home (all questions are answered English). A few weeks into the school year, the student reveals that she knows how to speak Chinese because "we always talk Chinese at our house".

Changing a Home Language Survey Process

1. Contact the student's parents to determine how the language affects the child.
2. Conduct a cumulative file review to collect any data.
3. Document the other language with dates and authorized personnel name and title.
4. Choose which option:
 - a. **Student has no academic concerns**: Student gets added to a district "watch list" and district does occasional checks to see if concerns arise that the language other than English is impacting the student's ability to access instruction being delivered in English and screen for English language proficiency if deemed necessary.
 - b. **Student has academic concerns**: Screen student for English language proficiency.

Erroneous EL Identification

States are required to establish "procedures for removing the English learner designation from any student who was erroneously identified as an English learner, which must be consistent with Federal civil rights obligations". This process allows districts to remove the EL designation from students whose Home Language Survey prompted language screening resulting in an EL program placement, but due to certain circumstances was incorrect. Such circumstances might include a child's Home Language Survey being filled out by an individual other than a parent/guardian who described language use of their own home rather than of the student's home. Another circumstance could be that a student's Home Language Survey was completed with a language that the child is exposed to through television programming, but does not have a significant impact on the child's ability to access instruction that is delivered in English.

It is important to note that this process absolutely **CANNOT** be used to remove the EL designation from an EL student whose parent no longer wants their child in the EL program. In accordance with Office for Civil Rights obligations, EL students are entitled to appropriate language development services. If parents do not wish that their child participates, parents do have the right to waive English language development services offered by the district (see [Parental Waiver of Services](#)).

For student's meeting criteria for the removal of the EL designation, complete an Idaho Erroneous Identification Form in the English Learner Management System (ELMS – coming fall 2017), complete with supporting narrative, documentation, and submit for SEA approval.

- **Approved**: For students whose applications are approved, the district/charter must follow this protocol:
 1. Change EL status from LE, EW, or L1 to N in student information system.
 2. Delete student EL entry date in student information system.
- **Denied**: Students whose applications are denied must remain as a qualified EL student. Parents have the right to sign a yearly waiver of services, but this does not remove a districts OCR obligation to support his/her language development. The student must continue to take the ACCESS 2.0 English language proficiency assessment annually until they meet Idaho's exit criteria.

Identification and Screening FAQs

Do we have to administer a Home Language Survey to every student every year?

- No, a Home Language Survey should be filled out once upon enrollment into the district.

It has been discovered that a student's HLS was completed with English for all questions, when there actually is another language spoken at home. Do we have parents complete another HLS?

- No, if there are circumstances where a student's home language does change from English to any other language, then the district may choose to complete an addendum to the original HLS. Changes should be made on the original HLS with documented details and dates. See [Identification Post Enrollment](#)

I have used the "Identification Flow Chart" and the "Decision to Assess Matrix", determining that a follow up phone call was necessary. After talking with the parents (or not talking with the parents at all) we still don't know whether to test or not, what should we do?

- Always err on the "to assess" side. All potential ELs must be assessed for English language proficiency to determine whether they are in fact ELs. Students who are not truly ELs, can and should, screen out of qualification.

I have a parent who is adamant that they do not want their student enrolled in our district LIEP at all and with no EL designation. Can we remove the child as an EL completely?

- No. A parent has the right to waive program support services but cannot remove a child from the program and EL designation completely. The student's identification was substantiated by initial Home Language Survey responses. The **only** exception would be in the case where there truly was an error upon the student's original HLS completion – see [Erroneous Identification Procedures](#).

How do we know if a student should be coded as an immigrant if we cannot ask questions regarding date of entry to the US or country of origin?

- At the time of enrollment, districts/charters should have an individual assess student's registration paperwork for evidence of possibly being an immigrant (e.g. birth certificate from another country). If the registrar suspects that a child might be immigrant, they can/should have a conversation explaining the advantages for the district and their child if they are new arrivals to the United States, but also assure them that the conversation has nothing to do with their immigration status. Nothing should be documented on the registration paperwork, but a country of origin and a U.S. date of entry can be collected for the purpose of being able to identify immigrant status for data collection purposes only (ISEE).

Can I accept the EL status of a student who comes from another state?

- If the student is from another WIDA state and has either ACCESS or W-APT scores in their cumulative file - Yes, a district may accept that student immediately as an EL and use the original date of entry when the student first qualified for an EL program. Code student appropriately in SIS based upon original entry date.
- If the student comes from a state that is not a WIDA state - No, a district may not immediately accept that student into their district LIEP. The Idaho LEA must administer the W-APT and/or ACCESS Screener to determine whether the student qualifies on Idaho ELP standards and assessment.

Appendix A: Home Language Survey

[DISTRICT/SCHOOL LETTERHEAD]

Our school district along with the Idaho State Department of Education and the Office for Civil Rights require that students' language(s) are identified. This survey's purpose is to determine whether they are potentially eligible for language services.

<u>Student Name</u>		<u>Date:</u>	
<u>Birthdate</u>		<u>Gender:</u>	M F
<u>School</u>		<u>Grade:</u>	

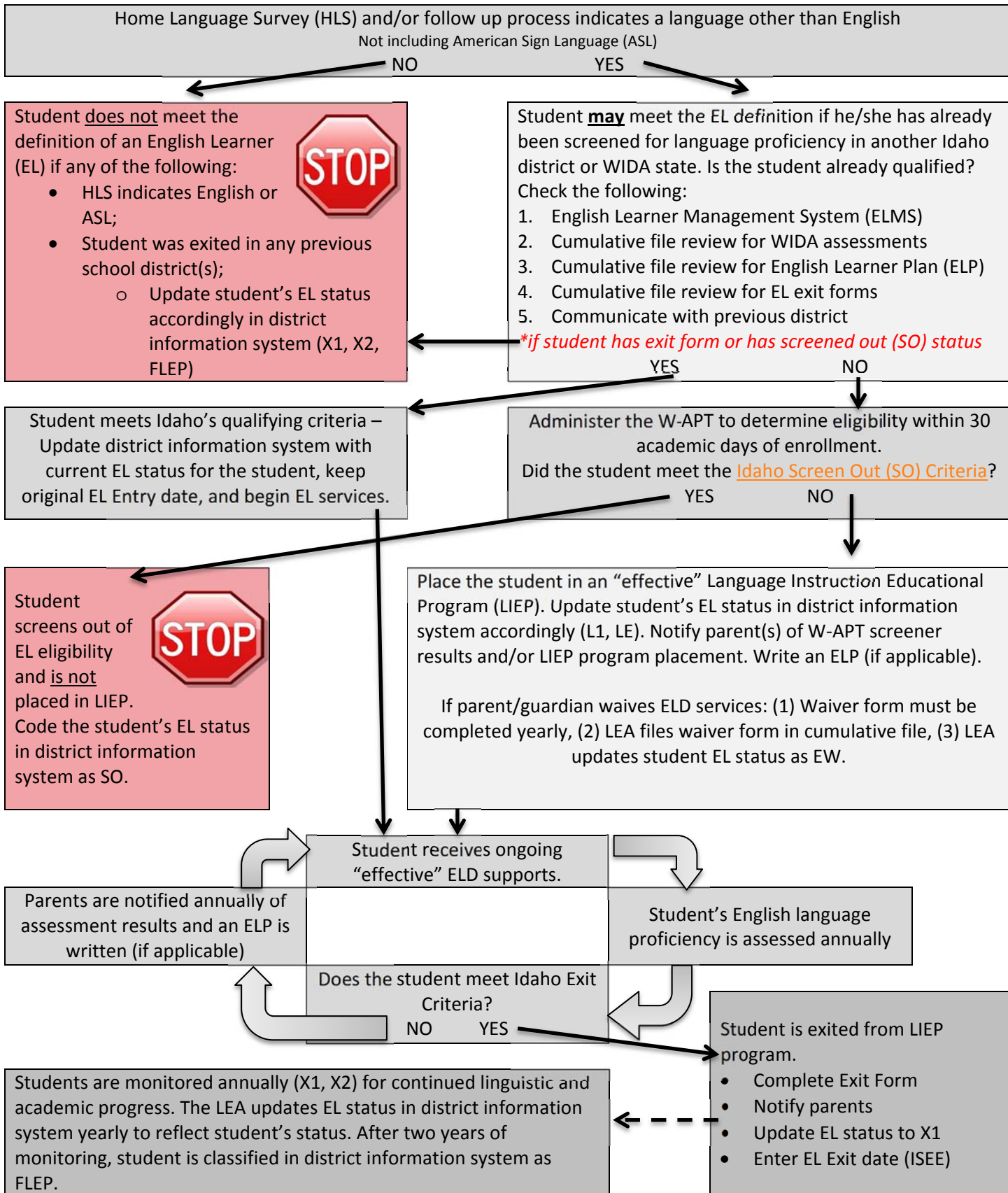
1. What language(s) are spoken in the home?

2. What language(s) does your student speak most often?

3. What language(s) did your student first learn?

4. Which language does your student speak with you? _____
5. Which language do you use when speaking with your child? _____
6. Which language do you want phone calls and letters? _____
7. What is your relationship to the child? Mother Father Guardian
Other (specify) _____
8. Is there any additional information you would like the school to know about your child? _____

Appendix B: Idaho English Learner (EL) Identification Flow Chart



Appendix C: Decision to Assess Matrix

<u>Question</u>	<u>Answer</u>								
1. What language(s) are spoken in the home?	Other than English	English	English	English	English	Other than English	Other than English	Other than English	Other than English
2. What language(s) does your student speak most often? <i>(Always triggers a test if answered as a language other than English)</i>	English	Other than English	English	English	English	English	Other than English	Other than English	Other than English
3. What language(s) did your student first learn?	English	English	Other than English	English	English	Other than English	Other than English	Other than English	Other than English
4. Which language does your student speak with you? <i>(Always triggers a test if answered as a language other than English)</i>	English	English	English	Other than English	English	English	English	Other than English	Other than English
5. Which language do you use when speaking with your student?	English	English	English	English	Other than English	English	English	English	Other than English
Action:	Call: What is the exposure to other language(s) in the home?	Test	Call	Test	Call	Test	Test	Test	Test

If only questions 1, 3 or 5 have a language other than English, then call the home to clarify exposure to other language(s) and the potential impact on learning.

Exception: If question 1 and 3 are both marked as a language other than English, then administer the language placement test (W-APT, K-WAPT or WIDA Screener Assessment).

Appendix D: Parent Notification Letter(s)

[DISTRICT/SCHOOL LETTERHEAD]

Parent Notification of Language Instruction Educational Program (LIEP) (Identification / Continuation)

For **[Student Name]**

Dear Parent/Guardian,

Upon enrollment, a language other than English was noted on your student's Home Language Survey (HLS) prompting a screening of his/her English language proficiency as required by the Office for Civil Rights and Title III, Part A. Once a student qualifies and enters the district LIEP, an annual assessment of English language proficiency is administered to determine his/her level of English proficiency. Title I requires our school district to notify you on an annual basis of your child's **[Identification, Continuation]** from the district LIEP. Based on assessment results, your child:

Is **identified** as an English Learner (EL) and is eligible for EL services based on W-APT screener results.

- Your student's W-APT/Online Screener Results from **[DATE]**

Listening	Reading	Speaking	Writing	Composite
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Performance Level (PL) Scores range from 1.0-6.0				

Is qualified to **continue** EL services based on annual ACCESS 2.0 English Language Proficiency Assessment results.

- Your student's ACCESS 2.0 Results from **[DATE]**

Listening	Reading	Speaking	Writing	Composite
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Performance Level (PL) Scores range from 1.0-6.0				

Has screened out (SO) and will not be placed in the district LIEP because he/she met the Idaho Screen-Out (SO) Criteria on the W-APT screener assessment. Idaho's SO Criteria: 5.0+ Composite PL **and** 4.0+ in **EACH** domain of listening, reading, speaking, and writing.

- Your student's W-APT/Online Screener Results from **[DATE]**

Listening	Reading	Speaking	Writing	Composite
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Performance Level (PL) Scores range from 1.0-6.0				

Idaho's English Language Proficiency Assessment Exit Criteria for 2017-2018

In order for a student to be exited from a district LIEP and no longer qualify as an EL student, he/she must meet the following criteria on the annual English Language Proficiency Assessment ACCESS 2.0.

Composite Score of 5.0 or higher,

AND

At least a score of 4.0 in EACH domain of listening, speaking, reading and writing.

[District] Language Instruction Educational Program (LIEP)
Description and Goals

The goal of our district LIEP for English learners (EL) is to provide effective language development instruction for all EL students to become fully proficient in the English language and have language sufficient to meet the same challenging state academic content standards as all children are expected to meet.

Based on your child's English proficiency test scores he/she shall receive instruction in our district's **[Insert name & description of Language Instruction Educational Program]**. **[This program is ...**

Our district will use the English language proficiency results detailed on the previous page, to tailor instruction to meet the linguistic and academic strengths and needs of your child. An English Learner Plan (ELP) may be written by district EL staff to detail the appropriate services and accommodations that your child qualifies for. An ELP is required to be written if he/she qualifies for assessment accommodations (including but not limited to classroom and ISAT assessments). Your input in the creation of this plan is important to your child's teacher(s) and your child's education.

If at any time you would like to change the EL instruction or the type of LIEP your child is receiving language development services from, please contact **[Insert District and/or School Contact Person]**.

EL Students with Disabilities

If your child is a student with a disability which requires an Individualized Education Plan (IEP) or a 504 Plan, the language instruction education program will be utilized in coordination with your child's existing plan to meet his/her annual goals.

Expected Rate of Graduation

The Idaho State Department of Education Graduation goal is 90%
Your child's expected graduation school year is **[20##/20##]**

Questions or Concerns

If you have any concerns about the plan or the services provided for your child, please do not hesitate to contact **[Insert District and/or School Contact Person]**.

Parents/guardians have the right to decline EL services but does not remove any EL designation or the federal requirement of having him/her annually assessed for English Language Proficiency. A Waiver of EL Services form must be signed, dated, and filed annually in the student's EL cumulative folder. Please contact **[name and contact] if you wish to decline your child's participation in district EL services.**

Thank you,

[EL Program Coordinator]

DISTRICT/SCHOOL LETTERHEAD

**Parent Notification of Language Instruction
Educational Program (LIEP) (Identification / Continuation / Exit)**
For **[Student Name]**

Dear Parent/Guardian,

Upon enrollment, a language other than English was noted on your student's Home Language Survey (HLS) prompting a screening of his/her English language proficiency as required by the Office for Civil Rights and Title III, Part A. Once a student qualifies and enters the district LIEP, an annual assessment of English language proficiency is administered to determine his/her level of English proficiency. Title I requires our school district to notify you regarding the identification and placement of your child in our district LIEP. Based on the English language proficiency screener (W-APT) that your child was given this fall, your child's results are as follows:

Is **identified** as an English Learner (EL) and is eligible for EL services based on W-APT screener results.

- Your student's W-APT Results from **[DATE]**

Combined Listening & Speaking Score	Reading Score	Writing Score

Has screened-out (SO) and will not be placed in the district LIEP because he/she met the Idaho Screen-Out (SO) Criteria on the W-APT screener assessment. Idaho's SO Criteria: 5.0+ Composite PL **and** 5.0+ in **EACH** domain of listening, reading, speaking, and writing.

- Your student's W-APT Results from **[DATE]**

Combined Listening & Speaking Score	Reading Score	Writing Score

**Idaho's English Language Proficiency Screener Assessment (W-APT)
Screen Out (SO) Criteria for School Year 2017-2018**

Screen out criteria for Kindergarteners and First Grade students varies based on the time of school year they enroll and are screened for English language proficiency. The chart below details the screen out criteria depending on grade and time of year.

	Combined Listening & Speaking Score	Reading Score	Writing Score
Beginning of the Year Kindergarten (September-December)	Listening/Speaking must = 29 or 30 "Exceptional"	6 or higher	5 or higher
Middle-End of the Year Kindergarten (January-May)	Listening/Speaking must = 29 or 30 "Exceptional"	11 or higher	12 or higher
Beginning of the Year 1 st Graders (September-December)	Listening/Speaking must = 29 or 30 "Exceptional"	14 or higher	17 or higher

[District] Language Instruction Educational Program (LIEP) **Description and Goals**

The goal of our district LIEP for English learners (EL) is to provide effective language development instruction for all EL students to become fully proficient in the English language and have language sufficient to meet the same challenging state academic content standards as all children are expected to meet.

Based on your child's English proficiency test scores he/she shall receive instruction in our district's **[Insert name & description of Language Instruction Educational Program]**. **[This program is ...**

Our district will use the English language proficiency results detailed on the previous page, to tailor instruction to meet the linguistic and academic strengths and needs of your child. An English Learner Plan (ELP) may be written by district EL staff to detail the appropriate services and accommodations that your child qualifies for. An ELP plan is required to be written if he/she qualifies for assessment accommodations (including but not limited to classroom and ISAT assessments). Your input in the creation of this plan is important to your child's teacher(s) and your child's education.

If at any time you would like to change the EL instruction or the type of LIEP your child is receiving language development services from, please contact **[Insert District and/or School Contact Person]**.

EL Students with Disabilities

If your child is a student with a disability which requires an Individualized Education Plan (IEP) or a 504 Plan, the language instruction education program will be utilized in coordination with your child's existing plan to meet his/her annual goals.

Expected Rate of Graduation

The Idaho State Department of Education Graduation goal is 90%
Your child's expected graduation school year is **[20##/20##]**

Questions or Concerns

If you have any concerns about the plan or the services provided for your child, please do not hesitate to contact **[Insert District and/or School Contact Person]**.

Parents/guardians have the right to decline EL services but does not remove any EL designation or the federal requirement of having him/her annually assessed for English Language Proficiency. A Waiver of EL Services form must be signed, dated, and filed yearly in the student's EL cumulative folder. Please contact **[name and contact] if you wish to decline your child's participation in district EL services.**

Thank you,

[EL Program Coordinator]

Appendix E: Parent Waiver of Services

[DISTRICT/SCHOOL LETTERHEAD]

Parent Waiver for Non-Participation In English Language Development Programs or Services

Name of Student _____ Grade _____

School _____ Current Teacher _____

ACCESS 2.0 CPL _____ Date _____

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 initialing 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 containing English language development

I request by signing below that my child not participate in these services. Instead, I request that he/she be placed in an alternate program/classroom where 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 full English proficiency can be a barrier to academic achievement.

I also understand that my child's teacher may continue to provide instruction designed to increase English proficiency and that this instruction may be provided together with other students who already possess full English proficiency.

Parent Signature

Date

Principal's Signature of Approval

Date

District Office Signature of Approval

Date

Conversation Notes:

[DISTRICT/SCHOOL LETTERHEAD]

**PETICIÓN DE LOS PADRES PARA LA NO-PARTICIPACIÓN EN
LOS PROGRAMAS/ SERVICIOS DE DESARROLLO DEL IDIOMA INGLES**

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 solicito que él (ella) sea retirado(a) del programa y/o servicios de desarrollo del idioma inglés, al cual él (ella) ha sido asignado. Es de mi conocimiento que al poner mis iniciales más abajo, Yo entiendo lo siguiente:

(Iniciales de padres) ____ Mi niño(a) ha sido identificado como un aprendiz del idioma inglés

(Iniciales de padres) ____ El distrito escolar provee servicios con instrucciones especiales para los aprendices del idioma inglés

(Iniciales de padres) ____ Mi niño(a) ha sido colocado en un programa que contiene desarrollo en el idioma inglés

Yo, al firmar más abajo, solicito que mi niño(a) no participe en estos servicios. En cambio, solicito que él (ella) sea colocado en un programa o salón de clase alternado 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 realización académica.

Yo también entiendo que el maestro de mi hijo puede continuar impartiendo la instrucción designada para incrementar la habilidad en el idioma inglés; y que esta instrucción puede ser provista junto con otros estudiantes quienes ya son plenamente competentes en el idioma inglés.

Firma de Padres

Fecha

Firma de aprobación del Director

Fecha

Firma de Aprobación de la Oficina del Distrito

Fecha

Notas de conversación: