EL Identification and Screening Mini-Manual

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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 a district/charter Language Instruction Educational Program. EL students in Idaho are classified according to the Federal government definition as described in the Elementary and Secondary Education Act (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**-

Must meet either i ii, **or** iii

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

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 part i, ii, **or** iii

HOME LANGUAGE SURVEY

The Office for Civil Rights requires that districts "identify EL students in need of language assistance services in a timely manner". All Idaho districts/charters administer the Statewide Home Language Survey (HLS) to all students registering for enrollment in their district/charter to meet this requirement.

On May 6, 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. The Office for Civil Rights (OCR) is clear about removing or revising practices and policies that cause a "chilling effect".

Districts/charters should communicate clearly with parents to assure that answers given on the Statewide 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 (e.g., 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, the district may choose to contact a parent/guardian for clarification on the information provided in the HLS. The "EL Programming Flowchart" (Appendix A) can be used along with the "Decision to Assess Matrix" (Appendix B) as tools to assist when evaluating a student's HLS to determine whether a student should be screened for English language proficiency.

It is important that district/charters implement reliable processes to ensure that HLSs are interpreted accurately or that appropriate follow-up has been conducted by staff to determine the ***dominance*** of the other language. Not every HLS with a language other than English will require a screener assessment to be administered, nor should it be assumed that a language other than English on the HLS automatically means that a screener should be administered. If it is not clear whether to move forward with a screener, districts/charters are reminded that there is a 30 day period in which to identify and place a student in a district LIEP. This window allows the district/charter to give the student some time in the classroom in combination with teacher observations to determine whether the other language is causing the child difficulty in accessing the instruction delivered in English.

Idaho's statewide HLS, in English and Spanish, is located in the Forms section of the State EL &Title III webpage (http://www.sde.idaho.gov/el-migrant/el/index.html). The survey can be downloaded and put on district/charter personalized letterhead, but can only include the eight (8) required questions written in the template.

Identification of Native American Students

All procedures for ELs apply if a Native American student's HLS 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 based upon being Native American.

Identification of Immigrant Students

"Immigrant" is defined in Section 3201(5) of the ESEA, referring to an individual who:

A. Is aged 3-21;
B. Was not born in any State;
C. Has not been attending one or more schools in any one or more States for more than three full academic years.

Immigrant status is not related to an individual's legal status in the United States. Not all immigrant students are English learners and not all English learners are immigrant students. Nor is immigrant status an immediate qualifier for EL status.

District/Charter registration personnel can establish "look-fors" in enrollment paperwork (e.g., a birth certificate from another country) that may indicate the student could be immigrant. Then, through conversation, or through a conversation with an interpreter, district/charter staff can verbally follow up with parents to determine whether the student meets the criteria for an immigrant student. District/charter staff must ensure parents that all the information is entirely confidential, that nothing will be documented in the cumulative file, and that it has nothing to do with the family or student's immigration status. Furthermore, by gathering this information, the district/charter may be eligible for additional funding to support the unique needs of immigrant students and families, like their own.

District/Charters identify immigrant status for students through the Idaho System for Education Excellence (ISEE) uploads. Required data fields include "US Entry Date" and "Country of Origin." By identifying immigrant students, a district/charter may be able to qualify for additional Title III Immigrant funding based on a funding formula. For more information on Title III Immigrant funding, see the "State EL, Title III Mini-Manual" on the Idaho English Learner Program webpage (http://www.sde.idaho.gov/el-migrant/el/index.html), Resource Files, and drop-down Manuals.

USING ELMS TO DETERMINE ELIGIBILITY

Prior to administering an English language proficiency screener assessment (Kindergarten W-APT or WIDA Screener), district/charter personnel must first check the English Learner Management System (ELMS). District/charter personnel assigned to the ELMS.Editor or ELMS.Viewer role (assigned in ISEE Admin Tool User) are able to find student profiles to make immediate programmatic decisions for incoming students who may already be ELs, exited ELs, or potential ELs who need to be screened for English language proficiency.

For more detailed information regarding ELMS and using ELMS, please reference the Idaho SDE Applications Portal webpage (https://apps2.sde.idaho.gov/) and click on ELMS. Users will find the "ELMS Manual" on the ELMS home page.

SCREENING FOR ENGLISH LANGUAGE PROFICIENCY

The next step in the identification process, after administering the Statewide HLS and checking ELMS, is to determine whether the student meets all components of the English Learner definition. The HLS is a tool to identify potential students for English language proficiency screening. District staff should also use incoming student cumulative records see if there is any information indicating that the student was previously identified and receiving EL services from their sending district/charter. Cumulative files can also be used to glean information regarding the student's performance and whether the language on the HLS impacts their ability to access content instruction delivered in English.

It is not necessary to administer a screener in the following scenarios:

- If the student already has English language proficiency scores in ELMS. This student's EL History states L1, LE, EW, X1, X2, X3, X4, FLEP, SO.
- If the student's cumulative file/record contains WIDA assessments from another state.
    - Any WIDA assessment score (W-APT, ACCESS, ACCESS 2.0, Alternate ACCESS, MODEL WIDA Screener Assessment) can be used to determine immediate placement into the receiving district/charter's EL program.
    - If the student has screener scores that meet Idaho's screen out criteria.
    - If the student has ACCESS scores that meet Idaho's exit criteria.
- If the student has an EL Exit Form from another state regardless of the language proficiency test used to determine exit criteria.

It is necessary to administer a screener in the following scenarios:

- If a student's EL History in ELMS states "No EL History." This student does not have an English language proficiency score that would have already qualified them as a current EL (any previous WIDA assessment(s) or IELA assessment).
- If the student has current non-WIDA (e.g., LAS, ELPA 21, TELPAS, etc.) language proficiency assessment reports that qualify them as an EL in their cumulative file.

For students meeting the criteria for administration of a language screener, district/charter EL staff must administer the appropriate language proficiency screener (Kindergarten W-APT or WIDA Screener) to determine district/charter LIEP eligibility.

Screening ELs with Disabilities for English Language Proficiency

District/Charters must screen potential ELs for language proficiency even if they are a student with a disability. Qualification as an EL student does not exclude them from also participating in Special Education if deemed appropriate, just as Special Education qualification does not exclude a student from also being qualified for EL services if they need to be. For students already identified with a disability and with an Individualized Education Plan (IEP) or 504 Plan, the accommodations outlined in the plan must be used when the student takes a language proficiency screener to determine EL eligibility.

In the event that the student's disability preludes them from participating in a domain of the screener assessment (e.g. deaf student not able to take listening and speaking) the district/charter can apply the domain scores specific to the domains the student was able to participate in to determine eligibility.

- Scenario – A fifth grade student enrolls in a school with a HLS indicating Mandarin Chinese but the student is also identified as deaf or hard of hearing under the Individuals with Disabilities Education Act. The student cannot participate in the Listening and Speaking domains of the assessment, but can participate in the reading and writing domains. The school administers the WIDA Screener domains of Reading and Writing and applies the 4.0 domain specific criteria to those two domains. If the student scores a 4.0 or above in both the domains, then the student screens out. If the student scores below a 4.0 in either of the domains, then the student qualifies as an English learner.

If the student has a significant cognitive impairment, there is no alternate language proficiency screener at this time. District/Charters can administer either the Kindergarten W-APT or Online Screener, with appropriate accommodations, if appropriate to determine EL eligibility and language support services. Such students may then be eligible for Alternate ACCESS summative English language proficiency testing. The IEP team, in conjunction with EL staff should make the best interest determination, for a student with the most significant cognitive impairments, that even with accommodations, cannot fully access and participate in the language proficiency screener.

WIDA Kindergarten W-APT and WIDA Screener

Students in Kindergarten and first-semester 1st grade must be screened with the Kindergarten W-APT tool. Students from second-semester 1st grade through 12th grade must be screened with the WIDA Screener. First and second-semester are defined as:

- First semester- from the school year start date through December 31.
- Second semester- from January 1 through the end of the school year.

Kindergarten W-APT and WIDA Screener are to be used only as identification and placement tests. They absolutely cannot be used as an exit, diagnostic, or progress-monitoring tool.

Student's Grade	Screener Assessment to Administer
Kindergarten & First-Semester* 1st Grade * FIRST SEMESTER IS DEFINED AS START OF SCHOOL YEAR THROUGH DECEMBER 31	Kindergarten W-APT • Free to download online at www.wida.us • Must be printed out and administered 1-on-1 All domains are locally scored. Please see "Kindergarten W-APT" Section of this manual for determinations on which domains to administer depending on grade level and time of year.
Second-Semester** 1st Grade & Grades 2nd – 12th **SECOND SEMESTER IS DEFINED AS JANUARY 1 THROUGH THE END OF THE YEAR.	WIDA Screener • 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

Individuals responsible for administering these assessments must be certified through the WIDA secure portal. Please contact WIDA's client services, or your district/charter testing coordinator for assistance with obtaining an account. Testing Coordinators are responsible for managing accounts and permissions for district/charter personnel who are administering assessments.

WIDA Client Services

☎ (866) 276-7735

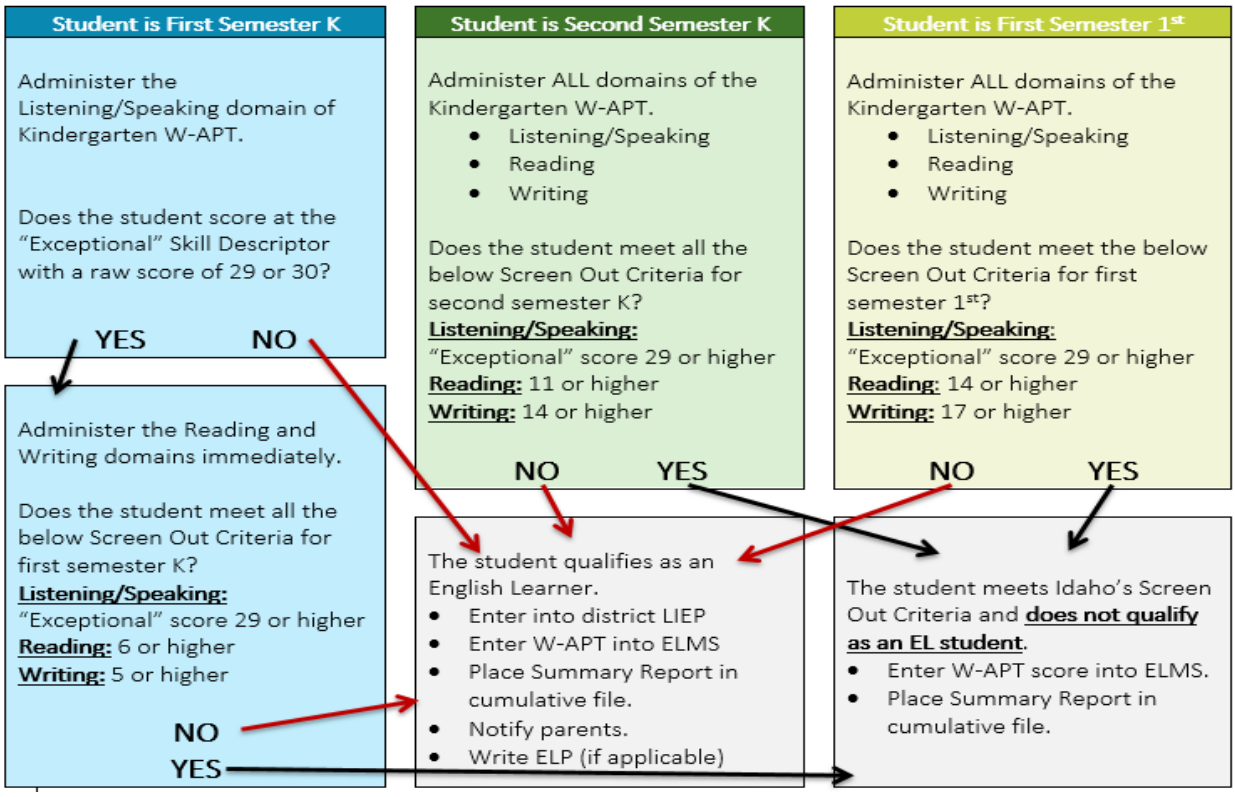
✉ help@wida.us

http://www.wida.us

Kindergarten W-APT Administration and Idaho's Screen-Out Criteria

Kindergarten W-APT requires its own certification through the WIDA certification site. For Kindergarten students enrolling in the first semester, as defined above, test administrators should 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 had exposure to reading and writing instruction yet. Therefore, they should not be assessed for language proficiency in such domains. The exception to this procedure is in the case where a first-semester Kindergarten student scores at the "Exceptional" Skill Descriptor in Listening/Speaking. In such a case, the testing administrator should immediately follow up with the Reading and Writing domains to determine whether the student can meet Idaho's Screen-Out criteria for first semester Kindergarten. For Kindergarten students enrolling in the second semester and for first-semester 1st graders, test administrators administer all four domains of the Kindergarten W-APT assessment (listening, speaking, reading, and writing) during the same screening session.

If the student scores at or above Idaho's Screen-Out Criteria (see Kindergarten W-APT flowchart below), he/she **does not qualify as an EL student.** All Kindergarten W-APT scores must be entered into ELMS, even for students who screen-out. After the scores have been entered into ELMS, place the original score report in the student's cumulative file.



Grades 1-12 WIDA Screener Administration and Idaho's Screen-Out Criteria

For all other grade levels (second-semester 1st through 12th grade), administer the WIDA Screener. It is a clustered assessment, like ACCESS 2.0. WIDA Screener has two different certifications depending on the grade level being administered (grades 1-5 or 6-12).

WIDA Screener can be administered in a group setting with multiple clusters being assessed simultaneously. Approximate administration time is 60-90 minutes. Technology requirements are the same as for ACCESS 2.0. For more information, see either the "ELs and Statewide Assessment Mini-Manual" on the Idaho English Learner Program webpage (http://www.sde.idaho.gov/el-migrant/el/index.html), Resource Files, and drop-down Manuals, or see the WIDA website at www.wida.us.

Students take the WIDA Screener assessment entirely online through the INSIGHT browser (exception of grades 1-3 taking writing as paper/pencil, as it is more developmentally appropriate). The computer browser will automatically score the listening and reading domains, but the speaking and writing domains must be scored at the local level by a WIDA Screener Assessment Administrator who has received certification to evaluate responses in WIDA AMS. If the student scores at or above Idaho's Screen-Out Criteria (see chart below) the student **does not qualify as an EL student.** All WIDA Screener scores must be entered into ELMS, even for students who screen out. After the scores have been entered into ELMS, place the score report in the student's cumulative file.

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

ENTERING SCREENER SCORES FOR EL STATUS CODING IN ELMS

As of fall 2018, ELMS is the source of all EL data reporting. District/Charters no longer submit EL data through ISEE uploads to the Idaho State Department of Education (SDE). ELMS will intuitively code and maintain EL status for students based on screener data entry and ACCESS 2.0 scores.

The SDE will continue to upload assessment data for ACCESS 2.0, Alternate ACCESS, ISAT, and IRI scores. District/charters will still be responsible for entering EL screener scores, even for students who met the screen-out criteria.

These tasks are imperative for accurate EL data. All SDE departments will use ELMS to pull EL status; therefore, the implications for assessments, accountability, and funding are critical.

For students whose screener scores qualify them for the district/charter LIEP, the date the screener was administered will become their EL entry date. Once a screener has been entered for a student, additional screeners cannot be entered. ELs should have only one screener assessment administered for the duration of their EL placement.

In the event you need to enter a screener score for a student with disabilities who was unable to participate in a domain due to their disability (e.g. a deaf student was unable to take the listening and speaking domains), please submit an OTIS ticket with documentation of the scores available so they can be entered into ELMS for EL eligibility and correct EL status coding.

ELMS EL Status Coding Steps

1. Screen the student with the appropriate screener.
2. Calculate scores and/or print out score report.
3. Log into ELMS.
4. Find Child.
5. Click on WIDA and “Add New Screener.”
6. Complete data entry for adding a new screener.

Once a screener assessment has been entered, ELMS will:

- Determine whether the student qualifies based on the scores entered.
- Code the student as L1 or LE if their scores qualify them
  OR
  Code the student as SO if they met screen out criteria.

ELMS will calculate, determine, and assign appropriate EL status codes. For more detailed information regarding Screener Score entry in ELMS, please reference the Idaho SDE Applications Portal webpage (https://apps2.sde.idaho.gov/) and click on ELMS. Users will find the "ELMS Manual" on the ELMS home page.

Entering Out-of-State Scores and Data in ELMS

Use the following scenarios for entering data into ELMS for student transferring from outside Idaho

- **For students enrolling from another WIDA state and have their original screener** in their cumulative file, district/charter staff can enter that screener into ELMS, using the date the screener was given, to qualify the student as an English Learner. Once the screener has been entered, the user can also enter subsequent years of ACCESS testing to build the student's EL history and assessment history prior to transferring into an Idaho district/charter.
- **For students enrolling from another WIDA state with only summative ACCESS scores** in their cumulative file, submit an OTIS ticket with all pertinent assessment information (attach the scores) and the student's original EL entry date so that the SDE can update the status and scores accordingly.
- **For students enrolling from a non-WIDA state but have current EL paperwork i**n their cumulative file, administer a screener to determine whether they qualify as EL in Idaho. Once the screener has been completed, enter it into ELMS, then submit an OTIS ticket with the students original EL entry date so that the SDE can update the EL entry date to reflect when they first qualified as an EL. For historical information, users may also want to add a note in the District Notes section with a summary of the out of state results to provide additional information about the student and their EL history prior to transferring into an Idaho district/charter.
- **For students enrolling from any state with EL exit forms in their cumulative file,** submit an OTIS ticket, with supporting documentation of the exit, so that the SDE can update EL coding to an exited status. For historical information, users may also want to add a note in the District Notes section with a summary of the out of state scores and documentation to provide additional information about the student and their EL history prior to transferring into an Idaho district/charter.

If you do not have access to OTIS, check with your District's ISEE Coordinator, they can see who has rights to OTIS. That person can submit on your behalf or they can give you rights to submit the ticket. If your District ISEE Coordinator needs help, they can contact our support desk. 208-332-6923 support@sde.idaho.gov

PROGRAM PLACEMENT

District/Charters 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 (ESEA Section 3115(c)(1)). EL students must be placed in the grade level that is age appropriate, and cannot be placed in lower grades due to newcomer status or low language proficiency. For more detailed information regarding types of Language Instruction Educational Programs and how to appropriately staff such programs, please reference the "Language Instruction Educational Programs Mini-Manual" on the Idaho English Learner Program webpage (http://www.sde.idaho.gov/el-migrant/el/index.html), Resource Files, and drop-down Manuals.

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 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

Districts/charters are required (ESEA Section 1112(e)(3)) to notify parents of EL students regarding their child's placement, continuation, or exit from a LIEP. The chart below outlines the required components of the EL Parent Notification Letter.

Federal Requirements 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 LIEP 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)).

If the student's screener score qualifies them for participation in the district/charter's LIEP, 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. Parental notification of their child's placement into a LIEP must occur within 30 school calendar days of the child's placement into the program if at the beginning of the school year or two weeks after the start of the school year. See a sample "Parent Notification Letter" in the Forms section of the Title III webpage (http://www.sde.idaho.gov/el-migrant/el/index.html). If the student does not qualify (screened out), the district is not obligated to inform the parents since the child was not placed in the district/charter's LIEP.

Parental Waiver of EL Services

Districts/charters are required to inform parents that they have the right to waive the services of the LIEP for their child (ESEA 1112(e)(3)(A)(viii). Under Title VI of the Civil Rights Act and the Equal Education Opportunities Act (EEOA), a parent's decision to opt out of a program for ELs must be knowing and voluntary, and a district/charter may not recommend that parent decline all or some of the services within a program for any reason. It is recommended that EL staff discuss the benefits of language 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 and does not remove any EL designation. EL students, whose parents waived services, are still required to be assessed annually for English language proficiency along with ALL district/charter EL students (ESEA Section 1111(b)(2)(G).

District assessment policies, if they include the right to opt a child out of assessments, do not override or diminish the district/charter's obligation to assess 100% of the ELs in their district on the annual English language proficiency assessment, ACCESS 2.0.

Note however, that if an EL is not participating in the LIEP services due to parental waiver, the district still has an obligation under Title VI and EEOA to provide the student with access to all its educational programs and curriculum. The English language and other academic needs of an EL student still must be met to allow them access to the full range of educational opportunities as their native English-speaking peers.

A "Parental Waiver of Services" form must be completed, signed, uploaded into ELMS, 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.

Entering Waivers into ELMS

EL students whose parents have waived EL services must be flagged as English Learner-Waived (EW) status in ELMS. Use the following steps to enter a Waiver form for a student in ELMS.

1. Log into ELMS.
2. Find Child.
3. Click on Waiver.
4. Upload the signed Waiver form.

ELMS will code the student EW for every school year that a waiver form has been uploaded. For more detailed information regarding Parental Waiver form entry in ELMS, please reference the Idaho SDE Applications Portal webpage (https://apps2.sde.idaho.gov/) and click on ELMS. Users will find the "ELMS Manual" on the ELMS home page. See a sample "Parent Waiver of Services" form in the Forms section of the Title III webpage (http://www.sde.idaho.gov/el-migrant/el/index.html).

IDENTIFICATION POST-ENROLLMENT

The post-enrollment identification process allows district/charters 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 a language other than English in the home.

Scenario: A student has a Home Language Survey that indicates English is spoken at home (all questions are answered in 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." How does a district/charter proceed? Should the student be screened language proficiency?

District/charter staff must first look the student up in ELMS to ensure there is no previous EL History or Assessments. If the student has "No EL History" the district/charter staff may proceed with the following process to change to HLS to accurately reflect the student's language use.

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 on the original HLS with dates and authorized personnel name and title. Parents must know of the language change on the HLS.
4. Choose an option based upon the situation:

a. Student has **no** academic concerns: Student is added to a "watch list." The district/charter proceeds with occasional checks to see if concerns arise where the language other than English impacts the student's ability to access instruction being delivered in English. Based on the information gathered, either screen for language proficiency, or not, depending on whether concerns arise.
b. Student has academic concerns: Screen student for language proficiency.

ERRONEOUS EL IDENTIFICATION

Idaho has established a procedure for removing the English learner designation from any student erroneously identified as an English learner, consistent with Federal Civil Rights obligations. This process allows district/charters to request the removal of the EL designation from students whose original 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 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, EL students are entitled to appropriate language development services. If parents do not wish that their child participates, they have the right to waive English language development services offered by the district/charter. For more information, see the section of this "Identification and Screening Mini-Manual" on Parental Waiver of EL Services.

REQUESTING AN EL DESIGNATION REMOVAL

For students meeting criteria for the removal of the EL designation, district/charter staff must complete an EL Designation Removal Request in ELMS and submit for SEA approval. It is important to note that not all requests will be approved. Use the following steps to enter a "Remove EL Designation" request for a student in ELMS.

1. Log into ELMS.
2. Find Child.
3. Click on "Remove EL Designation."

4. Complete the request details.
    - The Team must consist of at least an EL educator, and administrator, and parent at a minimum.
    - All appropriate documentation must be uploaded, including the original HLS.
5. Submit for SEA approval.
6. SEA will review the requests and either Approve or Deny.

- **APPROVED:** For students whose requests are approved, ELMS will be updated to accurately reflect that the student should never have been qualified as an EL with their screener results, EL entry, and EL status deleted. District/charter personnel should securely dispose of the EL screener results in the student's cumulative file or document on the report that the scores are invalid due to erroneous identification.
- **DENIED:** Students whose requests are denied, ELMS will maintain the appropriate LE or L1 EL status code. Parents have the right to sign a "Waiver of EL Services" form annually, but this does not remove a district/charter's obligations to support his/her language development. The student must continue to take the ACCESS 2.0 assessment annually until they meet Idaho's exit criteria.

For more detailed information regarding EL Designation Removal Requests in ELMS, please reference the Idaho SDE Applications Portal webpage (https://apps2.sde.idaho.gov/) and click on ELMS. Users will find the "ELMS Manual" on the ELMS home page.

IDENTIFICATION AND SCREENING FAQS

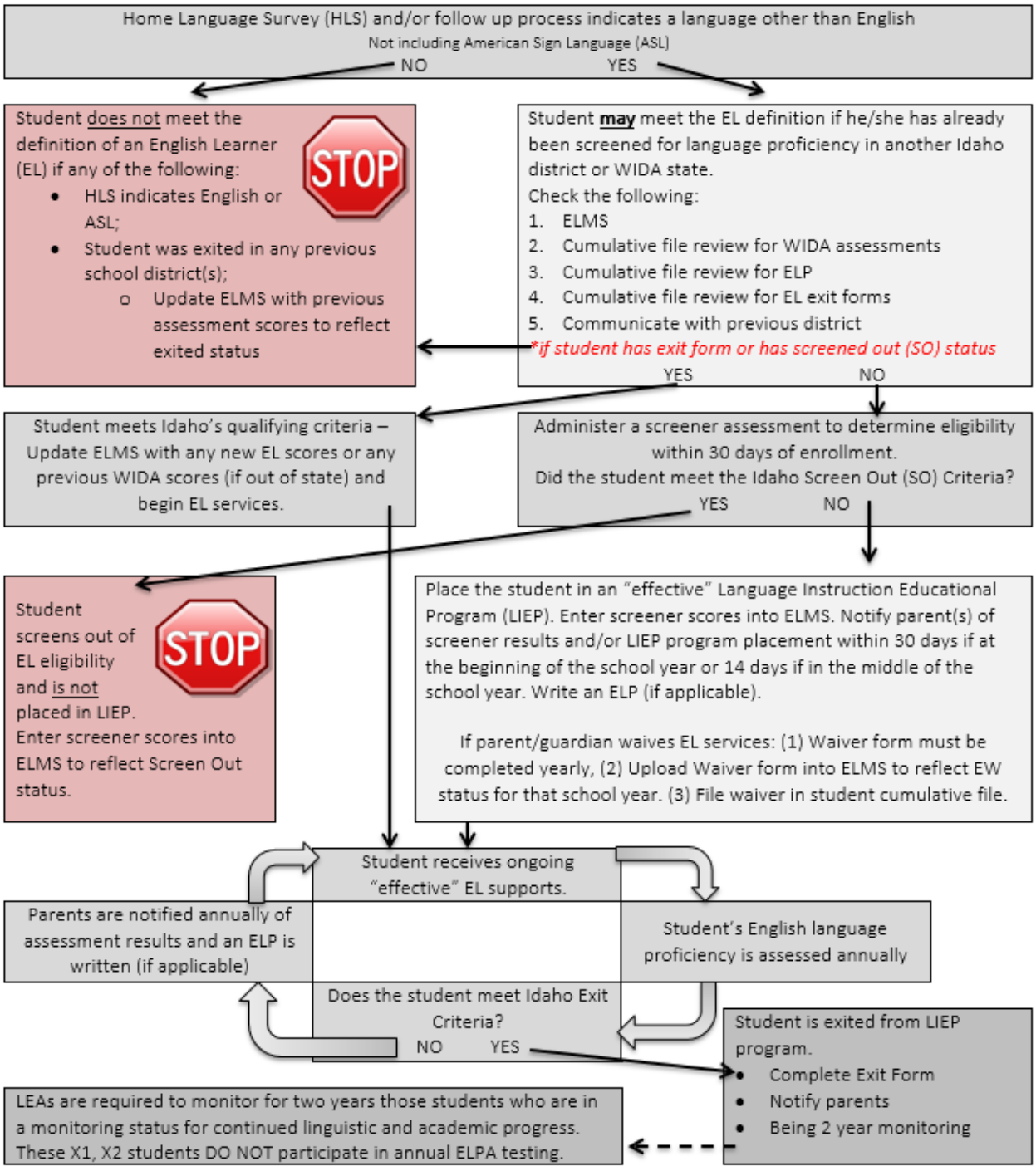
- *Do we have to administer a Home Language Survey to every student every year?*
    - No, a Home Language Survey should be filled out once upon enrollment into the district/charter.
- *It has been discovered that a student's HLS was completed with English for all questions, when there actually is another 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. For more information, see the section of this Mini-Manual on Identification Post Enrollment.

- *We have used the "Identification Flow Chart" and the "Decision to Assess Matrix" and determined that a follow-up phone call was necessary. After talking with the parents, we still don't know whether to test or not, what should we do?*
    - If at the end of the 30-day identification and placement period, staff still don't know what to do, then err on the "to assess" side. ***All*** potential ELs must be screened for English language proficiency to determine whether they are in fact ELs. Students, who are truly not ELs and are truly bilingual, can and should, screen out of EL 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 EL program support services but cannot remove a child from the program and EL designation completely. The student's screening and identification was substantiated by initial Home Language Survey responses. The only exception would be in the case where there was an error on the student's original HLS and the student was erroneously identified as an EL student.
- *When is it appropriate to submit an Erroneous Identification Request?*
    - EL Designation Removal was created for situations where the HLS indicated a language other than English that prompted a screener assessment for a student resulting in the student qualifying as an EL. Upon follow-up, district staff discover that the language other than English was written incorrectly and does not have a significant impact on the child's ability to access content being delivered in English (e.g. it was a language the parents wanted the child to learn, it was the language spoken at the Aunt's house, it was a language that is spoken in the child's favorite television show). Erroneous Identification requests are submitted in ELMS and reviewed for approval/denial at the SDE.
- *How do we know if a student should be coded as an immigrant if we cannot ask questions regarding their 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 or citizenship. Nothing should be documented on the registration paperwork or in any student cumulative file paperwork, but a

country of origin and a U.S. date of entry can be collected for 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 current WIDA Screener, ACCESS, MODEL, Alternate ACCESS, or W-APT scores in their cumulative file - Yes, a district may accept that student immediately as an EL and use the original screener date when the student first qualified for an EL program. Enter the original screener score and date into ELMS. ELMS will calculate the EL Status Code for the student. Also, enter any previous WIDA ACCESS scores into ELMS to build the EL assessment history for the student.
    - **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 district/charter must administer the Kindergarten W-APT or WIDA Screener to determine whether the student qualifies as an EL based upon Idaho's ELP standards, assessment, and criteria.
- *I need to qualify a student from another WIDA state as EL but there are no screeners in their cumulative file and the former district cannot provide any screener scores.*
    - Please do your due diligence to contact the previous school district to obtain original EL screener scores. If you are able to get them, enter the screener score into ELMS using the original assessment date to first qualify the student. Add any additional ACCESS scores once you have qualified the student with the screener.
    - If you cannot obtain the original EL screener, please submit an OTIS ticket requesting to have the student qualified as EL and include the original EL entry date from previous district.

APPENDIX A - EL PROGRAMMING FLOW CHART



English Learner Management System (ELMS); English Learner Plan (ELP); English Language Proficiency Assessment (ELPA); EL Codes: L1=EL student first year identified; LE= Current EL students; EW=Current EL student whose parent waived EL services; X1/2/3/4=Exited student in 1st/2nd/3rd/or 4th year of monitoring status; FLEP=formerly EL; SO=Screened Out, FLEP=Former Limited English Proficient

APPENDIX B – DECISION TO ASSESS MATRIX

Question	Answer								
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? (Always triggers a test if answered as a language other than English)	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? (Always triggers a test if answered as a language other than English)	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 the 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).