



# St. Mary's School District ENGLISH LEARNER DISTRICT PROCEDURES

School Year: 2022-2023

Revision Date: 05/04/2023



## Overview

### District and Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents

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

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

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

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

- (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 (Virgin Islands, Guam, American Samoa, or Northern Mariana Islands); 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 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.

## Procedures

### Identifying Potential English Learners

**St. Mary's School District** identifies in a timely manner EL students in need of language assistance services.

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

*\*ATTACH A COPY OF THE HOME LANGUAGE SURVEY TO BE USED.*

### Determining Which Students are English Learners

**St. Mary's School District** assesses all potential ELs within 30 days of enrollment with a State-approved screener assessment to determine if they are in fact ELs.

For students in Kindergarten, our district uses the **[WIDA Screener for Kindergarten]**.

For students in grades 1 through 12, our district uses the **[WIDA Screener ]**.



## Informing Parents of their Child's Identification

**St. Mary's School District** ensures that schools annually inform parents and guardians in a timely manner, and in an understandable format, their child's ELP level and EL program options.

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

The district ensures that parent notification letters are available to parents in an understandable format and language by *making sure they are available in an understandable format, see attached sample.*

*\*ATTACH A SAMPLE NOTIFICATION LETTER.*

## Providing English Learners with a Language Assistance Program

**St. Mary's School District** offers EL services and programs until ELs are proficient in English and can participate meaningfully in educational programs without EL support.

**St. Mary's School District** provides the following EL programs:

- ☐ Sheltered English instruction
- ☐ Sheltered Instruction Observational Protocol (SIOP)
- ☐ Structured English immersion (SEI)
- ☐ Content-based English as a second language (ESL) program (or Push-in ESL)
- ☐ Pull-out English as a Second Language (ESL) or English language development (ELD)
- ☐ Two-way immersion program or Two-way bilingual program
- ☐ Heritage language program or Indigenous language program
- ☒ Developmental bilingual program
- ☐ Transitional bilingual program

## Tracking the Progress of English Learners

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

*The ACCESS assessment is administered by the principal and a couple educational aides who all have been trained on the methodology to assess and have completed additional training on how to properly administer the assessment.*

## Monitoring English Learner Progress in Core Content Areas

**St. Mary's School District** annually assesses all ELs in grades 3-10 on the statewide standards-based assessments.



*EL students are allowed to have accommodations to help them with completing the statewide standards based assessments such as small group testing, frequent breaks, etc.*

### Exiting English Learners

**St. Mary's School District** exits eligible EL students from a Language Instruction Education Program (LIEP) within the school year they have met the following exit criteria on ACCESS for ELLs:

1. a composite score of 4.5 or higher on tier B/C (no tier designation for Kindergarten);

### Monitoring Former English Learners

**St. Mary's School District** monitors the academic progress of each student who was identified as an EL for four years after the student is no longer identified as an EL.

**St. Mary's** uses the following data to monitor former ELs:

- ☒ MAP scores
- ☐ AimsWeb scores
- ☒ State content assessment in ELA and/or math
- ☐ Alaska Science Assessment scores
- ☒ Student grades
- ☐ District-determined local criteria:

### Re-Identifying Former English Learners

**St. Mary's** makes recommendations for re-identification, not less than one semester after exiting EL status, for those students in monitoring who exhibit academic difficulties attributed to a "persistent language barrier". After recommendation, the student is advanced to a State-approved screener assessment to determine English language proficiency levels.

**St. Mary's** uses the following data to determine recommendation for re-identification:

- ☒ MAP scores
- ☐ AimsWeb scores
- ☒ State content assessment in ELA and/or math
- ☐ Alaska Science Assessment scores
- ☒ Student grades
- ☐ Teacher recommendation

These procedures have been adopted by the **St. Mary's School District**, and will be in effect for the **2023-2024 school year**.

Dee Dee Ivanoff

*Printed Name of Superintendent*

*Signature of Superintendent*

5/4/2023

*Date*

