**English Learner Identification Criteria and Procedures**

**A.  Initial Identification**:  A student considered “Limited English proficient” (LEP) would include any student who meets the following requirements.

*1.  Minnesota Language Survey (MNLS) formerly the Home Language Questionnaire (HLQ):*

All students registering in the Edgerton Public School District answer Edgerton Public School Districts equivalent of the Minnesota Language Survey (MNLS).  If there is evidence of another language, they would be referred by the school office staff and/or the classroom teacher to the EL teacher for further evaluation.  The questions found on Edgerton Public Schools version of the MNLS are as follows:

     a. What language did your child learn first when he/she began to talk?

     b. What language does your child speak most often at home?

     c. What language does your child speak most often with friends?

 d. What language do YOU use most often when speaking to your child?

 e. What language do YOU use most often when speaking to YOUR friends?

 f. What language(s) do other family members in your home use when speaking to each other?

**If the answer to any of these questions is a language other than English, the student must be assessed for English Language Proficiency.** The evaluation is administered at the school as soon as possible.

*2.  EL Program Entrance Requirements:*

     a. EL teacher will evaluate any/or all of the following data in the cumulative folder:

               i.      ACCESS/(W-APT 1-12 discontinued 2017)/WIDA Screener scores for students who are transferring within the state of Minnesota

              ii.      Evidence of past participation in EL programs

             iii.      MCA/NWEA assessment data

             iv.      Classroom performance

      b. If a student is new to Minnesota or the above data is not available at the time of registration:

              i.      K-WAPT or 1-12 WIDA Screener will be administered to determine language proficiency level

If a student meets the entrance requirements for the EL program, parents have the option of either accepting or refusing (waiving) ESL services. If parents accept ESL services, school staff will be tasked with scheduling appropriate school-based ESL supports for the student and they will be placed into appropriate programming.

**Waiving Services:**Parents who wish to waive ESL services for students who meet the entrance criteria must complete a School-Based Waiver form which will be provided to them, upon request, by the EL team. EL staff will communicate with families that ESL Support for Academic Language Development is essential to a student’s success in school. EL staff will recommend that services should be waived only in cases where academic achievement levels (test scores) clearly suggest that the student can succeed without ESL classes.

*3. MARSS*

When a student begins service, a start date for ESL service is entered on a student’s individual record in MARSS. Service start dates are entered into MARSS annually by the Edgerton Public School office staff. MARSS reports may be updated and/or altered several times throughout the school year to provide the most current student information.

**B.  Ongoing Identification:**

1.  Transitioning students from one year to the next:  The EL teachers will evaluate all spring standardized testing data as it becomes available to determine each EL’s eligibility for ongoing ESL support.  When a student meets a majority of the exit criteria with an emphasis on standardized scores, they will be reclassified in early Fall for the next school year and will no longer receive ESL supports.

2.  If a student who has not been initially identified but begins to demonstrate language/academic concerns, the EL teacher will do a combination of the following to determine if language is the primary concern:

     a. Administer the K-WAPT or 1-12 WIDA Screener to determine language proficiency (if it hasn’t been done prior)

     b. Re-evaluate all assessment data and review updated data

     c. Make a classroom observation and interview the student’s classroom and content teacher(s).

     d. Consult with parents

     e. If the student meets a majority on the entrance criteria with an emphasis on standardized test scores, the EL staff will enroll the student in the EL program assuming the parents agree to EL services.

**C.  Overall identification measures**

*1.  Kindergarten and Grade 1*

     a. K-WAPT/ 1-12 WIDA Screener/ACCESS language proficiency data

     b. FAST Reading Benchmarking data:  Including letter naming and letter sounds, sight word and phoneme segmentation

     c. Classroom performance and observation

     d. Classroom teacher feedback

*2.  Grade 2*

     a. 1-12 WIDA Screener/ACCESS language proficiency test

     b. Northwest Evaluation Association (NWEA): Reading and Math

     c. FAST Benchmarking Data: Reading

     d. Classroom performance and observation

     e. Classroom teacher feedback

*3.  Grade 3-5*

     a. 1-12 WIDA Screener/ACCESS language proficiency test

     b. Northwest Evaluation Association (NWEA): Reading and Math

     c. Minnesota Comprehensive Assessments (MCA): Reading and Math

     d. FAST Benchmarking Data: Reading

     e. Classroom performance and observation

     f. Classroom teacher feedback

*4.  Grades 6-8*

     a. 1-12 WIDA Screener/ACCESS language proficiency test

     b. Minnesota Comprehensive Assessments (MCA): Reading and Math

     d. Northwest Evaluation Association (NWEA): Reading and Math

 e. Classroom performance and observation

 f. Classroom teacher feedback

*5.  Grades 9-12*

     a. 1-12 WIDA Screener/ACCESS language proficiency test

     b. Minnesota Comprehensive Assessments (MCA)

     c. Classroom performance and teacher feedback

**D.  English Language Proficiency Measures**

1.  ACCESS for ELL (See Proficiency Level Descriptions)

2.  The results of the ACCESS for ELL language assessment are used to:

     a. Determine the scope and sequence of the EL program for each child

     b. Determine which language domains need additional instruction

     c. Measure adequate language growth over time

     d. Determine exit from the EL program

3.  All EL teachers complete the required WIDA Training to administer the WIDA 1-12 Screener and the ACCESS English Proficiency Test, including yearly reviews of key areas.  EL and other teachers have completed all online training and quizzes.  Each teacher is recertified each year in the administration of the kindergarten and speaking portions of the ACCESS test.

**E.  Identification Criteria**

When a potential EL student meets the majority of the [entrance criteria](http://multilingual.mpls.k12.mn.us/uploads/entrance_and_exit_criteria.docx) and it is determined that additional EL support would provide educational benefit to the student, they will be admitted into the EL program.

**F.  Communication of Identification Criteria and Procedures**

1.  All EL program identification criteria are located on the district website and can be translated through the sites online translator tool. Parents may request further translation of information provided by an on staff interpreter.

2.  EL teachers are present at Kindergarten orientations (if requested), elementary open houses, and information nights to field any questions from potential EL families. In addition, a number of explanations of Frequently Asked Questions may be found on the EL teachers web page located on the school districts website.

3.  EL/Bilingual Education Program description and Notification of Services are sent home at the beginning of each school year. If applicable, Notification of Services includes the scores of any/all language assessments administered.

4.  Intake meeting with parent or guardian: for new-to-district students

5.  Staff Meetings

6.  Open house: offered 1 time per year

7.  Parent/Teacher Conferences: offered 2 times per year

     a. Phone calls using a hired interpreter service and/or bilingual staff member are offered to all staff who are educating EL students

     b. If necessary, District in-house and contracted interpreters are employed for meeting with parents.