Identification, Entry, Monitoring, Redesignation and Exit

Identification
1. All new enrollees complete Home Language Survey (HLS) with online registration.
2. ELD teachers receive notification that a student has registered at their school and indicated another language influence as indicated on the HLS and begin the screening, notification and identification process.
3. Beginning of the year timeline: 30 days to administer the K-WAPT/WIDA Screener to identify students who may need ELD services. Notify parents/guardians, and receive parent permission/refusal of ELD services.
4. Any new enrollees that indicate another language influence on the HLS after the start of the school year must be screened, identified and placed within 2 weeks of enrollment.

Entry
1. Parent notification of screener results and signed permission/refusal (English Español)
2. Placement in ELD Program based on language proficiency (NEP/LEP/FEP/FEPM1/FEPM2)
3. Intake process for newcomers and NEP designated students will be established at each school to ensure that newcomers and NEP level students are supported in their transition to the new school. Intake process should include the secretary, ELD Teacher, administrator and counselor to place the student in the appropriate classes to receive ELD services.

Monitoring
1. Enrich: English Language Acquisition (EL) Plan updated annually with a goal to target the language and literacy needs of ELs. Monitored quarterly for NEP, LEP, FEPM1 and FEPM2 identified ELs.

2. Multilingual Student Achievement (MSA) Site-Based Teams (Administrator, ELD teacher, Content/Classroom Teacher, Special Education Teacher, and Counselors) meet quarterly to review the linguistic and academic progress of identified English learners and make recommendations for placement to best meet their needs.

3. Curriculum Based Measures- Use of Beginning, Middle and End of Year assessments to inform ELD instruction.

Redesignation
1. Pathway 1a. WIDA ACCESS scores must be 4.0 or higher Overall and Literacy to be considered for Redesignation to Fluent English Proficient. (English Learners Guidebook, CDE, 2019, p.38)
   a. Pathway 1b. Is considered when a student's ACCESS 2.0 assessment is incomplete, a misadministration of a particular section has occurred or the school/district has determined that the score(s) are not reflective of the student's typical performance and/or English proficiency level.
   b. In addition, EL students with disabilities whose disabilities preclude assessment in one or more domains (i.e. significant language disability, deaf or hard of hearing, intellectual disability and/or visually impaired). This pathway must include additional evidence of
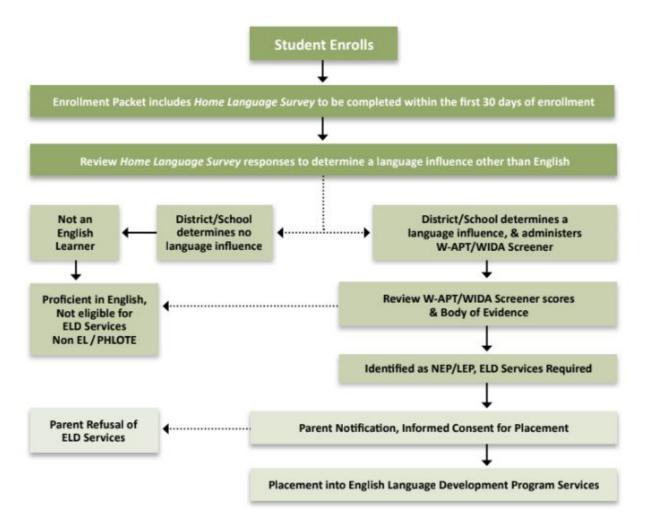
English Proficiency that is aligned with the Colorado English Language Proficiency (CELP) Standards in domains that do not reflect a student's typical performance.

2. Pathway 2 Alternate ACCESS Data (English Learners Guidebook, CDE, 2019, p. 38)
3. Pathway 3 Local Data (English Learners Guidebook, CDE, 2019, p. 39)
4. Body of evidence that includes two pieces of local data/evidence that demonstrate success in reading and writing through English/Language Arts, Science, Social Studies, Math and/or comparable to non-EL/Native English speaking peers.
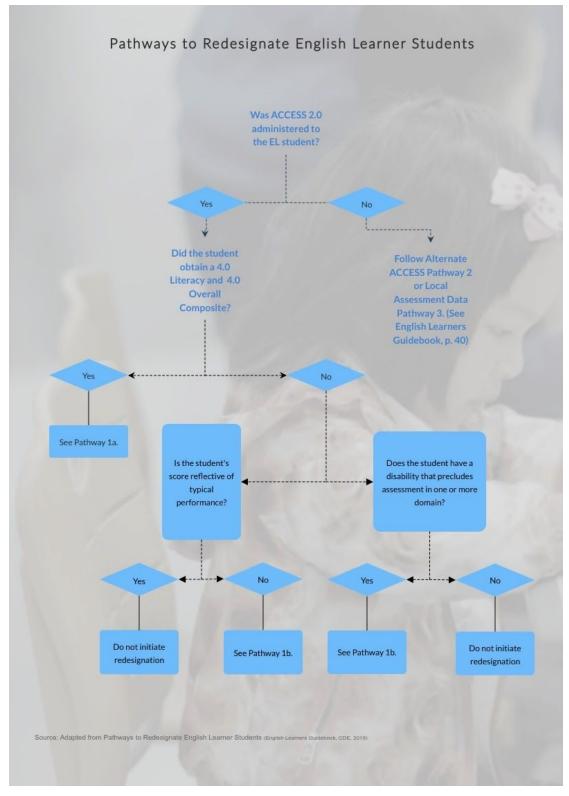5. Collective decision of redesignation by the MSA Team and Parent Notification.

Exit
1. After two years of monitoring Fluent English Proficient (FEP) students are designated (FELL) Former English Language Learner by MSA Team, and Parent Notification is sent home.

3.1 Procedures for Identification and Assessment of ELs (English Learners Guidebook, CDE, 2019)

Englewood Schools
Belong and Thrive

Pathways to Redesignate English Learner Students (English Learners Guidebook, CDE, 2019)