



English Learner (EL) Program Entry and Exit Policy

Purpose

This policy establishes standardized procedures for identifying, entering, and exiting students from the English Learner (EL) program based on annual ACCESS testing results and other relevant criteria.

Initial Identification and Entry Procedures

Home Language Survey

All new students must complete a Home Language Survey (HLS) upon enrollment that is within the onboarding paperwork. Students will be considered for EL screening if the HLS indicates:

- A language other than English is spoken at home
- The student's first language is not English
- The student frequently communicates in a language other than English

Initial Screening

Students identified through the HLS will complete the WIDA Screener or MODEL within 30 days of enrollment. Students qualify for EL services if they score:

- Screener will indicate a score of 1.0-4.0.
- Below 4.0 in any language domain or composite score (Listening, Speaking, Reading, Writing)

Parent Notification

Parents/guardians will be notified in writing within 14 days of screening regarding:

- Student's EL status
- Program description and benefits
- Right to refuse services
- Expected timeline for program completion

Service Schedule

Parents/guardians will be notified in writing the service schedule for that school year.

The basic guideline for services are below:

WIDA Proficiency	Level 1: Entering	Level 2: Emerging	Level 3: Developing	Level 4: Expanding	Level 5: Bridging
English Language Development Support	150-225 minutes/week 30-45 minutes/day		75-150 minutes/week 15-30 minutes/day		Reclassification (monitored for 2 years)
Services delivered by EL certified teacher	<ul style="list-style-type: none">• Collaboration with studio teachers to ensure best practices• 1:1 conferencing and individualized instruction with student• Modification of classroom resources and works• Creating and providing resources• Support student with in-class works				

Annual Assessment and Monitoring

ACCESS Testing

- All EL students must participate in annual ACCESS testing during the state testing window (December-February)

- Tests measure proficiency in four domains: Listening, Speaking, Reading, and Writing
- Results determine continued eligibility and inform instructional planning
- Parents receive ACCESS score reports within 30 days of district receipt (April-May)

Progress Monitoring

- Data is reviewed by the EL team to adjust services as needed
- Parents receive progress reports each marking period

Exit Criteria

Students may exit the EL program when they demonstrate English language proficiency as evidenced by:

Primary Criteria

→ **ACCESS Overall Composite Score of 4.5 or higher**

and

→ ACCESS Reading and Writing Composite Score of 5.0 or higher

→ No individual domain score below 4.0

Supporting Evidence (at least two required)

- Meeting grade-level academic standards
- Successful classroom performance in English-medium classes
- Classroom teacher recommendation based on language observation rubric
- Meeting state assessment proficiency targets (MAP/FORWARD)

Post-Exit Monitoring

Two-Year Monitoring Period

- Academic progress monitored quarterly for two years after exit date

- Check-ins with classroom teachers twice a year using the Post Exit Student Monitoring Form
- Review of test scores and classroom performance twice a year using the Post Exit Student Monitoring Form
- Additional classroom teacher support/consultation provided if needed

Reclassification

- Students experiencing academic difficulty may be reassessed using the WIDA Screener or MODEL
- Reclassification requires documented evidence of language-based challenges conducted by all teachers working with the student such as reading intervention, etc.
- Parent consultation required before re-entry into EL services

Parent Rights and Communication

Rights

- Right to accept or refuse EL services
- Access to information in preferred language
- Regular updates on student progress
- Participation in program decisions
- Receive a hard copy of the annual ACCESS report

Communication


- All notifications are provided in the parents' preferred language
- Translation services available for meetings
- Regular opportunities for parent consultation
- Annual notification of student status and progress

Policy Review

This policy will be reviewed annually by the EL department in consultation with stakeholders and updated as needed to ensure alignment with state and federal requirements and best practices for English Learner education.

References

- WIDA Standards Framework
- State EL Program Guidelines
- Title III Requirements
- Equal Educational Opportunities Act
- Civil Rights Act of 1964

 Chapter 06 - Reclassification and Monitoring