

Minimum Requirements of an EL District Plan

Components of an EL District Plan should include at minimum:

1. Identification

- **Home Language Survey (HLS)** – A questionnaire used to help determine if a student might be in need of EL services. Serves as the first screening process to identify students who have limited English proficiency. (A student cannot be identified as an EL based on the HLS alone). Districts are required to ask the following three questions on the HLS of all incoming students:
 - 1) The language the child first learned
 - 2) The language the child currently uses most frequently at home
 - 3) The primary language used by the family in the home
 - i. Who administers the HLS?
 - ii. Translation process for parents who are not able to complete the form in English
 - iii. Where is it stored?
 - iv. How do districts ensure the HLS data? (Verification that it is correct, who reviews prior to screening)
 - **English Language Proficiency Assessment (screener)** – The screener must be administered if the HLS indicates the student has been influenced by any language other than English
 - ✓ It must be administered within the first 30 days of the school year, or within 14 days if the student enrolled after the first 30 days
 - Who administers the screener?
 - How are they trained?
 - What are the proficiency standards for KW-APT, MODEL, and WIDA Screener (scoring)? Be sure to include the new Literacy Performance Level of 4.3 or higher.
2. **Parent Notification** – Districts are required to notify parents of a student's EL status (same timeline the district has to assess the student for English proficiency)
- ✓ The district must address in the plan how they plan to notify parents of all matters, including a student's EL proficiency in a language/method the parent understands (*Translation of important communications is a Civil Rights requirement*)
 - i. What does your letter include? 8 requirements to meet monitoring protocol.
 - ii. Who sends out parent notifications?
3. **Language Instruction Educational Programs (LIEPS)** - describe the **effective** programs and activities including language instruction educational programs, proposed to be developed, implemented, and administered that will help English learners increase their English language proficiency and meet the challenging State academic standards
- ✓ A district's plan must include:
 - 1) What type of EL Program(s) are used by your district? i.e. ESL, Dual Immersion, Sheltered Instruction, etc.
 - 2) Where are the programs located? Schools?
 - 3) What staff do you have for your EL program?
4. **Accommodations and Designated Supports** – How are these identified and addressed in your plan?
5. **Measuring Progress of Active ELs** – What does your district use for criteria to determine if an EL is making progress towards attaining English language proficiency?
- ✓ Access results, state assessments, such as WY-TOPP, MAP, DIBELS, etc.

6. **Exit Criteria** – Districts must follow State required exiting assessments (WIDA Screening tools only). ACCESS 2.0 is completed in the spring and administered even if the parent refuses services or if the student just moved to the district and was recently screened for EL services. The State established exit criteria with a composite score of 4.6 or higher on the ACCESS 2.0 English language proficiency test and a Literacy Performance Level a 4.3 or higher. This is considered proficient and the student will be exited from the EL program.

- ✓ Does the plan describe transition procedures that detail the methods and standards that will be used to ensure students who have been receiving EL services are able to participate meaningfully in the district's regular program?
- ✓ Does the plan describe supports the student will receive when they are no longer an active EL and are on monitor status to ensure they are meeting challenging state academic standards?
- ✓ **Who sends out notification to the parent/guardian that the student has been exited from the program and will enter the required 4 years of monitoring?** Does the letter include what kind of supports the student will receive while in monitoring? If so, what is indicated?

7. **Monitoring** – The district must detail their monitoring plan. Monitoring is required for at least 2 years after a student exits as an Active EL and a degree of oversight is required for years 3 and 4 for accountability and reporting requirements on former EL students who are meeting challenging State academic standards.

- ✓ Does the plan identify the staff person(s) who will be responsible for monitoring former EL students?
- ✓ What form does your district use to report what you monitored for monitor students?
- ✓ Does the plan identify the information the district will review to measure whether former EL students are successful in the district's overall educational program and are meaningfully participating in the standard program of instruction comparable to their peers who did not participate in an EL program? (e.g., report card results, test scores, teacher observations, etc.)
- ✓ Is there and IELP? **Is there a plan that the district details monitoring procedures?**
 - 1) What strategies will be implemented to respond to the needs of the former EL?
 - 2) How will the district support the student during the monitoring period if he/she is observed to be struggling?

*Sample monitoring forms can be found on the WDE website. (Only needed for the first 2 years of monitoring).

*Rescreening process can be found in the guidebook under the section “Rescreening for Active EL Status”

8. **Evaluation** – What criteria does your district use to determine if the EL program your district implements is successful in helping EL students achieve English language proficiency?

- ✓ What is the frequency of evaluation?
- ✓ How do you address areas that you find are not successful?
- ✓ Does the plan include appropriate notification procedures to inform parents of service options in a language and method that can be understood by the parent?

9. **Parent, Family, Community Engagement** - Describe how the district will promote parent, family, and community engagement in the education of English learners. **Who sends out the notification of events?**

**Many districts include:

- ✓ *Additional information such as, policy, purpose, standards charts, etc.*
- ✓ *The process of transferring records, which should be available and sent to the receiving district as soon as possible.*
- ✓ *If a district uses IELPs, some districts include a copy in their appendix of the EL District plan.*
- ✓ *Consultation with teachers, researchers, school administrators, parents and family members, community members in developing plan*