



## English Language Learner Identification Policy

Date Created: 1/10/22

Approved By: TRM Board of Directors

Date Approved: 02/15/2022

### DEFINITION OF AN ENGLISH LEARNER IN THE STATE OF MINNESOTA

An English Learner is defined in Minnesota as a pupil in kindergarten through grade 12 or a prekindergarten student enrolled in an approved voluntary pre-kindergarten program under section 124D.151 who meets the following requirements (2015 Minnesota Statutes, section 124D.59, Subdivision 2):

(a)The pupil, as declared by a parent or guardian (on the Home Language Questionnaire), first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English.

(b)The pupil is determined by a valid assessment measuring the pupil's English language proficiency and by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in academic classes taught in English.

An initial identification procedure is used with all students enrolling at Three Rivers Montessori.

The steps to identify (ELL) students for language instruction are as follows:

### STEP ONE: PRELIMINARY IDENTIFICATION PROCEDURES

The family is provided a Home Language Questionnaire (HLQ) upon acceptance of enrollment. This questionnaire allows TRM to identify students who may not be proficient in English and for whom further evaluation may be needed.

Students identified through the HLQ may:

- communicate in a language other than English; or
- have families that use a primary language other than English in the home; or
- routinely use a language other than English daily outside of school

Note: A student is not automatically identified as an English Language Learner (ELL) if another language is routinely used outside of the school setting or at home.

Step two below will determine if a student should be referred for placement in a language instruction educational program.

A teacher and/or parent may request ELL instruction for a student if a need for English Learner services to gain skills in listening, speaking, reading or writing academic English is identified as a need for the student to experience success in the learning environment. The request should be direct to the student's general education teacher as well as the School Leader. Following the request, the ELL Team will meet to determine next steps. The ELL Team determining qualification for ELL instruction will include the School Director, the student's primary general education teacher, a special education teacher, and at least one of the student's parents.

### STEP TWO: ENGLISH LANGUAGE LEARNER (ELL) TEAM REVIEW OF ACADEMIC HISTORY

As part of the ELL Team meeting, the student's academic history will be thoroughly assessed including:

- Academic records from within or outside the United States.
- Course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language acquisition.
- Information on everyday classroom performance An academic assessment may be administered to support educator judgment (e.g., locally-developed, commercially available assessments, and/or reading inventories).

### STEP THREE: SCREENER EVALUATION FOR INSTRUCTIONAL PLACEMENT

Newly enrolled students with the potential need for ELL services based on preliminary identification procedures and/or students with limited English language skills who have recently arrived in the United States, will be formally screened to help determine whether or not the student is in need of a language instruction educational program. The WIDA-ACCESS Placement Test (W-APT) is Minnesota's initial English language screening assessment. The student's initial English language proficiency (ELP) level is determined by the W-APT score.

### SERVICES FOR ELL STUDENTS

Once the ELP level is determined, the ELL Team will develop appropriate educational instruction based on the student's individualized needs. The ELL Team will meet periodically or as deemed necessary to monitor the student's educational progress.

#### EXIT AND RECLASSIFICATION

Students are exited from the EL Program and reclassified as no longer EL upon achieving a qualifying score on a valid ELP test (ACCESS), which is taken annually. The student's status in MARSS does not change until the following school year. Documentation of the ACCESS assessments is kept in the students' cumulative files. This information is shared with families.

#### PARENTAL RIGHTS

Parents have the right to decline English learner services for their child at any time upon the school receiving signed written notification.