

EL IDENTIFICATION, PLACEMENT, SERVICE, MONITORING, AND EXITING PROCEDURES

All ACS students complete a Home Language Survey to identify potential English learners. If a language other than English is spoken for communication with the child they are screened with W-APT for placement in the ESL Supplemental Program.

English is spoken in the home. No action taken.

If English is not the primary language spoken in the home, students are screened with W-APT for potential placement in the supplemental ESL Program. Results are communicated to parents. Students who qualify are identified as limited English proficient (LEP)

Students who do not qualify are NOMPLOTE and not associated with the ESL program.

LEP Students: If parents agree to supplemental services the student's EL committee, including teachers and parents create an individualized plan to promote language acquisition and to guide accommodations, assessments and instruction.

Parents can waive the supplemental ESL Program services **NOT** the CORE English language program, SDAIE facilitated by content teachers.

Students who qualify receive CORE English language program from content teachers **AND** supplemental support and instruction for ESL teachers. Students receiving supplemental services may do so in small group pull out, inclusion, resource, computer based program and/ or one to one instruction.

All students who are receiving or have waived supplemental services are assessed on ACCESS for ELLs.

If a student scores 4.8+, they exit the ESL Program but are monitored (3 times per year) for 2 years to document the transition is successful.

If a student scores below 4.8 on ACCESS their services continue to the next year and the process begins with the EL Committee creating an individualized plan with teachers and parent.

After two years of successful transition a student completes formal monitoring and is considered "Former Limited English Proficient".

A student found not to be successfully transitioning may be brought back into the ESL Program.