

Guidance on Screening and Identification of Potential English Learners under Distance Learning for All

Delivery of [Distance Learning for All](#) went into effect on April 13, 2020. Parallel [guidance](#) was issued on April 11, 2020, directing districts to “**enroll and serve resident students that arrive in their boundaries or transfer through other acceptable processes**”. In order to facilitate the identification and provision of services to newly enrolling students who may meet the federal definition of an English learner, ODE has developed the following guidance. This guidance attempts to respect both the health and safety needs of district staff, students, and families, while also maximizing district capacity to provide students with an appropriate education and services that are their civil right.

The guidance below is subject to change as the US Department of Education releases guidance on English learner testing and identification.

Determination of Language Services for Newly Enrolling Students

Given social distancing measures, it is currently not possible to screen newly enrolling students who may meet the federal definition of an English learner (EL) using the English Language Proficiency Assessment (ELPA) Screener. Therefore, students whose Language Use Survey (LUS) indicates the need for screening will be considered “potential” English learners until the ELPA Screener can be administered safely and securely. Districts will offer these students language services during Distance Learning for All; when on-site schooling resumes, these “potential” English learners will be screened with the ELPA Screener to determine their official status as an English learner or initially proficient. A step-by-step process is outlined below.

Note: references to “family” below are assumed to include parents, guardians, or adult students.

When a new student enrolls in a given district...

1. The student’s family completes the LUS.
 - a. Districts may choose Bridge or Legacy LUS.
 - b. Districts decide how the LUS is given, but it will need to occur at a distance. Districts take affirmative steps to ensure the family understands the LUS and their responses are meaningful.
2. If the LUS indicates the student is not a potential EL, or if at any point the family indicates they made a mistake on the LUS and corrections indicate the student is not a potential EL, the process stops. No additional language services are provided and no further action is needed in regards to identifying if a student may be in Title III or not.
3. For families with a student who is a potential EL, the district contacts family to gather information about the best way to serve the student. It is recommended that an EL professional from the district participate in this contact.
 - a. For the remainder of this school year, the district will provide appropriate services according to the child’s needs. Recommended questions: *How does the child learn best? Has the child received language services in the past? What were they?* **Note:** The default here is offering services. **It is not the responsibility of the family to request or opt-in to services.**

- b. The family may choose to accept these services, or they may choose to forego these services. Whether the family accepts or waives services during Distance Learning for All, the district will still screen the student to determine their official EL status when on-site schooling resumes.
 - c. Based on what the family decides, the district will strive to provide an education that best meets the needs of the student.
 - d. The family's decision to accept or waive services may be revisited at any time during Distance Learning for All through a district-provided contact person. The district will monitor and adjust services as appropriate.
 - e. Family decisions to accept or waive services during Distance Learning for All have no impact beyond this exceptional period of distance learning.
4. Students whose families accept services during Distance Learning for All are not officially ELs and are reported in relevant data collections using the code SE ("state of emergency"). Services provided exclusively during Distance Learning for All do not count as a year of EL instruction.
5. The district retains the list of potential ELs who have not been screened.
 - a. When on-site schooling recommences, the district administers the ELPA Screener to potential ELs and continues with the identification process as in prior years. The family is involved in this process.
 - b. This process occurs whether the family chose to accept or waive services during Distance Learning for All.
6. Some reminders for Local Education Agencies (LEAs), such as school districts:
 - a. LEAs may not inquire about a student's or parent's citizenship or immigration status. Ensure the LEA's and building's enrollment forms do not request this information or the student's or parent's social security numbers.
 - b. LEAs may not require a student's birth certificate for enrollment. LEAs must accept a variety of documents to establish a student's age and residency. Alternative documents could include but are not limited to a religious, hospital, or physician's certificate showing date of birth; an entry in a family bible; an adoption record; an affidavit from a parent; a birth certificate; previously-verified school records; or any other documents permitted by law. LEAs should make parents aware of any alternatives that exist as part of their efforts to ensure a welcoming and inclusive environment for all students.

Communication Supplement

For use following the Bridge or Legacy Language Use Survey under *Distance Learning for All*

Purpose

The resource below is supplied to districts as an aid for communication regarding identification and services for potential English learners under *Distance Learning for All*. This communication supplement accompanies [Guidance on Screening and Identifying Potential English Learners under *Distance Learning for All*](#).

While attempts were made to keep the text simple, this document is not suitable for direct transmission to families of potential English learners. Instead, districts may find this resource useful for internal communications or as a base for drafting talking points for conversations with families.

The term “family” in this document means parents, guardians, or adult students.

English Text

What happens after the Language Use Survey under *Distance Learning for All*?

There are two possibilities:

1. The Language Use Survey indicates that the student does not meet the federal definition of an English learner. The student will not receive additional language services during *Distance Learning for All*.
2. The Language Use Survey indicates that the student could possibly meet the federal definition of an English learner. The school district will have a conversation with the family explaining more about language services during *Distance Learning for All*.

The school district will deliver language services to all students who need them. Families do not need to request language services. (“Language services” means instruction in English language proficiency, and support with using English to learn and to demonstrate learning.)

Families may choose to accept or reject (“waive”) offered services. The school district will explain what “language services” look like for a given student. Families may change their decision to accept or waive services at any time.

The choice to accept or waive services does not determine if a student is an English learner. School districts are not currently making final decisions about students’ English learner status. During *Distance Learning for All*, these students are “potentially” English learner students.

When on-site schooling resumes, these students will take a test called a “screener” to find out if they would benefit from ongoing language services. Decisions about English learner status will be made at that time in consultation with the family, and will not consider family choices to accept or waive services during *Distance Learning for All*.

Every student will receive an appropriate education. Services will be offered to all students who need them. Following the family's decision to accept or waive services during *Distance Learning for All*, the school district will provide the student with a high quality education based on the student's individual needs.

Spanish Text

¿Qué sucede después de la Encuesta de Uso del Idioma bajo el *Aprendizaje a Distancia para Todos*?

Hay dos posibilidades:

1. La Encuesta de Uso del Idioma indica que el estudiante no cumple con la definición federal de un Estudiante del Inglés. El estudiante no recibirá servicios adicionales del idioma durante el *Aprendizaje a Distancia para Todos*.
2. La Encuesta de Uso del Idioma indica que el estudiante posiblemente podría cumplir con la definición federal de un Estudiante del Inglés. El distrito escolar tendrá una conversación con la familia explicando más acerca de los servicios de idiomas durante el *Aprendizaje a Distancia para Todos*.

El distrito escolar ofrecerá servicios de idiomas a todos los estudiantes que lo necesitan. Las familias no necesitan solicitar servicios de idiomas. ("Servicios de idiomas" significa instrucción en el dominio del idioma inglés, y apoyo con el uso del inglés para aprender y demostrar el aprendizaje.)

Las familias pueden optar por aceptar o rechazar ("renunciar") a los servicios ofrecidos. El distrito escolar explicará cómo son los "servicios de idiomas" para un estudiante determinado. Las familias pueden cambiar su decisión de aceptar o renunciar a los servicios en cualquier momento.

La opción de aceptar o renunciar a los servicios no determina si un estudiante es un estudiante del inglés. En este momento, los distritos escolares no están tomando decisiones finales sobre el estatus de estudiante del inglés de los estudiantes. Durante el *Aprendizaje a Distancia para Todos*, estos estudiantes son "posiblemente" estudiantes de inglés.

Cuando se reanude la instrucción en las instalaciones, estos estudiantes tomarán un examen llamado "screener" (diagnóstico) para averiguar si se beneficiarían de los servicios de idiomas de forma continua. En ese momento, se tomarán las decisiones sobre el estatus de estudiante del inglés en consulta con la familia, sin tener en cuenta las opciones familiares de aceptar o renunciar a los servicios durante el *Aprendizaje a Distancia para Todos*.

Cada estudiante recibirá una educación apropiada. Se ofrecerán servicios a todos los estudiantes que los necesiten. Después de la decisión de la familia de aceptar o renunciar a los servicios durante el *Aprendizaje a Distancia para Todos*, el distrito escolar proporcionará al estudiante una educación de alta calidad basada en las necesidades individuales del estudiante.