

**ENGLISH LEARNER IDENTIFICATION, ASSESSMENT, AND PLACEMENT  
REGULATIONS**

The Alexandria City School Board (Board) provides programs to improve the education of English learners by assisting the children to learn English and meet Virginia’s challenging academic content and student academic achievement standards.

**Definitions**

**English Learner (EL)** - a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English.

**Identification**

Alexandria City Public Schools (ACPS) identifies and assesses all potential EL students in a timely, valid, and reliable manner.

- All students who enroll in ACPS are administered a Home Language Survey (HLS).
- If the HLS indicates a language other than English in the home, students are assessed for English proficiency to determine eligibility for language instruction education services.

**Assessment**

ACPS annually assesses the English proficiency of all EL students with the Virginia Department of Education approved *ACCESS for ELLs* English proficiency test, to evaluate students’ progress in attaining English proficiency and determine continued eligibility for a language instruction education program.

**Language Assistance Program Placement**

ACPS provides EL students with appropriate language assistance services that are educationally sound in theory and effective in practice until they are proficient in English and can participate meaningfully in educational programs without language assistance services. EL programs in ACPS are designed to enable EL students to attain both English proficiency and achieve academically in the standard instructional program. English proficiency level, grade level, and educational background, as well as language background for dual language programs, are considered to determine which EL program services are appropriate for each EL student. ACPS also provides designated English Language Development (ELD) services for EL students at the same or comparable English language proficiency levels to ensure these services are targeted and appropriate.

**Grade Placement**

- Grade K-8 EL students are placed according to age
- High school EL students are placed in accordance with regulation IKE-R - Regulations for Academic Promotion and Retention.

**Monitoring**

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48 ACPS monitors and evaluates EL students in language assistance programs to ensure their progress  
49 in acquiring English and grade-level content.

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51 When EL students are proficient in English and exit from language assistance programs, ACPS  
52 monitors the exited students for two years to ensure they were not prematurely exited and that they  
53 are meaningfully participating in the standard instructional program.

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55 ACPS also meets the needs of EL students who opt out of language assistance programs.

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57 **Equity for English Learner Students**

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59 ACPS provides EL students with a language instruction education program that is research-based,  
60 educationally sound, sufficiently staffed, and enables EL students to speak, listen, read, and write  
61 English and meet challenging state standards.

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63 Research-based professional learning focused on integrating EL best practices is provided to  
64 ACPS teachers, ensuring that a well-prepared and trained teaching staff supports the language  
65 instruction educational programs and EL students.

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67 Professional learning can include but is not limited to

- 68 ● integration of content and language learning,
- 69 ● explicit instruction of language,
- 70 ● trauma-informed teaching,
- 71 ● social-emotional learning, and
- 72 ● culturally responsive language acquisition strategies.

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74 Effective strategies that enhance the language instruction education programs are implemented  
75 and include parent, family, and community engagement activities. ACPS ensures

- 76 ● meaningful communication occurs with parents/guardians of EL students;
- 77 ● that EL students have equal opportunities to meaningfully participate in all curricular and  
78 extracurricular activities, and specialized and advanced courses and programs; and
- 79 ● that EL students are not unnecessarily segregated.

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81 ACPS also ensures that EL students who have or are suspected of having a disability under the  
82 Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of  
83 1973 are identified, located, and evaluated in a timely manner and that the language needs of  
84 students who need special education and disability-related services because of their disability are  
85 considered in evaluations and delivery of services.

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88 Adopted: NEW

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91 Legal Ref.: 20 U.S.C. §§ 6311, 6312, 6825.

93 Code of Virginia, 1950, as amended, §§ 22.1-5, 22.1-253.13:4.

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95 Cross Ref.: IA Instructional Goals and Objectives

96 IGBC Parent and Family Engagement

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