ELMS User Manual

TABLE OF CONTENTS

INTRODUCTION

English Learner Management System (ELMS)

The English Learner Management System (ELMS) is an application for accessing English Language Proficiency information for Idaho's English Learners (ELs). The application provides District personnel with student's current and historical data to determine immediate EL programmatic decisions.

The SDE is responsible for maintaining the application and uploading annual ACCESS scores. Districts and charters will be responsible for entering screener scores, reviewing data and reporting annual EL program information.
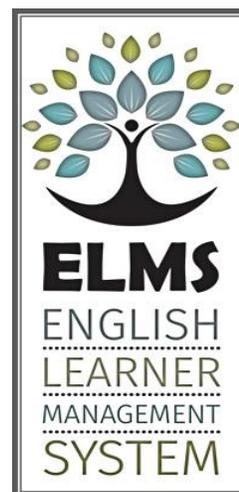
ELMS DEFINITIONS

The following definitions are critical for understanding the information and coding in ELMS.

- **EDUID:** This is a unique identification number assigned to each student in Idaho.
- **ELP –** Educational Learning Plans are written for students who require assessment supports because they are English learners. Idaho Law (IDAPA 08.02.03 – 111.04) requires that students receiving such supports have an annually updated ELP on-file.
- **Language –** The language other than English or American Sign Language documented on the student's initial HLS. The language is collected in ELMS when a user enters a student's screener assessment scores.
- **EL Entry Date:** This is the date that a student first qualified as an English Learner. It is derived from the date a student took the screener assessment and qualified based upon their scores.
- **EL Exit Date:** This is the date a student met Idaho's exit criteria on the summative English language proficiency assessment, ACCESS or Alternate ACCESS. The SDE will auto-populate this date annually using ACCESS data for students who have met the exit criteria.
- **EL Code:** These are the codes and descriptions for the EL qualifications. See chart below for additional information about EL codes and their status descriptions.

EL Code	EL Status	Has an EL Entry Date?	Has an EL Exit Date?
L1	An English learner who is in their first year identified. This status rolls over to LE after one year.	YES	NO
LE	A current English learner. This status remains until he or she meets exit criteria.	YES	NO
EW	A current English learner whose parents have waived EL services. This status is prompted by the annual upload of a signed waiver form from the parents.	YES	NO
X1	A student who has met Idaho's exit criteria on the annual ACCESS assessment or the Alternate ACCESS last school year. These students are currently in their first year of monitoring status where the LEA monitors their progress to ensure that they are academically successful in the classroom where instruction is delivered in English.	YES	YES (PROVIDED BY SDE)
X2	A student who has met Idaho's exit criteria on the annual ACCESS assessment or the Alternate ACCESS two school years ago. These students are currently in their second year of monitoring status where the LEA monitors their progress to ensure that they are academically successful in the classroom where instruction is delivered in English.	YES	YES (PROVIDED BY SDE)
X3 X4	A student who has met Idaho's exit criteria on the annual ACCESS assessment or the Alternate ACCESS three/four years ago. These students are no longer being monitored but are counted within the EL subgroup for Accountability purposes.	YES	YES (PROVIDED BY SDE)
FL	A student who met Idaho's exit criteria more than five years ago and is now a Former EL student.	YES	YES (PROVIDED BY SDE)
SO	A student who has met Idaho screen out criteria on a language proficiency screener and is NOT qualified as an EL student.	NO	NO

NAVIGATION TO ELMS

Use one of the following three ways to navigate to ELMS:

1. Directly by following this link, http://apps.sde.idaho.gov/ELMS
2. Selecting the ELMS icon in the EL & Migrant Portal Center / Federal Programs / SDE (idaho.gov) webpage
3. Following the steps below to access the ELMS site on the Idaho State Department of Education website.
    A. http://www.sde.idaho.gov/
    B. Click ISEE webpage button
    C. Click ISEE Portal button
    D. Click on English Learner Management System ELMS Under "Applications"

ELMS ROLES AND PERMISSIONS

Contact your local district ISEE Coordinator to be assigned the role of **ELMS.Editor or ELMS.Viewer** in the **Admin Tool User**. The roles can be assigned to multiple users in a district. For security purposes, roles should be assigned only to district/charter staff who have an educational need to know.

- **ELMS.Editor** – This role can add and edit student information (e.g., Screeners, ELPs, Waiver forms).
- **ELMS.Viewer** – This role can view all student information but cannot add or edit. It is a view only role.

To ensure the security of student information in ELMS, the SDE will conduct an annual check to ensure that only current district personnel have access.

USING THE ELMS APPLICATION

The following screenshots will provide an overview of the features of the ELMS application.

Navigation Pane

Links

Home
User Guide

2020-2021

Change Year

BOISE INDEPENDENT DISTRICT(001)

2020-2021 EL Student Summary
2020-2021 EL Data
2020-2021 LIEP Upload
2020-2021 EL Plan Download
District Reports
Pending Appeals

Actions

Work in Progress (2)
Find Child

Home: Returns user to the ELMS landing page at https://apps.sde.idaho.gov/ELMS

User Guide: Allows the user to access the "ELMS Manual for the year selected."

Change Year: Allows the user to select a different school year for reporting data for previous school years.

District Information: Displays the district that the user has access to supply data/scores. **NOTE**: If a user is assigned an ELMS role in multiple districts/charters, there will be the option to "Select District" under the Actions Section.

EL Student Summary: Displays a list of all currently enrolled EL students in the district/charter. The user will be able to add/remove students to/from this list.

EL Data: This will allow the user to complete Annual EL Data collection that is due by June 30th.

LIEP Upload: The LIEP Upload tool allows districts to upload Language Instruction Educational Program (LIEP) information for students in batches instead of individually for each student.

EL Plan Download: Allows LEAs to download EL Plans by student or school-wide.

District Reports: Allows users to run various reports.

Pending Appeals: Will list the student appeal requests the district has created.

Work In Progress (#): Allows the user to access the Work in Progress (WIP) page and shows in () how many students have been added to the WIP page.

Find Child: Allows the user to search for a student to view/add EL data.

Find Child

This feature of the ELMS application allows the user to look up an individual student who has registered in the school to determine whether there is any EL history and language proficiency data for a student.

REQUIRED FIELDS TO FIND A CHILD: These fields must be completed with accuracy to find a child, (2) Birthdate, (3) First Name, and (5) Last Name.

NON-REQUIRED FIELDS TO FIND A CHILD: These fields are not required for finding a child but may narrow student records when searching for a common name and birthdate combination, (1) EDUID, (4) Middle, (6) Prior Zip, (7) Prior School, and (8) Prior District.

Once all required fields are completed click "Search.

WORK IN PROGRESS (WIP)

The Work in Progress page allows the user to navigate to the following features below to either view or add data to a student profile. By using the "-/+ WIP" button, users can pin or remove those students to the WIP page. By pinning students to the WIP page, the user will have a working list of ELs that can be accessed at any time.


1. **EL History –** See the student's EL History and corresponding assessment history.
2. **Screeners –** Add WIDA assessment scores.
3. **Appeals –** Process to have the EL designation removed from a student. Must be submitted for SDE approval.
4. **EL Plans –** Complete the EL Program Participation for a student and write an ELP.
5. **Waiver –** Upload a Waiver form for a student whose parent has waived EL services.
6. **Notes –** This is a space where personnel can add comments regarding a student.
7. **-/+WIP –** Remove/Add a student from the Work in Progress page
8. **-/+Summary –** Remove/Add a student from the Student Summary Page

*If you find a student who has multiple profiles due to different EDUID numbers, **PLEASE CREATE AN OTIS TICKET TO HAVE THE STUDENT'S EDUCATIONAL HISTORY MERGED!***

EL HISTORY & ASSESSMENTS

Upon finding a student profile and clicking on the "EL History" icon, the user will be able to view the (1) EL History of the student and (2) Assessment history for the student.
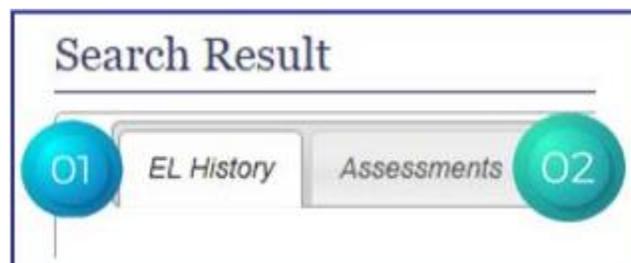
EL History

On the EL History Tab, users can view the EL history for the student they have looked up.

For each (1) School Year the student is enrolled, the user will be able to see the (2) EL Status, (3) EL Code for the status, (4) EL Entry Date, (5) EL Exit Date, (6) Language, (7) IEP/504, (8) Enrolled District, and (9) the Enrolled School.

Assessments

On the Assessments Tab, users will be able to view the Assessment history for the student they have looked up.

For each school year, use "Show/Hide" to drop down the (1) Assessment the student took during that school year, the (2) Date of the assessment, and the (3) Test Result(s) from that assessment. Possible assessments could include, ISAT ELA, ISAT Math, ISAT Science, IRI, W-APT, WIDA Screener, WIDA ACCESS, and WIDA Alternate ACCESS.

ENTERING EL SCREENER & ASSESSMENT SCORES

This section provides steps for entering English Language Proficiency Screener assessment scores for students who take an English language proficiency screener.

Beginning August 1, 2021, the State of Idaho will begin using the WIDA Screener for Kindergarten for students being screened first-semester kindergarten through first-semester first grade. Kindergarten W-APT scores will only be accepted if the student is coming from out of state and has been previously screened.

Beginning August 1, 2021, all new screeners will need to include a home language survey as an attachment.

Prior to administering the language proficiency screener, district personnel must use the ELMS EL History and Assessments feature to determine whether the student has already been screened in another district or has already exited.

When is it necessary to administer the WIDA KG or WIDA Screener?

It is necessary to administer a screener in the following instances:

- If a student's EL History states "No EL History." This student does not have an English language proficiency score that would have already qualified them as a current EL (any previous WIDA assessment(s) or IELA assessment).
- If the student has current non-WIDA (e.g., LAS, ELPA 21, TELPAS, etc.) language proficiency assessment reports that qualify them as an EL in their cumulative file.

When is it NOT necessary to administer the WIDA KG or WIDA Screener?

It is not necessary to administer a screener in the following instances:

- If the student already has English language proficiency scores in ELMS. This student's EL History states L1, LE, EW, X1, X2, X3, X4, FLEP, SO.
- If the student's cumulative file/record contains WIDA assessments from another state.
  - Any WIDA assessment score (W-APT, WIDA KG, ACCESS, Alternate ACCESS, MODEL WIDA Screener Assessment) can be used to determine immediate placement into the receiving district/charter's EL program.
  - If the student has screener scores that meet Idaho's screen out criteria.
  - If the student has ACCESS scores that meet Idaho's exit criteria.
- If the student has an EL Exit Form from another state regardless of the language proficiency test used to determine exit criteria.

Adding Screener Scores

Follow the steps below for entering any screener scores into ELMS.

1. Find a student.
2. Click the SCREENERS button on the WIP page for the student whose scores are being entered.
3. Click ADD SCREENER.
   - If there is already a screener recorded for a student, the new district/charter cannot enter a second screener. The screener listed previously qualified the student. The student should not have been given another screener, as they were already qualified.
4. Complete the fields on the WIDA Info Tab

   Test Type:
   --Select--
   Test Date:

   Test Administrator: *optional*

   State:
   --Select--
   District: *if state is Idaho, auto-complete*

   School: *if state is Idaho, auto-complete*

   Home Language: *auto-complete*

   Grade Level at time of assessment:
   --Select--
   Date of first enrollment in a US school:

   1. **Test Type –** Choose the screener assessment administered: W-APT or WIDA Screener.
   2. **Test Date –** The date the screener was administered. This date will become the EL entry date if the student's scores qualify them as EL.
   3. **Test Administrator –** Name of the certified WIDA Testing Administrator who administered the screener.
   4. **State –** The state where the screener was administered.
   5. **District –** The name of the district where the screener was administered.
   6. **School –** The name of the school where the screener was administered.
   7. **Home Language –** The language, other than English or American Sign Language written on the Home Language Survey.
   8. **Grade Level at the time of Assessment –** The grade level the student was in at the time the screener assessment was administered.
   9. **Date of First Enrollment in US School –** The date student was first enrolled in a US school.
5. Click Save.

At this point, ELMS will prompt the user to complete screener score entry based upon the type of screener being entered. Continue to Step 6 of either **WIDA SCREENER SCORE ENTRY** (Second semester 1st grade-12th) or **WIDA SCREENER FOR KINDERGARTEN** (First semester K – first semester 1st grade).

Completing WIDA Screener Score Entry (Second semester 1st grade-12th)

6. Click on the WIDA Online tab.
7. Complete the WIDA Online scoring information with the proficiency level the student scored in each language domain: (1) Listening, (2) Speaking, (3) Reading, (4) Writing, (5) Composition Proficiency Level.

Area		Proficiency Level	
Listening	01		To the nearest whole point between 1.0 and 6.0
Speaking	02		To the nearest whole point between 1.0 and 6.0
Reading	03		To the nearest whole point between 1.0 and 6.0
Writing	04		To the nearest whole point between 1.0 and 6.0
Overall	05		To the nearest half point between 1.0 and 6.0

8. Click Save.
9. Verify that all information is correct and then click Submit. Once a score has been submitted users cannot edit it.
10. Based on the scores submitted, a message will appear on the page indicating whether the student does or does not qualify as an English Learner.

Completing WIDA Screener for Kindergarten Score Entry (First semester K – first semester 1st grade)

6. Click on the WIDA KG tab.
7. Enter the raw score (range 1-6) the student earned in the listening, speaking, and oral proficiency domains.

Area	Proficiency Level	
Listening		To the nearest whole point between 1.0 and 6.0
Speaking		To the nearest whole point between 1.0 and 6.0
Oral Proficiency		To the nearest half point between 1.0 and 6.0

8. Click on Home Language Survey tab and attach the original home language survey as a pdf attachment.
9. Verify that all information is correct and click Submit.
10. Based on the scores that have been entered a message will appear on the page indicating whether the student does or does not qualify as an English Learner.
11. If a mistake has been made in the required fields, the LEA may ask the state EL coordinator to unsubmit the screener in order to have corrections made.

Adding Out-of-State Scores

District/charters who enroll a student from another WIDA state may use the data and assessment scores in the cumulative file to either immediately qualify a student for the district/charter's LIEP or determine that the student has screened out or already exited. It can also be used to update the student's EL history in ELMS.

The steps for entering Out-of-State WIDA scores mirror the WIDA Screener score entry described previously. Once a student has a screener score entered, the drop down in test types will change to either ACCESS or Alternate ACCESS.

For students who were previously identified as EL in Idaho, and are in ELMS, but have returned with Out-of-State WIDA scores in their cumulative file, users can enter these scores to fill gaps in the student's EL History for the years they were not enrolled in Idaho. Entering Out-of-State WIDA scores is especially important if the student met exit criteria in a previous state so that ELMS can adjust the EL code to reflect the appropriate exited code.

Use the following scenarios for entering data into ELMS for student transferring from outside Idaho -

- **For students enrolling from another WIDA state and have their original screener** in their cumulative file, district/charter staff can enter that screener into ELMS, using the date the screener was given, to qualify the student as an English Learner. Once the screener has been entered, the user can also enter subsequent years of ACCESS testing, as an attachment in the "Notes" tab, to build the student's EL history and assessment history prior to transferring into an Idaho district/charter.
- **For students enrolling from another WIDA state with only summative ACCESS scores** in their cumulative file, submit an "Out of State" APPEAL with all pertinent assessment information (attach the scores) and the student's original EL entry date so that the SDE can update the status accordingly.
- **For students enrolling from a non-WIDA state but have current EL paperwork i**n their cumulative file, administer a screener to determine whether they qualify as EL in Idaho. Once the screener has been completed, enter it into ELMS, then submit an "Other" APPEAL with the student's original EL entry date so that the SDE can update the EL entry date to reflect when they first qualified as an EL. For historical information, users may also want to add a note in the District Notes section with a summary of the out of state results to provide additional information about the student and their EL history prior to transferring into an Idaho district/charter.
- **For students enrolling from any state with EL exit forms in their cumulative file,** submit a "Status Change Based on Out of State Records" APPEAL, with supporting documentation of the exit, so that the SDE can update EL coding to an exited status. For

historical information, users may also want to add a note in the District Notes section with a summary of the out of state scores and documentation to provide additional information about the student and their EL history prior to transferring into an Idaho district/charter.

Reclassification of Exited Students

In rare circumstances, a student may have more than one EL entry date. Such a scenario could be when a student was exited from an EL program and needed to be reclassified back as an EL for additional language development services, as determined to be necessary by a team. District/Charters teams must gather a portfolio of evidence to support that the student continues to struggle due to language and not some other academic concern that may be better supported through other coordinated services (e.g. RTI, Title I, Special Education). An "Reclassification" APPEAL must be submitted with all portfolio evidence to document the reclassification. The SDE will review the documentation and scores to determine whether reclassification is appropriate, and if so will enter the second screener into ELMS to reclassify the student as and English learner.

COMPLETING STUDENT PROGRAM PARTICIPATION

This information must be completed for every EL student in a district/charter every year. Follow these steps to complete this information. There is also a "LIEP Upload Tool" for large district who do not want to individually complete the LIEP program participation for EL students. See the next section of this manual for information on using the "LIEP Upload Tool".

1. Find a Child or use the Student Summary list.
2. Click on EL Plans button for the student whose Program Participation is being entered.
3. Click on Add a New Plan: From this view, users can see previous EL Program Participation and/or ELPs that have been entered for the student.

Users do not have to complete an entire ELP for each student but must complete the first tab for each student regarding his or her program participation each year!

4. Complete the student's program participation information for the current school year.

5. Click Save.

6. Complete the Language Instruction Educational Program tab by indicating the type of EL program(s) the student is served by during the current school year. Check any/all boxes that apply. If choosing the Transitional Bilingual or Dual Language option, the user must indicate the language, other than English, that is used in instruction. If the program services being used are not listed, click "Add Program" to add a program type.

For more information about the program types and descriptions for each, please reference the "English Learner Program Manual" on the Idaho English Learner Program webpage.

7. **For students NOT requiring a completed ELP**: Click Save and Submit.

    For students who DO require a completed ELP: Continue with step #8 in the next section, "Completing an Educational Learning Plan."

Program Participation Upload Tool

The LIEP Upload tool allows districts to upload LIEP program information for students in batches instead of adding it to each student's EL Plan. Data uploaded will create a new EL Plan for the student at the school provided for the selected school year, if they do not already have one. If the student already has an EL Plan at the school provided for the selected school year, it will be updated. The tool can be found on the left Navigation Pane under your district name.

Detailed directions can be found on the first tab of the Upload Tool. Please read them carefully prior to completing the spreadsheet and upload.

Checking the Status of EL Program Participation

District/Charters can check the status of their students' LIEP program participation. This allows users to periodically check whether students have this information completed throughout the school year rather than rushing through data entry for students at the end of the school year.

Users can access this information by clicking on the "EL Student Summary" for their district. The "LIEP" column indicates a Y (yes) or N (no) if the student has had their LIEP program participation tab completed for the school year that is chosen.

EduId	Name	DOB	Source School Year	School	LIEP	Date Added	EL Entry Date	EL Exit Date	EL Status	Actions
EDUID	Name	DOB	2018-2019	ABERDEEN MIDDLE SCHOOL	Y	2/3/2018	8/17/2017		LE	EL History

COMPLETING AN EDUCATIONAL LEARNING PLAN (ELP)

8. Complete the School and Teams tab: (1) Date the plan is being written, (2) Indicate whether the student is on an IEP/504, and (3) Record the members who were part of the team writing this plan (parents, teachers, and administrators should be part of this process). Click Save.

Educational Learning Plan

Language Instruction Education Program (LIEP)	School and Team	Instructional Supports & ELD Frequency	Assessment Support	Language Goals	Plan Comments	Assessments

Print Preview *Note: Tabs must be activated before being printed.*

Current EL Status: LE
Language: Spanish
EL Exit:

Save Submit *Once submitted, no further changes will be allowed!*

Download

Please indicate the program(s) or service(s) the school provides for the student: *(check all that apply)*
- ☐ Transitional Bilingual
- ☐ Dual Language or Two-Way Immersion
- ☐ English as a Second Language (ESL) or English Language Development (ELD)
- ☐ Content Classes with integrated ESL Support
- ☐ Newcomer Program

Add Program

Second language for bilingual: *Start typing the name of the language and select from list (required if a bilingual program was selected above)*

9. Complete the Classroom Accommodations tab: Indicate the Instructional Accommodations being provided to the student during daily classroom instruction. If any accommodations being provided are not listed, click "Add" to add an accommodation. Click Save

Frequency and duration of ELD Services: *How often is the program of instruction provided?*

Days per week: [　　] Hours per week: [　　]

Instructional Strategies and Classroom Accommodations *(check all that apply)*

☐ Sensory supports (realia, manipulatives, illustrations, videos, models, figures)
☐ Graphic Supports (charts, tables, timelines, number lines)
☐ Interactive supports (cooperative learning groups, Internet Software, L1 support)
☐ Printing accepted (no cursive)
☐ Note taking support (copy of teacher notes with highlighted target vocabulary)
☐ Pre-teaching
☐ Vocabulary scaffolding / Modify linguistic complexity
☐ Read aloud test directions, questions, options (not reading passages if a reading comprehension assessment)
☐ Allow extra time

[Add]

10. Complete the Assessment Support tab: (1) Indicate whether the student is either exempt from ELA ISAT due to L1 status or whether there are no assessments supports necessary for the student. (2) Check any embedded assessment supports provided, and (3) Check any non-embedded assessment supports provided. Click Save.

==New for 2022, the LEA is now able to specify universal tools, designated supports, and accommodations for the following tests: Idaho Standards Achievement Test (ISAT), English Language Proficiency Assessment (ACCESS for ELLs), Idaho Reading Indicator (IRI), College Entrance Exam (SAT), and National Assessment of Educational Progress (NAEP).==

☐ No Assessment Supports are necessary

Instructions *Show/hide Instructions*

Universal Tools and Universal Design Elements:
Universal Tools and Universal Design Elements are accessibility features of an assessment that are either provided as digitally delivered components of the test delivery system or separate from it. Universal tools and Universal Design Elements are available to all students based on student preference and selection.

Designated Supports & Administrative Considerations
Designated Supports and Administrative Considerations are accessibility features available for use by any student for whom the need has been indicated by an educator or team of educators with parent/guardian and student. Designated supports and administrative considerations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with guidelines outlined within the specific assessment test administration manual, accessibility, and/or accommodations manual. It is recommended that a consistent process be used to determine these supports for individual students. All educators making these decisions should be trained on the process and should be made aware of the range of designated supports and administrative considerations available on each specific test.

Designated supports and administrative considerations need to be identified prior to an assessment administration. Embedded and non-embedded supports must be entered into the appropriate administrative test delivery system (TIDE, I-Station, WIDA AMS, SSD Online) Any non-embedded designated support or administrative consideration must be arranged and prepared prior to an assessment administration.

Accommodations
Accommodations are changes in procedures and/or materials that increase equitable access during the administration of an assessment. Accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with guidelines outlined within the specific assessment test administration manual, accessibility, and/or accommodations manual. **Accommodations are only allowable for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 Plan.** One exception to the IEP or 504 requirements is for students who have a temporary disability or physical injury (e.g., broken hand or arm) that impairs their ability to access the test.

Accommodations must be identified prior to an assessment administration. Embedded and non-embedded accommodations must be entered into the appropriate administrative test delivery system (TIDE, I-Station, WIDA AMS, SSD Online) and documented in student's IEP or 504 Plan. Any non-embedded accommodations must be arranged and prepared prior to an assessment administration.

Idaho Standards Achievement Test (ISAT) *Show/hide detail*

English Language Proficiency Assessment (ACCESS for ELLs) *Show/hide detail*

Idaho Reading Indicator (IRI) *Show/hide detail*

College Entrance Exam (SAT) *Show/hide detail*

National Assessment of Educational Progress (NAEP) *Show/hide detail*

*Annual summative assessment (ISAT, IRI, ACCESS) **SHOULD NOT** be the first time or only time students receive assessment supports. If the support is important enough to offer during summative assessments it should be provided for every assessment the student takes throughout the year.*

11. Complete the Language Goals tab: (1) Indicate the language domain for the goal, (2) Describe what the goal is for the student within the domain selected, (3) Indicate how the goal will be measured, (4) Optional delete if a goal needs to be deleted, (5) Click "Add Goal" to add additional language goals, and (6) Use these links to the WIDA Can-Do Descriptors to help write language goals.

12. Add any comments to the Plan Comments tab. This could include any additional information that might give clarity or description to any of the plan components.
13. Check for Validation Issues. A red "Validation Issues" tab will appear if there are any validation issues. All validation issues must be addressed before the Submit button will activate.
14. Click Save and then Submit.

REMOVING EL DESIGNATION (ERRONEOUS IDENTIFICATION)

The "Remove EL Designation" (a.k.a. Erroneous Identification) process removes the EL designation from students whose HLS prompted language screening resulting in an EL program placement, but due to certain circumstances was incorrect. EL Designation Removal requests must be submitted for SDE approval and not all requests will be approved.

In accordance with Office for Civil Rights, EL students are entitled to appropriate language development services. This process absolutely **CANNOT** be used to remove the EL designation from student whose parent no longer wants their child in the EL program. If a parent does not wish for their child to participate in the district/charter's LIEP services, parents have the right to waive the LIEP services.

Read more on the EL Designation Removal in the "English Learner Program Manual" on the Idaho English Learner Program webpage.

Follow the steps below to complete a "Remove EL Designation" Request.

1. Find a Child or use the Student Summary list.
2. Click on "APPEALS" button.
3. Choose Appeal Type- "Designation Removal for Erroneous Identification"
4. Complete the information for the request.

1. **General Info:** Provides general information about the process.
2. **Request Details:** This tab outlines the components of the Remove EL Designation request.
3. **District:** Choose the district submitting the request.
4. **School:** Choose the school where the student is enrolled.
5. **Grade:** Student's current grade level.
6. **Language on Original HLS**
7. **Date on Original HLS**
8. **Team Members**: This should include any members who were part of this process and decision. The team, at a minimum, must include an EL Educator, an administrator, and parent(s).

9. **Request Description:** Provide a narrative justification as to why the EL designation needs to be removed and how the student was erroneously identified as an EL.
10. **Supporting Files:** Upload any documents supporting the request. The original HLS is required.

5. Click Save and review the information.
6. Click Submit to submit the request for SDE Approval.

The SDE English Learner Department will review the request for EL Designation Removal and will either APPROVE, DENY, or RETURN the request. If appeal was RETURNED, please look at email to see what documentation was needed to complete the appeal process. The user who submitted the application will receive an email confirmation regarding the approval/denial/return.

Deleting Appeal

<mark>New for 2022, an LEA is able to delete a returned or pending appeal if they no longer needed. To delete appeal, please go to "Pending Appeals" tab and click on "Delete" button.</mark>

District Pending Appeals

Click column heading to sort by that column

Appeal Type	Creation Date	District/School	EduId	Name	Pre-appeal EL Status	Appeal Status
Designation Removal	10/2/2018	BOISE INDEPENDENT DISTRICT(001) ROOSEVELT ELEMENTARY SCHOOL(0309)				Returned Delete
Designation Removal	10/11/2018	BOISE INDEPENDENT DISTRICT(001) TRAIL WIND ELEMENTARY(0287)				Returned Delete

WAIVER OF EL SERVICES

In order for ELMS to accurately identify and assign the EW status to students whose parents have waived services, districts/charters will be required to upload a signed EL Waiver form annually. For each school year the student has an uploaded signed Waiver Form, ELMS will adjust the student's EL code to EW.

Follow the steps below to complete the "Waiver" process.

1. Find a Child or use the Student Summary list.
2. Click on "Waiver" button.
3. Complete the information.

1. **District:** Select the District/Charter Name that is uploading the waiver.
2. **Add File:** Upload the signed "Waiver Form" that parent(s) completed.
3. **Submit**

DISTRICT NOTES

The District Notes section allows users to add notes to a student profile in ELMS.

Follow the steps below to add a note to a student's EL profile in ELMS.

1. Find a Child or use the Student Summary list.
2. Click on "Notes" button.
3. Complete the information.

1. View previous notes that have been submitted.
2. To enter a New Note, select the district/charter that is entering the New Note.
3. Write the note/comment.

4. Save.

ANNUAL EL DATA COLLECTION

Districts/charters must submit the ELMS Data Collection annually in conjunction with the State EL and Title III plans in the Consolidated State and Federal Grant Application (CFSGA). A district/charter's plans cannot be approved until the ELMS Data Collection has been submitted and approved. The deadline for submission is June 30th. The Idaho State Department of Education uses this information to complete federal reporting requirements on English Learners and programs in Idaho.

The annual EL Data Collection reporting window coincides with the CFSGA release (April-June). The user can use the following information to collect pertinent data prior to the reporting period.

Submitting Annual EL Data

1. Log into ELMS. (see "Navigation and Accessibility" section of ELMS Manual)
2. Choose the district (if applicable) that data is being submitted for.
3. Change the reporting year (if applicable).
4. Click on "EL Data" in the navigation column. Only ELMS.Editors will be able to input and submit this data.
5. There are 8 tabs across the top. Each includes information or data specific to the tab topic. All tabs must be completed before the submit button activates.

Annual EL Data

| District Home | Teacher Certification | EL Activities | Validation Issues (12) |

Print Preview

Note: Tabs must be activated before being printed.
All questions not labeled as optional require responses.

1. **District Home**
   - Contact Information is prepopulated by the SDE from current IDCI roles (Title III Language Instruction for English Learners Coordinator, Idaho English Language Proficiency Assessment Coordinator). If this information is incorrect, please contact your district/charter ISEE Coordinator to update accordingly.

2. **Teacher Certification**

- Estimate the number of additional certified/licensed teachers that will be needed for language instruction educational programs in the next five years. (# response)

    3. **EL Activities**
        - Supporting the development and implementation of LIEPs.
        - Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs.
        - Supporting the implementation of schoolwide programs.
        - Providing PD to teachers and other personnel serving ELs.
        - Supporting the development and implementation of pre-school programs. Improving LIEPs by upgrading curricula, instructional materials, software, and assessment procedures.
        - Improving instruction for ELs with disabilities.
        - Providing tutorials, career, and technical education.
        - Offering programs to help ELs achieve in post-secondary education.
        - Other District EL Activities
        - Name of the Other District EL Activities

6. Click Save.
7. Check for Validation Issues. A red tab will appear if any required responses are missing. The Data Collection cannot be submitted until all validation errors have been addressed.
8. Return to the District Home tab, check on the certifications checkbox.
9. Click Submit.

ELMS SUPPORT CONTACTS

Reporting Errors within the Application:
Maria Puga
English Learners Program Coordinator
208 332 6905
mpuga@sde.idaho.gov

Questions on Appeals:
Julissa Lara
English Learner Program Specialist
208 332 6907
jlara@sde.idaho.gov

Questions about ELMS Data Completion:
Maria Barrera
Administrative Assistant, EL/Migrant Program
208 332 6928
mbarrera@sde.idaho.gov