



## EL STUDENT IDENTIFICATION AND MAINTENANCE

All students deserve equitable access to education. Federal law requires schools to identify English learners and provide them with language instruction to ensure “a meaningful opportunity to participate in educational programs.”

School districts must have procedures in place to accurately and timely identify potential EL students. Most school districts use a home language survey at the time of enrollment to gather information about a student’s language background and identify students whose primary or home language is other than English.

School districts must then determine if potential EL students are in fact EL through a valid and reliable test that assesses English language proficiency in speaking, listening, reading and writing.

### ENGLISH LEARNER PROGRAM DATA ENTRY

*PATH: Student Information>English Learners*

#### 1. LANGUAGE

Students who are identified as potential EL students should have a Primary Home Language and Language of Impact entered on the Demographic tab.

#### 2. PENDING EL

Students who may be identified as English Learners (EL) should be set to a status of “Pending EL” on the EL tab.

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### 3. EL IDENTIFICATION

If an initial assessment identifies the student as an English Learner (EL), change the student's status to "EL", enter A) an Identified Date (the date the determination was made) and B) the date Parent Notified.



### 4. PARENT DECLINE SERVICES

If a parent declines EL services (they may decline services, but not the identification), create an EL Services Record. Click New, enter 1) Start Date (date parent refused services), select 2) Service Type (MT EL Services), check 3) Parent Refused Services, and enter 4) Date Refused (should be same as Start Date). Click 5) Save.



### 5. TITLE III SERVICES

If a student is identified as EL and is receiving Title III Services, create an EL Services Record. Click New, enter 1) Start Date, select 2) Service Type: Title III, and click 3) Save.



**EDUCATE Team Contact Information**  
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## 6. EXIT ENGLISH LEARNER

If a student is determined to be proficient, change the student's EL Status to "Exited EL" and enter Program Exit Date.

The First, Second, Third- and Fourth-Year Monitoring will be calculated based on the Program Exit Date.

If the exited student was participating in a Title III program, enter a Service End Date.

## 7. RECORDS TRANSFER

When a student transfers from one district to another, the receiving district should take care to request records from the prior district and review the transfer documentation for an EL identification.

When using the Student Locator to enroll a student, the Records Transfer is initiated automatically for students new to the district. Click Submit Request to request the student's transfer documentation from the prior district.

When a student is added via file upload or is re-enrolling in the district, the student's Records Transfer must be initiated manually. Navigate to Student Information>General>Records Transfer.

Click New State Transfer Request and Submit Request.

The status of the request will be displayed in the Process Alerts. When the request is released, click the student's name. There are two types of records: Transfer Documents and Data Imports. Under Data Imports, locate English Learners (EL) Import Wizard. If the words show in blue, without a line through them, there are records to be imported. Click the blue link to initiate the import. Click Save to import the record.

Navigate to Census>People>Demographics and enter (or verify) the student's Home Primary Language and Language of Impact.

## 8. ASSESSMENT ACCOMMODATIONS

If an English Learner requires assessment accommodations outside of an IEP, navigate to Student Information>General>Test Accommodations. Click New. Select EL Student, select Grade, verify Start Date and End Date, and select Assessment.

The Assessment chosen will “open” for selection of one or more Accommodations. Click Save. Repeat for any other Assessments requiring accommodations.



The screenshot shows the 'State Assessment Test Settings' form. At the top, there are tabs for 'Assessment', 'EL', 'SEA', 'Grade', 'Start Date', and 'End Date'. Below these, there are fields for 'EL Student', 'SEA Student', 'Current Grade', 'Start Date', and 'End Date'. A 'State Assessment' dropdown menu is set to 'ACCESS for ELLs - Listening'. A text box explains that accommodations with an 'SEA' profile are for SEA students and those with both SEA & EL, while those with an 'EL-SEA' profile are for EL students, SEA students, and those with both SEA & EL. A 'Test Settings' section is titled 'ACCESS for ELLs - Listening' and contains a list of accommodations: 'AL001: EL/SEA Accommodations/Exemption Exemption at Test Site', 'AL002: EL/SEA Alternative Devices', 'AL003: EL/SEA Audio Aid', 'AL041: SEA English Print-Contracted', 'AL042: EL/SEA Braille/Expanded', 'AL043: EL/SEA Braille/Non-Braille', 'AL044: EL/SEA Color Adjustments', and 'AL045: EL/SEA Expanded Page/Space'. A scroll bar is visible on the right of the list.

For additional questions about the identification of EL students and the services required to be provided to students, contact: [Serena Wright](#), English Learner Specialist, 406-410-4098.