

DVSD

Language Instruction Educational Program (LIEP)
For English Learners

Description & Guidelines

Table of Contents

TITLE	PAGE NUMBER
Mission Statement	3
Educational Theory and Approach	3
Screening, Identification, and Placement.....	3
Parent Waiver.....	6
Students with IEPs.....	7
ELD Program Design & Instruction.....	8
Integration.....	9
Alternative Education for Disruptive Youth Program (AEDY).....	10
Retention/Promotion.....	11
GIEP.....	11
ELD Staff.....	11
Assessment of ELs.....	12
Reclassification: Active to Former EL Status.....	14
Monitoring of FELs.....	17
Redesignation of Former ELs.....	17
Documentation.....	17
Program Evaluation.....	18

Mission Statement

The mission of the Language Instruction Educational Program (LIEP) at the Delaware Valley School District (DVSD) is to provide support and intensive English instruction to English Learners (ELs), enabling them to succeed in the classroom, the school environment, and the broader community.

Educational Theory and Approach

All students in the Delaware Valley School District (DVSD) may be eligible for English Language Development (ELD) services if they meet one of the following criteria:

- 1) Their first language is a language other than English;
- 2) They come from a home where a language other than English is spoken; or
- 3) They speak a language other than English.

Screening, Identification, and Placement

Upon entrance into the DVSD, all students--including foreign exchange students--will be given a Home Language Survey (HLS), to be completed by a parent or guardian at the time of registration. Interpreting and translation services will be provided by Transperfect in conjunction with Colonial Intermediate Unit 20 (IU 20), as needed. The staff member responsible for registering students will distribute and collect the HLS during the enrollment process. He or she will then send a copy of each completed survey to the ELD chairperson for record keeping.

Once the registration packet is received at the assigned school, if any of the answers on the HLS indicate a language other than English is spoken, the assigned school's office staff and/or guidance counselor will forward a copy to the building's ELD teacher. The original HLS will be kept in the student's permanent file. The building or program's ELD teacher will then complete the appropriate English Learner (EL) Identification Procedure.

The Dual Language Learner Identification Procedure--Pre-K or English Learner Identification Procedure--Grades K-12 will be conducted accordingly by a trained ELD staff member. The EL Identification Procedure begins with a family interview, during which an interpreter may be requested. Responses from the interview will determine whether additional steps are necessary. If the family interview indicates significant exposure to or use of a language other than English in the home, the next step is a review of the student's academic records, if available. This helps determine whether the student has sufficient English proficiency to benefit from instruction without specialized support or accommodations. Acceptable evidence may include:

- Scores from standardized summative or interim assessments in English;
- Passing grades in core content classes taught in English; and/or
- Work samples.

However, if the student has an Individualized Education Program (IEP), or is suspected of having a disability, please see Appendix A of the EL Identification Procedure before proceeding with the academic records review.

The results of the initial steps of this procedure will determine whether further screening is required to assess the student's English proficiency in speaking, listening, reading, and writing. If, during the family interview, the parent/guardian is unreachable after a minimum of three attempts by the ELD teacher—and no prior academic records are available--making the family interview unusable due to a lack of response from the parent/guardian, the appropriate screener will be administered in accordance with the EL Identification Procedure.

Following the family interview, if the student's academic records are not available, or if it is determined that further screening is necessary, the following WIDA screener(s) will be administered and scored by a WIDA-certified ELD teacher. All ELD teachers must be certified or recertified annually on the WIDA assessments that will be administered during the current school year.

- **WIDA SCREENER FOR KINDERGARTEN**

Kindergarten & 1st Semester First Grade Students:

The WIDA Screener for Kindergarten is an English language proficiency screening test designed to help the educators identify incoming kindergarten students as English learners (ELs). As a screener, rather than a summative or progress assessment, it is designed to be administered to students, only one time, as part of the process of assigning English learner status. Screening is one component of a comprehensive, standards-driven, system that supports the teaching and learning of multilingual students. WIDA Screener for Kindergarten is an individually administered paper-and-pencil test, which is divided into three sections: a listening & speaking section that can function alone as an oral language test, a writing section, and a reading section.

For first semester Kindergarten: Assess oral language, using the WIDA Screener for Kindergarten; an oral language composite below 5.0 identifies the student as an EL.

For second semester Kindergarten: Assess all four domains using the WIDA Screener for Kindergarten; an oral language composite below 5.0 and a literacy composite below 4.0 identifies the student as an EL.

For first semester, first grade students: Assess all four domains using the WIDA Screener for Kindergarten; an overall composite proficiency level below 5.0 identifies the student as an EL.

- **WIDA SCREENER ONLINE**

WIDA Screener Online is an English language proficiency screener test given for incoming students in grades 1–12 to determine whether they qualify for English language support services.

WIDA Screener Online is an assessment designed to provide an initial measure of a student's English language proficiency. The purpose of this assessment is to aid educators in making decisions and help them identify whether a student is a candidate for English language support services. WIDA Screener Online should be considered as only one element in the decision-making process of identifying a student as an EL. This decision needs to be supported by evidence, such as previous schooling in English or another language, recommendations from previous teachers, the child's home language survey, or any of the recommended or required criteria as determined by the state and district.

For students second semester, first grade through grade 12: An overall composite proficiency level below 5.0 identifies a student as an EL.

The DVSD does not screen for native language proficiency since screening instruments are not available as suggested in STEP 6 of the EL identification procedure.

Included in the EL Identification Procedure is the determination if the student has limited or interrupted formal education as stated in STEP 7. A student may be identified as limited or interrupted formal education (LIFE) using the criteria below:

- Is enrolling after grade two, AND
- Has a literacy score of less than 3.5 on the MODEL Screener, or WIDA Screener, AND
- Has at least two fewer years of age-appropriate schooling than his peers or has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND
- Has limited encoding/decoding skills in the native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)

- WIDA ALTERNATE SCREENER

The WIDA Alternate Screener is a paper-and-pencil English language proficiency assessment individually administered to new students with an IEP with the most significant cognitive disabilities in grades K-12 who qualify or will qualify for the state Alternate Assessment. The WIDA Alternate Screener assesses each of the four language domains (listening, speaking, reading, and writing) and is anchored in the WIDA ELD Standards framework.

For qualifying students K-12: An overall composite proficiency level below 4.0 identifies a student as an EL.

** See the Alternate Screener guidance on the [Identification of ELs webpage](#) for eligibility and use information.*

NOTE: If a student is unable to complete the screener (e.g. because of a disability or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the HLS, parent interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources, then the student should be identified as an EL.

The results of the EL Identification Procedure will be given to the appropriate guidance counselor for appropriate placement, scheduling, and documentation. The results of this determination will also be indicated in the local district SIS.

Placement

The guidance counselor will place the K-12 student in the ELD program upon the ELD teacher's recommendation, provided the student meets the state's ELD entrance criteria. Students identified as English Learners (ELs) will be placed in an EL specific-English-only Language Instruction Educational Program (LIEP) with a certified ESL/ELD specialist. Pre-K students identified as Dual Language Learners (DLLs) will be supported by their classroom teacher and reassessed at the beginning of kindergarten to determine whether they meet the criteria for placement in the LIEP.

Parent/Guardian notification of student assessment results and placement in the LIEP is required within 30 days of the start of the school year. If a student is assessed and placed in the LIEP during the school year, parent/guardian notification is required within 14 days of enrollment. Based on the results of the WIDA Screener for Kindergarten or the WIDA Screener Online, the student is identified as:

- Entering (Level 1)
- Emerging (Level 2)

- Developing (Level 3)
- Expanding (Level 4)
- Bridging (Level 5)
- Reaching (Level 6).

Documentation of the EL Identification Procedure, language assessment results, and placement determination will be maintained in the student's permanent file.

Parent Waiver

Parents or guardians who do not wish for their child to receive any of the LIEP programs and specialized services must complete the parental waiver. This parental waiver form will remain in the child's permanent file until the child either reclassifies out of the LIEP, as determined by the ELD reclassification procedures, or the parent/guardian completes the ELD reinstatement request form.

Students who have a waiver on file will be identified in PIMS as parent refusal, with: Mixed classes with English-Only as the designation. All identified Els--including students with disabilities and those who have refused services-- will continue to be administered the appropriate annual WIDA ACCESS assessment during the testing window each year until they meet the state-defined reclassification or exit criteria.

Students with IEPs

The federal government mandates that all English Learners (ELs), including those with significant cognitive disabilities, receive language development instruction--unless a parent/guardian has completed an opt out waiver--until they have achieve English proficiency, as defined by the state (that is, to meet the reclassification/exit criteria). Therefore, the student must continue to be identified as an EL to receive language development instruction and to be administered the annual language proficiency assessment. Based on these individual needs, English Language Development (ELD) instruction may range from full inclusion to consultative support. Programs must collaborate to ensure that both the language development and special education requirements are met. This collaborative approach allows the ELD teacher to consult regularly and purposefully with the special education teacher so that language instruction can be integrated into the special education classroom, rather than requiring the student to be pulled out for ELD services. The ELD and classroom teachers will maintain the ELD consultation log.

Els who are also identified as special education students may continue to receive ELD services as determined by the student's Individualized Education Plan (IEP). The ELD teacher provides ELD instruction, while appropriately qualified special education

teachers deliver special education services. If the school's multidisciplinary team determines that a student with a Primary Home Language Other Than English (PHLOTE) does not pass the language proficiency test due to a learning disability, this determination will be documented in the student's permanent file, and the student will receive appropriate educational services.

The Delaware Valley School District does not place any student in a special education program based solely on limited English proficiency. The guidelines and timeframes for special education are the same for both ELs and non-ELs in accordance with the Individuals with Disabilities Education Act (IDEA). The ELD teacher will serve as a member of the evaluation team and, if special education placement is recommended, will also become a member of the IEP Team. ELs with disabilities must be given the opportunity to demonstrate their level of English proficiency and must participate in the appropriate annual ACCESS English language proficiency assessments.

For more detailed guidance related to ELs with disabilities, please refer to the Bureau of Special Education website at www.pattan.net.

ELD Program Design & Instruction

In the ELD class, English is presented as the language of instruction in the language-intensive setting. Both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) will be developed. Students will receive high-quality language instruction in listening, speaking, reading, writing, and critical thinking integrated across five content areas: English Language Arts (ELA), Math (MA), Science (SC), Social Studies (SS), and Social and Instructional language (SI). The SI component includes the language proficiencies for navigating classroom and school environments. The role of the ELD teacher is to develop the language functions necessary for student success in core content classes.

English Learners (ELs) will participate in regular education content classes. Classroom teachers will adapt and modify instruction based on the student's English language proficiency level, the Pennsylvania English Language Development Standards (PA ELDS), the Pennsylvania Core and Academic Standards, and the WIDA ELD Standards. English language development must be integrated into all classes taught by non-ELD certified teachers in which ELs are enrolled. Non-ELD teachers are responsible for planning and delivering language instruction, along with providing supports, modifications, and accommodations to ensure ELs have access to grade-level content aligned with course standards. ELD instruction occurs daily and is delivered by both ELD-certified and non-ELD-certified teachers.

In ELD instruction, ELs may be grouped by language proficiency level. In some cases, they may also be grouped across grade levels. Regardless of grouping, instruction must

remain age- and grade-appropriate, as outlined in the DVSD board-approved planned instruction. The ELD teacher is responsible for assigning grades in ELD. In all classes, ELs are to be graded using the same grading system as all other students. The ELD curriculum, developed for various grade clusters, is designed to prepare ELs for both language development and academic success across content areas.

To support academic achievement, the ELD teacher will implement effective instructional practices, including (but not limited to) culturally responsive teaching and strategies that provide meaningful and comprehensible access to all content areas. The ELD and content area teachers will collaborate to identify and implement classroom accommodations that align with each EL's current language needs.

To guide instruction, the WIDA Can Do Descriptors will be used to help teachers understand what ELs can do at various proficiency levels and to identify key language uses and functions. Appropriate accommodations may include, but are not limited to: adapted assessments, one-on-one assessments with the teacher or instructional aide, extended time, simplified language, manipulatives, frequent checks for comprehension, and/or the use of the student's native language. ELD and content area teachers may also apply various scaffolding techniques such as modeling, graphic organizers, prompts, group work, leveled readers, and sentence starters, among others.

The ELD teacher will create and maintain an Individualized Language Learning Plan (ILLP) for all current ELs. The ILLP will be shared with all classroom teachers and will identify instructional strategies, assessment accommodations, and general and state testing accommodations appropriate to each EL's most recent language proficiency scores.

Collaboration between the ELD teacher and all content area teachers is essential for ensuring the academic success of ELs. Ample planning time should be provided to facilitate this collaboration.

Integration

English Learners (ELs) in the Delaware Valley School District are not denied participation in any school-sponsored activities for any reason, unless they have been expelled. The district mandates that accommodations to instruction be provided for all ELs in the classroom. All services are delivered in the least restrictive environment. Students in the ELD program will be integrated with the general education population whenever possible.

Additionally, the Delaware Valley School District requires that instructional materials for ELs—including access to technology—be sufficient in both quality and quantity, and comparable to those provided to non-ELs. Classroom and instructional ELD materials

are ordered annually for each individual building. Furthermore, the facilities provided to ELs must be comparable to those available to non-ELs.

Elementary Setting:

At Dingman-Delaware Primary School, Dingman-Delaware Elementary School, Delaware Valley Elementary School, and Shohola Elementary School, ELs are placed in regular elementary classrooms. They eat lunch, participate in recess, and attend all specials alongside their peers. Additional activities—such as after-school sports, chorus, instrumental groups, the yearbook committee, and more—are open to all students, including ELs. ELs are also included in all homeroom activities, such as field trips and special events. All teachers are required to provide accommodations for instruction, activities, and assessments based on each EL's language proficiency level.

Secondary Setting:

At Dingman-Delaware Middle School, and Delaware Valley Middle School, ELs have the opportunity to participate in art, music, technology education, family and consumer science, and physical education alongside their peers. All content area teachers are required to provide accommodations for instruction, activities, and assessments based on each EL's language proficiency level. Like all other students in the district, middle school ELs are given the opportunity to participate in all school-sponsored activities, clubs, after-school sports, and more.

At Delaware Valley High School, ELs have the opportunity to select electives such as art, business, engineering, family and consumer science, music, technology education, physical education, and world languages alongside their peers. In some cases, all students are required to complete the first part of a course before proceeding to the next level. All content area teachers are required to provide accommodations for instruction, activities, and assessments to meet each EL's language proficiency level. Beginning in tenth grade, ELs have the opportunity to attend career and technical education programs with their peers. Extracurricular activities, including after-school clubs and sports, are also available.

During the school day, ELs at the middle and high school levels are assigned specific classes with the ELD teacher. Remaining periods are filled with electives and content area courses alongside their peers. Teachers of these courses are required to provide accommodations in instruction, activities, and assessments to meet the language proficiency level of each EL.

Alternative Education for Disruptive Youth Program (AEDY)

The in-house AEDY program must provide the same ELD instruction that students received while enrolled in the regular education program at DVSD. AEDY must offer regular ELD instruction delivered by an ELD teacher. The ELD instructional program will be based on the student's current English proficiency level and instructional needs. It is recommended that ELs identified at levels 3, 4, or 5 receive at least 45–90 minutes of ELD instruction per week, while newcomers may require additional time. Please refer to the EL's Individualized Language Learning Plan (ILLP) for further information.

Collaboration between the ELD teacher and the content area teachers in the AEDY program is essential to ensure the academic success of ELs. Ample planning time should be provided to facilitate this collaboration.

All ELs placed in the AEDY program will be given the opportunity to succeed. Additional support and guidance should be provided if a student is struggling academically. ELs may resume extracurricular activities upon returning to the traditional DVSD program.

Retention/Promotion

A student may not be retained in a grade solely based on their lack of English language proficiency.

GIEP

LIEP and gifted programming are not mutually exclusive. Gifted services do not replace English language development services, nor do ELD services replaced gifted services. ELs must be afforded all supports, resources, and programming for which they are eligible. In other words, ELs are eligible for gifted services if they meet GIEP eligibility criteria. Students with a gifted designation are also eligible for ELD programming if they are identified as ELs. There is no waiting period to determine gifted eligibility for an EL student. A student must not be denied gifted testing or services based solely on their EL status.

ELD Staff

The English Language Development (ELD) teachers in the Delaware Valley School District (DVSD) are highly qualified professionals. Staff development opportunities are both provided and encouraged by the district. Professional development related to ELD issues is addressed and offered annually. Additionally, projected ELD enrollment is reviewed each year to ensure adequate staffing.

The ELD staff at DVSD regularly participate in professional development opportunities offered by WIDA, the Pennsylvania Department of Education (PDE), and Intermediate Unit 20 (IU 20). Topics include, but are not limited to, identification procedures, assessment, instruction, and reclassification procedures.

Throughout the school year, the ELD teacher is responsible for daily instruction, assessment, monitoring, and serving as a resource to school staff regarding appropriate language modifications and accommodations. ELD instruction occurs daily and is delivered by both ELD and non-ELD teachers.

To ensure academic success, the ELD teacher employs best practices, including culturally responsive teaching and providing meaningful and comprehensible access to all content areas. The ELD teacher and content area teachers collaborate to identify appropriate classroom accommodations that meet the current language needs of English Learners (ELs) as listed in the Individualized Language Learning Plan (ILLP). To support this collaboration, teachers use the WIDA Can Do Descriptors to identify key uses and language functions appropriate to each English proficiency level.

Accommodations may include, but are not limited to: adapted assessments, one-on-one assessments with a teacher or instructional aide, extended time, simplified language, use of manipulatives, frequent checks for comprehension, and/or use of the student's native language. Teachers may also implement various scaffolding strategies, such as modeling, graphic organizers, prompts, grouping, leveled readers, and sentence starters.

Collaboration among ELD and content area teachers across all buildings and programs is essential to the academic success of ELs. Key strategies for promoting collaboration include providing time for co-planning, establishing clear roles, setting goals and expectations, and identifying shared resources.

Additional guidance can be found in the publication *Supporting English Learners' Success: A Practical Guide for School Administrators*, available at: <http://www.eslportalpa.info/wp-content/uploads/sites/5/2018/09/ESL-Admin-Guide-ADA.pdf>.

Assessment of ELs

- **WIDA ACCESS**

All identified ELs will be administered the WIDA ACCESS during the annual testing window. WIDA ACCESS is a suite of secure, large-scale English language proficiency assessments for kindergarten through grade 12 students

who have been identified as ELs. The assessments are grounded in the WIDA English Language Development Standards and given annually in WIDA Consortium member states to monitor student progress in acquiring academic English. For more information on WIDA assessments, visit wida.wisc.edu/assess.

English language proficiency is a measure of the language students use in their interactions with peers and teachers in both instructional and social settings. Language and cognition develop over years, and the path of each individual varies depending on many factors, including age, educational experiences, and personality. With this in mind and to target distinct spaces along the development continuum, the WIDA ACCESS assessment is broken into grade-level clusters.

Each test, across all grade-level clusters, assesses the four language domains of listening, reading, writing, and speaking. In the listening and reading domain tests, students are presented with items to which they respond by making a selection from limited options. In the writing and speaking domain tests, students are presented with open-ended tasks and construct unique responses. To give students the best opportunity to show what they can do with academic English language, the tests are organized into thematically linked groups of items. This structure minimizes the cognitive leaps students must make as they move from item to item through the test.

The WIDA ACCESS assessment has some form of built-in adaptivity, giving students the chance to respond to test content that is challenging enough to allow them to fully demonstrate their English language skills, but not so difficult as to prevent them from showing any skills at all. In the WIDA ACCESS paper version, this adjustment to a student's abilities is accomplished with a tiered test structure. The WIDA ACCESS online pairs the tiered structure with an adaptive test engine that responds to a student's performance. WIDA ACCESS for Kindergarten and WIDA ALTERNATE ACCESS give students multiple opportunities to respond to each test item and provide multiple points at which test administrators can stop testing as students reach the extent of their current language abilities.

- **WIDA ALTERNATE ACCESS**

The WIDA ALTERNATE ACCESS is an assessment of English language proficiency for students in grades 1-12, who are classified as English Learners (ELs) and have significant cognitive disabilities that prevent their meaningful participation in the WIDA ACCESS assessment. Students with significant cognitive disabilities are identified as having one or more of the existing categories of disabilities under the IDEA (e.g.; intellectual disabilities, autism,

traumatic brain injury, multiple disabilities, etc.) Their cognitive impairments may prevent them from attaining grade level achievement standards. It must be stated in the student's IEP that they will be given the WIDA ALTERNATE ACCESS.

Checklist for the WIDA ALTERNATE ACCESS

- The student has been classified as an EL
- The student has a significant cognitive disability and is eligible for Special Education services under IDEA
- The student is in an alternate curriculum aligned with their state's academic standards and is or will be participating in the state-wide alternate accountability assessment (PASA).

Reclassification: Active to Former EL Status

An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS, and gathered by teachers using standardized language use inventories.

EL status of students K-12 for the current school year must be determined by September 30 and reported in the student management system (PIMS) October District and school enrollment collection snapshot (unless otherwise stated by PDE).

Reclassification Regarding ELs without Disabilities:

To determine reclassification status, the WIDA ACCESS and the language use inventories together produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified.

Two language use inventories must be completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete an inventory (e.g. students whose parents have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL teacher regularly), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory (e.g. elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher or administrator who can

accurately complete the inventory), one inventory may be completed, and the single score is multiplied by two. **The two inventories do not need to agree.**

The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold (*4.5 Overall Composite Proficiency Level*). Once ACCESS scores are released, points from the rubrics are used to determine if students are eligible to be reclassified.

However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the WIDA ACCESS score report and language use inventory forms, then the EL status may be retained.

Students are NOT eligible for reclassification unless they achieve an overall composite proficiency level score of 4.5 or higher. There are no exceptions.

For reclassification of ELs with disabilities, whether WIDA ACCESS or the WIDA ALTERNATE ACCESS, please see the appropriate procedures as stated in the PDE policy: state required Reclassification, Monitoring, Re-designation of English Learners (ELs).

Reclassification Regarding ELs with Disabilities:

ELs with Disabilities - taking the WIDA ACCESS

An EL with a disability who has not met the criteria outlined above may be considered for reclassification if:

1. The student has an IEP at the time of the reclassification decision (it is not necessary for the student to have had an IEP for the duration of their enrollment in the LIEP), **AND**
2. The student has been continuously enrolled in the LIEP for at least **four** years, **AND**
3. The student's overall composite SCALE SCORE* on the ACCESS has not increased by more than 10% between any two years **or** total over the three most recent testing cycles (the current year and the two preceding years), **AND**
4. The school has documented evidence** that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP, **AND**

5. A school-based team recommends reclassification. *See below for team composition and recommendation protocol.*

* For students who cannot complete all four domains of the test as a direct documented result of their disability, the state has adopted a method for calculating an overall composite score with fewer than all four domains. LEAs may use the overall composite score calculation tool (for ELs with disabilities) available on the PDE website. Please refer to the Reclassification guidance on the PDE website for Educating English Learners for additional information and tools.

ELs with Disabilities - taking the WIDA ALTERNATE ACCESS

ELs who are eligible for and take the WIDA ALTERNATE ACCESS may be considered for reclassification when:

1. They achieve an **overall composite proficiency level score of at least 4** on the WIDA ALTERNATE ACCESS;
2. The district has documented evidence that appropriate and adequate language supports have been systematically provided by a licensed ESL teacher or a licensed teacher working with an ESL teacher for the duration of the student's enrollment in their LIEP; and
3. The IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

* Some ELs with disabilities may not be able to participate in all four domains of the WIDA ACCESS or ALTERNATE ACCESS. For ELs whose disabilities prevent them completing all four domains of the test and who are being considered for reclassification under the criteria for students with disabilities, the state has adopted a method for calculating an overall composite proficiency level with fewer than all four domains linked below.

A reclassification cover sheet is not required for English learners who take the WIDA ALTERNATE ACCESS, as reclassification decisions for these students are made through an IEP team meeting and are documented within that process.

Although language use inventories are not required for English learners with disabilities as part of the reclassification process, educators are encouraged to complete them if possible and when appropriate. Doing so provides documentation of the student's language proficiency at the time of reclassification and may serve as a useful reference for future decision-making.

For more detailed guidance related to ELs with disabilities, please see the guidance contained on the Bureau of Special Education website at www.pattan.net.

Monitoring of FELs

- **Active Monitoring Period – first two years after reclassification**

A student who has been reclassified as a Former English Learner (FEL) and has exited the LIEP will be monitored formally for two years. The ELD teacher will be responsible for monitoring the EL. Student monitoring will occur formally at the end of each marking period and informally throughout the year. The ELD teacher will distribute and collect the ELD monitoring form from the student's content area teachers. The ELD Monitoring Form will be placed in the student's permanent file. If the student receives a failing grade for one marking period, the ELD teacher and the guidance counselor will meet with the student to determine the reason for the failure and suggest possible solutions. If the student receives a failing grade for two marking periods, a plan of action will be formulated. In high school, the student may lose an elective and be placed in ELD Academic Support. The student will not receive credit toward graduation in this program. In middle school and elementary school, the teacher will work with the administration to find additional time where the ELD teacher can work with the student.

- **Additional Monitoring Period – third and fourth years after reclassification**

FELs will be monitored for a period of two years after reclassification strictly by reporting FELs to the state for an additional two years. ELD services are not provided during this period and students are not monitored by an ELD teacher.

Redesignation of Former ELs

If it is determined during the active monitoring phase that a Former English Learner (FEL) is struggling academically due to persistent language barriers, the district must have plans in place to re-designate the student as an active English Learner (EL) and re-enroll them in the Language Instruction Educational Program (LIEP). The district must provide evidence that the student is struggling as a result of ongoing language acquisition needs, rather than academic challenges that would be addressed through academic supports or interventions.

FELs who are re-designated as active ELs must meet the state-required criteria again to be reclassified as FELs. In such cases, the monitoring process restarts from Year 1 upon the second reclassification.

Documentation

The Local Education Agency (LEA) reports to various stakeholders on the progress of enrolled English Learners (ELs) to evaluate program effectiveness. Stakeholders within the Delaware Valley School District (DVSD) include the Supervisor of Academic Services, building administrators, school counselors, teachers, case managers, and families of ELs.

The LEA will provide all instructional and student achievement-related documents, including the program handbook, in the parent or guardian's preferred mode of communication. Additionally, the LEA will provide the EL and their parent/guardian with quarterly progress summaries every 45 days, communicated in the family's preferred language and format.

Program Evaluation

Periodically, the district will conduct a comprehensive evaluation of its Language Instruction Educational Program (LIEP), including the in-house Alternative Education for Disruptive Youth (AEDY) program. The evaluation will address areas including, but not limited to, instruction, program design, procedures, school climate, family engagement, student outcomes, and resource allocation.

The English Language Development (ELD) program will implement any recommendations resulting from the evaluation within a reasonable timeframe. All results and actions taken will be documented.

For additional guidance, please refer to the Pennsylvania Department of Education's *Considerations for EL Program (LIEP) Review*.