

DVSD

Language Instruction Educational Program (LIEP)
For English Learners

Description & Guidelines

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Mission Statement

The mission of the LIEP at the Delaware Valley School District (DVSD) is to provide support and intensive instruction in English to English Learners (ELs) which will enable them to become successful in the classroom, school environment, and the community at large.

Educational Theory and Approach

All students of 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 spoken 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/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 necessary. The person responsible for registering students will distribute and collect the HLS during the enrollment process. He/she will then send a copy of all home language surveys to the ELD chairperson for record keeping.

Once the registration packet is received at the assigned school, if the answers to any of the questions on the home language survey indicate a language other than English, the 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's or program's ELD teacher will complete the appropriate EL identification procedure.

The EL identification procedure – Pre K or the EL identification procedure - Grades K-12 will then be conducted accordingly by the trained ELD staff member. The EL identification procedure begins with a family interview. An interpreter may be necessary to conduct the family interview. The responses to the family interview will determine if additional steps are necessary. If the results of the family interview determine that the second language exposure/use at home is significant, a review of the student's academic records will follow, if available, from the previous schooling. This will help determine if the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence may include scores from standardized summative or interim tests in English, passing grades for core content classes conducted 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 review of the academic records.

The results of the initial steps in this procedure will determine if further screening is required to determine 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 there are no prior academic records available, thereby making the family interview unable to be utilized due to a lack of response from the parent/guardian, the appropriate screener tool will be administered in accordance with the EL identification procedure.

Following the family interview, if the student's academic records are not available or it is determined that further screening is necessary, the following screeners will be administered and scored by the WIDA certified ELD teacher. All ELD teachers must certify or recertify annually on the WIDA assessments to be administered that 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 K Screener, an oral language composite below 5.0 identifies the student as an EL.

For second semester Kindergarten: Assess all four domains using the K Screener, an oral language composite below 5.0 and a literacy composite below 4.2 identifies the student as an EL.

For first semester, first grade students: Assess all four domains using the K Screener, 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 W-APT, 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)

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 district SIS.

Placement

The guidance counselor will place the K-12 student in the ELD program upon the ELD teacher's recommendation if the student meets the state's ELD entrance criteria. Students identified as an EL will then be placed in an EL specific-English-only LIEP with a trained ELD teacher. Pre-K students identified as Dual Language Learners (DLLs) will be supported by their classroom teacher and will be reassessed at the beginning of kindergarten to determine if the student meets the criteria to be placed in the ELD program in kindergarten.

Parent/Guardian notification of student assessment results and placement in an ELD education program is required within 30 days of the beginning of the school year. When a student is assessed and placed in an ELD education program 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), or reaching (Level 6).

Again, documentation of the EL identification procedure, language assessment results, and placement determination will be maintained in the student's permanent file.

Parent Waiver

Parents/Guardians who do not wish for their child to receive any of the ELD programs and services offered to their child must complete the parental waiver, opting out of the program. This OPT-OUT parental waiver will stay in the child's permanent file until the child either reclassifies from the ELD program as determined by the ELD reclassification procedures or the parent/guardian completion of the ELD reinstatement request form. Students who OPT-OUT of the ELD program will be identified in PIMS as parent refusal: Mixed classes with English-Only as the type. All identified ELs, including students with disabilities and those who have refused services, will continue to be administered annual ACCESS assessment during the annual testing window until they meet the reclassification/exit criteria as defined by the state.

Students with IEPs

The federal government has mandated that all ELs, including those with significant cognitive disabilities, receive language development instruction, unless a parent/guardian has chosen to opt out their child, until they have reached 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 proficiency assessment. Based on these

individual needs, ELD instruction could range from full inclusion to consultative support. Programs must collaborate to ensure that both the language needs and special education requirements are met. This approach allows the ELD teacher to consult in a regular, planned way with the special education teacher so that the special education teacher can provide appropriate language instruction within the special education classroom rather than pulling the student out for ELD instruction. The ELD and classroom teacher will maintain the ELD consultation log.

ELs identified as special education students may continue to receive ELD services as determined by the student's IEP. The ELD teacher provides ELD instruction, and appropriately qualified special education teachers give special education services. If the multidisciplinary team of school staff determines that the student identified as a primary home language other than English (PHLOTE) student does not pass the language proficiency test due to a learning disability; this will be noted in the student's permanent file, and the student will receive appropriate educational services.

Delaware Valley School District does not place any student in a special education program based on his/her limited English proficiency. The guidelines and time frames 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 be a member of the evaluation team and if a special education placement is recommended, the ELD teacher will become a member of the IEP Team. ELs with disabilities must be given the opportunity to demonstrate their level of proficiency in the English language and must be included in the appropriate annual ACCESS for ELLs language proficiency assessments in all language domains.

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 will be presented as the language of instruction in the language-intensive setting. Basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) will be developed. Students will receive quality language instruction in listening, speaking, reading, writing, and critical thinking associated with five content areas. These areas are: English/language arts (ELA), math (MA), science (SC), social studies (SS), and social and instructional language (SI), which incorporates proficiencies needed to deal with the general language of the classroom and the school. The role of the ELD teacher is to develop the necessary language functions to succeed in the core content classes.

ELs will participate in the regular education content classes. The classroom teacher will make adaptations and modifications in the delivery of the content instruction based on

the student's language proficiency level, the Pennsylvania English Language Development Standards (PA ELDS), the Pennsylvania Core and Academic Standards along with the WIDA ELD Standards. English language development is to be integrated into all classes taught by non-ELD certified teachers in which ELs are present. Classroom non-ELD teachers are responsible for planning for and including language instruction, as well as supports, modifications, and accommodations, so that ELs are able to have access to the standards to which the course is aligned. ELD takes place daily for the ELs and is delivered by both ELD teachers and non-ELD teachers.

For instruction in the EL specific-English Only type, ELs may be grouped according to language proficiency levels. In other situations, they may be grouped across grade levels. Regardless, instruction is always age and grade appropriate as stated in the planned instruction board approved of the DVSD. The ELD teacher is responsible for providing the grade for this subject. In all classes, ELs are to be graded using the same grading system as all other students. The ELD curriculum developed for the various grade clusters has been designed to prepare ELs for language development and academic success across all content areas.

To ensure academic success, the ELD teacher will employ the effective practices, including, but not limited to, culturally responsive teaching, as well as meaningful and comprehensible access to all content area classes. The ELD teacher, as well as the content teacher, will work together to identify appropriate classroom accommodations that best meet the current language needs of the EL. To help teachers understand what ELs can do at various English proficiency levels, the ELD teacher and content area teachers will use the WIDA Can Do Descriptors to help identify the key uses and language 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, use of manipulatives, frequent checks for comprehension, and/or use of the native language. The ELD teacher and content area teachers may also implement various scaffolding techniques, such as modeling, graphic organizers, prompts, grouping, leveled readers, and/or sentence starters to name a few.

Collaboration amongst the ELD teacher and all content areas is essential to ensure the academic success of the EL. Ample planning time between the ELD teacher and content area teacher should be provided.

Integration

The ELs at the Delaware Valley School District are not denied participation in any school sponsored activity for any reason unless they are expelled. The Delaware Valley School District mandates accommodations to instruction for all ELs in the classroom. All services are provided in the least restrictive environment. Students in the ELD program will be integrated with the general education population whenever possible.

In addition, Delaware Valley School District mandates that instructional materials for ELs including access to technology are sufficient in quality and quantity, and comparable in quality and quantity to those provided to non-ELs. Classroom and instructional ELD materials are ordered for each individual building on a yearly basis. Furthermore, the facilities provided to ELs are comparable to those provided 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 a regular elementary classroom. The student also eats lunch, participates in recess, and attends all specials with his/her peers. Additional activities such as after-school sports, chorus, instrumental groups, yearbook committee, etc. are available for participation by all students, including ELs. ELs are included in all homeroom activities such as field trips and other special events. All teachers are required to provide accommodations regarding instruction, activities, and assessments to meet the language proficiency level of the EL.

Secondary Setting:

At Dingman-Delaware Middle School, and Delaware Valley Middle School, ELs have the opportunity to receive art, music, technology education, family consumer science, and physical education with their peers. All content area teachers are required to provide accommodations, regarding instruction, activities, and assessments to meet the language proficiency level of the EL. Just like the other students in the district, the middle school ELs are given the opportunity to participate in all school sponsored activities, clubs, after-school sports, etc.

At Delaware Valley High School, ELs have the opportunity to select electives such as art, business, engineering, family & consumer science, music, technology education, physical education, and world languages along with their peers. In some instances, all students will have to complete the first section of a course before proceeding to the second. All content area teachers are required to provide accommodations, regarding instruction, activities, and assessments to meet the language proficiency level of the EL. Beginning in tenth grade, all ELs are given the opportunity to attend career and technical educational programs with their peers. Extra-curricular activities such as after-school clubs and sports, are also available.

Within the school day, ELs at the middle school and high school are assigned specific classes with the ELD teacher. Remaining periods are filled with electives and content area courses with their peers. Teachers of these courses are required to provide

accommodations regarding instruction, activities, and assessments to meet the language proficiency level of the EL.

Alternative Education for Disruptive Youth Program (AEDY)

The in-house AEDY program must provide the same ELD development instruction that was provided while enrolled in the regular education program at the DVSD. AEDY must provide daily ELD instruction provided by the ELD teacher. The ELD instructional program design will be based upon the student's current English proficiency level and instructional needs. It is recommended that instructional for ELs identified as levels 3, 4, or 5 have at least 45-90 minutes of ELD instructional time per week. Newcomers may require additional time. Please see the DVSD EL Plan for additional information.

Collaboration amongst the ELD teacher and the content area teachers of the AEDY program is essential to ensure the academic success of the EL. Ample planning time between the ELD teacher and content area teachers of the AEDY program should be provided. All ELs will be given the opportunity to succeed while placed in the AEDY program. Extra help and guidance should be provided if the student is struggling academically. ELs may resume their extra-curricular activities when they return as a traditional student to the DVSD.

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Retention/Promotion

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

GIEP

LIEP and gifted programming are not mutually exclusive. Gifted services do not replace English language development services or vice versa. 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 eligible for ELD programming if they are identified as an ELs. There is no waiting period for making a gifted determination for an EL student. A student must not be denied gifted testing or services if he or she is an EL.

ELD Staff

The ELD teacher(s) in the Delaware Valley School District are highly qualified teachers. Staff development opportunities are provided and encouraged by the district. Staff professional development for teachers on ELD issues is addressed and provided on an annual basis. In addition, the projected ELD enrollment is reviewed annually to ensure adequate staffing. The ELD staff of the DVSD regularly participates in professional development opportunities provided by WIDA.US, the Pennsylvania Department of Education (PDE), IU 20, and the Center for Schools and Communities on topics including but not limited to identification procedures, assessment, instruction, and reclassification procedures.

Over the course of the year, the ELD teacher will be responsible for daily instruction, assessment, monitoring, and serve as a resource to the school's staff regarding appropriate language modification and accommodations. ELD instruction takes place daily throughout the day for ELs and will be delivered by both ELD teachers and non-ELD teachers.

To ensure academic success, the ELD teacher will employ best practices including but not limited to culturally responsive teaching as well as meaningful and comprehensible access to all content area classes. The ELD teacher as well as the content teacher will work together to identify appropriate classroom accommodations that best meet the current language needs of the EL. To help teachers understand what ELs can do at various English proficiency levels, the ELD teacher and content area teachers will use the WIDA Can Do Descriptors to help identify the key uses and language 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, use of manipulatives, frequent checks for comprehension, and/or use of the native language. The ELD teacher and content area teachers may also implement various scaffolding techniques, such as modeling, graphic organizers, prompts, grouping, leveled readers, and/or sentence starters.

Collaboration amongst the ELD teacher and the content area teachers of all buildings and programs is essential to ensure the academic success of the EL. Key considerations in promoting collaboration amongst the team of teachers, include but are not limited to, providing time for co-planning, establishing clear roles, setting goals and expectations, and identifying resources. Additional information be found in the guide: Supporting English Learner's 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

- **The ACCESS for ELLs**

All identified ELs will be administered the ACCESS for ELLs during the annual testing window. ACCESS for ELLs 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 ACCESS for ELLs assessments are divided 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.

Each ACCESS for ELLs 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 ACCESS for ELLs paper version, this adjustment to a student's abilities is accomplished with a tiered test structure. ACCESS for ELLs Online pairs the tiered structure with an adaptive test engine that responds to a student's performance. Kindergarten and Alternate ACCESS for ELLs 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.

- **The Alternate ACCESS for ELLs**

The 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 ACCESS for ELs 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 Alternate ACCESS for ELLs.

Checklist for the Alternate ACCESS for ELs

- 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

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 ACCESS for ELLs and the language use inventory 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 ELD teacher must complete one of the inventories when able. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ELD teacher cannot complete an inventory (e.g. students whose parents have refused services and who are not seen by an ELD teacher, or ELs in higher proficiency levels who do not work with an ELD 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 ELD 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. Each language use inventory produces a single score and the sum of the two inventory scores is added to the ACCESS for ELLs points assigned to determine if the student meets the minimum threshold for reclassification.

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. Once ACCESS scores are released, the score points are added to the inventory points to determine if students are eligible to be reclassified.

When this reclassification score is equal to or greater than the cutoff, then a student should 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 ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

For reclassification of ELs with disabilities, whether ACCESS for ELLs or the Alternate ACCESS for ELLs, 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 ACCESS for ELLs

An EL with a disability may be considered for reclassification if:

- the student has an IEP, AND
- the student has been continuously enrolled in an ELD/bilingual education program for at least four years, AND
- the student's overall composite proficiency level score on the ACCESS for ELLs has not increased by more than 10% at any point or total over the three most recent testing cycles, AND
- the IEP team, with input from an ELD education professional, recommends reclassification.

ELs with Disabilities - taking the Alternate ACCESS for ELLs

An EL who is deemed eligible for the Alternate ACCESS for ELLs may be considered for reclassification when:

- the student achieves a score of at least P2 on two consecutive administrations of the test OR achieves the same score for three consecutive administrations of the test, AND
- the IEP team, with input from an ELD education professional, recommends reclassification.

Although language use inventories are not required for ELs with disabilities as part of the reclassification process, teachers should consider completing them in cases where it is appropriate as a way to document language proficiency at the time of reclassification for future references, if needed.

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 ELD program 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 an EL is struggling academically as a result of persistent language barriers, then the district must have plans in place to re-designate that former EL as an active EL and re-enroll him/her in

the LIEP. The district must demonstrate that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions. FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

Documentation

The LEA reports to various stakeholders regarding the progress of the enrolled ELs to evaluate program effectiveness. Stakeholders within the DVSD include the supervisor of academic services, director of elementary education, director of secondary education, building administrators, school counselors, case managers as well as families of ELs. The LEA will provide all paperwork and documents related to instruction and student achievement, including the program handbook, in the preferred mode of communication of the English Learner's parent/guardian. The LEA will provide the EL and the parent/guardian with quarterly progress summaries in the family's preferred mode of communication every 45 days.

Program Evaluation

Periodically, the district will conduct a comprehensive evaluation of its ELD program within the in-house AEDY program, including, but not limited to staffing, professional learning, and examining student outcomes, including evidence of student growth toward proficiency in English and academic achievements. The ELD program will implement any/all recommendations made as a result of its program evaluation within a reasonable amount of time after the evaluation. Results will be documented. Please refer to the Administrator Guide on Supporting English Learner's Success for possible rubrics for program evaluation.