

DVSD

Language Instruction Educational Program (LIEP)
For English Learners
Description and Guidelines

Language Instruction Educational Program (LIEP) For English Learners

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 DVSD may be eligible for ELD services if they meet one of the following criteria: 1) first language spoken is one other than English; 2) come from a home where a language other than English is spoken; or 3) speak a language other than English.

Plan of Action

1. 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 (LA), 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.
2. 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) and the Pennsylvania Core and Academic Standards.

Screening Identification and Placement

Upon entrance in the DVSD, all students will be given a Home Language Survey (HLS) to be completed by a parent or guardian at the time of registration. Interpreters may be necessary. This includes Foreign Exchange students. 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 indicating a Home Language (HL) other than English 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 guidance counselor will forward a copy to the ELD teacher. The original HLS will be kept in the student's permanent file.

The English Language Identification Procedure - Pre-K, or the English Language Identification Procedure - Grades K-12 will be conducted accordingly, which may include a family interview and/or review of the student's academic. The results of this procedure will determine if further assessment is required, as listed below, to determine the student's proficiency in speaking, listening, reading, and writing. If the parent/guardian is unreachable after a minimum of three attempts by the ELD teacher and there are prior academic records available, thereby making the English Language Identification procedure unable to be utilized due to a lack of response from the parent/guardian, the appropriate assessment will be administered.

The test will be administered and scored by the ELD teacher and the results will be given to appropriate guidance counselor.

- Pre-Las for Pre-Kindergarten students
- WIDA-ACCESS Placement Test (KW-APT) for Kindergarten students
- WIDA Screener for students grade1 through grade 12

Kindergarten

The KW-APT Test Administration Manual provides guidance for administration of test components for entering K students to take the listening, speaking, reading and writing components which are combined in one test that uses pictures to alternate between speaking and listening tasks. A student entering in the second half of the Kindergarten year would take all four components: Listening, Speaking, Reading, and Writing, or only the oral portion (Listening and Speaking).

First Grade

For first semester, first grade students, it is required that these students take all four components of the Kindergarten W-APT. The KW-APT may only be administered to a student once in any school year.

In connection with the KW-APT:

- When using the KW-APT for identification and/or placement of kindergarten students, a raw score for listening and speaking of 15 or higher meets the minimum requirement for a student to be exempt from an English language instructional program. Scores of 14 and below is an indicator that a student is in need of an English language instructional program. However, the KW-APT should be considered as only one element in the decision making process. Additional criteria must inform the identification and/or placement of these students. Additional criteria can include current or previous grades/progress reports, standardized tests, oral interview and observations.

All Grades

The guidance counselor will place the K-12 student in the ELD program upon the ELD teacher's recommendation, if he/she meets the state's ELD entrance criteria. Pre-K students will be supported by their classroom room teacher and will be re-assessed at the beginning of Kindergarten to determine if they meet 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. Based on the results of the WIDA Screener or the W-APT test as appropriate, the student is identified as Entering (Level 1), Emerging (Level 2), Developing (Level 3), Expanding (Level 4), Bridging (Level 5) or Reaching (Level 6).

Newly enrolling students without academic records must be assessed for their English Language Proficiency.

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

Foreign Exchange

A foreign exchange student who is identified as an EL is to:

- be placed with the district's language instruction educational program (LIEP) as appropriate based on their language proficiency,
- be included in the PIMS or LEP SYSTEM data collection as ELs
- participate in the annual state English language proficiency assessment, and
- participate in the Keystone Exams. Their results are attributed to the host family's district of residence and to the state.

Parent Waiver

A parent/guardian may have his or her child opt out of the district's ELD program. A parent waiver form must be completed and submitted and will remain in the student's permanent file. A parent may also elect to have their child reinstated in the ELD program through the completion and submission of the parental reinstatement form. This form will remain in the student's permanent file.

The Alternate ACCESS for ELs

The Alternate ACCESS is an assessment of English language proficiency (ELP) 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 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 alternate curriculum aligned with their state's academic standards and is or will be participating in the state-wide alternate accountability assessment (PASA)

Program Design

Planned instruction must be daily instruction supporting the program model chosen by the LEA. The Delaware Valley School District primarily uses a Pull-Out Model of Instruction employing EL Specific English Only Instruction. However, English Language Development (ELD) 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 as needed so that ELs are able to have access to the standards to which the course is aligned.

For the purpose of instruction in the pull out environment, ELs may be grouped according to language proficiency levels. In other situations, they may be grouped across grade levels. Instruction is always age and grade appropriate.

The ELD teacher is responsible for providing the grade for this subject. ELs must and are graded using the same grading system as all other students.

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 and participates in recess 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.

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. As with the rest of the district, 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 receive art, music, technology education, family consumer science, foreign languages, physical education, and all electives with their peers. All content area teachers are required 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 the Career and Technical Educational with their peers. Additional activities such as after-school sports, chorus, instrumental groups, clubs, etc. are 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 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.

The ELs at Delaware Valley School District are not denied participation in any school sponsored activity for any reason. 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 English Learners are: age and grade appropriate, sufficient in quality and quantity, and comparable in quality and quantity to those provided to non-ELs. Materials are ordered for each individual building on a yearly basis. Furthermore, the ELD programs are equipped with technology comparable in quality and quantity to that provided to the non-ELs.

The facilities provided to English Learners are comparable to those provided to non-ELs.

Delaware Valley's planned instruction for ELs is designed as per 22 Pa. Code §4.26 English Language Development (ELD), which states: ELD is a required component of all language instruction educational programs (LIEPs). ELD takes place daily throughout the day for ELs and is delivered by both ELD teachers and non-ELD teachers.

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 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. The ELD and classroom teacher will maintain the ELD Consultation Log.

Current School Year Reclassification from Active to Former EL Status

LEP status of students K-12 for the current school year must be determined by September 30 and reported in the PIMS October District and School Enrollment Collection.

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 possible. 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.

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 points are added to the points from the rubrics to determine if students are eligible to be reclassified.

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.

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.

Staffing

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 development for teachers on ELD issues is addressed and provided.

The projected ELD enrollment is reviewed annually to ensure adequate staffing.

Communication with Parents

The district uses a service for translation and interpretation. The ELD teacher and guidance department provides information on the use of this service and utilizes it as necessary.

When a staff member needs to contact a parent who does not speak English, the staff member can contact the guidance department, or the ELD teacher for further information and assistance

on the utilization of the language service.

Monitoring

- **Active Monitoring Period – first two years after reclassification**
A student who has been reclassified as a Former (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 the 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 the 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.
- A student whose parent/guardian has opted the student out of the ELD program will be monitored periodically. The parent/guardian will be notified if the student begins to struggle academically. The monitoring will be documented with the appropriate district form by the ELD and classroom teacher. The ACCESS for ELs will be administered annually until the student attains proficiency and is reclassified. As per PDE's requirement, the student will be reported to the state as an EL.
- The ELD teacher will serve as a resource to the classroom teacher on ways to adapt and modify material and instruction to accommodate the newly reclassified FEL along with the student who has opted out. In addition, the ELD teacher will familiarize the classroom teacher with the instrument used to monitor the FEL and those who have opted out.

Retention/Promotion

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

Responsibilities of Staff Members

The Home Language Survey (HLS) will be given to the student upon enrollment as part of the registration packet. Support services will enter information from the HLS into the student management system and send a copy of the Home Language Survey to the ELD chairperson. The Home Language Survey will be forwarded to the appropriate guidance department and placed in the student's permanent file. The appropriate guidance counselor will give the ELD teacher a copy of the HLS if it indicates a language other than English. The ELD teacher will begin the English Learner Identification procedure and depending upon the outcome will use the appropriate screener.

If testing is indicated, once it is completed, the ELD teacher will send home a letter indicating the

results. If the student qualifies the guidance counselor will schedule the K-12 student in the appropriate class. The ELD teacher and guidance counselor, if necessary, will explain to the parents the Pennsylvania State Guidelines for ELD. Interpreters through an interpretation service is available, if needed.

The ELD teacher will notify the department chairperson of the testing results, and the student management system will be updated.

The ELD teacher will send each content area teacher an email that will include the student's proficiency level as well as suggested accommodations.

Special Education

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. 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 annual state ELP assessments in all domains.

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 ACCESS for ELLs®

An EL who is eligible for and take 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 reference if needed.

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 multi-disciplinary team determines that the student identified as a 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.

Program Evaluation

Periodically the district will conduct a comprehensive evaluation of its ELD program. The evaluation will be conducted annually and the results will be documented and reported to the state through the English Learner Reporting System (ELRS). The District will implement any/all recommendations made as a result of its program evaluation within a reasonable amount of time after the evaluation. The evaluation will examine student outcomes including evidence of student growth toward proficiency in English and academic achievements.