

Delaware English Learners with Disabilities Guidance—

English Learner Entrance Procedures

All students registering in a Delaware public school must follow the same requirements including the Home Language Survey and records review process. If a student has an IEP or 504 plan or is suspected to have a disability the school should refer the student file to educational diagnostician to review IEP/504 accommodations. The student may be assessed in one of three ways as requiring English learner supports. The identification process must be complete within 25 days of enrollment.

1. Student can meaningfully participate in the traditional English language proficiency screener without accommodations.
2. Student can meaningfully participate in the traditional English language proficiency screener with accommodations. (The educational diagnostician and English learner specialist should complete the applicable WIDA accommodations sheet.)
3. If the student is unable to meaningfully participate in the traditional screener with accommodations, the student can be assessed using the DE Alternative English Learner Identification Protocol.

English Learner Supports & Required Documentation for all SWD/ELs

The “English Language Services Discussion for Students who are English Learners with Disabilities” form must be completed for all students that are identified as both having a disability and being an English Learner. The form is meant to drive collaborative planning between special educators, English learner specialists, and additional team members in order to best meet the linguistic needs of the student. This form is to be completed annually in consultation with the team, including the parent(s), an English Learner teacher that has knowledge of the student, the Special Educator, and if appropriate the Speech Language Pathologist.

English Learner services will be decided in collaboration with the parent and all educators working on language and/or communication. The continuum of services include both direct and indirect services.

Direct Services:

- Participates in the regular education LEA English Learner program with accommodations and/or additional supports (two-way immersion, bilingual, ESL pull-out, ESL push-in, etc.)
- Specially designed pull-out support provided by an EL teacher
- Specially designed push-in support provided by an EL teacher

Indirect Services:

- Specialized supports identified to meet language needs designed in consultation with an EL teacher/specialist, including services by a Speech Language Pathologist or additional staff developing language/communication.
- Consultative services provided by the EL teacher/specialist, in partnership with the classroom teacher and if appropriate the Speech Language Pathologist **Frequency should be determined based on the student’s level of English language and necessary supports for academic success.*

This choice must be updated annually to ensure that a student can return to a less restrictive placement at any time.

Documentation within the IEP

The following information should be consistently present in the IEP for students identified as English learners.

Data Considerations:

- In the “Other Factors to Consider” portion of the IEP, “Language needs for students with Limited English Proficiency” must be checked.
- Box 3: “Multiple Data Sources” should include-
 - Results of the most recent ACCESS assessment (ACCESS for ELLs 2.0, WIDA Screener, MODEL, Alt-ACCESS, DE Alt-Placement) at the domain and composite level.
 - Any additional classroom-based assessments used to measure language acquisition

Goals:

- The accommodation section of the goals should include any necessary accommodations or supports based on the English language needs. Having the necessary accommodations to meet English language needs will support the student in meeting their IEP goals.

LEAs should **not** include additional information regarding English learner supports in the IEP. This includes, but is not limited to the following sections:

- SAM-Services, Aides and Modifications
- PLEP-Present Level Educational Performance
- Benchmarks and Annual Goals
- ESY-Extended School Year

English Learner Exit Criteria

All students taking the ACCESS for ELLs 2.0 assessment with or without accommodations must obtain a 5.0 composite in order to be eligible for exit.

Alternate ACCESS for ELLs is an English language proficiency assessment for ELs in grades 1-12 who have significant cognitive disabilities and take the alternate content assessment. A student can be eligible for exit with an Alternate ACCESS proficiency level of A3 Engaging or higher.