Moorhead Area Public Schools
English Learner Plan of Service
2018 - 19

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Introduction

Demographics

During the 2017-18 school year, Moorhead Area Public Schools served 8,201 students of which 7% have been determined to be English Learners with those students distributed among the schools as shown below.

Total Students Moorhead Area Public Schools December 2017	8,201
Total Students with **Primary Home Language OTHER than ENGLISH** - December 2017	1,063 / 13%
Total students receiving **English Learner Services -** December 2017	613 / 7%

	Total Students	English Learners	Percent of ELs
Dorothy Dodds Elementary	731	104	14%
Ellen Hopkins Elementary	736	73	10%
Robert Asp Elementary	752	52	7%
S. G. Reinertsen Elementary	729	98	13%
Horizon Middle School	2090	132	6%
Moorhead High School	1845	159	9%
Red River Area Learning Center	269	17	5%

English Learners (ELs) bring varied experiences with education, culture, and family. While many ELs immigrated to the United States with their families, others were born and raised here. Some can read and write in their first language and have experienced formal schooling while others struggle with reading and writing in their home language and have had little or no formal education prior to enrollment in our school. Some of our ELS have spent most of their

childhood in refugee camps. Some have lived their lives in the United States in very close-knit communities where everyone speaks another language, therefore they very little experience with English outside of school.

Top Home Languages Other than English Represented in Moorhead Area Public Schools (2017-18 School Year)

Language	Students in Moorhead Schools	Students Receiving EL Service
Somali	249	188
Kurdish	288	159
Arabic	178	107
Spanish	152	48
Swahili/Kiswahili	33	20
Albanian	33	18
Vietnamese	28	12
Bosnian	25	15
Creolized English	11	6

28 Additional Home Languages in the District with 10 or Fewer Students:

Adangme	Dinka	Hindi	Russian
Amharic	Farsi	Kmer/Cambodian	Rwanda
Bantu	Filipino/Philipino	Korean	Samoan
Cebuano/Visayan/Binisaya	French	Malayalam	Sign Language / ASL
Chinese - Madarin	Ganda/Luganda	Nepali	Thai
Chaldean Neo-Aarmaic	German	Nuer	Turkish
Dakota	Grebo	Portuguese	Yoruba

Trend Data for Academic Achievement for Moorhead Area Public Schools English Learners Compared to the State

Below is a display of the MCA achievement data for Moorhead ELs compared to the state average for the previous six school years.

Assessment Year	District ELs Reading	State ELs Reading	Difference Reading	District ELs Math	State ELs Math	Difference Math
2018	7%	15%	-8%	11%	20%	-9%
2017	7%	14%	-7%	15%	20%	-5%
2016	9%	16%	-7%	11%	22%	-11%
2015	17%	11%	-6%	14%	25%	-11%
2014	12%	16%	-4%	17%	27%	-10%
2013	7%	17%	-10%	20%	27%	-7%

The percentage of proficient students has been rounded to provide whole numbers for comparison.

Purpose of English Learner Programs

The district views multilingualism as an asset, and it is our goal and intention to honor the culture and language of the student's home. The desired outcome of our English Learner programs is not to *replace* one language with another, but instead to provide access to and success with the curriculum of the school by supporting development of English as *an additional language*.

Commitment to Improvement

The English Learner Plan of Service identifies steps for improving the academic performance of English Learners in our schools. The following five areas will be the focus of our improvement efforts in the coming year:

1. **Increased collaboration and professional development for EL staff and classroom teachers** with an emphasis on differentiating instruction according language need.
    - Continued focus on capacity building to allow a **shift** from primary emphasis on supporting *reading instruction and tutoring* **to a primary emphasis on *language acquisition.***
2. Development of **ELD instruction** to support success in regular K-6 classrooms.
    - Alignment of Common Core State Standards and WIDA ELD standards
    - Increased alignment with core curriculum learning objectives in grades K-5
    - support to classroom teachers with differentiation
3. **Increased program options** for EL students in grades 6-12 including:
    - Content area **sheltered instruction** in core curricular areas.
    - **Implementation** of structured **English language development** for use in the EL classroom.
    - Focused instructional options for students with limited or interrupted formal schooling (SLIFE) in grades 6-12.
    - **Collaboration** and **co-teaching support** in select 6-12 content area classes.

Moorhead Area Public Schools has established identification criteria and procedures as the first step in serving ELs. Identification consists of two parts:

- Identification of home language other than English
- Determination of the need for English Language Development services

Identification of Home Language

During the initial stage of the registration process to enter Moorhead Area Public Schools, families must complete a Minnesota Language Survey for each student to determine the primary language of the student. This occurs anytime of the year that a student enters the district. Building secretaries are available to help families complete the survey and to secure interpreter services if needed. The MNLS is provided in the family's home language when possible.

The student is identified as eligible to be screened for EL services if the student:

- first learned a language other than English, or
- speaks a language other than English, or
- understand a language other than English, or
- has meaningful and consistent exposure to a language other than English

Determination of Need for English Language Development Services

In addition to the Minnesota Home Language Survey, a student must demonstrate a need for English Language Development services on an **English proficiency assessment, verified by additional developmentally appropriate sources.**

All three of the following criteria must be met for students to participate in EL services in the Moorhead Area Public Schools:

> 1. The MNLS, completed by parents, indicates a language other than English is the child's home language. This means that on at least one question of the HLQ, a language other than English has been indicated.

AND

> 2. The student cannot fully access the district curriculum due to their level of English proficiency as determined by standardized proficiency scores on:
> - WIDA ACCESS - Students having composite proficiency levels of 1- 4.4 or a composite of

> 4.5 or higher with two or more domain scores less than 3.5 are considered for EL service. Students with an overall composite of 4.5 or higher and no subdomains that fall below 3.5 do not meet eligibility.
> - WIDA ACCESS scores from any district will be used in consideration of eligibility.
> - Upon indication of a home language survey showing other than English, a contact with the previous school will made in order to request ACCESS results, or other WIDA screening results.
> - WIDA SCREENING TOOL (W-APT paper, WIDA Online, or MODEL) - When no WIDA ACCESS score is available, a WIDA screening tool will be used to determine language proficiency. Students having composite proficiency levels of 1- 4.4 or a composite of 4.5 or higher with two or more domain scores less than 3.5 are considered for EL service. Students with an overall composite of 4.5 or higher and no subdomains that fall below 3.5 do not meet eligibility.
>   - The EL teacher will administer the WIDA online screener, W-APT or MODEL to any new student with an HLQ YES, but no available WIDA score, within 10 school days of registration.

AND

> 3. Need for language development service is verified through one or more of the following developmentally appropriate measures:
> - Minnesota Comprehensive Assessments (MCAs)
> - District identified measures of academic proficiency and achievement
> - Professional observations
> - Teacher judgment
> - Parent input including, but not limited to, information about previous school experiences

Once a student's need for EL service has been verified using multiple data points, parent notification must happen:
- Within 30 calendar days of the start of school, or
- Within 10 school days after *initial* service starts during the school year. This notification is sent by the EL teacher.

Steps for Enrolling a New Student in Moorhead Area Public Schools EL Program

1.	**Verify that the family has completed an HLQ.** If no HLQ, work with office staff, family, and/or interpreter to secure.
2.	**Verify whether previous WIDA proficiency data is available to verify eligibility.** We can use ACCESS, W-APT, or MODEL scores. You may want to contact the EL teacher in the previous school directly. If no WIDA scores available, go to step 4. If student transfers from other MAPS school or was previously enrolled in the district, consult the student information spreadsheet, student documents in PowerSchool or DARS for this information.
3.	**If WIDA ACCESS score is available, upload the documentation to student documents in Powerschool** and go to Step 5, otherwise go to Step 4.
4.	**If WIDA ACCESS score is NOT available**, **Administer WIDA Online screener, W-APT or MODEL.** Be sure you select the proper protocol for the student's grade and time of year. ● WIthin 30 days if enrolled the first day of school and ● Within 10 days for students in grades K-5 enrolling after the first day of school. ● Within 3 school DAYS for students in grades 6-12 so the proper classes can be selected for the student's schedule.
5.	**Use the WIDA score (W-APT, MODEL, or ACCESS) to determine eligibility for EL service.** Verify eligibility through one of the DEVELOPMENTALLY APPROPRIATE MEASURES listed in the Plan of Service.
6.	**For qualifying students:** Request students be STEAMED into an EL class so that you will be able to enter the WIDA Eligibility scores in gradebook. This takes 24 hours to process, so make the request ASAP. **For non-qualifying students:** Request students be temporarily ENROLLED in POWERSCHOOL EL course so you can enter the assessment scores in gradebook. This is important information for future reference. After entering scores for non-qualifying students, you will need to request that the secretary UNENROLL the students from ELL.
7.	**Document student information** ● Enter WIDA ASSESSMENT scores in gradebook using the proper gradebook naming conventions. ● Request building secretary enter WIDA scores from previous district into DATSI. ● Enter the student on the **current school year EL Student Enrollment Information** spreadsheet, and ● Upload a PDF of the assessment document into Powerschool Student Documents.
8.	**Generate and send Notification of EL Service** to parents by the 30th day of school (first day of school enrollees) or within 2 weeks of enrollment (midyear enrollees) ● No additional steps for students enrolled at the beginning of the year. ● For students enrolled mid-year, go on to step 9 and 10.
9.	**Upload a copy of the Parent Notification of Service into the student documents in PowerSchool, for students identified after the first 30 days of the school year.**
10.	**Notify via email:** ● Teresa Schuster (MARSS) to notify her of LEP YES status. ● Family liaison of enrollment of new student if new to country in last year or if desired for other reasons.

Additional Steps for High School Students:
Once language proficiency information is known and information about the child's previous educational experiences has been obtained (either through interview or review of formal school records) schedule an appointment with the counselor (and other EL staff if possible) to review the programming options for the student and select appropriate course work using the MHS EL Program Options Guide.

Meet with the student and/or family and interpreter and/or liaison if possible to explain the EL services and course schedule options under consideration and answer questions.

Additional assistance in navigating the electronic student information system in order to generate parent notifications can be found here.

- Step by step directions for generating EL parent notifications.

At the beginning of each year EL teachers and building secretaries work together utilizing the district's student information system to review student records and verify the home language status of all students, cross checking students with home language other than English against the list of screened and eligible students from the previous year. Throughout year, the building secretary or counselor will notify the EL teacher when a registering family indicates "yes" to any question on the MNLS so that determination of eligibility for services can begin.

Goal of English Learner Programs

The goal of the EL program is to support students in acquiring English so they are able to access the school's curriculum. This is accomplished by supporting students in meeting WIDA English Language Development standards in order to prepare them for success with Minnesota grade-level content standards.

Standards-Based Instruction Guided by Assessment

The EL program of Moorhead Area Public Schools is guided by two sets of standards:
- WIDA English Language Development Standards
- Minnesota Academic Content Standards

Information from WIDA ACCESS, W-APT, and MODEL are used to identify student progress toward the English Language Development Standards - Kindergarten-Grade 12. MCAs and other district and classroom assessments are used to determine student progress toward the Minnesota Academic Standards. The district has entered a multi-year process focused on creating Model Performance Indicators (MPIs) that align content standards with the appropriate linguistic differentiation needed for EL students.

Individual Student Goals

Individual growth goals will be set for each EL student, based on language proficiency across the four language domains. The district is currently in the process of developing a uniform format to be used for this process.

Collaboration with Classroom Teachers

Although much of the ELD instruction may happen in an EL classroom setting, EL teachers and content area teachers will collaborate whenever possible to help build success for the student in the regular classroom.
- The EL teacher will share individual student goals and CAN DO descriptions with the classroom teacher, as well as strategies for supporting success at each level of language development.
- The classroom teacher will share information about student performance in the classroom and information about content area standards and expectations.
- When possible, EL teachers will participate in a co-teaching model within the classroom, working to link content standard and ELD standards.

Classroom Instruction Using SIOP

Since the largest portion of a student's day is typically spent in the regular classroom, Moorhead Area Public Schools has worked to train staff in the methods of the Sheltered Instruction Observation Protocol (SIOP), a collection of research-based practices that support instructional planning in order to make language more comprehensible for all students. Staff training on SIOP is an ongoing process.

Elementary School Service Plan: Grades K-5

<u>Core Instruction and English Language Development</u>

At the elementary level, the child's classroom teacher provides core instruction for all academic areas. The EL teacher supports the child's English language development in the areas of speaking, listening, reading and writing. The amount of support is determined by the student's level of English proficiency. The table below is used as a **guide** to the amount and scope of service.

WIDA Proficiency Level	Language Acquisition Goal	Minimum amount of EL instruction	Target Group Size
1 - Entering	Increase proficiency in basic communication, listening activities, and oral interactions.	30 - 60 minutes per day	3-5
2 - Beginning	Increase proficiency in basic and academic language and vocabulary connected to classroom curriculum.	30 - 45 minutes per day	3-5
3 - Developing	Increase proficiency in academic language and vocabulary connected to classroom curriculum.	15 - 30 minutes per day	4-6
4 - Expanding	Increase proficiency in academic language and vocabulary connected to classroom curriculum.	30 - 60 minutes per week	6-8
5 - Bridging	Increase proficiency in academic language and vocabulary connected to classroom curriculum.	15 - 45 minutes per week	6-8
Transition	Facilitate application and generalization of language skills in the mainstream classroom.	Varied	Varied

<u>Elementary Language Acquisition Curriculum</u>

During the 2017-18 school year, EL teachers in grades K-5 will continue to work to align ELD instruction with WIDA ELD standards and grade-level language arts content standards classroom. Texts and strategies from Benchmark Literacy will inform the academic language instruction. In addition, supplemental ELD materials will be utilized to support our most beginning English language learners, including Frames for Fluency and Carousel of Ideas. These materials are developed specifically for English Learners for the purpose of language acquisition in order to access classroom curriculum.

Middle School Service Plan: Grades 6-8

<u>Core Instruction and EL Support</u>

At the middle school level, program options have been expanded to include English Language Development in the EL classroom, sheltered mathematics, and participation in social studies courses that are taught collaboratively by ESL and content licensed teachers. The table below is used as a guide to the amount and scope of service.

WIDA Proficiency Level	Language Acquisition Goal	EL Program Options /Minutes Per Day	Target Group Size
1 - Entering	Increase proficiency in basic social and academic language.	60 minutes of English Language Development. 60 minutes of sheltered math instruction if needed. 60 minutes of basic literacy instruction if needed. 60 minutes of Content Success if needed. May participate in co-taught social studies course. S/U grading option available in all coursework.	< 15 < 15 < 9 ELs
2 - Beginning	Increase proficiency in basic social and academic language.	60 minutes of English language development. 60 minutes of sheltered math instruction if needed. 60 minutes of basic literacy instruction if needed. 60 minutes of Content Success if needed. May participate in co-taught social studies course. S/U grading option available in all coursework.	< 15 < 15 < 9 ELs
3 - Developing	Increase proficiency in academic language in all domains.	60 minutes of English language development 60 minutes EL Read/Write if needed - grades 7 & 8. May participate in co-taught social studies course.	< 15 < 9 ELs
4 - Expanding	Increase proficiency in academic language in all domains.	60 minutes of English language development. 60 minutes EL Read/Write if needed - grades 7 & 8. May participate in co-taught social studies course.	< 15 < 9 ELs
5 - Bridging	Increase proficiency in academic language.	Up to 60 minutes of English language development. 60 minutes EL Read/Write if needed - grades 7 & 8. May participate in co-taught social studies course.	< 15 < 9 ELs
Transition	Facilitate application of language skills in the mainstream classroom.	10 - 60 minutes per week. May participate in co-taught social studies course.	Varied

During the 2016-17 school year EL teachers in grades 6-8 will utilize National Geographic INSIDE materials for English language development, as well as other supplemental materials to enhance speaking, listening, reading and writing opportunities. The INSIDE materials are developed specifically for English Learners, aligned to the Common Core (MN ELA) standards, and provide four levels of differentiation: Inside the USA, Fundamentals, Level A and Level B. Students are placed in the appropriate section based on WIDA Language proficiency scores and Inside placement tests.

A Content Success course has been added to provide foundational exposure to language and vocabulary to build success in the content areas, specifically social studies and science. A section of EL Read / Write also was added in the 2016-17 school year to support grades 7 and 8 students with overall language proficiency scores of 3+ who are participating in regular language arts courses, but continue to need support developing literacy skills to fully access the regular curriculum.

High School Service Plan: Grades 9-12

<u>Core Instruction and EL Support</u>

At the high school level, program options have again been expanded this year to include English Language Development (Inside the USA, Foundations, Level A) in the EL classroom, sheltered English (for grades 9 and 10 credit), sheltered U.S. History, sheltered Physical Science, and sheltered Intermediate Algebra, Read 180 and System 44. The amount and type of support is determined by the student's level of English acquisition. The table below is used as a guide to the amount and scope of service.

WIDA Proficiency Composite	Goal of Programming	EL Program Options
1 - Entering	Increase proficiency in basic social and academic language.	90 minutes of English Language Development. 90 minutes of basic literacy instruction if needed. Sheltered content instruction as needed. Participation in College and Career Readiness. S/U grading option available in all coursework.
2 - Beginning	Increase proficiency in basic social and academic language.	90 minutes of English Language Development. 90 minutes of basic literacy instruction if needed. Sheltered content instruction as needed. Participation in College and Career Readiness if needed. S/U grading option available in all coursework.
3 - Developing	Increase proficiency in academic language in all domains.	90 minutes of English language development. Sheltered English or regular English. Participation in Writing Lab as needed. Participation in Reading Plus as needed. Content support as needed.
4 - Expanding	Increase proficiency in academic language in all domains.	Participation in Writing Lab as needed. Participation in Reading Plus as needed. Content support as needed.
5 - Bridging	Increase proficiency in academic language.	Participation in Writing Lab as needed. Participation in Reading Plus as needed.
Transition	Facilitate application of language skills in the mainstream classroom.	Varied

Courses supported by the English Learner department at Moorhead High School.

Course Type	2016-17 Title		Course Placement Considerations
English Language Development	English Language Development (ELD) 1	90	WIDA Composite 1.0 - 1.9
	English Language Development (ELD) 2	90	WIDA Composite 2.0 - 2.9
	English Language Development (ELD) 3	90	WIDA Composite 3.0 - 3.9
Literacy	Read Write EL 1	90	WIDA Composite 1.0 - 1.9
	Read Write EL 2	90	WIDA Composite 2.0 - 2.9
	EL Writing Lab	45	WIDA Composite 3.0 - 3.9
Sheltered Core Classes	Sheltered English	45	WIDA Composite 2.0 - 3.5
	Sheltered Intermediate Algebra	45	WIDA Composite 2.0 - 3.5
	Sheltered Physical Science	45	WIDA Composite 2.0 - 3.5
	Sheltered World History	45	WIDA Composite 2.0 - 3.5
	Sheltered Geography	45	WIDA Composite 1.0 - 2.5
Additional Elective Credits within the EL Program	College and Career Success 9	45	WIDA Composite 1.0 - 2.9 Grade 9
	College and Career Success 10	45	WIDA Composite 1.0 -2.9 Grade 10
	College and Career Success 11	45	WIDA Composite 1.0 - 2.9 Grade 11+
	Life Smarts	90	WIDA Composite 1.0 - 2.9

Transition During the School Year

If, by using multiple data points, the EL teacher determines during the school year that English proficiency is no longer a barrier to accessing the curriculum of the school, that student may begin a period of transition out of EL services. This transition takes place gradually, with frequent communication and check-in with both students and classroom teachers.
IMPORTANT: Students DO NOT EXIT mid-year. Students in transition are ONLY formally exited from EL services and reclassified following the participation in the spring ACCESS assessment.

Moorhead selects students for EXIT based on ACCESS scores (composite score of at least 5.0 with no scores lower than 4.0 in an individual domain) and notifies parents in the fall of the year.

Part III: English Learner Exit Criteria and Reclassification Plan

When students reach a level of English proficiency that allows them to fully access the core curriculum they may be exited from EL services.

TIme in the Program

Time in the program is affected by many individual circumstances. On average, it takes about seven years for English Learners in the district to be exited from the program.

Decision to Exit

The decision to exit a student from EL services is based on multiple measures, including teacher recommendation, parent input, and assessment of speaking, listening, reading and writing, and success with the curriculum of the school. When considering multiple data points, the spring WIDA ACCESS scores are given priority.

ACCESS Exit Criteria

On the ACCESS test students need to earn a composite score of 5 and have no scores less than a 4 in any individual domain to be considered for exit from the EL program.

Reclassification

When the decision is made to exit a student, the EL teacher communicates with the MARSS coordinator. The MARSS coordinator then reclassifies the student from "LEP Y" to "LEP N" in MARSS.

Monitoring

Students who have been exited from EL services will continue to be monitored for a period of two years. If during that time there is evidence that language is still a barrier to accessing the school curriculum, the student will be reconsidered for participation in the EL program at the appropriate level.

Appendix A: English Learner Plan of Service Communication

Information about Moorhead Area Public Schools English Learner programs:
- is available to parents, educators, and the public on the school website.
- is available in written form, and in a variety of languages, upon request.
- is mailed annually to families of ELs on along with required notification forms in the home language, whenever possible.

Available documents contain information about:
- English Learner Identification Criteria and Procedures
  - Example of Notification of EL Service letter
- English Learner Program(s), Amount and Scope of Service
- English Learner Exit Criteria and Reclassification Plan
  - Example of Exit Letter

The following web links provide additional information that may be of value to stakeholders:

Legislation enacted in 2006 (124D.61) sets forth the minimum program requirements for a district that enrolls one or more children of limited English proficiency.

Individuals with additional questions about Moorhead's English Learner programs can contact:

Kari Yates, Program Manager for Literacy and English Learners
Moorhead Area Public Schools
2410 14th Ave. S
Moorhead, MN 56560
kyates@moorheadschools.org
218-284-331

The table below outlines the annual process for providing English Learner services in a consistent, fair, and equitable manner that meets the individual needs of students.

1. Identification		
Process	**New Students**	**Returning Students**
Home Language Questionnaire	HLQ is completed with the help of a secretary and/or interpreter at registration. An answer of **YES** to one or more questions on the **HLQ** indicates that English is not the primary language spoken in the home.	HLQ is verified annually. An answer of **YES** to one or more questions on the **HLQ** indicates that English is not the primary language spoken in the home.
Assessment	**WIDA screener is** administered within two weeks of **registration**.If a student scores a 4.5 on the overall composite or one of the domain scores is below a 4.0, then the student is an eligible English learner and be enrolled in ELD instruction in the district.	If a previously eligible student scores a 4.5 on the overall composite of the WIDA ACCESS or one of the domain scores is below a 4.0, then the student is an eligible English learner and continues enrolled in ELD instruction in the district.
Verification	Need for service is verified with other developmentally appropriate measures (MCA scores, district assessments, teacher observation, parent interview, etc.)	Need is verified with other developmentally appropriate measures. (MCA scores, grades, district assessment, teacher observation, parent interview, etc.)
2. Program Entrance		
Process	**New Students**	**Returning Students**
MARSS Classification	The EL teacher notifies the MARSS coordinator of an "LEP Y" status, Home Language, and date for start of service.	The EL teacher verifies a MARSS status of "LEP Y", home language, and start date and contacts MARSS coordinator if a correction is needed
Service Begins	The student begins to receive service.	The student continues to receive service.
3. Parent Notification		
Process	**New Student**	**Returning Student**
Timelines for Notification	Parents are notified that their child qualifies to receive EL services within **30 days of the start of school**, or within **2 weeks** for students starting during the school year. Notification is uploaded into Student Documents in PowerSchool.	Parents are notified that their child qualifies to receive EL services within **30 days of the start of school.** Notification is uploaded into Student Documents in PowerSchool.
Home Language	Parent notification is made in home language whenever possible.	

Refused Service	Parents who refuse EL programming will be contacted by a representative of the district. Documentation of refusal will be uploaded to Student Documents in PoweSchool.
4. Service Provisions	
Individualized Goals	The EL teacher will set individualized goals for each EL students based on language proficiency and WIDA CAN DO statements.
Program Focus	The primary focus of the EL service will be language acquisition in order to successfully access curriculum.
Mid-Year Transition	A **transition process** begins when, during the year students are determined to meet EXIT criteria from EL services. Students are only **EXITED and reclassified** after they demonstrate proficiency on ACCESS testing in the spring of the year.
5. Annual Progress Evaluation	
WIDA ACCESS	All EL students will participate in the WIDA ACCESS assessment during the spring window established by the state.
Ongoing Service	Students with a composite score of 1-4 are eligible for ongoing service. Students with a composite score of 5 but any sub-scores less than 4 continue to be eligible for service.
6. Program Exit	
Exit Criteria	A student must demonstrate on WIDA ACCESS that have (a) an overall composite score of **4.5 or higher and (b) no single domain score below a 4.0 the student is considered to be proficient in English and not eligible for EL status.**
Notification	Parents are notified by mail that their child is being exited from EL services in the fall of the year once WIDA ACCESS results have been reviewed along with other data sources.
7. Reclassification	
MARSS	The EL teacher notifies the MARSS coordinator that a student is being exited from EL services. The MARSS coordinator reclassifies the student **"LEP N".** This happens **ONLY** in the fall of the year after ACCESS results from the previous spring are available.
Monitoring	The reclassified student **is monitored for two years by EL staff** to ensure the student is able to access the curriculum without language barriers. If during that time there is evidence that language is still a barrier to accessing the school curriculum, the student will be **reassessed using W-APT or ACCESS** and considered again for participation in the EL program at the appropriate level.