Language Instruction Educational Program (LIEP) Handbook

2023-2024
School Year

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Pennsylvania Department of Education Mission for the Education of English Learners (ELs)

- Provide for the maintenance and support of a thorough and efficient system of education which includes the provision of **quality, culturally responsive, and equitable** educational programs for ELs and assurance of their appropriate participation in all aspects of the educational system.

- Ensure that its programs will address the **needs and rights** of ELs in all its initiatives throughout the entire process of planning and implementation.

Pennsylvania Department of Education Vision for the Education of ELs

- Promotes the recognition of ELs and their parents as **cultural and linguistic assets** to the Commonwealth's global initiatives.

- Is committed to using its Standards Aligned System to ensure that ELs receive core curriculum instruction and achieve **high levels of academic success.**

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1. Goals, Objectives, and Responsibilities:

The goal of the language instruction educational program (LIEP) is to facilitate the development and attainment of English proficiency and academic achievement of students whose native or first language is not English. Without instruction in social and academic English and appropriate support for learning academic content, these students are at risk of losing the educational opportunities provided to non-EL students.

LIEP coordinator and the program administrator have multiple responsibilities. These include:
- Ensuring that the district complies with applicable federal and state laws and policies related to English learners (ELs).
- Acting as the district point of contact for the state for matters related to ELs.
- Disseminating information from the state to educators/administrators in the district.
- Reviewing new student enrollment for proper identification of ELs.
- Developing and maintaining the Language Instruction Educational Program (LIEP) in the district.
- Coordinating Title III grant applications and oversight of ensuring district Title III activities.
- Analyzing data concerning the ELs and supporting development of action plans to address areas of concern.
- Coordinating professional development for ESL and general education teachers in the district.
- Ensuring that parents/families are provided with information as required by federal and state regulations.
- Ensuring the proper instructional placement of ELs in the district.
- Co-coordinating the annual language proficiency testing (ACCESS for ELLs®) of ELs in the district and overseeing reclassification.
- Disseminating information from local agencies to educators/administrators
- Ensuring the proper identification of ELs
- Ensuring the accurate reporting of ELs in PIMS.

- Completing the English Learner Reporting System (ELRS) for the district.
- Leading family engagement for Title III and other Title III activities.
- Co-Coordinating the annual language proficiency testing (ACCESS for ELLs®) of ELs in the district.
- Ensuring a process for reclassifying students in accordance with the state-defined criteria.

ESL Specialists, in collaboration with classroom and content teachers, address the following:
- Assist ELs in reaching proficient levels of achievement in the academic areas of listening, speaking, reading, and writing.
- Assist ELs in acquiring the English language skills needed to be proficient in all content areas through support of language development.
- Nurture self-efficacy and self-identity in each EL by recognizing and celebrating each student's linguistic and cultural heritage.
- Provide all students with equal opportunity/access to participate and be successful in both curricular and extracurricular activities.
- Engage the parents/families of ELs as partners in the educational process.
- Assist, provide information, and collaborate with administrators, educators, school support personnel, parents/guardians, and the community working with ELs and EL families.

ESL Specialists are responsible for:
- Becoming familiar with their assigned school's curriculum.
- Collaborating with school staff in order to incorporate curriculum in student instruction according to the chosen LIEP program model.
- Scheduling and maintaining students' instruction and instructional minutes.
- Maintaining required LIEP Program paperwork and forms while meeting deadlines under the supervision of the LIEP coordinator or Title III lead.
- Participating and collaborating in IEP team meetings.
- Administering WIDA assessments to ELs as needed.
- Providing EL PD to building specific staff.
- Facilitating identification and reclassification of ELs.
- Monitoring reclassified ELs.
- Maintaining positive relationships with EL families
- Maintaining documented evidence of EL services and the evidence of collaborating with teachers through progress monitoring notes and support schedules for each marking period

2. Identification of English Learners:

PDE has a statewide process to use when identifying newly enrolling students as ELs in both Pre-K and K-12. These documents can be found on the PDE EL webpage for Screening, Identification, and Placement.

English Learner Identification Procedure K-12 (includes family interview)

PASD will ensure that all steps in the English learner Identification procedures are implemented. It must include all the steps outlined in the state document, as they are required, but may choose to use its own documents.

1. Upon enrollment, parent/guardian completes Home Language Survey questions.
2. The registrar adds newly enrolled student information to Skyward and adds potential ELs to shared drive for ESL Specialists to review.
3. Registrar completes the family interview (using EL Identification Procedure from PDE).
4. ESL Specialist reaches out to previous ESL Specialists to gain more information and documentation, as needed.
5. Depending on the results from the family interview, a student may either be classified as a non-EL or will take the grade-level appropriate Screener to gather more information about their English language proficiency.
6. If a student scores above the cut-off on the Screener, the student is classified as a non-EL. If the student scores below the cut-off, they are considered an active EL.

State regulations require parents to review the identification and program placement decision and either accept or refuse the placement. A parent may not refuse any part of the identification process including language proficiency screening or ACCESS testing. A parent may also not refuse the identification of their child as an EL. A parent may only refuse placement in a specialized program of instruction (i.e. bilingual education, ELD class, after-school tutoring, etc.). The parental refusal guidance documents available on the EL webpage contain important information about the school's responsibility for ELs whose parents refuse specialized services. Content and classroom teachers are still responsible to provide language development support to ELs whose parents have opted out. ESL Specialists are required to provide in-classroom support.

For the most recently updated documents, see [Guidance for Parent Right to Refuse the LIEP](#). This includes Parent Refusal Waiver, ELD Reinstatement Request Form, and Guidance for Parent Right to Refuse the LIEP documents.

Document links:
[Parent Refusal Waiver](#)
[ELD Reinstatement Request Form](#)
[Guidance for Parent Refusal of LIEP](#)

3. WIDA Screener:

Students who qualify to be screened for the English Language Development program (based on a completed Family Interview and/or previous school documents) will be screened as early as their first day of school in the building. Screening will take place in the student's respective school building with the grade level ESL Specialist in that building. The placement test administered to the student will depend on their grade level. Screening must be completed at the beginning of the school year by the end of the first 30 days of school. Subsequent enrollees must be screened within 10 days of enrollment.

ESL Specialists will review the WIDA Screener scores and any other documents from previous schools to help determine the most appropriate placement for a student. WIDA Screener scores will be included in the student's ESL folder.

4. Language Instruction Educational Program Placement:

The Basic Education Circular (BEC) entitled *Educating English Learners* should be read carefully each year to ensure that all updated guidance is accurate within the LIEP.

The Language Instruction Educational Program is designed to provide English Learners with English Language Development instruction based on language proficiency levels, the PA English Language Development Standards (Appendix E), WIDA CAN DO Descriptors (Appendix F), PA Core Standards, and PA Academic Standards. Language instruction is provided by a qualified ESL Specialist and focuses upon needs in listening, speaking, reading, and writing. Language instruction is modified and adapted based on language proficiency levels. ELs participate in content area instruction where accommodations and/or modifications are determined and provided as a result of collaboration between the content area teacher and ESL Specialist. Based upon need, ELs have access to additional supports such as tiered interventions in literacy and mathematics and Special Education. ELs are included in special activities, such as field trips, assemblies, and school celebrations. They can also participate in extracurricular activities. In High School, ELs have the opportunity to take Advanced Placement Courses, participate in dual enrollment opportunities, and attend TCHS.

Program Model:
The Program Model of PASD's LIEP is a combination of EL-Specific English-Only Instruction and Mixed Classes with English-Only Support. ELs are included in classrooms where the students' native language is not used for instruction. English Language Development instruction focuses on helping ELs acquire English language skills and an understanding of content.

ELD may include:
Pull-Out Direct Instruction is in addition to content area instruction and focuses on increasing the English proficiency of ELs. Pull-Out Instruction may include One-to-One and/or Small Group Instruction. Small Group instruction is based on English proficiency levels and may span grade levels.

Push-In Classroom Support focuses on assisting ELs in applying English language development skills during content area instruction.

Consultation is a process by which an ESL Specialist periodically meets with ELs and/or their teachers to monitor progress with English proficiency in the classroom. It includes collaboration with the content area teacher and/or instructional assistants to facilitate the application of English language skills during content area instruction.

Instructional Accommodations:

ELD must be incorporated into all classes taught by non-ESL licensed teachers in which ELs are enrolled. These teachers are responsible for deliberately planning for and incorporating language instruction as well as supports, modifications, and accommodations needed to allow ELs to access the standards to which the course is aligned. Evidence of all appropriate modifications and accommodations to instruction and assessment aligned to the student's English language proficiency must be provided.

The non-ESL licensed teacher works with the ESL Specialist to determine appropriate modifications and accommodations.

For more information about Program Support from PDE, see [Classifying Language Instruction Educational Programs](#)..

Retention of ELs:
- Students may not be retained because they are not proficient in English. Appropriate content and ESL Specialist documentation must be provided to show that multiple evidence-based interventions effective for English learners were implemented with sufficient intensity and duration but with limited growth. The ESL Specialist must provide evidence of language use in Interaction, Listening, Speaking, Reading and Writing as additional documentation. Evidence must determine that the student's difficulties do not stem from lack of English language proficiency

Testing Accommodations:
PDE annually publishes the allowable accommodations for ELs on state academic achievement assessments. Visit the [PDE Assessment and Accountability webpage](#) for information on state testing and allowable accommodations.
The WIDA Consortium annually publishes the allowable [accommodations for ELs on the ACCESS for ELLs](#). Visit the [WIDA Assessment webpage](#) for information on testing and allowable accommodations.

5. **LIEP Compliance with State/Federal Regulations:**

ELs must have equitable access to academic content for all courses in which they are enrolled throughout the student's daily instructional time. The LIEP provided
- is aligned to state academic content standards for the appropriate grade level of the ELs;
- includes ELD instruction delivered by properly certified teachers who hold an ESL Program Specialist certificate or who are working in conjunction with ESL certified teachers;
- incorporates the use of the PA ELDS;
- provides equitable access to content for ELs at all language proficiency levels by providing differentiated instruction based on the students' English language proficiency levels; and
- does not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible.

The LIEP is:
1. based on a sound theory or on research indicating likelihood of success,
2. resourced appropriately to translate the theory or plan into reality
    a. including resources like properly trained teachers, administrative support, materials, technology, and ongoing professional development opportunities.
    b. by providing an English Language Development (ELD) curriculum to be used by ESL specialists; developed locally and aligned to the rest of the academic program in the district. It is NOT solely a commercial resource.
3. effective as evidenced by periodic (at least annual) evaluations.

6. Special Populations:

Foreign Exchange Students:

Foreign exchange students come to our country to experience the American culture and at the same time provide our students with the opportunity to learn from other cultures. The Pennsylvania Department of Education supports the educational and cultural values of these programs and encourages Local Education Agencies (LEAs) to participate and support these culturally enriching programs.

Districts are required to screen foreign exchange students using the state EL identification procedure. If foreign exchange students are identified as ELs, then they must:

- be placed with the district's Language Instruction Educational Program (LIEP) as appropriate based on their language proficiency,
- be included in PIMS and the English Learner Reporting System (ELRS) as ELs,
- participate in the annual state English language proficiency assessment (ACCESS for ELLs), and
- participate in the PSSA/Keystone Exams.

Scores from English assessments other than WIDA assessments may only be used as the basis for identification decisions if the score descriptors clearly define performance at or above the WIDA performance definition for level 5. If this performance definition by the other assessment is not clear, then screening using a WIDA instrument is necessary.

Students With Limited or Interrupted Education (SLIFE):
To determine if the student has limited or interrupted formal education (LIFE) use the criteria below:

- Students are enrolled 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 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 native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)

Long-term English Learners (LTEL):
These students remain in specialized ELD programming, or continue to require English-language support, through middle and high school. Using our data to determine whether any modifications are necessary and whether additional targeted services, which have been shown to be effective in increasing English language proficiency, may be needed to help long-term.

Refugee Students:
The Pennsylvania Department of Education aims to integrate and assimilate refugee students into the public school system. Pennsylvania's Refugee Education Program offers advocacy for a special population of students and parents who otherwise may not have support. The Department provides technical assistance and facilitates districts' capacity to:

- connect to the appropriate refugee resettlement agency in the surrounding areas
- identify refugee students at enrollment
- record the achievement of refugee students so that they may contribute to increasing the overall achievement of the district
- provide a free and appropriate education for refugee students in the least restrictive environment
- facilitate policy, requirements, procedures and activities by providing translators and interpreters in the native languages for refugee families
- link refugee students to supportive programs within the district to help them achieve academic and social-emotional integration
- work with community-based organizations to support refugee youth
- encourage refugee parents to engage in the education of their children
- value and use the diversity that exists within the refugee community to prepare all students for global service and leadership

Migrant students:
A migrant is defined as a person that has moved within the preceding 36 months, in order for the family to obtain temporary or seasonal employment in agriculture, fishing activity, dairy work, the initial processing or production of crops, poultry, livestock as well as the cultivation or harvesting of trees for wages or personal subsistence.

ELs Suspected of or Having a Disability:
Some ELs may have a disability and qualify for special education services. This could be determined at the time of enrollment if a student arrives with a valid individualized education program (IEP) or during the school year. All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction must be in compliance with the Individuals with Disabilities Education Act.

Right to Dual Services:
LIEP and special education programming are not mutually exclusive. Special education services do not replace English language development services or vice versa. ELs must be afforded all support, resources, and programming for which they are eligible. In other words, ELs are eligible for special education services if they meet IEP eligibility criteria and, conversely, students with a disability are eligible for English language development programming if they are identified as an EL.

Identification:
There is no waiting period for making a disability determination for an EL. A student must not be determined to be a student with a disability if the determinant factor for that finding is lack of English proficiency.

Programming Considerations:
English language development instruction is part of an EL's general academic program and must be included in an academic program for ELs with disabilities. This content must be delivered directly by a properly trained and certified ESL Specialist, or a special education teacher working with an ESL Specialist. The IEP team, which must include the ESL Specialist, must consider the language needs of an EL with a disability when considering program design and placement.

7. Annual State Required English Language Proficiency Assessment:

The Title III Lead is responsible for the coordination of the annual language proficiency testing (ACCESS for ELLs). Pennsylvania requires that the English Language Proficiency of all English learners K-12 be measured annually with the ACCESS for ELLs®. Pre-K dual language learners (DLLs) are not required to take the ACCESS test.

- School Testing Coordinator communicates with Test Administrators to determine the testing numbers.
- School Testing Coordinator distributes the testing materials to the Test Administrators.
- Test Administrators develop testing schedules that are appropriate for their caseloads.
- Test Administrators return the testing materials to the School Testing Coordinator. The School Testing Coordinator returns the materials to DRC.
- School Testing Coordinator communicates with the School Technology Coordinator on technology and software updates from DRC.
- School Testing Coordinator informs School Technology Coordinator which technology (laptops, classroom computers, etc.) Test Administrators will be using to ensure the most recent version of Insight is on the devices.

There are many activities related to ACCESS testing throughout the year which must be attended to. They are covered in the ACCESS for ELLs Checklist document that can be downloaded from the WIDA website. This document has links to training and other resources to help organize and manage the district's testing. This document also includes other supporting resources on that webpage including the test coordinator quick start guide, AMS support page, state contact information, and

state-specific guidelines. This website and all the above information must be reviewed periodically for updates.

The following list broadly outlines the different activities for which the PIMS Coordinator is responsible:
- Ensuring SIS and PIMS data is up to date and accurate at all times
- Ensuring that test administrators are appropriately trained and certified to administer the test
- Ensuring that the appropriate technology requirements are met for online testing
- Receiving and distributing the test materials
- Ensuring that all testing is completed within the testing window
- Ensuring the security of test materials for the duration of the testing window
- Shipping test materials back to DRC at the conclusion of the testing window
- Reviewing and validating test data
- Receiving and distributing test reports to students, parents, and teachers

Systems needed to access the assessment:
WIDA AMS – School coordinator access to the WIDA AMS can be granted by the state or by DRC. This will allow managing users in the district. The WIDA AMS user guide which is located on the welcome screen of the AMS, provides detailed explanations of the various functions.

WIDA Secure Site (accessed through the WIDA website homepage) – School coordinator access to the WIDA secure site can be granted by WIDA. In order for testing information to be correctly attributed to the school and the students, one must ensure that the local SIS data is current at all times and that PIMS is updated according to the state schedule. DRC sends email reminders of all testing activities. DRC produces the list of email addresses from the WIDA AMS. In order to ensure that these reminders are received, one must gain access to the AMS with the appropriate role. See "Systems needed to access the assessment" above for instructions.

8. Title III Grant Application and District Title III Activities:

The Federal Programs Coordinator is responsible for PASD's Title III application for the district.

Title III of Elementary and Secondary Education Act (ESEA) provides funding for supplemental activities for ELs. Title III funds may only be used to supplement existing programs and activities for ELs. They may not supplant local or state funds and they may not be used to fund activities required by state or federal laws or regulations. Title III funds must be used to increase the English proficiency of EL students by providing high-quality supplements to language instruction educational programs. A full list of required and authorized expenditures may be found in Section 3115(c), (d) of Title III. These services may be provided directly by the LEA, another LEA, institutions of higher education, community-based organizations, or private entities in any combination.

9. Non-Public School Participation for Title III:

The Federal Programs Coordinator completes the process to conduct a consultation with all non-public schools within the district boundaries to make Title III services available to them if they choose.

You can access the Title III legislation at the federal Title III webpage. You can find information about the grant application process and requirements for use of funds at the PDE EL webpage for Title III or at the PDE Federal Programs Office webpage.

10. Professional Development Plan:

All LEAs in which ELs are enrolled must offer annual professional development related to ELD/ESL for all LEA personnel as part of the Professional Development Act 48 Plan. Each building is responsible for coordinating and providing professional development for ESL and general education teachers related to teaching ELs. These opportunities must be made available for both content teachers and ESL Specialists. Each building principal will ensure that the staff are provided offerings within their buildings. Principals will accomplish this by working alongside ESL Specialists.

All teachers working with ELs will be provided with the necessary knowledge and strategies to deliver effective instruction and assessment. The delivery of professional development for content teachers will be conducted by ESL Specialists. If this is not possible, the ESL Specialists will work with the principal and Coordinator for other PD contracted with the CCIU, outside experts or consultants, taking advantage of state-offered PD, or any combination of these. This will ensure that all teachers working with ELs receive adequate yearly training related to their role.

11. Data Reporting:

PIMS and ELRS:
PASD's PIMS Coordinator ensures the accurate and timely reporting of EL data in Pennsylvania Information Management System (PIMS) and the English Learner Reporting System (ELRS). All ELs in the district are accurately reported to the state in PIMS. The district PIMS administrator is responsible for uploading in PIMS the data populated from the local Student Information System (SIS). SIS is the information system used at the local school district level to collect student information, including demographic and enrollment information, schedules, attendance, grades, etc. Local SIS data is used to update to PIMS. If the SIS data is incorrect or incomplete, then the data in PIMS will also be incorrect/incomplete.

The Title III Lead, in collaboration with the PIMS administrator, ensures that the local SIS has accurate, up-to-date information about the ELs in the district. In order to do so, students must be identified as ELs in our local SIS at the time of enrollment and SIS must be updated throughout the year as students enroll and disenroll. Close attention must be given to all of the data variables for each student to ensure that they are accurate.

In addition to updating PIMS through SIS, each year the district will complete a series of narratives outlining the district's LIEP in the English Learner Reporting System (ELRS). The ELRS is used to collect information that PDE needs for federal reporting that cannot be collected in PIMS. PDE publishes a recorded webinar to walk the district through the ELRS submission each year and posts it to the ESL Portal. See the information on the Manuals and PIMS Calendars page for the most recent documents.

Data Analysis Concerning English Learners in the District:
The LIEP team will annually analyze data from various sources to determine if PASD's LIEP is effective in collaboration with the school leadership team, content teachers and ESL Specialists. In order to do so, the Title III Lead must have or develop some basic skills in working with data, including ELP data, and also a foundational knowledge of how second language acquisition affects outcomes on non-ELP assessments and other outcomes. PDE training and support for data analysis are made available and are archived on the ESL Portal.

Future Ready PA Index Indicators and English Learners additional guidance from PDE will be released during the school year and added to the LIEP for the following school year's LIEP. EL Future Ready PA Index Indicators will be updated on the Future Ready PA Index - Review of Indicators webpage. On-Track Measures for English Language Proficiency Indicators should also be reviewed.

12. Reclassification, Monitoring and Redesignation Process for English Learners:

PASD employs uniform procedure in accordance with the State Required Reclassification, Monitoring, and Redesignation of ELs Criteria and Procedures for reclassifying English Learners (ELs) as former ELs (FELs) when they attain proficiency. An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, WIDA ACCESS for ELLs 2.0, and gathered by teachers using standardized Language Use Inventories.

Language Use Inventories:
Two language use inventories must be completed, one by the ESL Specialist and the other by a single content teacher or a team of content teachers. If only one teacher can accurately complete the inventory (e.g. if the student is an 'opt out' and is not seen by an ESL Specialist), one inventory may be completed and the single score is multiplied by two. The two inventories do not need to agree.

Timeline of Completion:
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. In some cases, students who were not identified as likely to reach the threshold and for whom no language use inventories were completed will unexpectedly achieve a score exceeding the threshold. In these

limited cases, Language Use Inventories may be completed prior to October 1 of the following school year.

Scoring Language Use Inventories:
Once ACCESS scores are released, the corresponding points assigned are added to the total points from both the rubrics to produce a single score. If that score exceeds the state-defined threshold of 10.5, then the student is eligible to be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL and this evidence is documented, then the EL status may be retained.

The following tables display the points possible from the ACCESS for ELLs® and the language use inventories:

ACCESS Proficiency Level Score	Points Assigned
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

Language Use Inventories		ESL Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 1 Interaction		0	0.3	0.5	0	0.3	0.5
Listening		0	0.3	0.5	0	0.3	0.5
Speaking		0	0.3	0.5	0	0.3	0.5
Reading		0	0.3	0.5	0	0.3	0.5
Rubric 2 Writing: Cohesion		0	0.2	0.3	0	0.2	0.3
Writing: Word/Phrase		0	0.2	0.3	0	0.2	0.3
Writing: Grammar/Sentences		0	0.2	0.3	0	0.2	0.3
Writing: Genre - Narrative		0	0.2	0.3	0	0.2	0.3
Writing: Genre - Report & Essays		0	0.2	0.3	0	0.2	0.3
Writing: Genre - Arguments		0	0.2	0.3	0	0.2	0.3

Language Use Inventories and Reclassification Cover Sheets can be found in the appendices here.

Reclassification of ELs with Disabilities - taking the ACCESS for ELLs®:
An EL with a disability may be considered for reclassification if:
1. The student has an IEP, AND
2. The student has been receiving appropriate language support and ELD instruction for at least 4 continuous years, AND
3. The student's overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% between any two years or total over the three most recent years, AND
4. The IEP team in collaboration with the ESL teacher recommends reclassification

To calculate the percent difference between scores, use the following formula:
Δ OCPL / OCPL1*(100) = % change

Δ OCPL: Difference between the overall composite proficiency level from year one and year two, year two and year three, or year one and year three
OCPL1: overall composite proficiency level from the first of the two years being compared

For example, the percent difference between a score of 4.3 and 4.5 is (.2/4.3)*100, which is 4.65%.

Reclassification of ELs with Disabilities - taking the Alternate ACCESS for ELLs®:
ELs who are eligible for and take the Alternate ACCESS for ELLs® may be considered for reclassification if:
1. They achieve a score of at least P2 on two consecutive administrations of the test OR achieve the same score for three consecutive administrations of the test, AND
2. The IEP team in collaboration with the ESL teacher 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 and for future reference if needed.

Monitor Letters:
Upon reclassification, a letter will be sent home stating that the student has attained language proficiency and will no longer receive ELD instruction. This letter will also indicate that the student's progress will be actively monitored for two years. Each year of active monitoring status, a letter will be sent indicating the timeframe for monitoring.

Monitoring of Former ELs (FELs):
In accordance with state requirements, the academic progress of former ELs will be actively monitored for a period of two years after reclassification. The process of monitoring involves tracking student progress in all core academic classes and soliciting feedback from core academic teachers at the end of every quarter by completing the monitoring form. FELs will continue to be reported to the state in PIMS for an additional two years after the active monitoring period (total of four years of monitoring status).

Exit Letters:
Following the two-year active monitoring process, the student will no longer be in the ELD program. A letter indicating that the student has completed all the exit requirements will be sent home to the parents/guardians.

Re-designating Former ELs (FELs):
If it is determined during the active monitoring phase that an FEL is struggling academically as a result of persistent language barriers (and not academic needs, which require academic supports and/or interventions), then a meeting will be held with the team of teachers that works with the student along with the student's parents following which the decision to re-designate the student as an active EL will be made. FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs again. The monitoring process starts over from year 1 upon the second reclassification.

13. Family/Parent Communication:

PASD will provide family/parents with the following information, as required by both federal and state regulations. This information will be provided in a language that the family/parent can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to information related to:

• registration and enrollment in school and school programs
• grievance procedures and notices of nondiscrimination
• parent handbooks
• report cards
• student discipline policies and procedures
• special education and related services, and meetings to discuss special education
• parent-teacher conferences
• requests for parent permission for student participation in school activities

Parents of ELs will also be provided with:
- a complete description explaining the reasons for placement in the LIEP including the EL identification process
- a detailed description of the supports or specialized programing for English language acquisition in which their children will be placed including the benefits it has for them and evidence of its effectiveness
- information regarding their right to refuse placement in a specialized program for English language acquisition
- information regarding the right to refuse supplemental Title III services
- the results of the annual ELP assessment (ACCESS for ELLs)
- notification of a change in the student's program or service
- written notification of the proposed reclassification decision and an explanation of the rationale for the decision

14. Permanent Student Files:

The following information must be maintained in the student's permanent record file:
- Home Language Survey (new students only)
- Family Interview (new students only)
- Screener assessment results (new students only, if applicable)
- PSSA Scores (if applicable)
- ACCESS score report
- Report Card/Final Grades
- Family/Parent Communication Documents, i.e. letter informing student qualifying for the LIEP, refusal, reinstatement request, letter informing student reclassifying from LIEP
- End of year language use inventory, if/when applicable
- Student reclassification information, including date of reclassification (for reclassified students), if/when applicable
- Post-Reclassification Monitoring Form for former ELs for reclassified students

The following information may be maintained in the ESL student file but should not be maintained in the permanent file:
- Individual teacher notes about students, classroom instruction or assessment information, other information unless otherwise directed.
- A copy of the student's IEP, if applicable.

At the conclusion of the school year, the ESL student files must be housed in a secure location in the building during the summer. Records that belong in the permanent student file must be maintained in the building's main office.

15. <u>Program Evaluation:</u>

United States Department of Education **English Learner Toolkit, Chapter 9 Tools and Resources for Evaluating the Effectiveness of an EL Program**

PASD is committed to continually evaluating our ELs to be sure their needs are being met and students are progressing in their English language development goals. Data on each EL is included in SIS and in the data warehouse. This includes scores on state assessments, annual English language proficiency test scores, grades in content courses, enrollment rates in special education and related services, and attendance rates. Classroom performance and grades for each student is discussed during grade level team meetings.

Our ELD Department also meets quarterly to determine the effectiveness of our ELD program, analyze longitudinal data, and enhance the professional development of our ESL Specialists. Data is compiled longitudinally in ELSA. This helps us to design programs to help each EL to the maximum extent possible.

16. <u>Resources:</u>

Pennsylvania Department of Education – Educating English Learners:
http://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/default.aspx#tab-1

Pennsylvania Department of Education Standards Aligned Systems:
http://pdesas.org/

- PA English Language Development Standards
  https://www.pdesas.org/Standard/View/PASpecific/1181
- SAS English as a Second Language Learning Community
  https://www.pdesas.org/Community/community/detail/532

Pennsylvania Department of Education – Continuing Professional Education (Act 48):

http://www.education.state.pa.us/portal/server.pt/community/act_48_-_continuing_professional_education/8622/continuing_professional_education_under_act_48/506831

Pennsylvania Department of Education – Assessment and Accountability Information:
http://www.education.state.pa.us/portal/server.pt/community/bureau_of_assessment___accountability/7332/contact_information/507608

ESL Portal PA for professional development opportunities, current and archived offerings:
http://www.eslportalpa.info/

PaTTAN for professional development opportunities, current and archived offerings:
www.pattan.net

WIDA:
https://www.wida.us/

DRC:
https://www.drcedirect.com/all/eca-portal-ui/welcome/PA

eGrants:
http://www.egrants.pa.gov/Home
(Federal Programs Title III application)

MyPDE Suite Application Login Screen will allow you access to the following applications:
   ○ Pennsylvania Information Management System PIMS Help Desk: 800-661-2423:
   ○ English Learner Reporting System ELRS Help Desk: 717-783-1087 ra-liep@pa.gov

Teachers of English to Speakers of Other Languages (TESOL):
www.tesol.org

National Association for Bilingual Education (NABE):
www.nabe.org

Education Week:
www.edweek.org

ASCD (formerly the Association for Supervision and Curriculum Development):

www.ascd.org

Colorín Colorado:
http://www.colorincolorado.org/
(Bilingual Resources, Educator Information, Parent Information)

OCR-Federal Guidance, Laws, Regulations on ELLs and Language Minority Parents - Resources:
http://www2.ed.gov/about/offices/list/ocr/docs/lau1984.html
http://www2.ed.gov/about/offices/list/ocr/docs/investigations/04115002.html
http://www2.ed.gov/programs/titleiparta/titleititleiii421.pdfhttp://www.ed.gov/news/press-releases/us-department-education-announces-resolution-hazleton-pa-area-school-district-ci

This document was adapted in part from
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