



2025-2026

ENGLISH LEARNERS PROGRAM HANDBOOK

This document contains all policies and
guidance related to the education of
English learners in Pennsylvania.

English Learner Policy and Practice Guide
(Adopted from Pennsylvania Department of Education)

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Section 1: Screening, Identification, and Placement of ELs

Universal Charter Schools will follow the following steps for newly enrolled scholars. Schools may add components to this process but must complete each step.

English Learner Identification Procedure Grades K-12

(See Pre-K identification guidance for Pre-K scholars)

- ☐ **STEP 1:** Review the Home Language Survey. (see [Appendix A](#) for the English HLS. Additional languages can be downloaded from the [Translation Library](#) on the EL Portal)
 - If the HLS indicates a language other than English for **any** question, **proceed to STEP 2.**

NOTE: Pidgin and creole variations of English (e.g. English spoken in Liberia or Cameroon) constitute a language other than English for identification purposes.

- ☐ **STEP 2:** Conduct family interview to determine if the scholar is potentially an EL. Use an interpreter if necessary.

Family Interview

If any question on the HLS is a language other than English, Universal EL personnel must conduct a family interview to determine if the student is potentially an EL. Use an interpreter if necessary.

The family interview contains questions that assist in determining the English Language experience and language needs of the scholar. The family interview contains the following questions:

Interviewed:

Date:

Phone:

Name of Scholar:

PASID:

Scholars Date of Birth:

Age:

Scholar's Date of Entry to U.S. (if born in the U.S., then same as DOB):

Parent Country of Origin:

Scholar Country of Origin:

Parents' Primary Country of Education:

Complete the following table for the scholar. Indicate if the scholar moved schools, states, or countries during a school year.

Grade	State (City & School if PA)	Country	Primary Language of Instruction
Pre K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

- Is this scholar a Native Alaskan, Native American, or Native Hawaiian?
☐ YES ☐ NO
- Is this scholar's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
☐ YES ☐ NO
- When at home, how often does this scholar hear a language other than English?
☐ Always ☐ Occasionally ☐ Never
- When at home, how often does this scholar speak a language other than English?
☐ Always ☐ Occasionally ☐ Never
- When interacting with their parents or guardians, how often does this scholar hear a language other than English?
☐ Always ☐ Occasionally ☐ Never
- Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this scholar hear a language other than English?
☐ Always ☐ Occasionally ☐ Never
- When interacting with siblings or other children in their home, how often does this scholar hear or use a language other than English?
☐ Always ☐ Occasionally ☐ Never

Review of the family interview must be conducted by an ESL professional.

Universal EL personnel must review the responses from the family interview. Based on the answers to the interview questions, determine if the second language exposure/use is significant and tied to the national origin of the scholar/parent(s)/guardian(s) or is superficial in nature. Ensure that the parent/guardian understands the HLS and has completed it accurately during the parent interview. The HLS cannot be completed again at a later date. If the scholar's development of English may have been impacted by exposure to another language in any way, then **proceed to STEP 3**.

Comments:

- ☐ **STEP 3:** If the scholar has an IEP or is suspected of having a disability (e.g. the parent states that the scholar has a disability), then see the [ELs with disabilities](#) section of this procedure before proceeding.
- ☐ **STEP 4:** Conduct a review of the scholar's academic records from previous schooling if available. Look for compelling evidence that the scholar has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. If the academic records are not available, or they do not contain compelling evidence of English proficiency, then **proceed to STEP 5**.

See [Appendix B](#) for guidance on evaluating foreign transcripts.

Please Note:

*A newly enrolling scholar who has an ACCESS overall composite proficiency level score from the previous school year (even from another state) that does not meet or exceed 4.5 may not be re-screened for the purpose of identification. In this case, **skip to STEP 6**. If a scholar has an ACCESS overall composite proficiency level score from the previous school year that meets or exceeds 4.5, then the scholar may be reclassified if the additional criteria from the state-defined reclassification guidance are met (i.e. [language use evaluations](#) can be conducted prior to October 1).*

*If a newly enrolling scholar has an ACCESS overall composite proficiency level score from a previous LEA that is more than one year old (i.e. two or more years prior to the current year), then **proceed to step 5** (screening) to determine the EL status. If the scholar exceeds the cut score for identification as an EL, then the scholar may be coded as never-EL and the identification process is complete.*

If a newly enrolling scholar has a WIDA screener score from the previous year, then that may be used for determining EL status (e.g. a qualifying score = identified, non-qualifying score = not identified).

- ❑ **STEP 5:** Screen the scholar for English language proficiency using the K Screener, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener. Record the screening scores below. See the [selection of appropriate grade-level cluster test forms](#) section of this procedure when selecting the screener to administer.

Listening PL	Speaking PL	Reading PL	Writing PL	Literacy CPL	Oral CPL	Overall CPL

If the scholar's scores meet the criteria for identification as an EL on the following table, then **proceed to STEP 6**. If not, then the scholar is not an EL and you do not need to proceed.

Grade Level	Screener	Criteria for identification as an EL
Kindergarten	K MODEL	<i>1st semester K: Assess oral language</i> Oral language composite below 5.0 <i>2nd semester K: Assess all 4 domains</i> Oral language proficiency level below 5.0 OR Literacy Composite below 4.2
Kindergarten	K Screener	<i>1st semester K: Assess Oral Language</i> Oral language composite below 5.0 <i>2nd semester K: Assess all 4 domains</i> Oral language proficiency level below 5.0 OR Literacy Composite below 4.2
1 st semester 1 st grade	K MODEL	<i>Assess all 4 domains</i> Overall composite proficiency level below 5.0
1 st semester 1 st grade	K Screener	<i>Assess all 4 domains</i> Overall composite proficiency level below 5.0
1-12	WIDA Screener	Overall composite proficiency level below 5.0
1-12	MODEL Screener	Overall composite proficiency level below 5.0

NOTE: If a scholar is unable to complete the full screener (e.g. because of a disability or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the HLS, parent interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete screener results, if any, then the scholar should be identified as an EL.

NOTE: If a scholar is screened and determined to NOT be an EL, but evidence emerges during the school year that indicates English language development support needs, then an LEA may re-screen the scholar the following year. All evidence for this action must be documented.

- ☐ **STEP 6: OPTIONAL** - Screen the scholar for native language proficiency if a screening instrument is available. Record the score(s). If no screening instrument is available, then **proceed to STEP 7.**

Name of screener	Score(s)	Score descriptor

- ☐ **STEP 7:** Determine if the scholar has **limited or interrupted formal education (LIFE)** using the criteria below:
- Is enrolling after grade two, AND
 - Has a Literacy score of less than 3.5 on the 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)

Does this scholar have limited or interrupted formal education?

☐ YES (the scholar should be coded as 06 in PIMS) ☐ NO

Proceed to STEP 8.

- ☐ **STEP 8:** Determine the most appropriate language instruction educational program (LIEP) based on the scholar's English language proficiency and native language proficiency if available.

*NOTE: If the scholar has an IEP, then EL and Special Education personnel **MUST** collaborate to determine program and academic placement.*

Program Placement:

Proceed to STEP 9.

- ☐ **STEP 9:** Provide the parent with a detailed program description and explain the identification and placement decision. The parent has the right to refuse placement in a specialized, separate LIEP. See [PDE guidance concerning parental right to refuse services](#). **Proceed to STEP 10.**

- ☐ **STEP 10:** The parent accepts or refuses placement in part or in whole in the LIEP. If, after the School notifies the parent(s) of their option to refuse specialized LIEP services, the parent does not respond, then the School may proceed with the recommended program placement. **Proceed to STEP 11.**

- ☐ **STEP 11:** Universal Charter Schools participates in Title III, the services offered and their right to opt out of all of some of those services are explained. If, after the School notifies the parent/guardian of their option to opt out of Title III services, the parent does not respond, then the School may proceed with enrolling the scholar in the Title III services. **Proceed to STEP 12.**

NOTE: This applies to discrete services/programs (e.g. after-school tutoring, summer school programs, the use of technology purchased with Title III funds, etc.). If, for example, Title III is being used for professional development for staff working with ELs, then there is no discrete service which parents may opt out.

- ☐ **STEP 12:** Notify the receiving school of scholar's identification and placement. **Proceed to STEP 13.**

- ☐ **STEP 13:** Initiate an active service record in the School's SIS. If the scholar has limited or interrupted formal education, then ensure that LIFE is identified. If the scholar will participate in Title III funded services, then ensure that the scholar is identified as participating in Title III. *NOTE: Not all ELs in a School that receives Title III funds are participating in Title III.* **Proceed to STEP 14.**

- ☐ **STEP 14:** Schedule the scholar based on program placement and English language proficiency.

NOTE: The school is responsible for ensuring that all teachers with whom ELs are scheduled have English language proficiency information for their ELs. This includes general education teachers.

The procedure is complete. Attach the HLS form and parent refusal acknowledgement form (if completed) to this form and file them in scholar's record. Copies of this form should be given to ESL and general education teachers who will be working with this scholar.

ELs with disabilities

Scholars who have or are suspected of having a disability

If a scholar arrives with an IEP or is suspected of having a disability (i.e. parent informs enrollment personnel that the scholar has a disability), then enrollment personnel must coordinate with Special Education staff to complete this procedure. *NOTE: The identification process must be completed within the timelines prescribed in this procedure.*

If the scholar arrives with an IEP:

Screening, if required, must be completed with appropriate accommodations and the test results must be interpreted in consultation with Special Education personnel.

If the scholar is suspected of having a disability but a determination cannot be made prior to completing this procedure:

Screening, if required, must be completed with any administrative considerations, universal tools, or accommodations that the ESL/SPED educators deem necessary. This procedure must be completed in accordance with the outlined guidelines and the scholar must be placed in the appropriate language instruction educational program (LIEP) based on the information available at the conclusion of the identification procedure.

If, after the scholar is placed in the LIEP, the scholar is determined to have a disability that may have affected the screening (e.g. requires a testing accommodation that was not offered), then the scholar must be re-screened using the appropriate accommodations. If the scholar does not meet the criteria for identification as an EL based on this subsequent testing, then the School must contact PDE to remove the EL identifier and the scholar should be removed from the LIEP.

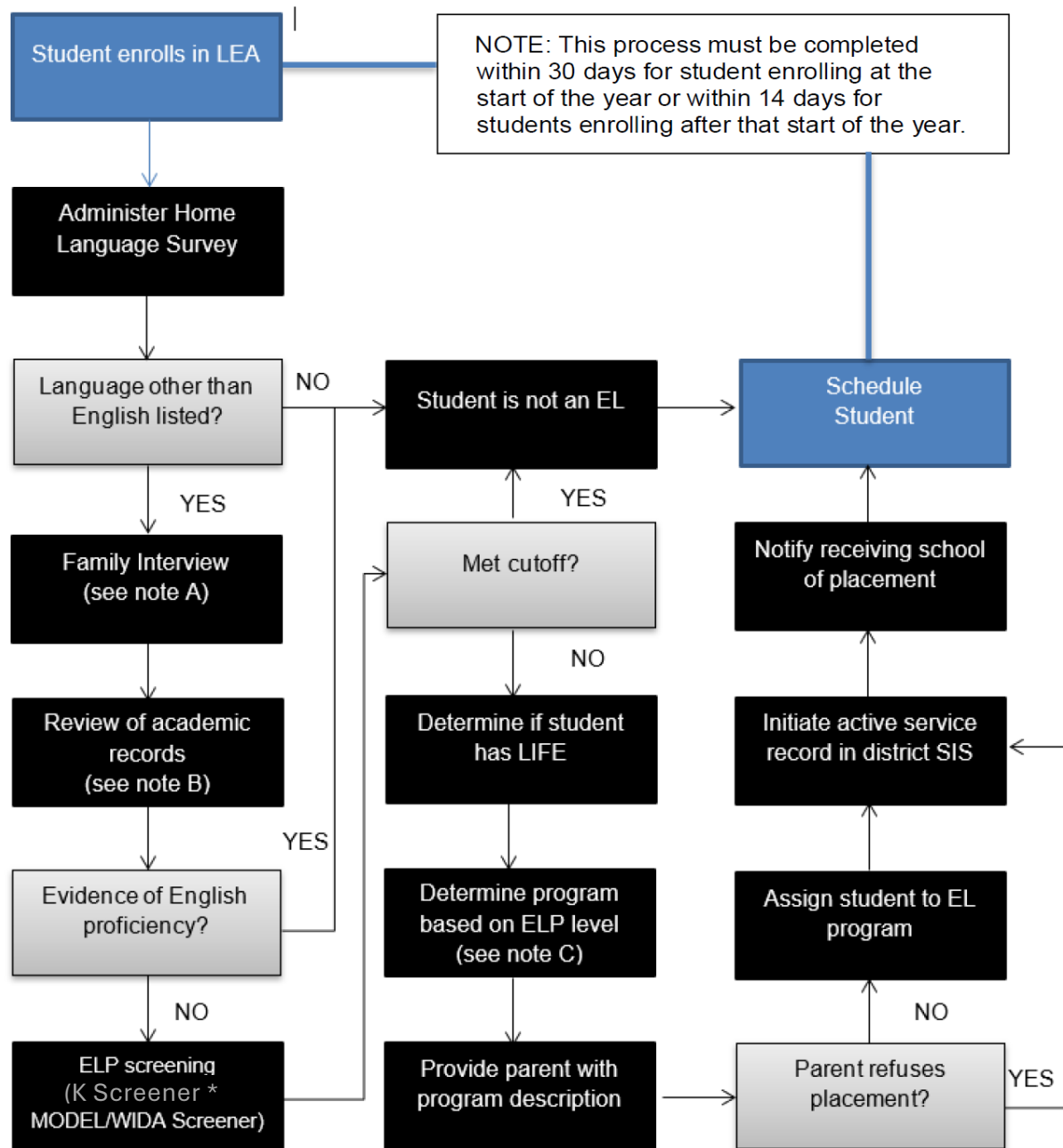
If a scholar cannot complete all domains of the screener due to a disability:

The determination must be based on the domains that can be completed by applying the appropriate cutoff score to all completed domains individually. For example, if a 4th grade scholar can only complete the reading and writing domains, then he/she must achieve a proficiency level of 5.0 or above in both reading and writing to exclude them from identification as an EL.

If a scholar cannot complete any domains of the screener due to a disability:

The identification decision must be based on the available evidence gathered from the home language survey, the family interview, and the records review. If the HLS indicates a language other than English, the family interview confirms that it is tied to national origin and significant, and academic records do not supply evidence of English proficiency, then the scholar should be identified as an EL.

EL Identification Flowchart



** For second semester kindergarten scholars and first grade scholars who take the kindergarten screener, BOTH oral language domains must meet or exceed 5.0 AND literacy domains must meet or exceed 4.2.*

Note A:

A scholar who comes from an environment where English is not the dominant language or who has been exposed to another language (HLS indicates other languages) is not necessarily an EL and does not necessarily need to be screened for English language proficiency if there is compelling evidence suggesting that the scholar is proficient in English. Parent permission to screen for language proficiency is **NOT** required; however, a parent interview must be conducted prior to screening. The parent interview should be standardized to some degree (see parent interview on pages 1 and 2) and the information gathered should be filed with the scholar's other enrollment documentation. The parent interview can serve to determine whether or not to screen a potential EL. If the evidence gathered during the parent interview is indeterminate, then an academic records review may be used to indicate English proficiency and preclude screening.

Note B:

If after the parent interview it is unclear whether or not a scholar should be screened for English proficiency, then a thorough review of any available academic records should be conducted to find evidence of English language proficiency. Some examples of this type of evidence are:

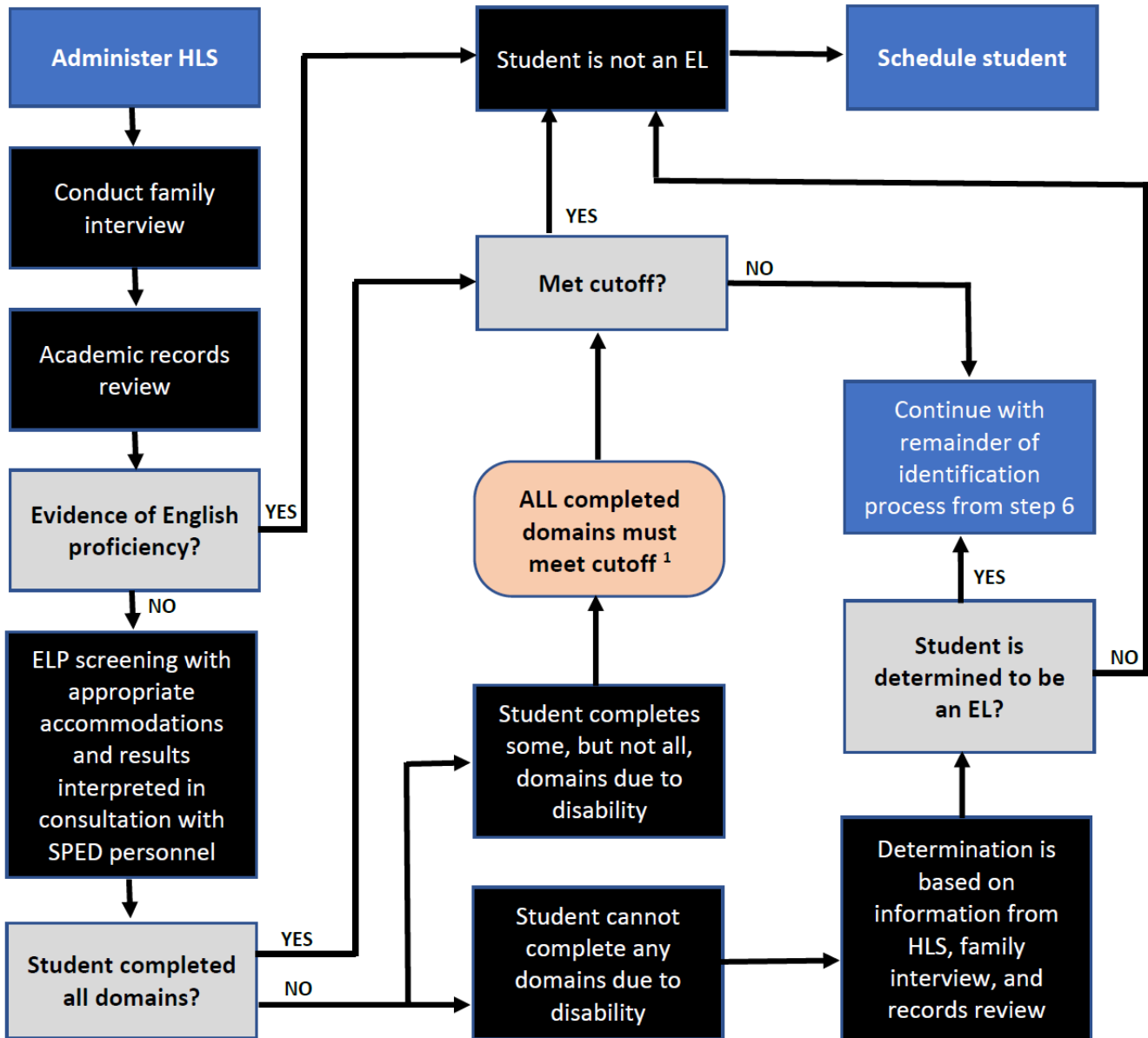
- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the scholar's academic records

NOTE: A determination of English proficiency for the purpose of precluding screening **MUST** be based on compelling and robust evidence.

Note C:

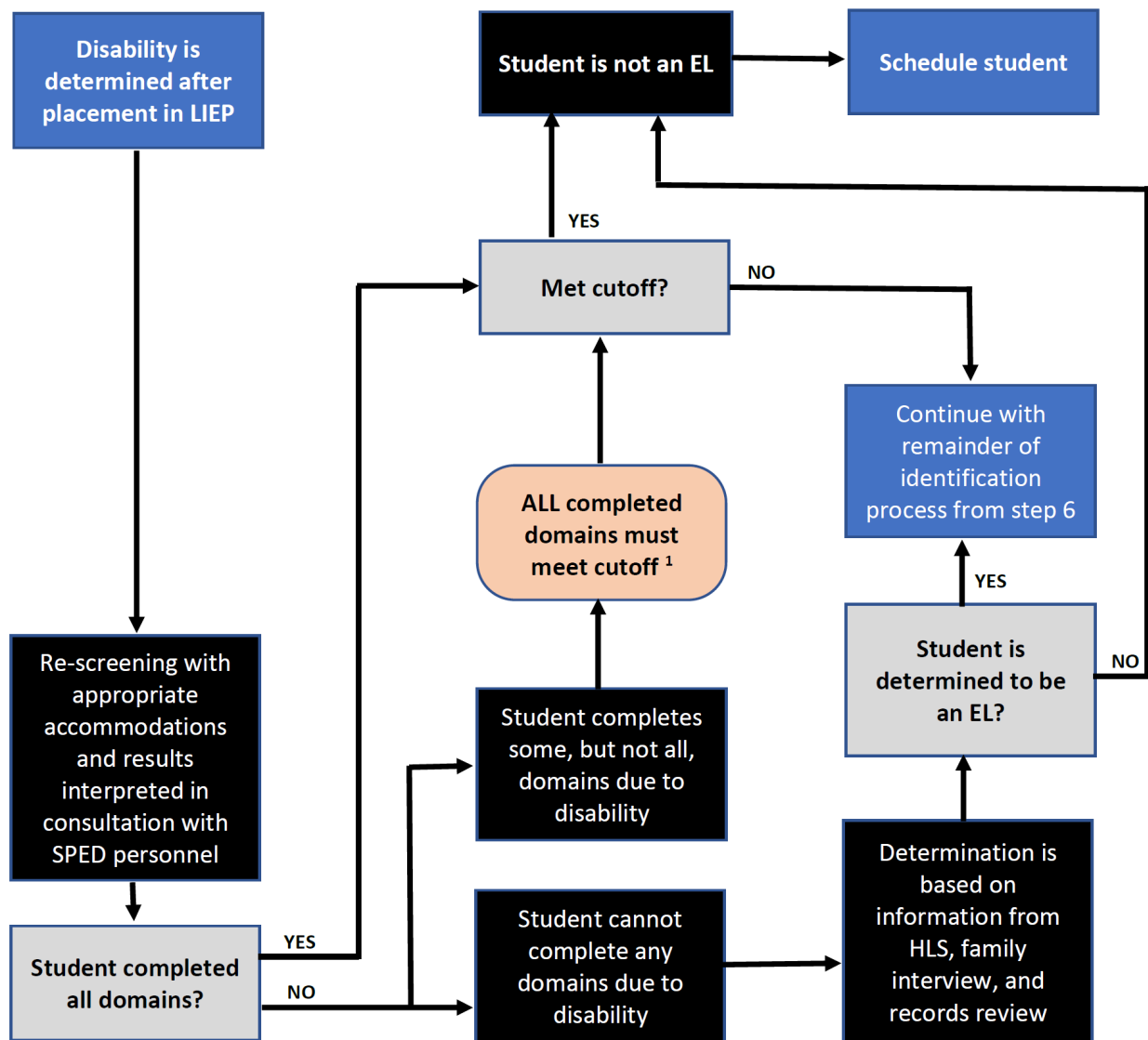
If the scholar has an IEP, then EL and Special Education personnel **MUST** collaborate to determine program and academic placement. The process must be completed within 30 days for scholars enrolling at the start of the school year or within 14 days for scholars who enroll after the start of school.

Identification flowchart for ELs with or suspected of having a disability



¹ ALL completed domains for scholars in grades 1-12 must meet the 5.0 cutoff. For second semester kindergarten scholars and first grade scholars who take the kindergarten screener, oral language domains must meet or exceed 5.0 and literacy domains must meet or exceed 4.2.

Identification flowchart for scholars who are determined to have a disability after initial placement in the LIEP



¹ All completed domains for scholars in grades 1-12 must meet the 5.0 cutoff. For second semester kindergarten scholars and first grade scholars who take the kindergarten screener, oral language domains must meet or exceed 5.0 and literacy domains must meet or exceed 4.2.

Selection of appropriate grade-level cluster test forms

See the tables below for selection of the appropriate screener to use for each grade.

WIDA Screener Selection

Grade	1*		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	Grade 1 Test		Grades 2–3 Test				Grades 4–5 Test				Grades 6–8 Test				Grades 9–12 Test									

* LEAs have the option of using the grade 1 WIDA Screener, the Kindergarten MODEL, or K Screener for first semester 1st graders.

WIDA MODEL Selection

GRADE	K		1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	K Screener		Grades 1-2 Screener				Grades 3-5 Screener				Grades 6-8 Screener				Grades 9-12 Screener											

WIDA K Screener

GRADE	K		1	
Semester	1	2	1	2
Grade - Cluster Form	K Screener			

Dual Language Learner Identification Procedure – Pre-K

(See K-12 identification guidance for K-12 scholars)

NOTE: Scholars ages 3-21 must be identified as ELs in any program receiving federal or state funding.

- ☐ **STEP 1:** Review the Home Language Survey. If the HLS indicates a language other than English for any question, proceed to STEP 2. If the HLS indicates a language other than English for **all questions**, the family interview is optional and you may skip to STEP 4.

NOTE: Pidgin and creole variations of English (e.g. English spoken in Liberia) constitute a language other than English for identification purposes.

- ☐ **STEP 2:** Conduct family interview to determine if the scholar is potentially a DLL.

Family Interview

Conducted by Universal Charter School-trained enrollment personnel - not to be completed by the parent/guardian

Interviewed:

Date:

Phone:

Name of Scholar:

PASID:

Scholars Date of Birth:

Age:

Scholar's Date of Entry to U.S. (if born in the U.S., then same as DOB):

Parent Country of Origin:

Scholar Country of Origin:

Parents' Primary Country of Education:

8. Is this scholar a Native Alaskan, Native American, or Native Hawaiian?

☐ YES ☐ NO

9. Is this scholar's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?

☐ YES ☐ NO

10. When at home, how often does this scholar hear a language other than English?

☐ Always ☐ Occasionally ☐ Never

11. When at home, how often does this scholar speak a language other than English?

☐ Always ☐ Occasionally ☐ Never

12. When interacting with their parents or guardians, how often does this scholar hear a language other than English?

☐ Always ☐ Occasionally ☐ Never

13. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this scholar hear a language other than English?
- ☐ Always ☐ Occasionally ☐ Never
14. When interacting with siblings or other children in their home, how often does this scholar hear or use a language other than English?
- ☐ Always ☐ Occasionally ☐ Never

Review of the family interview must be conducted by an ESL professional.

Based on the answers to the parent interview questions, determine if the second language exposure/use is significant or superficial in nature. If the scholar's development of English may have been impacted by exposure to another language in any way, then **proceed to STEP3**

Comments:

- ☐ **STEP 3:** Review the information on the family interview. If the information from the family interview indicates that English is not the scholar's native language or that exposure to another language may have had a significant impact on the scholar's English language development, **proceed to STEP4.**

- ☐ **STEP 4:** Screen the scholar for English language proficiency **if a screening instrument is available**. Acceptable screening instruments include, but are not limited to, the Pre-IPT, Pre-LAS or Pre-LAS Observational Tool. The LEA must provide the screener if it will be used for this step. Record the screening scores below.

Name of screener	Score(s)	Score descriptor

If no screening instrument is available, then the determination to identify the scholar as a DLL must be based on the evidence produced by the HLS and family interview. If the evidence suggests that the scholar's first language is not English and/or that exposure to another language may have had an impact on the scholar's English development and that the scholar will most likely need supports to overcome language barrier in order to participate in the academic program, then the scholar should be identified as an DLL and you should **proceed to STEP 5**.

- ☐ **STEP 5:** Determine the most appropriate language supports that will be provided based on the scholar's English language proficiency.

Supports to be provided:

- ☐ Specialized English language instruction
- ☐ Native language support
- ☐ Additional language enrichment activities
- ☐ Use of additional/specialized visuals to communicate and convey meaning
- ☐ Pairing scholar with English-speaking peer(s)
- ☐ Pairing scholar with native language peers(s)
- ☐ Other:

Proceed to STEP 6.

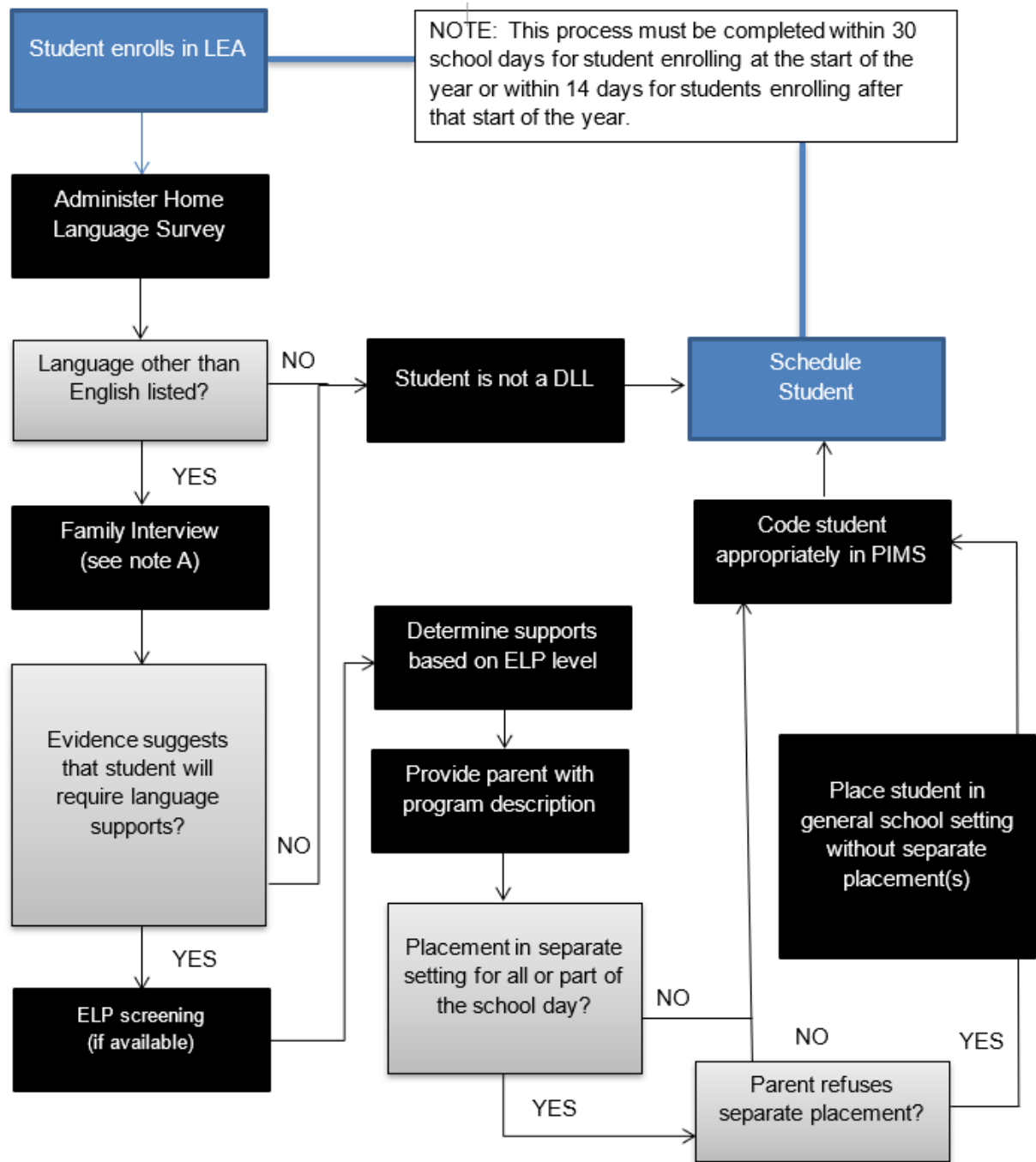
- ☐ **STEP 6:** Provide the parent(s) with a description of the program and/or the supports that will be provided to their child(ren) and explain the identification decision. Parents have the right to refuse placement in a specialized, separate setting if that is the proposed program design for the DLL. See [PDE guidance concerning parental right to refuse services](#). If the school will **not** place the scholar into a separate setting based on the DLL status, then **skip to STEP 8**, otherwise **proceed to STEP 7**.
- ☐ **STEP 7:** Parent accepts or refuses placement in part or in whole in the program. If, after the LEA notifies the parent of their option to refuse specialized services provided in a separate setting, the parent does not respond, then the school may proceed with the recommended program placement. **Proceed to STEP 8**.
- ☐ **STEP 8:** Complete the Scholar/Scholar Snapshot template in PIMS. In field 41, code the scholar as *01 – Current EL* (there is no code for DLL in PIMS). In field 45, code the scholar as *26 – Mixed Classes with English-Only Support* unless another code is more appropriate (e.g. *22 - EL bilingual*). **Proceed to STEP 9**.

- **STEP 9:** Schedule scholar based on program placement and English language proficiency.

NOTE: Enrollment personnel are responsible for ensuring that all teachers who will be working with DLLs have English language proficiency information for their DLLs. *This includes general education teachers.*

The procedure is complete. Attach the HLS form and parent refusal acknowledgement form (if completed) to this form and file in scholar's record. Copies of this form should be given to ESL and general education teachers who will be working with this scholar.

Pre-K EL identification flowchart



Section 2: Parent Right to Refuse Specialized Services

Parental Right to Refuse English Language Development Services

Refusal of English Language Development (ELD) programs and/or services indicates an informed, voluntary decision by the parent to not have the child placed in any separate, specialized ELD service or instructional program. A “waiver” indicates a desire by the parent to waive the child from participation in all or some of the English Language Development programs or services offered by the school.

LEA Obligations Under the Parent Refusal of ELD Program Scenario

Specialized services or instruction are those only provided for English Learners, for example ELD pull out classes, ESL tutoring, after school English tutoring for ELs or content classes consisting of only ELs. This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction.

LEAs may not recommend that a parent opt a child out of EL programs or services for any reason.

LEAs must...

- inform parents within 30 days of the beginning of the school year or 14 calendar days within the school year of their child’s EL identified status in the parents’ preferred language
- describe in sufficient detail to the parents the ELD program recommended for their child and the advantages to their child in terms of English language acquisition and academic success
- inform parents of their right to decline ELD programs or services in whole or in part, and supply the parents with the state-required [ENGLISH LANGUAGE DEVELOPMENT PROGRAM Parental Waiver Form](#)
- ensure that parents do not opt their children out of any ELD programs or services based on schedule conflicts with other programs (such as special education programs); insufficient space in the available ELD programs; or insufficient offerings within the ELD program
- annually test opt-out ELs with the state-required WIDA ACCESS for ELs 2.0 test until the scholar attains English proficiency by meeting the state exit criteria and is reclassified non-EL status
- maintain the scholar’s EL status on all reporting even though the scholar’s parents declined services
- provide English language development instruction within the general education content area instruction to meet the needs of the opt-out EL scholar.
- notify parents if their child is struggling in general education classes and recommend the ELD program and services again.
- present the [LIEP Reinstatement Request Form](#) to parents who wish to opt their child back into the school’s ELD programs and services.

LEAs must have policies and procedures in place for all of the above actions.

Section 3: The Language Instruction Educational Program (LIEP)

LEAs are required to thoughtfully and deliberately plan, resource, and evaluate their LIEP. The plan and evaluation results must be made available to all staff working with ELs as well as parents of ELs.

[22 PA. Code §4.26Opens In A New Window](#) states: Every Universal Charter School shall provide a program for each scholar whose dominant language is not English for the purpose of facilitating the scholar's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction.

As used here, the term "program" refers to:

1. planned English language development instruction by a qualified ESL/Bilingual Education teacher, and
2. adaptations/modifications in the delivery of content instruction and assessments by all teachers based on scholars' language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) Framework for ELs as well as the Pennsylvania academic standards.

Program Evaluation Tools

You may use the tool below to help in the design or review of your LIEP. It contains essential components of the program along with guiding questions. This document is meant to assist in review and development. It is not a comprehensive list of requirements.

[Considerations for Program Review Form](#) (Word)

Percentile Growth Charts

The following charts display growth by percentile for all ELs in Pennsylvania. Each grade or grade band document contains charts for each of the individual language domains and composites (listening, speaking, reading, writing, oral language, literacy, and overall composite). This information can be used to compare individual ELs or groups of ELs to their peers across the Commonwealth for the purposes of either individual growth evaluation or overall program evaluation. For more information about the analysis of data for ELs and setting individual and program improvement targets, please review the asynchronous tutorials on the [ELD PortalOpens In A New Window](#).

- [Kindergarten PA Growth](#)
- [First Grade PA Growth](#)
- [Second Grade PA Growth](#)
- [Third Grade PA Growth](#)
- [Fourth Grade PA Growth](#)
- [Fifth Grade PA Growth](#)
- [Sixth Grade PA Growth](#)
- [Seventh Grade PA Growth](#)
- [Eighth Grade PA Growth](#)
- [Ninth – Twelfth Grades PA Growth](#)

Program Models and Program Design

ELs must have equitable access to academic content for all courses in which they are enrolled. Regardless of the program model(s) employed, the LIEP must, at a minimum:

- be aligned to state academic content standards for the appropriate grade level of the ELs;
- include ELD instruction delivered by properly certified teachers who hold an ESL program specialist certificate or who are working in conjunction with ESL certified teachers;
- incorporate the use of the PA ELDS;
- provide equitable access to content for ELs at all language proficiency levels by providing research-based bilingual or sheltered instruction with fidelity; and
- not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible.

The foregoing minimum requirements must be incorporated into the entirety of the scholar's daily instructional time.

Universal Charter School may design its LIEP in many ways, but it must ensure that the program design meets the needs of its EL population and is based on research and/or a sound educational theory recognized by at least some experts in the field as legitimate.

Regardless of how the School chooses to organize its program, the Department requires that it be identified by one of six categories:

- Mixed Class Bilingual
- EL Bilingual
- EL-Specific Transitional Instruction
- Mixed Classes with Native Language Support
- EL Specific English Only Instruction
- Mixed Classes with English Only Support

For assistance in choosing the appropriate category for their LIEPs, Universal Charter Schools may reference the "[Classifying Language Instruction Educational Programs](#)" guidance document.

Guidance on the Implementation of English Language Development Within Language Instruction Educational Programs

This guidance defines English language development (ELD) and outlines requirements for including ELD instruction in language instruction educational programs (LIEPs) as well as requirements for educators who deliver ELD. School administrators and educators should use this guidance when developing or modifying their LIEPs and when communicating the design of the program to staff and parents. This guidance is meant to clarify and expand on requirements outlined in the [Basic Education Circular](#), Educating English Learners.

Definition of English Language Development

English language development refers to deliberate, planned, and focused instruction intended to foster the development of social and academic English for English learners in order to make it possible for them to access the general academic program and gain agency as successful, contributing members of their communities. ELD curriculum focuses on language at the word, sentence, and paragraph/discourse levels within the context of academic content and the socio-cultural context of the school/classroom.

Requirement for Including ELD in the LIEP

Universal Charter Schools are required to provide ELD instruction to ELs daily and throughout the school day. In elementary school, ELD must be incorporated into the entirety of the day across all subjects. In middle and secondary schools where scholars attend separate classes for different contents, ELD must be incorporated into each of those classes by all of the teachers.

ELD Settings

Broadly speaking, ELD can take place within one of two settings:

Stand-alone ELD Direct Instruction	Content-Embedded ELD Instruction
<ul style="list-style-type: none">• Pull-out ELD instruction<ul style="list-style-type: none">○ EL is pulled from other class time for direct ELD instruction in a separate setting• Self-contained ELD class (otherwise known as ESL class)<ul style="list-style-type: none">○ elective or extra class; not ELA replacement• Push-in ELD instruction<ul style="list-style-type: none">○ ESL teacher provides direct ELD instruction to ELs within the general education classroom setting	<ul style="list-style-type: none">• Mixed content classes (ELs and non-ELs)<ul style="list-style-type: none">○ ELD instruction is incorporated into content instruction.• EL-only content classes (self-contained)

Options for Including ELD in the LIEP

The particular blend of stand-alone ELD and/or content embedded ELD (and which program type) depends on the needs of individual scholars and must be thoughtfully determined by Universal Charter School personnel with input from ESL professionals. Decisions about program design or placement of ELs within the program may NOT be driven primarily by resources or scheduling constraints.

Even if scholars are scheduled for ELD instruction in a stand-alone setting, ELD along with supports and accommodations for content learning must also be included in other content settings throughout the day. For example, a scholar's math, science, history, English, music, art, and physical education teachers must also include ELD based on the scholar's proficiency level. This is more than simply putting supports for comprehension of the content in place. It is deliberately including instruction aimed at developing the language of the content in order to teach both the content and the language simultaneously. This is a universal component of all content instruction regardless of the presence of ELs, since language is the medium of instruction and assessment. ELs simply require a more targeted and deliberate approach on the part of content teachers.

Content teachers should receive training to assist them in designing their instruction to include language objectives and assessments for ELs. They should also be provided dedicated time to collaborate with ESL teachers to build capacity and ensure that the language needs of the scholars are being met.

The PA English Language Development Standards (ELDS) must be used to plan and implement instruction for and assessment of ELs in content classes. The ELDS provide model indicators of performance for each proficiency level by language domain (listening, speaking, reading, and writing), content area (English language arts mathematics, science,

social studies, and social and instructional language), and grade band. They describe language use that ELs should be working toward at the various levels of English proficiency.

ELD direct instruction can be incorporated into other content courses by either employing content teachers who also hold the ESL certificate or through collaboration between content teachers and ESL teachers who co-plan or co-teach. Regardless of whether the class is composed exclusively of ELs or a mix of ELs and non-ELs, ELD instruction appropriate for the ELs' levels of language proficiency must be included in the curricular and/or instructional plan.

Considerations for ELD Based on Scholar Needs

In general, ELs at the beginning stages of English development (levels 1 and 2 and possibly level 3) at higher grades (grades 3 and up) benefit from, and should receive, at least some stand-alone direct ELD instruction because basic and/or foundational language instruction may be difficult to integrate into other content instruction or it may not be feasible to do so. Also, basic language skills (social and instructional language), in which beginning level ELs require explicit instruction, may not align directly to content standards and so may require separate, specialized instruction.

For example, a 9th grader at with an oral language composite of 2.2 and literacy composite of 1.9 may need to learn basic language functions, such as how to structure a compound sentence for sequential narratives or how the basic form of persuasive language is assembled. This may be impractical to include in a sheltered English language arts class or other class that includes non-ELs. In this case, direct ELD instruction may be necessary either in a separate stand-alone class or within a regular education class during non-instructional time.

ELs at the beginning levels of language proficiency at higher grades generally benefit more from self-contained content classes than their higher proficiency level peers if that placement is possible. It is also less complicated for content teachers to include ELD instruction and provide language supports and accommodations for scholars of similar proficiency levels. As scholars gain proficiency, mixed classes (ELs and non-ELs) may become more effective in assisting ELs to increase their English proficiency and learn content.

No LIEPs may be designed as a “sink or swim” model wherein ELs are not provided ELD instruction in any setting. Even for ELs at higher proficiency levels who do not require stand-alone ELD instruction, content-embedded ELD along with appropriate accommodations and supports is required.

NOTE: These are generalizations. Each scholar has unique needs that must be considered before making placement decisions. These decisions must be informed by ESL professionals.

Teachers

Stand-alone ELD must be delivered by a teacher who holds a K-12 ESL Program Specialist Certificate. The teacher may hold an Instructional I or II certification that is in a grade band other than that of the scholar, but that teacher may not certify or provide a grade for a course outside of their Instructional I or II grade band. For example, an elementary certified teacher who holds the ESL Program Specialist Certificate may provide ELD instruction or language support at the middle or secondary level. However, that teacher may not award a credit for the ELD instruction because he/she does not hold a certification in the middle or high school grade bands.

Under most circumstances, an ELD course at the middle or high school levels should be categorized as an elective for credit purposes. Elective credits may only be awarded for ELD courses taught by a teacher who holds an Instructional I or II certification in the appropriate grade band and who also holds the ESL program Specialist Certificate. An LEA may not award a foreign language credit to an EL who takes an ELD course instructed by an ESL teacher who holds an Instructional I or II certification in a content area other than foreign language.

General education teachers must also provide language supports necessary to overcome language barriers for ELs and make content comprehensible for them. General education teachers can accomplish this through obtaining the ESL Program Specialist Certificate in order to gain the knowledge and skills necessary to embed ELD and language supports in their courses, collaborating with an ESL certified teacher in a structured and ongoing manner to plan

instruction and assessment, receiving specialized training in working with ELs through professional development, or any combination of these.

ELD in Bilingual Education Programs

ELD instruction is a required component of all LIEPs including bilingual programs (transitional and two-way dual language).

Transitional Bilingual

This program type initially supports ELs in their native language while increasingly introducing academic English. In transitional bilingual programs, instruction in all content areas must include the native language and English as the mode of communication for content teaching and incorporate ELD instruction. In other words, all content areas must be taught in the scholars' native language and English, with the amount of ELD instruction dependent on the phase of the program. Early in transitional bilingual programs, there may be less ELD instruction than in later phases as scholars gain proficiency in English through the bilingual content instruction exposure. ELD instruction must continue for scholars in transitional bilingual programs throughout the life of the program, as is the case for all LIEPs, until the scholars are reclassified as former ELs.

Two-Way Dual Language

In two-way dual language programs, ELD instruction must be included in the English component of the program as it would be for any non-bilingual program. There are many ways to design a two-way bilingual program, but all content areas should include instruction in both languages at some point during the school year in order to expose ELs to all content concepts in English as well as the other language.

ELD Replacement for English Language Arts

In general, ELD instruction taught by an ESL licensed teacher should not replace ELA instruction in a scholar's academic program. ELD has its own curriculum that, although may incorporate elements of ELA or other content areas, is unique and aligned to the PA ELDS. ELD may replace ELA only when the instruction is aligned to the same ELA standards as the ELA course or instructional period in which a scholar's non-EL peers are enrolled. ELD may not replace any other core content in a scholar's academic program unless it is for a limited time not to exceed one school year and the LEA has a pre-defined plan for immediately mitigating any academic gaps that result (e.g. in the case of a newcomer program).

Some questions to consider when planning ELD:

- What is the school profile of ELs? (grades, proficiency levels, SLIFE, etc.)
- How many ESL certified teachers are there in the School? Is it sufficient to provide the desired LIEP and level of services/support?
- Will ELs be grouped by proficiency level?
- Will ELD instruction take place for multiple grades at once (heterogeneous grade grouping)? By proficiency level?
- Will content and ESL teacher co-plan or co-teach?
- Is there time built into the schedule to allow collaboration/co-planning between ESL and content teachers (regardless of the LIEP type)?

Overall considerations for the LIEP

The LIEP designed by the School must meet three basic criteria. It must:

1. be based on a sound theory or on research that suggests it will be successful,
2. be resourced appropriately to implement per the plan, and
3. be effective as evidenced by a sound evaluation system.

The LEA must be able to demonstrate that it has taken the needs of its scholars into consideration when designing and resourcing the LIEP and that the design has a reasonable likelihood of succeeding as evidenced by scholar outcomes. Evaluation, based on scholar outcomes, should take place throughout the school year and adjustments should be made as necessary. In addition to this ongoing evaluation, the overall effectiveness of the program must be reviewed annually and include, at a minimum, outcomes from the annual English language proficiency assessment, ACCESS for ELLs®, and other LEA testing results.

As a general rule, ELs may not be denied the opportunity to participate in any part of the general education program in which non-ELs may participate. ELs may also not be denied instruction in any core content classes in order to receive ELD instruction. Core content classes are defined for this purpose as any iteration of English language arts, science, social studies, mathematics, and health/physical education as well as any class or course required by an IEP if a scholar has one.

Refer to the Basic Education Circular, [Educating English Learners](#), as well as the guidance document, [The Language Instruction Educational Program](#), for additional program design and evaluation requirements.

Section 4: Reclassification, Monitoring, and Re-designation

Once ELs attain English proficiency as defined in the state reclassification procedure, they must be reclassified as former ELs. The academic progress of former ELs must be actively monitored by Universal personnel for a period of two (2) years after reclassification. Former ELs must be reported to the state as such for a period of four years after reclassification.

State required reclassification criteria

Universal Charter Schools must employ uniform procedures in accordance with state requirements for reclassifying English learners (ELs) as former ELs (FELs) when they attain proficiency. This document outlines the procedure and rules for doing so.

An EL must demonstrate the ability to access challenging academic content and interact with other scholars 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 scholar if the scholar scores 4.5 or above on the annual English language proficiency assessment, ACCESS for ELLs®, and gathered by teachers using standardized language use inventories. See [Appendix E](#) for language use rubrics.

Using the following system, the ACCESS for ELLs® and the language use inventory together produce a single score. If that score exceeds 4.5 (the state-defined threshold), then the scholar is eligible to be reclassified.

See [Appendix F](#) for a sample reclassification cover sheet. Schools are free to develop their own form of documenting the reclassification decision for ELs, but it must, at a minimum, include the information contained on the sample form.

Two language use inventories must be completed. An ESL 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 ESL teacher cannot complete an inventory (e.g. scholars whose parents have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL 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 ESL 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 scholars 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 scholars are eligible to be reclassified.

NOTE: In some cases, scholars who were not identified as likely to reach the ACCESS score threshold and for whom no language use inventories were completed will unexpectedly achieve a score exceeding the threshold. Language use inventories may be completed after ACCESS scores are released in these limited cases, but they must be completed prior to October 1 of the following school year.

The reclassification window begins when ACCESS scores are published and ends on October 1 of the following school year. Although language use inventories must be completed as part of the reclassification decision-making and evidence-gathering process prior to the opening of the window, no changes to a scholar's status can be made in local data systems or in PIMS between October 1 and the date on which the LEA receives ACCESS scores each year.

Each Universal Charter School must develop local plans for how to:

- select content teachers who will complete the inventories
- manage the decision-making/reporting process using this procedure and these criteria
- train staff to use the rubrics and evaluate the scholars' language use
- hold teachers accountable for completing the inventories
- select scholars for whom inventories will be completed in anticipation of qualifying ACCESS scores

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 scholar meets the minimum threshold for reclassification.

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

Total possible points from both inventories 7.6

Total Possible Points from all components: 16

Threshold for reclassification: 10.5

When this reclassification score is equal to or greater than the cutoff, then a scholar *should* be reclassified.

However, if there is compelling evidence to suggest that a scholar 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.

ELs with Disabilities - taking the ACCESS for ELLs®

An EL with a disability who has not met the criteria outlined above may be considered for reclassification if:

1. The scholar has an IEP, **AND**
2. The scholar has been continuously enrolled in an LIEP for at least four years, **AND**
3. The scholar'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 testing cycles, **AND**
4. The school has documented evidence** that the scholar has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP, **AND**
5. A school-based team recommends reclassification. *See below for team composition and recommendation protocol.*

* for scholars who cannot complete all four domains of the test as a direct documented result of their disability, the state has adopted a method for calculating an overall composite proficiency level with fewer than all four domains. Schools may use the overall composite proficiency level calculation tool (for ELs with disabilities) linked below.

[Download the OaCPL Calculation Tool](#) (Excel)

Please review the instructions for using this tool on the first tab before proceeding.

This tool may only be used for scholars who have IEPs and documented disabilities that prevent them from participating in up to two domains of the ACCESS or Alternate ACCESS.

** Documented evidence can include schedules indicating ELD instructional times, specific language supports used, ELD curriculum indicating areas of language instruction covered, language use evaluations based on WIDA rubrics or PA reclassification rubrics, modifications made to assessments, IEP addressing ELD instruction or language needs, etc.

To calculate the percent difference between scores, use the following formula:

$\Delta \text{OCPL} / \text{OCPL1} (100) = \% \text{ change}$

ΔOCPL : 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%.

You may also use the following tool, which will calculate percent changes between ACCESS overall composite proficiency scores and determine eligibility for ELs who are being considered for reclassification under the criteria for scholars with disabilities taking the ACCESS for ELLs.

[Download the Reclassification Score Calculation Tool](#) (Excel)

School-based team composition and recommendation protocol:

The following individuals must be included on the team that considers the body of evidence and determines whether to reclassify an EL with a disability:

- At least one expert on the scholar's English language acquisition
- At least one expert on the scholar's special education goals and services
- At least one expert on the scholar's general education content achievement
- At least one family member (and any requisite interpreters/cultural liaisons)
- Any related service providers who work with the scholar

A single team member may fill more than one of the roles identified above.

High Priority Evidence to consider:

- Standardized or curriculum-based assessments special education teachers and related service providers use to monitor scholars' progress towards IEP goals that are relevant to developing English language proficiency
- Classroom observations of scholars' language use
- Language samples demonstrating listening, speaking, reading, and writing skills
- Scholar work samples or portfolios
- Teacher input on scholars' English language development progress
- Family input on scholars' language development and use at home
- Data related to how the scholar was initially identified as an EL
- Review of English learner services across the most recent four years to ensure the scholar has received adequate English language development instruction and language support for content learning during that time

Evidence to consider if available:

- Assessments that evaluate scholars' proficiency in their home/primary language
- Language use inventories
- Comparable data from similar EL peer group (other ELs with similar profiles)

Questions that must be addressed by the team:

1. Has the scholar received adequate ELD instruction and language supports commensurate with his/her ELP level for the most recent four years?
2. Is this scholar able to effectively communicate in English?
3. Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles?
4. Are any ACCESS for ELLs domain scores that affect the scholar's ability to reach an overall composite proficiency level of 4.5 directly related to the scholar's disability?

If the answer to any of these questions is ‘no’, then the team must carefully consider the scholar’s continued participation in the LIEP until such time that the scholar will no longer benefit from continued specialized English language development instruction and supports.

See [Appendix G](#) for a sample reclassification cover sheet for ELs with disabilities. Schools are free to develop their own form of documenting the reclassification decision for ELs with disabilities, but it must at a minimum include the names of the team members involved, the evidence that was analyzed, the scholar’s current ACCESS scores, and answers to the four questions above. The form should be filed with the scholar’s permanent record.

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 when:

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, with input from an ESL/bilingual education professional, recommends reclassification.

* for scholars who cannot complete all four domains of the test as a direct documented result of their disability, a proficiency level can be calculated with fewer than all four domains by using the tool provided on the [Reclassification, Monitoring, and Redesignation of ELs webpage](#).

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.

For more detailed guidance related to ELs with disabilities, please see the guidance contained on the Bureau of Special Education website at www.pattan.net.

Monitoring of former ELs

Universal Charter Schools must include in their LIEP uniform procedures in accordance with state requirements for actively monitoring the progress of former ELs (FELs) for a period of two years after reclassification and reporting FELs to the state for an additional two years (total of four years of monitoring status).

Active Monitoring Period – first two years after reclassification

Universal Charter Schools must ensure that ELs in the first two years after reclassification do not struggle academically as a result of persistent language barriers. In order to do this, Schools must develop and implement a process for actively monitoring scholars' progress and achievement in the general academic program delivered without specialized, planned language supports.

Universal Charter Schools are free to create their own process, but it must, at a minimum, include tracking scholar progress in all core academic classes and soliciting feedback from core academic teachers periodically throughout the school year with sufficient frequency to preclude a scholar falling significantly behind.

Additional monitoring period – third and fourth years after reclassification

Universal Charter Schools are required to continue reporting FELs to the state in PIMS for an additional two years after the active monitoring period. Schools are not required to actively monitor the progress and academic achievement of ELs in the general education program during these years. At the end of the fourth year after reclassification, ELs are coded as *Former ELs – no longer monitored* for the remainder of their time in school.

Re-designating former ELs

If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, then the Universal Charter School must have plans in place to re-designate that former EL as an active EL and re-enroll him/her in the LIEP. The Universal Charter School must demonstrate that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions.

FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

Training materials related to the reclassification procedure are available on the [ESL Portal](#) on the SAS website.

Overall composite proficiency level calculation tool (for ELs with disabilities)

Some ELs with disabilities may not be able to participate in all four domains of the ACCESS or Alternate ACCESS. For ELs whose disabilities prevent them completing all four domains of the test and who are being considered for reclassification under the criteria for scholars with disabilities, the state has adopted a method for calculating an overall composite proficiency level with fewer than all four domains.

[Download the OaCPL Calculation Tool](#) (Excel)

Please review the instructions for using this tool on the first tab before proceeding.

This tool may only be used for scholars who have IEPs and documented disabilities that prevent them from participating in up to two domains of the ACCESS or Alternate ACCESS.

Overall composite proficiency level calculation tool (with all four domain scores)

Due to errors in scholar data associated with the ACCESS for ELLs, reports are sometimes separated into more than one form. In this case, no overall composite proficiency level is calculated even though all four domains have been completed. This tool may be used for calculating an overall composite proficiency level when all four domain scores are available if a scholar's ACCESS report was separated into two forms and there was subsequently no OaCPL calculated at the time of reporting.

[Download the OaCPL Calculation Tool for all four domains](#) (Excel)

Please review the instructions for using this tool on the first tab before proceeding.

This tool may ONLY be used when all four domains of the ACCESS for ELLs have been completed and reported. To calculate the overall composite proficiency level for scholars with disabilities who are missing one or more domains, use the OaCPL Calculation Tool for scholars with disabilities.

ACCESS score eligibility calculation tool for ELs with disabilities

The following tool will calculate percent changes between ACCESS overall composite proficiency scores and determine eligibility for ELs who are being considered for reclassification under the criteria for scholars with disabilities taking the ACCESS for ELLs.

[Download the Reclassification Score Calculation Tool](#) (Excel)

Section 5: Communication with Families: Interpreters, Translators, and Liaisons

State law requires local education agencies (LEAs) to provide all important information to parents who are not proficient in English in a language or mode of communication that they understand. See 22 Pa. Code §4.26 and [Educating English Learners \(ELs\) Basic Education Circular](#).

To provide parents with effective communication, interpreters and translators must understand and be able to express in both languages any specialized terms or concepts used in the communication. It is also important that translators and interpreters understand the ethics of interpreting and translating and the need for confidentiality. This guidance document reviews the roles played by translators, interpreters and liaisons, ethical standards that should be observed, options for professional development, interpreting styles for different situations, and strategies for working with interpreters.

These requirements also are outlined in the U.S. Department of Justice and U.S. Department of Education Office for Civil Rights fact sheet, [Information for Limited English Proficient \(LEP\) Parents and Guardians and for Schools and School Districts that Communicate with Them](#).

Definition of Interpreter, Translator, and Cultural Liaison

An interpreter facilitates oral communication from one language to another. Interpretation often goes beyond word-for-word transference or language. Experienced interpreters will convey the speaker's nuances, using technical or colloquial language as appropriate. Interpreting is an evolving profession, and practices may differ according to the context (e.g., medical, legal, business, conferences, and educational). In general, however, interpreters only convey messages between speakers of different languages. Interpreters do not offer opinions or advice and do not work with individuals independently to gather or explain information. Interpreters typically do not interact with families on their own, even to schedule a meeting or go over a questionnaire. They are engaged by the School to communicate important information to families and/or scholars in a language that the scholar or family understands.

A translator works with written language. As with interpretation, a skilled translator will match the tone set by the original document. Good translators have excellent writing skills in addition to knowledge of both languages. Translation and interpretation are very different cognitive tasks and require different training. Not all interpreters have the skills to be good translators and vice versa. Skilled translators might struggle when asked to orally interpret in real time.

A cultural liaison is a person who has knowledge in the following areas:

- School systems (policies, procedures, activities, structures, etc.);
- Cultural differences, such as differences in customs, relationships between people and institutions, norms and roles, assumptions about rules of conduct, values, etc.;
- Experiences of newly arriving scholars and families; and
- The local community.

Cultural liaisons have broader roles than interpreters and typically have autonomy to communicate with families or school personnel independently. A trained liaison may explain school programs to parents or help them to fill out forms. A liaison may also provide information about culture and language to school staff members. Cultural liaisons can be UCS employees, volunteers, or be employed under contract. Additional information regarding their roles is provided below.

Training and Certification

There are no specific certification or training requirements for interpreters, translators, or liaisons working in or for public schools in Pennsylvania. UCSs are advised to work with interpreters, translators, and liaisons who have had some type of training whenever possible, though. At a minimum, UCSs should ensure that those engaged in the various activities associated with their role are qualified to do so based on the intended goal of their work and with regard to the guidance contained in this document.

Several commercial organizations offer training and certification for interpreters and cultural liaisons. Many of these focus on medical interpreting, but some offer additional focus areas. UCSs may research these options if they do not wish to employ a screening process locally. The Pennsylvania Department of Education does not endorse any particular organization or service. The decision to engage with a commercial organization, which requires the appropriate due diligence, is at the sole discretion of the Universal Charter School.

Selecting and Hiring Interpreters

Universal Charter Schools may employ interpreters and/or translators full-time or may contract as needed. This will depend largely on the nature of the populations served and available resources. When hiring employees or contracting with individuals, it is up to the UCS to screen an individual's qualifications, including an assessment of the person's language proficiency. Universal Charter Schools may use formal measures such as the Oral Proficiency Interview (OPI), which is an over-the-phone language proficiency testing program developed by the American Council on the Teaching of Foreign Languages (ACTFL), or they may use less formal measures such as screening by a qualified staff member or other contracted personnel or with a locally developed screening instrument. UCSs may also contract with an interpreting agency. When contracting with an agency, UCSs should ask for information about the process used to screen interpreters and about any training provided by the agency.

In addition to language groups, UCSs may need to consider geographic regions and various dialects of languages. For example, some of the regional varieties of the Spanish language are quite divergent from one another, especially in pronunciation and vocabulary.

To the greatest extent possible, UCSs should use the same interpreters consistently so that they can become familiar with how the program and staff operate and can develop smooth working relationships with them. Additionally, in most cases, the interpreter should be an adult and, whenever possible, should not be closely related to the scholar or family.

Universal Charter Schools may struggle to find interpreters for languages that are not commonly spoken in Pennsylvania. Schools may use a variety of strategies in these situations.

- Contact UCSs with larger enrollments of the language group to ask for recommendations.
- Contact a commercial interpreting agency.
- Contact social service organizations that work with the specific cultural group.
- Contact local hospitals or county offices to see if they can recommend an interpreter.
- Work with an interpreting agency that provides “video remote interpreting” if it is not possible to arrange for an in-person interpreter.

Data Privacy

Confidentiality of certain information is required by federal law, namely the [Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#). LEAs are required to provide training on data privacy to all employees. In addition, confidentiality is an extremely important aspect of interpreting. If parents or community members even suspect that an interpreter will not maintain confidentiality, their trust in the UCS will be damaged.

Most interpreters are aware of the importance of confidentiality but should receive specific training on school data privacy practices, nonetheless. Both interpreters who are hired as employees and those who work under contract individually or through agencies are subject to data privacy rules.

Professional Ethics and Standards of Practice

Interpreting is an emerging profession, and its standards are evolving. In 2015, the Minnesota Department of Education, in collaboration with the University of Minnesota, developed a code of ethics for interpreters working in educational settings. Minnesota based its code on standards developed by the National Council on Interpreting in Health Care, a document that guides interpreting practices in many hospitals and health care systems around the country. The [Minnesota Code of Ethics and Standards of Practice for Educational Interpreters of Spoken Languages](#) was modified to reflect the needs of public school special education programs, but its content is applicable for broader applications.

The salient features of this code are as follows:

Confidentiality: The interpreter treats as confidential all information learned in the performance of their professional duties, while observing relevant legal requirements regarding disclosure.

Accuracy: The interpreter strives to render the message accurately, conveying the content and spirit of the original message, taking into consideration its cultural context.

Impartiality: The interpreter strives to maintain impartiality and refrains from counseling, advising, or projecting personal opinions, biases, or beliefs.

Respect: The interpreter treats all parties with respect.

Professional boundaries: The interpreter maintains the boundaries of the professional role, refraining from other types of involvement.

Advocacy: When the scholar's health, well-being or dignity is at risk, or when scholar educational access and outcomes would be compromised, the interpreter may be justified in acting as an advocate.

Cultural awareness: The interpreter promotes and maintains respect for the cultural beliefs and practices of all parties involved in the interpreting encounter and continuously strives to develop awareness of potential cultural conflicts.

Professionalism: The interpreter must, at all times, act in a professional manner.

Continuing education: The interpreter strives to continually further his/her knowledge and skills.

LEAs should consider these tenets when hiring and/or engaging with interpreters. This information should be shared with interpreters, and they should agree on adherence to them prior to any communication.

Cultural Liaisons

When licensed education staff do not have enough in-depth knowledge of specific ethnic or cultural groups, schools may draw upon the expertise of staff who are hired or volunteer to serve as cultural guides or bridges. Schools may employ a single person who fulfills both the liaison and interpreting roles, or they may separate these functions.

“Cultural liaison” means a person who is of the same racial, cultural, socioeconomic, or linguistic background as the scholar, and who:

1. Provides information to school staff about the scholar’s racial, cultural, socioeconomic, and/or linguistic background;
2. Assists school staff in understanding how racial, cultural, socioeconomic, and/or linguistic factors impact educational progress; and
3. Facilitates the family’s understanding and involvement in school activities and processes.

If a person who is of the same racial, cultural, socioeconomic, or linguistic background as the scholar is not available, then a person who has knowledge of the scholar’s racial, cultural, socioeconomic, and linguistic background may act as a cultural liaison.

Cultural liaisons are not required in Pennsylvania, but they are recommended when education professionals in an LEA are concerned that cultural or linguistic issues are affecting educational outcomes for scholars or overall engagement with families.

Below are examples of activities that cultural liaisons might undertake.

Provide info to school staff members	Facilitate parents’ understanding
Talk about customs, beliefs, history, language	Help parents register their children for school and complete other paperwork
Plan cultural activities for school staff	Contact parents to review the education programming and parental rights
Help connect staff with other appropriate groups, such as organizations that provide social services to new immigrants and refugees	Contact parents to make meeting arrangements
Help involve minority parents in parent advisory councils and other parent groups	Call parents to let them know about something that happened at school

Balancing the Roles of Interpreter and Liaison

The purpose of interpretation is to ensure that parents, scholars, and school personnel can communicate with each other. Liaisons have a broader role in the school system.

When hiring or contracting staff, administrators may wish to consider several questions:

- Do you want this person to primarily serve as an interpreter, facilitating spoken communication between monolingual staff and non-English speaking parents?
- Do you want this person to prepare written translations?
- Do you want this person to work with parents independently? For what purposes?
- Do you want this person to be a resource to help other staff understand cultural differences?
- Do you want this person to attend problem-solving meetings to discuss issues related to specific scholars?
- Do you want this person to be involved in special education evaluations?
- How will English-speaking staff be made aware of the roles played by the interpreter/liaison?

Many interpreters are comfortable serving as cultural liaisons, particularly interpreters who work primarily in schools or social services. However, they cannot serve in both roles at the same time. In conversations with other staff members, they can serve as the liaison and answer cultural questions. During meetings with parents, their primary role is to serve as an interpreter. Other staff should not ask questions or ask for their opinion during meetings with parents. For example, if staff want the cultural liaison to give you background information about Islamic religious practices, these questions should be asked and answered at a separate time. Do not ask the liaison to provide this type of background information during a meeting with the parents when he or she is serving as the interpreter. During meetings, it is more appropriate to direct questions about cultural practices to the family.

Below are tips to help interpreters/cultural liaisons balance their competing roles:

- At the beginning of a meeting with parents, the interpreter/liaison should introduce him/herself and explain what the role will be in the meeting. Make sure family members know that decisions will be made by the parents and the licensed staff, not by the interpreter or liaison.
- Tell parents ahead of time that they can bring someone to the meeting (i.e., a family member, a friend or an advocate).
- If school staff has a general interest in learning about a scholar's language or culture, they should talk with the interpreter at a time other than a parent meeting or arrange for a speaker for a staff development event.
- In a complicated situation, the team may need to have both a cultural liaison and an interpreter. For example, if a scholar is having severe behavior problems, school personnel and the family may not agree on whether the behavior is related to cultural differences, lack of appropriate instruction, racism, stress at home, or a mental health problem. It would be appropriate in this situation to include one person who serves as the cultural liaison and another person who interprets.
- If a cultural question comes up during the meeting and there is no cultural liaison, the team can first ask the parents to explain the cultural issue via the interpreter. If needed, they can then ask if it is acceptable for the interpreter to also share some cultural information. The team needs to give the interpreter time to "switch gears" and give him or her time to interpret back to the parents.

Reminder: An interpreter or translator who is not familiar with the LEA or public education in general should not be expected to automatically function as a cultural liaison without training and support from the LEA. Some professional interpreters feel comfortable with this role, but others do not. Discuss your expectations ahead of time.

Culturally Responsive Schools

Culture is a complex concept. It cannot be reduced to a well-defined set of precepts, and no one can completely understand and/or represent an entire culture. It is difficult to understand one's own culture and the ways in which it impacts daily life, let alone someone else's that may be far removed. Culture is a way of knowing and understanding the world shaped by a multitude of factors. Two people who speak the same language, are from the same country, are of the same race and ethnicity, and even belong to the same religion may have diverging beliefs, views, and understandings of the world. Cultural liaisons are only meant to help facilitate understanding, a willingness to accept other's points of view, and build relationships.

The point of cultural awareness and competence is to foster an understanding that one's own culture affects the way one sees the world and interacts with others, and that it is not the only way of seeing the world. It is an understanding and acceptance that there are different and equally valid ways to perceive the world than one's own. This is an ongoing practice in which individuals must continually engage. Even if the UCS employs cultural liaisons, the responsibility to maintain a culturally responsive environment in a school belongs to everyone. UCSs should consider ways to promote culturally responsive attitudes and a culturally responsive environment in their schools through guidance and training for all staff. Liaisons can be an excellent starting point for staff development in this area but should not be the only component.

Interpreting Skills and Styles

In a joint [January 2, 2015 "Dear Colleague" letter](#), the U.S. Department of Justice and the Office for Civil Rights wrote that "It is not sufficient for the staff merely to be bilingual. For example, some bilingual staff and community volunteers may be able to communicate directly with [limited English proficient] parents in a different language, but not be competent to interpret in and out of English (e.g., consecutive or simultaneous interpreting) or to translate documents."

Interpreting is a skill that is developed through considerable practice over a period of time; bilingual individuals do not naturally have the capacity to interpret from one language to another easily and smoothly. Good interpreters need to develop their memory and ability to focus on a task that is cognitively demanding and tiring. They need to know the technical terminology of whatever environment they are working in and have strategies in place to request repetition or clarification in order to assure accurate interpretation. Interpreters also need skills to manage the flow of information so that all parties can communicate seamlessly.

There are three ways of interpreting:

1. ***Simultaneous:*** In a large meeting, the interpreter listens through a headset or other means and orally interprets the message instantaneously. In small meetings such as a meeting to review a scholar's Individualized Education Program (IEP), the interpreter will sit next to and slightly behind the parents and interpret as other people are speaking. A simultaneous interpreter is able to listen and interpret at the same time and without pause.
2. ***Sequential or Consecutive:*** The speaker pauses every few sentences, allowing the interpreter to interpret what has just been said.
3. ***Sight:*** The interpreter reads and orally interprets a document written in English.

Simultaneous interpreting is generally considered a more advanced skill than consecutive interpreting and requires more time and experience to master. Some people find simultaneous interpreting to be distracting and prefer consecutive interpreting even though it usually takes longer.

Use of Technology for Interpreting

Telephone services for interpreting are readily available, and many schools utilize these services for routine communication or for emergency situations.

However, telephonic interpreting will not convey 100% of a message. A large proportion of communication is conveyed nonverbally through body language and facial expressions or through tone of voice. “Video Remote Interpreting” (VRI) is commonly used because it allows all parties to see each other and is a solution that often works well for American Sign Language (ASL) interpreting. But the technology is not foolproof. VRI requires fast and reliable internet connection, and not all families have access to the Internet or to the technology needed to facilitate VRI. Some families also may not feel at ease communicating in this manner. For these reason, schools should provide in-person interpreting whenever possible, especially for very formal interactions such as IEP meetings and meetings on complex issues. There may be situations where telephone or VRI is the best option, however, such as when an uncommon language makes it difficult or impossible to engage with an interpreter in-person.

The U.S. Department of Justice and Office for Civil Rights addressed the use of computer-generated translation in their [January 2, 2015 “Dear Colleague” letter](#):

“The Departments caution against the use of web-based automated translations; translations that are inaccurate are inconsistent with the school district’s obligation to communicate effectively with [limited English proficiency (LEP)] parents. Thus, to ensure that essential information has been accurately translated and conveys the meaning of the source document, the school district would need to have a machine translation reviewed, and edited as needed, by an individual qualified to do so.”

Some artificial intelligence (AI) applications have made significant gains in their ability to translate text from one language to another and are far superior to other computerized translations. However, use of computerized translation of any kind on its own is not recommended. A qualified person should always review any translation before it is published or shared with scholars or families.

Working with an Interpreter

Steps for Working with an Interpreter

There are three steps involved when working with an interpreter:

1. **Briefing:** Meeting with the interpreter to discuss the purpose of the interaction and the desired style of interpretation and to review any materials and terminology that will be used.
2. **Interaction:** Introducing the interpreter and explaining that his or her role is to help the English speaker who does not speak the subject's language.
3. **Debriefing:** Ask the interpreter if he or she has any observations about the family's understanding; ask what can be done in the future to improve communication.

General Principles for Working with an Interpreter

Interpreters and translators need many different skills. English speakers also need skill and knowledge to work effectively with an interpreter. School staff should consider an interpreter a member of the team: their mutual goal is to communicate as effectively as possible. Below is a list of things staff can do to make communication go smoothly.

- Brief the interpreter ahead of time. Explain the purpose of the meeting or encounter, discuss the interpreter's role and go over any materials that will be used.
- Allow enough time for the interpreting session. Interpreted conversations typically run longer because every statement must be made twice.
- If seated in a formal meeting, arrange the seating so that the interpreter is close to the parent but can also see and hear other participants at the meeting.
- Introduce everyone present at the meeting, including the interpreter, and explain their role.
- Avoid excessive use of jargon, slang, idioms, double negatives, passive voice, or ambiguous language to the greatest extent possible. This requires some pre-planning and practice on the part of school staff. Make sure that everyone is aware of this and prepares well in advance of any meetings if possible.
- Explain any technical terms or jargon that **must** be used.
- Speak clearly and pause for interpretation after every three or four sentences.
- Allow the interpreter to take notes to help with the interpretation.
- Arrange a signal for the interpreter to stop the speaker if something is not clear or if the speaker needs to pause for interpretation.
- Speak directly to the parents (for example, in English say, "what do you think about..." instead of "ask the parents what they think about..."). This shows respect to the parents and also makes the interpreter's work much easier.
- Face the parents, not the interpreter.
- Have only one person speak at a time and avoid side conversations. The interpreter will interpret **everything** that is said at a meeting.
- If you suspect mistranslation, rephrase your question, or ask the interpreter to repeat your question back to you.
- Say the same thing in different words if your question or statement is misunderstood.

- After the evaluation or meeting, *privately* ask the interpreter for feedback on the interaction or their observations regarding the scholar's performance. This is the debriefing.

Notes on Special Situations

Parents Who Do Not Want An Interpreter

Many adults who are native speakers of another language are very fluent in English. But cultural values, personal pride, and the desire to not create a burden for the school may lead some parents to claim a greater degree of English proficiency than they actually possess. There may be situations where the parents refuse the right to an interpreter, but staff members suspect that they do not fully understand the complex information being presented. There also may be situations where parents prefer to use a friend or relative as an interpreter, but the school is not certain whether that person is skilled to serve in this role. In these cases, UCSs may wish to try the following steps. In all cases, it is important for the school staff and parents to take some time to get to know each other and develop a trusting relationship.

- Consult with the English as a Second Language (ESL) or Bilingual Education staff. These staff members usually have the greatest knowledge of the family's circumstances and may be able to mediate.
- Consider whether the parents have a conflict with one particular interpreter. There are sometimes issues of dialect, ethnic group, or clan affiliations that make a given interpreter unacceptable to a family. Families also may be concerned that an interpreter will not maintain confidentiality. Gender can also be an issue for the family or the interpreter.
- Explain to parents that certain educational contexts can be very complicated and that many English-speaking parents have trouble understanding it.
- Explain that the school needs help to understand their language and culture. Place responsibility for communication barriers on the *school* rather than on the family.
- Consider the best interests of the child. Is the school missing critical pieces of information that can only be obtained from the family via an interpreter? It is important to be sensitive, but the scholar's interests may override those of the parents.
- Remember that having an interpreter does not guarantee good communication if the parents and the school do not have a good relationship.
- If the family prefers to have a friend or relative interpret, the school might consider involving its own interpreter attend the meeting so that communication is fully transparent.

Parents Are Unable to Read

Because of lack of opportunity for education, some parents of English Learner (EL) scholars are unable to read or write in their first language. Other languages, such as Hmong, did not historically have a written form and many speakers of these languages do not read or write them. LEAs should provide oral interpretation in these cases so that parents can be involved in their child's education in a meaningful way.

Even when parents are unable to read, LEAs are advised to have their interpreter use translated forms when they are available for communicating certain standard information. This is recommended for the following reasons:

- In many languages, there are no exact equivalents of some education terms. Different interpreters may use different words to explain concepts. Using written translations can increase consistency in interpretation. This is especially true if the interpreter is not trained in education.
- Interpretation of educational documents from English into another language is complex and time-consuming. Using the translated forms should greatly simplify the interpreter's task.
- It is also helpful to audio record oral interpretations of educational materials. Educational information may be complex, and the information shared at meetings can be difficult to absorb in one sitting. A recording would give parents the chance to listen to the information several times to refresh their memory.

Documenting Interpretation

It is important for Universal Charter Schools to keep records of interpretation. This can be done in whatever format is most convenient. For example, it can be recorded electronically in the local scholar information system or it can be a written record stored in the scholar's cumulative folder. The record should, at a minimum, contain the date and time of the interpretation, the information that was communicated, the name of the interpreter, the language(s) used, and the names of all who were involved in the communication. If a document or form was interpreted for a family or scholar rather than translated into their preferred language, then a note should be placed with the document or form that indicates this along with the name of the interpreter and language.

Legal Standards

Parents have the right to receive information regarding school programs in the language that they understand. According to the U.S. Department of Justice, LEAs must:

"...adequately notify limited English proficiency (LEP) parents of information about any program, service or activity of a school district or state education agency (SEA) that is called to the attention of non-LEP parents. At the school and district levels, this essential information includes but is not limited to information regarding: language assistance programs, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, scholar discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for scholar participation in a district or school activities, parent-teacher conferences, parent handbooks, gifted and talented programs, magnet and charter schools, and any other school and program choice options." ([Dear Colleague Letter: English Learner Scholars and Limited English Proficient Parents](#), pp 38-39)

The [Educating English Learners \(ELs\) Basic Education Circular](#) identifies these requirements and other essential information that must be provided to parents:

- School registration and enrollment instructions;
- A description of the EL identification process and the reason that their child was identified as an EL;
- Their child's current English proficiency level and a description of what that means;
- A description of the language instruction educational program (LIEP) as outlined in the [Educating English Learners \(ELs\) Basic Education Circular](#);
- Information explaining their right to refuse enrollment of their child in the LIEP (see Parental Right to Refuse Specialized Programming in the [Educating English Learners \(ELs\) Basic Education Circular](#);
- A description of the criteria for reclassification and an expected timeline for achieving proficiency;

- Notices required by special education laws and regulations;
- Grievance procedures and notices of non-discrimination;
- Scholar discipline policies and procedures;
- Report cards and progress reports;
- Notices of parent-teacher conferences;
- Information regarding gifted and talent programs;
- Results of the annual English proficiency assessment, ACCESS for ELLs®;
- Requests for parent permission for scholar participation in school activities; and
- Other information provided to native English-speaking parents such as invitations to join school-related councils or groups as well as parent handbooks.

References

- [Educating English Learners \(ELs\) Basic Education Circular](#)
- [Family Educational Rights and Privacy Act \(FERPA\)](#)
- [Minnesota Department of Education Code of Ethics and Standards of Practice for Educational Interpreters of Spoken Languages](#)
- [January 7, 2015 Dear Colleague Letter: English Learner Scholars and Limited English Proficient Parents](#), U.S. Department of Justice, Civil Rights Division / U.S. Department of Education, Office for Civil Rights
- [Information for Limited English Proficient \(LEP\) Parents and Guardians and for Schools and School Districts that Communicate with Them](#), U.S. Department of Justice and U.S. Department of Education Office for Civil Rights

Section 6: Title III Supplemental Programs

Title III, Language Instruction for English Learners and Immigrant Scholars, Part A provides supplemental funds to Universal Charter Schools to improve the education of EL and immigrant children and youth, by assisting the children to learn English and meet challenging state academic content and scholar academic achievement standards. These funds may be used to supplement a wide array of educational services. The funds support activities that assist EL scholars in developing English language proficiency in comprehension, listening, speaking, reading and writing, and in meeting the same challenging state academic content and scholar academic achievement standards as all children are expected to meet. To apply for Title III Funding, UCSs must complete the Consolidated Application, which is available through PDE's [Division of Federal Programs](#).

[Title III allocations](#) are posted annually by the Division of Federal Programs.

Title III compliance is monitored according to the Division of Federal Programs [monitoring cycle](#).

Supplement not Supplant

Recipients of Title III funding may not use funds to pay for services that are necessary under federal or state law and would be funded by other [Federal, or State, or local funds](#). Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

States, districts, and schools are required to provide core language instruction educational programs and services for English learners. This requirement is established based on Title VI of the Civil Rights Act of 1964, and its implementing regulations, as interpreted by the Supreme Court of the United States (including the Supreme Court's ruling in [Lau v. Nichols](#)) and based on other significant case law (including [Castaneda v. Pickard](#)), the Equal Educational Opportunities Act of 1974, and other Federal, State, and local laws. Therefore, the use of State or subgrantee Title III funds to provide core language instruction educational programs, including providing for the salaries of teachers who provide those core services for ELs, would violate the supplement not supplant provision of the Act, as such services are required to be provided by States and districts regardless of the availability of Federal Title III funds.

Title III Accountability

Accountability for ELs is required under Title I and is defined in the [PA state accountability plan](#).

Title III Nonpublic Participation

Title III requires all public school districts receiving funds under Title III Language Instruction for ELs and Immigrant Children and Youth (ICY) to allow nonpublic schools within their geographic boundaries to participate in Title III funded supplemental activities undertaken by the district. The Title III allocations include funding for the number of participating nonpublic scholars that the district includes in its EL and ICY scholar counts. This funding must go towards servicing EL or ICY scholars in the nonpublic schools or providing professional development to their teachers. Discussion on how to provide services for these children should take place during consultation with the nonpublic schools. See [Current guidance from the United States Department of Education \(USDE\) regarding statutory and regulatory requirements for Nonpublic school participation](#) under Title III, Language Instruction for Limited English Proficient and Immigrant Scholars. Also see [General state information about nonpublic schools](#).

Title III Supplemental Service Consultation Guidance

Local Education Agencies (LEAs) are responsible for providing equitable services and benefits to eligible private school scholars, their teachers, and other educational personnel participating in Title III in order to meet the language needs of English Learners (ELs) enrolled in private schools. (U.S. Department of Education, July 2015. TITLE III,

Revised and Adopted August 2025

PART A Non-Regulatory Guidance, p.40). Universal Charter Schools are responsible, after a Consolidated Application has been submitted via the eGrants system, to contact nonpublic schools participating in Title I, IIA, IV, and III programming. Final nonpublic equitable share amounts must be verified and attested to by participants before the Pennsylvania Department of Education (PDE) will approve the Universal Charter School application.

Schools are RESPONSIBLE for:

- o Contacting Non-Public Schools (NPS) in the geographic area of the UCS to conduct individual or group meetings in timely and meaningful consultation to discuss participation in Title III activities.
- o Distributing an Intent to Participate in Title III form to NPS.
- o After consultation has occurred, signing the Affirmation of Consultation form and uploading to PDE's Federal Programs Consolidated Application in eGrants.
- o Providing the state-required Home Language Survey (HLS) to all NPS interested in participating in Title III. NPS interested in participating in Title III are responsible for identifying scholars whose home language is a language other than English including foreign exchange scholars.
- o Informing NPS that they are responsible for administering the HLS to their scholars and providing LEAs with the names and contact information of the scholars whose home language is other than English. February 2018 2
- o Conducting the remainder of the state-required identification process within the federally required timeframe for all scholars who are potentially ELs.
- o Using the WIDA paper screener, MODEL screener, or K MODEL or K Screener (for kindergarten scholars only) for screening non-public scholars. The WIDA Online Screener may not be used.
- o Completing the Pennsylvania Information Management System (PIMS) upload in October of each year. This PIMS upload includes Public and Nonpublic counts. EL and Immigrant counts are required during this attestation process for both Public and Nonpublic scholars. Title III allocations, including possible NP equitable share, for the following school year are based upon this submission and attestation process. It should be noted that reported public or nonpublic Immigrant count will not in all cases result in the realization of an Immigrant allocation as ESSA only allows for Title III Immigrant funding when a growth model threshold has been exceeded. Previous year counts are used to inform the Title III allocation for the following year.
- o Setting a deadline for the consultation which should include a discussion regarding:
 - how the scholar's needs will be identified;
 - what services will be offered;
 - how, where, and by whom the services will be provided;
 - how the services will be assessed and how the results of the assessment will be used to improve those services;
 - the size and scope of the equitable services to be provided to the eligible private school scholar, teachers, and other educational personnel and the amount of funds available for those services; and
 - how and when the UCS will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the NPS officials on the provision of contract services through potential third-party providers.
- o Reaching out to the nonpublic schools from the PIMS upload that have contributed to any EL and/or Immigrant headcount. This timely and meaningful consultation can be carried out any time after the PIMS submission has occurred and must be completed before the Consolidated Application (Title I, IIA, IV, and III) is submitted to PDE.

In many circumstances Title III programming is conducted via consortium lead so UCS-based NP share requirements are to be included in this process.

- o After a Consolidated Application has been submitted via the eGrants system, contacting nonpublic schools participating in Title I, IIA, IV, and III programming. Final nonpublic equitable share amounts must be verified and attested to by participants before PDE will approve the UCS application. February 2018 3
- o Providing Title III secular, neutral, and nonideological services to children and educational personnel in private schools that are equitable and timely to address their educational needs.
- o Maintaining control of the funds used to provide services to NPSs. The UCS must also maintain title to materials, equipment, and property purchased with those funds. UCSs may allow the private schools to keep items from year-to-year in accordance with approved activities.
- o Providing services for private school children and educational personnel by employees of the UCS or through a contract made by the UCS with a third party. Control of contracts remains with the UCS.
- o Not comingling Title III funds with nonfederal funds.
- o Ensuring that Title III funds are used in a supplemental manner at both public and participating nonpublic schools. In general, it is presumed that expenditures are not supplemental and that supplanting has occurred: 1) if the UCS uses Title III to provide services that UCS was required to make available under other laws (state, local, or other federal); and/or 2) the UCS uses Title III funds to provide services that the UCS provided with state, local, or other federal funds in the prior year.

Annual assessment of Non-Public School English Learners

Title III, Part A does not require LEAs to administer their state's annual English language proficiency assessments for identified English learners in private schools. However, the LEA is required under the Title IX uniform provisions to consult with private school officials about how the Title III, Part A services provided to private school scholars and teachers will be assessed and how the results of the assessment will be used to improve those services (see Section 9501(c)(1)(D)). If an assessment is used, the cost for that assessment may be paid for with Title III, Part A funds if not supplanting federal or state requirements.

Reclassification of Non-Public School English Learners (Optional)

LEAs and NPSs may develop a protocol for determining an NPS EL's eligibility for continued participation in Title III services from year to year. The WIDA ACCESS for ELLs 2.0 cannot be used in either form for this determination.

Examples of Services under Title III for Non-Public School English Learners

- o Purchase and/or provide resources such as but not limited to books, computers, web based subscriptions, or computer programs to supplement the non-public school's ESL resources. These resources are owned by the LEA to be used by NPSs within their agreement.
- o Invite NPS teachers to attend the public school's ESL-related professional development offerings for grade K-12 ELs.
- o Invite NPS scholars to participate in supplemental activities funded by Title III such as after-school tutoring or summer programs.

Frequently Asked Questions

What is meant by "equitable" participation by public and private school scholars and educational personnel in a Title III program?

Participation is considered to be equitable if the LEA (1) assesses, addresses and evaluates the needs and progress of public and private school scholars and educational personnel on a comparable basis; (2) provides, in the aggregate, approximately the same amount of services to scholars and educational personnel with similar needs; (3) spends an equal amount of funds to serve similar public and private school scholars and educational personnel; and (4) provides both groups of scholars and educational personnel equal opportunities to participate in program activities.

Must an LEA's Title III program design be the same for both public and private school scholars and educational personnel?

No. Consultation and coordination between LEA and private school officials are essential to ensure a high-quality program that meets the needs of the scholars being served and assists those scholars in attaining English proficiency and meeting the same challenging state academic content and scholar academic achievement standards as all children are expected to meet. The LEA must assess the needs of private school scholars and educational personnel in designing a program that meets their needs. If their needs are different from those of public school scholars and educational personnel, the LEA, in consultation with private school officials, must develop a separate program design that is appropriate for their needs.

What recourse is available if an LEA will not use its Title III funds to provide equitable services to private school children and educational personnel?

Complaints about an LEA's failure to provide equitable services to private school children and educational personnel must first be submitted to the state education agency for resolution. The state's resolution or failure to make a resolution may be appealed to the U.S. Department of Education.

Does the Title III requirement on language qualifications for teachers providing Title III services to public school scholars apply to teachers providing these services to private school scholars?

Yes. Like teachers serving public school EL scholars, teachers providing Title III services to private school scholars, whether LEA employees or third-party contract employees, are subject February 2018 5 to the requirement that teachers in a Title III program must be fluent in English and any other language used for instruction.

References

Every Scholar Succeeds Act, 2015, Title III, Part A, Part B, Secs. 3111–3203 Education Department General Administrative Regulations (EDGAR), Part 76, Secs. 76.650- 76.662

U.S. Department of Education, July 2015: TITLE III, PART A English Language Acquisition, Language Enhancement, and Academic Achievement Equitable Services to Private School Scholars, Teachers, and Other Educational Personnel Non-Regulatory Guidance

For a sample letter for nonpublic Title III participation, please see [Appendix H](#).

Section 7: Special Populations

Foreign Exchange Scholars

Foreign exchange scholars come to our country to experience the American culture and at the same time provide our scholars 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.

LEAs are required to determine if foreign exchange scholars are English learners using the state EL identification procedure. If foreign exchange scholars are identified as ELs, then they must:

- Be placed with the LEAs language instruction educational program (LIEP) as appropriate based on their language proficiency,
- Be reported in PIMS as active 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.

The home language survey for foreign exchange scholars does not need to be completed by the parent in the home country. It can be completed by the scholar or the host family.

English Language Learners in Special Education

The following guidance is taken from the [Basic Education Circular \(BEC\), Educating English Learners](#).

Some ELs may have a disability and qualify for special education services. This could be determined at the time of enrollment if a scholar arrives with a valid individualized education program (IEP) or at some point 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](#) (IDEA) and [PA Chapter 14](#) Regulations.

This section only describes those aspects of policy for ELs with disabilities that are not contained in special education regulations, policies, and guidance.

See the Department's [Bureau of Special Education](#) website for access to all related regulations, policies, guidance, and FAQs.

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 supports, 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, scholars with a disability are eligible for English language development programming if they are identified as an ELs.

Identification

There is no waiting period for making a disability determination for an EL.

A child must not be determined to be a child with a disability if the determinant factor for that finding is lack of English proficiency.

Programming considerations

English language development instruction or English as a second language 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 by a properly trained and certified ESL teacher either directly or by a special education teacher who is working in collaboration with an ESL teacher.

The IEP team, which must include an ESL professional, must take into account the language needs of an EL with a disability when considering program design and placement.

Reclassification

An EL who has a disability must meet the state's definition of English proficient in order to be reclassified as a former EL. This definition and the provisions for reclassification can be found in the [Reclassification, Monitoring, and Re-designation of ELs](#) section of this document.

The PDE's Bureau of Special Education and Bureau of Teaching and Learning have developed published guidance documents and other resources that address the needs of ELs with disabilities. You can browse this library at the [PaTTAN publications site](#).

Section 8: Annual ELP Assessment (ACCESS for ELLs®)

PDE is a member of the multi-state WIDA Consortium. The WIDA Consortium develops the ACCESS for ELLs. The Pennsylvania Department of Education uses the ACCESS for ELLs as the required instrument for the annual assessment of English language proficiency. Access for ELLs is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' proficiency in English. It assesses social and instructional English as well as the language associated with Language Arts, Mathematics, Science and Social Studies within the school context across the four language domains of listening, speaking, reading and writing. The ACCESS for ELLs is used to reliably and validly assess the English language development (ELD) of English language learners (ELLs) in Grades K–12. Results of the ACCESS for ELLs are used by PDE and local education agencies for monitoring the progress of scholars, for making decisions about reclassifying scholars from language instruction educational programs, and for accountability. For more information about the technical characteristics and quality of the assessment, please visit the WIDA webpage at <https://wida.wisc.edu/assess/access/tests>. For more information about the WIDA English Language Development Standards, please visit <https://wida.wisc.edu/teach/standards/eld>.

State Testing Dates

Please visit the [PA state page](#) on the WIDA website for current testing dates. Please note that DRC and PDE establish testing dates and update the schedule between late June and early August each year.

ACCESS for ELLs Test Security Procedures

The security of state administered assessments is of the utmost importance. [The Bureau of Assessment and Accountability](#) has outlined the state's expectations and procedures regarding test booklet security, test administration security, and the identification and reporting of test security violations. Breaches in test security must be quickly identified and reported to PDE.

To report a test security breach or test irregularity, email the PDE ESL/Bilingual Education Advisors, Bob Measel (romeasel@pa.gov) or Julia Puza (jpuza@pa.gov).

Alternate ACCESS for ELLs

The Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for scholars 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 ELLs® assessment.

For more information about the Alternate ACCESS and scholar eligibility to participate in the Assessment, please visit the [WIDA Alternate Assessment webpage](#).

Appendix A: Home Language Survey



HOME LANGUAGE SURVEY

ALL newly registering scholars regardless of race, nationality, or language origin MUST complete this form. Federal law requires that all Local Education Agencies (LEAs) utilize a non-biased procedure for identifying which scholars are potential English Learners (ELs) in order to provide appropriate language instruction educational programs and services. Given this responsibility, LEAs have the right to ask for the information contained on this and other forms associated with the identification process.

Scholar Information (Parents/Guardians should complete this section):

Child's first name: _____

Child's family name: _____

Child's Date of Birth: _____
(Month/Day/Year)

Questions for Parents or Guardians

1. Is a language other than English spoken in the child's home? ☐ No ☐ Yes (language) _____
2. Does your child communicate in a language other than English? ☐ No ☐ Yes (language) _____
3. What is the language that your child first learned to speak? _____

Parent/Guardian Signature:

Date:

Interpreter Provided No Yes

Appendix B: Evaluating Foreign Transcripts

This document was adapted from guidance produced by the Office of Youth Development and School-Community Services (OYDSCS) of the New York City Department of Education (DOE). The original document can be found at <http://schools.nyc.gov>.

It is intended as a reference tool for LEAs to assist school staff members with evaluating foreign transcripts for scholars newly enrolling from other countries.

When using this manual it is important to keep in mind that several school systems and grading policies might exist within each country, as in the United States. Careful judgment and discretion are advised when utilizing the information presented in this manual. The information provides a general picture of the most commonly used systems in other countries and grading scales, recommended courses, and the equivalent credit within U.S. schools.

Evaluators are advised to:

- Carefully examine all official documents for authenticity.
- Ensure that translations are provided by a qualified source.
- Interview entering scholars and their parents/guardians.
- Contact the sending school, embassy, Ministry of Education, or other authorized agencies when necessary.

School Responsibility

LEAs are responsible for conducting the evaluation of the transcript.

Each LEA should have a well-defined procedure, including the roles and responsibilities of staff members involved, for timely evaluation of transcripts according to guidelines set forth in this manual.

Recommended Practice for Evaluating Transcripts

The following are recommended procedures for evaluating transcripts:

1. Examine official documents for authenticity.
2. Ensure transcripts in a language other than English are translated by a competent translator available within the school or region. In the event there is no available translator, the LEA may contract for translation with a local translation/interpretation company.

Documents translated by family members should not be accepted as official documents. All translations should be verbatim without interpretation or evaluation of information.

3. Interview the scholar and parent/guardian to review the transcript and prior studies in order to obtain clarification on curriculum, amount of time spent in each course, grading policies, and other pertinent information helpful to the evaluation process.

4. Determine if content course placement testing is necessary in those cases in which information or achievement is unclear. This is distinct from language proficiency testing for EL program placement.
5. Refer to the Country Index (Section II of this manual) to assist with the conversion of grades to award appropriate course and grade credit.
6. Follow established school procedures for ensuring that transfer credit is updated on the scholar's official transcript.
7. Establish a procedure for informing the scholar and parent(s) of the results of the evaluation.
8. Maintain all documentation in the scholar's official file.
9. Notify and consult with receiving teachers and department supervisors or heads for academic content course placements and award of academic credits based on transcript review. Coordinate with the EL director to ensure proper EL program placement and also to ensure that all content teachers are aware of EL needs.
10. Ensure the evaluation process is completed in a timely manner.

Transfer Credit

Transfer credits for a high school scholar transferring from another state or another country are awarded by the receiving LEA for work done outside the high school awarding the credit based on the review of their transcripts. PA Code Title 22 Chapter 4.23. High school education outlines the requirements for programs of instruction leading to graduation.

- (a) Instruction in the high school program must focus on the development of abilities needed to succeed in work and advanced education through planned instruction.
- (b) Curriculum and instruction in the high school must be standards-based and provide all scholars opportunities to develop the skills of analysis, synthesis, evaluation and problem-solving and information literacy.
- (c) Planned instruction aligned with academic standards in the following areas shall be provided to every scholar in the high school program. Planned instruction may be provided as a separate course or as an instructional unit within a course or other interdisciplinary instructional activity:
 - (1) Language arts, integrating reading, writing, listening, speaking, literature and grammar.
 - (2) Mathematics, including problem-solving, mathematical reasoning, algebra, geometry and concepts of calculus.
 - (3) Science and technology, including participation in hands-on experiments and at least one laboratory science chosen from life sciences, earth and space sciences, chemical sciences, physical sciences and agricultural sciences.
 - (4) Social studies (civics and government, economics, geography and history, including the history and cultures of the United States, the Commonwealth and the world).
 - (5) Environment and ecology, including scientific, social, political and economic aspects of ecology.
 - (6) The arts, including art, music, dance, theatre and humanities.
 - (7) Use of applications of microcomputers and software, including word processing, database, spreadsheets and telecommunications; and information skills, including access to traditional and electronic information sources, computer use and research.
 - (8) Health, safety and physical education, including instruction in concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts,

motor skill development, safety in physical activity settings, and the prevention of alcohol, chemical and tobacco abuse.

- (9) Family and consumer science, including principles of consumer behavior and basic knowledge of child health, child care and early literacy skill development.
- (d) The following planned instruction shall be made available to every scholar in the high school program:
 - (1) Vocational-technical education under § § 4.3 and 4.31—4.35.
 - (2) Business education, including courses to assist scholars in developing business and information technology skills.
 - (3) World languages under § 4.25 (relating to languages).
 - (4) Technology education, incorporating technological problem-solving and the impacts of technology on individuals and society.
- (e) College-level advanced placement courses may be offered as planned instruction in the high school curriculum.
- (f) This section does not preclude the teaching of other planned instruction designed to achieve an LEAs, including a charter school's, academic standards.
- (g) LEAs shall determine the most appropriate way to operate their high school programs to achieve the purposes under subsection (a) and any additional academic standards as determined by the school entity.

The appropriate school personnel should evaluate the transcript or other records of a transfer scholar enrolling in their school. Based on the scholar's transcript or other records, the LEA should award the appropriate units of transfer credit towards a high school diploma.

The decision to award transfer credit for work done at educational institutions other than Pennsylvania registered high schools shall be based on whether the record indicates that the work is consistent with the LEAs and state's standards and is of comparable scope and quality to that which would have been done in the school awarding the credit.

An example of this process:

A scholar arrives from Columbia in tenth grade. In reviewing her transcript, the guidance counselor notices that she has completed two English courses with passing grades. The guidance counselor interviews the scholar to determine the content of the courses because no other information is available. The counselor determines, with input from the EL coordinator, that the courses taken by the scholar only covered interpersonal communicative English. The counselor does NOT award English language arts credit, though, because the ELA courses at the high school are aligned to state standards that require mastery of academic English related to, among other things, literature (theme, complex character development, text structure, etc.) and informational text (development of ideas/claims, evaluation of arguments, point of view, etc.). There is no evidence that the English courses taken by this scholar covered these standards. To be thorough, the counselor administers a ninth grade end of course ELA exam to this scholar to see if she has the skills required by the standards. The scholar does not meet the minimum score requirement, so the counselor awards her two foreign language credits for the English classes that she took in Columbia instead, since those courses very closely match foreign language course standards utilized in the LEA.

This process must be followed for the award of credit for all courses taken at schools outside of the state.

You can download the full resource guide, which contains an index of countries with descriptions of their respective schooling systems and agency contacts [here](#).



Appendix C: Parent refusal form

This form is to be completed by the parent/guardian only after the LEA has provided them with a detailed explanation of the proposed program, the benefits the program would have for their child, and evidence of the program's effectiveness.

Scholar Name:

School:

Opt-out Date:

Grade:

Scholar ID#:

As required by federal law, your child has taken an English language proficiency test to determine if s/he qualifies for English Language Development (ELD) instruction in order to comprehend daily lessons and participate socially in school. Your child has been tested in English reading, writing, speaking and listening. The test scores indicate that s/he is eligible to receive ELD instruction in a program designed to help scholars acquire English language proficiency and access grade level content instruction.

Parental Right to Refuse ELD Services: The school has described in detail the ELD program they recommend for my child. I have considered the program(s) offered by the school and have chosen to decline separate, specialized ELD instruction for my child. Specialized services or classes are those provided only for English Learners (ELs), for example ELD pull-out classes, ESL tutoring, after-school English tutoring for ELs or content classes consisting of only ELs. This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction. By checking (✓) each item below, I acknowledge that I have read and understand each statement.

- ☐ I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why s/he was recommended for additional English language instruction.
- ☐ My decision to decline or opt-out of specialized ELD instruction is voluntary.
- ☐ The school district will report my child to the Pennsylvania Department of Education as an English Learner (EL) until my child attains English proficiency.
- ☐ Federal law requires that my child will be tested annually with the WIDA ACCESS for ELs 2.0 until s/he attains English proficiency and is no longer considered EL status.
- ☐ The school district will monitor my child's academic progress without benefit of receiving specialized ELD instruction until my child attains English proficiency, and four years after exit from EL status.
- ☐ The school district will continue to inform me of my child's progress in attaining English proficiency.

- ☐ I can change my preference at any time by notifying the school district in writing, and allow my child to enroll in the ELD program(s) offered by the school.

I, _____ (parent/guardian name) with a full understanding of the above information, wish to

- ☐ Decline **all** of the specialized ELD programs and services offered to my child.
- ☐ Decline **some** of the ELD programs and/or particular ELD services offered to my child.

Parent/Guardian Signature: _____

Date: _____

Appendix D: Parental LIEP Reinstatement Request Form



Parental Reinstatement Request Form

Scholar Name:

PaSecure ID:

School Name:

Date of Inclusion:

I, _____ (insert parent name) reviewed my child's academic progress and English language proficiency level to date and wish to:

- ☐ Have my child participate in **all** of the English Language Development programs and services offered to my child.
- ☐ Have my child participate in **some** of the English Language Development programs and/or particular English Language Development services offered to my child.

Parent/Guardian Signature: _____

Date:

Appendix E: Reclassification Language Use Inventories



Grade: Kindergarten

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Scholar:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a scholar's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the scholars' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	

Reading:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support.	Can apply grade-level phonics and word analysis skills in decoding.	

Total Points:

Grade: Kindergarten

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use drawings and/or labels to link some or most details in a story.	Can use drawings OR words to link details in a story.	Can use drawings, words AND simple phrases to link details in a story.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can sequence some letters needed to produce frequently used sight words, but with significant errors that hinders readability. Not able to be to produce phrases or sentences.	Can sequence most letters needed to produce recognizable frequently used/sight words. May include inventive spelling. Can produce phrases and some simple sentences.	Can sequence most letters needed to produce recognizable words. May include inventive spelling following recognizable conventions. Can produce simple sentences.	

Accuracy: Grammar/

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Consistent errors that may hinder the meaning of the writing regarding grammar.	Regularly contains some grammatical inaccuracy in either capitalization of "I" and beginning of sentence, people names, ending punctuation.	Maintains some grammatical accuracy in capitalization of "I" and beginning of sentence, people names, ending punctuation.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw a picture with some labels to describe the picture or story.	Draw a picture and write labels or simple phrases to describe the picture or story.	Draw a picture and write several connected sentences to describe the picture or story.	

Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw a picture with some labels to describe a single familiar topic with minimal detail or elaboration.	Draw a picture and write labels or simple phrases about a single familiar or academic topic with limited detail or elaboration.	Draw a picture and write several connected sentences about a single familiar or academic topic with detail or elaboration such as form and function.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw and label to explain likes or dislikes about a familiar topic.	Can express an opinion about a familiar topic or a book. May draw and uses labels or a simple sentence to explain reasons. May use conjunction words such as "because" to support their opinion.	Can express an opinion about a familiar topic or a book. May draw and use 1 or more written sentences to explain reasons. Uses conjunction words such as "because" to support their opinion.	

Total Points:

Grade: 1

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Scholar:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a scholar's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the scholars' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support. Read grade level text with support for purpose and understanding.	Can apply grade-level phonics and word analysis skills in decoding. Read grade-level text with purpose and understanding.	

Total Points:

Grade 1

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce sentences with limited structure. Shows limited use of organizational patterns, and simple connectors like “and” and “because”.	Can produce clear, structured sentences, showing some use of a range of organizational patterns, and connectors.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or “I ...”).	Maintains a high degree of grammatical accuracy (capitalization of “I”, beginning of sentence, people names/places, ending punctuation, simple tenses. May use a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited descriptions and limited sequential words. Uses some language to delineate either beginning, middle or end.	Can produce linearly structured narrative story with details explaining the experience with elaborations and some sequential words. Uses language to delineate beginning, middle, and end. May use pictures to illustrate their familiar story.	

Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no factual details. Writes minimal description or elaboration.	Can present with limited connection some factual information with an introduction using details on a familiar topic, but not an academic topic.	Can present connected factual information with an introduction using details from a source on an academic topic.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in words or simple phrases without use of a conjunction word and no supporting reasons.	Can express a single-stance on a familiar topic in a single sentence stating a reason with a conjunction word such as “because”.	Can express a single-stance on a familiar topic in multiple sentences with a supporting reason. May use conjunction words such as “because” to support their opinion.	

Total Points:

Grades 2-3

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Scholar:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a scholar's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the scholars' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics with little to no content-specific vocabulary.	Can use a series of connected phrases and short, simple sentences to talk in simple terms and some content-specific vocabulary about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using content-specific vocabulary.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information with illustrations. Limited understanding of words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics with some support. Use grade-level phonics and word analysis skills in decoding. Begins to understand words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics. Use grade-level phonics and word analysis skills in decoding. Begins to understand idiomatic expressions and words/phrases with multiple meanings.	

Total Points:

Grade: 2-3

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce linear sequence of sentences in writing with limited structure. Shows some use of organizational patterns, and simple connectors like “and”, “but”, and “because”.	Can produce clear, structured language, showing some use of a range of organizational patterns, connectors, and cohesive devices (such as causal, sequential or comparative).	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or “I ...”).	Maintains a high degree of grammatical accuracy (capitalization, punctuation, simple tenses, and simple subject-verb agreement). May use a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited elaborations and some sequential words. Uses some language to delineate beginning, middle and end.	Can produce linearly structured narrative story giving robust descriptions of experiences with elaborations and sequential words. Uses language to delineate beginning, middle and end.	

Accuracy: Genre Informative

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on a research topic. Uses linked sentences to provide very short descriptions of details with little to no use of organizational structure.	Can present information using limited grouping with vague connections. Either the introduction or conclusion is omitted. Uses minimal facts with evidence of phrases or text taken directly from other sources.	Can present information grouped and connected logically with an introduction and conclusion using facts from text or other sources in their own words.	

Accuracy: Genre Opinion/Argument

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in a series of simple sentences which may present supporting details. Uses no conjunction words.	Can express a single-stance on a familiar subject in a text with a delineated introduction or conclusion with 2 or fewer supporting reasons. Uses some conjunction words to link supporting details.	Can express a single-stance on a familiar or academic subject in a clear, well-structured text with delineated introduction and conclusion with 3 or more supporting reasons. Uses conjunction words to link supporting details.	

Total Points:

Grades: 4-12

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Scholar:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a scholar's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the scholars' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/phrases with multiple meanings.	Can understand long and complex fiction and non-fiction texts on unfamiliar topics, appreciating distinctions of style.	

Total Points:

In the event that a teacher finds it challenging to distinguish between two levels in the Interaction, Listening, Speaking, and Reading Inventory rubric, the extension rubric that follows can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

Grades: 4-12

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can link groups of words with simple connectors like “and,” “but,” and “because.”	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions on familiar topics.	Can strategically select language to express him/ herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader	

Accuracy: Genre Reports & Essays

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics and following a standardized format.	Can present information on complex subjects in clear, well structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can present arguments on complex subjects in clear, well-structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	

Total Points:

In the event that a teacher finds it challenging to distinguish between two levels in the Written Expression Inventory rubric, the rubric in the follows can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

Grades: 4-12

The scholar's command of language indicates to most audiences that he/she:

Interaction

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what the learner is trying to say. Can ask and answer simple questions in areas of immediate need or on very familiar topics.	Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can interact with a degree of fluency and spontaneity (without relying on provided language frames or structures) that makes regular interaction with others possible. Can take an active part in academic discussions in familiar contexts and on familiar topics, accounting for and sustaining his/her views.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.

Listening

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can recognize familiar words and basic phrases on familiar topics when people speak slowly and clearly.	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech and lectures, presentations, and videos and follow even complex lines of argument provided the topic is reasonably familiar.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast speed.

Speaking

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can use simple phrases and sentences to describe familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions on a wide range of familiar subjects. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points, and finishing with an appropriate conclusion.	Can present clear, smoothly flowing description or argument in a style appropriate to the context and with an effective structure, which helps the recipient notice significant points.

Reading

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can understand familiar names, words, and very simple sentences, for example on visual representations with little text (such as in posters and ads).	Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/ phrases with multiple meanings.	Can understand non-fiction texts on unfamiliar topics in which the writer adopts a particular attitude or viewpoint. Can identify relevant details in contemporary fiction.	Can understand long and complex fiction and nonfiction texts on unfamiliar topics, appreciating distinctions of style.	Can read with ease virtually all forms of written language, including structurally or linguistically complex texts.

Grades: 4-12

Expansion of Repertoires: Cohesion

Low	Low+	Moderate	Moderate+	High	High+
Can link words or groups of words with very basic linear connectors like “and” or “then.”	Can link groups of words with simple connectors like “and,” “but,” and “because.”	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can use a growing number of cohesive devices to link his/her statements into clear, coherent discourse, though there may be some “jumpiness” in a longer text.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and wide range of connectors and other cohesive devices.

Accuracy: Word/Phrase

Low	Low+	Moderate	Moderate+	High	High+
Can use high frequency words and simple phrases related to personal details and particular concrete situations.	Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/herself with some hesitation and circumlocutions on familiar topics.	Has sufficient range of language to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words.	Can strategically select language to express him/herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	Shows great flexibility in reformulating ideas to effectively convey finer shades of meaning, emphasize, differentiate, and clarify. Uses appropriately many idiomatic expressions.

Accuracy: Grammar/Sentence

Low	Low+	Moderate	Moderate+	High	High+
Has some control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Shows relatively high degree of grammatical control. Does not make errors that cause misunderstanding and can correct most of his/her mistakes. Uses simple and some complex sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	Maintains grammatical accuracy when using complex language, even when attention is otherwise engaged (e.g., in forward planning or monitoring others' reactions). Uses a range of grammar and sentence structures strategically.

Accuracy: Genre Narrative

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can produce clear, detailed descriptions of experiences and events. Can follow established genre conventions in marking relationships between ideas and organizing the text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader.	

Accuracy: Genre Reports & Essays

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics, following a standardized format.	Can develop an idea with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem and synthesize information from a number of sources.	Can present information on complex subjects in clear, well- structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.	

Accuracy: Genre Arguments

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases to express an opinion on a familiar topic.	Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can develop an argument, giving reasons in support of or against a particular point of view and explain the advantages and disadvantages of various options. Can synthesize arguments from a number of sources.	Can present arguments on complex subjects in clear, well- structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	

Appendix F: Sample reclassification cover sheet

Reclassification Cover Sheet

Scholar Name:

PASID:

DATE:

Grade:

School District:

School:

ACCESS for ELLs® Proficiency Level (overall composite)	Reclassification Points
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

ACCESS for ELLs® Proficiency Level:

ACCESS for ELLs® Reclassification Points:

Points from language use inventory #1:

Points from language use inventory #2:

TOTAL Points for Reclassification:

Does the total number of points meet or exceed the threshold of 10.5?

Based on the scholar's ACCESS for ELLs® overall proficiency level score and use of language as observed by his/her teachers, this scholar **is recommended** / **is not recommended** for reclassification as a former EL.

If the scholar's score is equal to or exceeds the threshold of 10.5, but the scholar is not recommended for reclassification, then provide an explanation below:

Notes:

ESL Teacher/Coordinator Signature:

ESL Teacher/Coordinator Printed Name:

Appendix G: Sample reclassification cover sheet (ELs with disabilities)

Scholar Name:

PASID:

DATE:

Grade:

School District:

School:

Overall composite proficiency level:

Listening proficiency level:

Speaking proficiency level:

Reading proficiency level:

Writing proficiency level:

Team members present for recommendation discussion:

Required criteria

The scholar is only eligible for reclassification if all the answers to the following questions are YES.

- Does the scholar have an IEP? **YES / NO**
- Has the scholar been continuously enrolled in an ESL/bilingual education program for at least four years?
YES / NO
- Has the scholar's overall composite proficiency level score on the ACCESS for ELLs® **NOT** increased by more than 10% at any point or total over the three most recent testing cycles? **YES/NO**

List the three most recent ACCESS overall composite proficiency level scores:

-
-
-
- Is there documented evidence that the scholar has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP? **YES/NO**

Evidence that was evaluated by the team in making the recommendation for reclassification:

1. Has the scholar received adequate ELD instruction commensurate with his/her ELP level for the most recent four years? **YES / NO**
2. Is this scholar able to effectively communicate in English? **YES / NO**
3. Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles? **YES / NO**
4. Are any ACCESS for ELLs domain scores that affect the scholar's ability to reach an overall composite proficiency level of 4.5 directly related to the scholar's disability? **YES / NO**

If yes, explain:

If the answer to any of the above questions is “no”, then the notes must contain a description of compelling evidence that the scholar should be reclassified as a former EL in spite of the fact that there is an indication that he/she may benefit from continued participation in the LIEP.

Based on the scholar's ACCESS for ELLs® overall proficiency level score and use of language as observed by his/her teachers, this scholar **is recommended / is not recommended** for reclassification as a former EL.

Notes:

ESL Teacher/Coordinator Signature:

ESL Teacher/Coordinator Printed Name:

Appendix H: Sample letter for non-public Title III participation

SAMPLE

THE BULLETED ITEMS BELOW ARE REQUIRED

Name of School Official

Address

Address

City, State Zip

Dear _____:

Federal law requires all public school districts receiving funds under Title III Language Instruction for English learner (EL) and Immigrant scholars to provide equitable educational services to EL and Immigrant scholars and educational personnel in private schools that are located in the geographic area served by the school district. Title III is designed to improve the education of ELs by helping them learn English. These funds may be used to provide services such as enhanced instructional opportunities, supplemental programs, curricular materials, and professional development.

The purpose of this letter is to organize a consultation meeting to discuss the available services under the Title III program, outline the steps necessary for your participation, and determine whether your school wishes to participate in Title III services. During the consultation meeting, we will also address the following:

- How the EL children's needs will be identified.
- What services will be offered.
- How, where, and by whom the services will be provided.
- How the services will be assessed and how the results of the assessment will be used to improve those services.
- The size and scope of the services to be provided to the private school children and educational personnel.
- The amount of funds available for those services.
- How and when the LEA will make decisions about the delivery of services, including a thorough consideration of the views of the private school officials on the provision of contract services through potential third-party providers.

Please contact (contact name) at (telephone number) by (date) to arrange the consultation meeting. School districts are required to report their EL scholar counts to the Pennsylvania Department of Education by October 1 of each school year. If the non-public school does not respond by (date), the non-public school will be ineligible to participate in Title III supplemental services for this school year.