English Learner (EL) Plan
PDE Comprehensive Policy and Practice Guide

Requirements	Program	Plan
1. Identification of ELs The LEA or AEDY Program must explicitly state how they implement ALL steps with specific details and who is responsible for each step. ALL program requirements must be explicitly explained. ALL items in the program column must be included and addressed in the plan column.	Follow the PDE Comprehensive Policy and Practice Guide (pp. 5-11) **Steps are outlined below:** **STEP 1**: Review the Home Language Survey (HLS) - Appendix A **STEP 2**: Conduct a family interview to determine if the student is potentially an EL. Use an interpreter, if necessary. Translation Library - SAS ● Train staff responsible for district enrollment ● The family interview must be conducted by district-trained personnel (guidance counselor, EL specialist, administrator, etc)-not to be completed by the parent/guardian. **STEP 3**: If the student has an IEP or is suspected of having a disability (e.g. the parent states that the student has a disability), then see ELs with Disabilities before proceeding. See also EL Annotated IEP Companion Checklist. **STEP 4**: Conduct a review of the student's academic records from previous schooling in the United States, if available. ● Look for evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. ● Acceptable Evidence (p. 3) includes:	

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○ Scores from standardized summative or interim tests in English

○ Passing grades for core content classes conducted in English

○ 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.

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2. Assessment of ELs

● Determine need for instruction
● Place in appropriate program of instruction

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Follow the PDE Comprehensive Policy and Practice Guide (pp. 5-11) to identify the process in the plan.

Steps are outlined below:
STEP 5: Screen the student for English language proficiency using the KW-APT, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener (p. 9).
See the selection of appropriate grade-level cluster test forms section for information about the appropriate test form to administer.

STEP 6: OPTIONAL - Screen the student for native language proficiency if an evidence-based screening instrument, in their language, is available (p. 10).

STEP 7: Determine if the student has limited or interrupted formal education (LIFE) using the criteria stated on page 10.

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3. The Language Instruction Educational Program (LIEP)
 	
● Direct, appropriate, sufficient
● Designed for students' needs
● Based on current practices
● Appropriate staffing
● Appropriate materials
	Follow the PDE Comprehensive Policy and Practice Guide (pp. 5-11) to identify the process in the plan.
	
	Steps are outlined below:
	STEP 8: Determine the most appropriate Language Instruction Educational Program (LIEP) based on the student's English language proficiency and native language proficiency if available.
	
	Identify and classify the program model
	For detailed distinctions between these program models and the class composition refer to:
	   ● Classifying Language Instruction Educational Programs (LIEPs)
	
	   ● Educating English Learners ELs | BEC under "The Language Instruction Educational Program (LIEP): Program Models and Program Design", examples of program models below:
	      ● EL-Specific Bilingual
	
	      ● Mixed Classes Bilingual
	
	      ● EL-Specific Transitional Instruction
	
	      ● Mixed Classes with Native Language Support
	
	      ● EL-Specific English-Only Instruction
	
	      ● Mixed Classes with English-Only Support
	
	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.

STEP 10: The parent accepts or refuses placement in part or in whole in the LIEP. If, after the LEA notifies the parent of their option to refuse specialized LIEP services, the parent does not respond, then the LEA may proceed with the recommended program placement.

Step 11: (If LEA participates in Title III) Describe available opportunities (tutoring and afterschool programs, extra-curricular activities, etc.)
*Does not apply to private AEDY programs.

Step 12: Notify the receiving school of student's identification and placement.
*Does not apply to private AEDY programs.

Step 13: Initiate an active service record in the district SIS. If the student has limited or interrupted formal education, then ensure that LIFE is identified. If the student will participate in Title III funded services, then ensure that the student is identified as participating in Title III.
NOTE: Not all ELs in a district that receives Title III funds are participating in Title III.
*Does not apply to private AEDY programs.

Step 14: Schedule the student based on program placement and English language proficiency.
● Specify the amount and nature of Program Models and Program Design. The foregoing minimum

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requirements must be incorporated in the entirety of the student's daily instructional time.

- Hire/Contract teachers with ESL Program Specialist Certificate - Program Models and Program Design.

- Identify appropriate instructional materials to scaffold instruction for ELs when a student is referred to an AEDY program under Appropriate Resourcing of the LIEP (3rd bullet).

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4. **Ensure integration**

- Instructional integration

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Describe access to programs and services (e.g. Gifted, Extra Curricular, Special Education, Vocational, etc.).

*Extra Curricular and Vocational access would not be accessible during AEDY placement.

- Ensure scaffolding based on English language proficiency levels · Scaffolding Instruction

- Integrate Program models and program design; ELs with same-age peers

- Collaborate with relevant staff to support ELs' academic and linguistic development

- Communication with Families: Interpreters, Translators, and Liaisons. Communicate with families in preferred mode of communication

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5. Reclassification ● For progress ● To reclassify (exit) a program ● Monitor exited students ● Reclassification former ELs	Review "Reclassification, Monitoring, and Redesignation of ELs" ● Describe specific multi-criteria reclassification procedures: ● Develop a monitoring plan/documentation for FELs ● Create a procedure for "Re-Designating Former ELs" ● PDE SAS: Reclassification Training Module	
6. Document ● Instruction ● Student Achievement ● Program Compliance ● Program Effectiveness	Communication with Families: Interpreters, Translators, and Liaisons ● Develop an ESL Program Handbook in preferred mode of communication ● Periodic review and evaluation of each student's performance ● Establish a stakeholder team to evaluate program effectiveness (p. 6) ***For AEDY programs, refer to AEDY BEC: English Learner (EL) Services in AEDY Programs**	

Updated 12.4.24

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Resources:

English Learner Toolkit (USDE)

U.S. Department of Justice and U.S. Department of Education Office for Civil Rights Fact Sheet

District ELL Administrator and Coordinator Handbook

Policy and Practical Guide- updated April 2024

Professional Learning (SAS)

Updated 12.4.24